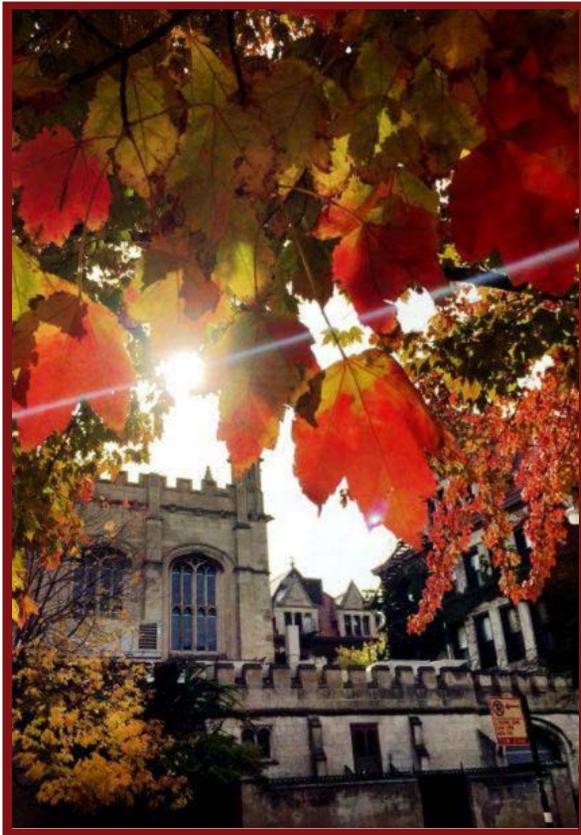


THE UNIVERSITY OF
CHICAGO



THE COLLEGE
CATALOG 2019 - 2020

THE COLLEGE CATALOG 2019–2020

EDUCATIONAL OBJECTIVES AND ENROLLMENT

The College residential and curricular experience is predicated on the community that students build by attending classes together and by learning from faculty and each other in academic and social settings. We believe that successful education at the college level depends to a large extent on regular attendance at classes and laboratories, and therefore it is the expectation of the College that students will attend all classes for which they have registered. Nevertheless, it is up to the individual department, faculty member, or instructor to set the attendance policy for their individual courses.

All students enroll in the general education curriculum, designed with the expectation that in the first two years of study a student will complete general education requirements and introductory courses in a major. The final two years of enrollment are devoted to advanced work in the major and elective courses that build on the foundation laid in the first two years.

In order to engage in this structured plan, students must register full time (with three or four courses) in each quarter of the standard academic year (autumn, winter, spring) for the first two years. Full-time registration allows for completion of the general education requirements and introductory courses to the major, and enables students to participate fully in the intellectual life of the College. As young scholars, students test their understanding and perspective across all disciplines in conversation with peers. The community that develops in College Housing and in cocurricular student life builds on students' common experiences in learning and in exploring beyond the classroom. Further, the elements of the general education curriculum provide cross-disciplinary perspectives on enduring questions and create the habits of mind that prepare students for advanced studies.

NON-DISCRIMINATION STATEMENT

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to University programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes under the law (including Title IX of the Education Amendments of 1972). For additional information regarding the University of Chicago's Policy on Harassment, Discrimination, and Sexual Misconduct, please see: harassmentpolicy.uchicago.edu/page/policy.

The University official responsible for coordinating compliance with this Notice of Nondiscrimination is Bridget Collier, Associate Provost for Equal Opportunity Programs. Ms. Collier also serves as the University's Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator. You may contact Ms. Collier by emailing bcollier@uchicago.edu, by calling 773.702.5671, or by writing to Bridget Collier, Office of the Provost, The University of Chicago, 5525 S. Ellis Ave., Suite 171, Chicago, IL 60637.

GENERAL INFORMATION

The University of Chicago is accredited by the Higher Learning Commission of the North Central Association.

The content of this catalog is accurate as of April 5, 2019. It is subject to change.

Cover photo by Robert Kozloff.



TABLE *of* CONTENTS

6	INTRODUCTION
7	THE CURRICULUM
11	Earning a Degree
12	Liberal Education at Chicago
13	Arts
14	Biological Sciences
18	Civilization Studies
34	Humanities
45	Mathematical Sciences
46	Physical Sciences
54	Social Sciences
68	PROGRAMS OF STUDY
70	Anthropology
98	Architectural Studies
102	Art History
120	Astrophysics
131	Biological Chemistry
134	Biological Sciences
169	Chemistry
184	Cinema and Media Studies
204	Classical Studies
225	Comparative Human Development
234	Comparative Literature
237	Comparative Race and Ethnic Studies
251	Computational and Applied Mathematics
253	Computational Neuroscience
255	Computer Science
272	Creative Writing
284	Data Science
285	Digital Studies of Language, Culture, and History
288	East Asian Languages and Civilizations
307	Economics
339	Education and Society
341	English Language and Literature
370	Environmental Science
380	Environmental and Urban Studies
402	Fundamentals: Issues and Texts
412	Gender and Sexuality Studies
424	Geographical Sciences

- 431 Geophysical Sciences
- 448 Germanic Studies
- 457 Global Studies
- 465 Health and Society
- 468 History
- 499 History, Philosophy, and Social Studies of Science and Medicine (HIPS)
- 514 Human Rights
- 520 Inequality, Social Problems, and Change
- 526 Interdisciplinary Studies in the Humanities
- 530 Jewish Studies
- 540 Latin American and Caribbean Studies
- 546 Law, Letters, and Society
- 560 Linguistics
- 568 Mathematics
- 588 Media Arts and Design
- 598 Medieval Studies
- 603 Molecular Engineering
- 618 Music
- 627 Near Eastern Languages and Civilizations
- 661 Neuroscience
- 671 New Collegiate Division
- 672 Norwegian Studies
- 675 Philosophy
- 684 Physics
- 694 Political Science
- 709 Psychology
- 719 Public Policy Studies
- 743 Religious Studies
- 754 Renaissance Studies
- 756 Romance Languages and Literatures
- 788 Russian and East European Studies
- 808 Sociology
- 817 South Asian Languages and Civilizations
- 837 Statistics
- 854 Theater and Performance Studies
- 862 Tutorial Studies
- 864 Visual Arts

880 MINORS

882 ACADEMIC REGULATIONS AND PROCEDURES

- 883 Academic and Enrollment Statuses
- 885 Course and Grade Policies
- 888 Registration

- 889 Academic Advising
- 890 Academic Integrity

891 EXAMINATION CREDIT

895 TRANSFER CREDIT

899 INTERDISCIPLINARY OPPORTUNITIES

- 900 Big Problems
- 912 Chicago Studies
- 916 Clinical and Translational Science
- 918 Course Clusters
- 920 Parrhesia Program for Public Discourse
- 921 Signature Courses in the College
- 922 Stevanovich Institute on the Formation of Knowledge

927 JOINT DEGREE PROGRAMS

- 929 Joint BS/MS in Chemistry
- 930 Joint BA/MA in Computational Social Science
- 932 Joint BA/MS or BS/MS in Computer Science
- 934 Joint BA/MA in Digital Studies of Language, Culture, and History
- 937 Joint BA/MAT in Education and Teaching Certification
- 939 Joint BA/MA in the Humanities
- 942 Joint BA/MA in International Relations
- 944 Joint BA/MA in Latin American and Caribbean Studies
- 946 Joint BA/MS or BS/MS in Mathematics
- 947 Joint BA/MA in Middle Eastern Studies
- 949 Joint BA/MPP in Public Policy Studies (Harris)
- 950 Joint BA/MS in Computational Analysis and Public Policy (Harris)
- 952 Joint BA/MA in the Social Sciences
- 954 Joint BA/MA in Social Service Administration
- 955 Joint BA/MS or BS/MS in Statistics
- 956 Professional Option: Medicine

957 STUDY ABROAD

960 PREPARATION FOR PROFESSIONAL STUDY

965 RESEARCH AND FELLOWSHIPS

966 CONTACT US

967 INDEX

INTRODUCTION

EDUCATIONAL OBJECTIVES AND ENROLLMENT

The College residential and curricular experience is predicated on the community that students build by attending classes together and by learning from faculty and each other in academic and social settings. We believe that successful education at the college level depends to a large extent on regular attendance at classes and laboratories, and therefore it is the expectation of the College that students will attend all classes for which they have registered. Nevertheless, it is up to the individual department, faculty member, or instructor to set the attendance policy for their individual courses.

All students enroll in the general education curriculum, designed with the expectation that in the first two years of study a student will complete general education requirements and introductory courses in a major. The final two years of enrollment are devoted to advanced work in the major and elective courses that build on the foundation laid in the first two years.

In order to engage in this structured plan, students must register full time (with three or four courses) in each quarter of the standard academic year (autumn, winter, spring) for the first two years. Full-time registration allows for completion of the general education requirements and introductory courses to the major, and enables students to participate fully in the intellectual life of the College. As young scholars, students test their understanding and perspective across all disciplines in conversation with peers. The community that develops in College Housing and in cocurricular student life builds on students' common experiences in learning and in exploring beyond the classroom. Further, the elements of the general education curriculum provide cross-disciplinary perspectives on enduring questions and create the habits of mind that prepare students for advanced studies.

NON-DISCRIMINATION STATEMENT

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to University programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes under the law (including Title IX of the Education Amendments of 1972). For additional information regarding the University of Chicago's Policy on Harassment, Discrimination, and Sexual Misconduct, please see: harassmentpolicy.uchicago.edu/page/policy.

The University official responsible for coordinating compliance with this Notice of Nondiscrimination is Bridget Collier, Associate Provost for Equal Opportunity Programs. Ms. Collier also serves as the University's Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator. You may contact Ms. Collier by emailing bcollier@uchicago.edu, by calling 773.702.5671, or by writing to Bridget Collier, Office of the Provost, The University of Chicago, 5525 S. Ellis Ave., Suite 171, Chicago, IL 60637.

GENERAL INFORMATION

The University of Chicago is accredited by the Higher Learning Commission of the North Central Association.

The content of this catalog is accurate as of April 1, 2019. It is subject to change.



THE CURRICULUM

The University of Chicago College curriculum has three components: general education requirements (1500 units), a major (900–1900 units), and electives (800–1800 units). A minimum of 4200 units of credit (forty-two 100-unit courses) is required for the undergraduate degree. Of all credits earned, at least 3800 must be earned via course enrollment, as opposed to credit earned via examination.

Students choose courses across the curriculum in consultation with College advisers and faculty counselors. Courses valued at less than 100 units may not be used to satisfy degree requirements.

GENERAL EDUCATION

General education requirements are designed to teach the skills of critical inquiry, argumentation, and analytical thinking in both quantitative and qualitative settings. These requirements are largely completed with integrated, often interdisciplinary, sequences comprised of two or three courses. (Note: The courses designed to satisfy these requirements cannot be replaced by other courses, except in the sciences, as indicated. Substitutes for general education courses are rarely approved (1) to accommodate a second major or a minor, or (2) to avoid curricular and scheduling conflicts that result from postponing general education requirements until a student's third or fourth year.)

Meant to be a foundation for later study at the College, the general education requirements are a quintessential element of the University of Chicago experience and should be completed by the end of the second year. Most general education requirements are completed with sequences comprised of two or three courses.

These requirements are completed with 1500 units of credit (fifteen 100-unit courses) spread over seven areas of study. These seven general education requirements fall into three broad categories. Students must also satisfy a language competence requirement, which is outlined below.

1. Humanities, Civilization Studies, and the Arts (total: 600 units/6 quarter courses)

Students take a total of six quarter courses in this category, distributed in the following way: at least two quarters in the humanities, at least two quarters in civilization studies, and at least one quarter in the arts. The remaining (sixth) course may be taken in any one of these categories. Each of these requirements has its own detailed page under the heading "The Curriculum" in this catalog.

An essential component of general education is learning how to appreciate and analyze texts intellectually, historically, and aesthetically. Through this general education requirement, students learn how to interpret literary, philosophical, and historical texts in depth; how to identify significant intellectual problems posed by those texts; and how to discuss and write about them perceptively and persuasively. They also learn how to study a visual or performing art form and how to study texts and art forms within a specific cultural and chronological frame.

2. Natural Sciences (Biological Sciences and Physical Sciences) and Mathematical Sciences (total: 600 units/6 quarter courses)

Students take a total of six quarter courses in this category, distributed in the following way: at least two quarters of physical sciences, at least two quarters of biological sciences, and at least one in mathematical sciences. The remaining (sixth) course may be taken in any one of these categories, unless calculus is being used to satisfy the requirement in mathematical sciences. In that case, the student must take two calculus courses for the general education requirement. In general, be aware that a student's major and/or preparation for the health professions may dictate which of the available options the student should select.

Courses and sequences in the natural sciences are designed to explore significant features of the natural universe and to examine the exciting process of scientific inquiry. These courses consider the powers and limitations of diverse forms of scientific observation, scientific reasoning, and natural laws. Courses in the mathematical sciences develop the powers of formal reasoning through use of precise artificial languages found in mathematics, computer science, statistics, or formal logic.

Each of these requirements has its own detailed page under the heading "The Curriculum" in this catalog.

3. Social Sciences (total: 300 units/3 quarter courses)

Each of these year-long (three-quarter) social sciences sequences introduces fundamental questions and theories from the social sciences and shows how they enhance our understanding of important issues facing the world. Some sequences focus on classic texts, others on substantive fields of inquiry or research methodologies, but all explore how the social sciences formulate questions and inquire into the nature of social life through acts of imagination as well as through systematic analysis. The social sciences general education curriculum requires active engagement in small seminars, close reading, and analytic writing; some sequences may also include lectures.

Courses must be taken in sequence. Once students begin a sequence, they are expected to remain in the same sequence. NOTE: Students registered in any of the social sciences sequences must attend the first and second

class sessions or their registration will be dropped. This requirement has its own detailed page under the heading "The Curriculum" in this catalog.

MAJOR PROGRAMS

More than a set of course credits, a sound major is an effort to understand the methods and experience of a discipline or interdisciplinary field. Majors complement the breadth of the University of Chicago general education requirements with an opportunity to come to grips with the depth of knowledge and the complexities of developing knowledge in a particular area of inquiry. Majors range from nine to nineteen courses, though the majority of them require between ten and fourteen courses. Each major is described in detail in the Programs of Study section of the catalog.

More than half of the requirements for a major must be met by registering for courses bearing University of Chicago course numbers. Courses used to meet general education requirements cannot also be counted toward a major.

Students officially declare a major through the student portal (my.uchicago.edu), but they should meet with their College adviser and with the director of undergraduate studies in the department as part of that process. Students may declare a major starting in their second year; unless otherwise specified by the department, the deadline for declaring a major is Spring Quarter of a student's third year.

The following major programs are available in the:

Biological Sciences Collegiate Division (BSCD)

- Biological Sciences
- Neuroscience

Humanities Collegiate Division (HCD)

- Art History
- Cinema and Media Studies
- Classical Studies
- Comparative Literature
- Creative Writing
- East Asian Languages and Civilizations
- English Language and Literature
- Gender and Sexuality Studies
- Germanic Studies
- Interdisciplinary Studies in the Humanities
- Jewish Studies
- Linguistics
- Medieval Studies
- Music
- Near Eastern Languages and Civilizations
- Philosophy (Options: Philosophy; Philosophy and Allied Fields)
- Romance Languages and Literatures
- Russian and East European Studies
- South Asian Languages and Civilizations
- Theater and Performance Studies
- Visual Arts

New Collegiate Division (NCD)

- Fundamentals: Issues and Texts
- Law, Letters, and Society
- Religious Studies
- Tutorial Studies

Physical Sciences Collegiate Division (PSCD)

- Astrophysics
- Biological Chemistry
- Chemistry
- Computational and Applied Mathematics
- Computer Science
- Environmental Science
- Geophysical Sciences
- Mathematics (Options: Applied Mathematics; Mathematics; Mathematics with Specialization in Economics)
- Molecular Engineering
- Physics (Options: Physics; Physics with Specialization in Astrophysics)
- Statistics

Social Sciences Collegiate Division (SSCD)

- Anthropology

Comparative Human Development
 Comparative Race and Ethnic Studies
 Economics (Options: Economics with Specialization in Business Economics; Economics with Specialization in Data Science)
 Environmental and Urban Studies
 Geographical Sciences
 Global Studies
 History
 History, Philosophy, and Social Studies of Science and Medicine
 Latin American and Caribbean Studies
 Political Science
 Psychology
 Public Policy Studies
 Sociology

ELECTIVES

The number of courses required for a major primarily determines the number of general electives required for an individual student. A student needs at least forty-two 100-unit courses to graduate: fifteen toward general education and twenty-seven more split between the major and electives. Programs that specify thirteen courses require fourteen electives; twelve-course majors require fifteen electives, and so on.

Additionally, the amount of credit by examination (e.g., AP, IB, placement credit, etc.) may also impact the number of electives required. For students matriculating in Autumn 2017 or later, of the 4200 units required to graduate, at least 3800 units must be completed via course enrollment, i.e., not credit by examination. For example, a student who satisfies more than 400 units of general education or major requirements through examination may increase the number of electives required.

Elective courses may be taken in any subject matter or discipline, including the same discipline as the student's major. They provide students the opportunity to shape their studies toward their distinctive curiosities and interests. At their broadest, they provide an opportunity to explore freely across the richness of opportunities for learning at the University of Chicago.

Courses taken in exploration of alternative majors and in study abroad programs, as well as course requirements completed by examination, are often included in electives. Some students also choose to use groups of electives to create minors or second majors. These options, though suitable ways to formalize students' interests outside their major, should not be undertaken in the mistaken belief that they necessarily enhance a student's transcript. Courses taken as electives should not displace courses in, and should not displace attention to, the student's general education program and major.

Credit for language courses, whether it is earned by course registration or petition, is usually counted toward electives, unless a major requires or permits language courses for credit as part of the major. Courses used to satisfy the language competence requirement ordinarily contribute to the elective totals.

MINOR PROGRAMS

Some majors offer minors to students in other fields of study, and a few programs offer minors only. A minor requires five to seven courses, all of which count toward the student's general elective totals. Courses in a minor cannot be (1) double counted with the student's major(s) or with other minors, or (2) counted toward general education requirements. Courses in a minor must be taken for quality grades, and more than half of the requirements for a minor must be met by registering for courses bearing University of Chicago course numbers. For specific requirements, see the descriptions of the programs listed below that appear elsewhere in this catalog.

Students can indicate their interest in a minor via the student portal (my.uchicago.edu), but can only officially declare a minor by meeting with the director of undergraduate studies in the department and with their College adviser. Students submit to their College adviser the director's approval for the minor on a form obtained from the adviser. The deadline for declaring a minor is Spring Quarter of a student's third year.

A full list of minors offered by the College can be found [here](#).

While not a minor, the Dougan Scholars Certificate Program (<http://www.chicagobooth.edu/programs/full-time/admissions/early-career-candidates/dougan-scholars-program>) is a selective program for undergraduate students offered by the Booth School of Business. The Chicago Studies Program (<http://chicagostudies.uchicago.edu>) also offers a certificate for students who complete a series of courses and cocurricular activities related to the city of Chicago.

LANGUAGE COMPETENCE

Students in the College are required to possess understanding of more than one culture and to demonstrate competence in a language other than English. The language competence requirement must be met by demonstrating linguistic proficiency equivalent to one year of college-level study. For information about which languages are currently being taught and which may be used to meet the language competence requirement, visit humanities.uchicago.edu/about/languages-uchicago.

Students who matriculate in or after September 2009 may meet the language competence requirement in one of the following ways:

- passing a College-administered competency examination. The language competency exams are given each Winter Quarter; students can sign up through their advisers. To qualify for the competency exam, students must have placed into the second year of that language or completed an approved beginning-level sequence at another institution with a C or above (see Transfer Credit rules);
- completing (with a quality grade) the third course of a first-year language sequence or a higher-level course offered at the University of Chicago;
- receiving a score of 5 on an AP examination in Chinese, French, German, Italian, Japanese, Latin, or Spanish, or a score of 5 or above on an IB Higher Level (HL) exam in a foreign language;
- placing into 10300 or higher in a foreign language offered at the University of Chicago, then participating in one of the College's study abroad programs (visit study-abroad.uchicago.edu for more information) where that language is spoken and completing (with a quality grade) a language course at the intermediate or advanced level;
- participating in a College-approved one-quarter intensive foreign language study abroad program and completing all required courses with a quality grade (visit study-abroad.uchicago.edu for more information);
- passing one of the College's Practical or Advanced Language Proficiency assessments in a foreign language. File the Language Petition (<https://college.uchicago.edu/advising/forms-and-petitions>), using the second option, to complete the requirement; or
- taking approved intermediate-level (or above) courses at another institution and passing with a B or above. (See Transfer Credit rules.)

Students who are foreign nationals may meet the language competence requirement if their formal schooling experience in a country other than the United States enables them to demonstrate the criteria of cultural understanding and language competence described above. They must submit a petition (<https://college.uchicago.edu/advising/forms-and-petitions>) to Catherine Baumann (Cobb 214, 773.702.8008, cbaumann@uchicago.edu). Supporting documentation must also be provided; the requirement is not automatically waived.

NOTE: Students are strongly urged to complete the language competence requirement in their first two years in the College. Students who wish to establish language proficiency via summer course work should see the Summer Language Institute (<https://summerlanguages.uchicago.edu>)'s offerings.

After meeting the language competence requirement, students may work toward Practical and Advanced Foreign Language Proficiency Certificates. More information can be found here (<https://languageassessment.uchicago.edu/page/foreign-language-proficiency-certificates>). (<http://college.uchicago.edu/academics-advising/academic-opportunities/advanced-language-proficiency>)

PETITIONS

Any student who wishes to appeal for special consideration under a College regulation or an interpretation thereof may file a petition (<https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/GeneralPetition.pdf>) with the Dean of Students in the College. Students are encouraged to speak to their adviser for more information.

Physical Education

Physical education is not required for an undergraduate degree. However, students are encouraged to pursue physical fitness as part of their College experience. For further information on fitness opportunities, visit athletics.uchicago.edu.

Archived Catalogs

Students fulfill requirements that are in place when they enter the College. For more information on the requirements for students who entered the College between 1995 and 2018, refer to the appropriate archived editions of the College Course Catalog (collegecatalog.uchicago.edu/archives).



EARNING A DEGREE

REQUIREMENTS FOR THE DEGREE

The College awards the BA or the BS degree to qualified students who are recommended by the faculty. In order to qualify for the degree, students must complete the following:

1. The general education requirements
2. The requirements of a major program
3. The minimum number of electives
4. The language competency requirement
5. Course credit for a minimum of 42 quarter courses (4200 units): This number may be reached in part by examination where appropriate. For students matriculating in Autumn 2017 or later, of the 4200 units, 3800 units of credit must be earned by course enrollment. Course enrollments may include direct enrollment study abroad programs affiliated with the College and approved transfer credit.
6. An overall GPA of 1.75 and a GPA of 2.0 in the major
7. A residency requirement: A student must be in residence at the University of Chicago campus for at least six quarters and must successfully complete a minimum of 1800 units of credit while in residence. Additionally, more than half of the requirements for any major or minor must be completed in residence. NOTE: Certain College-sponsored study abroad programs (chiefly the civilization studies programs) may be used to meet this residency and course requirement.
8. Completion of a degree application prior to the quarter in which the degree is to be received
9. Payment of all outstanding bills and return of all equipment and library books



LIBERAL EDUCATION AT CHICAGO

For a century the College of the University of Chicago has been an innovative leader in liberal education in the United States. Since the 1930s the curriculum of the College has varied in its details, but its intellectual foundations have been constant.

Undergraduate education at Chicago begins with a common core curriculum, conducted from the standpoint of multiple disciplines but beholden to none, which provides opportunities for critical inquiry and the discovery of knowledge. Chicago's long-standing commitment to a rigorous core of general education for first- and second-year students emphasizes the unique value of studying original texts and of formulating original problems based on the study of those texts. The objective of our faculty-taught general education courses—which constitute the major component of the first two years in the College—is not to transfer information, but to raise fundamental questions and to encourage those habits of mind and those critical, analytical, and writing skills that are most urgent to a well-informed member of civil society.

Just as general education provides a foundation for addressing key intellectual questions, the major program of study insists upon depth of knowledge and sophistication in a defined field—whether a traditional academic discipline, an interdisciplinary program, or, in unusual cases, a program of the student's own design undertaken in conjunction with a tutor. Majors afford students invaluable opportunities to develop and defend complex arguments by means of extended scholarly research.

The curriculum, however, extends beyond the general education requirements and the major. The faculty has always believed that maturity and independence of mind are enhanced by exploration in intellectual universes outside or transcending required programs of study. Electives—that is, courses drawn from other majors, independent research projects, programs of overseas study, and advanced training in a second language—provide a breadth and a balance that is critical to a true liberal education. Hence the Chicago curriculum allows up to one-third of a student's academic work to consist of electives that will build upon the work of our general education courses, but do so on more advanced and more focused levels.

Many national figures in higher education have been identified with Chicago's undergraduate curriculum—including William Rainey Harper, Robert Maynard Hutchins, and Edward Levi—but learning at Chicago has never been the province of one person or one vision. Rather, the curriculum devoted to "the knowledge most worth having," and the critical cast of mind that it develops, has been the product of generations of collegial debate and constant re-examination, processes which are themselves a part of the intellectual adventure to which the curriculum is devoted.



ARTS

The general education requirement in the arts provides an introduction to methods for analyzing, comprehending, and appreciating works of dramatic, musical, or visual art by examining their formal vocabularies and how these vocabularies are used to create meaning. This is accomplished either by the intensive study of selected masterpieces or by producing original works.

The courses that satisfy this requirement, listed below, come from a variety of departments and are designed not as specialized introductions to one single field or creative practice, but instead are expressly designed to broadly investigate the arts through study and practice. For that reason, only these courses can be used to satisfy the general education requirement in the arts. *Substitutes, including upper-level electives, will not be approved.*

GENERAL EDUCATION COURSE OPTIONS

ARTH 10100	Introduction to Art	100
ARTH 14000 through ARTH 16999	Art Surveys	100
ARTH 17000 through ARTH 18999	Art in Context	100
ARTV 10100	Visual Language: On Images	100
ARTV 10200	Visual Language: On Objects	100
ARTV 10300	Visual Language: On Time and Space	100
CMST 14400	Film and the Moving Image	100
CMST 14500 through CMST 14599	Topics in Cinema and Media Studies	100
CRWR 12100 through CRWR 12199	Introduction to Genres or Reading as a Writer	100
CRWR 18200	Poetry and the Human III	100
MAAD 16210	Media Art and Design Practice	100
MUSI 10100	Introduction to Western Art Music	100
MUSI 10200	Introduction to World Music	100
MUSI 10300	Introduction to Music: Materials and Design	100
MUSI 10400	Introduction to Music: Analysis and Criticism	100
TAPS 10100	Drama: Embodiment and Transformation	100
TAPS 10200	Acting Fundamentals	100
TAPS 10300 through TAPS 10699	Text and Performance	100
TAPS 10700	Introduction to Stage Design	100

See the departmental pages under Programs of Study for information on specific course offerings planned for the 2019–20 academic year.

Notes:

- MAAD 16210 Media Art and Design Practice and CRWR 18200 Poetry and the Human III are affiliated with HUMA 16000-16100-16200 Media Aesthetics: Image, Text, Sound I-II-III and HUMA 18000-18100-18200 Poetry and the Human I-II-III, respectively. They are offered in Spring Quarter, simultaneous with the third course in the humanities sequence. First-year students satisfying the general education requirement in the humanities with one of those sequences will have priority in enrollment for the associated arts course.
- The departments that offer courses for the general education requirement in the arts may require or encourage students in their major to complete this requirement in a specific way. Be sure to check the department's page under Programs of Study.
- Students who completed TAPS 28400 History and Theory of Drama I or TAPS 28401 History and Theory of Drama II prior to Autumn 2016 may count those courses toward this general education requirement. However, they are no longer approved for the requirement in the arts.



BIOLOGICAL SCIENCES

THE GENERAL EDUCATION REQUIREMENT IN THE BIOLOGICAL SCIENCES

All students are required to complete at least two quarters of Biological Sciences course work to satisfy the general education requirement in the biological sciences. The goal is to provide students of all majors and academic interests with a broad foundational understanding of the concepts of biology and an opportunity to focus on a specific area of interest within the discipline. The requirement should be completed by the end of the second year.

Students choose one of the following options to meet the general education requirement in the biological sciences:

1. A two-quarter general education sequence for non-Biological Sciences majors; options include BIOS 10130 Core Biology followed by any Topics course (course numbers BIOS 11125-BIOS 16120) OR one of three two-quarter Core Biology sequences (course numbers BIOS 10450-BIOS 10451, BIOS 10500-BIOS 10501, or BIOS 10602-BIOS 10603).
2. The first two courses of the Pre-Med Sequence (BIOS 20170 Microbial and Human Cell Biology through BIOS 20175 Biochemistry and Metabolism) for students interested in completing the requirements for medical school but not majoring in Biological Sciences. NOTE: BIOS 20171 requires concurrent enrollment with BIOS 20172.
3. The first two courses in a Fundamentals Sequence for Biological Sciences majors: BIOS 20153 Fundamentals of Ecology and Ev and BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced).
4. Completion of three quarters of the Advanced Biology Fundamentals Sequence. Students with a score of 4 or 5 on the AP Biology test who complete the first three quarters of an Advanced Biology Fundamentals Sequence will be awarded a total of two quarters of credit to be counted toward the general education requirement in the biological sciences and three quarters of credit toward the Biological Sciences major. For more information about the Advanced Biology Fundamentals Sequence, see the Biological Sciences Program of Study page in this catalog.

ADVANCED PLACEMENT CREDIT

For students who do not plan to major in the Biological Sciences or prepare for the health professions, a score of 4 or 5 on the AP Biology test confers credit for BIOS 10130 Core Biology. These students complete the general education requirement with either one or two Topics courses in the biological sciences, depending on how the requirements in the mathematical and physical sciences are met; students should contact their College adviser for details.

Students with a score of 4 or 5 on the AP Biology test who complete the first three quarters of an Advanced Biology Fundamentals Sequence will be awarded a total of two quarters of credit to be counted toward the general education requirement in the biological sciences.

GENERAL EDUCATION SEQUENCES FOR NON-BIOLOGICAL SCIENCES MAJORS CORE BIOLOGY

BIOS 10130. Core Biology. 100 Units.

What is life? How does it work and evolve? This course uses student-centered interactive learning in the lab, assigned readings from both the popular press and primary scientific literature, and directed writing exercises to explore the nature and functions of living organisms, their interactions with each other, and their environment. Instructor(s): Staff Terms Offered: Autumn, Spring, Winter

Multiple sections of BIOS 10130 Core Biology are taught throughout the year. Sections are taught from a different perspective based upon the specialty of the instructor. The different descriptions are listed below. Students should register for the section that best suits their interests based upon the descriptions below:

A. Neurobiology. This course explores the principles governing the organization, operation, and evolution of living systems by examining these concepts through the lens of neuroscience. Through laboratory investigations, readings from the popular and scientific press, and directed writing exercises, the methods of scientific inquiry and logic of scientific reasoning will be introduced. In this exploration, the following questions will be addressed: How are all living organisms organized and how does that organization contribute to their function? What are the mechanisms by which organisms sense and respond to changes in their environment and engage in functional interactions within that environment? What are the biological and evolutionary mechanisms that underlie natural organismal behaviors including, but not limited to, motivated and circadian-driven behaviors? Both invertebrate and vertebrate model systems will be examined to explore the processes at work in all living systems as well as the mechanisms underlying the formation and maintenance of life's diversity. *M. McNulty. Autumn, Spring, L.*

B. Microbes and Immunity. This section covers the most basic concepts in biology, such as life, macromolecules, cells, energy, metabolism, evolution, and genomics, as well as human anatomy and physiology, drawing examples from microbiology and immunology to tie these basic concepts together. The impact of our interactions with microorganisms in our evolution is highlighted in many ways. Hands-on laboratories, readings, and discussion sessions complement lectures. *B. Fineschi. Autumn, Winter, Spring. L.*

C. Basic Biology. What is life? How does it work and evolve? This course uses student-centered interactive learning in the lab, assigned readings from both the popular press and primary scientific literature, and directed writing exercises to explore the nature and functions of living organisms, their evolution, and their interactions with each other. *A. Hunter. Autumn, Spring. L.*

D. Biotechnology. In the first half of this course, basic biology concepts related to biotechnology are covered. These include lectures on life, cells, macromolecules, metabolism, and genetics, complemented by hands-on laboratories. The second half of the course involves student-led topical research and presentations on various aspects of biotechnology, such as plant biotechnology, animal biotechnology, microbial biotechnology, response to bioterrorism, and examining the consequences of developments in these areas. *N. Bhasin. Winter. L.*

E. Ecology. Have you wondered how the environment has influenced your anatomy, physiology, and psychology through your lifetime? Each one of us continuously interacts, directly or indirectly, with the rest of the Earth's biodiversity at different levels, from molecules, cells, organisms, populations, ecosystems, and the whole biosphere. Are we really independent individuals, or do we need a better concept that broadens our understanding of the world we live in? In this course you will examine fundamental biological principles to understand how organisms live and thrive in a complex and intricate network that we call nature. You will develop your own criteria based on evidence obtained through hypothesis testing and identification of legitimate sources of information. *O. Pineda. Autumn, Winter. L.*

F. Ecology and Evolution. This course focuses on the interaction of organisms with their environment and evolutionary processes that lead to diversity and adaptation. We will examine biological processes at the cellular and organismal levels across a wide range of organisms, considering their ecological similarities and differences in an evolutionary framework. Population and ecosystem levels will be examined to promote understanding of the importance of diversity in ecosystem health and the impacts of an ever increasing human population. *E. Larsen. Winter. L.*

G. Cell and Developmental Biology. This course covers basic concepts in life science including molecular biology, cells, genetics, development, evolution, and ecology, with examples being derived from cell and developmental biology. We will use laboratory activities, readings from the scientific literature, and writing exercises to learn about scientific methodology and how that is applied in the biological sciences. *A. Brock. Autumn, Winter. L.*

TOPICS COURSES FOR NON-MAJORS

The courses that follow have a prerequisite of BIOS 10130 Core Biology, or a score of 4 or 5 on the AP Biology test. Attendance is required at the first class to confirm enrollment. Students who choose to complete only one general education course in the mathematical sciences may take a second topics course as part of the general education requirements.

BIOS 11125. Life Through a Genomic Lens. 100 Units.

The implications of the double helical structure of DNA triggered a revolution in cell biology. More recently, the technology to sequence vast stretches of DNA has offered new vistas in fields ranging from human origins to the study of biodiversity. This course considers a set of these issues, including the impact of a DNA perspective on the legal system, on medicine, and on conservation biology.

Instructor(s): A. Turkewitz, M. Nobrega Terms Offered: Winter

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

Equivalent Course(s): ENST 12402

BIOS 11140. Biotechnology for the 21st Century. 100 Units.

This course is designed to provide a stimulating introduction to the world of biotechnology. Starting with an overview of the basic concepts of molecular biology and genetics that serve as a foundation for biotechnology, the course will segue into the various applied fields of biotechnology. Topics will include microbial biotechnology, agricultural biotechnology, biofuels, cloning, bioremediation, medical biotechnology, DNA fingerprinting and forensics. The goal of this course is to provide the Biology non-majors with an appreciation of important biotechnology breakthroughs and the associated bioethics issues.

Instructor(s): N. Bhasin Terms Offered: Winter

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 12114. Nutritional Science. 100 Units.

This course examines the underlying biological mechanisms of nutrient utilization in humans and the scientific basis for setting human nutritional requirements. The relationships between food choices and human health are also explored. Students consider how to assess the validity of scientific research that provides the basis for advice about how to eat healthfully. Class assignments are designed to help students apply their knowledge by critiquing their nutritional lifestyle, nutritional health claims, and/or current nutrition policy issues.

Instructor(s): P. Strieleman Terms Offered: Autumn, Spring, Summer

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

Note(s): Credit may not be earned for both BIOS 12114 and BIOS 10501

BIOS 12115. Responses of Cardiopulmonary System to Stress. 100 Units.

This course is designed to provide students an overview of basic concepts involved in the functioning of cardiopulmonary vascular systems. Special emphasis will be given to different regulatory mechanisms working at the cell, tissue and organ levels to control the systems functioning during stress conditions. We also discuss recent topics related to molecular basis of adaptation and drugs designed to treat mal-adaptive changes taking place in the heart and lungs (vessels) subjected to various-types of pathological stresses. Instructors, who are both actively engaged in research to understand molecular basis of cardiopulmonary vascular diseases, take this course beyond the knowledge of standard textbook content.

Instructor(s): M. Gupta, Y. Fang Terms Offered: Spring

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 12116. The Human Body in Health and Disease. 100 Units.

This course is designed to provide an overview of physiological organ systems under different states of health and disease. A comprehensive tour through the human body will take students through the anatomy and functioning of several systems including, but not limited to, the cardiovascular, respiratory, nervous, renal, gastrointestinal, and immune systems. We will examine each of these systems under normal conditions and from the perspective of disease. A variety of pathological conditions including diabetes, heart and kidney diseases, neurodegenerative conditions, and autoimmune diseases, will be covered with an emphasis on how many diseases involve multiple organ systems.

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

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 12117. The 3.5 Billion Year History of the Human Body. 100 Units.

This course looks at the structure, function, and deep history of the human body. Each major organ and system of the body is explored from perspectives of anatomy, paleontology, and developmental genetics to reveal the deep history of the body and our connections to the rest of life on the planet.

Instructor(s): N. Shubin Terms Offered: Autumn

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

Note(s): Due to significant overlap of course content, students may register for only one of PHSC 11000, BIOS 12117, or GEOS 13900/BIOS 13123

BIOS 12121. Physiology in Extreme Environments. 100 Units.

Humans live nearly everywhere, including arid deserts, the tops of mountains, and frigid arctic tundra. We have also expanded our reach to include the bottom of the ocean and the International Space Station. Our bodies' ability to make physiologic adaptations allows us to survive in each of these environments. Physiology in Extreme Environments will enhance your understanding of how your body reacts to stressors such as high altitude, diving, spaceflight, isolation, and more. Discussion topics will include a review of the cardiovascular and respiratory systems, exercise physiology, and cerebral blood flow. We will also discuss the physiology of sleep and fatigue. This knowledge will then be used to explain how life support environments work and how we survive in dangerous environments.

SEQUENCES

These sequences are an alternative to taking BIOS 10130 Core Biology plus a Topics course to fulfill the general education requirement in the biological sciences. Students **MUST** take **BOTH** courses in a sequence.

PHARMACOLOGY SEQUENCE

BIOS 10450. Pharmacological Perspectives in Cell and Molecular Biology. 100 Units.

This course introduces concepts related to the use, pharmacodynamic properties, manner in which drugs act at the molecular and/or cellular level, and their effects at the organismal level.

Instructor(s): R. Zaragoza Terms Offered: Autumn

Prerequisite(s): NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition. This course **MUST** be followed by the second course in the sequence.

BIOS 10451. Pharmacological Perspectives II. 100 Units.

Must be taken in sequence with BIOS 10450. The goal of this course is to learn the pharmacological principles by which drugs act, at the molecular and cellular level, to affect an organ/organ systems of the human body. The pharmacodynamics, pharmacokinetic, pharmacotherapeutics and toxicology of a number of drugs are discussed. Drugs currently in the media, how these drugs affect different systems ranging from cardiovascular to the central nervous system, and the fundamental basis for the use of drugs are covered.

Instructor(s): R. Zaragoza Terms Offered: Winter

Prerequisite(s): BIOS 10450. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

METABOLISM SEQUENCE

BIOS 10500. Metabolism and Exercise. 100 Units.

Must be taken in sequence with BIOS 10501. This course examines the flow of energy through the human body—from what we eat to what we can do. Basic physiology, metabolism, and exercise concepts are covered from cells to systems. Students should be prepared to alter their diet and/or physical activity. This course is intended to be followed by BIOS 10501 (Metabolism and Nutrition). Prerequisite(s): This course **MUST** be followed by the second course in the sequence. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

Instructor(s): J. Kennedy Terms Offered: Autumn

Prerequisite(s): This course **MUST** be followed by the second course in the sequence. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 10501. Metabolism and Nutrition. 100 Units.

Must be taken in sequence with BIOS 10500. Taking a scientific approach to nutrition, this course covers nutritional requirements and why they are required for human health by exploring their function at the cellular and molecular level. Basic physiology concepts related to nutritional health are covered, including digestive physiology and some aspects of endocrinology. As a continuation of the exercise concepts covered in BIOS 10501, the relationship between exercise and nutrition is considered. Students complete a dietary analysis of their food intake to critique their individual nutritional health.

Instructor(s): P. Strieleman Terms Offered: Winter

Prerequisite(s): BIOS 10500. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

Note(s): Credit may not be earned for both BIOS 10501 and BIOS 12114.

COMPUTER MODELING SEQUENCE

BIOS 10602. Multiscale Modeling of Biological Systems I. 100 Units.

Modern biology generates massive amounts of data; this course is devoted to biological information and the models and computational techniques used to make sense of it. The first course in the sequence begins with the organization of life at the molecular level, and builds a physical understanding to the structure of macromolecules such as DNA, RNA and proteins. Students learn about biological databases, algorithms for sequence alignment and phylogenetic tree building. Students will also be introduced to basics of high performance computation and its application to the field of bioinformatics. They will learn how to use our in-house supercomputer to process and analyze next generation gene sequencing data in order to identify disease-relevant variants. Students implement computational algorithms using R and Unix.

Instructor(s): E. Haddadian Terms Offered: Autumn, L.

Prerequisite(s): MATH 13300/15300/16300 or equivalent placement. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition. This course **MUST** be followed by the second course in the sequence.

BIOS 10603. Multiscale Modeling of Biological Systems II. 100 Units.

Must be taken in sequence with BIOS 10602. Major Advances in understanding how life works at the molecular level have revolutionized biology. The second course in the sequence is dedicated to the study of how large molecules, such as proteins, DNA, carbohydrates, and phospholipids, perform their functions. The course will begin with a solid grounding in molecular chemistry and the forces that govern interactions between atoms and molecules. This is followed by an overview of structure and function of macromolecules, in particular of proteins and enzymes. The students will learn how to visualize macromolecules and measure their basic properties and to model their physical movements by means of molecular dynamic simulations running at university's super computer facility. The course will then proceed to describe how interactions of these molecules produce functioning organelles and cells, and how molecular mishaps can lead to disease.

Instructor(s): E. Haddadian Terms Offered: Winter, L.

Prerequisite(s): BIOS 10602 or consent of instructor. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

CIVILIZATION STUDIES

Civilization studies provide an in-depth examination of the development and accomplishments of one of the world's great civilizations through direct encounters with significant and exemplary documents and monuments. These sequences complement the literary and philosophical study of texts central to the humanities sequences, as well as the study of synchronous social theories that shape basic questions in the social science sequences. Their approach stresses the grounding of events and ideas in historical context and the interplay of events, institutions, ideas, and cultural expressions in social change. The courses emphasize texts rather than surveys as a way of getting at the ideas, cultural patterns, and social pressures that frame the understanding of events and institutions within a civilization. And they seek to explore a civilization as an integrated entity, capable of developing and evolving meanings that inform the lives of its citizens.

Unless otherwise specified, courses should be taken in sequence. Note the prerequisites, if any, included in the course description of each sequence. Some civilization sequences are two-quarter sequences; others are three-quarter sequences. Students may meet a two-quarter civilization requirement with two courses from a three-quarter sequence.

Because civilization studies sequences offer an integrated, coherent approach to the study of a civilization, students cannot change sequences. Students can neither combine courses from a civilization sequence with a freestanding course nor combine various freestanding courses to create a civilization studies sequence. Students who wish to use such combinations are seldom granted approval to their petitions, including petitions from students with curricular and scheduling conflicts who have postponed meeting the civilization studies requirement until their third or fourth year in the College.

CIVILIZATION STUDIES COURSES ON CAMPUS

CRES 24001-24002-24003. Colonizations I-II-III.

This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world.

CRES 24001. Colonizations I. 100 Units.

This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world. Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter. Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Terms Offered: Autumn

Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Equivalent Course(s): ANTH 24001, HIST 18301, SOSC 24001

CRES 24002. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): ANTH 24002, SOSC 24002, HIST 18302

CRES 24003. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): HIST 18303, SALC 20702, SOSC 24003, ANTH 24003

CRES 24002. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): ANTH 24002, SOSC 24002, HIST 18302

CRES 24003. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): HIST 18303, SALC 20702, SOSC 24003, ANTH 24003

EALC 10800-10900-11000. Introduction to the Civilizations of East Asia I-II-III.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

EALC 10800. Introduction to the Civilizations of East Asia I. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): G. Alitto Terms Offered: Autumn Summer

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): CRES 10800, HIST 15100, SOSC 23500

EALC 10900. Introduction to the Civilizations of East Asia II. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present

Instructor(s): M. Fisch Terms Offered: Summer Winter

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): CRES 10900, SOSC 23600, HIST 15200

EALC 11000. Introduction to the Civilizations of East Asia III. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): SOSC 23700, CRES 11000, HIST 15300

EALC 10900. Introduction to the Civilizations of East Asia II. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present

Instructor(s): M. Fisch Terms Offered: Summer Winter

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): CRES 10900, SOSC 23600, HIST 15200

EALC 11000. Introduction to the Civilizations of East Asia III. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): SOSC 23700, CRES 11000, HIST 15300

GNSE 15002-15003. Gender and Sexuality in World Civilizations I-II.

This two-quarter sequence aims to expand students' exposure to an array of texts—theoretical, historical, religious, literary, visual—that address the fundamental place of gender and sexuality in the social, political, and cultural creations of different civilizations. This sequence meets the general education requirement in civilization studies.

GNSE 15002. Gender and Sexuality in World Civilizations I. 100 Units.

The first quarter offers a theoretical framing unit that introduces concepts in feminist, gender, and queer theory, as well as two thematic clusters, "Kinship" and "Creativity and Cultural Knowledge." The "Kinship" cluster includes readings on such topics as marriage, sex and anti-sex, love and anti-love, and reproduction. The "Creativity and Cultural Knowledge" cluster addresses the themes of authorship and authority, fighting and constructing the canon, and the debates over the influence of "difference" on cultural forms.

Instructor(s): Staff Terms Offered: Autumn

Note(s): This sequence meets the general education requirement in civilization studies.

GNSE 15003. Gender and Sexuality in World Civilizations II. 100 Units.

Three thematic clusters make up the second quarter. "Politics" focuses on texts related to activism/movement politics and women's rights as human rights and the question of universalism. "Religion" contextualizes gender and sexuality through examinations of a variety of religious laws and teachings, religious practices, and religious communities. "Economics" looks at slavery, domestic service, prostitution as labor, consumption, and the gendering of labor in contemporary capitalism.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): GNSE 15002

Note(s): This sequence meets the general education requirement in civilization studies.

GNSE 15003. Gender and Sexuality in World Civilizations II. 100 Units.

Three thematic clusters make up the second quarter. "Politics" focuses on texts related to activism/movement politics and women's rights as human rights and the question of universalism. "Religion" contextualizes gender and sexuality through examinations of a variety of religious laws and teachings, religious practices, and religious communities. "Economics" looks at slavery, domestic service, prostitution as labor, consumption, and the gendering of labor in contemporary capitalism.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): GNSE 15002

Note(s): This sequence meets the general education requirement in civilization studies.

HIPS 18300, HIPS 18400–18403, and HIPS 18500–18503 Science, Culture, and Society in Western Civilization

These courses focus on the origins and development of science in the West. They aim to trace the evolution of the biological, psychological, natural, and mathematical sciences as they emerge from the culture and social matrix of their periods and, in turn, affect culture and social. In order to satisfy the general education requirement in civilization studies, students must take a course in two or three of the following chronological periods: ancient (numbered HIPS 18300), early modern (HIPS 18400–18403), and modern (HIPS 18500–18503). Taking these courses in sequence is recommended but not required. Only one course per category may count toward the requirement unless special approval is granted.

HIST 10101-10102-10103. Introduction to African Civilization I-II-III.

Introduction to African Civilization introduces students to African history in a three-quarter sequence. Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies.

HIST 10101. Introduction to African Civilization I. 100 Units.

Part one of the sequence takes a historical approach. We consider how different types of historical evidence—documentary, oral, and material—can be used to investigate processes of change and transformation in Africa from the early Iron Age through the emergence of the Atlantic world in the fifteenth century. We will investigate state formation in comparative perspective and examine case studies from the Swahili coast, the empires of Ghana and Mali, and Great Zimbabwe. The course also examines the diffusion of Islam, European contact, and the trans-Atlantic slave trade.

Instructor(s): E. Osborn Terms Offered: Autumn

Equivalent Course(s): ANTH 20701, MDVL 10101, CRES 20701

HIST 10102. Introduction to African Civilization II. 100 Units.

The second segment of the African Civilization sequence uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with particular focus on Southern Africa. The course is centered on the 20th and 21st Centuries. The course begins with an examination of colonialism, the institutionalization of racism, and dispossession, before examining anti-colonialism and the postcolonial period. Over the course of the quarter, students will learn about forms of personhood, subjectivity, kinship practices, governance, migration and the politics of difference.

Instructor(s): K. Hickerson Terms Offered: Winter

Prerequisite(s): Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies.

Note(s): CHDV Distribution, C

Equivalent Course(s): CRES 20802, CHDV 21401, ANTH 20702

HIST 10103. Introduction to African Civilization III. 100 Units.

Part Three investigates the long nineteenth century. It considers the Egyptian conquest of Sudan, Omani colonialism on the Swahili coast, and Islamic reform movements across the Sahara. It will also explore connections between the end of the transatlantic slave trade and the formal colonization of the African continent.

Instructor(s): K. Hickerson

Equivalent Course(s): ANTH 20703, CRES 20303

HIST 10102. Introduction to African Civilization II. 100 Units.

The second segment of the African Civilization sequence uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with particular focus on Southern Africa. The course is centered on the 20th and 21st Centuries. The course begins with an examination of colonialism, the institutionalization of racism, and dispossession, before examining anti-colonialism and the postcolonial period. Over the course of the quarter, students will learn about forms of personhood, subjectivity, kinship practices, governance, migration and the politics of difference.

Instructor(s): K. Hickerson Terms Offered: Winter

Prerequisite(s): Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies.

Note(s): CHDV Distribution, C

Equivalent Course(s): CRES 20802, CHDV 21401, ANTH 20702

HIST 13001-13002-13003. History of European Civilization I-II-III.

History of European Civilization I-II is a two-quarter sequence designed to use close readings of primary sources to enrich our understanding of Europeans of the past. As we examine the variety of their experiences, we will often call into question what we mean in the first place by "Europe" and "civilization." Rather than providing a narrative of high politics, the sequence will emphasize the contested geographic, religious, social, and racial boundaries that have defined and redefined Europe and its people over the centuries. We will read and discuss sources covering the period from the early Middle Ages to the present, from a variety of genres: saga, biography, personal letters, property records, political treatises, memoirs, and government documents, to name only a few. Individual instructors may choose different sources and highlight different aspects of European civilization, but some of the most important readings will be the same in all sections. The two-quarter sequence may also be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization. This sequence meets the general education requirement in civilization studies.

HIST 13001. History of European Civilization I. 100 Units.

History of European Civilization is a two-quarter sequence designed to use close readings of primary sources to enrich our understanding of Europeans of the past. As we examine the variety of their experiences, we will often call into question what we mean in the first place by "Europe" and "civilization." Rather than providing a narrative of high politics, the sequence will emphasize the contested geographic, religious, social, and racial boundaries that have defined and redefined Europe and its people over the centuries. We will read and discuss sources covering the period from the early Middle Ages to the present, from a variety of genres: saga, biography, personal letters, property records, political treatises, memoirs, and government documents, to name only a few. Individual instructors may choose different sources and highlight different aspects of European civilization, but some of the most important readings will be the same in all sections. The two-quarter sequence may also be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization. This sequence meets the general education requirement in civilization studies.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): Students must take a minimum of two quarters of Civ. to fulfill general education requirement; register for same section each quarter.

HIST 13002. History of European Civilization II. 100 Units.

History of European Civilization is a two-quarter sequence designed to use close readings of primary sources to enrich our understanding of Europeans of the past. As we examine the variety of their experiences, we will often call into question what we mean in the first place by "Europe" and "civilization." Rather than providing a narrative of high politics, the sequence will emphasize the contested geographic, religious, social, and racial boundaries that have defined and redefined Europe and its people over the centuries. We will read and discuss sources covering the period from the early Middle Ages to the present, from a variety of genres: saga, biography, personal letters, property records, political treatises, memoirs, and government documents, to name only a few. Individual instructors may choose different sources and highlight different aspects of European civilization, but some of the most important readings will be the same in all sections. The two-quarter sequence may also be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization. This sequence meets the general education requirement in civilization studies.

Instructor(s): Staff Terms Offered: Spring Winter

Prerequisite(s): Students must take a minimum of two quarters of Civ. to fulfill general education requirement; register for same section each quarter.

HIST 13003. History of European Civilization III. 100 Units.

The two-quarter History of European Civilization sequence may be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization. The third quarter explores focused topics on cultural, economic, social, political, or religious aspects of European history. Refer to <https://history.uchicago.edu/> for course titles and topic descriptions.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HIST 13001 and HIST 13002

Note(s): Students who plan to complete a three-quarter sequence register for HIST 13003 in Spring Quarter after completing HIST 13001-13002. Students may not combine HIST 13003 with one other quarter of European Civilization to construct a two-quarter sequence. SPR 19 Themes: Sect 2 (Crusades: History and Imagination) and Sect 4 (Crossing the Channel: England and France).

HIST 13100-13200-13300. History of Western Civilization I-II-III.

Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. The purpose of this sequence is threefold: (1) to introduce students to the principles of historical thought, (2) to acquaint them with some of the more important epochs in the development of Western civilization since the sixth century BC, and (3) to assist them in discovering connections between the various epochs. The purpose of the course is not to present a general survey of Western history. Instruction consists of intensive investigation of a selection of original documents bearing on a number of separate topics, usually two or three a quarter, occasionally supplemented by the work of a modern historian. The treatment of the selected topics varies from section to section. This sequence is currently offered twice a year. The amount of material covered is the same whether the student enrolls in the Autumn-Winter-Spring sequence or the Summer sequence.

HIST 13100. Western Civilization-1. 100 Units.

Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. The purpose of this sequence is threefold: (1) to introduce students to the principles of historical thought, (2) to acquaint them with some of the more important epochs in the development of Western civilization since the sixth century BC, and (3) to assist them in discovering connections between the various epochs. The purpose of the course is not to present a general survey of Western history. Instruction consists of intensive investigation of a selection of original documents bearing on a number of separate topics, usually two or three a quarter, occasionally supplemented by the work of a modern historian. The treatment of the selected topics varies from section to section. This sequence is currently offered twice a year. The amount of material covered is the same whether the student enrolls in the Autumn-Winter-Spring sequence or the Summer sequence. This sequence meets the general education requirement in civilization studies.

Instructor(s): K. Weintraub, Autumn; J. Boyer, Summer Terms Offered: Autumn Summer

Prerequisite(s): These courses must be taken in sequence.

HIST 13200. Western Civilization-2. 100 Units.

Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. The purpose of this sequence is threefold: (1) to introduce students to the principles of historical thought, (2) to acquaint them with some of the more important epochs in the development of Western civilization since the sixth century BC, and (3) to assist them in discovering connections between the various epochs. The purpose of the course is not to present a general survey of Western history. Instruction consists of intensive investigation of a selection of original documents bearing on a number of separate topics, usually two or three a quarter, occasionally supplemented by the work of a modern historian. The treatment of the selected topics varies from section to section. This sequence is currently offered twice a year. The amount of material covered is the same whether the student enrolls in the Autumn-Winter-Spring sequence or the Summer sequence. This sequence meets the general education requirement in civilization studies.

Instructor(s): K. Weintraub, Winter, Summer Terms Offered: Summer Winter

Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.

This third course of the History of Western Civilization undertakes a detailed study of the French Revolution and charts the rise of liberal, anti-liberal, and post-liberal states and societies in nineteenth- and twentieth-century European history. The sequence closes with an appraisal of the condition of European politics, culture, and society at the end of the twentieth century

Instructor(s): K. Weintraub, Spring; D. Koehler, Summer Terms Offered: Spring Summer

Prerequisite(s): These courses must be taken in sequence.

HIST 13500-13600-13700. America in World Civilization I-II-III.

The America in World Civilization sequence is nothing like your high school history class, for here we examine America as a contested idea and a contested place by reading and writing about a wide array of primary sources. In the process, students gain a new sense of historical awareness and of the making of America. The course is designed both for history majors and non-majors who want to deepen their understanding of the nation's history, encounter some enlightening and provocative voices from the past, and develop the qualitative methodology of historical thinking. It is recommended that students take this course in chronological sequence: HIST 13500-13600 (I and II) or HIST 13600-13700 (II and III). This sequence meets the general education requirement in civilization studies.

HIST 13500. America In World Civilization I. 100 Units.

America in World Civilization I examines foundational texts and moments in American culture, society, and politics, from early European incursions into the New World through the early republic of the United States, roughly 1500-1800. We will examine encounters between Native Americans and representatives of imperial powers (Spain, France, and England) as well as the rise of African slavery in North America before 1700. We will consider the development of Anglo-American society and government in the eighteenth century, focusing especially on the causes and consequences of the American Revolution.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500-13600 (I and II) or HIST 13600-13700 (II and III).

HIST 13600. America in World Civilization II. 100 Units.

The nineteenth-century segment of America in World Civilizations asks: What happens when democracy confronts inequality? We focus on themes that include indigenous-US relations; religious revivalism and reform; slavery, the Civil War, and emancipation; the intersection between women's rights and antislavery; the development of industrial capitalism; urbanism and social inequality.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500-13600 (I and II) or HIST 13600-13700 (II and III).

HIST 13700. America in World Civilization-III. 100 Units.

What conditions have shaped inclusion and exclusion from the category "American" in the twentieth century? Who has claimed rights, citizenship, and protection, and under what conditions? The third quarter of America in World Civilization focuses on multiple definitions of Americanism in a period characterized by empire, transnational formations, and America's role in the world. We explore the construction of social order in a multicultural society; culture in the shadow of war; the politics of race, ethnicity, and gender; the rise and fall of new social movements on the left and the right; the emergence of the carceral state and militarization of civil space; and the role of climate change and the apocalyptic in shaping imagined futures.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500-13600 (I and II) or HIST 13600-13700 (II and III).

HIST 13900-14000. Introduction to Russian Civilization I-II.

This two-quarter sequence, which meets the general education requirement in civilization studies, provides an interdisciplinary introduction to Russian civilization. The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual, and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

HIST 13900. Introduction to Russian Civilization I. 100 Units.

The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): F. Hillis, W. Nickell Terms Offered: Autumn

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): SOSC 24000, REES 26011

HIST 14000. Introduction to Russian Civilization II. 100 Units.

The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual, and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): F. Hillis, W. Nickell Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): REES 26012, SOSC 24100

HIST 14000. Introduction to Russian Civilization II. 100 Units.

The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual, and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): F. Hillis, W. Nickell Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): REES 26012, SOSC 24100

HIST 16700-16800-16900. Ancient Mediterranean World I-II-III.

Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. This sequence surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 BC), the Roman Republic (509 to 27 BC), and late antiquity (27 BC to the fifth century AD).

HIST 16700. Ancient Mediterranean World I. 100 Units.

This course surveys the social, economic, and political history of Greece from prehistory to the Hellenistic period. The main topics considered include the development of the institutions of the Greek city-state, the Persian Wars and the rivalry of Athens and Sparta, the social and economic consequences of the Peloponnesian War, and the eclipse and defeat of the city-states by the Macedonians.

Instructor(s): Staff Terms Offered: Autumn

Equivalent Course(s): CLCV 20700

HIST 16800. Ancient Mediterranean World II: Rome. 100 Units.

This quarter surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the end of the Severan dynasty in 235 CE. Throughout, the focus is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community. Instructor(s): C. Ando, Staff Terms Offered: Winter Note(s): This sequence meets the general education requirement in civilization studies.

Instructor(s): Staff Terms Offered: Winter

Equivalent Course(s): CLCV 20800

HIST 16900. Ancient Mediterranean World III. 100 Units.

This course will survey the social, political, and cultural history of the late antique Mediterranean from Constantine I to Charlemagne. Through close reading and discussion of primary sources, we will examine (among other topics) the rise and spread of Christianity and Islam, changing conceptions of Roman identity, and the inheritance of the classical world, as well as some implications of these topics for subsequent European history.

Instructor(s): Staff Terms Offered: Spring

Equivalent Course(s): CLCV 20900, MDVL 16900

HIST 16800. Ancient Mediterranean World II: Rome. 100 Units.

This quarter surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the end of the Severan dynasty in 235 CE. Throughout, the focus is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community. Instructor(s): C. Ando, Staff Terms Offered: Winter Note(s): This sequence meets the general education requirement in civilization studies.

Instructor(s): Staff Terms Offered: Winter

Equivalent Course(s): CLCV 20800

HIST 16900. Ancient Mediterranean World III. 100 Units.

This course will survey the social, political, and cultural history of the late antique Mediterranean from Constantine I to Charlemagne. Through close reading and discussion of primary sources, we will examine (among other topics) the rise and spread of Christianity and Islam, changing conceptions of Roman identity, and the inheritance of the classical world, as well as some implications of these topics for subsequent European history.

Instructor(s): Staff Terms Offered: Spring

Equivalent Course(s): CLCV 20900, MDVL 16900

HMRT 10100-10200. Human Rights in World Civilizations I-II.

This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

HMRT 10100. Human Rights in World Civilizations I. 100 Units.

The first quarter begins with a set of conceptual problems and optics designed to introduce students to the critical study of human rights, opening up questions of the universal, human dignity, and the political along with the practices of witness and testimony. It is followed by two thematic clusters. "Anti-Slavery, Humanitarianism, and Rights" focuses on the late eighteenth and early nineteenth centuries to historicize notions of dignity, sympathy, and witness. "Declarations as a Human Rights Genre" examines revolutionary eighteenth-century rights declarations in France, the United States, and Haiti against the aspirations of the 1948 UN Universal Declaration of Human Rights.

Instructor(s): J. Ransmeier, B. Laurence, Staff Terms Offered: Autumn

Note(s): This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

HMRT 10200. Human Rights in World Civilizations II. 100 Units.

Four thematic clusters structure the second quarter. "Migration, Minorities, and Refugees" examines minority rights, the evolution of legal norms around refugees, and human trafficking. "Late Twentieth Century Human Rights Talk" explores the contestations between rights claims in the political-civil and socio-economic spheres, calls for sexual rights, and cultural representations of human rights abuses.

"Global Justice" considers forms of international criminal law, transitional justice, and distributive justice.

"Indigenous Rights as Human Rights" takes up the relatively new domain of the rights of indigenous peoples and how they relate to contemporary human rights practice.

Instructor(s): B. Laurence, E. Osborn, Staff Terms Offered: Winter

Prerequisite(s): HMRT 10100

Note(s): This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence; students must have taken HMRT 10100 to enroll in this course.

HMRT 10200. Human Rights in World Civilizations II. 100 Units.

Four thematic clusters structure the second quarter. "Migration, Minorities, and Refugees" examines minority rights, the evolution of legal norms around refugees, and human trafficking. "Late Twentieth Century Human Rights Talk" explores the contestations between rights claims in the political-civil and socio-economic spheres, calls for sexual rights, and cultural representations of human rights abuses. "Global Justice" considers forms of international criminal law, transitional justice, and distributive justice. "Indigenous Rights as Human Rights" takes up the relatively new domain of the rights of indigenous peoples and how they relate to contemporary human rights practice.

Instructor(s): B. Laurence, E. Osborn, Staff Terms Offered: Winter

Prerequisite(s): HMRT 10100

Note(s): This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence; students must have taken HMRT 10100 to enroll in this course.

JWSC 12000-12001. Jewish Civilization I-II.

Jewish Civilization is a two-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. Note: Jewish Studies revised its civilization studies courses starting in academic year 2018–19. Students who began the requirement prior to Autumn Quarter 2018, under the previous course options, may complete it with those courses that remain available, or they may combine them with the new course options. However, students must have at least one course on the ancient/medieval period (JWSC 20120-20199 or JWSC 12000 Jewish Civilization I: Ancient Beginnings to Early Medieval Period) and at least one on the modern period (JWSC 20220-20299 or JWSC 12001 Jewish Civilization II: Late Medieval to Modern Period). Students who began the requirement in Autumn Quarter 2018 or later may only use the new sequence to meet the general studies requirement in civilization studies.

JWSC 12000. Jewish Civilization I: Ancient Beginnings to Early Medieval Period. 100 Units.

Jewish Civilization is a two-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Autumn course will deal with antiquity to the early medieval periods. Its readings will include works from the Bible, the Dead Sea Scrolls, Philo, Josephus, the Rabbis, Yehudah Halevy, and Maimonides. All sections of each course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take these two courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment.

Instructor(s): J. Robinson Terms Offered: Autumn

Equivalent Course(s): RLST 22010, MDVL 12000, NEHC 22010

JWSC 12001. Jewish Civilization II: Late Medieval to Modern Period. 100 Units.

Jewish Civilization is a two-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Winter quarter will begin with the late medieval period and continue to the present. It will include discussions of mysticism, the works of Spinoza and Mendelssohn, the nineteenth-century reform, the Holocaust and its reflection in writers such as Primo Levi and Paul Celan, and literary pieces from postwar American Jewish and Israeli authors. All sections of each course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take these two courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment.

Instructor(s): S. Hammerschlag Terms Offered: Winter

Equivalent Course(s): MDVL 12010, RLST 22011, NEHC 22011

JWSC 12001. Jewish Civilization II: Late Medieval to Modern Period. 100 Units.

Jewish Civilization is a two-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Winter quarter will begin with the late medieval period and continue to the present. It will include discussions of mysticism, the works of Spinoza and Mendelssohn, the nineteenth-century reform, the Holocaust and its reflection in writers such as Primo Levi and Paul Celan, and literary pieces from postwar American Jewish and Israeli authors. All sections of each course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take these two courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment.

Instructor(s): S. Hammerschlag Terms Offered: Winter

Equivalent Course(s): MDVL 12010, RLST 22011, NEHC 22011

LACS 16100-16200-16300. 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).

LACS 16100. 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 Terms Offered: Autumn

Equivalent Course(s): HIST 36101, SOSC 26100, HIST 16101, LACS 34600, CRES 16101, ANTH 23101

LACS 16200. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

Instructor(s): D. Borges Terms Offered: Winter

Equivalent Course(s): PPHA 39770, SOSC 26200, HIST 36102, ANTH 23102, LACS 34700, HIST 16102, CRES 16102

LACS 16300. 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): SOSC 26300, LACS 34800, HIST 36103, PPHA 39780, CRES 16103, HIST 16103, ANTH 23103

LACS 16200. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

Instructor(s): D. Borges Terms Offered: Winter

Equivalent Course(s): PPHA 39770, SOSC 26200, HIST 36102, ANTH 23102, LACS 34700, HIST 16102, CRES 16102

LACS 16300. 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): SOSC 26300, LACS 34800, HIST 36103, PPHA 39780, CRES 16103, HIST 16103, ANTH 23103

MUSI 12100-12200. Music in Western Civilization I-II.

This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

MUSI 12100. Music In Western Civilization I: To 1750. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our first quarter (MUS 12100 etc.) spans roughly the period between Charlemagne's coronation as Holy Roman Emperor (800 CE) and the dissolution of the Empire (1806) with the triumph of Napoleon across Western Europe.

Instructor(s): R. Kendrick Terms Offered: Autumn

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.

Equivalent Course(s): SOSC 21100, HIST 12700

MUSI 12200. Music In Western Civ II. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our second quarter (MUS 12200 etc.) runs from the beginning of European Romanticism around 1800 to the turn of the 21st century.

Terms Offered: Spring

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.

Equivalent Course(s): SOSC 21200, HIST 12800

MUSI 12200. Music In Western Civ II. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our second quarter (MUS 12200 etc.) runs from the beginning of European Romanticism around 1800 to the turn of the 21st century.

Terms Offered: Spring

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.

Equivalent Course(s): SOSC 21200, HIST 12800

NEHC 20001-20002-20003. Ancient Near Eastern History and Society I-II-III.

This sequence meets the general education requirement for civilization studies.

NEHC 20001. Ancient Near Eastern History and Society I: Egypt. 100 Units.

This course surveys the political, social, and economic history of ancient Egypt from pre-dynastic times (ca. 3400 B.C.) until the advent of Islam in the seventh century of our era.

Instructor(s): Brian Muhs, Robert Ritner Terms Offered: Autumn

Equivalent Course(s): NEHC 30001

NEHC 20002. Ancient Near Eastern History and Society II. 100 Units.

This course offers an overview of the history of Mesopotamia from its origins down to the Achaemenid and Hellenistic periods, when Mesopotamia became part of larger empires. Weeks 1 to 5, preceding mid-term exam, cover the periods ranging from the late Chalcolithic down to the end of the Middle Bronze age (late fifth to mid-second millennia BCE). Weeks 6 to 10 study the developments of the Late Bronze and Iron Ages, from the period of the archives of El-Amarna in the fourteenth century BCE down to the time of Alexander the Great in the late fourth century BCE.

Instructor(s): Hervé Reculeau Terms Offered: Winter

Prerequisite(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 30002

NEHC 20003. Ancient Near Eastern History and Society III. 100 Units.

This course introduces students to the history of ancient Anatolia and its neighbors from the first historical texts around 2000 BCE, with a short detour through prehistory and the appearance of Proto-Indo-European culture, to the arrival of Alexander the Great. Some of the famous ancient Near Eastern civilizations that we encounter include the Assyrians, Hittites, Phrygians, Lydians, Persians, and Israelites. We will focus on the information provided by inscriptions - especially political and socioeconomic history - as well as the relevant archaeological and art historical records. No prior knowledge of Anatolian or Near Eastern history is required.

Instructor(s): Petra Goedegebuure Terms Offered: Spring

Equivalent Course(s): NEHC 30003

NEHC 20002. Ancient Near Eastern History and Society II. 100 Units.

This course offers an overview of the history of Mesopotamia from its origins down to the Achaemenid and Hellenistic periods, when Mesopotamia became part of larger empires. Weeks 1 to 5, preceding mid-term exam, cover the periods ranging from the late Chalcolithic down to the end of the Middle Bronze age (late fifth to mid-second millennia BCE). Weeks 6 to 10 study the developments of the Late Bronze and Iron Ages, from the period of the archives of El-Amarna in the fourteenth century BCE down to the time of Alexander the Great in the late fourth century BCE.

Instructor(s): Hervé Reculeau Terms Offered: Winter

Prerequisite(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 30002

NEHC 20003. Ancient Near Eastern History and Society III. 100 Units.

This course introduces students to the history of ancient Anatolia and its neighbors from the first historical texts around 2000 BCE, with a short detour through prehistory and the appearance of Proto-Indo-European culture, to the arrival of Alexander the Great. Some of the famous ancient Near Eastern civilizations that we encounter include the Assyrians, Hittites, Phrygians, Lydians, Persians, and Israelites. We will focus on the information provided by inscriptions - especially political and socioeconomic history - as well as the relevant archaeological and art historical records. No prior knowledge of Anatolian or Near Eastern history is required.

Instructor(s): Petra Goedegebuure Terms Offered: Spring

Equivalent Course(s): NEHC 30003

NEHC 20004-20005-20006. Ancient Near Eastern Thought and Literature I-II-III.

This sequence surveys the thought and literature of the Near East. Each course in the sequence focuses on a particular culture or civilization. Texts in English. This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is not required.

NEHC 20004. Ancient Near Eastern Thought and Literature I: Mesopotamian Literature. 100 Units.

This course gives an overview of the richness of Mesopotamian Literature (modern Iraq) written in the 3rd-1st millennium BC. We will read myths and epics written on clay tablets in the Sumerian and Akkadian language in English translation and discuss content and style, but also the religious, cultural and historic implications. Particular focus will be on the development of stories over time, the historical context of the literature and mythological figures. The texts treated cover not only the famous Epic of Gilgamesh, but also various legends of Sumerian and Akkadian kings, stories about Creation and World Order, and destruction. The topics covered range from the quest for immortality, epic heroes and monsters, sexuality and love.

Instructor(s): Susanne Paulus Terms Offered: Autumn

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 30004

NEHC 20005. Ancient Near Eastern Thought & Literature-2: Anatolian Lit. 100 Units.

This course will provide an overview of Anatolian/Hittite literature, as "defined" by the Hittites themselves, in the wider historical-cultural context of the Ancient Near East. In the course of discussions, we will try to answer some important questions about Hittite inscriptions, such as: why were they written down, why were they kept, for whom were they intended, and what do the answers to these questions (apart from the primary content of the texts themselves) tell us about Hittite society?

Instructor(s): Theo van den Hout Terms Offered: Spring

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 30005

NEHC 20006. Ancient Near Eastern Thought & Literature-3. 100 Units.

This course employs English translations of ancient Egyptian literary texts to explore the genres, conventions and techniques of ancient Egyptian literature. Discussions of texts examine how the ancient Egyptians conceptualized and constructed their equivalent of literature, as well as the fuzzy boundaries and subtle interplay between autobiography, history, myth and fiction.

Instructor(s): Brian Muhs Terms Offered: Winter

Equivalent Course(s): EGPT 20006, EGPT 30006, NEHC 30006

NEHC 20005. Ancient Near Eastern Thought & Literature-2: Anatolian Lit. 100 Units.

This course will provide an overview of Anatolian/Hittite literature, as "defined" by the Hittites themselves, in the wider historical-cultural context of the Ancient Near East. In the course of discussions, we will try to answer some important questions about Hittite inscriptions, such as: why were they written down, why were they kept, for whom were they intended, and what do the answers to these questions (apart from the primary content of the texts themselves) tell us about Hittite society?

Instructor(s): Theo van den Hout Terms Offered: Spring

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 30005

NEHC 20006. Ancient Near Eastern Thought & Literature-3. 100 Units.

This course employs English translations of ancient Egyptian literary texts to explore the genres, conventions and techniques of ancient Egyptian literature. Discussions of texts examine how the ancient Egyptians conceptualized and constructed their equivalent of literature, as well as the fuzzy boundaries and subtle interplay between autobiography, history, myth and fiction.

Instructor(s): Brian Muhs Terms Offered: Winter

Equivalent Course(s): EGPT 20006, EGPT 30006, NEHC 30006

NEHC 20011-20012-20013. Ancient Empires I-II-III.

This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

NEHC 20011. Ancient Empires I. 100 Units.

The first course of this three-course sequence focuses on the Hittite Empire.

Instructor(s): Hakan Karateke Terms Offered: Autumn

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): CLCV 25700, HIST 15602

NEHC 20012. Ancient Empires-II. 100 Units.

This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world's first recorded Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of "empire" itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?

Instructor(s): James Osborne Terms Offered: Winter

Equivalent Course(s): CLCV 25800, HIST 15603

NEHC 20013. Ancient Empires-3. 100 Units.

For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.

Instructor(s): Brian Muhs Terms Offered: Spring

Equivalent Course(s): CLCV 25900, HIST 15604

NEHC 20012. Ancient Empires-II. 100 Units.

This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world's first recorded Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of "empire" itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?

Instructor(s): James Osborne Terms Offered: Winter

Equivalent Course(s): CLCV 25800, HIST 15603

NEHC 20013. Ancient Empires-3. 100 Units.

For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.

Instructor(s): Brian Muhs Terms Offered: Spring

Equivalent Course(s): CLCV 25900, HIST 15604

NEHC 20416-20417-20418. Semitic Languages, Cultures, and Civilizations I-II-III.

This sequence meets the general education requirement in civilization studies.

NEHC 20416. Semitic Languages, Cultures, and Civilizations I. 100 Units.

This course looks at the attestations of Semitic, the development of the language family and its individual languages, the connection of language spread and political expansions with the development of empires and nation states (which can lead to the development of different language strata), the interplay of linguistic innovation and archaism in connection with innovative centers and peripheries, and the connection and development of language and writing.

Terms Offered: TBD

Equivalent Course(s): HIST 15702, NEHC 30416

NEHC 20417. Semitic Languages, Cultures, and Civilizations II. 100 Units.

This course explores various peoples of the ancient Near East from the third through the first millennium BC. The shared characteristic of those peoples is their use of Semitic languages. The focus is on major cultural traditions that later become of interest for the modern Middle East and for the Western world.

This course provides a background to understand contemporary problems in a historical context. This includes a close examination and discussion of representative ancient sources, as well as readings in modern scholarship to help us think of interpretative frameworks and questions. Ancient sources include literary, historical, and legal documents. Texts in English.

Terms Offered: TBD

Note(s): Not open to first-year students

Equivalent Course(s): HIST 15703, NEHC 30417

NEHC 20418. Semitic Languages, Cultures, and Civilizations III. 100 Units.

The course studies how various groups in the Middle East imagined the ancient Semitic heritage of the region. We examine how Semitic languages (in particular, Arabic and Hebrew) came to be regarded as the national markers of the peoples of the Middle East. We likewise explore the ways in which archeologists, historians, novelists, and artists emphasized the connectivity between past and present, and the channels through which their new ideas were transmitted. The class thus highlights phenomena like nationalism, reform, and literary and print capitalism (in both Hebrew and Arabic) as experienced in the Middle East.

Terms Offered: TBD

Note(s): Not open to first-year students

Equivalent Course(s): NEHC 30418, HIST 15704, JWSC 21100

NEHC 20417. Semitic Languages, Cultures, and Civilizations II. 100 Units.

This course explores various peoples of the ancient Near East from the third through the first millennium BC. The shared characteristic of those peoples is their use of Semitic languages. The focus is on major cultural traditions that later become of interest for the modern Middle East and for the Western world. This course provides a background to understand contemporary problems in a historical context. This includes a close examination and discussion of representative ancient sources, as well as readings in modern scholarship to help us think of interpretative frameworks and questions. Ancient sources include literary, historical, and legal documents. Texts in English.

Terms Offered: TBD

Note(s): Not open to first-year students

Equivalent Course(s): HIST 15703, NEHC 30417

NEHC 20418. Semitic Languages, Cultures, and Civilizations III. 100 Units.

The course studies how various groups in the Middle East imagined the ancient Semitic heritage of the region. We examine how Semitic languages (in particular, Arabic and Hebrew) came to be regarded as the national markers of the peoples of the Middle East. We likewise explore the ways in which archeologists, historians, novelists, and artists emphasized the connectivity between past and present, and the channels through which their new ideas were transmitted. The class thus highlights phenomena like nationalism, reform, and literary and print capitalism (in both Hebrew and Arabic) as experienced in the Middle East.

Terms Offered: TBD

Note(s): Not open to first-year students

Equivalent Course(s): NEHC 30418, HIST 15704, JWSC 21100

NEHC 20501-20502-20503. Islamic History and Society I-II-III.

This sequence meets the general education requirement in civilization studies. This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history. Taking these courses in sequence is recommended but not required.

NEHC 20501. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.

This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.

Instructor(s): Fred Donner Terms Offered: Autumn

Equivalent Course(s): HIST 25704, CMES 30501, ISLM 30500, RLST 20501, MDVL 20501, NEHC 30501, HIST 35704

NEHC 20502. Islamic History and Society II: The Middle Period. 100 Units.

This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

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

Prerequisite(s): Not open to first-year students

Equivalent Course(s): NEHC 30502, HIST 35804, CMES 30502, MDVL 20502, HIST 25804, ISLM 30600

NEHC 20503. Islamic History and Society III: The Modern Middle East. 100 Units.

This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.

Instructor(s): Holly Shissler Terms Offered: Spring

Prerequisite(s): Not open to first-year students

Note(s): This course does not apply to the medieval studies major or minor.

Equivalent Course(s): HIST 35904, HIST 25904, NEHC 30503

NEHC 20502. Islamic History and Society II: The Middle Period. 100 Units.

This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

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

Prerequisite(s): Not open to first-year students

Equivalent Course(s): NEHC 30502, HIST 35804, CMES 30502, MDVL 20502, HIST 25804, ISLM 30600

NEHC 20503. Islamic History and Society III: The Modern Middle East. 100 Units.

This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.

Instructor(s): Holly Shissler Terms Offered: Spring

Prerequisite(s): Not open to first-year students

Note(s): This course does not apply to the medieval studies major or minor.

Equivalent Course(s): HIST 35904, HIST 25904, NEHC 30503

NEHC 20601-20602-20603. Islamic Thought and Literature I-II-III.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

NEHC 20601. Islamic Thought and Literature I. 100 Units.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Tahera Qutbuddin Terms Offered: Autumn

Equivalent Course(s): SOSC 22000, HIST 35610, RLST 20401, MDVL 20601, CMES 30601, HIST 25610, NEHC 30601, ISLM 30601

NEHC 20602. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).

Instructor(s): Franklin Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): SOSC 22100, RLST 20402, HIST 35615, HIST 25615, MDVL 20602, ISLM 30602, NEHC 30602, CMES 30602

NEHC 20603. Islamic Thought and Literature III. 100 Units.

This class explores works of Muslim intellectuals, who interpreted various aspects of Islamic philosophy, political theory and law in the modern age. We will look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion and at the critique of both religious establishments and nation states as articulated by Middle Eastern intellectuals. Consequently, we will contextualize concepts like "woman," "nation," "East" and "jihad" as we follow the meanings assigned to these conceptions by different intellectuals at different historical moments. The class likewise examines the ways in which Muslim reformers synthesized cultural trends to revive the Islamic faith in face of Western economic and political hegemony. Our debate will focus on the influence of the colonial settings on the formation of these new readings and on the ways in which Muslim thinkers both appropriated and critiqued Western notions of civilization and guidance. We will consider the impact of these new ideas on political theory, and in particular on the political systems which emerged in the modern Middle East. Finally, the class will scrutinize the ways in which Muslim writers manipulated new means of communication such as the print media in order to propagate their ideas regarding the nature of their state and society. Generally, we shall discuss secondary literature first and the primary sources later.

Instructor(s): Orit Bashkin Terms Offered: Spring

Equivalent Course(s): HIST 25616, HIST 35616, RLST 20403, NEHC 30603, ISLM 30603, SOSC 22200

NEHC 20602. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).

Instructor(s): Franklin Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): SOSC 22100, RLST 20402, HIST 35615, HIST 25615, MDVL 20602, ISLM 30602, NEHC 30602, CMES 30602

NEHC 20603. Islamic Thought and Literature III. 100 Units.

This class explores works of Muslim intellectuals, who interpreted various aspects of Islamic philosophy, political theory and law in the modern age. We will look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion and at the critique of both religious establishments and nation states as articulated by Middle Eastern intellectuals. Consequently, we will contextualize concepts like "woman," "nation," "East" and "jihad" as we follow the meanings assigned to these conceptions by different intellectuals at different historical moments. The class likewise examines the ways in which Muslim reformers synthesized cultural trends to revive the Islamic faith in face of Western economic and political hegemony. Our debate will focus on the influence of the colonial settings on the formation of these new readings and on the ways in which Muslim thinkers both appropriated and critiqued Western notions of civilization and guidance. We will consider the impact of these new ideas on political theory, and in particular on the political systems which emerged in the modern Middle East. Finally, the class will scrutinize the ways in which Muslim writers manipulated new means of communication such as the print media in order to propagate their ideas regarding the nature of their state and society. Generally, we shall discuss secondary literature first and the primary sources later.

Instructor(s): Orit Bashkin Terms Offered: Spring

Equivalent Course(s): HIST 25616, HIST 35616, RLST 20403, NEHC 30603, ISLM 30603, SOSC 22200

SALC 20100-20200. Introduction to the Civilizations of South Asia I-II.

This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

SALC 20100. Introduction to the Civilizations of South Asia I. 100 Units.

The first quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.

Instructor(s): M. Alam Terms Offered: Winter

Equivalent Course(s): ANTH 24101, HIST 10800, SOSC 23000, MDVL 20100

SALC 20200. Introduction to the Civilizations of South Asia II. 100 Units.

The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.

Instructor(s): Dipesh Chakrabarty Terms Offered: Spring

Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000

Equivalent Course(s): ANTH 24102, HIST 10900, SOSC 23100

SALC 20200. Introduction to the Civilizations of South Asia II. 100 Units.

The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.

Instructor(s): Dipesh Chakrabarty Terms Offered: Spring

Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000

Equivalent Course(s): ANTH 24102, HIST 10900, SOSC 23100

CIVILIZATION STUDIES ABROAD PROGRAMS

Students may also complete their civilization studies requirement by participating in one of the College's Study Abroad programs. For more information about these programs, consult the Study Abroad section of this catalog or visit study-abroad.uchicago.edu.



HUMANITIES

GENERAL EDUCATION SEQUENCES

All first-year students take a Humanities sequence that engages them in the pleasure and challenge of humanistic works through the close reading of literary, historical, and philosophical texts. These are not survey courses; rather, they work to establish methods for appreciating and analyzing the meaning and power of exemplary texts. The class discussions and the writing assignments are based on textual analysis. In combination with these courses, students are required to take a zero-unit seminar (HUMA 19100 Humanities Writing Seminars) that introduces the analysis and practice of expert academic writing.

All HUMA 10000-level sequences that meet general education requirements, listed below, are available as either a two-quarter sequence (Autumn, Winter) or as a three-quarter sequence (Autumn, Winter, Spring). Once students begin a sequence, they are expected to remain in the same sequence. Students are expected to complete this foundational requirement in their first year. NOTE: Students registered in any of the sequences below must attend the first and second class sessions or their registration will be dropped.

The sequences that fulfill the general education requirements in Humanities are listed here. Descriptions of individual courses are below.

HUMA 11000-11100-11200	Readings in World Literature I-II-III	300
HUMA 11500-11600-11700	Philosophical Perspectives I-II-III	300
HUMA 12050-12150-12250	Greece and Rome: Texts, Traditions, Transformations I-II-III	300
HUMA 12300-12400-12500	Human Being and Citizen I-II-III	300
HUMA 13500-13600-13700	Introduction to the Humanities I-II-III	300
HUMA 14000-14100-14200	Reading Cultures: Collection, Travel, Exchange I-II-III	300
HUMA 16000-16100-16200	Media Aesthetics: Image, Text, Sound I-II-III	300
HUMA 17000-17100-17200	Language and the Human I-II-III	300
HUMA 18000-18100-18200	Poetry and the Human I-II-III	300

For students preparing for medical school: A three-quarter sequence in Humanities is recommended. Those able to complete only a two-quarter sequence in their first year should plan to take a writing-intensive English Language and Literature course when their schedule allows. This English course, however, cannot be applied to the general education requirement in the humanities.

Course Descriptions for General Education Sequences

HUMA 11000-11100-11200. Readings in World Literature I-II-III.

This Humanities general education sequence examines the relationship between the individual and society in a rich, diverse, and exciting selection of literary texts from across the globe and from the earliest literary text to today. We address the challenges faced by readers confronting foreign literatures, reading across time and cultures, and reading texts in translation.

HUMA 11000. Readings in World Literature I. 100 Units.

The theme for the Autumn Quarter of Readings in World Literature is "The Epic". Beginning with the oldest extant literary text known to mankind, The Epic of Gilgamesh, and moving on to India's national epic The Mahabharata as well as The Odyssey, we study epic texts that are central to the literary and cultural traditions of various regions and peoples of the world. As an introduction to the study of the Humanities, this course will help you develop your skills in textual analysis, independent critical thinking, and expository writing. As a course on literature, it will pay particular attention to issues such as narrative structure, verse form, performativity and poetic devices, but also to the question of how literature might matter for our lives here and now. As a course that aims to address world literatures, this class will focus on ways in which texts from different cultural backgrounds articulate the cultural values, existential anxieties, and power structures of the societies that produced them.

Instructor(s): Staff Terms Offered: Autumn

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 11100. Readings in World Literature II. 100 Units.

The theme for the Winter Quarter of Readings in World Literature is "Autobiography/ Writing the Self." This course examines the nature of autobiographical writing from a wide range of cultural and historical contexts, including texts such as Augustine's Confessions, Sei Shonagon's The Pillow Book, Vladimir Nabokov's Speak Memory, Wole Soyinka's Aké and Alison Bechdel's graphic memoir Fun Home. While last quarter focused on the genre of the epic-texts that imagine and even create a people's sense of a shared past and a shared culture--this quarter will focus on how individuals imagine their own, particular lives. We will explore, among other issues, how the self is constructed through reading and writing, the relationship between memory and identity, the claims of authenticity or truth, the oscillation between interior and exterior life, and the peculiarities of individual voice.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 11000

Note(s): These courses must be taken in sequence.

HUMA 11200. Readings in World Literature III. 100 Units.

Students wishing to take the third quarter of the Readings in World Literature sequence will be able to choose from a selection of different topics that varies slightly from year to year, such as "Gender and Literature," "Crime Fiction and Murder Mysteries," "Reading the Middle Ages: Europe and Asia," "Colonial Fictions: Novel of Exoticisms, Adventure, and East and West", "Masterpieces of Poetry," "The Nobel Prize in Literature," or "Fictions of the Modern City".

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 11100

Note(s): These courses must be taken in sequence.

HUMA 11100. Readings in World Literature II. 100 Units.

The theme for the Winter Quarter of Readings in World Literature is "Autobiography/ Writing the Self." This course examines the nature of autobiographical writing from a wide range of cultural and historical contexts, including texts such as Augustine's Confessions, Sei Shonagon's The Pillow Book, Vladimir Nabokov's Speak Memory, Wole Soyinka's Aké and Alison Bechdel's graphic memoir Fun Home. While last quarter focused on the genre of the epic-texts that imagine and even create a people's sense of a shared past and a shared culture--this quarter will focus on how individuals imagine their own, particular lives. We will explore, among other issues, how the self is constructed through reading and writing, the relationship between memory and identity, the claims of authenticity or truth, the oscillation between interior and exterior life, and the peculiarities of individual voice.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 11000

Note(s): These courses must be taken in sequence.

HUMA 11200. Readings in World Literature III. 100 Units.

Students wishing to take the third quarter of the Readings in World Literature sequence will be able to choose from a selection of different topics that varies slightly from year to year, such as "Gender and Literature," "Crime Fiction and Murder Mysteries," "Reading the Middle Ages: Europe and Asia," "Colonial Fictions: Novel of Exoticisms, Adventure, and East and West", "Masterpieces of Poetry," "The Nobel Prize in Literature," or "Fictions of the Modern City".

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 11100

Note(s): These courses must be taken in sequence.

HUMA 11500-11600-11700. Philosophical Perspectives I-II-III.

This sequence considers philosophy in two lights: as an ongoing series of arguments addressed to certain fundamental questions about the place of human beings in the world and as a historically situated discipline interacting with and responding to developments in other areas of thought and culture. Readings tend to divide between works of philosophy and contemporaneous works of literature, but they may also include texts of scientific, religious, or legal practice.

HUMA 11500. Philosophical Perspectives I. 100 Units.

In Autumn Quarter, we examine fundamental ethical issues--about virtue, the good life, and the role of the individual in society--in the works of ancient Greek writers as well as 20th-century writers in conversation with them. Texts are drawn from Plato, Aristotle, the Greek tragedians, Martin Luther King and others.

Instructor(s): Staff Terms Offered: Autumn

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 11600. Philosophical Perspectives II. 100 Units.

Winter Quarter explores metaphysical and epistemological questions as they confronted participants and spectators of the 'scientific revolution'. Problems of skepticism, self-understanding and the social status of knowledge are at the fore. Authors tend to include Descartes, Newton, Voltaire, and Mary Shelley, among others.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 11500

Note(s): These courses must be taken in sequence.

HUMA 11700. Philosophical Perspectives III. 100 Units.

In Spring Quarter we explore the constitution of agency and personal morality from the vantage point of Enlightenment and post-Enlightenment philosophy and novels. Authors include Hume, Kant, Nietzsche and Jane Austen.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 11600

Note(s): These courses must be taken in sequence.

HUMA 11600. Philosophical Perspectives II. 100 Units.

Winter Quarter explores metaphysical and epistemological questions as they confronted participants and spectators of the 'scientific revolution'. Problems of skepticism, self-understanding and the social status of knowledge are at the fore. Authors tend to include Descartes, Newton, Voltaire, and Mary Shelley, among others.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 11500

Note(s): These courses must be taken in sequence.

HUMA 11700. Philosophical Perspectives III. 100 Units.

In Spring Quarter we explore the constitution of agency and personal morality from the vantage point of Enlightenment and post-Enlightenment philosophy and novels. Authors include Hume, Kant, Nietzsche and Jane Austen.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 11600

Note(s): These courses must be taken in sequence.

HUMA 12050-12150-12250. Greece and Rome: Texts, Traditions, Transformations I-II-III.

The Greece and Rome sequence is about traditions—not as stable, pre-given structures, but as bodies of texts that influence and transform each other across historical time periods. Students gain a grounding in some major texts of the Classical Greek and Latin traditions (read in English translation) as well as their reception at pivotal moments in modernity. These texts have sustained a community of reading, commentary, and debate ever since their inception, and they continue to resonate through our institutions and values today. In our encounter with them, we will develop the tools to read in inquiring and original ways, as well as to defend our readings with respect to the texts. Each quarter is devoted to one or two genres, and each includes Greek, Roman, and modern texts that build on each other. Autumn opens with epic works by Homer, Vergil, and Milton. Winter sees us delve into the paired genres of tragedy and history, examining how each represents society through distinct modes of narrative and speech: past authors have included Aeschylus, Herodotus, Livy, Seneca, Tacitus, Shakespeare, and Racine. Spring alternates between comedy (Aristophanes, Plautus, Shakespeare) as a vehicle for negotiating social norms and the subject of love in philosophical and literary perspectives (Plato's Symposium, Lucretius, the ancient novel, Shelley's *Frankenstein*).

HUMA 12050. Greece and Rome: Texts, Traditions, Transformations I. 100 Units.

Autumn Quarter examines the epic tradition with a focus on warfare, foundation, and the social order.

Readings cover Homer's *Iliad*, Vergil's *Aeneid*, and Milton's *Paradise Lost*, with selections from the lyric poetry of Sappho, Auden, and Wheatley.

Instructor(s): Staff Terms Offered: Autumn

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 12150. Greece and Rome: Texts, Traditions, Transformations II. 100 Units.

The Winter Quarter focuses on how tragedy and history confront familial, social, and external conflict in different genres. Readings cover Aeschylus' "Oresteia," selections from the histories of Herodotus, Livy, and Tacitus, tragedies by Seneca, and several of Shakespeare's history plays.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 12050

Note(s): These courses must be taken in sequence.

HUMA 12250. Greece and Rome: Texts, Traditions, Transformations III. 100 Units.

Spring Quarter alternates between comedy as a vehicle for negotiating social norms and the subject of love in philosophical and literary perspectives. In comedy years, social integration is treated with a lighter touch than in Autumn and Winter Quarters, through the texts of Aristophanes, Plautus, and Shakespeare. In the alternate years, love is explored through the philosophical texts of Plato's Symposium and Lucretius' *The Way Things Are*, as well as works of Shakespeare and Shelley's *Frankenstein*.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 12150

Note(s): These courses must be taken in sequence.

HUMA 12150. Greece and Rome: Texts, Traditions, Transformations II. 100 Units.

The Winter Quarter focuses on how tragedy and history confront familial, social, and external conflict in different genres. Readings cover Aeschylus' "Oresteia," selections from the histories of Herodotus, Livy, and Tacitus, tragedies by Seneca, and several of Shakespeare's history plays.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 12050

Note(s): These courses must be taken in sequence.

HUMA 12250. Greece and Rome: Texts, Traditions, Transformations III. 100 Units.

Spring Quarter alternates between comedy as a vehicle for negotiating social norms and the subject of love in philosophical and literary perspectives. In comedy years, social integration is treated with a lighter touch than in Autumn and Winter Quarters, through the texts of Aristophanes, Plautus, and Shakespeare. In the alternate years, love is explored through the philosophical texts of Plato's Symposium and Lucretius' *The Way Things Are*, as well as works of Shakespeare and Shelley's *Frankenstein*.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 12150

Note(s): These courses must be taken in sequence.

HUMA 12300-12400-12500. Human Being and Citizen I-II-III.

This sequence explores the needs and aspirations that draw human beings together in formal and informal communities and the problems that we encounter as social animals in the pursuit of human flourishing. We investigate matters of justice, the law, and leadership, and consider these together with modes of human interaction from contractual relations to friendship and kinship ties in both their legislative and affective dimensions (especially love, anger, shame, grief, and faith). We think about the role of divinity (from Greek mythology to modern Christianity) in shaping the ways our texts conceive of these topics, and we consider ideas about the formation of the self. Our readings are predominantly drawn from the western tradition—Homer, Plato, Aristotle, Augustine, Dante, Shakespeare, Kant, among others—and these canonical texts do not go unquestioned. Rather, by entering into conversation with one another, they provide the intellectual resources for an inquiry that leads ultimately into an exploration of contemporary questions of rights, representation, and belonging.

HUMA 12300. Human Being and Citizen I. 100 Units.

Socrates asks, "Who is a knower of such excellence, of a human being and of a citizen?" We are all concerned to discover what it means to be an excellent human being and an excellent citizen, and to learn what a just community is. This course explores these and related matters, and helps us to examine critically our opinions about them.

Instructor(s): Staff Terms Offered: Autumn

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 12400. Human Being and Citizen II. 100 Units.

Readings in the Autumn Quarter included Genesis, Plato (*Euthyphro* and *Apology*), and Homer (*Iliad*). The Winter Quarter focused on Aristotle's *Nicomachean Ethics*, Augustine's *Confessions*, and Dante's *Inferno*.

The texts for the Spring Quarter were Shakespeare's *The Tempest*, Kant's "What Is Enlightenment?" and Groundwork of the *Metaphysics of Morals*, No Name in the Street by James Baldwin, and Virginia Woolf's *To the Lighthouse*.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 12300

Note(s): These courses must be taken in sequence.

HUMA 12500. Human Being and Citizen III. 100 Units.

Socrates asks, "Who is a knower of such excellence, of a human being and of a citizen?" We are all concerned to discover what it means to be an excellent human being and an excellent citizen, and to learn what a just community is. This course explores these and related matters, and helps us to examine critically our opinions about them.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 12400

Note(s): These courses must be taken in sequence.

HUMA 12400. Human Being and Citizen II. 100 Units.

Readings in the Autumn Quarter included Genesis, Plato (Euthyphro and Apology), and Homer (Iliad). The Winter Quarter focused on Aristotle's Nicomachean Ethics, Augustine's Confessions, and Dante's Inferno. The texts for the Spring Quarter were Shakespeare's *The Tempest*, Kant's "What Is Enlightenment?" and Groundwork of the Metaphysics of Morals, No Name in the Street by James Baldwin, and Virginia Woolf's *To the Lighthouse*.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 12300

Note(s): These courses must be taken in sequence.

HUMA 12500. Human Being and Citizen III. 100 Units.

Socrates asks, "Who is a knower of such excellence, of a human being and of a citizen?" We are all concerned to discover what it means to be an excellent human being and an excellent citizen, and to learn what a just community is. This course explores these and related matters, and helps us to examine critically our opinions about them.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 12400

Note(s): These courses must be taken in sequence.

HUMA 13500-13600-13700. Introduction to the Humanities I-II-III.

This sequence emphasizes writing, both as an object of study and as a practice. As we study the texts of the course, we pay special attention to questions about how they function as instances of writing: How does the writing of a text shape the way that we understand it? How does writing shape our sense of what we are doing in the humanities? Such questions about writing will lead to similar questions about language in general: How is our understanding shaped by the language we use? In the Autumn Quarter, we'll ask these questions within classical and familiar norms for using language to argue, to analyze, to be accurate, to be logical, and so on. In Winter and Spring Quarters, we'll move to challenges, and radical criticisms, of these familiar ideas. As to practice: The writing workload of the course is significant. Students will write at least one writing assignment each week, and we discuss these assignments in small writing workshops. This is not a course in remedial writing; rather it is a course for students who are particularly interested in writing or who want to become particularly proficient writers. Readings for the course are selected not thematically or chronologically, but to serve the focus on writing.

HUMA 13500. Introduction to the Humanities I. 100 Units.

In the Autumn Quarter, we read two of Plato's Dialogues, the Declaration of Independence, selections from Thucydides' History of the Peloponnesian War, and a Shakespeare play.

Instructor(s): Staff Terms Offered: Autumn. Sequence not offered every year.

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 13600. Introduction to the Humanities II. 100 Units.

In the Winter Quarter, we read Descartes' Meditations, Conrad's Heart of Darkness, further selections from Thucydides' History, Woolf's *The Waves*, and Nietzsche's *Beyond Good and Evil*.

Instructor(s): Staff Terms Offered: Winter. Sequence not offered every year.

Prerequisite(s): HUMA 13500

Note(s): These courses must be taken in sequence.

HUMA 13700. Introduction to the Humanities III. 100 Units.

In the Spring Quarter, we read Plato's Phaedrus with Derrida's "Pharmakon," Harriet Jacobs's Incidents in the Life of a Slave Girl, still more selections from Thucydides' History, an experimental feminist essay, and a graphic novel, perhaps Alison Bechdel's *Fun Home* or Chris Ware's *Building Stories*.

Instructor(s): Staff Terms Offered: Spring. Sequence not offered every year.

Prerequisite(s): HUMA 13600

Note(s): These courses must be taken in sequence.

HUMA 13600. Introduction to the Humanities II. 100 Units.

In the Winter Quarter, we read Descartes' Meditations, Conrad's Heart of Darkness, further selections from Thucydides' History, Woolf's *The Waves*, and Nietzsche's *Beyond Good and Evil*.

Instructor(s): Staff Terms Offered: Winter. Sequence not offered every year.

Prerequisite(s): HUMA 13500

Note(s): These courses must be taken in sequence.

HUMA 13700. Introduction to the Humanities III. 100 Units.

In the Spring Quarter, we read Plato's Phaedrus with Derrida's "Pharmakon," Harriet Jacobs's Incidents in the Life of a Slave Girl, still more selections from Thucydides' History, an experimental feminist essay, and a graphic novel, perhaps Alison Bechdel's *Fun Home* or Chris Ware's *Building Stories*.

Instructor(s): Staff Terms Offered: Spring. Sequence not offered every year.

Prerequisite(s): HUMA 13600

Note(s): These courses must be taken in sequence.

HUMA 14000-14100-14200. Reading Cultures: Collection, Travel, Exchange I-II-III.

This sequence is devoted to the cultivation of the art of interpretation through the close reading of objects across a broad range of times and places, from the Homeric epic to contemporary film, folk tale to museum. In each case the goal is to work outward from the textual details—construing the term text generously so as to include any form of cultural production—and develop insight into the local emergence and global circulation of objects of interpretation. In the process the sequence explores questions about memory, home, and belonging; about the various historical forms of cultural production, from epic to folk tale, music, film, and novels; about the challenges of translation to responsible interpretation; about texts as formative sources of human community, inter-personal obligation, and transcendence; about hybridity and the legacy of colonialism; and, of course, about the role of humanistic inquiry in addressing all these questions. The year is divided into three conceptual themes that allow us to explore the above questions: collection, travel, and exchange. Works studied in the past have included Homer, "The Odyssey"; "The Arabian Nights"; Ovid, "Metamorphoses"; Balzac, "Père Goriot"; Jacobs, "Incidents in the Life of a Slave Girl"; Songling, "Strange Tales from a Chinese Studio"; Hurston, "Of Mules and Men"; Eliot, "The Waste Land"; Rivera, "And the Earth Did Not Devour Him"; Chaplin "Modern Times"; graphic novels; music, visual art, and cultural criticism.

HUMA 14000. Reading Cultures: Collection, Travel, Exchange I. 100 Units.

This sequence is devoted to the cultivation of the art of interpretation through the close reading of objects across a broad range of times and places, from the Homeric epic to contemporary film, folk tale to museum. In each case the goal is to work outward from the textual details—construing the term text generously so as to include any form of cultural production—and develop insight into the local emergence and global circulation of objects of interpretation.

Instructor(s): Staff Terms Offered: Autumn

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 14100. Reading Cultures: Collection, Travel, Exchange II. 100 Units.

This sequence is devoted to the cultivation of the art of interpretation through the close reading of objects across a broad range of times and places, from the Homeric epic to contemporary film, folk tale to museum. In each case the goal is to work outward from the textual details—construing the term text generously so as to include any form of cultural production—and develop insight into the local emergence and global circulation of objects of interpretation.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 14000

Note(s): These courses must be taken in sequence.

HUMA 14200. Reading Cultures: Collection, Travel, Exchange III. 100 Units.

This sequence is devoted to the cultivation of the art of interpretation through the close reading of objects across a broad range of times and places, from the Homeric epic to contemporary film, folk tale to museum. In each case the goal is to work outward from the textual details—construing the term text generously so as to include any form of cultural production—and develop insight into the local emergence and global circulation of objects of interpretation.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 14100

Note(s): These courses must be taken in sequence.

HUMA 14100. Reading Cultures: Collection, Travel, Exchange II. 100 Units.

This sequence is devoted to the cultivation of the art of interpretation through the close reading of objects across a broad range of times and places, from the Homeric epic to contemporary film, folk tale to museum. In each case the goal is to work outward from the textual details—construing the term text generously so as to include any form of cultural production—and develop insight into the local emergence and global circulation of objects of interpretation.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 14000

Note(s): These courses must be taken in sequence.

HUMA 14200. Reading Cultures: Collection, Travel, Exchange III. 100 Units.

This sequence is devoted to the cultivation of the art of interpretation through the close reading of objects across a broad range of times and places, from the Homeric epic to contemporary film, folk tale to museum. In each case the goal is to work outward from the textual details—construing the term text generously so as to include any form of cultural production—and develop insight into the local emergence and global circulation of objects of interpretation.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 14100

Note(s): These courses must be taken in sequence.

HUMA 16000-16100-16200. Media Aesthetics: Image, Text, Sound I-II-III.

This sequence examines a question central to humanistic thought across cultures and historical periods: How do different kinds of media allow us to perceive and represent our world? We study how painting, photography, writing, film, song, and other media have allowed for new forms of knowledge, expression, and experience—but have also been seen as ethically dangerous or politically disruptive. The sequence traces philosophical and aesthetic debates about media from antiquity to the present in various cultural contexts; we examine discussions of image, text, and sound in Plato, Shakespeare, Nietzsche, W. E. B. Du Bois, Alfred Hitchcock, Toni Morrison, and recent critical theory. Throughout, we develop attention to the “aesthetics” of media by closely studying how specific aspects of complex works of art and literature lead audiences to think and feel in particular ways. In Spring Quarter, students may take a third quarter of humanities or shift into a related general education course in the arts (MAAD 16210).

HUMA 16000. Media Aesthetics: Image, Text, Sound I. 100 Units.

Autumn Quarter focuses on images, imitation, and seeing. Images may seem to simply reflect the real, but they just as often distort or distance viewers from it. We explore the strangeness of images through Diego Velasquez's *Las Meninas*, Plato's Republic, Hitchcock's *Vertigo*, and Toni Morrison's *The Bluest Eye*.

Instructor(s): Staff Terms Offered: Autumn

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 16100. Media Aesthetics: Image, Text, Sound II. 100 Units.

Winter Quarter focuses on writing, reading, and signs. Language is an extraordinarily flexible medium for representing events and experiences—but it also raises distinctive challenges of interpretation, decoding, and translation. We examine some of these challenges through Plato's Phaedrus, Shakespeare's *The Tempest*, Akira Kurosawa's *Rashomon*, and Alison Bechdel's *Fun Home*.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 16000

Note(s): These courses must be taken in sequence.

HUMA 16200. Media Aesthetics: Image, Text, Sound III. 100 Units.

Spring Quarter focuses on sound, music, and listening. How do sounds or noises become meaningful? Why are music and voice so effective at expressing desire, suffering, or even overwhelming the intellect? We explore these and other questions through William Blake's *Songs of Innocence and Experience*, W.E.B. Du Bois's *The Souls of Black Folk*, Nietzsche's *The Birth of Tragedy*, contemporary albums, and sound art.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 16100

Note(s): These courses must be taken in sequence. For the option of taking the third quarter of Media Aesthetics as the general education requirement in the arts, see MAAD 16210.

HUMA 16100. Media Aesthetics: Image, Text, Sound II. 100 Units.

Winter Quarter focuses on writing, reading, and signs. Language is an extraordinarily flexible medium for representing events and experiences—but it also raises distinctive challenges of interpretation, decoding, and translation. We examine some of these challenges through Plato's Phaedrus, Shakespeare's *The Tempest*, Akira Kurosawa's *Rashomon*, and Alison Bechdel's *Fun Home*.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 16000

Note(s): These courses must be taken in sequence.

HUMA 16200. Media Aesthetics: Image, Text, Sound III. 100 Units.

Spring Quarter focuses on sound, music, and listening. How do sounds or noises become meaningful? Why are music and voice so effective at expressing desire, suffering, or even overwhelming the intellect? We explore these and other questions through William Blake's *Songs of Innocence and Experience*, W.E.B. Du Bois's *The Souls of Black Folk*, Nietzsche's *The Birth of Tragedy*, contemporary albums, and sound art.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 16100

Note(s): These courses must be taken in sequence. For the option of taking the third quarter of Media Aesthetics as the general education requirement in the arts, see MAAD 16210.

HUMA 17000-17100-17200. Language and the Human I-II-III.

Language is at the center of what it means to be human and is instrumental in most humanistic pursuits. With it, we understand others, describe, plan, narrate, learn, persuade, argue, reason, and think. This course aims to provoke us to critically examine common assumptions that determine our understanding of language—and more specifically, the ways we, as speakers or writers, use it to communicate meaning.

HUMA 17000. Language and the Human I. 100 Units.

The Autumn Quarter of this sequence explores fundamental questions about the nature of language, concentrating on the conventional character of language as a system, and language in the individual. We discuss: the properties of human languages (spoken and signed) as systems of communication distinct from other forms (including animal and artificial systems), whether some languages are more primitive than others, how language is acquired, used, changes, and evolves, what it means to be bilingual. Typical texts used include Plato's *Cratylus*, parts of *Finnegans Wake*, Locke, Truffaut's *L'enfant sauvage*, Turing.

Instructor(s): Staff Terms Offered: Autumn

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 17100. Language and the Human II. 100 Units.

The Winter Quarter is generally devoted to examining how language mediates between the individual and society, its origin, spread, evolution, and development, and its role in power, identity, culture, nationalism, thought, and persuasion, as well as its use in naming, politeness, irony, and metaphor. Further examined are the nature of translation, writing systems, language and artificial intelligence, invented languages, and to what extent language shapes or influences perception of the world and cognition. Readings typically from Whorf, Orwell, Grice, and others.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 17000

Note(s): These courses must be taken in sequence.

HUMA 17200. Language and the Human III. 100 Units.

The topics addressed in the Spring Quarter vary from year to year: We may look at language and poetry, the nature of metaphor, rhetorical force of language. These questions are examined through classic and contemporary primary and secondary literature, with readings which may be drawn from literary, linguistic, philological, and philosophical traditions (in varying years, from parts of the Bible, Beowulf, Chaucer, Descartes, and Rousseau to Borges, Chomsky, and others).

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 17100

Note(s): These courses must be taken in sequence.

HUMA 17100. Language and the Human II. 100 Units.

The Winter Quarter is generally devoted to examining how language mediates between the individual and society, its origin, spread, evolution, and development, and its role in power, identity, culture, nationalism, thought, and persuasion, as well as its use in naming, politeness, irony, and metaphor. Further examined are the nature of translation, writing systems, language and artificial intelligence, invented languages, and to what extent language shapes or influences perception of the world and cognition. Readings typically from Whorf, Orwell, Grice, and others.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 17000

Note(s): These courses must be taken in sequence.

HUMA 17200. Language and the Human III. 100 Units.

The topics addressed in the Spring Quarter vary from year to year: We may look at language and poetry, the nature of metaphor, rhetorical force of language. These questions are examined through classic and contemporary primary and secondary literature, with readings which may be drawn from literary, linguistic, philological, and philosophical traditions (in varying years, from parts of the Bible, Beowulf, Chaucer, Descartes, and Rousseau to Borges, Chomsky, and others).

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 17100

Note(s): These courses must be taken in sequence.

HUMA 18000-18100-18200. Poetry and the Human I-II-III.

What is poetry and why do we do it? This three-quarter sequence examines the practice of poetry as a form of communication, linguistic innovation, and embodied presence. How is poetry as language and action different from other forms of activity? What is the role of poetry in society, in regard to memory, performance, storytelling, and history; ritual and creation; knowledge and formation of selfhood; institution and revolution? This sequence addresses these questions in the poetry of different eras and peoples, including Homer, Sappho, Catullus, Beowulf, John Donne, Emily Dickinson, the Popol Vuh, Gwendolyn Brooks, Audre Lorde, Paul Celan, N. Scott Momaday, Layli Long Soldier, Claudia Rankine, and many others. It provides students with skills in the close reading of texts and performance and a grasp of the literary, philosophical, and theoretical questions that underpin the humanities. In the spring, students may take a third quarter of Humanities or shift into a related general education course in the arts (CRWR 18200).

HUMA 18000. Poetry and the Human I. 100 Units.

In Autumn (form/formation/transformation), we closely analyze poetry to understand its distinctive qualities, looking at questions of form and rhythm, translation and adaptation, and experimentation with genre. We also explore argumentation, criticism, and the role of poetry in mapping creation through practices of language, image, and sound.

Instructor(s): Staff Terms Offered: Autumn

Note(s): These courses must be taken in sequence

HUMA 18100. Poetry and the Human II. 100 Units.

In Winter (crisis/performance/politics), we turn to questions of social rupture, breakdown, and reformation as we consider the ways that poetry revolts, reflects, and rebuilds in political crises. We will also look at poetry in performance, and performance as poetry, to consider how poetry is practiced in non-textual media such as spoken word, film, and dance.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 18000

Note(s): These courses must be taken in sequence

HUMA 18200. Poetry and the Human III. 100 Units.

In the Spring Humanities course (object/event/narrative), we consider the poem first as an object that expresses the processes of writing and the materiality of the body, then as a staged and sonic event, and finally as a way of shaping a life or of conceiving an afterlife.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 18100

Note(s): These courses must be taken in sequence. For the option of taking the third quarter of Poetry & the Human as the Art-Music-Drama General Education requirement, see CRWR 18200.

HUMA 18100. Poetry and the Human II. 100 Units.

In Winter (crisis/performance/politics), we turn to questions of social rupture, breakdown, and reformation as we consider the ways that poetry revolts, reflects, and rebuilds in political crises. We will also look at poetry in performance, and performance as poetry, to consider how poetry is practiced in non-textual media such as spoken word, film, and dance.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HUMA 18000

Note(s): These courses must be taken in sequence

HUMA 18200. Poetry and the Human III. 100 Units.

In the Spring Humanities course (object/event/narrative), we consider the poem first as an object that expresses the processes of writing and the materiality of the body, then as a staged and sonic event, and finally as a way of shaping a life or of conceiving an afterlife.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HUMA 18100

Note(s): These courses must be taken in sequence. For the option of taking the third quarter of Poetry & the Human as the Art-Music-Drama General Education requirement, see CRWR 18200.

WRITING SEMINARS**HUMA 19100. Humanities Writing Seminars. 000 Units.**

These seminars introduce students to the analysis and practice of expert academic writing. Experts must meet many familiar standards for successful writing: clear style, logical organization, and persuasive argument. But because they work with specialized knowledge, experts also face particular writing difficulties: they must be clear about complexities and specific about abstractions; they must use uncomplicated organization for very complicated ideas; they must create straightforward logic for intricate arguments; they must be concise but not incomplete, direct but not simplistic; they must clarify the obscure but not repeat the obvious; and they must anticipate the demands of aggressively skeptical readers. The seminars do not repeat or extend the substantive discussion of the Humanities class; they use the discussions and assignments from those classes as a tool for the advanced study of writing. We study various methods not only for the construction of sophisticated and well-structured arguments but also for understanding the complications and limits of those arguments. These seminars also address issues of readership and communication within expert communities. As students present papers in the seminars, we can use the reactions of the audience to introduce the techniques experts can use to transform a text from one that serves the writer to one that serves the readers.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Note(s): These seminars are available only in combination with either a two- or a three-quarter general education sequence in the Humanities.

COLLEGIATE COURSES

The 20000-level Collegiate courses in Humanities seek to extend humanistic inquiry beyond the scope of the general education requirements. A few of them also serve as parts of special degree programs. All of these courses are open as electives to students from any Collegiate Division.

Course Descriptions for Collegiate Courses

HUMA 02980. Practicum. 25 Units.

This course is for students who secure a summer internship. For details, visit careeradvancement.uchicago.edu/jobs-internships-research/internships-for-credit. Students write a short paper (two to three pages) and give an oral presentation reflecting on their internship experience.

Instructor(s): D. Spatz Terms Offered: Summer

Note(s): Must be taken for P/F grading; students who fail to complete the course requirements will receive an F on their transcript (no W will be granted). Students receive 025 units of credit at completion of course. Course meets once in Spring Quarter and once in Autumn Quarter. Course fee \$150; students in need of financial aid should contact Jay Ellison at 702.8609.

Equivalent Course(s): SOSC 02980

HUMA 20710-20711-20712-20713. At the Piano I-II-III-IV.

Keyboard Studies for Non-Music Majors

HUMA 20710. At the Piano-I: Keyboard Studies for Non-Music Majors. 100 Units.

Keyboard Studies for Non-Music Majors

Instructor(s): C. Bohlman Terms Offered: Autumn Spring Winter

HUMA 20711. At the Piano II: Keyboard Studies for Non-Music Majors. 100 Units.

Keyboard Studies for Non-Music Majors

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

Prerequisite(s): HUMA 20710 or consent of instructor

HUMA 20712. At the Piano III: Keyboard Studies for Non-Music Majors. 100 Units.

Keyboard Studies for non-Music majors

Instructor(s): C. Bohlman Terms Offered: Winter

Prerequisite(s): HUMA 20711 or consent of instructor.

HUMA 20713. At the Piano IV: Keyboard Studies for Non-Music Majors. 100 Units.

Keyboard Studies for non-Music majors

Instructor(s): C. Bohlman Terms Offered: Spring

Prerequisite(s): HUMA 20712 or consent of instructor.

HUMA 20711. At the Piano II: Keyboard Studies for Non-Music Majors. 100 Units.

Keyboard Studies for Non-Music Majors

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

Prerequisite(s): HUMA 20710 or consent of instructor

HUMA 20712. At the Piano III: Keyboard Studies for Non-Music Majors. 100 Units.

Keyboard Studies for non-Music majors

Instructor(s): C. Bohlman Terms Offered: Winter

Prerequisite(s): HUMA 20711 or consent of instructor.

HUMA 20713. At the Piano IV: Keyboard Studies for Non-Music Majors. 100 Units.

Keyboard Studies for non-Music majors

Instructor(s): C. Bohlman Terms Offered: Spring

Prerequisite(s): HUMA 20712 or consent of instructor.

HUMA 25202. Media Ecology: Embodiment & Software. 100 Units.

Media ecology examines how the structure and content of our media environments-online and offline, in words, images, sounds, and textures-affect human perception, understanding, feeling, and value; or alternatively, media ecology investigates the massive and dynamic interrelation of processes and objects, beings and things, patterns and matter. At stake are issues about agency-human or material-and about determinism-how does society or culture interact with or shape its technologies, or vice versa? This course investigates theories of media ecology by exploring systems of meanings that humans embody (cultural, social, ecological) in conjunction with the emerging field of software studies about the cultural, political, social, and aesthetic impacts of software (e.g., code, interaction, interface). In our actual and virtual environments, how do we understand performing our multiple human embodiments in relation to other bodies (organism or machine) in pursuit of social or political goals?

Instructor(s): M. Browning Terms Offered: Winter

Equivalent Course(s): TAPS 28452, CMST 25204, MAAD 14204, HIPS 25203, LLSO 27801

HUMA 25206. Digital Culture: Artificial Intelligence, Algorithms, and the Web. 100 Units.

In contrast to print culture and electronic culture, yet embedded in them, contemporary digital culture engages us in human-computer systems empowered as media for mobile communication in the global network society. In our conjoined online and offline environments, we inhabit human-computer hybrids in which (for instance) we learn, imagine, communicate, pay attention, and experience affect. How can we understand and critique our theories, concepts, practices, and technologies of intelligence and information in relation to the capacities of these digital machines with which we co-evolve? For exploring this question, our case studies include comparing artificial and natural intelligences, as well as examining algorithms and their socio-political impacts, in current web functionalities such as search (Google) and social media (Facebook, Twitter).

Instructor(s): Browning, Margot Terms Offered: Not offered in 19-20

Equivalent Course(s): HIPS 25206, LLSO 25206

HUMA 29700. Reading Course. 100 Units.

An instructor within Humanities agrees to supervise the course and then determines the kind and amount of work to be done. Students must receive a quality grade. Students may not petition to receive credit for more than two HUMA 29700 courses. Students may register for this course using the College Reading and Research Form, available in the College Advising offices. This form must be signed by the instructor and the Director of Undergraduate Studies and then submitted to the Office of the Registrar.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of instructor and senior adviser.



MATHEMATICAL SCIENCES

The courses that satisfy the general education requirement in the mathematical sciences present broadly applicable techniques for formulating, analyzing, and solving problems, and for evaluating proposed solutions. Options to complete this requirement include some Computer Science, Statistics, and Mathematics offerings, including calculus.

Students may select from the following lists of courses.

NON-CALCULUS COURSES

All non-calculus options may be taken individually or, when available, as a sequence. These courses may also be combined to fulfill 200 units of general education requirements (i.e., MATH 11200 and STAT 20000). Students who satisfy the requirement with something other than calculus will take 100 or 200 units of approved non-calculus course work. If only 100 units are used for the mathematical sciences requirement, an additional 100 units will be taken in either the physical or biological sciences categories (for a total of 300 units).

CMSC 11000	Multimedia Programming as an Interdisciplinary Art I	100
CMSC 12100-12200	Computer Science with Applications I-II	200
CMSC 15100-15200	Introduction to Computer Science I-II	200
CMSC 16100-16200	Honors Introduction to Computer Science I-II	200
MATH 11200-11300	Studies in Mathematics I-II	200
One of the following courses: #		100
STAT 20000	Elementary Statistics	
STAT 20010	Elementary Statistics Through Case Study	
STAT 22000	Statistical Methods and Applications	

^ Credit may be granted by examination.

Statistics AP credit may not be used in combination with a calculus course, with STAT 20000 (<http://collegecatalog.uchicago.edu/search/?P=STAT%2020000>) Elementary Statistics, or with STAT 22000 (<http://collegecatalog.uchicago.edu/search/?P=STAT%2022000>) Statistical Methods and Applications. Students may not receive credit for more than one of STAT 20000, STAT 20010, and STAT 22000.

CALCULUS SEQUENCES

Students must meet the mathematical sciences requirement with the first two quarters of a calculus sequence if they are preparing for the health professions or if they anticipate majors in the Physical or Biological Sciences, Economics, Psychology, or Public Policy Studies. Other restrictions may apply. Students should consult their College adviser or departmental counselor about course choices. Those who take calculus must earn credit for the first two quarters of a calculus sequence (200 units).

Information regarding calculus placement can be found on the Examination Credit page.

MATH 13100-13200	Elementary Functions and Calculus I-II	200
MATH 15100-15200	Calculus I-II ^	200
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL)	200
MATH 16100-16200	Honors Calculus I-II	200

^ Credit may be granted by examination.



PHYSICAL SCIENCES

General education courses in the Physical Sciences benefit from a rich tradition of scientific discovery at the University of Chicago. The late University of Chicago professor and Nobel laureate Subrahmanyan Chandrasekhar, who predicted the existence of black holes based on theoretical considerations, described well the importance of science in our lives when he said, "Science is a perception of the world around us. Science is a place where what you find in nature pleases you."

Under the designation PHSC, the Physical Sciences Collegiate Division offers several sequences of courses from the Astronomy and Astrophysics, Chemistry, Geophysical Sciences, and Physics departments, tailored to provide an interesting and useful education for non-scientists in their goal of satisfying their general education requirement in the physical sciences. The goal of general education in the physical sciences is to engender in the student the ability to understand and assess our understanding of the physical world. One can argue that the fundamental tenet of liberal education at the University of Chicago is to cultivate an appreciation for critical inquiry and the basis for judgement. The physical sciences contribute to this mission in teaching the principles of experimentation, observation, and the principles of scientific inquiry. Chemistry and physics are advanced through laboratory experiments that study the structure of nature and build models which we extrapolate from those observations. Astronomy and geophysical sciences develop methods to make inferences about the world around us based on observations which cannot always be recreated in a laboratory.

While the Departments of Mathematics, Statistics, and Computer Science do not offer PHSC courses, these subjects are strongly connected to the physical sciences. Mathematics is the language of science and the only known way to make quantitative assessments about the experiments. Statistics teaches us how to interpret experimental results and how to assess a level of confidence in the conclusions derived from them, while computer science enables us to analyze large and complex data and simulate physical processes whose properties cannot be determined mathematically. The techniques developed and applied to scientific inquiry provide valuable tools to the basis of inquiry in any field, and indeed in our lives in general.

Students are required to take at least two courses in the physical sciences to satisfy the general education requirement. This requirement may be met by taking an introductory sequence in Chemistry, Geosciences, or Physics, or by taking any acceptable pairing of Physical Sciences (PHSC) courses, which generally have a broader focus than the disciplinary sequences. It is strongly recommended that the general education sequence in the physical sciences be completed in the first two years.

GENERAL EDUCATION SEQUENCES FOR SCIENCE MAJORS

The following introductory sequences may be used to satisfy the general education requirement in the physical sciences for all students, although these tend to be taken by sciences majors or by students who have a particular need for science (namely, premeds). The sequences are:

CHEM 10100-CHEM 10200

CHEM 11100-CHEM 11200*

CHEM 12100-CHEM 12200

GEOS 13100-GEOS 13200

PHYS 12100-PHYS 12200*#

PHYS 13100-PHYS 13200

PHYS 14100-PHYS 14200*

*For information, see the Placement Tests and Advanced Placement Credit sections elsewhere in this catalog.

#PHYS 12100 has the prerequisite of CHEM 11300 or CHEM 12300.

PHYSICAL SCIENCES COURSES FOR NON-SCIENCE MAJORS

There are several sequences in the physical sciences, each of which introduces a different discipline and different aspects of scientific knowledge. Physical Sciences (PHSC) courses fall mainly into four general categories that we might conveniently label as "**Physics**," "**Astronomy and Astrophysics**," "**Geosciences**," and "**Chemistry**." As a general rule, courses from two different categories may not be combined to satisfy the two-quarter general education requirement in the physical sciences. It is strongly recommended that the general education sequence in the physical sciences be completed in the first two years. Some PHSC courses restrict registration for students beyond the second year.

Students who seek to deviate from the combinations identified here must submit a petition to the master of the Physical Sciences Collegiate Division, Harper Memorial Library 235 (HM 235).

The PHSC courses in the **Physics** category are PHSC 11100-11200 Modern Physics I-II, PHSC 11300 Everyday Physics, and PHSC 11400-11500 Life in the Universe I-II; PHSC 11600 Physics for Future Presidents:

Fundamental Concepts and Applications, and PHSC 11700 Physics for Future Presidents: Energy and Sustainability. The approved sequences among these courses are listed below. Other sequences are not permitted.

PHSC 11100-PHSC 11200

PHSC 11100-PHSC 11300

PHSC 11600-PHSC 11700

Students wishing to take a three-quarter Physical Sciences sequence may take PHSC 11100-11200-11300, although at present only one of PHSC 11200 and PHSC 11300 is offered in any given year. Students wishing to take a three quarter Physical Sciences sequence may also combine PHSC 11600-11700 with any other Physical Sciences core courses except PHSC 11100.

The PHSC courses in the **Geosciences** category are PHSC 10100 Origin and Evolution of the Solar System and the Earth, PHSC 10800 Earth as a Planet: Exploring Our Place in the Universe, PHSC 11000 Environmental History of the Earth, PHSC 13400 Global Warming: Understanding the Forecast, and PHSC 13600 Natural Hazards. The only approved sequences among these courses are listed below. The courses in these sequences can be taken in any order. Below is a summary of approved courses:

PHSC 10100-PHSC 11000

PHSC 10100-PHSC 13400

PHSC 10800-PHSC 11000

PHSC 10800-PHSC 13400

PHSC 10800-PHSC 13600

PHSC 11000-PHSC 13400

PHSC 11000-PHSC 13600

PHSC 12300-PHSC 13400

PHSC 13400-PHSC 13600

Under no circumstances may a student receive credit for both PHSC 10100 and PHSC 10800.

There is one sequence of PHSC courses with a focus on **Chemistry**, PHSC 12300 Chemistry for an Alternative Energy Economy, PHSC 12400 The Chemistry of Big Problems, and PHSC 12500 Molecular Mechanisms of Human Disease. PHSC 12300 may also be paired with PHSC 13400 Global Warming: Understanding the Forecast.

PHSC 12300-PHSC 12400

PHSC 12300-PHSC 12500

PHSC 12400-PHSC 12500

PHSC 12300-PHSC 13400

Beginning in the 2017–18 academic year, a 5 on the AP Chemistry exam conferred credit for CHEM 11100. Students who have credit for CHEM 11100 by either taking the course or by AP credit and do not wish to take CHEM 11200 or 12200 may complete the general education requirement with either of the following three courses offered by the Department of Chemistry:

PHSC 12300

PHSC 12400

PHSC 12500

Two sequences are available that pair **Geosciences** and **Astronomy and Astrophysics** courses. The approved sequences are PHSC 10800 Earth as a Planet: Exploring Our Place in the Universe + PHSC 12720 Exoplanets, and PHSC 10100 The Origin and Evolution of the Solar System and the Earth + PHSC 12720 Exoplanets.

PHSC 10100-PHSC 12720

PHSC 10800-PHSC 12720

Students who wish to take a three-quarter sequence may enroll accordingly: PHSC 12700 Stars (Autumn Quarter) + PHSC 10100 The Origin and Evolution of the Solar System and the Earth (Winter Quarter) + PHSC 12720 Exoplanets (Spring Quarter).

PHSC 12700-PHSC 10100-PHSC 12720

The on-campus PHSC courses in the **Astronomy and Astrophysics** category are PHSC 12600 Matter, Energy, Space, and Time, PHSC 12610 Black Holes, PHSC 12620 The Big Bang, PHSC 12700 Stars, PHSC 12710 Galaxies, and PHSC 12720 Exoplanets. PHSC 12600-12610-12620 is a logical progression that applies physical principles based on terrestrial experiments to the cosmos at large. Similarly, PHSC 12700-12710-12720 is a logical progression that concerns observed properties of important classes of astronomical objects. Thus, a two-quarter sequence can be built most naturally from 12600 + 12610 or 12600 + 12620, and similarly from 12700 + 12710, 12700 + 12720 or 12710 + 12720. It is also possible to make two-quarter sequences from 12600 + 12710 (galaxies are an example of structure that evolved from early conditions), from 12700 + 12610 (black holes are an end state of stellar evolution), and from PHSC 12600 + 12700.

PHSC 12600 must be taken as the prerequisite before PHSC 12610 or PHSC 12620. Either PHSC 12700 or PHSC 12710 can be taken as the prerequisite before PHSC 12720. Three-quarter sequences may be created by adding any third of the six courses, subject to prerequisite restrictions. The approved sequences among these courses are:

PHSC 12600-PHSC 12610

PHSC 12600-PHSC 12620

PHSC 12600-PHSC 12700

PHSC 12600-PHSC 12710

PHSC 12700-PHSC 12710

PHSC 12700-PHSC 12720

PHSC 12700-PHSC 12610

PHSC 12710-PHSC 12720

Every Spring Quarter a three-course Astronomy program (<http://study-abroad.uchicago.edu/programs/paris-astronomy>) is offered in Paris, composed from the PHSC courses numbered in the 12600s and 12700s that are offered on campus. The Astronomy program in Paris satisfies the general education requirement in the physical sciences.

PHSC course electives that fit into the Astronomy and Astrophysics category are numbered in the 18000s. These courses may only be used as a third physical sciences general education course and may be combined with any acceptable two-quarter sequence, including those outside of the Astronomy and Astrophysics category.

Note on General Education in the Sciences:

Along with one of these two-quarter sequences, students must register for at least two quarters of an approved biological sciences sequence and at least one quarter of an approved mathematical science. A sixth quarter must be taken in any one of the three areas: physical sciences, biological sciences, or mathematical sciences. (If the mathematical sciences requirement is met by taking calculus, two quarters must be taken.)

GENERAL EDUCATION COURSES

PHSC 10100. Origin and Evolution of the Solar System and the Earth. 100 Units.

This course examines the physical and chemical origins of planetary systems, the role of meteorite studies in this context, and a comparison of the Earth with neighboring planets. It then turns to chemical and physical processes that lead to internal differentiation of the Earth. Further topics include the thermal balance at the Earth's surface (glaciation and the greenhouse effect), and the role of liquid water in controlling crustal geology and evolution. (L)

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

Note(s): Under no circumstances may a student receive credit for both PHSC 10100 and PHSC 10800.

PHSC 10800. Earth as a Planet: Exploring Our Place in the Universe. 100 Units.

This course explores the diversity of bodies in our Solar System, and the physical and chemical processes that have shaped them over their histories. We will also discuss how these studies have carried us away from an Earth-centered view of the universe to one where Earth is just one of billions of planets that exist in our galaxy. Topics to be covered include: early observations of the Solar System and the laws of planetary motion, the formation and evolution of the Moon, the structure and geophysical evolution of the planets, and the search for habitable environments outside of Earth. (L)

Instructor(s): F. Ciesla Terms Offered: Autumn

Note(s): Under no circumstances may a student receive credit for both PHSC 10100 and PHSC 10800.

PHSC 11000. Environmental History of the Earth. 100 Units.

This course considers how physical and biological processes determine environmental conditions at the surface of the Earth, and how environments have changed over the 4.5 billion-year history of Earth. Topics include the methods of historical inference in geology; major transitions in the history of life, including the origin of life, the evolution of oxygen-producing photosynthesis, the origin of animals, and the series of massive extinctions that have repeatedly re-set ecosystems both on land and in the sea; and ecosystem evolution, including the environmental effects of human evolution. Labs involve hands-on study of rock and fossil specimens, and analysis and interpretation of datasets drawn from the scientific literature and/or faculty research programs.

Instructor(s): M. Webster; S. Kidwell Terms Offered: Spring

Note(s): Due to significant overlap of course content, students may register for only one of PHSC 11000, BIOS 12117, or GEOS 13900/BIOS 13123

PHSC 11100. Modern Physics I: Modern Physics in the Everyday World. 100 Units.

This course will introduce key concepts in classical and quantum physics and will relate them to things we encounter every day, such as lasers, microwaves, and magnetic levitation. It will also discuss some of the recent developments in chaos, nanotechnology, and quantum computing, and how they will change the world we live in. (L)

Note(s): Must be taken with either PHSC 11200 or PHSC 11300

PHSC 11200. Modern Physics II: Paradoxes in Modern Physics. 100 Units.

Physics advancements are often the result of conflict between, on the one hand, existing ideas and speculations, and on the other, observations and measurements. In this course, we explore historical and modern paradoxes in physics including quantum phenomena, elementary particle physics, and others. We match common sense and sensibility with scientific abstraction to broaden our understanding of the physical world.

Prerequisite(s): PHSC 11100

Note(s): Must be taken with PHSC 11100

PHSC 11300. Everyday Physics. 100 Units.

This course will be a walking tour through various topics in physics. It is not organized in the traditional way-mechanics, heat, electromagnetism, quantum mechanics, and relativity-but rather will look at real-world phenomena and try to figure out what is going on. Relying somewhat on knowledge gained in PHSC 11100, we will ask questions about the world around us. No formulas will be used. Questions might include, "Which draws more water from Lake Michigan, evaporation or the city of Chicago?" and "How does my cellphone work and what can I do to improve its reception?" The course will also address more substantial topics such as measuring the density of air, figuring out whether airplanes should be able to fly, estimating the density of the Sun, and determining the size of molecules. (L)

Terms Offered: TBD

Prerequisite(s): PHSC 11100 or consent of instructor

PHSC 11600. Physics for Future Presidents: Fundamental Concepts and Applications. 100 Units.

This algebra-based course presents an introduction to many of the foundational concepts of physics with applications to modern society. These concepts include energy and power, heat, sound, gravity, electromagnetism and light, nuclear physics and radioactivity, and Newton's laws.

Instructor(s): Scott Wakely Terms Offered: Autumn

Prerequisite(s): none

Note(s): PHSC 11600-11700 is an approved two-quarter sequence which will satisfy the general education requirement in the physical sciences. Neither course can be combined with any other course to complete the two-quarter Physical Sciences core requirement.

PHSC 11700. Physics for Future Presidents: Energy and Sustainability. 100 Units.

This course treats both the past and future of how the principles that govern the conversion of energy to useful work have impacted and will impact civilization. The principles of kinetic, potential, thermal, mechanical, and nuclear energies will be considered in the contexts of societal issues such as energy sustainability, modern technologies, war, information, food, and health.

Instructor(s): Peter Littlewood Terms Offered: Winter

Prerequisite(s): none

Note(s): PHSC 11600-11700 is an approved two-quarter sequence which will satisfy the general education requirement in the physical sciences. Neither course can be combined with any other course to complete the two-quarter Physical Sciences core requirement.

PHSC 12300. Chemistry for an Alternative Energy Economy. 100 Units.

This course will cover the chemistry of alternative energy technologies and the potential for science to provide climate change solutions. Topics will include both non-renewable energy sources (fossil fuels and nuclear) and renewable energy sources, including electricity production (photovoltaics, solar thermal, wind, hydro and geothermal, fuel production (solar and biofuels), and energy storage (batteries and fuel cells). We will also touch on climate change mitigation approaches (carbon capture and geoengineering). Discussion of these topics will be enriched by an understanding of the basic chemical principles behind energy production and conversion. Students will gain an appreciation of the pivotal role chemistry can play in an alternative energy economy and a foundation to better understand energy issues. The lab component will provide experiential support of the lecture material through hands on experiments and exploratory projects. (L)

Instructor(s): Jessica Swanson Terms Offered: Autumn

Prerequisite(s): No formal prerequisite but some previous background in Chemistry is recommended.

Note(s): Note(s): In order to satisfy the general education requirements in the physical sciences PHSC 12300 may be combined with PHSC 12400 The Chemistry of Big Problems, PHSC 12500 Molecular Mechanisms of Human Disease, PHSC 13400 Global Warming. If a student does not wish to continue with CHEM 10100 Introductory General Chemistry, CHEM 11100 Comprehensive General Chemistry, or CHEM 12100 Honors General Chemistry, they may take PHSC 12300 as the second course.

PHSC 12400. The Chemistry of Big Problems. 100 Units.

This course will discuss the chemistry of big problems that impact human life and society, such as the future accessibility of personal genetic sequence information, genetically modified organisms, or plastics and polymers and alternative sources of energy. We will use each of these topics as a window to grasp the underlying chemistry, reaction mechanisms, analytical methods, and quantitative chemical principles applied to major scientific issues that impact the world around us. Relevant examples will be considered in a discussion-oriented format to bring out chemical and analytical principles associated with big problems. The course will have a classroom lecture component as well as a laboratory component. The laboratory component will involve case studies and problem solving by application of analytical principles and independent work or teams of students. (L)

Instructor(s): Y. Krishnan Terms Offered: Winter

Prerequisite(s): Some previous background in Chemistry is recommended.

Note(s): Note(s): In order to satisfy the general education requirements in the physical sciences PHSC 12400 may be combined with PHSC 12300 Chemistry for an Alternative Energy Source or PHSC 12500 Molecular Mechanisms of Human Disease. If a student does not wish to continue with CHEM 10100 Introductory General Chemistry, CHEM 11100 Comprehensive General Chemistry, or CHEM 12100 Honors General Chemistry sequence, they may take PHSC 12400 as the second course.,

PHSC 12500. Molecular Mechanisms of Human Disease. 100 Units.

This course will examine the molecular basis for a few specific instances of human disease. We will use each of these molecular case studies as a vehicle to demonstrate quantitative chemical principles such as thermodynamics, chemical equilibrium, chemical kinetics, diffusive dynamics, and DNA damage and repair. The goal of the course will be to use well-understood biological and medical examples to illustrate chemical principles and to give students a toolbox and techniques to understand molecular systems more broadly. The course will have a classroom lecture component as well as a laboratory component. The laboratory component will involve specific case studies and mechanistic proposals that represent exploratory independent work by teams of students. (L)

Instructor(s): G. Engel Terms Offered: Spring

Prerequisite(s): Some previous background in Chemistry recommended

Note(s): Note(s): In order to satisfy the general education requirements in the physical sciences PHSC 12500 may be combined with PHSC 123 Chemistry for an Alternative Energy Source or PHSC 12400 The Chemistry of Big Problems, If a student does not wish to continue with CHEM 10100 Introductory General Chemistry, CHEM 11100 Comprehensive General Chemistry, or CHEM 12100 Honors General Chemistry sequence, they may take PHSC 12500 as the second course.

PHSC 12600. Matter, Energy, Space, and Time. 100 Units.

A comprehensive survey of how the physical world works, and how matter, energy, space, and time evolved from the beginning to the present. A brief survey of the historical development of mathematics, physics, and astronomy leads to a conceptual survey of the modern theory of the physical universe: space and time in relativity; the quantum theory of matter and energy; and the evolution of cosmic structure and composition. The major theme of this course is the understanding of all nature, from the prosaic to the exotic, using powerful quantitative theory grounded in precise experiments. Although quantitative analysis will be an important part of the course, students will not be expected to employ mathematics beyond algebra. (L)

Instructor(s): Erik Shirokoff Terms Offered: Autumn

Equivalent Course(s): ASTR 12600

PHSC 12610. Black Holes. 100 Units.

Black Holes are the most exotic, extreme and paradoxical systems in the universe. They are the densest concentrations of energy, yet they convert all matter that falls in to pure space-time curvature; they radiate more power than anything else, even though most of their radiation is not even made of light; they are mathematically the most perfectly understood of any physical structure, but their enigmatic behavior is still the subject of a violent disagreement among experts that highlights our ignorance of how quantum physics relates to gravity. This course will survey the physics of space and time, the nature of black holes, their effects on surrounding matter and light, the astrophysical contexts in which they are observed, frontier areas of research as quantum gravity and gravitational waves, and the importance of space-time physics to everyday needs such as navigation and energy. The modern theory of space and time, as well as black holes, will be placed in historical context, with special attention to the work of Albert Einstein. Experimental exercises will include direct measurement of the speed of light and gravitational mass, and experience with interferometry. Quantitative analysis will be an important part of the course, but mathematics beyond algebra will not be required. (L)

Instructor(s): Nick Gnedin Terms Offered: Winter

Prerequisite(s): PHSC 12600 or PHSC 12700

Equivalent Course(s): ASTR 12610

PHSC 12620. The Big Bang. 100 Units.

The Big Bang model describes the Universe on the largest scales and its evolution from the earliest observationally accessible times through the formation of the complex world we live in today. This powerful framework allows us to interpret a wide range of observations and to make detailed and precise predictions for new experiments. The key motivating observations include the expansion of the Universe and how it has changed with time; the existence of radiation indicating a hot and dense early phase; the abundance of the light elements; and how matter is organized over a wide range of physical scales. The model naturally incorporates dark matter and dark energy, two surprising and poorly understood components that govern the growth of structure over time. The course will explore the history of scientific cosmology and the evidence for the Big Bang model, its consequences for the earliest moments after the Big Bang, and its predictions for the eventual fate of the Universe. Labs will include a hands-on measurement of the relic cosmic microwave background radiation from the early universe and the use of astronomical data to verify key discoveries in the history of Big Bang cosmology. Quantitative analysis will be an important part of the course, but prior experience with mathematics beyond algebra will not be required. (L)

Instructor(s): Rocky Kolb Terms Offered: Spring

Prerequisite(s): PHSC 12600

Equivalent Course(s): ASTR 12620

PHSC 12700. Stars. 100 Units.

Elements such as carbon and oxygen are created in fusion reactions at high temperatures and pressures in the deep interiors of stars, conditions that naturally arise in stars like the Sun. This course will outline the physical principles at work and the history of the development of the key ideas: how nuclear physics and the theory of stellar interiors account for how stars shine, why they live for such long times, and how the heavy elements in their cores are dispersed to form a new generation of stars. Gravity assembles stars out of more diffuse material, a process that includes the formation of planetary systems. The course shows how, taken together, these physical processes naturally lead to the ingredients necessary for the emergence of life, namely elements like carbon, nitrogen, and oxygen, and planets in stable orbits around long-lived stars. The course features quantitative analysis of data; any tools needed beyond pre-calculus algebra will be taught as part of the course. (L)

Instructor(s): Daniel Fabrycky Terms Offered: Autumn

Equivalent Course(s): ASTR 12700

PHSC 12710. Galaxies. 100 Units.

Galaxies have been called island universes, places where stars are concentrated, where they are born, and where they die. The study of galaxies reaches back to the Renaissance; Galileo Galilei first pointed a telescope skyward in 1610 and confirmed a then 2000 year-old Greek conjecture about the nature of our own galaxy -- the Milky Way. This course will use extensive modern observational data from a wide range of telescopes to trace the modern picture for the formation and evolution of galaxies and the stars in them. Galaxies will then be used as markers of yet larger scale structures, in order to explore the influence of gravity over cosmic time. The object of study in this course is galaxies, and the narrative arc traced through that extensive data and understanding will highlight our profound discovery that most of the mass in galaxies (and the Universe as a whole) is in fact an exotic form of matter -- dark matter -- that we cannot directly see. Quantitative analysis will be an important part of the course in both laboratory work and lectures, but mathematics beyond algebra and some geometric understanding will not be required. This course will feature several observationally-oriented labs that will allow students to directly experience how some of the modern understanding of galaxies has arisen. (L)

Instructor(s): Alex Drlica-Wagner Terms Offered: Winter

Prerequisite(s): PHSC 12600 or PHSC 12700. PHSC 12710 can be taken as the first course in a sequence combined with PHSC 12720.

Equivalent Course(s): ASTR 12710

PHSC 12720. Exoplanets. 100 Units.

The past two decades have witnessed the discovery of planets in orbit around other stars and the characterization of extra-Solar (exo-) planetary systems. We are now able to place our Solar System into the context of other worlds and a surprising conclusion that most planetary systems look nothing like our own. A challenging next step is to find planets as small as the Earth in orbit around stars like the Sun. The architecture of planetary systems reflects the formation of the parent star and its protoplanetary disk, and how these have changed with time. This course will review the techniques for discovery of planets around other stars, what we have learned so far about exoplanetary systems, and the driving questions for the future, including the quest for habitable environments elsewhere. Although quantitative analysis will be an important part of the course, students will not be expected to employ mathematics beyond algebra. (L)

Instructor(s): Jacob Bean Terms Offered: Spring

Prerequisite(s): PHSC 10800, PHSC 10100, PHSC 12700 or PHSC 12710.

Equivalent Course(s): ASTR 12720

PHSC 13400. Global Warming: Understanding the Forecast. 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; an overview of the carbon cycle in its role as a global thermostat; predictions and reliability of climate model forecasts of the greenhouse world. This course is part of the College Course Cluster program, Climate Change, Culture, and Society. (L)

Instructor(s): D. MacAyeal Terms Offered: Autumn

Prerequisite(s): Some knowledge of chemistry or physics helpful.

Equivalent Course(s): ENST 12300, GEOS 13400, ENSC 13400

PHSC 13600. Natural Hazards. 100 Units.

This course presents the current understanding of high-impact weather and geologic events and an introduction to risk assessment and mitigation. Topics include an overview of geography, statistics, and societal impacts of the world's natural hazards; physics and forecasts of hurricanes, extratropical cyclones, tornadoes, earthquakes, tsunamis, volcanic eruptions, droughts, floods, wildfires, and landslides; climate change and weather events; quantifying risks; and successful examples of community- and national-level disaster prevention programs. (L)

Instructor(s): N. Nakamura Terms Offered: Winter

ELECTIVE COURSES

Any of the following can be used only as a third course in physical sciences to meet the general education requirement (of six courses total in the biological, physical, and mathematical sciences).

PHSC 18100. The Milky Way. 100 Units.

Within a largely empty universe, we live in a vast stellar "island" that we call the Milky Way. As we survey the stellar and interstellar components of the Milky Way—the distribution and motions of stars and interstellar gas, and how these dynamic, ever-changing components interact with each other during their life cycles inside the Milky Way—we will follow the path of ancient astronomers, wonder at their mistakes and prejudices, and form our own understanding.

Instructor(s): TBD Terms Offered: Spring. Not offered in 2019-2020

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Equivalent Course(s): ASTR 18100

PHSC 18200. The Origin and Evolution of the Universe. 100 Units.

This course provides a comprehensive introduction to modern cosmology for students wishing to delve deeper into the subject than PHSC 12620 (which is not a prerequisite) but at a similar mathematical level. It will discuss how the fundamental laws of physics allow us to understand the origin, evolution, and large-scale structure of the universe. After a brief review of the history of cosmology, the course will cover the expansion of the universe, Newtonian cosmology, Einstein's Special and General Relativity, black holes, dark matter, dark energy, the Cosmic Microwave Background radiation, Big Bang nucleosynthesis, the early universe, primordial inflation, the origin and evolution of large-scale structure in the universe, and cosmic surveys that are probing inflation and cosmic acceleration.

Instructor(s): TBD Terms Offered: Not offered in 2019-2020.

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Note(s): Not offered in 2019-2020.

Equivalent Course(s): ASTR 18200

PHSC 18300. Searching Between the Stars. 100 Units.

With the advent of modern observational techniques (e.g., radio, satellite astronomy), it has become possible to study free atoms, molecules, and dust in the vast space between the stars. The observation of interstellar matter provides information on the physical and chemical conditions of space and on the formation and evolution of stars.

Instructor(s): Al Harper Terms Offered: Winter

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Equivalent Course(s): ASTR 18300

PHSC 18800. Philosophical Problems in Cosmology. 100 Units.

In this course, we will undertake a comparison of the philosophical underpinnings of the Aristotelian and Copernican cosmologies, including a comparison of mechanistic and teleological approaches to the natural world. The epistemological foundations of the scientific method, in particular as applied to cosmology (from Galileo to the modern context) will be examined, as will positivist vs. realistic outlooks on cosmology. (For example, what does science say-or not say-about the inside of a black hole, or the space beyond the Hubble horizon?) We will ponder questions such as: Do the epistemological foundations of science require us to be able to repeat relevant experiments? If so, does this disqualify cosmology as a science? If not, why? Might our universe be part of a computer simulation? What information could possibly convince us that this is true or false?

Instructor(s): Dan Hooper Terms Offered: TBD. Not offered in 2019-2020

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Equivalent Course(s): HIPS 18800, ASTR 18800



SOCIAL SCIENCES

The distinguished American sociologist, David Riesman, who played a major role in the creation of the general education program in the social sciences at Chicago, once observed that it was only with a "marvelous hubris" that students were encouraged to range over such "large territory" in the social sciences. Indeed, since the 1940s, yearlong sequences designed to introduce students to different types of social scientific data and different forms of social sciences inquiry have become a permanent feature of the Chicago curriculum. Although considerable variety manifests itself in the way the social sciences courses in general education are organized, most of the sequences are informed, as Robert Redfield once suggested, by an attempt "to communicate the historical development of contemporary society" and by an effort "to convey some understanding of the scientific spirit as applied to social problems and the capacity to address oneself in that spirit to such a problem." By training students in the analysis of social phenomena through the development and use of interdisciplinary and comparative concepts, the courses also try to determine the characteristics common among many societies, thus enabling the individual to use both reason and special knowledge to confront rapid social change in the global world of the late twentieth century.

All three courses in a SOSC sequence must be taken in order. Once students begin a sequence, they are expected to remain in the same sequence. NOTE: Students registered in any of the sequences below must attend the first and second class sessions or their registration will be dropped.

Please note: The Power, Identity, and Resistance sequence changed order and numbering in 2017–18. Students who need only one of these courses should consult with their College adviser to confirm they are taking the correct one.

Please note: The Self, Culture, and Society sequence changed order and numbering in 2018–19. Students who need only one of these courses should consult with their College adviser to confirm they are taking the correct one.

SOCIAL SCIENCES COLLEGIATE DIVISION GENERAL EDUCATION SEQUENCES

SOSC 11400-11500-11600	Power, Identity, Resistance I-II-III	300
SOSC 12400-12500-12600	Self, Culture, and Society I-II-III	300
SOSC 13100-13200-13300	Social Science Inquiry I-II-III	300
SOSC 13110-13210-13310	Social Science Inquiry: Formal Theory	300
SOSC 13120-13220-13320	Social Science Inquiry: Spatial Analysis	300
SOSC 14100-14200-14300	Mind I-II-III	300
SOSC 15100-15200-15300	Classics of Social and Political Thought I-II-III	300
SOSC 16100-16200-16300	Global Society I-II-III	300

SOSC 11400-11500-11600. Power, Identity, Resistance I-II-III.

"Power, Identity, and Resistance" examines multiple and interrelated aspects of power, from the roles of economic markets and political states to the social structures that determine individual, class, and gender inequalities.

SOSC 11400. Power, Identity, Resistance I. 100 Units.

The first quarter of this sequence focuses on key texts for liberal political and state conceptions. We explore the distinctly modern liberal claim that society or groups of associated individuals make states for their own protection and the governance of their affairs. We interrogate authors on questions concerning individuality, liberty, equality, the limitation of state power, the importance of political stability, the value of democratic participation in governance, the role that organized society plays in political life, and the degree to which social and political relations vary historically-- among other issues. We address both defenders and critics of the liberal conception of liberty and the state. Texts vary by year. Typical authors assigned include some combination of Machiavelli, Hobbes, Locke, Montesquieu, Rousseau, Burke, Constant, Smith, Wollstonecraft, Paine, Hegel, Tocqueville, Mill, Marx, Du Bois, Durkheim, Weber, Dewey, Schmitt, Arendt, Polanyi, Hayek, Foucault.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 11500. Power, Identity, Resistance II. 100 Units.

Winter Quarter focuses on the work of central figures in modern political economy and social theory.

The course highlights the organization of economic process and the ways in which it relates to social and political relations and institutions. The central questions are these: How historically distinctive is the modern form of capitalist economy? Do human beings "naturally" act in certain ways in the economy and society?

To what degree can we rely on individual self-control? Is inequality an inevitable outcome of capitalist economic development? What is the role of power in economic life? How should we think about the relationship between political power and economic practice? Readings vary by year. Typical texts include some combination of Aristotle, Mandeville, Rousseau, Smith, Marx, Mill, Durkheim, Weber, Polanyi, Hayek, Keynes, Foucault, Marshall, Roepke, Friedman, Stiglitz, Krugman.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 11400. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 11600. Power, Identity, Resistance III. 100 Units.

Spring Quarter analyzes the way in which selected themes from the first two quarters work themselves

out in the history of the nineteenth, twentieth, and twenty-first centuries. Broadly, we consider the scope of liberal claims about rights, liberty, and resistance, and we explore themes like identity, equality, democracy, and human beings' relationship to nature. In the past, the course has also included explorations of colonialism, racial and gender equality, and different forms of violence. Themes and readings vary by year. Texts used previously include: Smith, Kant, Hegel, Herder, Fichte, Marx, Emerson, Thoreau, Whitman, Nietzsche, Freud, Lenin, Luxemburg, Trotsky, Sorel, Dewey, Hayek, Polanyi, Keynes, Fanon, Cesaire, DuBois, Arendt, Martin Luther King Jr., Malcolm X, Foucault, de Beauvoir, and Butler.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 11500. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 11500. Power, Identity, Resistance II. 100 Units.

Winter Quarter focuses on the work of central figures in modern political economy and social theory. The course highlights the organization of economic process and the ways in which it relates to social and political relations and institutions. The central questions are these: How historically distinctive is the modern form of capitalist economy? Do human beings "naturally" act in certain ways in the economy and society? To what degree can we rely on individual self-control? Is inequality an inevitable outcome of capitalist economic development? What is the role of power in economic life? How should we think about the relationship between political power and economic practice? Readings vary by year. Typical texts include some combination of Aristotle, Mandeville, Rousseau, Smith, Marx, Mill, Durkheim, Weber, Polanyi, Hayek, Keynes, Foucault, Marshall, Roepke, Friedman, Stiglitz, Krugman.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 11400. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 11600. Power, Identity, Resistance III. 100 Units.

Spring Quarter analyzes the way in which selected themes from the first two quarters work themselves out in the history of the nineteenth, twentieth, and twenty-first centuries. Broadly, we consider the scope of liberal claims

about rights, liberty, and resistance, and we explore themes like identity, equality, democracy, and human beings' relationship to nature. In the past, the course has also included explorations of colonialism, racial and gender equality, and different forms of violence. Themes and readings vary by year. Texts used previously include: Smith, Kant, Hegel, Herder, Fichte, Marx, Emerson, Thoreau, Whitman, Nietzsche, Freud, Lenin, Luxemburg, Trotsky, Sorel, Dewey, Hayek, Polanyi, Keynes, Fanon, Cesaire, DuBois, Arendt, Martin Luther King Jr., Malcolm X, Foucault, de Beauvoir, and Butler.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 11500. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 12400-12500-12600. Self, Culture, and Society I-II-III.

"Self, Culture, and Society" introduces students to a broad range of social scientific theories and methodologies that deepen their understanding of basic problems of cultural, social, and historical existence. The sequence starts with the conceptual foundations of political economy and theories of capitalism and meaning in modern society. Students then consider the cultural and social constitution of the self, foregrounding the exploration of sexuality, gender, and race. Finally, students critically examine dominant discourses of science, individuality, and alterity, keeping an eye towards the application of social theory to contemporary concerns.

SOSC 12400. Self, Culture, and Society I. 100 Units.

The social theories of Ibn Khaldun, Smith, Marx, and Weber, supplemented by historical and ethnographic works, serve as points of departure for considering the characterizing features of the modern world.

Particular emphasis is given to socioeconomic structure, theories of historical change, possibilities for individual freedom, the meaning of work, and globalization.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 12500. Self, Culture, and Society II. 100 Units.

In Winter Quarter, students tackle questions about the construction of self and society. The works of Durkheim, Freud, de Beauvoir, Fanon, and others inform investigation of symbolic representation, the strength of social forces, the unconscious, culture, ethics and violence, sexuality, gender, and race.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 12400. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 12600. Self, Culture, and Society III. 100 Units.

In Spring Quarter, students consider contemporary issues and social science approaches to them. Beginning with post-modern, post-colonial, and other critiques of sciences of self, culture, and society (as articulated by Kuhn, Foucault, and Said), the course investigates how new theories arise and new problems are addressed, how new perspectives (more global, more inclusive) test and challenge, and how social scientists change, renew, and improve their insights. The quarter focuses on topics of contemporary concern, including the human impact on the environment, feminism outside the West, and the rise of global cities.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 12500. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 12500. Self, Culture, and Society II. 100 Units.

In Winter Quarter, students tackle questions about the construction of self and society. The works of Durkheim, Freud, de Beauvoir, Fanon, and others inform investigation of symbolic representation, the strength of social forces, the unconscious, culture, ethics and violence, sexuality, gender, and race.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 12400. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 12600. Self, Culture, and Society III. 100 Units.

In Spring Quarter, students consider contemporary issues and social science approaches to them. Beginning with post-modern, post-colonial, and other critiques of sciences of self, culture, and society (as articulated by Kuhn, Foucault, and Said), the course investigates how new theories arise and new problems are addressed, how new perspectives (more global, more inclusive) test and challenge, and how social scientists change, renew, and improve their insights. The quarter focuses on topics of contemporary concern, including the human impact on the environment, feminism outside the West, and the rise of global cities.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 12500. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13100-13200-13300. Social Science Inquiry I-II-III.

"Social Science Inquiry" explores classic and contemporary points of view about ways of gathering, analyzing, and interpreting information about public policy issues. The course aims to provide the student with an introduction to the philosophy of social science inquiry, a sense of how that inquiry is conducted, and an understanding of how policy implications can be drawn responsibly from evidence provided by empirical social science. The sequence's objective is to convey both the promise and the pitfalls of social science and a sense of its uses and abuses. During the 2018-19 academic year, two sections within the "Social Science Inquiry" sequence will each offer a different topical focus: one section on formal theory ("Social Science Inquiry: Formal Theory" SOSC 13110-13210-13310) and one section on spatial analysis ("Social Science Inquiry: Spatial Analysis" 13120-13220-13320).

SOSC 13100. Social Science Inquiry I. 100 Units.

The Autumn Quarter starts by introducing students to the various ways that social scientists think about the world. Examples include theoretical models from Milton Friedman, Thomas Schelling, and John Nash; path-breaking experiments from Stanley Milgram and Daniel Kahneman; and quantitative research on topics ranging from voting to gun violence to baby names. Through these works, students will learn how researchers theorize about social phenomena.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13200. Social Science Inquiry II. 100 Units.

In the Winter Quarter, students will be introduced to social science research tools. They will learn how to collect data, conduct experiments, and make causal inferences from statistics. Using the General Social Survey, the National Election Studies, and other surveys, students will gain hands-on experience working with large data sets.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 13100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13300. Social Science Inquiry III. 100 Units.

In the Spring Quarter, students will conduct their own substantial research project. Students will learn how to translate their ideas into research questions, their theories into testable hypotheses, and their findings into meaningful conclusions. By year's end, students will develop a critical perspective on many perennial social questions and, ultimately, acquire "quantitative literacy," essential skills in an increasingly data-driven world.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 13200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13200. Social Science Inquiry II. 100 Units.

In the Winter Quarter, students will be introduced to social science research tools. They will learn how to collect data, conduct experiments, and make causal inferences from statistics. Using the General Social Survey, the National Election Studies, and other surveys, students will gain hands-on experience working with large data sets.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 13100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13300. Social Science Inquiry III. 100 Units.

In the Spring Quarter, students will conduct their own substantial research project. Students will learn how to translate their ideas into research questions, their theories into testable hypotheses, and their findings into meaningful conclusions. By year's end, students will develop a critical perspective on many perennial social questions and, ultimately, acquire "quantitative literacy," essential skills in an increasingly data-driven world.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 13200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13110-13210-13310. Social Science Inquiry: Formal Theory.

Social Science Inquiry: Formal Theory builds on the rich traditions of rational choice scholarship set in place by James Coleman and Gary Becker. Mastering game theoretic and public choice models is an invaluable tool for understanding how interest groups influence politics, how voting takes place in Congress, how matches are made in the dating world, or how neighborhood arrangements are coordinated. More broadly, applications of formal theory to social science include explaining how peace negotiations occur between governments and rebels in the aftermath of civil war, how trade unionists bargain over wages with employers, and even the decisions of autocrats to step down from power and allow for free elections. SSI-Formal Theory will introduce students to the systematic study of social, political, and economic interactions, where the optimal course of one person's action depends on the options and preferences of other people involved in the interaction. Students will learn how to model strategic situations in the language of mathematics and how to make equilibrium predictions.

SOSC 13110. Social Science Inquiry: Formal Theory I. 100 Units.

Social Science Inquiry: Formal Theory I introduces students to deductive reasoning and teaches them primitives of rational choice—players, strategies and preferences.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13210. Social Science Inquiry: Formal Theory II. 100 Units.

Social Science Inquiry: Formal Theory II covers two basic equilibrium concepts: Nash, and Subgame Perfect Nash.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 13110. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13310. Social Science Inquiry: Formal Theory III. 100 Units.

Social Science Inquiry: Formal Theory III covers games of incomplete information, including Bayesian Nash and Perfect Bayesian Nash equilibrium.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 13210. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13210. Social Science Inquiry: Formal Theory II. 100 Units.

Social Science Inquiry: Formal Theory II covers two basic equilibrium concepts: Nash, and Subgame Perfect Nash.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 13110. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13310. Social Science Inquiry: Formal Theory III. 100 Units.

Social Science Inquiry: Formal Theory III covers games of incomplete information, including Bayesian Nash and Perfect Bayesian Nash equilibrium.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 13210. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13120-13220-13320. Social Science Inquiry: Spatial Analysis.

Social Science Inquiry: Spatial Analysis deals with the fundamental role of space, place, location, distance, and interaction—crucial to tackling many research questions in the social sciences. This sequence of three courses explores the fundamentals of spatial analysis, a collection of quantitative methods in which space is explicitly accounted for. The three courses explore different concepts of space; how it is measured, represented, and accounted for in social science methodology; and how spatial problems are solved (spatial reasoning).

SOSC 13120. Social Science Inquiry: Spatial Analysis I. 100 Units.

This course explores the concept of spatial thinking and how it has been incorporated in research in the social sciences. Fundamental notions related to space, such as location, distance, spatial interaction, among others are explored in classic readings in quantitative geography, as well as in several recent examples of research papers in urban studies, sociology, political science, criminology, public health, and economics.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13220. Social Science Inquiry: Spatial Analysis II. 100 Units.

This second course in the sequence covers basic principles of spatial analysis, geographic information science and spatial statistics. A range of methods for spatial data exploration and analysis are covered. A heavy emphasis is on carrying out the analysis by means of the open source statistical software R and its many spatial packages.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 13120. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13320. Social Science Inquiry: Spatial Analysis III. 100 Units.

In this third course of the spatial analysis sequence, the concepts and methods covered so far are applied to an actual research problem that deals with an issue where the role of space is important. The focus is on formulating a research question, collecting and analyzing data and communicating the results.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 13220. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13220. Social Science Inquiry: Spatial Analysis II. 100 Units.

This second course in the sequence covers basic principles of spatial analysis, geographic information science and spatial statistics. A range of methods for spatial data exploration and analysis are covered. A heavy emphasis is on carrying out the analysis by means of the open source statistical software R and its many spatial packages.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 13120. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13320. Social Science Inquiry: Spatial Analysis III. 100 Units.

In this third course of the spatial analysis sequence, the concepts and methods covered so far are applied to an actual research problem that deals with an issue where the role of space is important. The focus is on formulating a research question, collecting and analyzing data and communicating the results.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 13220. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14100-14200-14300. Mind I-II-III.

"Mind" explores subjective experience and behavior through the lens of underlying mental processes, biological mechanisms, and social context. Drawing from research in the social sciences and beyond, the course broadly considers how empirical approaches can shape our understanding of long-standing questions about human experience. Each quarter of Mind is taught by a different group of faculty, and the material in each quarter is arranged into a broad theme that makes connections across quarters. These themes vary from year to year.

SOSC 14100. Mind I. 100 Units.

The first quarter of Mind builds an intellectual framework for understanding the mental and behavioral phenomena of animals, connecting philosophical and historical foundations to the modern scientific literature. What is the difference between the subjective and the objective? How do the mind and body relate to each other? How do nature and nurture impact behavior? These are some of the broad questions that are addressed.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14200. Mind II. 100 Units.

The second quarter of Mind explores the concept of "mechanism," or different kinds of causal models and theories that are used to explain mental phenomena from different levels of scientific analysis (e.g., biological, cognitive). Focusing on empirical literature, this quarter's emphasis on mechanism builds upon the intellectual foundations established in Autumn Quarter.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 14100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14300. Mind III. 100 Units.

The third quarter of Mind explores the effects of different kinds of context on mental phenomena and mechanisms, including developmental, social, and cultural contexts. Focusing on empirical literature, this quarter highlights the impact of basic research on some of the big problems that face humans and society.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 14200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14200. Mind II. 100 Units.

The second quarter of Mind explores the concept of "mechanism," or different kinds of causal models and theories that are used to explain mental phenomena from different levels of scientific analysis (e.g., biological, cognitive). Focusing on empirical literature, this quarter's emphasis on mechanism builds upon the intellectual foundations established in Autumn Quarter.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 14100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14300. Mind III. 100 Units.

The third quarter of Mind explores the effects of different kinds of context on mental phenomena and mechanisms, including developmental, social, and cultural contexts. Focusing on empirical literature, this quarter highlights the impact of basic research on some of the big problems that face humans and society.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 14200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15100-15200-15300. Classics of Social and Political Thought I-II-III.

"Classics of Social and Political Thought" reads classic texts from Plato and Aristotle to Nietzsche and DuBois in order to investigate criteria for understanding and judging political, social, and economic institutions.

What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. We examine alternative conceptions of society, law, authority, consent, and dissent that underlie continuing controversies in contemporary political life.

SOSC 15100. Classics of Social and Political Thought I. 100 Units.

'Classics of Social and Political Thought' reads classic texts from Plato and Aristotle to Nietzsche and DuBois in order to investigate criteria for understanding and judging political, social, and economic institutions.

What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. We examine alternative conceptions of society, law, authority, consent, and dissent that underlie continuing controversies in contemporary political life. In recent years, thinkers read in the Autumn Quarter have included Plato, Aristotle, Aquinas, and Machiavelli.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15200. Classics of Social and Political Thought II. 100 Units.

'Classics of Social and Political Thought' reads classic texts from Plato and Aristotle to Nietzsche and DuBois in order to investigate criteria for understanding and judging political, social, and economic institutions. What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. We examine alternative conceptions of society, law, authority, consent, and dissent that underlie continuing controversies in contemporary political life. In recent years, thinkers read in the Winter Quarter have included Hobbes, Locke, and Rousseau.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 15100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15300. Classics of Social and Political Thought III. 100 Units.

'Classics of Social and Political Thought' reads classic texts from Plato and Aristotle to Nietzsche and DuBois in order to investigate criteria for understanding and judging political, social, and economic institutions. What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. We examine alternative conceptions of society, law, authority, consent, and dissent that underlie continuing controversies in contemporary political life. In recent years, thinkers read in the Spring Quarter have included J.S. Mill, Tocqueville, Marx, Nietzsche, W.E.B. Du Bois, and Simone de Beauvoir.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 15200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15200. Classics of Social and Political Thought II. 100 Units.

'Classics of Social and Political Thought' reads classic texts from Plato and Aristotle to Nietzsche and DuBois in order to investigate criteria for understanding and judging political, social, and economic institutions. What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. We examine alternative conceptions of society, law, authority, consent, and dissent that underlie continuing controversies in contemporary political life. In recent years, thinkers read in the Winter Quarter have included Hobbes, Locke, and Rousseau.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 15100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15300. Classics of Social and Political Thought III. 100 Units.

'Classics of Social and Political Thought' reads classic texts from Plato and Aristotle to Nietzsche and DuBois in order to investigate criteria for understanding and judging political, social, and economic institutions. What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. We examine alternative conceptions of society, law, authority, consent, and dissent that underlie continuing controversies in contemporary political life. In recent years, thinkers read in the Spring Quarter have included J.S. Mill, Tocqueville, Marx, Nietzsche, W.E.B. Du Bois, and Simone de Beauvoir.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 15200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 16100-16200-16300. Global Society I-II-III.

Global Society is organized around three essential areas for making sense of a globalized world: social thought, population, and social change. The sequence is designed to cultivate an understanding of social science research that extends beyond experiences and processes that are particular to Western civilizations. The curriculum will expose students to a long-standing, globally expansive canon within the social sciences and teach students to distinguish cultural particulars from universal concerns.

SOSC 16100. Global Society I. 100 Units.

The first quarter of Global Society addresses social thought from a global perspective by first considering some classic works from the Western tradition and then reading major statements about society from the classical traditions of others cultures including: Latin America, Islam, East Asia, and Africa. In Global Society, students read these statements simultaneously as theoretical treatises, as empirical approaches, and as normative prescriptions for the social world. This three-pronged approach enables us to disentangle differences in empirical perception from differences in values and to assess how, in combination, these color our own inevitably particular judgments of world events. The course opens a set of themes that will run through the entire sequence: individual-and-society, tradition-and-change, sources of social values, difference and particularity. The pedagogical emphasis is on close reading, discussion, and analytic writing. Possible readings include: Thomas More, J. J. Rousseau, D. F. Sarmiento, Ali Shariati, Raden Ayu Kartini, and Léopold Sédar Senghor

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

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 16200. Global Society II. 100 Units.

The second quarter of Global Society is built around the theme of population and is designed as a hybrid course that brings together a) an intellectual history of population thought and census-taking and b) a practical introduction to basic demographic tools and contemporary debates about population. Students will engage Malthus, his detractors, and new incarnations of Malthusian thought in detail. Questions considered will include: What is a population? What is at stake when we count? How many people can this earth support? What are the implications of population shifts for individual life chances? For social values and patterns of difference? Students will learn how to construct basic period lifetables, how to compare populations and sub-populations using basic standardization techniques, and how to analyze generations and cohorts in context. At the same time, since population issues like reproduction, migration, and mortality are simultaneously philosophical, political, and empirical matters, students will connect these practical and empirical analyses to political and value debates about the causes and consequences of population change. Possible texts include: Graunt, Petty, Malthus, Nehru, Wu Ta-k'un, and contemporary instantiations.

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

Prerequisite(s): SOSC 16100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 16300. Global Society III. 100 Units.

This third part of the sequence marries themes that emerge from Global Social Thought and Population, with an emphasis on social change and development during twentieth and twenty-first centuries. From the perspective of Global Society, "change" and "development" encompass everything from micro-level changes in gender relations to macro-level shifts in the global economy. With new theoretical and empirical tools from parts 1 & 2 of the sequence, students will engage the empirical, the theoretical, and the normative aspects of defining and evaluating long-run and short-run social change. Using global and comparative lenses, we examine forms of state repression, civil resistance, religious transformations, technological and economic changes, and the effects of these large social patterns on individual persons. Students will write about the relationship of individuals to broad forces of social change, connecting themes from the first and second quarters. The sequence concludes with a set of writing workshops designed to guide students through the steps of producing a capstone sequence paper. Using the skills and tools they've acquired throughout the sequence, students will analyze the relationship of a particular cohort (anchored in a time, place) to social change, with a focus on the empirical, normative, and theoretical stakes, their causes and consequences. Possible texts include: Geertz, DuBois, Srinivas, and contemporary instantiations.

Instructor(s): K. Hoang Terms Offered: Spring

Prerequisite(s): SOSC 16200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 16200. Global Society II. 100 Units.

The second quarter of Global Society is built around the theme of population and is designed as a hybrid course that brings together a) an intellectual history of population thought and census-taking and b) a practical introduction to basic demographic tools and contemporary debates about population. Students will engage Malthus, his detractors, and new incarnations of Malthusian thought in detail. Questions considered will include: What is a population? What is at stake when we count? How many people can this earth support? What are the implications of population shifts for individual life chances? For social values and patterns of difference? Students will learn how to construct basic period lifetables, how to compare populations and sub-populations using basic standardization techniques, and how to analyze generations and cohorts in context. At the same time, since population issues like reproduction, migration, and mortality are simultaneously philosophical, political, and empirical matters, students will connect these practical and empirical analyses to political and value debates about the causes and consequences of population change. Possible texts include: Graunt, Petty, Malthus, Nehru, Wu Ta-k'un, and contemporary instantiations.

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

Prerequisite(s): SOSC 16100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 16300. Global Society III. 100 Units.

This third part of the sequence marries themes that emerge from Global Social Thought and Population, with an emphasis on social change and development during twentieth and twenty-first centuries. From the perspective of Global Society, "change" and "development" encompass everything from micro-level changes in gender relations to macro-level shifts in the global economy. With new theoretical and empirical tools from parts 1 & 2 of the sequence, students will engage the empirical, the theoretical, and the normative aspects of defining and evaluating long-run and short-run social change. Using global and comparative lenses, we examine forms of state repression, civil resistance, religious transformations, technological and economic changes, and the effects of these large social patterns on individual persons. Students will write about the relationship of individuals to broad forces of social change, connecting themes from the first and second quarters. The sequence concludes with a set of writing workshops designed to guide students through the steps of producing a capstone sequence paper. Using the skills and tools they've acquired throughout the sequence, students will analyze the relationship of a particular cohort (anchored in a time, place) to social change, with a focus on the empirical, normative, and theoretical stakes, their causes and consequences. Possible texts include: Geertz, DuBois, Srinivas, and contemporary instantiations.

Instructor(s): K. Hoang Terms Offered: Spring

Prerequisite(s): SOSC 16200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

COLLEGIATE COURSES

SOSC 02980. Practicum. 25 Units.

This course is for students who secure a summer internship. For details, visit careeradvancement.uchicago.edu/jobs-internships-research/internships-for-credit. Students write a short paper (two to three pages) and give an oral presentation reflecting on their internship experience.

Instructor(s): D. Spatz Terms Offered: Summer

Note(s): Must be taken for P/F grading; students who fail to complete the course requirements will receive an F on their transcript (no W will be granted). Students receive 025 units of credit at completion of course. Course meets once in Spring Quarter and once in Autumn Quarter. Course fee \$150; students in need of financial aid should contact Jay Ellison at 702.8609.

Equivalent Course(s): HUMA 02980

SOSC 21100-21200. Music in Western Civilization I-II.

This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

SOSC 21100. Music In Western Civilization I: To 1750. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our first quarter (MUS 12100 etc.) spans roughly the period between Charlemagne's coronation as Holy Roman Emperor (800 CE) and the dissolution of the Empire (1806) with the triumph of Napoleon across Western Europe.

Instructor(s): R. Kendrick Terms Offered: Autumn

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.

Equivalent Course(s): MUSI 12100, HIST 12700

SOSC 21200. Music In Western Civ II. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our second quarter (MUS 12200 etc.) runs from the beginning of European Romanticism around 1800 to the turn of the 21st century.

Terms Offered: Spring

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.

Equivalent Course(s): MUSI 12200, HIST 12800

SOSC 22000-22100-22200. Islamic Thought and Literature I-II-III.

This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

SOSC 22000. Islamic Thought and Literature I. 100 Units.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Tahera Qutbuddin Terms Offered: Autumn

Equivalent Course(s): HIST 35610, RLST 20401, MDVL 20601, CMES 30601, NEHC 20601, HIST 25610, NEHC 30601, ISLM 30601

SOSC 22100. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).

Instructor(s): Franklin Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): RLST 20402, HIST 35615, HIST 25615, MDVL 20602, ISLM 30602, NEHC 20602, NEHC 30602, CMES 30602

SOSC 22200. Islamic Thought and Literature III. 100 Units.

This class explores works of Muslim intellectuals, who interpreted various aspects of Islamic philosophy, political theory and law in the modern age. We will look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion and at the critique of both religious establishments and nation states as articulated by Middle Eastern intellectuals. Consequently, we will contextualize concepts like "woman," "nation," "East" and "jihad" as we follow the meanings assigned to these conceptions by different intellectuals at different historical moments. The class likewise examines the ways in which Muslim reformers synthesized cultural trends to revive the Islamic faith in face of Western economic and political hegemony. Our debate will focus on the influence of the colonial settings on the formation of these new readings and on the ways in which Muslim thinkers both appropriated and critiqued Western notions of civilization and guidance. We will consider the impact of these new ideas on political theory, and in particular on the political systems which emerged in the modern Middle East. Finally, the class will scrutinize the ways in which Muslim writers manipulated new means of communication such as the print media in order to propagate their ideas regarding the nature of their state and society. Generally, we shall discuss secondary literature first and the primary sources later.

Instructor(s): Orit Bashkin Terms Offered: Spring

Equivalent Course(s): HIST 25616, NEHC 20603, HIST 35616, RLST 20403, NEHC 30603, ISLM 30603

SOSC 23000-23100. Introduction to the Civilizations of South Asia I-II.

This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

SOSC 23000. Introduction to the Civilizations of South Asia I. 100 Units.

The first quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.

Instructor(s): M. Alam Terms Offered: Winter

Equivalent Course(s): ANTH 24101, HIST 10800, MDVL 20100, SALC 20100

SOSC 23100. Introduction to the Civilizations of South Asia II. 100 Units.

The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.

Instructor(s): Dipesh Chakrabarty Terms Offered: Spring

Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000

Equivalent Course(s): ANTH 24102, SALC 20200, HIST 10900

SOSC 23500-23600-23700. Introduction to the Civilizations of East Asia I-II-III.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

SOSC 23500. Introduction to the Civilizations of East Asia I. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): G. Alitto Terms Offered: Autumn Summer

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): CRES 10800, EALC 10800, HIST 15100

SOSC 23600. Introduction to the Civilizations of East Asia II. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present

Instructor(s): M. Fisch Terms Offered: Summer Winter

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): CRES 10900, HIST 15200, EALC 10900

SOSC 23700. Introduction to the Civilizations of East Asia III. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): EALC 11000, CRES 11000, HIST 15300

SOSC 23600. Introduction to the Civilizations of East Asia II. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present

Instructor(s): M. Fisch Terms Offered: Summer Winter

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): CRES 10900, HIST 15200, EALC 10900

SOSC 23700. Introduction to the Civilizations of East Asia III. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): EALC 11000, CRES 11000, HIST 15300

SOSC 24000-24100. Introduction to Russian Civilization I-II.

This two-quarter sequence, which meets the general education requirement in civilization studies, provides an interdisciplinary introduction to Russian civilization. The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

SOSC 24000. Introduction to Russian Civilization I. 100 Units.

The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): F. Hillis, W. Nickell Terms Offered: Autumn

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): HIST 13900, REES 26011

SOSC 24100. Introduction to Russian Civilization II. 100 Units.

The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual, and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): F. Hillis, W. Nickell Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): REES 26012, HIST 14000

SOSC 24001-24002-24003. Colonizations I-II-III.

This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world.

SOSC 24001. Colonizations I. 100 Units.

This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world. Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter. Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Terms Offered: Autumn

Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Equivalent Course(s): ANTH 24001, HIST 18301, CRES 24001

SOSC 24002. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): CRES 24002, ANTH 24002, HIST 18302

SOSC 24003. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): HIST 18303, CRES 24003, SALC 20702, ANTH 24003

SOSC 25090. Anthropology of Olympic Sport. 100 Units.

If cultural differences are as powerful as Anthropology has conventionally stressed, how is it possible that over 200 national and innumerable sub-national and transnational cultural formations have found common cause in the modern Olympic Games? This course explores, theoretically and historically, the emergence of the Olympic Games as the liturgy of the world system of nation states and the current dialectic between the Olympic Movement and the Olympic Sports Industry. Extensive reading and an independent research paper will be required.

Instructor(s): John MacAloon Terms Offered: Winter

Equivalent Course(s): ANTH 20420, ANTH 30420, MAPS 47501

SOSC 25100. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

Instructor(s): M. Garrido Terms Offered: Spring

Equivalent Course(s): SOCI 30104, CRES 20104, GEOG 22700, GEOG 32700, SOCI 20104

SOSC 26100-26200-26300. 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).

SOSC 26100. 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 Terms Offered: Autumn

Equivalent Course(s): HIST 36101, HIST 16101, LACS 34600, CRES 16101, LACS 16100, ANTH 23101

SOSC 26200. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

Instructor(s): D. Borges Terms Offered: Winter

Equivalent Course(s): PPHA 39770, HIST 36102, ANTH 23102, LACS 34700, HIST 16102, CRES 16102, LACS 16200

SOSC 26300. 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, LACS 34800, HIST 36103, PPHA 39780, CRES 16103, HIST 16103, ANTH 23103

SOSC 26004. History of City Planning. 100 Units.

This lecture-based course provides a broad survey of the history of city planning. It focuses on the normative: the endeavor to control and design the physical fabric of cities. What are the different ways cities have been envisioned and planned and to what effect? What are the competing theories of good city design that underlie city plans, and how do these plans interrelate to the social, political, cultural, and economic forces shaping cities? The course explores city planning's successes and failures, its tangible effect on urban pattern and form, and the extent to which city planning ideals have changed over time. Though the emphasis is on city planning's history, current debates about city planning within the context of the history of the profession will also be engaged. Emphasis will be on U.S. and European city planning experience, although global practices will also be surveyed.

Instructor(s): E. Talen Terms Offered: Spring

Equivalent Course(s): PBPL 26004, GEOG 26200, ENST 26004, SOSC 36004

SOSC 29700. Rdgs: Social Sciences. 100 Units.

Instructor(s): Staff Terms Offered: Autumn, Spring, Winter

Prerequisite(s): Consent of instructor and senior adviser

Note(s): Students are required to submit the College Reading and Research Course Form.

SOSC 29900. BA Paper in Russian Civilization. 100 Units.

This is a reading and research course for independent study related to BA research and BA paper preparation.

Instructor(s): Staff Terms Offered: Autumn, Spring, Summer, Winter

Prerequisite(s): Consent of instructor and undergraduate program chair

Note(s): Students are required to submit the College Reading and Research Course Form.

SOSC 34500-34600. Anthropology of Museums I-II.

Anthropology of Museums

SOSC 34500. Anthropology Of Museums-1. 100 Units.

Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.

Equivalent Course(s): ANTH 24510, CHDV 34501, MAPS 34500, ANTH 34501, MAPH 34400

SOSC 34600. Anthropology Of Museum-2. 100 Units.

Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.

Instructor(s): M. Fred Terms Offered: Autumn Winter

Prerequisite(s): Advanced standing and consent of instructor

Note(s): CHDV Distribution: C

Equivalent Course(s): CHDV 38102, ANTH 34502, ANTH 24511, MAPS 34600

SOSC 34600. Anthropology Of Museum-2. 100 Units.

Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.

Instructor(s): M. Fred Terms Offered: Autumn Winter

Prerequisite(s): Advanced standing and consent of instructor

Note(s): CHDV Distribution: C

Equivalent Course(s): CHDV 38102, ANTH 34502, ANTH 24511, MAPS 34600

COLLEGIATE COURSES IN CIVILIZATION STUDIES ABROAD

For more information about collegiate courses offered through Study Abroad, consult the Study Abroad section of this catalog or visit study-abroad.uchicago.edu.



PROGRAMS OF STUDY

The programs of study, known as majors, include a narrative description and a summary of course requirements. Students should read the complete narrative descriptions because the summary eliminates essential information. An explanation of the components of each course entry follows.

Course Numbering

Unless an exception is noted, course numbering typically follows standard guidelines. Courses numbered 10000 are general education and introductory courses. Courses numbered 20000 are intermediate, advanced, or upper-level courses that are open only to undergraduates. Courses numbered 30000 and above are graduate courses that are available only to undergraduate students who obtain the consent of the instructor. Undergraduates registered for 30000-level courses will be held to graduate-level requirements. *With the exception of BUSN courses, when a course is cross listed between the College (10000- to 20000-level courses) and graduate divisions or professional schools (courses numbered 30000 and above), College students may only register for the undergraduate number.* Higher-numbered courses within each of these categories do not indicate increasing levels of difficulty.

In some departments, students with advanced standing and consent of instructor may register for higher-level courses. Except for language instruction courses, these courses are not listed in this catalog; students should contact individual departments for further information.

A number shown, for example, as 211xx, indicates that it is a course within the series 21100 through 21199; any information that describes 211xx applies to the entire range of courses available within the series.

Course Description

A narrative description follows the course number and title. Unless otherwise designated, courses are taught on campus.

"L" at the end of the course description indicates that the course has a laboratory requirement. Courses with laboratories do not yield extra credit.

Units

A student receives 100 units of course credit for most undergraduate courses. The appropriate unit value is listed next to the course title in the catalog and in the course details at Class Search (<http://registrar.uchicago.edu/classes>).

Term Offered

Courses may be offered in Summer, Autumn, Winter, or Spring Quarter, or in multiple quarters. If a course is not offered in the current academic year but will be offered at a future time, that information appears in this field.

Instructor

For faculty contact information, visit the University of Chicago online directory at directory.uchicago.edu. Many departmental websites include additional information about the research and scholarly interests of faculty members.

Equivalent Courses

Because of the interdisciplinary nature of the College, many courses are cross listed in multiple programs of study. For example, CMST 10100 Introduction to Film Analysis is cross listed among Art History, Cinema and Media Studies, English Language and Literature, and Visual Arts.

Prerequisites

A course may have one or more prerequisites for registration. Before registering for MATH 21100 Basic Numerical Analysis, for example, a student must first have completed MATH 20000 Mathematical Methods for Physical Sciences I, MATH 20250 Abstract Linear Algebra, MATH 20400 Analysis in Rn II, or MATH 20410 Analysis in Rn II (accelerated). Another example: Some courses require students to be in their third or fourth year in the College.

Notes

The Notes field contains additional information that may be of use to students, for instance, that the course meets a general education requirement or that the course is required for students in a certain major. Certain courses, especially those that meet general education requirements, have mandatory attendance for the first class meeting; otherwise the student's registration will be dropped. Students are advised to pay close attention to these notes.

For More Information

For further specifics on quarterly course offerings, consult the Class Search at my.uchicago.edu. Some historic course offerings can be found at timeschedules.uchicago.edu. For further information about areas

of study, consult the College (<http://college.uchicago.edu>) website and the program websites linked on the individual program of study pages in this catalog.



ANTHROPOLOGY

Department Website: <http://anthropology.uchicago.edu>

PROGRAM OF STUDY

Anthropology encompasses a variety of historical and comparative approaches to human cultural and biological diversity, ranging from the study of human evolution to the study of cultures as systems of meaningful symbols. Faculty in the Department of Anthropology specialize in sociocultural, linguistic, archaeological, and biological anthropological approaches. They take up questions of anatomy, ecology, and genomics, as well as psychological, economic, philosophical, and historical issues, often in comparative perspective. Anthropology can lead (through graduate study) to careers in research and teaching in university and museum settings. More often it provides a background for further work in other disciplines of the social sciences, humanities, and biological sciences, as well as for professional careers in government, non-governmental work, business, law, medicine, social services, and other fields.

For more information, see the Department of Anthropology website (<http://anthropology.uchicago.edu>).

PROGRAM REQUIREMENTS

The BA program in anthropology consists of twelve courses, of which at least ten are typically chosen from those listed or cross-listed as Department of Anthropology courses. The requirements for the major are:

1. ANTH 21107 Anthropological Theory
2. One **Methods** course (ANTH 21420 Ethnographic Methods, ANTH 28400 Bioarchaeology and the Human Skeleton, ANTH 29500 Archaeology Laboratory Practicum, or an approved alternative in archaeological, linguistic, or biological anthropology)
3. One **Discovering Anthropology** course. Designated courses will be added to a list each term. Descriptions will be available on the Department of Anthropology (<http://anthropology.uchicago.edu>) website.
4. Seven electives in Anthropology
5. Two electives from Anthropology or from a related discipline, with approval from the director of undergraduate studies. To seek approval of non-departmental courses, submit a completed Course Petition Form (available in Haskell 119) and syllabus for the course(s) to the director of undergraduate studies. Ideally this petition should be submitted before the end of the second week of the quarter in which the student is enrolled in the course, but petitions may also be submitted for courses that have already been completed.

Students are encouraged to construct individual programs; and, in so doing, they should consult periodically with the preceptor and the director of undergraduate studies. We strongly urge students who are majoring in anthropology to complete several introductory courses before enrolling in upper-level courses. Anthropology provides a broad view of the human career and condition. Students may select courses widely across all four subfields (sociocultural, linguistic, archaeological, and biological anthropology) within the major, or may focus their work within or across any of the subfields.

Students should confer with the director of undergraduate studies before declaring a major in anthropology and must obtain the endorsement of the director of undergraduate studies on the Student Program Form before graduating with a major in anthropology. Students should submit a copy of the approved form to their College adviser.

Students interested in the Anthropology major should endeavor to complete the three required courses (Theory, Methods, and Discovering Anthropology) by the end of their third year. When possible, completion of those courses by the end of second year is recommended as they provide foundational concepts that facilitate understanding of higher level course work.

Note: These requirements are in effect starting with the graduating Class of 2018. Students who matriculated prior to Autumn 2014 may adopt the modified requirements if appropriate and should consult with the department to design their program of study.

INTRODUCTORY COURSES AND GENERAL EDUCATION

Courses designated as Discovering Anthropology provide introductions to some of the substantive, methodological, and theoretical issues of sociocultural, archaeological, linguistic, and biological anthropology. These courses do not presume any previous study of anthropology and may be taken in any order. However, students are urged to complete the general education requirement in the social sciences before taking more advanced courses in sociocultural anthropology. SOSC 11400-11500-11600 Power, Identity, Resistance I-II-III or SOSC 12100-12200-12300 Self, Culture, and Society I-II-III are particularly recommended.

Several sequences that satisfy the general education requirement in civilization studies typically feature anthropological approaches and content. These courses are cross-listed with Anthropology and may be used toward the major if they are not used toward the general education requirement: ANTH 20701-20702-20703 Introduction to African Civilization I-II-III, ANTH 23101-23102-23103 Introduction to Latin American

Civilization I-II-III, ANTH 24001-24002-24003 Colonizations I-II-III, and ANTH 24101-24102 Introduction to the Civilizations of South Asia I-II. With prior approval, *other* civilization courses (if taken in addition to the courses used toward the general education requirement) can be used toward the Anthropology major, in accordance with the individual student's needs or interests and up to the two-course limit for non-departmental courses.

The director of undergraduate studies may refer students who wish to emphasize archaeological, biological, linguistic, or sociocultural anthropology to faculty in these fields for assistance in the development of their individual programs.

READINGS AND RESEARCH COURSES

When desirable for a student's individual anthropology program and with the approval of the director of undergraduate studies, preferably in advance, a student may also obtain course credit for supervised individual reading or research (ANTH 29700 Readings in Anthropology).

Students electing to write a bachelor's essay for honors are urged to enroll in ANTH 29910 Bachelor's Essay Seminar in Winter Quarter of fourth year. They also have the option of taking ANTH 29900 Preparation of Bachelor's Essay, in which the student does supervised reading or research in preparation for the BA essay, in Autumn Quarter of fourth year. However, students can only use a total of two independent readings or research courses toward the major, chosen from among ANTH 29700, ANTH 29900, ANTH 29910, and BA essay seminars in other departments when required for a joint second major. Additional readings and research courses would count as general elective credits.

FIELD COURSES

Students attending field schools or taking courses offered by other universities can solicit approval to obtain course credit (up to the two-course limit for nondepartmental courses) when appropriate for their individual program of study. Credit from other institutions would first need to be approved by the College (<https://college.uchicago.edu/advising/transfer-credit>) and then by the director of undergraduate studies, if intended to count toward the major.

SUMMARY OF REQUIREMENTS

Note: These requirements are in effect starting with the graduating Class of 2018. Students who matriculated prior to Autumn 2014 may adopt the modified requirements if appropriate and should consult with the department to design their program of study.

ANTH 21107	Anthropological Theory	100
One Methods course *		100
ANTH 21420	Ethnographic Methods	
ANTH 28400	Bioarchaeology and the Human Skeleton	
ANTH 29500	Archaeology Laboratory Practicum	
One Discovering Anthropology course [§]		100
Seven electives in Anthropology [±]		700
Two electives in Anthropology or approved related disciplines [±]		200
Total Units		1200

* Students may also seek approval for a relevant methods course in archaeological, linguistic, or biological anthropology.

§ A list of designated Discovering Anthropology courses will be maintained on the Anthropology Department website (<https://anthropology.uchicago.edu>).

± A maximum of two reading and research courses (chosen from ANTH 29700 Readings in Anthropology, ANTH 29900 Preparation of Bachelor's Essay, ANTH 29910 Bachelor's Essay Seminar, and BA courses from other departments) can be used toward the Anthropology major.

GRADING

Courses counted toward the major must be taken for quality grades (no P/F grading).

HONORS BA PROCESS

Students who wish to be considered for honors must apply to the director of undergraduate studies before the end of their third year. Eligible candidates must have a GPA of 3.6 or higher in courses in the major and typically a GPA of 3.25 overall. To receive honors, students must develop an extended piece of research via a bachelor's essay under the approved supervision of a faculty member. BA projects involving alternative media (like film, photography, photo-essay, or art installation) might be acceptable if accompanied by a written text.

To execute a successful BA essay, students should begin considering their research question early on. Students should begin looking for a faculty supervisor in their third year and aim to have a topic identified by the beginning of the fourth year so that they have sufficient time to complete the necessary research and to write the paper. Students writing BA honors papers are strongly urged to enroll in ANTH 29910 Bachelor's Essay

Seminar in Winter Quarter of their fourth year. If possible, students should also consider starting their research under the independent supervision of their faculty supervisor in Autumn Quarter by registering for ANTH 29900 Preparation of Bachelor's Essay. Students who take these courses, ANTH 29700 Readings in Anthropology, and/or BA seminars for a second major may only use a maximum of two these courses toward the Anthropology major.

For award of honors, the BA essay must receive a grade of A or A- from the faculty supervisor and from the second reader. Students being recommended for honors must submit two copies of the completed paper to the program administrator no later than fifth week of the quarter of graduation. The faculty supervisor must be chosen from the Anthropology faculty. Affiliated faculty may serve with approval of the director of undergraduate study. The second reader may be any credentialed scholar/scientist approved by the director of undergraduate study.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

ANTHROPOLOGY COURSES

ANTH 20003. Discovering Anthropology: Reading Race. 100 Units.

Before and since Anthropology became a discrete scientific field of study, questions about the biological reality, potential utility and misuse of the concept of race in *Homo sapiens* have been debated. We will read and discuss a sample of writings by 18th, 19th, and 20th century and contemporary authors who attempted to define human races and those who have promoted or debunked the utility of the concept of race with special attention to its role in retarding social progress, and the extermination and exploitation of some populations and individuals.
Instructor(s): R. Tuttle Terms Offered: Winter
Equivalent Course(s): ANTH 38305, CRES 20003, HIPS 20003

ANTH 20009. Embodiment: Governance, Resistance, Ethics. 100 Units.

What does a study of the body teach us about governance and the experience of being governed? This course approaches bodies from three angles. First, bodies are targets of governance. They are objects to be reformed, regulated, contained, disciplined, educated, incarcerated, treated, trained, and "cared" for. Next, as bodies get targeted for reform, they are also converted into potent sites of resistance and critique. Certain bodies in certain places elicit discomfort, unsettling common ideals of private and public, of developed and backward, of religious and secular, and, with them, dominant understandings of modern citizenship. Finally, bodies in their sensory and affective capacities are also mobilized as resources for crafting belonging beyond the assigned terms of law or the state. Drawing from ethnographic texts and with special emphasis on Latin America, this course introduces students to the anthropology of embodiment as well as related themes of bio-politics, gender, intimacy, political subjectivity, care and self-making, post/colonialism, race, and aesthetics. In so doing, the hope is to generate new ways to make sense of matters near and far—from Lenin's body to Trump's hands, reproductive labor to sex work, dirty protest to women's marches, indigenous eco-rituals to queer intimacies.
Instructor(s): Mareike Winchell Terms Offered: Spring
Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): CRES 20009

ANTH 20010. Anthropology of the Future. 100 Units.

Two major subfields of anthropology - archaeology and ethnography - have traditionally been oriented around the human past and the human present. But what about the future? Conceptions of the future and future-oriented behavior have long been understood to be a critical plane of difference between political economies, religions, and cultural groups, yet they have rarely been an explicit focus of study. When we shift the temporal frame to the future, questions that arise include: do all cultures have theories of the future? how much about human societies are intentional? how does ideology shape future possibilities? what role do imagined futures play in political life? We will consider theories of temporality, past futures (Aztec, Polynesian, Italian), and movements such as millenarianism, messianic religions, Marxism, Dadaism, utopian communities, Afro-futurism, transhumanism, and today's neo-futurist movements that deploy radical technology and speculative design in response to looming climate change. We will also explore the intimate relationship between speculative fiction (e.g., Ursula K. LeGuin, Kurt Vonnegut) and anthropology.
Instructor(s): S. Dawdy Terms Offered: Autumn
Prerequisite(s): PQ: This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): MAAD 25010

ANTH 20011. Peasants: Anthropology, Rural Life, Capitalism. 100 Units.

Only a few short decades ago, rural societies were at the center of anthropological inquiry and key sources of ethnographic insight. Today, anthropological attentions have redirected toward cityscapes and urban experiences, leading a recent review piece to wonder: "Where have all the peasants gone?" The answer, of course, is nowhere. Peasants may have slipped by the wayside of analysis, but nearly half of the world's population today remains rural, and more than ever, countryside is acutely affected by the economic transformations reshaping our world and the uncertainties facing our future: the challenges of food security, sustainable living, (agricultural) biotechnology, ecological precariousness, global poverty, and escalating rates of urbanization and urban migration. In a decidedly non-trendy move, then, this course will take the anthropology of peasantry as its focus, and will make the case that small-scale farming communities remain highly relevant sites for diagnosing capitalism's changing conditions and its lived consequences. Our discussions will be at once historical, conceptual, and ethnographic, and will draw on a broad set of case-studies around the globe. We will review classic debates about peasantries in relation to the history of capitalism, and reflect on the analytical possibilities and limitations of the peasant concept.

Instructor(s): Francois Richard Terms Offered: Autumn

Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): ANTH 33705

ANTH 20144. London Program: Institution. 100 Units.

In the first part of the course, focusing on William Wordsworth and Samuel Taylor Coleridge's monumental poetic work *Lyrical Ballads* (1798), we will consider the implications of revolutions abroad and of institutionalizations of arts and culture at home for the rise of modern literary culture in Romantic-era Britain. Wordsworth famously envisioned a new role for the poet as that of a "man speaking to men" who could make "incidents and situations from common life" the proper matter of literature. As he did so, Wordsworth was confronting both the disappointed hope of the "blissful dawn" of the French Revolution and a cultural milieu reshaped by the emergence of institutions like the British Museum (1753), the Royal Academy of Art (1768), and the National Gallery (1824)-all of which continue to define British national culture. In the second part of the course, we will consider analogous developments of the present moment, including the institutionalization of new arts like fashion, to analyze where (in what scenes, and in what forms of writing and media) we might look for *Lyrical Ballads* of our own time. (C, F)

ANTH 20400. Anthropology of Olympic Sport. 100 Units.

If cultural differences are as powerful as Anthropology has conventionally stressed, how is it possible that over 200 national and innumerable sub-national and transnational cultural formations have found common cause in the modern Olympic Games? This course explores, theoretically and historically, the emergence of the Olympic Games as the liturgy of the world system of nation states and the current dialectic between the Olympic Movement and the Olympic Sports Industry. Extensive reading and independent research paper will be required.

Instructor(s): John MacAloon Terms Offered: TBD

ANTH 20405. Anthropology of Disability. 100 Units.

This seminar undertakes to explore "disability" from an anthropological perspective that recognizes it as a socially constructed concept with implications for our understanding of fundamental issues about culture, society, and individual differences. We explore a wide range of theoretical, legal, ethical, and policy issues as they relate to the experiences of persons with disabilities, their families, and advocates. The final project is a presentation on the fieldwork.

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

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): CHDV 30405, HMRT 35210, MAPS 36900, CHDV 20505, ANTH 30405, HMRT 25210, SOSC 36900

ANTH 20420. Anthropology of Olympic Sport. 100 Units.

If cultural differences are as powerful as Anthropology has conventionally stressed, how is it possible that over 200 national and innumerable sub-national and transnational cultural formations have found common cause in the modern Olympic Games? This course explores, theoretically and historically, the emergence of the Olympic Games as the liturgy of the world system of nation states and the current dialectic between the Olympic Movement and the Olympic Sports Industry. Extensive reading and an independent research paper will be required.

Instructor(s): John MacAloon Terms Offered: Winter

Equivalent Course(s): SOSC 25090, ANTH 30420, MAPS 47501

ANTH 20540. The Chicago Climate Change & Culture Institute-I. 100 Units.

Climate change is arguably the greatest environmental, political and cultural challenge of our times. We are already beginning to feel its impacts in changing weather patterns and rising temperatures. In the years to come, Earth scientists tell us that climate change will impact every human being on the planet. We need to become informed and engaged about what awaits us and what we can do to avoid worst - case scenarios. This 3 - week intensive course of study focuses on three key questions: Why did climate change happen? How is it impacting different communities across the world? What can be done to prepare the world for a more environmentally secure future? The 4CI program features lectures by leading experts on climate change from the Social Sciences, Earth Sciences, Humanities, Art and Architecture. Seminar discussions and site visits to a variety of local initiatives working toward clean energy and sustainability goals round out the program. 4CI will give you the answers you want about climate change and the tools you need to start making a positive difference, whether that is on your campus, in your community or at your workplace. The program leverages the intellectual resources of one of the world's most prestigious research universities and will acquaint you with a city that proudly stands on the cutting edge of sustainable urbanism.

Terms Offered: Summer

Equivalent Course(s): ENST 20540, ANTH 30540

ANTH 20541. The Chicago Climate Change & Culture Institute-II. 100 Units.

Climate change is arguably the greatest environmental, political and cultural challenge of our times. We are already beginning to feel its impacts in changing weather patterns and rising temperatures. In the years to come, Earth scientists tell us that climate change will impact every human being on the planet. We need to become informed and engaged about what awaits us and what we can do to avoid worst - case scenarios. This 3 - week intensive course of study focuses on three key questions: Why did climate change happen? How is it impacting different communities across the world? What can be done to prepare the world for a more environmentally secure future? The 4CI program features lectures by leading experts on climate change from the Social Sciences, Earth Sciences, Humanities, Art and Architecture. Seminar discussions and site visits to a variety of local initiatives working toward clean energy and sustainability goals round out the program. 4CI will give you the answers you want about climate change and the tools you need to start making a positive difference, whether that is on your campus, in your community or at your workplace. The program leverages the intellectual resources of one of the world's most prestigious research universities and will acquaint you with a city that proudly stands on the cutting edge of sustainable urbanism.

Terms Offered: Summer

Equivalent Course(s): CRES 20541, ANTH 30541

ANTH 20701-20702-20703. Introduction to African Civilization I-II-III.

Completion of the general education requirement in social sciences recommended. Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies. African Civilization introduces students to African history and cultures in a three-quarter sequence.

ANTH 20701. Introduction to African Civilization I. 100 Units.

Part one of the sequence takes a historical approach. We consider how different types of historical evidence—documentary, oral, and material—can be used to investigate processes of change and transformation in Africa from the early Iron Age through the emergence of the Atlantic world in the fifteenth century. We will investigate state formation in comparative perspective and examine case studies from the Swahili coast, the empires of Ghana and Mali, and Great Zimbabwe. The course also examines the diffusion of Islam, European contact, and the trans-Atlantic slave trade.

Instructor(s): E. Osborn Terms Offered: Autumn

Equivalent Course(s): MDVL 10101, CRES 20701, HIST 10101

ANTH 20702. Introduction to African Civilization II. 100 Units.

The second segment of the African Civilization sequence uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with particular focus on Southern Africa. The course is centered on the 20th and 21st Centuries. The course begins with an examination of colonialism, the institutionalization of racism, and dispossession, before examining anti-colonialism and the postcolonial period. Over the course of the quarter, students will learn about forms of personhood, subjectivity, kinship practices, governance, migration and the politics of difference.

Instructor(s): K. Hickerson Terms Offered: Winter

Prerequisite(s): Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies.

Note(s): CHDV Distribution, C

Equivalent Course(s): CRES 20802, HIST 10102, CHDV 21401

ANTH 20703. Introduction to African Civilization III. 100 Units.

Part Three investigates the long nineteenth century. It considers the Egyptian conquest of Sudan, Omani colonialism on the Swahili coast, and Islamic reform movements across the Sahara. It will also explore connections between the end of the transatlantic slave trade and the formal colonization of the African continent.

Instructor(s): K. Hickerson

Equivalent Course(s): HIST 10103, CRES 20303

ANTH 20702. Introduction to African Civilization II. 100 Units.

The second segment of the African Civilization sequence uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with particular focus on Southern Africa. The course is centered on the 20th and 21st Centuries. The course begins with an examination of colonialism, the institutionalization of racism, and dispossession, before examining anti-colonialism and the postcolonial period. Over the course of the quarter, students will learn about forms of personhood, subjectivity, kinship practices, governance, migration and the politics of difference.

Instructor(s): K. Hickerson Terms Offered: Winter

Prerequisite(s): Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies.

Note(s): CHDV Distribution, C

Equivalent Course(s): CRES 20802, HIST 10102, CHDV 21401

ANTH 21107. Anthropological Theory. 100 Units.

Since its inception as an academically institutionalized discipline, anthropology has always addressed the relation between a self-consciously modernizing West and its various and changing others. Yet it has not always done so with sufficient critical attention to its own concepts and categories—a fact that has led, since at least the 1980s, to considerable debate about the nature of the anthropological enterprise and its epistemological foundations. This course provides a brief critical introduction to the history of anthropological thought over the course of the discipline's long twentieth century, from the 1880s to the present. Although we focus on the North American and British traditions, we review important strains of French and, to a lesser extent, German social theory in chronicling the emergence and transformation of modern anthropology as an empirically based, but theoretically informed, practice of knowledge production about human sociality and culture.

Instructor(s): Stephan Palmie Terms Offered: Winter

Equivalent Course(s): ANTH 30000

ANTH 21201. Chicago Blues. 100 Units.

This course is an anthropological and historical exploration of one of the most original and influential American musical genres in its social and cultural context. We examine transformations in the cultural meaning of the blues and its place within broader American cultural currents, the social and economic situation of blues musicians, and the political economy of blues within the wider music industry.

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

Note(s): The course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): CRES 21201

ANTH 21303. Making the Natural World: Foundations of Human Ecology. 100 Units.

Humans have "made" the natural world both conceptually, through the creation of various ideas about nature, ecosystem, organism, and ecology, and materially, through millennia of direct action in and on the landscape.

In this course we will consider the conceptual underpinnings of contemporary Western notions of nature, environment, and balance, through the examination of specific historical trajectories of anthropogenic landscape modification and human society. Taking examples from current events we will evaluate the extent and character of human entanglement with the environment. ENST 21201 and 21301 are required of students who are majoring in Environmental and Urban Studies and may be taken in any order.

Instructor(s): Alison Anastasio Terms Offered: Winter

Note(s): ENST 21201 and 21301 are required of students who are majoring in Environmental Studies and may be taken in any order.

Equivalent Course(s): ENST 21301

ANTH 21306. Explorations in Oral Narrative. 100 Units.

A study of storytelling in non-literate and folk societies, antecedent to the complexities of modern narrativity, itself anchored in and energized by literacy. The main objects of our study will be the vast body of folktales and collateral folklore collected by anthropologists and folklorists in traditional societies. Despite the impact of literacy on modern minds this course argues for the persistence of ancient themes, plots, characters and motifs. A further argument is made for the foundational role of storytelling in the creation of culture and construction of society ...an argument, in short, that humans are, by nature, story-telling creatures whose sapience lies primarily in the capacity to create, be entertained by, and even live by, fictions. The central place of storytelling is shown in the humanistic and social sciences: anthropology, economics, history, philosophy, politics, psychoanalysis. Student story-telling and even performance, of brief stories is encouraged and reflected upon in light of the main arguments of the course.

Instructor(s): James Fernandez Terms Offered: Spring

Note(s): This course qualifies as a "Discovering Anthropology" selection for Anthropology majors.

Equivalent Course(s): ANTH 45301

ANTH 21333. The Lived Body: Anthropology, Materiality, Meaningful Practice. 100 Units.

The body is implicated in all facets of human life. It is at once constraint and enabler, relational and personal, "real" and "imagined." It is both individually performed and socially determined, the site of both domination and resistance. Anthropological theory has moved far from "Cartesian dualism" in which mind and body can and must be separate; this course will travel through ways of understanding bodies that have supplemented or bypassed this idea, or have existed outside of it entirely. We will consider what it means to have a body, to know a body, to be defined by a body-in short, to live a body. This course's topical readings are oriented around the idea that "embodiment" involves both material entities and socially embedded processes. We will consider experience, consciousness, sensation, perception, and affect; we will interrogate processes, functions, and ways of knowing that are often taken for granted; we will prise apart the ways power is inscribed on and with bodies, both internally and externally. To do so, we will balance theory and ethnography in both our consumption and production of scholarly material, including a final "auto-ethnography" in which students adopt a new body practice for the quarter.

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

ANTH 21341. Making Plants Work: Anthropology of Human-Plant Relationships. 100 Units.

Food, drink, fuel, pharmaceuticals, clothing, cosmetics, construction material, furniture... Plants and their byproducts are everywhere we look. How have plants become so ubiquitous to human life? How have plants been used, adapted, processed, and sold over the course of history? How can studying plants and their interactions with humans provide a different perspective on the past, and insight into the future? This course explores how humans have made plants "work," and how these working plants have, in turn, shaped the world in which we live. While often perceived as passive in comparison to human and animal counterparts, plants have played a critical role in shaping global social, economic, ecological, and political dynamics. As desired products, plants have entangled far-flung individuals and societies into complex relationships that reverberate across time and space. This course will survey the history of human-plant interactions through three units: domestication, colonialism, and modern technologies. We will examine a wide range of case studies, in an effort to gain comparative and multivocal understanding of human-plant relationships. In doing so, course materials touch on topics of general anthropological interest: political ecology, agency, social inequality, labor, global processes, the impacts of colonialism, the production of knowledge, and human/non-human relationships.

Instructor(s): Pacyga, Johanna Terms Offered: Spring

Equivalent Course(s): ENST 21341

ANTH 21342. Welcome to the Good Life: The Black Edition. 100 Units.

What do we mean when we say "the good life"? In the United States, the good life has long been synonymous with the idea of the American dream (the white picket fence, secure union job, stable marriage with 2.5 kids). But over the past several years, this romanticized image has increasingly been thrown into crisis with the rise of a destabilized national economy, political infighting, and in the aftermath of the housing collapse. It seems as though the veil has been lifted and the American Dream has been exposed as a fantasy object, if not a complete impossibility. But for people of color, and black people in particular who have been historically disenfranchised and thus unable to access the housing, education, and medical resources necessary to make the American dream a reality, this fantasy has always already been understood as such. Indeed, black experiences reveal how whiteness as a structural mechanism stands at the foundation of the American Dream.

Instructor(s): Bock, Emily Terms Offered: Spring

Equivalent Course(s): CRES 21342

ANTH 21343. Anthropology and/of Tourism: Of Otherness and Encounters. 100 Units.

Travelling as a mode of self-cultivation and world awareness has always captivated our imagination. With increasing ease of travel, tourism is a \$ 2.3 trillion industry, with 1.25 billion annual travelers. How does reading ethnographies of tourism help us examine encounters with others as anthropology's central prerogative? From Emerson's quote - is the meaning of an encounter located within us or in the object? Is otherness some inherent quality or a product of specific narratives and practices? Encountering otherness being anthropology's primary research methodology, can ethnographers be compared to tourists? How is the discipline itself implicated in unequal power relations of cultural encounters? We will read ethnographies covering a range of concerns about tourism - its linkages with colonialism/neo-colonialism, its role in stereotyping indigenous cultures, its impact on the environment, on gender dynamics, on representations of nationhood and on cultivation of bourgeois selfhood. Our aim is to use anthropological insights to appraise the phenomenon of tourism as a whole, identifying its pros and cons; and to also flip this perspective to ask: what insights does tourism give us into encounters and othering as foundational concerns of anthropology?

Instructor(s): Das, Suchismita Terms Offered: Winter

Equivalent Course(s): CRES 21343

ANTH 21344. The Meaning of Police. 100 Units.

The purpose of this class is to offer students an intellectual toolkit for thinking critically and engaging politically with contemporary problems of police. It will introduce classical as well as emerging themes, drawing on research from diverse social and geographical locations. We will discuss, among other things, the paradox of legal lawlessness, the relationship between law and the body, and the unstable distinction between public and private violence. Paying attention to classed, sexed, and racialized notions of danger and threat, we will discuss the historical fabrication of criminality as well as the complex legacies of security and protection that underpin practices of criminal punishment. While subjecting policing to an anthropological interrogation-asking what police means for different people in different times and places-we will also consider the uneasy affinity between policemen and ethnographers in order to ask what it can teach us about police, and how it might illuminate our understanding of ethnography.

Instructor(s): Maoz, Eilat Terms Offered: Autumn

Equivalent Course(s): CRES 21344

ANTH 21345. Living with Toxins: Anthropology of Environmental Health. 100 Units.

The ongoing saturation of our bodies and environments with chemicals, pesticides, radiation, mercury, and microplastics has made environmental health a central issue of our time. This course explores how anthropologists have engaged environmental pollution, disaster, and climate change by tracing the historical and conceptual development of an anthropology of environmental health as an emerging field of inquiry. It will draw on works in medical anthropology, environmental anthropology, political ecology, environmental history, and science and technology studies, paying close attention to the concerns, questions, and analytic perspectives they raise in engaging with issues of environment and health. The goal of this course is to develop analytic tools to critically assess responses to environmental health issues and examine the stakes and experiences surrounding toxic worlds across space, time, and disciplines. Students will have the opportunity to apply their insights by working closely on an environmental health issue of their own choosing throughout the course.

Instructor(s): Hiroko Kumaki Terms Offered: Winter. Winter 2020

ANTH 21346. Archaeologies of Religion: Belief, Ritual and Tradition. 100 Units.

Talking about religion and its place in modern life, inevitably appears to rest on evaluations of what religion was in the past. 'Antiquated beliefs', 'medieval hidebound ritual', 'blind prejudice', 'cultic devotion', and the constraints of tradition upon personal freedom - such judgments abound and come readily to our minds and roll off our tongues. But what do we know of premodern religion? In this course we will learn more about religion, past and present, by engaging with different archaeologies approaches to religion. We will start by reviewing key theories and anthropological debates over what religion is and how it might be defined. We will pause to ask ourselves: Is religion principally immaterial or profoundly material? Is it a matter of private belief or public life? What can material remains teach us of 'religion' in the past and about ourselves? We shall engage with the following debates: How has the origin of religion been understood? What is ritual and how is it studied archaeologically? How do these relate to belief? Based on these explorations we will ask: is it more valuable to try to define religion, to study its evolutionary, symbolic or performative aspects - or to ask what it is that 'religion' does?

Instructor(s): Mudit Trivedi Terms Offered: Autumn. Autumn 2019

ANTH 21406. Celebrity and Science in Paleoanthropology. 100 Units.

This seminar explores the balance among research, "showbiz" big business, and politics in the careers of Louis, Mary, and Richard Leakey; Alan Walker; Donald Johanson; Jane Goodall; Dian Fossey; and Biruté Galdikas. Information is gathered from films, taped interviews, autobiographies, biographies, pop publications, instructor's anecdotes, and samples of scientific writings.

Instructor(s): R. Tuttle Terms Offered: Autumn

Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): ANTH 38300, HIPS 21100

ANTH 21420. Ethnographic Methods. 100 Units.

This is a course on how to do ethnographic research. While recent decades have seen scholars rightfully insist on the artistic and inherently personal quality of 'doing' and 'writing' ethnography, the course aims to illuminate the regulating structures of thought and practice underpinning every piece of original ethnographic work. The course is both a reading and a research workshop. As a reading workshop, it seeks to enable students to read ethnography like ethnographers: identifying and learning from the inner workings of the research project at the heart of each ethnographic text. As a research workshop, the course progressively leads students to construct and implement a research project of their own. Students will methodically enact the physical techniques and analytic practices emerging from their reading of ethnography. Throughout the course, we will grapple with the challenges facing an ethnographic researcher, and identify the building blocks of an ethnographic project. In this effort, we will focus on the posing of a research question; the formulation of conceptual frameworks; constructing a statement of problem; actors and informants; the semiotics and pragmatics of interviewing; analysis of interactions qua participant-observer, and historical approaches in ethnography. Students will also experiment with forms of non-verbal visual representation.

Instructor(s): Staff Terms Offered: Spring, Spring 2020

Prerequisite(s): Preference given to third-year anthropology majors, others by consent only

ANTH 21428. Apes and Human Evolution. 100 Units.

This course is a critical examination of the ways in which data on the behavior, morphology, and genetics of apes have been used to elucidate human evolution. We emphasize bipedalism, hunting, meat eating, tool behavior, food sharing, cognitive ability, language, self-awareness, and sociability. Visits to local zoos and museums, film screenings, and demonstrations with casts of fossils and skeletons required.

Instructor(s): R. Tuttle Terms Offered: Spring

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

Equivalent Course(s): HIPS 21428, BIOS 13253, EVOL 38600, ANTH 38600

ANTH 21431. Counting, Calculation and Computation: Anthropologies of Number. 100 Units.

This seminar introduces undergraduates to anthropologies of counting, calculation and computation. What is number, and how does it differ from other kinds of signs? Is a field like mathematics scientific, or is it semiotic - "more like a language for other sciences"? In this course, we begin from these questions so as to better scrutinize the flexibility of number and calculation in contemporary social life. The course unfolds along two tracks. The first track presents anthropological and philosophical approaches to number and mathematics per se, suggesting different analytical avenues - semiotic, epistemological, empiricist, etc. - through which we might complicate our received wisdom regarding the self-evidence of number. The second track puts tread on the tires by proceeding through recent ethnographic work at 21st-century "number frontiers". Here we explore acute numerical controversies in contemporary social life, taking up questions of (Mayan) pyramid schemes, climate modeling, state legibility, big data, the West and its Other, and efforts to ethically "account" for radiological fallout, genocide and corruption. Throughout the class, we will try to keep our two tracks in close dialogue with one another, interrogating the ethical, political and even biological effects that derive from competing modalities of numeracy and calculation.

Instructor(s): Mullee, John Terms Offered: Winter

ANTH 21525. Love, Conjugalinity, and Capital: Intimacy in the Modern World. 100 Units.

A look at societies in other parts of the world demonstrates that modernity in the realm of love, intimacy, and family often had a different trajectory from the European one. This course surveys ideas and practices surrounding love, marriage, and capital in the modern world. Using a range of theoretical, historical, and anthropological readings, as well as films, the course explores such topics as the emergence of companionate marriage in Europe and the connections between arranged marriage, dowry, love, and money. Case studies are drawn primarily from Europe, India, and Africa.

Instructor(s): J. Cole, R. Majumdar Terms Offered: Winter

Prerequisite(s): Any 10000-level music course or consent of instructor

Note(s): This course typically is offered in alternate years.

Equivalent Course(s): SALC 33101, ANTH 32220, HIST 26903, SALC 43101, GNSE 31700, HIST 36903, CHDV 22212, CRES 33101, CHDV 33212, CRES 23101, GNSE 23102

ANTH 21612. Writing Central Asian Cultures. 100 Units.

This course examines contemporary ethnographies to show how anthropologists have tried to capture and represent Central Asian cultures and societies. We will seek out broader ideas and ideologies that inform the anthropologists' research questions.

Instructor(s): Russel Zanca Terms Offered: Winter

Equivalent Course(s): NEHC 21612, NEHC 32205, ANTH 32205

ANTH 21730. Science, Technology and Media via Japan. 100 Units.

This course will explore issues of culture, technology, and environment in Japan through the lens of Science and Technology Studies (STS) and Media Studies. The course is designed for undergraduate students. Its overall aim is to introduce students to some of the fundamental concepts, themes, and problematics in these fields via the particular social and historical circumstances in Japan. Some of the central concerns will be around issues of environment, disaster, gender, labor, media theory, gaming, and animation. In addition, we will devote attention to the recent emergence of the term media ecology as a framework problematizing technologically engineered environments.

Instructor(s): M. Fisch Terms Offered: Winter

Note(s): This course qualifies as a "Discovering Anthropology" selection for Anthropology majors.

Equivalent Course(s): EALC 21730, ENST 21730, MAAD 11730

ANTH 22129. The Vocation of a Scientist. 100 Units.

Max Weber wrote that to be a scientist one needed a "strange intoxication" with scientific work and a "passionate devotion" to research as a calling. And yet, such passion seemed to conflict with the ideal of value-neutral inquiry. This class considers the vocation of science since the turn of the twentieth century. What political, economic, and cultural forces have shaped scientific professions in the United States? How are scientists represented in public culture? How was American science experienced during the colonization of the Philippines? By exploring these questions, this class will examine the values and norms that make science into a meaningful vocation.

Equivalent Course(s): HIPS 21407, KNOW 21407

ANTH 22131. The Science, History, Policy, and Future of Water. 100 Units.

Water is shockingly bizarre in its properties and of unsurpassed importance throughout human history, yet so mundane as to often be invisible in our daily lives. In this course, we will traverse diverse perspectives on water. The journey begins with an exploration of the mysteries of water's properties on the molecular level, zooming out through its central role at biological and geological scales. Next, we travel through the history of human civilization, highlighting the fundamental part water has played throughout, including the complexities of water policy, privatization, and pricing in today's world. Attention then turns to technology and innovation, emphasizing the daunting challenges dictated by increasing water stress and a changing climate as well as the enticing opportunities to achieve a secure global water future.

Instructor(s): Seth Darling Terms Offered: Winter

Prerequisite(s): None

Equivalent Course(s): GLST 26807, HIPS 20301, ENST 20300, MENG 20300, HIST 25426

ANTH 22151. Anthropology of Media. 100 Units.

Anthropology of Media. Description coming.

Instructor(s): Michael Fisch Terms Offered: Autumn. Autumn 2019

Prerequisite(s): This course qualifies as a "Discovering Anthropology" selection for Anthropology majors

ANTH 22165. Politics of Technoscience in Africa. 100 Units.

Euro-American discourse has often portrayed Africa as either a place without science and technology or as the home of deep and ancient wisdom. European imperialists used the alleged absence of science and technology as a justification for colonialism while pharmaceutical companies sought out African knowledge about healing plants. In addition to their practical applications, science and technology carry significant symbolic weight in discussions about Africa. In this class, we examine the politics of scientific and technical knowledge in Africa with a focus on colonialism and its aftermath. How have different people produced and used knowledge about the environment, medicine, and technology? What kinds of knowledge count as indigenous and who gets credit for innovation? How have independent African governments dealt with the imperial legacies of science? From the interpretation of archaeological ruins to the design of new medical technologies, this class will examine science and technology as political practice in Africa.

Equivalent Course(s): KNOW 21410, CRES 21410, HIPS 21410

ANTH 22170. Taste and Technoscience. 100 Units.

This course examines the politics of food in the age of mass production, taking the sensory dimension of food as its orienting lens. From artificial flavors to molecular gastronomy, the 20th Century has been marked by technological innovations in our food. These changes have not only transformed what we eat but also how our food is made and how we think about what it does to our bodies, shifting the meaning of ideas about what constitutes "taste," "flavor," and even "food" itself. We will discuss what role scientific expertise has played in shaping how taste is produced as an intimate bodily experience. On the one hand, we will read historical and ethnographic accounts of the work of technoscientific professionals responsible for the design, analysis and production of the tastes and flavors of foods. Rarely rising to the level of explicit marketing, the scientific design of tastes and flavors forms the invisible infrastructure behind the dependable, even pleasurable, routines of everyday life: from the satisfying crunch of morning cereal to the indulgent sweet midnight snack. We will read social scientific literature examining the sites and methods for making and measuring the taste, flavor, texture and smell of food. We will situate ethnographic and historical readings within broader cultural discussions about the role and form of mass commodity production in contemporary life, the social life of chemicals, and the history and anthropology of the senses.

Instructor(s): Butler, Ella Terms Offered: Spring

Equivalent Course(s): GLST 24112

ANTH 22710. Signs and the State. 100 Units.

Relations of communication, as well as coercion, are central though less visible in Weber's famous definition of the state as monopoly of legitimate violence. This course reconsiders the history of the state in connection to the history of signs. Thematic topics (and specific things and sites discussed) include changing semiotic technologies; means; forces and relations of communication (writing, archives, monasteries, books, "the" internet); and specific states (in early historic India and China, early colonial/revolutionary Europe, especially France, Britain, and Atlantic colonies, and selected postcolonial "new nations").

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

Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): ANTH 41810

ANTH 22735. The Collective Self and Its Others in Contemporary Political Communities. 100 Units.

In this undergraduate seminar, we think about the relationships between violence and the formation of contemporary political communities. Focusing on different geographical spaces from Africa (Rwanda), the Americas (Haiti, Canada and the U.S.) and Australia, we ask questions such as: is violence essential to the founding of political communities? How do different societies construct ideal notions of membership and exclusion, effect a sense of belonging? How are these narratives contested by diverse segments of society? Primarily using ethnographic monographs, a principal aim of the course is to think through the relationships between the present and the constituted past. We consider how this past structures our understanding of the political present, the sense of belonging and the anticipated future.

Instructor(s): Natacha Nsabimana Terms Offered: Spring

Prerequisite(s): 3rd or 4th year standing; please contact the instructor prior to registration

<natachansa@uchicago.edu>

Equivalent Course(s): CRES 22735, HMRT 22737

ANTH 23026. Science in the South: Decolonizing the Study of Knowledge in Latin America & the Caribbean. 100 Units.

This seminar will bridge anthropologies and histories of science, technology, and medicine to Latin American decolonial thought. Throughout Latin America, techno-scientific objects and practices, with their presumed origin in the Euro-Atlantic North, are often complexly entangled with neo-imperial projects of development and modernization that elongate social forms of colonization into the present. Technoscience and its objects, however, can also generate new creative, political, and life-enhancing potentials beyond or despite their colonial resonances, or even provide tools to ongoing struggles for decolonization. Together, seminar participants will explore what a decolonial approach to the study of science, technology, and medicine in the Global South, particularly in Latin America, has been and could become and how decolonial theory can inflect our own disciplinary, conceptual, and political commitments as anthropologists of technoscience.

Instructor(s): S. Graeter Terms Offered: Spring

Equivalent Course(s): HIPS 24706, LACS 24706

ANTH 23027. Toxic States: Corrupted Ecologies in Latin America and the Caribbean. 100 Units.

Concepts of purity and danger, the sacred and profane, and contamination and healing constitute central analytics of anthropological inquiry into religion, medicine, and ecology. This course brings diverse theories of corporeal corruption to bare on contemporary ethnography of toxicity, particularly in order to examine the impact of political corruption on ecological matters in Latin America and the Caribbean. We will both historicize a growing disciplinary preoccupation with materiality, contamination, and the chemical, as well as conceptualize its empirical significance within neo-colonial/liberal states throughout the region.

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

Equivalent Course(s): LACS 26417, PPHA 39922, LACS 36417, ANTH 32330

ANTH 23062. Contemporary Studies on Ayllu, Kinship, and Social Organization in the Andes. 100 Units.

The main goal of this course is to investigate the ayllu form of social organization of the Quechua and Aymara-speaking indigenous peasant populations of the central Andes from the perspective of kinship studies as conceived and developed in anthropology from the end of nineteenth century up to the 1980s. The course will also will introduce and exemplify the research methods useful to kinship studies.

Instructor(s): Pablo Sendón Terms Offered: Autumn

Equivalent Course(s): LACS 23061, LACS 36061, ANTH 42105

ANTH 23076. Race, Gender, and Indigeneity in Latin America and the Caribbean. 100 Units.

This entry level course will introduce students to the cultural and scientific politics of difference in the Latin American and Caribbean region. Through historical and ethnographic texts, this course will survey the biological and ideological formation of race, gender/sex, and indigeneity in the colonial period, how these intersectional concepts transformed during state formation, and how theories of human difference impact people in the region today.

Instructor(s): Graeter, Stefanie Terms Offered: Spring

Equivalent Course(s): GNSE 26418, CRES 26418, LACS 26418

ANTH 23082. Latin American Social Movement. 100 Units.

This course introduces students to the historical and contemporary significance of social movements in the Latin American and Caribbean region, including migrant and other latinx politics across the US border. Through anthropological, historical, and theoretical texts, students will gain a strong foundation on topics of social movements, collective action, unions, human rights, environmentalism, and theories of "the political."

Instructor(s): Graeter, Stefanie Terms Offered: Winter

Equivalent Course(s): LACS 26419, CRES 26419, GNSE 26419

ANTH 23093. Latin American Extractivisms. 100 Units.

This course will survey the historical antecedents and contemporary politics of Latin American extractivisms. While resource extraction in Latin America is far from new, the scale and transnational scope of current "neoeextractivisms" have unearthed unprecedented rates of profit as well as social conflict. Today's oil wells, open-pit mines, and vast fields of industrial agriculture have generated previously unthinkable transformations to local ecologies and social life, while repeating histories of indigenous land dispossession in the present. Yet parallel to neo-extractive regimes, emergent Latin American social movements have unleashed impassioned and often unexpected forms of local and transnational resistance. Readings in the course will contrast cross-regional trends of extractive economic development and governance with fine-grained accounts of how individuals, families, and communities experience and respond to land dispossession, local and transregional conflict, and the ecological and health impacts of Latin American extractivisms.

Equivalent Course(s): PBPL 26416, LACS 26416

ANTH 23096. Development and the Right to Housing in Latin America: A Critical Appraisal. 100 Units.

Bringing a wide variety of disciplinary texts into conversation, this course leads towards a holistic understanding of the historically-rooted and globally-entangled housing condition of Latin America's urban poor. It encourages students to read along the grain of developmental discourse at different stages of twentieth-century development, thus advancing students' capacity to critically situate and condition global and national policies. The course analytically foregrounds problems of governance, resource distribution, and sociopolitical complexity, providing students with a representative range of case studies from across the subcontinent and interrogating what it means for social and economic goods to be labeled human rights. Throughout the course students will examine diverse housing arrangements and policies in the context of national, regional, and global development histories. Ultimately, this course advances comprehension of the particularities of contemporary Latin American societies and the particularities shared with the Global South and the world at large.

Instructor(s): Inés Escobar González Terms Offered: Winter

Equivalent Course(s): LACS 26622

ANTH 23101-23102-23103. 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).

ANTH 23101. 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 Terms Offered: Autumn

Equivalent Course(s): HIST 36101, SOSC 26100, HIST 16101, LACS 34600, CRES 16101, LACS 16100

ANTH 23102. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

Instructor(s): D. Borges Terms Offered: Winter

Equivalent Course(s): PPHA 39770, SOSC 26200, HIST 36102, LACS 34700, HIST 16102, CRES 16102, LACS 16200

ANTH 23103. 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): SOSC 26300, LACS 16300, LACS 34800, HIST 36103, PPHA 39780, CRES 16103, HIST 16103

ANTH 23102. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

Instructor(s): D. Borges Terms Offered: Winter

Equivalent Course(s): PPHA 39770, SOSC 26200, HIST 36102, LACS 34700, HIST 16102, CRES 16102, LACS 16200

ANTH 23103. 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): SOSC 26300, LACS 16300, LACS 34800, HIST 36103, PPHA 39780, CRES 16103, HIST 16103

ANTH 23335. Racial France. 100 Units.

Over the last two decades, questions of race, racial identity, and racial discrimination have come increasingly to the fore in France, despite (or because of) the country's prevailing rhetoric of colorblind indivisibility. These issues are becoming ever more pressing on a background of intensifying racisms and right-wing populisms in Europe. The purpose of this course is to offer analytical perspectives about these critical tensions and their ripples across the landscape of contemporary French politics. Using readings from a wide variety of fields (among others, anthropology, sociology, literature, philosophy, history, political science, and news media), we will unpack the discourses and lived experiences of race that have shaped the politics of national identity and difference in France since the late 18th century. We will see that the question of 'racial France' has been intimately bound up with the country's history of colonialism and decolonization, with its Republican ideology, with matters of law and government, with questions of citizenship, religion and sexuality, with recent debates on multiculturalism, and with white malaise and resentment stirred by the growth of right-wing extremisms. In the course of our examinations, we will also reflect on the specificity of race and racialization in France, and its differences from racecraft in the United States.

Instructor(s): Francois Richard Terms Offered: Autumn. Autumn 2019

Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors.

Equivalent Course(s): ANTH 33335, CRES 23335, FREN 33335, FREN 23335

ANTH 23405. War: What's It Good For? 100 Units.

War is a destructive force, but also an incredibly productive one in the transformation and reconfiguration of social relations. This course will explore war's presences and absences in social and political thought as well as ethnographies that examine the mutually reconstitutive relationships between war and society.

Instructor(s): Darryl Li Terms Offered: Autumn

ANTH 23607. The Immigrant as American Prototype. 100 Units.

This undergraduate seminar explores how the figure of "the immigrant" has come to mediate various origin myths and anticipatory imaginations of "Americanness" in contemporary political struggles. A central proposition of the course is that "the immigrant" should be seen NOT as an "original" founding subject of the United States and its "American Dream" but rather, as a modern prototype-forged only since the late 19th century-for stress-testing different models of American presence and power in the world. Importantly, this is a world increasingly ordered, as well as destabilized, by the expanding logics of industrial and corporate capital-a historical development with reverberating effects into our contemporary debates over the relation of "the immigrant" to American "values" and global "competitiveness." Drawing on various historical, anthropological and audiovisual resources, this seminar aims to situate the emergence of "the immigrant" as American prototype in relation to (1) earlier cultural-historical archetypes of mass migration, such as "the settler" and "the emigrant" and (2) current debates over nativist and cosmopolitan models of American security-cum-prosperity that take "the immigrant" as the limit case for evaluating "the human," "the normal," and "the good life" across nationalist and globalizing space-times. Besides conventional reading and writing assignments, this seminar will offer students the opportunity to experiment with multimedia methods for ethnographic research through a final web-based project in which students will draw from current news and popular media sources to assemble and critically present on their own version of "the Immigrant" as American prototype.

Instructor(s): Julie Chu Terms Offered: Spring, Spring 2020

Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): CRES 23607

ANTH 23700. Capitalism, Colonialism, and Nationalism in the Pacific. 100 Units.

This course compares colonial capitalist projects and their dialogic transformations up to present political dilemmas, with special attention to Fiji, New Zealand, and Hawai'i, and a focus on the labor diaspora, the fates of indigenous polities, and tensions in contemporary citizenship. We will compare Wakefield's "scientific colonization" in New Zealand, Gordon's social experiments and indentured labor in Fiji, and the plantations, American annexation, tourism, and the military in Hawai'i. We will compare the colonial experiences of the Maori, Hawaiians, and indigenous Fijians, and also those of the immigrant laborers and their descendants, especially white New Zealanders, the South Asians in Fiji, and the Japanese in Hawai'i. General propositions about nationalism, capitalism "late" and otherwise, global cultural flows, and postcolonial subject positions will be juxtaposed with contemporary Pacific conflicts.

Instructor(s): J. Kelly Terms Offered: Spring

Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): CRES 33700, ANTH 33700, CRES 23710

ANTH 23809. Visualization and Biology: Science, Culture, and Representation. 100 Units.

How do scientific images get made? This deceptively simple question lies at the heart of this course. Over three weeks at the MBL, we will examine the techniques, technologies, philosophies and histories of scientific image making, with a particular focus on marine biology. Rather than simply reading theories of visualization and representation, students will immerse themselves in the making of images themselves. Students will perform hands-on work with historical and contemporary theories and techniques of microscopy, taxonomy, anatomy, and specimen collecting. They will also examine the theoretical, philosophical, and ethical underpinnings of those practices. Through a combination of ethnographic (participant observation) and historical (archival) work, students will develop rich accounts of scientific visualization - from matters of objectivity and instrumentation, to problems of vision and the limits of (human) senses, to questions of aesthetics, abstraction, and representation. During the course, students will have the opportunity to work with Marine Biological Laboratory faculty, have access to laboratory and archives, and will develop new data and novel accounts of the social, cultural, and technical creation of scientific images.

Instructor(s): Michael Paul Rossi Terms Offered: Autumn

Prerequisite(s): Prerequisite: Consent Only.

Note(s): Prerequisite: Consent Only. Course meets for three weeks, 9/9 thru 9/27 (5-6 days/week, 8 hours per day), at Marine Biological Laboratories, in Woods Hole Massachusetts. Course will be part of Autumn quarter course load. For more information see <http://college.uchicago.edu/academics/mbi-september-courses>

Equivalent Course(s): HIST 14904, HIPS 15100

ANTH 23906. Magic, Science, and Religion. 100 Units.

The relationship between the categories of magic, science, and religion has been a problem for modern social science since its inception in the nineteenth century. In the first half of this course, we will critically examine some of the classical and contemporary approaches to these concepts. In the second half, we will explore a number of detailed historical and ethnographic studies about modern phenomena that call some of the fundamental assumptions behind these categories into question.

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

Equivalent Course(s): RLST 28900, KNOW 28900, AASR 30501

ANTH 23911. Anthropology of Religion. 100 Units.

How do anthropologists study religion? This course is an introduction to classic concepts that have defined the social scientific study of religion such as ritual, taboo, transcendence, embodiment, and enchantment. To grasp how fieldwork is paired with theory, we will engage ethnographic writings on Orthodox Christianity in northern Ethiopia, Afro-Caribbean Santería in Chicago, and Islamic jinn veneration in Delhi India. We will further examine various themes in the socio-cultural inquiry of contemporary religion including asceticism, sexuality, sectarianism, and political theology.

Instructor(s): A. Heo Terms Offered: Winter
Equivalent Course(s): AASR 34411, RLST 27650

ANTH 23912. The Spirit of the Nation: Comparisons between India and China. 100 Units.

This course examines the spiritual nature of nationalism. All over the world nationalists of various political persuasions try to formulate the spiritual essence ('Geist') of the nation. They built theories of civilizational uniqueness or 'the genius of the nation', but use ideas that were originally intended to promote 'universal spirituality'. This tension between nationalism and universalism will be explored. Spiritual nationalism also has an uneasy relation with existing religious traditions that have their own ideas and practices around spirits. The course will focus on comparisons between India and China, but also engage with other nationalisms and religious traditions, such as Japanese Shintoism. The approach is less from a formal history of the circulation of ideas than from a comparative anthropology. Examination by final essay.

Instructor(s): Peter van der Veer Terms Offered: Spring
Equivalent Course(s): ANTH 35032, SALC 38606, SALC 28606, AASR 36806

ANTH 24001-24002-24003. Colonizations I-II-III.

This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world.

ANTH 24001. Colonizations I. 100 Units.

This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world. Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter. Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Terms Offered: Autumn

Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Equivalent Course(s): HIST 18301, CRES 24001, SOSC 24001

ANTH 24002. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): CRES 24002, SOSC 24002, HIST 18302

ANTH 24003. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): HIST 18303, CRES 24003, SALC 20702, SOSC 24003

ANTH 24002. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): CRES 24002, SOSC 24002, HIST 18302

ANTH 24003. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): HIST 18303, CRES 24003, SALC 20702, SOSC 24003

ANTH 24101-24102. Introduction to the Civilizations of South Asia I-II.

This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

ANTH 24101. Introduction to the Civilizations of South Asia I. 100 Units.

The first quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.

Instructor(s): M. Alam Terms Offered: Winter

Equivalent Course(s): HIST 10800, SOSC 23000, MDVL 20100, SALC 20100

ANTH 24102. Introduction to the Civilizations of South Asia II. 100 Units.

The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.

Instructor(s): Dipesh Chakrabarty Terms Offered: Spring

Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000

Equivalent Course(s): SALC 20200, HIST 10900, SOSC 23100

ANTH 24102. Introduction to the Civilizations of South Asia II. 100 Units.

The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.

Instructor(s): Dipesh Chakrabarty Terms Offered: Spring

Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000

Equivalent Course(s): SALC 20200, HIST 10900, SOSC 23100

ANTH 24302. Disability in Local and Global Contexts. 100 Units.

This is a course about intersections. Disability cuts across age, gender, class, caste, occupation, and religion- or does it? By some measures, people with disabilities are the largest minority group in the world today. In this course, we critically examine both the experiences of people with disabilities in a global context as well as the politics and processes of writing about such experiences. Indeed, questions of representation are perhaps at the core of this course. What role have the United Nations Declaration on the Rights of Persons with Disabilities and international organizations such as the United Nations, the World Health Organization, and other non-governmental social and human service agencies played in the creation of specific understandings of disability experience? We will ask whether disability is a universal category and we will consider how experiences of health, illness, disability, and debility vary. We will engage in "concept work" by analyzing the relationships between disability and impairment and we will critically evaluate the different conceptual and analytical models employed to think about disability. In doing so, we will engage with broader questions about international development, human rights, the boundaries of the nation, the family and other kinship affiliations, and identity and community formation. How is disability both a productive analytic and a lens for thinking about pressing questions and concerns in today's world?

Instructor(s): M. Friedner Terms Offered: Winter

Equivalent Course(s): CHDV 25250, MAPS 46460

ANTH 24308. History of Perception. 100 Units.

Knowing time. Feeling space. Smelling. Seeing. Touching. Tasting. Hearing. Are these universal aspects of human consciousness, or particular experiences contingent upon time, place, and culture? How do we come to know about our own perceptions and those of others? This course examines these and related questions through detailed readings of primary sources, engagement in secondary scholarship in the history and anthropology of sensation, and through close work with participants' own sensations and perceptions of the world around them.

Equivalent Course(s): HIST 35309, HIST 25309, KNOW 21404, KNOW 31404, CHSS 35309, ANTH 34308, HIPS 25309

ANTH 24309. Reproductive Worlds. 100 Units.

This course explores how human reproduction is compelled, constrained, enabled, and narrated across the globe. The "natural" aspects of reproduction intersect in increasingly fraught and often surprising ways with its technological/scientific, institutional/professional, and political/ideological aspects. The starting point for the course is that reproduction is differently understood and politically contested among and for various groups of people. We will pay particular attention to the ways bodies, ideas, and technologies flow throughout global contexts, while exploring how inequalities at various levels (race, class, geographic region, nationality, gender, sexuality, disability) impact the "nature" of the reproductive body, and how reproductive practices "reproduce" such inequalities. We will also explore how knowledge about social reproduction and the reproductive body is produced and contested through biomedicine, law, and media, with particular attention to naturalizing discourse about gender. Finally, we will look at how ecology and reproduction are intertwined via concern about the environment, culminating our exploration of how reproduction is always situated in its social and material contexts, and never simply an individual matter.

Instructor(s): Andrea Ford Terms Offered: Spring

Equivalent Course(s): PBPL 24308, ANTH 32905, GNSE 34308, GNSE 24308

ANTH 24312. Body & Soul: The Anthropology of Religion, Health, & Healing. 100 Units.

In this course, we will explore how people experience religion across social and historical contexts with a focus on how religion shapes ideas of what it means to be mentally healthy and how to treat illness. In the first half, we will focus especially on the role of the body in religious experiences: how people comport, discipline, and alter their bodies in attempts to create religious experiences. In the second half, we will turn to the mind: how religion mediates cultural understandings of mental health, well-being, and illness and the experience of a normatively healthy mind and body.

Equivalent Course(s): CHDV 20805

ANTH 24315. Culture, Mental Health, and Psychiatry. 100 Units.

While mental illness has recently been framed in largely neurobiological terms as "brain disease," there has also been an increasing awareness of the contingency of psychiatric diagnoses. In this course, we will draw upon readings from medical and psychological anthropology, cultural psychiatry, and science studies to examine this paradox and to examine mental health and illness as a set of subjective experiences, social processes, and objects of knowledge and intervention. On a conceptual level, the course invites students to think through the complex relationships between categories of knowledge and clinical technologies (in this case, mainly psychiatric ones) and the subjectivities of persons living with mental illness. Put in slightly different terms, we will look at the multiple links between psychiatrists' professional accounts of mental illness and patients' experiences of it. Questions explored include: Does mental illness vary across social and cultural settings? How are experiences of people suffering from mental illness shaped by psychiatry's knowledge of their afflictions?

Instructor(s): E. Raikhel Terms Offered: Autumn

Note(s): CHDV Distribution, C, D

Equivalent Course(s): HLTH 23301, CHDV 33301, ANTH 35115, HIPS 27302, CHDV 23301

ANTH 24316. Thinking Psychoanalytically: From the Sciences to the Arts. 100 Units.

Since Freud's seminal investigation into the nature of the mind, psychoanalytic thinking has offered a unique approach to unconscious, relational, and meaningful dimensions of human experience. Despite assaults on the field from numerous quarters, psychoanalytic thinking remains central to the work of practitioners across an array of disciplines. After an introduction to key psychoanalytic concepts including the unconscious, repression, and transference, we will investigate some of the ways in which these ideas are mobilized within clinical practice, neuroscience, anthropology, education, philosophy, literary studies, and the visual arts through a series of lectures presented by specialists from these fields. Along the way, we will gain an appreciation for some of the ways in which psychoanalytic perspectives continue to inspire a variety of current scientific and humanistic projects.

Instructor(s): A. Beal; Staff Terms Offered: Spring

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): BPRO 28400

ANTH 24320. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.

Instructor(s): R. Shweder Terms Offered: Autumn

Prerequisite(s): Undergraduates must be in third or fourth year.

Note(s): CHDV Distribution: B, C

Equivalent Course(s): PSYC 23000, GNSE 31000, CHDV 21000, GNSE 21001, PSYC 33000, CHDV 31000, ANTH 35110, AMER 33000

ANTH 24330. Medical Anthropology. 100 Units.

This course introduces students to the central concepts and methods of medical anthropology. Drawing on a number of classic and contemporary texts, we will consider both the specificity of local medical cultures and the processes which increasingly link these systems of knowledge and practice. We will study the social and political economic shaping of illness and suffering and will examine medical and healing systems-including biomedicine-as social institutions and as sources of epistemological authority. Topics covered will include the problem of belief; local theories of disease causation and healing efficacy; the placebo effect and contextual healing; theories of embodiment; medicalization; structural violence; modernity and the distribution of risk; the meanings and effects of new medical technologies; and global health.

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

Prerequisite(s): PQ: Undergraduates must have completed or currently be enrolled in a SOSC sequence. Graduate option is only open to Master's students.

Note(s): CHDV Distribution: C, D; 4

Equivalent Course(s): HLTH 23204, ANTH 40330, HIPS 27301, CHDV 23204, CHDV 43204

ANTH 24341. Topics in Medical Anthropology. 100 Units.

This seminar will review theoretical positions and debates in the burgeoning fields of medical anthropology and science and technology studies (STS). We will begin this seminar exploring how "disease" and "health" in the early 19-century became inseparable from political, economic, and technological imperatives. By highlighting the epistemological foundations of modern biology and medicine, the remainder of this seminar will then focus on major perspectives in, and responses to, critical studies of health and medicine, subjectivity and the body, entanglements of ecology and health, humanitarianism, and psychoanalytic anthropology.

Instructor(s): P. Sean Brotherton Terms Offered: Spring, Spring 2020

Equivalent Course(s): CHSS 40310, CRES 24341, HIPS 24341, ANTH 40310

ANTH 24345. Anthropology and 'The Good Life': Ethics, Morality, Well-Being. 100 Units.

This course takes a critical, historical and anthropological look at what is meant by "the good life."

Anthropologists have long been aware that notions of "the good" play an essential role in directing human behavior, by providing a life with meaning and shaping what it means to be a human being. Over the past several years, however, there has been an increasing demand for clarification on what is meant by "the good life," as well as how cultural conceptions of "the good" relate to science, politics, religion, and personal practice. In this course, we will take up that challenge by exploring what is meant by "the good," focusing on three domains in which it has most productively been theorized: ethics, morality, and well-being. Through a close reading of ethnographic and theoretical texts, as well as through analysis of documents and resources used and produced by different communities in order to explore the good life, we will gain an understanding of the different theoretical and methodological approaches for understanding the good in the social sciences, the various cultural logics shaping knowledge and practices of the good, and how human experience is shaped by those iterations in the process. The topics to be discussed include: the good life, moral reason, moral relativism, utility, deontology, virtue, happiness, well-being, flourishing, techniques of the self, spiritual exercises, professional ethics, neuroethics, and the moral sentiments.

Equivalent Course(s): CHDV 32200, MAPS 32200, ANTH 35130

ANTH 24350. Historical Epistemology & Contemporary Biomedicine. 100 Units.

No description available

ANTH 24355. Experiencing Madness: Empathic Methods in Cultural Psychiatry. 100 Units.

This course provides students with an introduction to the phenomenological approach in cultural psychiatry, focusing on the problem of "how to represent mental illness" as a thematic anchor. Students will examine the theoretical and methodological groundings of cultural psychiatry, examining how scholars working in the phenomenological tradition have tried to describe the lived experiences of various forms of "psychopathology" or "madness." By the end of the course, students will have learned how to describe and analyze the social dimension of a mental health experience, using a phenomenologically-grounded anthropological approach, and by adopting a technical vocabulary for understanding the lived experiences of mental illness (for instance, phenomena, life-world, being-in-the-world, intentionality, epoché, embodiment, madness, psychopathology, melancholia/depression, schizophrenia, etc). In addition, given the ongoing problematic of "how to represent mental illness," students will also have the opportunity to think through the different ways of presenting their analysis, both in the form of weekly blog entries and during a final-week mock-workshop, where they will showcase their work in a creative medium appropriate to that analysis.

Equivalent Course(s): MAPS 32800, ANTH 35135, HIPS 22800, CHDV 32822, CHSS 32800

ANTH 24360. XCAP: The Experimental Capstone - The Art of Healing: Medical Aesthetics in Russia and the U.S. 100 Units.

What makes a medical treatment look like it will work? What makes us feel that we are receiving good care, or that we can be cured? Why does the color of a pill influence its effectiveness, and how do placebos sometimes achieve what less inert medication cannot? In this course we will consider these problems from the vantage points of a physician and a cultural historian. Our methodology will combine techniques of aesthetic analysis with those of medical anthropology, history and practice. We will consider the narratology of medicine as we examine the way that patients tell their stories-and the way that doctors, nurses, buildings, wards, and machines enter those narratives. The latter agents derive their meaning from medical outcomes, but are also embedded in a field of aesthetic values that shape their apperception. We will look closely at a realm of medical experience that continues to evade the grasp of instruments: how the aesthetic experience shapes the phenomenon of medical treatment.

Instructor(s): William Nickell; Brian Callender; Elizabeth Murphy Terms Offered: Autumn

Note(s): This course is one of three offered in The Experimental Capstone (XCAP) in the 2019-20 academic year.

Enrollment in this course is restricted to 3rd and 4th year undergraduates in the College. For more information about XCAP, visit <https://sifk.uchicago.edu/courses/xcap/>

Equivalent Course(s): ARTV 20014, BIOS 29209, KNOW 29901, HIPS 28350

ANTH 24510-24511. Anthropology of Museums I-II.

This sequence examines museums from a variety of perspectives. We consider the World's Columbian Exposition of 1893, the Native American Graves Protection and Repatriation Act, the image and imagination of African American culture as presented in local museums, and museums as memorials, as exemplified by Holocaust exhibitions. Several visits to area museums required.

ANTH 24510. Anthropology Of Museums-1. 100 Units.

Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.

Equivalent Course(s): CHDV 34501, SOSC 34500, MAPS 34500, ANTH 34501, MAPH 34400

ANTH 24511. Anthropology Of Museum-2. 100 Units.

Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.

Instructor(s): M. Fred Terms Offered: Autumn Winter

Prerequisite(s): Advanced standing and consent of instructor

Note(s): CHDV Distribution: C

Equivalent Course(s): CHDV 38102, ANTH 34502, SOSC 34600, MAPS 34600

ANTH 24511. Anthropology Of Museum-2. 100 Units.

Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.

Instructor(s): M. Fred Terms Offered: Autumn Winter

Prerequisite(s): Advanced standing and consent of instructor

Note(s): CHDV Distribution: C

Equivalent Course(s): CHDV 38102, ANTH 34502, SOSC 34600, MAPS 34600

ANTH 24520. Temple or Forum: Designing the Obama Presidential Center. 100 Units.

Throughout this seminar participants will research and discuss key issues pertaining to the development and implications of presidential libraries and museums. These insights will become the foundation for a final project in which they will work in small teams to design a potential exhibit for the Obama Presidential Center in Jackson Park.

Equivalent Course(s): MAPS 31108, ANTH 31108

ANTH 24810. Atmospheric. 100 Units.

In a world of changing climate, how do we change the political? What affective chemistry is needed to recognize and mobilize on behalf of shifting air currents? This seminar explores the conceptual and material chemistries of atmosphere. The course will investigate key texts on climate change, embodiment, and affect, as well as recent ethnographic explorations of environmental sensibilities across air, ice, ocean, and land.

Terms Offered: Spring

Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): HIPS 24810

ANTH 25100. Anthropology of the Body. 100 Units.

Drawing on a wide and interdisciplinary range of texts, both classic and more recent, this seminar will variously examine the theoretical debates of the body as a subject of anthropological, historical, psychological, medical, and literary inquiry. The seminar will explore specific themes, for example, the persistence of the mind/body dualism, experiences of embodiment/alienation, phenomenology of the body, Foucauldian notions of bio-politics, biopower and the ethic of the self, and the medicalized, gendered, and racialized body, among other salient themes.

Instructor(s): S. Brotherton Terms Offered: Spring

Note(s): CHDV Distribution: D

Equivalent Course(s): CRES 25112, GNSE 25112, ANTH 45100, CHDV 25100

ANTH 25117. About Nature: From Science to Sense. 100 Units.

Consider mushrooms," Anna Tsing (2012) suggests to those who are curious about human nature and she points to the relational and biological diversity found at the unruly edges of the global empire—the governmentalized, politicized, commoditized culture nature of capitalism. This class follows the suit, tracking the scent of what evidently remains, thrives, withdraws, overwhelms, and inspires wonder in the guises of the natural, wild, organic, or awesome.

Instructor(s): L. Jasarevic Terms Offered: Winter

Equivalent Course(s): INST 27702, GLST 27702

ANTH 25118. Earthbound Metaphysics: Speculations on Earths and Heavens. 100 Units.

Social thought has recently reopened the subject matter of the "world": what is it made of, how does it hold together, who and what inhabits it? Proposals and inquiries generated in response are as imaginative as they are self-consciously urgent: written on the crest of the global ecological disaster, from within the zones of disturbance or the sites of extreme intervention into the living matter and forms of life, contemplating the end of the world and possibilities of extinction, redemption, cohabitation, or "collateral survival" (Tsing 2015). All are variously political. Foregrounding the plurality of the material worlds and lived worldviews on the one hand, and of the shared historical predicament on the other, social thinkers question universal values and conceivable relations, and search for alternate forms of grasping, engaging, and representing the pluriverse. This course goes along with such interests in the "worlds" and collects a number of compelling, contemporary texts that are variously oriented towards cosmopolitics, "minimalist metaphysics," "new materialisms," speculative realisms, eco-theology, and multispecies coexistence. Readings will stretch out to examine some classic ethnographic texts and past theoretical excursions into the perennial problem of how to know and tell the unfamiliar, native, worlds, which are swept by, mingling with, or standing out in the more globalizing trends of capitalist, scientific, and secular materialism.

Terms Offered: Spring

Equivalent Course(s): GLST 27703

ANTH 25125. Emotions and Culture, Paradigms of Theoretical and Empirical Analysis. 100 Units.

The sociology of emotions is of increasing interest to contemporary societies. We believe now that even intelligence is dependent on emotions, and we find, in a variety of settings, that emotions and emotional energy directly influence situational and organization outcomes. The course gives an overview of the current state of the analysis of emotions in social science fields. Students will be asked to read, analyze, and discuss major works in the social studies of emotions in class, and to think about ways to apply emotional concepts in future research. Particular attention will go to analyzing the challenges for theorization and empirical specification.

Instructor(s): K. Knorr Cetina Terms Offered: Autumn

Equivalent Course(s): SOCI 20203, SOCI 30203, ANTH 35125

ANTH 25148. Israel in Film and Ethnography. 100 Units.

This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities' rights; and Arab-Jewish relations. In addition to the readings, participants will be expected to view designated films before class related to the topic.

Equivalent Course(s): JWSC 25148, ANTH 35148, MAPS 35148, NEHC 25148, CMES 35148, NEHC 35148

ANTH 25150. Anthropology of Israel. 100 Units.

This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities' rights; and Arab-Jewish relations.

Equivalent Course(s): JWSC 25149, MAPS 35150, CMES 35150, ANTH 35150, NEHC 25147, NEHC 35147

ANTH 25207. Gender, Sexuality, & Religion. 100 Units.

In many cultural contexts today, religion is often seen as a socially conservative force in public and political realms. For instance, Christian "pro-life" movements in the US often draw on tropes of women's "traditional" role as mothers to argue against easily accessible abortion clinics or contraceptives; recent faith-based objections to legal protections for LGBTQ individuals; and debates in the US and Western Europe about Muslim women's use of the veil as inherently disempowering women. Social scientists have often noted the logics of duality that shape our contemporary world: religious/secular, traditional/modern, conservative/liberal, private/public, etc. Within this logic, religious peoples are presumed to be traditional or "primitive" and therefore hostile to modernity or foreclosed from being modern. Similarly, to be progressive or liberal, one is assumed to be secular and skeptical of religion. Is it always the case, though, that religion is conservative, traditional, and works to maintain the status quo of possible gender roles and sexual identities in society? The goal of this course is to investigate this question. We will look at contemporary places around the world, multiple religions, and various genders and sexualities in order to complicate the picture of how religion and gender inform one another.

Equivalent Course(s): GNSE 20802, RLST 26909, CHDV 20802

ANTH 25208. Bodies, Gifts, and Commodities. 100 Units.

This course presents a survey of anthropological theories of gifts and commodities and how they have been used to explain exchanges involving the human body. We will consider various forms of labor, including sex work and paid surrogacy, exchanges enabled by modern biotechnologies, such as organ and tissue donation, as well as other contexts where the body is objectified and fragmented, such as in the discovery and marketing of genetic materials and processes.

Instructor(s): Elham Miresghhi Terms Offered: Spring

Equivalent Course(s): RLST 27570, AASR 37570, GNSE 27570

ANTH 25209. Morality across the Life Course. 100 Units.

Morality across the Life Course. What does it mean to be a moral person? And how do moral expectations within a given society shift across the life course? Social scientists have noted that what it means to be a moral child may not always be the same as what it means to be a moral adolescent or middle-aged adult. At the same time, scholars have been interested in how moral ideals pass from one generation to another through processes such as socialization. Social reproduction must also deal with globalization and other sources of social change. By honing in on such processes of social reproduction and change, many have suggested we may better understand how moral beliefs change across generations and over time. In this course we will explore these processes of moral development, socialization, and change, drawing largely on anthropological and psychological research. While early developmental psychologists theorized moral development as stage-based and teleological (i.e., an ultimate, ideal adult moral personhood towards which developmental stages were progressive steps), anthropologists and cultural psychologists working in many different cultural contexts have complicated this understanding of morality. We will begin the quarter by looking at some of the early texts and theories about moral development in addition to early concerns about social reproduction across generations. Afterwards we will turn to a series of ethnographic monographs in order to explore in detail how particular life course stages are conceptualized in moral terms in various parts of the world and in different contexts of social change.

Equivalent Course(s): CHDV 20803

ANTH 25212. Treating Trans-: Practices of Medicine, Practices of Theory. 100 Units.

Medical disciplines from psychiatry to surgery have all attempted to identify and to treat gendered misalignment, while queer theory and feminisms have simultaneously tried to understand if and how trans-theories should be integrated into their respective intellectual projects. This course looks at the logics of the medical treatment of transgender (and trans- more broadly) in order to consider the mutual entanglement of clinical processes with theoretical ones. Over the quarter we will read ethnographic accounts and theoretical essays, listen to oral histories, discuss the intersections of race and ability with gender, and interrogate concepts like "material bodies" and "objective science". Primary course questions include: 1.

Terms Offered: Spring

Note(s): This course counts as a Foundations Course for GNSE majors

Equivalent Course(s): CHDV 12103, GNSE 12103, HIPS 12103

ANTH 25214. (Re)Producing Race and Gender through American Material Culture. 100 Units.

This course introduces students to the role of the material world in the production and reproduction of ideologies of race, gender, and their intersections. Objects around us are imbued with meaning through their design, construction, use, and disuse. Architecture, art, photography, clothing, quilts, toys, food, and even the body have all been used to define groups of people. Combining secondary literature, theory, documentary evidence, and material culture, this course guides students as they ask questions about how ideologies of race and gender are produced, how they are both historically specific and constantly in flux, and how human interaction with the material world creates, challenges, and changes their construction. The primary course objectives are to (1) provide students with an introduction to material culture as a theory and methodology and (2) teach them how to apply it to research on ideologies of gender and race in history.

Terms Offered: Winter

Equivalent Course(s): GNSE 27530, CRES 27530, HIST 27414

ANTH 25255. Borders, (Im)mobilities and Human Rights. 100 Units.

What is the human cost of border control? To what extent do individuals possess the right to move to other states? How do different states with large populations of refugees and asylum seekers develop and enforce migration policies, and what do the differences in these policies reveal about the social histories and futures of these states? To address these questions, we will consider how borders, institutions, and categories of migrant groups mutually shape one another. We will explore the interrelationships between categories of migration—forced, economic, regular, and irregular—in order to understand the multiple and unequal forms of mobility experienced by those who inhabit these categories. By utilizing a framework of human rights, this course will investigate how contemporary issues in migration—such as border management, illicit movement, and the fuzzy distinction between forced and economic migration—raise and reopen debates concerning the management of difference. We will draw on the work of anthropologists, sociologists, and geographers, as well as journalists, legal, and medical professionals. Our readings each week will include a mix of conceptual, ethnographic, long-form journalism, and policy texts. When possible, we will also invite representatives from different Chicago-based organizations that promote and protect the rights of people in various situations of migration to come to our class to discuss their work.

Equivalent Course(s): GLST 23403, HMRT 23403, CHDV 23403

ANTH 25260. Out of Order: Feminism and Problems of Freedom, Power, and Authority. 100 Units.

The critique of power stands at the heart of the feminist project. As one of modernity's preeminent liberation movements, feminism has developed a repertoire of theories and methods to challenge authority, question hierarchy, and upend institutions. The movement also faced internal challenges and critiques, which forced it to grapple with its own blind spots and inherited traditions. Today, feminism is again at a crossroads, as demands to protect women from abuse are cast as 'feminist policing' or as moralistic regulation of sexual norms. One of the urgent questions of our time concerns, therefore, the very possibility of feminist authority, both as a potent ideal and as an oxymoron. *Out of Order* is designed to tackle this problem by thinking through the relationship between power, authority, and freedom in feminist thought. The course examines how feminists addressed these interrelated notions from a variety of standpoints, in philosophy and critical theory, psychoanalysis, social history, and anthropology. What does this diverse body of knowledge teach us about the ways we relate to ourselves and to others, about our desires, our interests, and the ways we become political subjects? What do feminists have to say about ordering and regulating life in common? How do we square our concerns about power with our demands for justice? How might we rethink these problems anew, in light of emergent ways of being, feeling, thinking, and acting in the present historical moment?

Instructor(s): Eilat Maoz Terms Offered: Autumn

Note(s): This course counts as a Foundations course for GNSE majors.

Equivalent Course(s): GNSE 12100

ANTH 25305. Anthropology of Food and Cuisine. 100 Units.

Contemporary human foodways are not only highly differentiated in cultural and social terms, but often have long and complicated histories. Anthropologists have long given attention to food. But, until quite recently, they did so in an unsystematic, haphazard fashion. This course explores several related themes with a view towards both the micro- and macro-politics of food by examining a range of ethnographic and historical case studies and theoretical texts. It takes the format of a seminar augmented by lectures (during the first few weeks), scheduled video screenings, and individual student presentations during the rest of the course.

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

Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): ANTH 35305

ANTH 25310. Drinking Alcohol: Social Problem or Normal Cultural Practice? 100 Units.

Alcohol is the most widely used psychoactive agent in the world, and, as archaeologists have recently demonstrated, it has a very long history dating back at least 9,000 years. This course will explore the issue of alcohol and drinking from a trans-disciplinary perspective. It will be co-taught by an anthropologist/archaeologist with experience in alcohol research and a neurobiologist who has experience with addiction research. Students will be confronted with literature on alcohol research from anthropology, sociology, history, biology, medicine, psychology, and public health and asked to think through the conflicts and contradictions. Selected case studies will be used to focus the discussion of broader theoretical concepts and competing perspectives introduced in the first part of the course. Topics for lectures and discussion include: What is alcohol? The early history of alcohol; Histories of drinking in ancient, medieval, and modern times; Alcohol and the political economy; Alcohol as a cultural artifact; Styles of drinking and intoxication; Alcohol, addiction, and social problems; Alcohol and religion; Alcohol and health benefits; Comparative case studies of drinking.

Instructor(s): M. Dietler, W. Green Terms Offered: Spring

Prerequisite(s): Third or fourth-year standing.

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): BPRO 22800, BIOS 02280

ANTH 25320. FOODCULTURA: The Art and Anthropology of Food and Cuisine. 100 Units.

Co-taught by the internationally acclaimed conceptual artist Antoni Miralda and University of Chicago anthropologist Stephan Palmié, this experimental course aims to explore the aesthetics and politics of food-related forms of sociality in Chicago and beyond through first hand ethnographic and historical research. An initial set of lectures will give students a basic understanding of how anthropology and art have dealt with human foodways - i.e. those seemingly most "natural", but in fact, socially and culturally highly overdetermined ways in which we nourish ourselves and relate to others through food. Then the class will be divided into research teams under the direction of two graduate student project leaders to work on ethnographic, archival, or media-related projects concerning Chicago's diverse and complex alimentary and gustatory worlds.
Instructor(s): Antoni Miralda, Stephan Palmie Terms Offered: Autumn. Autumn 2019

ANTH 25401. Consumption. 100 Units.

The modern period was associated with industrial production, class society, rationalization, disenchantment, the welfare state, and the belief in salvation by society. Current societies are characterized by a culture of consumption; consumption is central to lifestyles and identity, it is instantiated in our technological reality and the complex of advertising media, structures of wanting and shopping. Starting from the question "why do we want things" we will discuss theories and empirical studies that focus on consumption and identity formation; on shopping and the consumption of symbolic signs; on consumption as linked to the re-enchantment of modernity; as a process of distinction and of the globalization of frames; and as related to time and information. The course is built around approaches that complement the "productionist" focus of the social sciences. Students interested in economic sociology and anthropology can supplement this course by one on Markets and Money.
Instructor(s): K. Knorr Cetina Terms Offered: Autumn
Equivalent Course(s): SOCI 20150, SOCI 30150, ANTH 35401

ANTH 25411. California: Utopia/Dystopia. 100 Units.

California is a bellwether for the nation, and the site of both utopian and dystopian imaginaries. From Silicon Valley's reinvention of the world through technology, to Hollywood's national storytelling through film, from Disney's fantasyland to San Francisco's communes to LA's metropolis, California is a lightning rod for various visions of the future. It epitomizes the "frontier" where traditions hold less sway, especially for women and LGBTQ people. Both reactionary and progressive when confronted with social change, California previews debates that later happen on a national stage. Its current opposition to federal immigration policy should be considered alongside its history of legalized sinophobia and Japanese internment. It exaggerates American ideals and disgraces; consider the Gold Rush, which epitomized an American Dream of wealth for the taking and entailed a brutal genocide of Native Californians. The Bay Area sustainability cult exists alongside the most polluted places in the country. California hosts extremes of poverty and wealth, urban and rural, liberalism and conservatism (Reagan was, after all, Californian). We will consider California through ethnography, history, literature, sociology, theory, film, photography, and music. How do ideas about a place, and its lived reality, mutually shape each other? What is the role of utopian/dystopian thinking? A premise of the course is that utopia for some is dystopia for others.
Instructor(s): Ford, Andrea Terms Offered: Spring. Spring 2019
Equivalent Course(s): ANTH 32920

ANTH 25440. Maverick Markets: Cultural Economy and Cultural Finance. 100 Units.

What are the cultural dimensions of economic and financial institutions and financial action? What social variables influence and shape 'real' markets and market activities? 'If you are so smart, why aren't you rich?' is a question economists have been asked in the past. Why isn't it easy to make money in financial areas even if one knows what economists know about markets, finance and the economy? And why, on the hand, is it so easy to get rich for some participants? Perhaps the answer is the real markets are complex social and cultural institutions which are quite different from organizations, administrations and the production side of the economy. The course provides an overview over social and cultural variables and patterns that play a role in economic behavior and specifically in financial markets. The readings examine the historical and structural embeddedness of economic action and institutions, the different constructions and interpretations of money, prices, and other dimensions of a market economy, and how a financial economy affects organizations, the art and other areas.
Instructor(s): K. Knorr Terms Offered: Spring
Equivalent Course(s): SOCI 20258, SOCI 30258, ANTH 35405

ANTH 25906. Shamans and Oral Poets of Central Asia. 100 Units.

This course explores the rituals, oral literature, and music associated with the nomadic cultures of Central Eurasia.
Instructor(s): K. Arik Terms Offered: Spring
Equivalent Course(s): NEHC 30766, NEHC 20766

ANTH 25908. Balkan Folklore. 100 Units.

Vampires, fire-breathing dragons, vengeful mountain nymphs. 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, "Balkan Dance."

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

Equivalent Course(s): CMLT 33301, NEHC 30568, REES 39009, CMLT 23301, ANTH 35908, NEHC 20568, REES 29009

ANTH 25975. AdvRdgs: Anthropology of the Modern Subject. 100 Units.

Anthropology of the Modern Subject will frame its consideration of modernity through two intersecting lenses: the subject and the state. During the first week, we will engage with foundational texts representing various conceptions of the modern project. During the following two sessions, we will consider the formation of the modern subject and its relation to the state, focusing on two primary concerns that have structured debate in these areas: discourse and secularism. During the final two sessions, we examine two paradigms that have fundamentally questioned and re-imagined the modern project and its ostensible subjects: Bruno Latour's posthumanist writings and Deleuze and Guattari's critique of modern conceptions of the subject and its relation to capital.

Instructor(s): John D. Kelly Terms Offered: Autumn

Prerequisite(s): Consent of Instructor

Equivalent Course(s): ANTH 55854

ANTH 26100. Ancient Celtic Societies. 100 Units.

This course explores the prehistoric societies of Iron Age "Celtic" Europe and their relationship to modern communities claiming Celtic ancestry. The course aims to impart an understanding of (1) the kinds of evidence available for investigating these ancient societies and how archaeologists interpret these data, (2) processes of change in culture and society during the Iron Age, and (3) how the legacy of Celtic societies has both persisted and been reinvented and manipulated in the modern world. Issues include the relationship between language, material culture, and society; colonial interaction; urbanization; art and religion; gender roles; and cultural identity in the construction of tradition.

Equivalent Course(s): ANTH 46500

ANTH 26115. Rome: The Eternal City. 100 Units.

The city of Rome was central to European culture in terms both of its material reality and the models of political and sacred authority that it provided. Students in this course will receive an introduction to the archaeology and history of the city from the Iron Age to the early medieval period (ca. 850 BCE-850 CE) and an overview of the range of different intellectual and scientific approaches by which scholars have engaged with the city and its legacy. Students will encounter a broad range of sources, both textual and material, from each period that show how the city physically developed and transformed within shifting historical and cultural contexts. We will consider how various social and power dynamics contributed to the formation and use of Rome's urban space, including how neighborhoods and residential space developed beyond the city's more famous monumental areas. Our main theme will be how Rome in any period was, and still is, a product of both its present and past and how its human and material legacies were constantly shaping and reshaping the city's use and space in later periods.

Instructor(s): Margaret Andrews Terms Offered: Spring

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): CLCV 24119, HIST 16603, ENST 16603

ANTH 26120. Troy and Its Legacy. 100 Units.

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

Instructor(s): M. Andrews Terms Offered: Spring

Equivalent Course(s): ANTH 36120, HIST 30404, HIST 20404, CLCV 20404, CLAS 30404

ANTH 26200. Ceramic Analysis for Archaeologists. 100 Units.

This course introduces the theoretical foundations and analytical techniques that allow archaeologists to use ceramics to make inferences about ancient societies. Ethnographic, experimental, and physical science approaches are explored to develop a realistic, integrated understanding of the nature of ceramics as a form of material culture. Practical training in the use of the ceramic labs is included.

Instructor(s): James Osborne Terms Offered: Winter

Prerequisite(s): Any course in ancient history or archaeology

Equivalent Course(s): NEAA 10020, ANTH 36200, NEAA 40020

ANTH 26755. Intro to the Archaeology of Afghanistan. 100 Units.

Intro to the Archaeology of Afghanistan

Instructor(s): Gil J. Stein Terms Offered: Winter

Prerequisite(s): Any introductory course in archaeology is desirable but not required

Equivalent Course(s): NEAA 20070, ANTH 36755, NEAA 30070

ANTH 26760. Archaeology of Bronze Age China. 100 Units.

"Bronze Age" in China conventionally refers to the time period from ca. 2000 BC to about 500 BC, during which bronze, an alloy of copper and other metals such as tin and lead, was the predominant medium used by the society, or to be more precise, the elite classes of the society. Bronze objects, in the forms of vessels, weapons, and musical instruments, were reserved for the upper ruling class of the society and were used mostly as paraphernalia during rituals and feasting. "Bronze Age" in China also indicates the emergence and eventual maturation of states with their bureaucratic systems, the presence of urban centers, a sophisticated writing system, and advanced craft producing industries, especially metal production. This course surveys the important archaeological finds of Bronze Age China and the theoretical issues such as state formation, craft production, writing, bureaucratic systems, urbanization, warfare, and inter-regional interaction, etc. It emphasizes a multi-disciplinary approach with readings and examples from anthropology, archaeology, art history, and epigraphy. This course will also visit the Smart Museum, the Field Museum, and the Art Institute of Chicago to take advantage of the local collections of ancient Chinese arts and archaeology.

Instructor(s): Y. Li Terms Offered: Spring

Equivalent Course(s): ANTH 46760, EALC 48015, EALC 28015

ANTH 26765. Archaeology of Anyang: Bronzes, Inscriptions, and World Heritage. 100 Units.

Anyang is one of the most important archaeological sites in China. The discoveries of inscribed oracle bones, the royal cemetery, clusters of palatial structures, and industrial-scale craft production precincts have all established that the site was indeed the last capital of the Shang dynasty recorded in traditional historiography. With almost continuous excavations since the late 1920s, work at Anyang has in many ways shaped and defined Chinese archaeology and the study of Early Bronze Age China. This course intends to examine the history of research, important archaeological finds, and the role of Anyang studies in the field of Chinese archaeology. While the emphasis is on archaeological finds and the related research, this course will also attempt to define Anyang in the modern social and cultural contexts in terms of world heritage, national and local identity, and the looting and illegal trade of antiquities.

Instructor(s): Y. Li Terms Offered: Winter

Note(s): Open to undergraduates with consent of instructor

Equivalent Course(s): ANTH 36765, EALC 28010, EALC 48010

ANTH 26900. Archaeological Data Sets. 100 Units.

This course focuses on the methodological basis of archaeological data analysis. Its goals are twofold: (1) to provide students with an opportunity to examine research questions through the study of archaeological data; and (2) to allow students to evaluate evidential claims in light of analytical results. We consider data collection, sampling and statistical populations, exploratory data analysis, and statistical inference. Built around computer applications, the course also introduces computer analysis, data encoding, and database structure.

Instructor(s): Alice Yao Terms Offered: Autumn. Autumn 2019

Prerequisite(s): Advanced standing and consent of instructor for undergraduates

Equivalent Course(s): ANTH 46900

ANTH 27116. Language and Migration: Individual, Social and Institutional Perspectives. 100 Units.

This class offers a broad range of perspectives on issues regarding language in the context of migration. For instance we analyze the ways in which language has been instrumentalized by Nation-States to regiment and restrain the mobility of targeted populations. We deconstruct the straightforward correlation between socio-economic integration and language competence in discourse produced by politicians and some academics alike. We also analyze how different types of mobility (e.g., slavery, colonization, and free individual migration) produce, at different times, differing sociolinguistic dynamics.

Equivalent Course(s): LING 30249, CHDV 30249, ANTH 37116

ANTH 27305. Pornography and Language. 100 Units.

The course explores the place and role of language in pornographic films. Why does language occur in filmed pornography at all? What kind of language occurs? What role does it play? How is it gendered? How does it frame the narrative or drive it forward? How does language subvert or undermine the visual representation of sex? What does any of this tell us about gender, sexuality and erotics in non-pornographic contexts? Course readings focus on theories of pornographic representation, theories of language, gender and erotics, and methods of transcribing and analyzing dialogue. The course requires students to watch a wide range of pornography, including different varieties of straight, gay and trans porn, so anyone enrolling in the course must be interested in pornography as a social and cultural phenomenon and must also have experience watching porn and thinking about it.

Instructor(s): D. Kulick Terms Offered: Spring

Prerequisite(s): Upper-level undergrad course.

Equivalent Course(s): LING 29405, CHDV 20405

ANTH 27360. Ethnicity in the Contemporary World. 100 Units.

Ethnicity as a particular mode of groupness, entailing a sense of belonging, comes with strong ideological loading of diachronic trajectory - where the group comes from and where it is heading. We examine several recent treatments of the fate of ethnicity within the nation-state and similar modern formations, thinking through cases of ethnolinguistic, ethnoracial, and ethnoreligious intersectionalities and syncretisms.

Instructor(s): Michael Silverstein Terms Offered: Spring

Equivalent Course(s): ANTH 37460

ANTH 27400. Language/Power/Identity in South East Europe. 100 Units.

This course familiarizes students with the linguistic histories and structures that have served as bases for the formation of modern Balkan ethnic identities and that are being manipulated to shape current and future events. The course is informed by the instructor's thirty years of linguistic research in the Balkans as well as his experience as an adviser for the United Nations Protection Forces in Former Yugoslavia and as a consultant to the Council on Foreign Relations, the International Crisis Group, and other organizations. Course content may vary in response to ongoing current events.

Instructor(s): V. Friedman Terms Offered: Winter

Equivalent Course(s): LING 27200, LING 37200, ANTH 37400, HUMA 27400, REES 23119, REES 33119

ANTH 27430. Linguistic Politics: Language Revitalization. 100 Units.

Linguists and the general public have long been alarmed about the number of languages that disappear from use, and so are no longer spoken in the world. Their speakers shift to other languages. As part of the response, social groups have been mobilizing for many decades to prevent such lapses/losses and shifts in use and to document, revitalize, archive and mobilize the resources of communication. This course takes up the processes by which shift happens, asking what "language" is in these transformations; what and how linguistic forms, cultural values, and social institutions are involved and what social activism can or cannot accomplish in the "saving" of languages.

Instructor(s): S. Gal Terms Offered: Spring, Spring 2019

Equivalent Course(s): LING 27430, ANTH 37430

ANTH 27605. Language, Culture, and Thought. 100 Units.

Survey of research on the interrelation of language, culture, and thought from the evolutionary, developmental, historical, and culture-comparative perspectives with special emphasis on the mediating methodological implications for the social sciences.

Instructor(s): J. Lucy Terms Offered: Spring

Note(s): CHDV Distribution, B, C

Equivalent Course(s): CHDV 21901, LING 37605, PSYC 21950, PSYC 31900, LING 27605, ANTH 37605, CHDV 31901

ANTH 27700. Romani Language and Linguistics. 100 Units.

An introduction to the language of the Roms (Gypsies). The course will be based on the Arli dialect currently in official use in the Republic of Macedonia, but due attention will be given to other dialects of Europe and the United States. The course will begin with an introduction to Romani linguistic history followed by an outline of Romani grammar based on Macedonian Arli. This will serve as the basis of comparison with other dialects. The course will include readings of authentic texts and discussion of questions of grammar, standardization, and Romani language in society.

Instructor(s): Victor Friedman Terms Offered: Spring

Equivalent Course(s): LING 27810, LING 37810, ANTH 47900

ANTH 27902. Modern Spoken Yucatec Maya-2. 100 Units.

This sequence is a basic introduction to the modern Yucatec Maya language, an indigenous American language spoken by about 750,000 people in southeastern Mexico. Three consecutive quarters of instruction are intended for students aiming to achieve basic and intermediate proficiency. Students receiving FLAS support must take all three quarters. Others may elect to take only the first quarter or first two quarters. Students wishing to enter the course midyear (e.g., those with prior experience with the language) must obtain consent of instructor. Materials exist for a second year of the course; interested students should consult the instructor. Students wishing to continue their training with native speakers in Mexico may apply for FLAS funding in the summer.
Equivalent Course(s): LACS 47902, LACS 27902, CHDV 47902, CHDV 27902

ANTH 27903. Modern Spoken Yucatec Maya-3. 100 Units.

No description available

Equivalent Course(s): CHDV 47903, CHDV 27903, ANTH 47903, LACS 47903, LACS 27903

ANTH 28110. Human Origins: Milestones in Human Evolution and the Fossil Record. 100 Units.

This course aims at exploring the fundamentals of human origins by tracking the major events during the course of human evolution. Starting with a laboratory based general introduction to human osteology and muscle function, the latest on morphological and behavioral evidence for what makes Homo sapiens and their fossil ancestors unique among primates will be presented. Our knowledge of the last common ancestor will be explored using the late Miocene fossil record followed by a series of lectures on comparative and functional morphology, adaptation and biogeography of fossil human species. With focus on the human fossil record, the emergence of bipedalism, advent of stone tool use and making, abandonment of arboreality, advent of endurance walking and running, dawn of encephalization and associated novel life histories, language and symbolism will be explored. While taxonomic identities and phylogenetic relationships will be briefly presented, the focus will be on investigating major adaptive transitions and how that understanding helps us to unravel the ecological selective factors that ultimately led to the emergence of our species. The course will be supported by fresh data coming from active field research conducted by Prof. Alemseged and state of the art visualization methods that help explore internal structures. By tracing the path followed by our ancestors over time, this course is directly relevant to reconnoitering the human condition today and our place in nature.

Instructor(s): Z. Alemseged Terms Offered: Autumn

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, or consent of Instructor.

Equivalent Course(s): ORGB 33265, BIOS 22265

ANTH 28400. Bioarchaeology and the Human Skeleton. 100 Units.

This course is intended to provide students in archaeology with a thorough understanding of bioanthropological and osteological methods used in the interpretation of prehistoric societies by introducing bioanthropological methods and theory. In particular, lab instruction stresses hands-on experience in analyzing the human skeleton, whereas seminar classes integrate bioanthropological theory and application to specific cases throughout the world. Lab and seminar-format class meet weekly.

Instructor(s): M. C. Lozada Terms Offered: Winter. Winter 2020

Note(s): This course qualifies as a Methodology selection for Anthropology majors.

Equivalent Course(s): ANTH 38800, BIOS 23247

ANTH 29500. Archaeology Laboratory Practicum. 100 Units.

This hands-on lab practicum course exposes students to various stages of artifact processing on a collection from a recently excavated site (e.g., washing, sorting, flotation, identification, data entry, analysis, report preparation, curation). The primary requirement is that students commit to a minimum of nine hours of lab work per week, with tasks assigned according to immediate project needs.

Instructor(s): F. Richard, S. Dawdy Terms Offered: TBD. Various

Prerequisite(s): Consent of instructor

Note(s): This course qualifies as a Methodology selection for Anthropology majors. Undergraduates may take it only once for credit.

Equivalent Course(s): ANTH 59500

ANTH 29601. Populism and Its Discontents. 100 Units.

Populism and its Discontents is a reading-based undergraduate discussion seminar. Populism is currently the word on everyone's lips. But what does it mean? We begin with the ambiguous status of populism in current public debates; populism is at once imagined as the lifeblood of genuine democracy and at the same time as the dark force that threatens democracy from within. Why should this be? Questions to be covered include, but are not limited to, the following: Are there progressive and regressive forms of populism? Does populism look different in today's social media-saturated world than it did a hundred years ago? Does populism in the Global South force us to reconsider what we think we know about its Euro-American variants? Students will be asked to complete assignments drawing on the assigned readings and audiovisual materials and on contemporary media sources.

Instructor(s): William Mazzarella Terms Offered: Spring

Prerequisite(s): PQ; 3rd or 4th year standing

Note(s): This is a 3CT Capstone Course

Equivalent Course(s): SOCI 28078, HMRT 29601

ANTH 29602. Topics in Critical Theory: Repurposing "Ideology" for the Present. 100 Units.

This course examines selections from the vast literature on ideology-with attention to the political commitments and intellectual genealogies that have made the concept both important and vexed. We begin with Weber and then explore a variety of trajectories in the Marxist tradition. The bulk of the course will entail examining ideology's relationship to material practice, the notion of interpellation, the usefulness of "hegemony," and the problems associated with false consciousness. We shall also analyze ideology's connection to prevailing theoretical concerns, such as those related to "subject" formation, affect, new developments in capitalism, and dynamics associated with contemporary "democratic" liberal, as well as authoritarian, political orders. We conclude by considering how social science has employed and developed this body of knowledge, why the concept seemed to lose its explanatory power, and how it might be repurposed for the present.

Instructor(s): L. Wedeen Terms Offered: Winter

Prerequisite(s): 3rd or 4th year standing; this is a 3CT Capstone Course

Equivalent Course(s): PLSC 29602

ANTH 29700. Readings in Anthropology. 100 Units.

Independent research projects.

Instructor(s): Select section from pull down list under ANTH 29700 in the Time Schedule Terms Offered:

Autumn, Spring, Winter

Prerequisite(s): Consent of instructor and Director of Undergraduate Studies

Note(s): Students are required to submit the College Reading and Research Course Form. At the discretion of the instructor, this course is available for either a quality grade or for P/F grading.

ANTH 29900. Preparation of Bachelor's Essay. 100 Units.

Reading and Research course for Anthropology majors preparing to write a BA Essay.

Instructor(s): Select section from pull-down list under ANTH 29900 in the Time Schedule Terms Offered:

Autumn, Spring, Winter

Prerequisite(s): Consent of instructor and Director of Undergraduate Studies

Note(s): Students are required to submit the College Reading and Research Course Form. At the discretion of the instructor, this course is available for either a quality grade or for P/F grading. For honors requirements, see Honors section under Program Requirements.

ANTH 29910. Bachelor's Essay Seminar. 100 Units.

This course is designed to help anthropology undergraduates to develop, formulate, and write a promising research question that can be addressed in scholarly paper of 40 pages. To do this, we will develop a specialized set of writing skills, techniques, and strategies. First, we will address the problem of processing research "data", focusing in particular on the relationship between questions and evidence. Second, we will engage with the writing-process proper, with a special focus on how to craft an argument of this length, including planning, outlining, and drafting. Third, we will explore the rhetorical qualities and characteristics of academic writing as a textual genre, with the goal of mastering the art of developing convincing argumentation.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Open only to fourth year anthropology students currently writing BA Essays

Note(s): Open only to students currently writing BA honors papers.



ARCHITECTURAL STUDIES

Department Website: <https://arthistory.uchicago.edu/undergraduate/architectural-studies>

MINOR IN ARCHITECTURAL STUDIES

The minor in architectural studies combines course work in art history, which equips students to analyze the form and changing history of the built environment in diverse cultures, places, and times, with up to three courses on architectural or urban topics offered in any department. Thus the minor enables students to enrich art historical analysis with methods from other disciplines. A student might choose to minor in architectural studies because the student is interested in the built environment—the inescapable setting of our lives—from a liberal arts perspective or because the student is considering applying to architecture school. The minor could represent an interest distinct from the student's major or it could complement a major in the social sciences or humanities by exploring the material setting of history and social life or the context for works of literature, film, music, or drama. It could equally complement a major in the sciences, such as medical fields, ecology, geology, physics, or mathematics.

Prospective minors need to meet with the Department of Art History's Director of Undergraduate Studies (DUS) before the end of the third year to discuss their interests and course plans and to obtain advice and approval. Together the student and the DUS will fill out the Minor Program Application Form listing the intended courses, which the DUS signs. The student should download the form from the Art History website (<https://arthistory.uchicago.edu/undergraduate/architectural-studies>) and submit the completed, signed version to his or her College advisor before the end of the third year. As students complete the minor, they and the DUS will track their progress, including any changes to their initial plan, on the minor program worksheet available for download on the Art History website.

Requirements

The minor in architectural studies requires a total of six courses at the 20000-level chosen in consultation with the Director of Undergraduate Studies, all of which must either focus on the built environment or permit the student to devote the assignments or papers to the built environment. A minimum of three courses must be in the Department of Art History. The additional three courses may be taken in Art History or in other departments or programs. Some of the programs that may offer relevant courses are Geographical Sciences, Environmental and Urban Studies, Visual Arts, History, English Language and Literature, and Anthropology.

Lists of past and current courses that have already been approved for program credit are posted on the departmental website (<https://arthistory.uchicago.edu/undergraduate/architectural-studies>) for the architectural studies minor. To be approved for program credit, courses should meet these criteria: (1) the subject matter should include some attention to buildings and/or the arrangement of buildings and landscape elements in space; (2) the assignments must allow the student to study the built environment. If you have questions, please contact the Architectural Studies faculty advisor Katherine Taylor (k-taylor@uchicago.edu), including the course description and, if possible, the syllabus.

In one of the courses, students must also write one research paper of about 10 to 15 pages on a topic chosen with and guided by the instructor, by individual arrangement at the start of the quarter. A research paper can be:

- a paper written to fulfill a course assignment,
- the extension of a shorter course paper (either during the course or after its completion) to meet the page requirement, or
- a new paper on a topic chosen in consultation with the instructor.

The paper should include an analysis of existing scholarship and other relevant source materials. The paper should also draw on that scholarship and evidence to shape and support a thesis or argument of the student's own devising. Formal analyses of works of art and analytic papers on materials assembled by the instructor do not qualify. On completion of a research paper, students must submit an approval form, signed by the course instructor, to the Director of Undergraduate Studies. It is the student's responsibility to obtain this signature and to submit the form. Approval forms are available on the Art History website (<https://arthistory.uchicago.edu/undergraduate/architectural-studies>).

Minors are strongly encouraged to take ARTH 20700 Understanding the Built Environment when available. Minors may elect to take ARTH 29600 Junior Seminar: Doing Art History, for which they would research and write an essay on a topic of their choice instead of preparing a BA Paper proposal. This option is particularly suitable for minors interested in doing graduate work in architectural history.

Graduate seminars at the 40000-level may count toward requirements. Students are advised, however, that such courses impose special burdens of time and expertise, and admission to them is typically only by explicit approval of the instructor and may involve various prerequisites.

Courses in the minor may not be double counted with the student's major(s) or with other minors. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Summary of Requirements for the Minor in Architectural Studies

Three (3) courses at the 20000-level in ARTH focusing on the built environment *	300
Three (3) courses at the 20000-level in ARTH or other departments focusing on the built environment	300
One (1) 10-to-15-page research paper written for one of the six courses in the minor	
Total Units	600

* One of the courses may be ARTH 29600 Junior Seminar: Doing Art History. Students in the minor would research and write an essay on a topic of their choice instead of preparing an honors paper proposal.

The following faculty members in art history specialize in architectural history: Niall Atkinson, Wei-Cheng Lin, and Katherine Fischer Taylor. Many other faculty members in art history have an interest in the built environment and will support students writing papers on architecture; students are welcome to ask their instructors.

For more information about the minor in architectural studies, please contact the Director of Undergraduate Studies in Art History at arth-dus@lists.uchicago.edu. Information about architecture-related programs (<https://arthistory.uchicago.edu/index.php/undergraduate-architectural-studies/uchicago-and-chicago-resources>), events (<https://arthistory.uchicago.edu/undergraduate/architectural-studies/related-events>), and resources (<https://arthistory.uchicago.edu/undergraduate/architectural-studies/additional-resources>) is available on the Art History website. Students are also invited to join the architecture listserv for new events and announcements; contact a department administrator to be added.

ARCHITECTURAL STUDIES COURSES

ARCH 20000. Understanding the Built Environment. 100 Units.

This course aims to equip students with the basic skills and knowledge required to analyse architecture and the urban environment. It offers an introduction to the methods and procedures of the architectural historian. These include practical tasks such as understanding architectural terminology, reading and interpreting architectural drawings, engaging with buildings 'on site', and studying buildings in context through urban design issues, such as street networks and public spaces. At a broader level, the course will involve critical discussions about the relationship between architecture and society, the building as a historical object, cultural representations of architecture, and modes of perceiving/experiencing the built environment. The course will operate through a combination of in-class seminars and site visits to buildings in Chicago. This course is specifically geared to introducing the fundamentals of architectural history to those undergraduate students seeking a minor in architectural studies. However, MA and PhD students in other fields are welcome to register.

Instructor(s): K. Taylor Terms Offered: Autumn

Note(s): In the second weekly session, the class will often meet off-campus at sites throughout the city. Students will need to be able to get to these sites in plenty of time, and therefore should not have other classes directly before or after.

Equivalent Course(s): ARTH 30700, ARTH 20700

ARCH 24190. Imagining Chicago's Common Buildings. 100 Units.

This class is an architectural studio based in the common residential buildings of Chicago and the city's built environment. While design projects and architectural skills will be the focus of the class, it will also incorporate readings, a small amount of writing, some social and geographical history, and several explorations around Chicago. The studio will: (1) give students interested in pursuing architecture or the study of cities experience with a studio class and some skills related to architectural thinking, (2) acquaint students intimately with Chicago's common residential buildings and built fabric, and (3) situate all this within a context of social thought about residential architecture, common buildings, housing, and the city. Please note: the class has required meetings on both Tuesdays (5-6:20) and Fridays (2:30-5:50, with a break) beginning on Tuesday October 2nd. This course is part of the College Course Cluster program: Urban Design.

Instructor(s): L. Joyner Terms Offered: Autumn

Note(s): Consent is required to enroll in this class. Interested students should email the instructor (Luke Joyner, lukejjoy@uchicago.edu) to briefly explain their interest and any previous experience with the course topics. Please note: The course has required meetings on both Tuesdays (5-6:20 p.m.) and Fridays (2:30-5:50 p.m., with a break) beginning on Tuesday October 1. Students must attend first class to confirm enrollment.

Equivalent Course(s): ARTV 20210, AMER 24190, ARTH 24190, ENST 24190, GEOG 24190

ARCH 24191. City Imagined, City Observed. 100 Units.

This urban design studio course takes two distinct notions of the city as its starting point: grand, imaginative plans -- utopian, unbuilt, semi-realized, real... both as aesthetic objects, and as ideas -- and how the minute flows of day-to-day life, up from the smallest scale, enter into dialogue with little built and lived details, intended or not. With Chicago as context and canvas, we will dream both big and small, search both present and past, and draw precisely on both what we dream and what we experience... seeking not to dictate what the city will be, but to expand our sense of what a city can be. The studio work will proceed in two stages: individually developing ideal city plans, then breaking each others' plans, using real observations and factors (and even spontaneous impulse) to complicate and rebuild them into something lovelier.

Instructor(s): L. Joyner Terms Offered: Winter

Note(s): Consent is required to enroll in this class. Priority will be given to students who have completed ARTH 24190.

Equivalent Course(s): ARTH 24191, ENST 24191

ARCH 24195. Architecture on Display. 100 Units.

This traveling seminar explores the challenges of exhibiting architecture and the built environment, a medium whose scale resists traditional museum and gallery display and whose representation in drawings is notoriously difficult for the public to grasp - but nonetheless is increasingly embraced by museums and biennales. Our central example is "Countryside: Future of the World," an exhibit on the future of the global hinterland at Frank Lloyd Wright's Guggenheim Museum in New York, which we will visit. The latest of several provocative exhibitions by contemporary architect Rem Koolhaas, it instantiates a recent phenomenon of interpretive and thematic shows by architects that exceed the museum's traditional aim to represent architect-designed buildings and projects. In addition to examining Koolhaas's work, we will investigate architectural display in two broader contexts: other types of contemporary architectural exhibition, particularly examples we can visit in Chicago and New York, and the history of architectural display through drawings, models, mock-ups, fragments, virtual reality, and buildings converted into museums in their own right, from tenements to the Robie House. Students will write research papers. The course includes a class trip to New York over a long weekend during the quarter, Thursday evening to Sunday.

Instructor(s): K. Taylor Terms Offered: Spring

Note(s): This is a traveling seminar and instructor consent is required.

Equivalent Course(s): ARTH 24195, ARTH 34195

ARCH 24196. Second Nature: New Models for the Chicago Park District. 100 Units.

The Chicago Park District seems to preserve "first nature" within the metropolitan field. But the motive for establishing this sovereign territory was hardly natural. Today, cultural change raises questions about the significance and operation of this immense network of civic spaces. What opportunities emerge as we rethink them? While this design studio focuses on the development of new model parks for Chicago, it can support students coming from a broad range of disciplines. Texts, seminar discussions, and field trips will complement and nourish the development of architectural proposals.

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

Equivalent Course(s): ARTH 24196, ARTH 34196, ENST 24196

ARCH 25105. Chichen Itza. 100 Units.

This course investigates the visual culture of Chichen Itza, one of ancient Mesoamerica's most cosmopolitan cities. Thriving in the centuries after the collapse of the lowland Maya kingdoms, the city of Chichen Itza articulated a new political and cosmological vision of authority, drawing on traditions from all over Mesoamerica, past and present, to create an innovative visual synthesis. This course will investigate Chichen Itza's most famous architectural and sculptural monuments in the light of new epigraphic and chronological discoveries, paying close attention to questions of innovation, repetition, and serial production.

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

Prerequisite(s): This is a traveling seminar; we will go to Chichen Itza and related sites in Mexico between December 14-21, 2019. Please email the course instructor, explaining your interest in and preparation for the course. Students who are interested in the course but unable to travel should also contact the instructor.

Equivalent Course(s): ARTH 25105, LACS 35105, ARTH 35105, LACS 25105

ARCH 26711. Florentine Topographies: Art, Architecture, and Urban Life in the Italian Renaissance City. 100 Units.

The site of some of the most widely recognizable monuments of western art history and the home to some of the most famous artists, writers, designers, thinkers, and cultural patrons of early modern culture, Florence has long occupied a central place in a larger pan-European discourse of Modernity, Beauty, and the Individual Subject. As a result, the city itself has come to occupy a mythic position as a central hub of Western intellectual culture: uprooted from its geographical specificity by the circulation of such proper names as Machiavelli, Leonardo, Michelangelo, and unmoored from its historical heritage by the disorienting complexities of modern mass tourism. Therefore, this course seeks to re-integrate the "Renaissance" into the urban context from which it emerged, to defamiliarize it so that it can be looked at from other perspectives. It focuses on the city itself as the protagonist of some of the most important experiments in art, architecture, and urban development and shows how they were intimately connected to a lively and engaged social body. By approaching images and monuments through the spatial practices by which they were encountered by Renaissance society (rituals of conflict, contests, economic exchange, religious devotion, urban politics, identity formation, among others), students will gain a more nuanced understanding of the links between a localized urban culture and a larger intercultural and cross-temporal exchange of ideas.

Instructor(s): N. Atkinson Terms Offered: Spring

Equivalent Course(s): ARTH 36711, ARTH 26711



ART HISTORY

Department Website: <http://arthistory.uchicago.edu>

PROGRAM OF STUDY

The study of art history encompasses the visual art, architecture, and material culture of a wide range of regions and historical periods. Art history courses develop students' skills in visual analysis, interpretation of images and texts, use of historical sources, and engagement with scholarly debates. So conceived, the study of art is an element of a general, liberal arts education; the skills of analytical thinking, logical argument, and clear verbal expression necessary to the program are basic to most fields. While maintaining the University of Chicago's traditional emphasis on the life of the mind, the major in art history prepares students for advanced study at the graduate level as well as for a wide array of careers involving visual acuity, design, research, and analysis.

Within the Art History Department, courses at the 10000-level meet the general education requirement in the arts. These courses may not be taken for credit toward the major, although majors are strongly encouraged to take at least one (1) to meet their general education requirements. Upper-level courses (20000-level) may take a relatively broad or narrow approach to particular periods, places, themes, or issues, or may deal with theoretical questions. The usual prerequisite for 20000-level Art History courses is consent of instructor or any 10000-level course in Art History or Visual Arts.

GENERAL EDUCATION COURSES

Any of these 10000-level courses is an appropriate choice for any undergraduate to meet the general education requirement in the arts. None presuppose prior training in art.

INTRODUCTION TO ART

ARTH 10100 Introduction to Art develops basic skills in the analysis and critical enjoyment of a wide range of visual materials. Issues and problems in the making, exhibition, and understanding of images and objects are explored through classroom discussion of key works, critical reading of fundamental texts, visits to local museums, and writing.

SURVEY COURSES

- ARTH 14000 through 16999 - discuss major monuments of world art and architecture in the context of broad chronological and geographic categories and in relation to broad questions concerning the role art plays in individual, societal, and institutional settings.
- ARTH 14000 through 14999 - address Western art in Antiquity, the Middle Ages, and the Renaissance.
- ARTH 15000 through 15999 - address Western art from the early modern period to the present day.
- ARTH 16000 through 16999 - address the art of Africa, Asia, Latin America, and/or the Middle East.

ART IN CONTEXT COURSES

- ARTH 17000 through 18999 - introduce students to a well-defined issue, topic, or period of art in depth; at the same time, these courses explore issues of creativity, communication, and value in a series of concrete case studies.

Students who have taken at least one course in art history or visual art, or who have equivalent nonacademic experience, may elect to take an advanced lecture course, numbered from 20000 to 29999. The usual prerequisite is consent of instructor or any 10000-level course in art history or visual arts. The 20000-level art history courses investigate the arts of specific periods and places from a variety of perspectives. Some courses embrace large bodies of material defined by national culture; others follow developments in style, iconography, and patronage as they affect works in selected media.

MAJOR IN ART HISTORY

The BA in art history furnishes students with a broad knowledge of art, including architecture, even as it provides an opportunity for the complementary, intensive study of an area of special interest. The basic components of the concentration are: a Special Field, devised in consultation with departmental instructors and the Director of Undergraduate Studies (DUS); a distribution of courses outside the special field; at least two research papers in art history (emerging from ordinary course work in the department); and a third-year seminar on art-historical methods and issues. Fourth-year students who wish to pursue honors in the major conduct independent research on a topic of their own devising, producing a BA Paper with the guidance of a faculty member and a graduate preceptor.

PROGRAM REQUIREMENTS

All art history majors are **expected take at least one (1) course in art history at the 10000-level** to fulfill their general education requirement in the arts. Although general education courses do not count for the major, they are useful preliminaries to advanced work. It is, therefore, strongly recommended that students take such a course as early as possible in their undergraduate careers. Note: Students who have formally declared the major in art history are guaranteed admission to 10000-level courses by notifying the instructor in advance.

THE STANDARD CURRICULUM

The standard formula for requirements in the major goes by the sobriquet “4-3-2-1.” All art history majors must complete the following:

- **Four (4) courses at the 20000-level to meet a distribution requirement** within the department. These courses shall be selected in consultation with the Director of Undergraduate Studies. Courses should be selected for maximal geographical, chronological, cultural, and methodological diversity, and for minimal overlap with the Special Field.
- **Three (3) courses at the 20000-level in a Special Field.** Students develop the Special Field in consultation with departmental instructors and the Director of Undergraduate Studies. Because Special Fields reflect the interests of individual students, they range widely in topic, approach, and scope. Reading courses with art history faculty may be used to pursue specific questions within a Special Field. For more on the Special Field, see Special Field below.
- **Two (2) courses at the 20000-level as free electives.** Any art history courses at the 20000-level may satisfy this requirement. Courses outside the Department of Art History that relate directly to the Special Field are eligible to meet this requirement by petition to the Director of Undergraduate Studies.
- **ARTH 29600 Junior Seminar: Doing Art History.** Students are expected to take this course in the Winter Quarter of the third year. Students who wish to study abroad during that quarter must meet with the Director of Undergraduate Studies no later than the beginning of their third year to work out an alternative program of study.
- At least **two research papers** of 10–15 pages. See Research Papers below.

In all of the above cases, graduate seminars at the 40000-level may count toward requirements in the major. Students are advised, however, that such courses impose special burdens of time and expertise, and admission to them is typically only by explicit approval of the instructor and may involve various prerequisites.

Students wishing to pursue honors in the major have additional requirements, described below under Honors.

SPECIAL FIELD

The Special Field is developed by the student in consultation with instructors and the Director of Undergraduate Studies, and may take various forms. It may be defined with reference to a civilization, a chronological period, a nation-state, a cultural institution, or a suitable combination; it may be conceptual in character (e.g., art and the history of science, urban history, geography, gender and sexuality studies); it may combine historical, critical, and theoretical perspectives (e.g., politics and visual art in the twentieth century); it may be based in a particular medium or class of object (e.g., the built environment, tomb assemblages, or prints); it may combine historical and studio-practice courses (e.g., DoVA, CMST, TAPS, Music) to explore interrelations (e.g., art and dance). In many cases, courses outside the Department of Art History will be directly relevant to the Special Field; up to two such courses may be counted toward the major as free electives to complement the Special Field.

For those writing a BA Paper, the topic normally develops from the Special Field and allows for further study in the Special Field through independent research and writing.

A proposal for the Special Field, in the form of a written petition, must be received by the Director of Undergraduate Studies and approved no later than the end of a student's third year. It is strongly recommended that students complete at least two courses in their Special Field by the end of their third year. The Special Field Declaration Form is available on the Department of Art History website (<https://arthistory.uchicago.edu/undergraduate/major-requirements>).

JUNIOR SEMINAR

ARTH 29600 Junior Seminar: Doing Art History is designed to introduce the methods of art historical research. It is offered in Winter Quarter and required of art history majors; if they wish, minors may take the course to satisfy a 20000-level course requirement. Majors or prospective majors who wish to study abroad during Winter Quarter of their third year must meet with the Director of Undergraduate Studies, preferably in their first or second year and no later than the beginning of their third year, to work out an alternative program of study. Second-year art history majors are permitted to enroll in the Junior Seminar with permission from the instructor and the Director of Undergraduate Studies.

RESEARCH PAPERS

All art history majors write at least **two research papers** of 10–15 pages. Students who wish to write a BA Paper should complete this requirement before the beginning of their fourth year. A research paper can be:

- a paper written to fulfill a course assignment,
- the extension of a shorter course paper (either during the course or after its completion) to meet the page requirement, or
- a new paper on a topic chosen in consultation with the instructor.

The paper should include an analysis of existing scholarship and other relevant source materials. The paper should also draw on that scholarship and evidence to shape and support a thesis or argument of the student's own devising. Formal analyses of works of art and analytic papers on materials assembled by the instructor do not qualify. On completion of a research paper, students must submit an approval form, signed by the course instructor, to the Director of Undergraduate Studies. It is the student's responsibility to obtain this signature and to submit the form. Approval forms are available on the Art History website (<https://arthistory.uchicago.edu/undergraduate/major-requirements>).

HONORS

Art history majors who wish to pursue a BA with honors must complete the following requirements in addition to the standard curriculum. These students must register for the BA Paper writing seminar (ARTH 29800 Senior Seminar: Writing Workshop) in Autumn Quarter of the fourth year. Writing the BA Paper is a process that usually takes more than two quarters. Each student must secure the consent of an art history faculty member who will serve as his or her adviser by the second week of Autumn Quarter (i.e., two quarters before the planned quarter of graduation). Working with a preceptor, students must then complete a BA Paper by the second week of Spring Quarter of the fourth year. The BA Paper is typically a 20- to 30-page research paper of original work that grows out of the Special Field. For more information, see BA Paper and Seminar.

To be eligible for honors in the major, students must complete both the BA seminar and the BA Paper, and must have earned a major GPA of at least 3.5 and cumulative GPA of 3.3 at the time of graduation. Please note that completion of the BA Paper does not, in itself, guarantee honors in the major. Honors are awarded by the College on the basis of a departmental nomination of exceptional BA Papers.

BA PAPER AND SEMINAR

ARTH 29800 Senior Seminar: Writing Workshop is a workshop course offered in Autumn Quarter designed to assist students in writing and researching their BA Papers. Students typically take the seminar in Autumn Quarter before graduating in Spring Quarter; students graduating in Autumn or Winter Quarter should take the course in the previous academic year. In the closing sessions of the seminar, students present their work-in-progress for the BA Paper. They continue their research on the paper during the following quarters, meeting at intervals with their faculty BA advisor. Students have the option of taking ARTH 29900 Preparation for the BA Paper in Autumn or Winter Quarter to afford additional time for research or writing; this course is taught by arrangement between a student and his or her instructor. This course would be in addition to the 11 courses for the major with honors.

A polished draft of the BA Paper is due by Friday of ninth week of the quarter preceding graduation; the final version of the BA Paper is due Monday of second week of the quarter of graduation. Both the draft and final version of the BA Paper must be submitted in duplicate: one copy to the faculty advisor and the second to the Director of Undergraduate Studies. Because individual projects vary, no specific requirements for the BA Paper have been set. Essays typically range in length from 20 to 30 pages, but there is no minimum or maximum. Students should consult their BA advisor regarding all details, including optimal length, of the BA Paper.

The BA Paper is a substantial research paper that presents an original argument or develops original evidence about an intellectual problem. The paper should demonstrate the student's capacity to formulate a serious research problem, develop a clear thesis, and substantiate the thesis on the basis of careful analysis of relevant evidence and measured consideration of competing views. The originality of the BA Paper may lie in the discovery of evidence, a new, critical analysis of familiar claims, or the synthesis of materials. In keeping with guidelines set by the College, the Department of Art History only recommends papers that have earned the highest grade to the master of the Humanities Collegiate Division for consideration of departmental honors.

DOUBLE MAJORS AND THE BA PAPER

Whether or not a single BA Paper can satisfy requirements for a double major in art history and another program is decided by the department on a case-by-case basis. Students should consult with the Director of Undergraduate Studies. The criteria on which the decision is based include:

- the degree to which the resulting thesis is likely to speak from and to art history, even as it necessarily speaks from and to another field;
- the feasibility of the proposed advising arrangements for the proposed joint thesis; and
- the department's estimation of the student's track record for independent work that bodes well for writing a successful thesis while navigating between two majors.

TRANSFERRING CREDIT

No credit from Advanced Placement (AP) exams can be used in the major. Up to four courses taken outside the University of Chicago may be counted towards the art history major, contingent on approval by the College and Director of Undergraduate Studies. Students planning to take courses outside the University are urged to consult with the Director of Undergraduate Studies as they formulate their plans. Students should also consult with their College adviser to be sure that they understand the University's procedures for transfer credit. Refer to Transfer Credit for more information.

While studying abroad, students are encouraged to keep excellent records: they will be required to submit the syllabus and all written work for each course in order to be considered for credit. Please note that some courses may be approved by the College but not by the major.

Students first apply for transfer credit from the College, and credit for courses taken as part of a University of Chicago–affiliated direct enrollment program is vetted by Study Abroad. When the credit has been approved, students petition the Director of Undergraduate Studies in writing for credit for the major. The petition must include a cover letter with the title and description of the course, as well as the name and location of the institution. To the cover letter should be attached a syllabus and a written record of the work the student did for the course. The Director of Undergraduate Studies will review the work for each course individually, determine if the course is applicable for credit in the major, and, if so, where that credit should be applied.

SUMMARY OF REQUIREMENTS FOR THE MAJOR

MAJOR: Standard Curriculum

Four (4) courses approved to meet the distribution requirement *	400
Three (3) courses approved in a special field *	300
Two (2) courses approved as electives *	200
ARTH 29600 Junior Seminar: Doing Art History	100
Two (2) 10- to 15-page research papers	
Total Units	1000

* All courses must be at the 20000-level or higher.

MAJOR: Honors Curriculum

Four (4) courses to meet the distribution requirement *	400
Three (3) courses in a special field *	300
Two (2) courses as electives *	200
ARTH 29600 Junior Seminar: Doing Art History	100
Two (2) 10- to 15-page research papers	
ARTH 29800 Senior Seminar: Writing Workshop	100
BA Paper +	
Total Units	1100

* All courses must be at the 20000-level or higher.

+ Some students register for ARTH 29900 Preparation for the BA Paper in Autumn or Winter Quarter to afford additional time for research or writing. This course would be taken in addition to the 11 courses in the major with honors.

ADVISING

Art history majors should see the Director of Undergraduate Studies no less than once a year for consultation and guidance in planning a special field, in selecting courses, and in choosing a topic for the BA Paper if pursuing honors, as well as for help with any academic problems within the major. When choosing courses, students should refer to the worksheet available on the Art History website (<https://arthistory.uchicago.edu/undergraduate/major-requirements>). This form helps each student and the Director of Undergraduate Studies monitor the student's progress in the program.

In order to keep an accurate record of students' progress to graduation, students will need to regularly provide a copy of the updated major worksheet to their College adviser for processing.

RECOMMENDATIONS FOR ART HISTORY MAJORS

Qualified undergraduate students in art history may, with the express permission of the instructor, enroll in graduate seminars in the department. (These seminars are also open to non-majors with the same proviso.) For students interested in graduate study in art history, it is advantageous to have performed well in a graduate seminar while completing the BA.

Students are urged to also pursue upper-level language courses. If a language course is relevant to a student's Special Field, the student may petition the Director of Undergraduate Studies to count it toward electives.

Those planning to continue their study of art history at the graduate level are advised to achieve language competency equal to at least two years of college study in French or German, or in the language(s) relevant for the geographic region that corresponds to their primary area of interest.

GRADING

Art history majors must receive quality grades in courses taken for the major. ARTH 29900 Preparation for the BA Paper is open for Pass/Fail grading with consent of the instructor. Art history courses elected beyond program requirements may be taken for P/F grading with consent of the instructor. All courses taken to satisfy the general education requirement in the arts must receive quality grades. Nonmajors may select the P/F grading option with consent of the instructor if they are taking an art history course that is not satisfying a general education requirement. A Pass grade is given only for work of C– quality or higher.

MINOR IN ART HISTORY

All art history minors are **encouraged take at least one (1) course in art history at the 10000-level** to fulfill their general education requirement in the arts. Although general education courses do not count for the minor, they are useful preliminaries to advanced work. It is, therefore, strongly recommended that students take such a course as early as possible in their undergraduate careers. Note: Students considering the minor in art history and seeking admission to a 10000-level ARTH course may identify themselves to the instructor in advance.

The formula for requirements in the minor goes by the sobriquet “3-and-3”:

- All art history minors take **three (3) courses at the 20000-level to meet a distribution requirement** within the department. These courses shall be selected in consultation with the Director of Undergraduate Studies. Courses should be selected for maximal geographical, chronological, cultural, and methodological diversity, and for minimal overlap with the Special Field.
- All art history minors take **three (3) courses at the 20000-level in a Special Field**. Students develop the Special Field in consultation with departmental instructors and the Director of Undergraduate Studies. Because Special Fields reflect the interests of individual students, they range widely in topic, approach, and scope. Reading courses with art history faculty may be used to pursue specific questions within a Special Field. For more on the Special Field, see Special Field.

In all of the above cases, graduate seminars at the 40000-level may count toward requirements in the minor. Students are advised, however, that such courses impose special burdens of time and expertise, and admission to them is typically only by explicit approval of the instructor and may involve various prerequisites.

In one of the courses, students also write one research paper of about 10–15 pages on a topic chosen with and guided by the instructor, by individual arrangement at the start of the quarter (see Research Papers). Minors may elect to take ARTH 29600 Junior Seminar: Doing Art History with the majors; if they do, they will research and write an essay on a topic of their choice instead of preparing a BA Paper proposal.

Students who elect the minor program in art history must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the Director of Undergraduate Studies. The Director’s approval for the minor program should be submitted to a student’s College adviser by the deadline above on a form available on the Art History website (<https://arthistory.uchicago.edu/undergraduate/program/minor-requirements>).

Courses in the minor may not be double counted with the student’s major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

SPECIAL FIELD

The Special Field is developed by the student in consultation with instructors and the Director of Undergraduate Studies and may take various forms. It may be defined with reference to a civilization, a chronological period, a nation-state, a cultural institution, or a suitable combination; it may be conceptual in character (e.g., art and the history of science, urban history, geography, gender and sexuality studies); it may combine historical, critical, and theoretical perspectives (e.g., politics and visual art in the twentieth century); it may be based in a particular medium or class of object (e.g., the built environment, tomb assemblages, or prints); it may combine historical and studio-practice courses (e.g., DoVA, CMST, TAPS, Music) to explore interrelations (e.g., art and dance).

SUMMARY OF REQUIREMENTS FOR THE MINOR IN ART HISTORY

Three (3) courses at the 20000-level to meet the distribution requirement	300
Three (3) courses at the 20000-level in a special field *	300
One (1) 10- to 15-page research paper	
Total Units	600

* One of the courses may be ARTH 29600 Junior Seminar: Doing Art History. Students in the minor would research and write an essay on a topic of their choice instead of preparing an honors paper proposal.

ART HISTORY COURSES

ARTH 10100. Introduction to Art. 100 Units.

This course develops skills in perception, comprehension, and evaluation of various art objects and the built environment. It encourages close analysis of visual materials, exploring the range of questions and methods appropriate to works of art and buildings, in their historical, theoretical, and social dimensions. Most importantly, the course emphasizes articulate writing and salient argumentation about visual and other aesthetic phenomena. Three coherent units, on Monument/Site, Image/Medium, and Object/Museum, explore these issues across cultures and periods. Examples draw on original objects in campus collections and sites on campus.

Instructor(s): Staff Terms Offered: Autumn Winter

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

ARTH 14105. Introduction to Roman Art and Archaeology. 100 Units.

This course offers a survey of the art and archaeology of the Roman world from the founding of Rome in the eighth century BC to the Christianization of the Empire in the fourth century AD. Students will witness the transformation of Rome from a humble village of huts surrounded by marshland in central Italy into the centripetal force of a powerful Empire that spanned mind-bogglingly distant reaches of space and time. Throughout the course, we will consider how the built environments and artifacts produced by an incredible diversity of peoples and places can make visible larger trends of historical, political, and cultural change. What, we will begin and end by asking, is Roman about Roman art?

Instructor(s): P. Crowley Terms Offered: Spring

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): CLCV 14113

ARTH 14107. Greek Art and Archaeology. 100 Units.

This course examines the art and archaeology of ancient Greece from ca. 1000 BCE - ca. 200 BCE. Participants will learn a lot of facts about the Greek world; they will see the Greeks emerge from poverty and anarchy to form a distinctive political and social system based on city-states, and they will see that system grow unstable and collapse. They will see the emergence of distinctive forms of sculpture, architecture, pottery, and urban design - many of which are still in use today. Along with these facts, they will acquire a conceptual toolkit for looking at works of art and for thinking about the relation of art to social life.

Instructor(s): S. Estrin Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): CLCV 14119

ARTH 14200. Introduction to Medieval Art. 100 Units.

This course provides an introduction to art produced during the European Middle Ages. Beginning with the fusion of Christian and Imperial images under the Roman Empire and ending with the introduction of print in the fifteenth century, this course considers works of art across a variety of media (architecture, sculpture, painting, textiles, metalwork, stained glass) and in a range of historical and cultural contexts. We will address the complex social, religious, and political motivations that informed artistic production during the Middle Ages, and we will focus on the question of how images were seen and understood by medieval viewers. The course is organized chronologically and is structured around a set of broad thematic concerns such as the relationship between art and power, changing theorizations of the image, the re-use of the past, the body in art, the relationship of the secular and the sacred, and the role of art in public and private devotion. Readings will include medieval sources in translation and selected works of modern scholarship.

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

Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

ARTH 15650. Art Since 1900. 100 Units.

Focusing on the interrelationships between avant-garde culture and the emerging mass cultural formations of industrializing societies, our survey will address a wide range of historical and methodological questions: the impact of new technologies of production, the utopian projects of the Euro-American avant-gardes, the transformation of modernist conceptions of artistic autonomy, the changing roles of cultural institutions, the construction of social Others, the formation of new audiences, and the rise of "contemporary art."

Equivalent Course(s): ARTV 15650

ARTH 15800. Contemporary Art. 100 Units.

This course will consider the practice and theory of visual art in the late twentieth and early twenty-first centuries. Among the subjects that will drive our narrative will be the rise of postmodernism, pop art, the aesthetics of the social movements of the 1960s, institutional critique, the relationship between reproductive media and Feminism, the concept of spectacle, conceptual art, the appearance of a global art industry after 1989, the connections between art school and art-making, "relational aesthetics," the fate of art in the age of the Internet, the art of the post-studio moment, and what happens to art when it engages with *everything*.

Instructor(s): M. Jackson Terms Offered: Spring

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): ARTV 20006

ARTH 16460. Modern Latin American Art. 100 Units.

This course offers an introductory survey of the art of modern Latin America from the first wave of independence in the early nineteenth century to the present day. Through the study of key artists, movements, and works of art, we will attend to a set of central problems: the formation of collective identities in these new nations, the impact of revolution, dictatorship, and political violence on the development of art in the region, the incorporation of both foreign styles and indigenous traditions, and the shifting definitions of Latin American art. Special emphasis will be placed on developing the skills needed to analyze a wide variety of modern and contemporary art, including painting, sculpture, photography, performance art, and site-specific installations.

Instructor(s): M. Sullivan Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): LACS 16460

ARTH 16800. Arts of Japan. 100 Units.

This course surveys the arts of the Japanese archipelago through the study of selected major sites and artifacts. We will consider objects in their original contexts and in the course of transmission and reinterpretation across space and time. How did Japanese visual culture develop in the interaction with objects and ideas from China, Korea, and the West? Prehistoric artifacts, the Buddhist temple, imperial court culture, the narrative handscroll, the tea ceremony, folding screens, and woodblock prints are among the topics covered.

Instructor(s): C. Foxwell Terms Offered: Spring

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): EALC 16806

ARTH 16910. Modern Japanese Art and Architecture. 100 Units.

This course takes the long view of modern Japanese art and architecture with a focus on the changing relationships between object and viewer in the 19th and 20th centuries. Beginning in the late eighteenth century with the flowering of revivalist and individualist trends and the explosion of creativity in the woodblock prints of Hokusai and others, we will then turn to examine Western-style architecture and painting in the late nineteenth century; socialism, art criticism, and the emergence of the avant garde in the early twentieth century. Also covered are interwar architectural modernism, art during World War II, and postwar movements such as Gutai and Mono-ha. No familiarity with art history or Japan is required.

Instructor(s): C. Foxwell Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): EALC 16911

ARTH 17303. The Body in Ancient Greek Art and Culture. 100 Units.

This course provides an introduction to the role of the human body in ancient Greek art. We will examine, on the one hand, the various ways in which Greek artists represented the body, and consider how forms of bodily identity such as gender and sexuality were constructed and articulated through artistic practice. But we will also consider the ways in which works of art themselves - statues, paintings, vessels - could function like bodies or in place of bodies, expanding the notion of what it means to be a living being. Readings will range from primary texts - ancient literature in translation - to more theoretical writing on embodiment, gender, and sexuality.

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

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): GNSE 17303, CLCV 17319

ARTH 17610. Modernism. 100 Units.

This course will explore the development of European and American modernism by concentrating on examples in local collections, especially the Smart Museum and the Art Institute of Chicago. The modernist era, from roughly 1860 to 1960, brought dramatic changes in the conception and making of art. We will analyze these by attending to the media of painting, sculpture, and printmaking.

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

Note(s): The class will meet frequently at the Art Institute, and students will need to be able to arrive at the museum in time for classes beginning there at 3:30 p.m. Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

ARTH 17700. 19th Century French Art in the Art Institute. 100 Units.

In this course, we will closely examine 19th century paintings and sculptures in the Art Institute of Chicago and seek to understand how and why art changed during this period. Topics to be considered include the meaning of stylistic innovation in the 19th century, the development and dissolution of the genres as landscape and portraiture, and varying conceptions of realism and abstraction. Most class sessions will be devoted to looking at works in the galleries of the Art Institute. Because attendance is mandatory, students should consider whether their schedules will allow time for traveling to and from the museum for class meetings.

Instructor(s): M. Ward Terms Offered: Spring

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

ARTH 17704. Art Meets Philosophy. 100 Units.

The great German Romantic poet and critic Friedrich Schlegel once famously noted that "one of two things is usually lacking in the so-called Philosophy of Art: either philosophy or art." In this course, we are looking to prove Schlegel wrong by mapping out the very fruitful history of the relationship between ("western") art and ("western") philosophy instead, beginning in the poet's own early 19th-century Germany and concluding in the contemporary debates surrounding the rising influence of artificial intelligence on the making and exhibiting of art. We will be looking at artists and artworks- and not only in the classroom, but also in museums and artist's studios - in the framework of, and illuminating, contemporaneous philosophical discourse, and reading a variety of texts that help to shed light on the circumstances of certain artistic developments' conception in turn. Think Hegel and Caspar David Friedrich; Nietzsche and Ferdinand Hodler; Heidegger and Van Gogh or Paul Klee; Derrida and Daniel Buren's "institutional critique"; Agamben and Steve McQueen. (The historical emphasis will rest on post-war art and philosophy.) Our bibliography will focus primarily on the continental tradition in philosophy; writing assignments will depart from a direct experience of seeing and handling art. A final project will propose a physical synthesis of the rivaling siblings of art and philosophy.

Instructor(s): D. Roelstraete Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

ARTH 17728. Commemorating and Contesting Colonialism. 100 Units.

This course examines the ways in which French colonialism has been celebrated, commemorated, taught, and contested in visual art, monuments, institutions and neighborhoods, from the revolutionary era to the present. From the commemorations of Napoleon's Egyptian Expedition to the recently redesigned Islamic Art wing of the Louvre; from the Palais de la Porte Dorée that housed the 1931 Colonial Exposition to the Franco-Algerian artist Kader Attia's recently opened "convivial space" La Colonie; from the Grand Mosque of Paris to the Institut du Monde Arabe; we will explore together the many ways that artists, sculptors, architects, city planners, and activists have responded to the French imperial project. For much of the 19th and 20th centuries, successive regimes sponsored large- and small-scale efforts to make metropolitan citizens aware of French colonial efforts, ranging from monumental celebrations of military victories to the naming of streets after colonial administrators. At the same time, critics of empire, both colonial subjects and French activists, and postcolonial states have used art and architecture to contest those same efforts, exposing the limits of the French universalizing mission and the human costs of empire building. In examining the many ways different artistic forms have engaged with France's colonial projects, we will pay particular attention to how historical events and contemporary political debates have shaped their production.

Instructor(s): N. Davidson Terms Offered: Spring

Prerequisite(s): Admission to the Paris Humanities study abroad program.

Note(s): This course is part of the College's Paris Humanities study abroad program.

ARTH 17899. Warhol's Art Histories. 100 Units.

This undergraduate course centers on the Andy Warhol (1928-1987) retrospective, *Andy Warhol: From A to B and Back Again*, held at the Art Institute of Chicago on October 20-January 26. This is the first retrospective of Warhol's work organized by a U.S. institution since 1989. The first part of the course will closely examine the historiography of writing on Warhol- including a focus on the art historical debates about what a queer reading of Warhol's work looks like and performs; the contested legacies of Warhol's race riots series; the role of advertising and design; the marginalization of Warhol's moving image works; and an investigation of the histories of pop art that may have been eclipsed by an over-emphasis on Warhol. The remaining weeks will hinge on close analysis of select objects in the exhibition, as well as the exhibition as itself an argument about why Warhol's work should be taken seriously. We might include discussions with visiting scholars, artists, conservators and curators.

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

Note(s): This course meets frequently at the Art Institute of Chicago. Students should plan their schedules accordingly to account for travel. Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

ARTH 18305. Art in Context: New Art in Chicago Museums. 100 Units.

Through very regular, required site visits to museums, galleries, and experimental spaces in the greater Chicago area, this course will introduce students to the close consideration-in situ-of works of art created in our times, as well as to the application to these works of pertinent modes of critical and historical inquiry. Sites to be visited can include our own Smart Museum of Art, the Hyde Park Art Center, the Art Institute of Chicago, the Museum of Contemporary Art Chicago, the Museum of Contemporary Photography, Gallery 400 at the University of Illinois at Chicago, and private collections and galleries.

Instructor(s): D. English Terms Offered: Spring

Prerequisite(s): Course limit of 12 students; instructor consent required.

Note(s): This course meets the general education requirement in the arts.

ARTH 18601. Reframing Women: Female Portraiture from the Mona Lisa to RuPaul. 100 Units.

As soon as portraiture was reinvented in the early 1400s, male patrons commissioned male artists to record the likenesses of their wives, mothers, daughters and lovers. With little sociopolitical agency of their own, the women depicted in these paintings also had little control over how they were portrayed. As such, their visual identities were constructed and framed by "the male gaze"-that is, the visual point-of-view of a cis-gendered, European, heterosexual male. Because art academies remained closed to women for centuries, male artists continued not only to create society's images of ideal female beauty but also to help define the ways in which women could participate in the public sphere. With few exceptions, portraits show women as passive muses, the foci of the adoration of their male family members, or as sex objects, dangerous bodies engendering lust and temptation. As women gained increased autonomy in western society and, with that, the ability to study art, they began, for the first time, to claim their feminine identities and to construct a version of femininity that existed outside of-or at least reacted against-the male gaze. In contemporary times, an expanded idea of what it means to be "female" and a cultural move towards intersectionality have continued to challenge our notions of femininity, showing that the concept of ideal female beauty is inextricably caught up not only in concerns about gender and sexuality but also of class and race. Organized

Instructor(s): Christine Zappella Terms Offered: Summer

Equivalent Course(s): GNSE 18601

ARTH 20000. Introduction to Film Analysis. 100 Units.

This course introduces basic concepts of film analysis, which are discussed through examples from different national cinemas, genres, and directorial oeuvres. Along with questions of film technique and style, we consider the notion of the cinema as an institution that comprises an industrial system of production, social and aesthetic norms and codes, and particular modes of reception. Films discussed include works by Hitchcock, Porter, Griffith, Eisenstein, Lang, Renoir, Sternberg, and Welles.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Note(s): Required of students taking a major or minor in Cinema and Media Studies.

Equivalent Course(s): ENGL 10800, CMST 10100, ARTV 20300

ARTH 20228. William Blake: Poet, Painter, and Prophet. 100 Units.

William Blake is arguably the most unusual figure in the history of English poetry and visual art. Recognized now as an essential part of the canon of Romantic poetry, he was almost completely unknown in his own time. His paintings, poems, and illuminated books were objects of fascination for a small group of admirers, but it was not until the late 19th century that his work began to be collected by William Butler Yeats, and not until the 1960s that he was recognized as a major figure in the history of art and literature. Dismissed as insane in his own time, his prophetic and visionary works are now seen as anticipating some of the most radical strands of modern thought, including Freud, Marx, and Nietzsche. We will study Blake's work from a variety of perspectives, placing his poetry in relation to the prophetic ambitions of Milton and his visual images in the European iconographic tradition of Michelangelo and Durer, Goya and Fuseli. The course will emphasize close readings of his lyric poems, and attempt to open up the mythic cosmology of his allegorical, epic, and prophetic books. (Poetry, 1650-1830, Theory; 18th/19th)

Instructor(s): W. J. T. Mitchell Terms Offered: Winter

Equivalent Course(s): ARTH 30228, FNDL 20228, ENGL 30228, ENGL 20228

ARTH 20304. 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, enrolling 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 race, art history, and the history of emotions. We will supplement our readings with occasional museum visits and film screenings. Assignments: Active participation in class, one secondary text analysis, one analysis of a controversy, and one proposal for a monument, museum, or school curriculum.

Instructor(s): S. Estrin & A. Goff Terms Offered: Winter

Note(s): Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. A team-taught and interdisciplinary course; we welcome students from all backgrounds, with no previous experience in ancient art or modern history required. Equivalent Course(s): HIST 39422, HIST 29422, ARTH 30304

ARTH 20603. Image and Text in Mexican Codices. 100 Units.

In most Mesoamerican languages, a single word describes the activities that we would call "writing" and "painting." This seminar will investigate the interrelationships between image and text in Central Mexico both before and immediately after the introduction of alphabetic writing in the 16th century. We will also review art historical and archaeological evidence for the social conditions of textual and artistic production in Mexico, and how these traditions were transformed under Spanish colonial rule. We will consider the materiality of text and image by working with facsimiles of Mesoamerican books in the Special Collections Research Center of the Regenstein Library. At the end of the course, students will have acquired a basic literacy in Aztec and Mixtec writing systems, and will have refined their ability to look productively and write elegantly about art.

Instructor(s): C. Brittenham Terms Offered: Spring

Equivalent Course(s): LACS 20603, KNOW 37001, ARTH 30603, LACS 30603, KNOW 27001

ARTH 20700. Understanding the Built Environment. 100 Units.

This course aims to equip students with the basic skills and knowledge required to analyse architecture and the urban environment. It offers an introduction to the methods and procedures of the architectural historian. These include practical tasks such as understanding architectural terminology, reading and interpreting architectural drawings, engaging with buildings 'on site', and studying buildings in context through urban design issues, such as street networks and public spaces. At a broader level, the course will involve critical discussions about the relationship between architecture and society, the building as a historical object, cultural representations of architecture, and modes of perceiving/experiencing the built environment. The course will operate through a combination of in-class seminars and site visits to buildings in Chicago. This course is specifically geared to introducing the fundamentals of architectural history to those undergraduate students seeking a minor in architectural studies. However, MA and PhD students in other fields are welcome to register.

Instructor(s): K. Taylor Terms Offered: Autumn

Note(s): In the second weekly session, the class will often meet off-campus at sites throughout the city. Students will need to be able to get to these sites in plenty of time, and therefore should not have other classes directly before or after.

Equivalent Course(s): ARTH 30700, ARCH 20000

ARTH 21313. Video Art: The Analog Years. Theory, Technology, Practice. 100 Units.

The course gives a critical introduction to early video and television art - from the proto-televisual impulses in the historical avant-gardes to the increasing proximity between analog and digital technologies in video art in the late 1970's and early 1980's. We will focus on the various technical aspects of analog video, as well as on artistic practice and early writings on the subject. Topics will include the technics and politics of time; video, feedback systems and ecology; the reconfiguration of the artist's studio; guerilla politics and alternative TV; video and autobiography; the relation between video and painting; the musical history of video; the invention of new machines; and video as a "television viewer".

ARTH 22106. Introduction to the Study of Iconography. 100 Units.**ARTH 22402. Perspective as a Challenge to Art History. 100 Units.****ARTH 22611. The Politics of Luxury in the Middle Ages. 100 Units.**

This course explores conspicuous consumption, the love of costly things, the lure and power of precious materials, and the important role played by the arts in the definition of status, authority, influence, and pleasure in the Middle Ages. Investigating a series of episodes from the history of medieval luxury, we will explore how precious objects participated in western gift-culture (both "sacred" and "secular"), how the patronage of works of art pursued a variety of ideological and social aims, and we will scrutinize the aesthetic and economic conceptions of value transacted via works of art and practices of "ars" (skilled labor). Not least, the course aims to interrogate how the politics of luxury contributed to changing conceptions of the status of the artwork and the artist over the course of the Middle Ages.

ARTH 23602. Native American Art at The Field Museum: An Anthropological Perspective. 100 Units.

This course explores recent forays into collecting and displaying contemporary Native American Art for the Field Museum, a museum of natural history and anthropology. Through site visits and dialogues with Field Museum staff, contemporary Native American artists, and readings, the course introduces students to the potential and problematic of locating, defining, and representing contemporary art within the colonial context of the Field Museum and how collaboration with artists and community members plays a role in shifting the paradigm toward one that centers collaborative curation and is inclusive of the direct voice of artists. Students will have the opportunity to observe the major renovation currently underway of the Native North American Hall and the role that contemporary art will play in deepening understanding of existing collections and contemporary social concerns.

ARTH 24002. Advanced Nonfiction Workshop: Writing About the Arts. 100 Units.

The short and the long of it. In this course, we'll be focusing on writing about visual arts by using shorter and longer forms, and while thinking about short and long durations of time. The time of encounter with a work of art, the time of its making, kinds of time the artists wanted to invoke, the endurance and ephemerality of the work, and of the experience of the work. We'll work short: wall text, compressed review, lyric fragment, and long: involved and layered sentences and elaborations. We'll work with and against different kinds of syntax, white space, and the unspoken, and read authors including John Yau, Lori Waxman, Zbigniew Herbert, Mark Strand, John Berger, Junichiro Tanizaki, and Dore Ashton, and ekphrastic poetry by Terrance Hayes, Tyehimba Jess, and Lyrae Van Clief-Stefanon. The course hopes to support students both in developing useful practices and experimenting boldly. Every class session will begin with a student-led two-work tour at the Smart Museum, and we will spend one session on close looking at works on paper at the Smart. Students will also visit five collections, exhibitions and/or galleries and keep a looking diary. Students will write a number of exercises in different forms (wall text, review, interview / portrait), and will also write two essays (which may follow one extended line or be a mosaic composite) to be workshopped in class.

ARTH 24008. Advanced Nonfiction Workshop: Drawing from Life. 100 Units.

This is a course for students interested in developing their ability to write about the visual arts, as critics, appreciators, theorists, or memoirists, and, practically, for work in galleries, museums, journals, and magazines. A theme of the course will be to explore ways that art and life may interact, both in the work made by a visual artist, and in the nonfiction that arises in response to a visual artist or their work. Some students may be interested to write biographically about artists and their work, and we'll talk about how to make biography illuminating and not reductive; other students may be interested to draw on their own life experiences as they try to shed light on works of art; still others may be curious to see how certain artists themselves have viewed the questions and practices of drawing from life. We'll use ideas about drawing, and especially drawing repeatedly, as a model and a metaphor for thinking about writing. We'll have some occasions to look at works on paper held at the Smart Museum, and we'll visit some exhibitions and galleries, together and independently. Readings will include works such as James Lord's book *A Giacometti Portrait*, on being drawn by Giacometti, Maggie Nelson on the color blue in life and art from *Bluets*, John Berger on drawing, Rebecca Solnit on photographer Edward Muybridge, Geoff Dyer on street photography from *The Ongoing Moment*, John Yau on Jasper Johns's practice and on those of contemporary artists, Zbigniew Herbert

ARTH 24014. The Veneration of Icons in Byzantium: History/Theory/Practice. 100 Units.

In order to appreciate the pivotal religious significance icons had in Byzantium for private devotion, in the liturgy, in civic ritual, and in military campaigns, we will survey the visual evidence along with a vast array of written sources. We will explore the origins of the Christian cult of icons in the Early Byzantine period and its roots in the Greco-Roman world of paganism. Through the close analysis of icons executed over the centuries in different artistic techniques, we will examine matters of iconography, style and aesthetics. We will also have a close look at image theory, as developed by Byzantine theologians and codified in the era of Iconoclasm.

ARTH 24106. Uncanny Resemblances. 100 Units.

This course examines one of the most captivating bodies of portrait art in the Western tradition. For well over a century, the study of Roman portraiture, an essentially German subfield of classical archaeology, has largely confined itself to forensic problems of dating and identification. More recent work has focused on social and political topics ranging from site-specific issues of context and display, patronage and power, gender, and the ideological stakes of recarving and reuse. Additionally, we will consider the historiographical and media-archaeological contexts that have profoundly shaped and framed our understanding of these objects, both in antiquity and modernity: e.g., the production (and reproduction) of wax and plaster death masks in Roman funerary custom; ancient theories in the domain of optics that were used to explain the phenomenon of portraits whose eyes appear to follow a beholder in space; how the stylistic category of "veristic" portraiture in the Roman Republic has its origins not in antiquity (despite the Latin etymology), but rather in the painting and photography of the *Neue Sachlichkeit* in Weimar Germany; and how the contemporary use of digital craniofacial anthropometry to study the recarving and reuse of Roman portraits relates to Sir Francis Galton's criminological apparatus for creating composite photographic images using portraits from ancient coins as early as 1885.

ARTH 24190. Imagining Chicago's Common Buildings. 100 Units.

This class is an architectural studio based in the common residential buildings of Chicago and the city's built environment. While design projects and architectural skills will be the focus of the class, it will also incorporate readings, a small amount of writing, some social and geographical history, and several explorations around Chicago. The studio will: (1) give students interested in pursuing architecture or the study of cities experience with a studio class and some skills related to architectural thinking, (2) acquaint students intimately with Chicago's common residential buildings and built fabric, and (3) situate all this within a context of social thought about residential architecture, common buildings, housing, and the city. Please note: the class has required meetings on both Tuesdays (5-6:20) and Fridays (2:30-5:50, with a break) beginning on Tuesday October 2nd. This course is part of the College Course Cluster program: Urban Design.

ARTH 24191. City Imagined, City Observed. 100 Units.

This urban design studio course takes two distinct notions of the city as its starting point: grand, imaginative plans -- utopian, unbuilt, semi-realized, real... both as aesthetic objects, and as ideas -- and how the minute flows of day-to-day life, up from the smallest scale, enter into dialogue with little built and lived details, intended or not. With Chicago as context and canvas, we will dream both big and small, search both present and past, and draw precisely on both what we dream and what we experience... seeking not to dictate what the city will be, but to expand our sense of what a city can be. The studio work will proceed in two stages: individually developing ideal city plans, then breaking each others' plans, using real observations and factors (and even spontaneous impulse) to complicate and rebuild them into something lovelier.

ARTH 24195. Architecture on Display. 100 Units.

This traveling seminar explores the challenges of exhibiting architecture and the built environment, a medium whose scale resists traditional museum and gallery display and whose representation in drawings is notoriously difficult for the public to grasp - but nonetheless is increasingly embraced by museums and biennales. Our central example is "Countryside: Future of the World," an exhibit on the future of the global hinterland at Frank Lloyd Wright's Guggenheim Museum in New York, which we will visit. The latest of several provocative exhibitions by contemporary architect Rem Koolhaas, it instantiates a recent phenomenon of interpretive and thematic shows by architects that exceed the museum's traditional aim to represent architect-designed buildings and projects. In addition to examining Koolhaas's work, we will investigate architectural display in two broader contexts: other types of contemporary architectural exhibition, particularly examples we can visit in Chicago and New York, and the history of architectural display through drawings, models, mock-ups, fragments, virtual reality, and buildings converted into museums in their own right, from tenements to the Robie House. Students will write research papers. The course includes a class trip to New York over a long weekend during the quarter, Thursday evening to Sunday.

ARTH 24196. Second Nature: New Models for the Chicago Park District. 100 Units.

The Chicago Park District seems to preserve "first nature" within the metropolitan field. But the motive for establishing this sovereign territory was hardly natural. Today, cultural change raises questions about the significance and operation of this immense network of civic spaces. What opportunities emerge as we rethink them? While this design studio focuses on the development of new model parks for Chicago, it can support students coming from a broad range of disciplines. Texts, seminar discussions, and field trips will complement and nourish the development of architectural proposals.

ARTH 24250. A Visual History of Latin American Women. 100 Units.

This undergraduate seminar will analyze both visual and literary images of and by women to show their role in society and the transformations experienced in terms of their civil, political, labor, and reproductive rights. These vignettes, which span from Pre-Colombian times to the present, will be examined from an art-historical perspective, thus providing students with the opportunity to discuss Latin America's historical context through visual culture.

ARTH 24416. Biocentrism: The Concept of Life in German Literature and Art. 100 Units.

This course explores the notion of life broadly understood, drawing on texts from a variety of disciplines (literature, philosophy, art history, biology) as well as on artworks that reflect on the concept of life. How did artists and writers conceive of the process of life? How did they situate life in relation to movement? How do notions of the organic/inorganic, material/spiritual organize writers' and artists' understanding of life? How did scientific and cultural currents such as organicism, vitalism, constructivism influence literary and aesthetic practices and theoretical frameworks? What are the networks of exchange between literature, the arts, and the emerging life sciences in the period? These and other questions will be grounded in close consideration of works by Aristotle, Nietzsche, Freud, Rilke, Woolf, Kafka, Benjamin, Haeckel, Murnau, Kandinsky, Klee, Mies.

ARTH 24611. Materialities of Modern Art. 100 Units.

Exploring the significances of materiality in art, particularly in modern art, this seminar will test the art historical relevances of theories and histories of materials, and, by extension, of matter, tactility, touch, things, objects, commodities, use, craft, and design. Readings will be drawn from a variety of disciplines, including aesthetics, art history, anthropology, literary theory, philosophy, visual and material culture. Part of the purpose of the class is to work closely with the Smart Museum exhibition "The Allure of Matter."

ARTH 24615. Modern & Contemporary Materialities (Suzanne Deal Booth Conservation Seminar) 100 Units.

This course aims to explore the links between materiality, making and meaning of modern art and investigate how surface, form, texture and color are localized in particular artistic or historical contexts. It can be argued that the discipline of art history still remains substantially divided between those who study what objects mean and those who study how objects are made, where 'meaning' typically derives from cultural hermeneutics, while 'madeness' remains the province of technical analysis. The course will discuss the methods, theory and strategies of a material-based approach, its forms of writing and claims to meaning. Readings will be drawn from a variety of disciplines, including art history, visual and material culture, anthropology, philosophy, and material science.

ARTH 24626. Allure of Matter: Material Art in China. 100 Units.

This seminar examines contemporary art in China through the lens of the Smart Museum of Art's upcoming exhibition, *The Allure of Matter: Material Art in China*. Using works in the exhibition as case studies, the course explores questions about materials and materiality in contemporary art. Throughout the course, we will address the following questions: How have unconventional materials impacted art practices in China? How do these material explorations inform our understanding of contemporary art in China and beyond? How do materials mediate different relationships between the artist, artwork and viewer? Guest speakers, including conservators, will expand our discussions of materiality. The course will meet for approximately half of the time at the Smart Museum or Wrightwood 659.

ARTH 24721. Manet, Mallarmé, and Modernism. 100 Units.

Much of the theory, as well as the look and sound of modern art, as it developed in the late nineteenth century, is the result of the individual efforts as well as the friendly collaboration of the Parisian painter Edouard Manet and the Parisian poet and English teacher Stéphane Mallarmé. This course will introduce them, examine their major collaborations (*Le Courbeau*, *L'Après-Midi d'un Faune*), and place them within the developing consensus in experimental art and thought at the fin de siècle, which for reasons having to do with the reception Mallarmé, came to be called symbolism.

ARTH 24813. Museums and Art, 1750-1920. 100 Units.

This course considers how the rise of the art museum in the modern era affected the making of modern art and the viewing of past art. It is not designed to be a survey course, but rather a historical investigation of certain issues and developments. We will concentrate on the following: what has been said to happen to objects when they are uprooted and moved into the museum; how and why museums have changed display practices so as to get viewers to look at art in new ways; what artists have understood museums to represent and how they have responded to that understanding in their work and their display preferences. Case studies will be drawn from across Europe and the United States.

ARTH 24814. Museums and Art, 1920-present. 100 Units.

This course considers the history of the art museum in relation to developments in modern and contemporary art. We will focus upon how political, social and commercial factors transformed art institutions and display practices in the early and mid-century 20th century; how various challenges -- artists' critiques, new forms of art making, different audiences - did (or did not) lead to change in the 1960s; and how museums have continued to evolve in the times since. Case studies will be drawn from across Europe and the United States.

ARTH 25105. Chichen Itza. 100 Units.

This course investigates the visual culture of Chichen Itza, one of ancient Mesoamerica's most cosmopolitan cities. Thriving in the centuries after the collapse of the lowland Maya kingdoms, the city of Chichen Itza articulated a new political and cosmological vision of authority, drawing on traditions from all over Mesoamerica, past and present, to create an innovative visual synthesis. This course will investigate Chichen Itza's most famous architectural and sculptural monuments in the light of new epigraphic and chronological discoveries, paying close attention to questions of innovation, repetition, and serial production.

ARTH 25111. Rhoades Seminar: Theory, History, and Practice of Textiles - The Andes. 100 Units.

How many minutes of your day are spent with some form of textile touching your skin? And yet, what do you really know about them? This seminar will introduce you to the basic concepts and techniques of making textiles. While readings and discussions will offer globally-relevant perspectives on textiles, the course's primary lens will be the prolific textile tradition that developed in the region of the Andes Mountains over thousands of years. In this course, you will conduct hands-on experiments with technologies for spinning, dyeing, and weaving in an art historical laboratory setting, in order to understand the tools, techniques, and embodied knowledge that they entail. You will then apply what you have learned in these experiments to your own studies of ancient Andean textiles in the stellar collection of the Art Institute of Chicago. Readings will draw on scholarship, reference works, and how-to manuals. Written assignments will take the form of gallery labels and catalogue essays in order to better understand these genres of writing. This course has no prerequisites, but a willingness to participate in active learning (and not having a fear of perhaps doing something badly the first time) are essential. A background in art practice may be helpful, but is in no way necessary or required. Because wool will be handled extensively, potential allergies should be considered before enrolling.

ARTH 25115. Winckelmann: Enlightenment Art Historian and Philosopher. 100 Units.

We approach the first great modern art historian through reading his classic early and mature writings and through the art and criticism of his time (and at the end, our own). Reading-intensive, with a field trip to the Art Institute.

ARTH 25213. Hermeneutics of the Image. 100 Units.

What does it mean to "read" an image? To achieve an understanding of its "meaning"? This is not an easy question since images don't directly offer propositional content, which is the usual habitat of meaning. In this seminar, we will approach this question by considering first some foundational contributions to hermeneutics (Gadamer, Hirsch) and to the theory of pictorial meaning (Wollheim). We will then dig into the tradition of pictorial interpretation as it unfolds starting with Winckelmann and Diderot and extending to the present day (Fried, Clark). Freudian hermeneutics (Freud, Adrian Stokes), iconology (Panofsky), and phenomenology (Merleau-Ponty, Heidegger) will also be considered. In each case, we will endeavor to test the claims and interpretive findings through close examination of the images involved. The emphasis will be on the tradition of European painting and sculpture, but the tools acquired in the seminar should also be applicable in other fields.

ARTH 25500. Avant-Garde in East Central Europe. 100 Units.

The avant-gardes of the "other" Europe are the mainstay of this course, which focuses especially, but not exclusively, on the interwar avant-gardes of Austria, Czechoslovakia, Hungary, Poland, Romania, Slovenia, and Yugoslavia. A comparative framework is employed whenever lucrative to comprehend the East/Central European movements in the wider context of the European avant-garde. The course also traces the development and legacy (political and artistic) of these avant-gardes in their contemporary scenes. Plastic, verbal, and performative arts (including film) are studied.

ARTH 25705. New Worlds: Art and Material Culture of Early America, 1500-1877. 100 Units.

This a pre-1877 seminar is focused on the art and material culture of North America from contact to the aftermath of the Civil War. The course tackles the question of cultural encounter, indexed through the art and artifacts of the period. The seminar is organized both thematically and chronologically, beginning with post Columbian contact (early French watercolors of Indian life; church architecture of New Mexico), 18th century economic exchange (Chinoiserie, furniture, silver work), politics (revolutionary visual propaganda-in prints), emergence of a merchant class (portraiture of Copley, Stuart, et al.), history painting (West, Vanderlyn, et. al), neoclassicisms (sculpture), Euro-American westward expansion and Indian resistance (itinerant miniature and self-taught artists; hide painting), religion (Shaker furniture and architecture; Hicks), natural history (Audubon) advent of photography (daguerreotypes, ferrotypes, etc.), westward expansion and landscape painting (Cole, Bierstadt, Carlin), slavery, abolition and Civil War (runaway slave ads, Matthew Brady, Winslow Homer). The course will engage directly with the Special Collections, the Smart Museum, and the Art Institute of Chicago.

ARTH 25709. Picturing Moral Autonomy in China and Elsewhere. 100 Units.

This course examines how intellectuals in Preindustrial China maintained their independence, as well as their moral compass, in times of inordinate social and political pressure. Systematic thinking on this topic appears early in China, beginning with Confucius and Mencius, but was by no means limited to the Confucian tradition. Zhuangzi (late 4th c. BCE) devoted an entire chapter to the problem. This course will survey some important meditations on the topic from the Classical period, but will focus on the Song dynasty (960-1278) with its rich body of essays, poems, and paintings touching upon the problem of moral autonomy. To supplement our study of primary sources we'll read secondary sources on Song law, society, and government, as well as relevant secondary studies of European art. Later in the course we will read reflections on Song period Chinese essays by English radicals of the 18th century, and will wrap up with American classics by Henry David Thoreau, Ralph Waldo Emerson, and Wendell Berry. Along the way we will learn how to conduct "close readings" of both written and visual materials for clues to the deep, humanistic themes underlying artistic choice.

ARTH 25810. Global Abstraction. 100 Units.

This course investigates twentieth-century abstraction as a global phenomenon, focusing on the period from 1945 through the 1960s. Case studies will be drawn primarily from the United States, Europe, Latin America and East Asia, but individual research projects from other regions will be welcome. Themes and questions to be addressed include: the repetition of historical avant-garde strategies such as the grid, the monochrome, and non-compositional order in Europe, the United States, and South America; the global reception and adaptation of Abstract Expressionism; distinct understandings of gesture, mark-making, and subjectivity; the meaning and use of color; the relationship of abstraction to industry and design; the deployment of abstraction as a "weapon of the Cold War" and a strategy of internationalization; and autochthonous definitions of abstraction outside the West. Artists and groups to be studied include: Jackson Pollock, Barnett Newman, Ellsworth Kelly, Agnes Martin, Zero, Blinky Palermo, Georges Mathieu, Lucio Fontana, Neoconcretism, Alejandro Otero, Gutai, and Tansakhwa.

ARTH 25885. 20th Century American Drama. 100 Units.**ARTH 26106. Exhibition in Practice II. 100 Units.**

Students in this course will work together to install an exhibition at the Smart Museum of Art. Building on the work produced in ARTH 2/36015 Exhibition in Practice I (spring 2019), students collaborate to write exhibition texts, coordinate programming, and participate in the installation process. Workshopping texts, trouble-shooting, and hands-on activities will feature in class sessions. Readings for this course explore diverse ways to approach exhibition narratives, from museum labels to catalogue essays.

Equivalent Course(s): ARTH 36106

ARTH 26110. Ways of Curating and Collecting. 100 Units.

This seminar takes stock of contemporary currents in curating and collecting practices at a time when we are experiencing rapid expansion of the museum sector internationally, and witnessing the growing ubiquity of "curation" within the spheres of leisure, culture, entertainment and tourism. Using institutions across campus, the city of Chicago and beyond as our primary locus, we will explore curatorial and collecting strategies employed by a variety of visual arts institutions and platforms from the scale of the single-room/single curator gallery, to the museum and the international biennial. We will consider how curatorial and exhibition-making practices have evolved from the latter half of the 20th century to the present day. We will consider the socio-cultural and political implications of curatorial work, and reflect on the shifting status of the art object within collecting and non-collecting institutions. Together we will explore significant curatorial projects at a local, national and international level; we will undertake site visits as well as play host to visiting curators, artists and thinkers. Course readings will feature the writings of seminal international curators as well as selections from historians and theorists in the field of curatorial studies. Students will work through a series of independent and collaborative assignments as well as a final project that integrates curatorial theory and practice.

Equivalent Course(s): ARTH 36110, ARTV 20008, ARTV 30008

ARTH 26200. Magic and the Cinema. 100 Units.

This course will trace relations between motion pictures and traditions of magic, both as a theatrical entertainment and as a belief system. The invention of cinema's roots in the magic lantern and other "philosophical toys" which trick the senses into seeing visual illusions will be explored in relation to traditions of "Natural Magic" as well as a secularization of magical practices into entertainment from the Renaissance on. The early trick films of Méliès and others will be discussed in relation to the tradition of stage magic in the 19th century, as well as a particular reception of the magical nature of new technologies (electricity, photography, sound recording). The relation between cinema and hypnosis, both as a social concern and as metapsychological description of spectatorship will also be explored. A consideration of the appeal of magic systems of thought (spiritualism, theosophy, ritual magic) for Avant-Garde movement and their relation to experimental films by Epstein, Artaud, Deren, Anger, Smith, Fischinger, and others.

Equivalent Course(s): ARTH 36200, CMST 35600, CMST 25600

ARTH 26206. Intervention and Public Practice. 100 Units.

Public art has experienced tremendous change in the past twenty years, no longer stopping at the monumental forms of the early twentieth century. They have come to include temporary, socially charged, and environmentally responsive projects. What is this new public art, and how does it engage and inform public discourse? This course seeks to tease out answers by surveying contemporary projects, both nationally and internationally. We also look at the processes by which artists and their works are selected and the implications of their work within the communities of their development.

Equivalent Course(s): ARTV 36200, ARTV 26200, ARTH 36206

ARTH 26711. Florentine Topographies: Art, Architecture, and Urban Life in the Italian Renaissance City. 100 Units.

The site of some of the most widely recognizable monuments of western art history and the home to some of the most famous artists, writers, designers, thinkers, and cultural patrons of early modern culture, Florence has long occupied a central place in a larger pan-European discourse of Modernity, Beauty, and the Individual Subject. As a result, the city itself has come to occupy a mythic position as a central hub of Western intellectual culture: uprooted from its geographical specificity by the circulation of such proper names as Machiavelli, Leonardo, Michelangelo, and unmoored from its historical heritage by the disorienting complexities of modern mass tourism. Therefore, this course seeks to re-integrate the "Renaissance" into the urban context from which it emerged, to defamiliarize it so that it can be looked at from other perspectives. It focuses on the city itself as the protagonist of some of the most important experiments in art, architecture, and urban development and shows how they were intimately connected to a lively and engaged social body. By approaching images and monuments through the spatial practices by which they were encountered by Renaissance society (rituals of conflict, contests, economic exchange, religious devotion, urban politics, identity formation, among others), students will gain a more nuanced understanding of the links between a localized urban culture and a larger intercultural and cross-temporal exchange of ideas.

Equivalent Course(s): ARTH 36711, ARCH 26711

ARTH 26791. Best in Show: Art History as Exhibition History. 100 Units.

In this course, I propose a reading of post-war art history as seen, in part, through the periodical prism of one of the field's most important, signature events - the five-yearly Documenta exhibition in Kassel, Germany. Starting with the founding 1955 edition organized by Arnold Bode and ending with the 2017 edition which I worked on as a curator, we will discuss one chapter of Documenta's history per class alongside related events like the Venice and Sao Paulo biennials and Skulptur. Projekte Münster, touching upon such key issues of contemporary art practice and theory as the dynamics of globalization, identity politics, the vagaries of market influence, history and memory and the pressures of the social realm on aesthetic experience. As a history of exhibition making and curatorial practice, the course will also draw on recent developments in museum culture and the everyday politics of the art world's various institutions, and will be recounted in part from the perspective of exhibition-making experience. The class will consist of hands-on curatorial exercises, as well as writing and reading assignments that mirror and follow the 64-year arc of our historical periodization.

Equivalent Course(s): ARTH 36791

ARTH 27301. Aesthetics: Phil/Photo/Film. 100 Units.

Equivalent Course(s): CMST 39300, CMST 29300, PHIL 31301, PHIL 21100, ARTH 37301

ARTH 27800. The Material Science of Art (Suzanne Deal Booth Conservation Seminar) 100 Units.

This course introduces undergraduate and graduate students to the methods and theories that inform the scientific analysis and treatment of art objects. Showcasing new scholarship in the field of conservation science and object-based art history that draws its strengths from the collaborative efforts of scientists, conservators, art historians, and theorists, this course considers the meanings of diverse materials employed within works of art, along with the theoretical implications of conservation treatments, and the historical significance of scientific discoveries that emerge during the conservation process. Conservation science draws on the fields of the applied sciences (including engineering and computer science) and the physical sciences (including physics and chemistry) to understand how to preserve the world's cultural heritage. Scientific investigation enables art historians to forge connections between making and meaning. The course will turn to scientific examinations to investigate the production, use and material history of art objects. Focusing on material investigations of painting, sculpture, works on paper, film and video, students will learn about the material make-up of art objects by employing visual analysis alongside scientific analysis and imaging, using resources on campus and at the Art Institute of Chicago. Readings will be drawn from a variety of disciplines.

Equivalent Course(s): ARTH 37800

ARTH 28212. Photography in Africa and African Diaspora. 100 Units.

From photography in the 19th century to the present, this course explores how and why photography became central to arguments about the modernity of African visual art and the roles it has played throughout the continent, the diaspora, and beyond. Moving from one regional focus to the next, students examine photography's roles in expeditionary and ethnographic projects, identity formation, political activism, spirituality, documenting the landscape, and representing the fantastical and the everyday. This course will include visits to the Art Institute of Chicago among other area institutions.

Equivalent Course(s): ARTH 38212

ARTH 28500. History of International Cinema I: Silent Era. 100 Units.

This course provides a survey of the history of cinema from its emergence in the mid-1890s to the transition to sound in the late 1920s. We will examine the cinema as a set of aesthetic, social, technological, national, cultural, and industrial practices as they were exercised and developed during this 30-year span. Especially important for our examination will be the exchange of film techniques, practices, and cultures in an international context. We will also pursue questions related to the historiography of the cinema, and examine early attempts to theorize and account for the cinema as an artistic and social phenomenon.

Equivalent Course(s): CMLT 32400, ARTV 20002, ARTH 38500, MAPH 33600, CMLT 22400, MAAD 18500, CMST 28500, ENGL 29300, CMST 48500, ENGL 48700

ARTH 28600. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Equivalent Course(s): ARTV 20003, ARTH 38600, CMST 48600, CMLT 32500, MAPH 33700, CMST 28600, ENGL 48900, CMLT 22500, REES 45005, REES 25005, ENGL 29600, MAAD 18600

ARTH 28702. Tales Retold? Modern & Contemporary Chinese Art. 100 Units.

Owing to its revolutionary transformations spanning the 20th and early 21st centuries, China offers a unique access point to exploring key issues in modern and contemporary art. Modern and contemporary artists from China and the Sinosphere world have long confronted rather entrenched double-binds, crises of consciousness. We might consider this a double consciousness, on their part-consciousness of being artists in a globalizing context, on the one hand; of being political or national subjects, on the other. Organized thematically, this class will examine selections of artists, movements, and the discourses surrounding them, to unpack the mutual interrelation of key concepts, art and scholarly practices. Questions to be addressed include: How does art history and criticism currently deal with modern and contemporary Chinese art? How does the art world define this category of art practice; and vice versa, how do artists view the art world? Case studies will include artists practicing today as well as historical artists whose work has become a source for the present. While the class deals primarily with art in China, it will necessarily address the wider issues of globalization and the international institutional networks of contemporary art. Students will be encouraged to think broadly about comparative and inter-Asia relations, rather than dividing the globe into East and West.

Equivalent Course(s): ARTH 38702

ARTH 28705. Christian Iconography. 100 Units.

In Christian culture, visual images have for many centuries played a pivotal role in ritual, devotion, intellectual thought, and religious instruction. The most important aims of this course are that students understand images convey meaning in very unique ways and learn how to decode their visual messages. The study of iconography encompasses a variety of methods used to identify the subject matter of a pictorial image, describe its contents, and analyze its discursive strategies in view of its original cultural context. We will cover some of the most important themes visualized in the arts of Christianity by analyzing imagery spanning different periods, geographical regions, pictorial media, and artistic techniques. While special emphasis is placed on the intersections of art and literature, we will also examine pictorial themes that are independent of a specific textual basis. Alongside the study of Christian iconography, this course will address broader issues of visual inquiry, such as patronage, viewer response, emotions, and gender roles. In this course, students will acquire a 'visual literacy' that will enable them to explore all kinds of works of art fruitfully as primary sources in their own right.

Equivalent Course(s): ARTH 38705, RLST 28705

ARTH 28815. World's Fairs, 1851-1937: Chicago and Paris. 100 Units.

The great era of world's fairs (or universal expositions) lasted about ninety years. Although this golden age originated in London and took expression on every continent, two of its most significant hosts were Paris and Chicago. This course will examine the character and impact of expositions in these two cities, concentrating on Paris expositions held between 1855 and 1937 and the two Chicago fairs of 1893 and 1933. Particular attention will be given to the art, design, and architecture featured, stimulated, and sometimes ignored by the fairs. But technological, racial, political, institutional, and social themes will be examined as well. This colloquium is meant to encourage creation of research papers. It will meet once a week and there will be heavy reliance upon images at each session.

Equivalent Course(s): HIST 28805

ARTH 29410. Dimensions of Citizenship: The Venice Architecture Biennale 2018. 100 Units.

In conjunction with the US pavilion at the 2018 Venice Architecture Biennale - co-commissioned by the University of Chicago and co-curated by Professor Niall Atkinson - this Gold Gorvy Traveling Seminar will explore the multiple relationships between architecture and citizenship both in contemporary practice and in historical perspective. The course will be centered around the pavilion's theme of architecture and citizenship at seven spatial scales: Citizen, Civic, Region, Nation, Globe, Network, Cosmos. Through these scales, students will engage critically with the works of participating artists, architects, and designers, works that address the spatial dimensions of belonging in contemporary society. Students will also explore the historical dimensions citizenship through Venice's complex history as a globally connected maritime empire that incorporated multiple linguistic, ethnic, and religious communities. Finally, the seminar will take account of the politics of national display at the root of the biennale itself and the relationship between historical and contemporary spatial experiences of citizenship and rights of abode, belonging and exile, migration and refuge, and the design of liminal spaces such as ships, ports of entry, quarantine centers, and ghettos as places of agonistic cultural exchange.

Equivalent Course(s): ARTH 39410

ARTH 29504. Art, Community, Activism. 100 Units.

there is no course description

Equivalent Course(s): ARTH 39504

ARTH 29505. 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. This year, in particular, we will examine the major exhibition of Floating World (Ukiyo) paintings held at the Art Institute.

Equivalent Course(s): HIST 24602, EALC 29504

ARTH 29600. Junior Seminar: Doing Art History. 100 Units.

The aim of this seminar is to deepen an understanding of art history as a discipline and of the range of analytic strategies art history affords to students beginning to plan their honors papers or, in the case of students who are minoring in art history, writing research papers in art history courses. Students read essays that have shaped and represent the discipline, and test their wider applicability and limitations. Through this process, they develop a keener sense of the kinds of questions that most interest them in the history and criticism of art and visual culture. Students develop a formal topic proposal in a brief essay, and write a final paper analyzing one or two works of relevant, significant scholarship for their topics.

Instructor(s): M. Sullivan Terms Offered: Winter

Note(s): Required of third-year students who are majoring in art history; open to nonmajors with consent of instructor. This course does not meet the general education requirement in the arts.

ARTH 29700. Reading Course. 100 Units.

This course is primarily intended for students who are majoring in art history and who can best meet program requirements by study under a faculty member's individual supervision. The subject, course of study, and requirements are arranged with the instructor. Prerequisite(s): Consent of Instructor and Director of Undergraduate Studies Note(s): Students are required to submit the College Reading and Research Form. Must be taken for a quality grade. With adviser's approval, students who are majoring in art history may use this course to satisfy requirements for the major, a special field, or electives. This course is also open to nonmajors with advanced standing. This course does not meet the general education requirement in the dramatic, musical, and visual arts.

ARTH 29800. Senior Seminar: Writing Workshop. 100 Units.

Problems and methods in Art History. Required of fourth-year Art History majors who wish to pursue honors.

ARTH 29900. Preparation for the BA Paper. 100 Units.

This course provides guided research on the topic of the senior paper. Students arrange their program of study and a schedule of meetings with their senior paper advisor.



ASTROPHYSICS

Department Website: <http://astro.uchicago.edu>

PROGRAM OF STUDY

Astronomy is the oldest of the natural sciences; since antiquity astronomers have sought to understand the origin and destiny of the universe and its celestial contents. How did the universe evolve from an early, almost uniform, state to the rich structure that we see at the present epoch? Where did the elements of the periodic table come from? How do stars, along with their systems of planets, form and how do they change with time? Do other life-bearing worlds exist? These questions have evolved over millennia, with answers now sought using the mathematical, technological, and computational tools of modern astronomy.

For students interested in examining fundamental questions through scientific study of the universe, the Department of Astronomy and Astrophysics offers several choices to explore. Options include general education courses, the minor program in Astronomy and Astrophysics (aimed at students not majoring in the sciences), and the major program in Astrophysics, with both BA and BS tracks.

GENERAL EDUCATION COURSES

Many options are available for choosing two- or three-quarter sequences that will satisfy the general education requirement in the physical sciences from among six courses numbered in the 12000s. These courses are designed for students not majoring in the sciences and present a range of foundational topics, from the grand principles governing the universe and understanding its beginning, to the formation and evolution of stars and galaxies, and the search for habitable extrasolar planets. All courses numbered in the 12000s include labs for engaging in astronomical inquiry through classical experiments, opportunities for telescope observing, and data analysis. The Study Abroad program in Paris is another option for completing the general education requirement in the physical sciences.

Students seeking a more in-depth examination of selected astrophysical topics may take a course numbered in the 18000s as a third course in the physical sciences or as a general elective. While the 12000 and 18000 courses are aimed at students not majoring in the sciences, quantitative analysis is an important part of all courses offered by the Department of Astronomy and Astrophysics. Any tools beyond pre-calculus algebra will be taught as needed.

MAJOR IN ASTROPHYSICS

The major program in Astrophysics reflects Chicago's tradition of interdisciplinary study and emphasis on mastery of the intellectual processes of inquiry and discovery. Courses in Computer Science and Statistics complement a foundational program in Physics, reflecting the essential relationships among the physical sciences. Students will gain broad knowledge of the universal, physical laws from the nuclear to cosmological; familiarity with computational methods and statistical data analysis; and experience with experimental and observational techniques through participation in research. Graduates of the Astrophysics program will be positioned to pursue advanced degrees in physics, astronomy, or similar fields, or enter government service, science education, or scientific journalism.

There are two tracks for students interested in the major. The program leading to a BA in Astrophysics consists of fifteen courses beyond the general education requirement. The program leading to a BS in Astrophysics consists of eighteen courses beyond the general education requirement. The BS track is recommended for students expecting to apply to graduate school in the physical sciences.

Please note that courses counted toward the major must be taken for quality grades (no P/F grading).

SUMMARY OF REQUIREMENTS FOR THE BA IN ASTROPHYSICS

GENERAL EDUCATION

PHYS 13100-13200	Mechanics; Electricity and Magnetism (or higher) *	200
One of the following sequences:		200
MATH 13100-13200	Elementary Functions and Calculus I-II *	
MATH 15100-15200	Calculus I-II *	
MATH 16100-16200	Honors Calculus I-II	
Total Units		400

MAJOR

ASTR 13300	Introduction to Astrophysics %	100
PHYS 13300	Waves, Optics, and Heat (or higher)	100
One of the following:		100
MATH 13300	Elementary Functions and Calculus III	
MATH 15300	Calculus III	

MATH 16300	Honors Calculus III	
PHYS 22000	Introduction to Mathematical Methods in Physics	
PHYS 15400	Modern Physics	100
One of the following:		100
PHYS 22100	Mathematical Methods in Physics	
MATH 20100	Mathematical Methods for Physical Sciences II	
One of the following:		100
CMSC 12100	Computer Science with Applications I	
CMSC 15100	Introduction to Computer Science I	
CMSC 16100	Honors Introduction to Computer Science I	
One of the following:		100
STAT 22000	Statistical Methods and Applications *	
STAT 23400	Statistical Models and Methods	
STAT 24400	Statistical Theory and Methods I	
STAT 24410	Statistical Theory and Methods Ia	
ASTR 21100	Computational Techniques in Astrophysics	100
ASTR 21200	Observational Techniques in Astrophysics	100
ASTR 29800	Undergraduate Research Seminar	100
ASTR 25400	Radiation Processes in Astrophysics	100
ASTR 24100	The Physics of Stars	100
One of the following:		100
ASTR 23900	Physics of Galaxies	
ASTR 24300	Cosmological Physics	
Two electives to be selected from list of approved courses		200
Total Units		1500

* Credit may be granted by examination.

% Students who matriculated prior to Autumn 2018 may substitute any 200-level ASTR course for ASTR 13300.

SUMMARY OF REQUIREMENTS FOR THE BS IN ASTROPHYSICS (PHYSICS VARIANT)

GENERAL EDUCATION

PHYS 13100-13200	Mechanics; Electricity and Magnetism *	200
One of the following sequences:		200
MATH 13100-13200	Elementary Functions and Calculus I-II *	
MATH 15100-15200	Calculus I-II *	
MATH 16100-16200	Honors Calculus I-II	
Total Units		400

MAJOR

ASTR 13300	Introduction to Astrophysics	100
PHYS 13300	Waves, Optics, and Heat (or higher)	100
One of the following:		100
MATH 13300	Elementary Functions and Calculus III	
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
PHYS 22000	Introduction to Mathematical Methods in Physics	
PHYS 15400	Modern Physics	100
One of the following:		100
PHYS 22100	Mathematical Methods in Physics	
MATH 20100	Mathematical Methods for Physical Sciences II	
One of the following:		100
CMSC 12100	Computer Science with Applications I	
CMSC 15100	Introduction to Computer Science I	
CMSC 16100	Honors Introduction to Computer Science I	

One of the following:		100
STAT 22000	Statistical Methods and Applications *	
STAT 23400	Statistical Models and Methods	
STAT 24400	Statistical Theory and Methods I	
STAT 24410	Statistical Theory and Methods Ia	
ASTR 21100	Computational Techniques in Astrophysics	100
ASTR 21200	Observational Techniques in Astrophysics	100
ASTR 29800	Undergraduate Research Seminar	100
PHYS 23400	Quantum Mechanics I	100
ASTR 25400	Radiation Processes in Astrophysics	100
ASTR 24100	The Physics of Stars	100
One of the following:		100
ASTR 23900	Physics of Galaxies	
ASTR 24300	Cosmological Physics	
Three electives to be selected from list of approved courses		300
Total Units		1800

* Credit may be granted by examination.

SUMMARY OF REQUIREMENTS FOR THE BS IN ASTROPHYSICS (CHEMISTRY VARIANT)

GENERAL EDUCATION

CHEM 11100-11200	Comprehensive General Chemistry I-II *	200
One of the following sequences:		200
MATH 13100-13200	Elementary Functions and Calculus I-II	
MATH 15100-15200	Calculus I-II *	
MATH 16100-16200	Honors Calculus I-II	
Total Units		400

MAJOR

PHYS 13100-13200-13300	Mechanics; Electricity and Magnetism; Waves, Optics, and Heat (or higher)	300
ASTR 13300	Introduction to Astrophysics	100
One of the following:		100
MATH 13300	Elementary Functions and Calculus III	
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
MATH 20000	Mathematical Methods for Physical Sciences I	
PHYS 22000	Introduction to Mathematical Methods in Physics	
One of the following:		100
PHYS 22100	Mathematical Methods in Physics	
MATH 20100	Mathematical Methods for Physical Sciences II	
One of the following:		100
CMSC 12100	Computer Science with Applications I	
CMSC 15100	Introduction to Computer Science I	
CMSC 16100	Honors Introduction to Computer Science I	
One of the following:		100
STAT 22000	Statistical Methods and Applications *	
STAT 23400	Statistical Models and Methods	
STAT 24400	Statistical Theory and Methods I	
STAT 24410	Statistical Theory and Methods Ia	
CHEM 11300	Comprehensive General Chemistry III	100
ASTR 21100	Computational Techniques in Astrophysics	100
ASTR 21200	Observational Techniques in Astrophysics	100
ASTR 29800	Undergraduate Research Seminar	100
ASTR 25400	Radiation Processes in Astrophysics	100
ASTR 24100	The Physics of Stars	100

CHEM 26100	Quantum Mechanics	100
CHEM 26200	Thermodynamics	100
One of the following:		100
ASTR 23900	Physics of Galaxies	
ASTR 24300	Cosmological Physics	
One elective to be selected from list of approved courses		100
Total Units		1800

* Credit may be granted by examination

SAMPLE PROGRAMS

The sample programs below illustrate different paths for fulfilling requirements for the Astrophysics major. The first example shows a path for the BS in Astrophysics with the introductory sequence in Physics.

First Year

Autumn Quarter	Winter Quarter	Spring Quarter
PHYS 13100	PHYS 13200	ASTR 13300
MATH 15100	MATH 15200	PHYS 13300
		MATH 15300

Second Year

Autumn Quarter	Winter Quarter	Spring Quarter
PHYS 15400	ASTR 21100	ASTR 21200
PHYS 22100	STAT 23400	ASTR 29800
CMSC 12100		PHYS 23400

Third Year

Autumn Quarter	Winter Quarter	Spring Quarter
ASTR 25400	ASTR 24100	Elective
	Elective	

Fourth Year

Autumn Quarter	Winter Quarter	Spring Quarter
PHYS 19700	Elective	ASTR 24300

This sample shows a path for the BS in Astrophysics with the introductory sequence in Chemistry.

First Year

Autumn Quarter	Winter Quarter	Spring Quarter
CHEM 11100	CHEM 11200	ASTR 13300
MATH 16100	MATH 16200	CHEM 11300
		MATH 20000

Second Year

Autumn Quarter	Winter Quarter	Spring Quarter
PHYS 13100	PHYS 13200	PHYS 13300
	STAT 22000	MATH 20100

Third Year

Autumn Quarter	Winter Quarter	Spring Quarter
ASTR 25400	ASTR 24100	ASTR 21200
CMSC 12100	ASTR 21100	ASTR 29800

Fourth Year

Autumn Quarter	Winter Quarter	Spring Quarter
CHEM 26100	CHEM 26200	ASTR 23900
	Elective	

ELECTIVES

ASTR 25800	Astrophysics of Exoplanets	100
ASTR 28200	Current Topics in Astrophysics	100
ASTR 30100	Stars	100
ASTR 30300	Interstellar Matter	100
ASTR 30400	Galaxies	100
ASTR 33000	Computational Physics and Astrophysics	100
CMSC 15200	Introduction to Computer Science II	100
CMSC 15400	Introduction to Computer Systems	100
CMSC 23500	Introduction to Database Systems	100
CMSC 23900	Data Visualization	100
CMSC 28510	Introduction to Scientific Computing	100

GEOS 21200	Physics of the Earth	100
GEOS 22040	Planet Formation in the Galaxy I: From Dust to Planetesimals	100
GEOS 22050	Planet Formation in the Galaxy II: From Planetesimals to Planets	100
GEOS 22060	What Makes a Planet Habitable?	100
GEOS 22200	Geochronology	100
MATH 20250	Abstract Linear Algebra (or higher)	100
PHYS 18500	Intermediate Mechanics	100
PHYS 22500	Intermediate Electricity and Magnetism I	100
PHYS 22600	Electronics	100
PHYS 22700	Intermediate Electricity and Magnetism II	100
PHYS 23400	Quantum Mechanics I (BA only)	100
PHYS 23500	Quantum Mechanics II	100
PHYS 26000	Fluid Dynamics	100
PHYS 26400	Spacetime and Black Holes	100
STAT 22200	Linear Models and Experimental Design	100
STAT 22400	Applied Regression Analysis	100
STAT 24500	Statistical Theory and Methods II	100
STAT 24510	Statistical Theory and Methods IIa	100
STAT 25100	Introduction to Mathematical Probability	100
STAT 25300	Introduction to Probability Models	100
STAT 27400	Nonparametric Inference	100
STAT 27850	Multiple Testing, Modern Inference, and Replicability	100

GRADING

Students in the major or minor programs offered by the Department of Astronomy and Astrophysics must receive a quality grade of at least C in all courses counting toward major/minor requirements. In addition, students who are majoring in Astrophysics must receive a quality grade of at least C- in prerequisite courses offered by other departments.

HONORS

Students who have completed the requirements for the BA or BS in Astrophysics are encouraged to prepare an honors thesis based on their work. To be considered for honors, a student must earn a GPA of 3.5 or higher in the required courses for the major and 3.0 overall (or obtain consent from the assistant chair for academic affairs), and have an approved research project that will be supervised by a faculty member.

Eligible students who wish to be considered for honors will first meet with the academic affairs administrator to obtain guidelines and requirements for this option, followed by a meeting with their research mentor resulting in a plan for the supervision of the research. The student enrolls in ASTR 29900 Honors Thesis in any quarter of their graduation year. A goal of the honors track is to mentor students through the process of preparing research and submitting it for publication. Along the way, students present their research to various groups, including Astronomy and Astrophysics faculty, for feedback and discussion.

MINOR IN ASTRONOMY AND ASTROPHYSICS

The grand narrative of astronomy holds wide popular appeal and lends itself to interdisciplinary study: there is a deep history and cultural context, the night sky is profoundly inspiring and accessible to everyone, and the spirit of exploration is communicated in daily media reports of new discoveries. The minor in Astronomy and Astrophysics was designed for students not majoring in the sciences to cultivate understanding of science as a human endeavor across multiple social, historical, and cultural contexts, and to develop comprehension of the quantitative reasoning that supports a deep conceptual understanding of science.

Students are allowed flexibility in selecting five courses to compose a rigorous program of study according to individual interest. The selection must include at least two courses numbered in the 12000s and at least one in the 18000s. It is possible for a student pursuing the minor to substitute a course numbered in the 20000s for one of the 18000 courses. Students interested in exploring this option must meet with the academic affairs administrator to discuss course selection. **Please note: courses taken to satisfy the general education requirement in the physical sciences may not be counted towards the minor.** Students who satisfy their general education requirement in the physical sciences in Astronomy and Astrophysics may pursue the minor through completing the remaining courses numbered in the 12000s and at least one in the 18000s.

There are no Physics or Mathematics prerequisites for the minor. Courses must be taken for quality grades (no P/F grading). Students must meet with the academic affairs administrator before the end of Spring Quarter of their third year to declare their intention to complete the minor and fill out the College's Consent to Complete

a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form.

STUDY ABROAD PROGRAM

Every Spring Quarter a three-course Astronomy program is offered in Paris, composed from the courses numbered in the 12000s that are offered on campus. This sequence was designed for students not majoring in the sciences but may also be of interest to science majors who want to supplement their work in physics and chemistry with a quarter devoted to the cosmos. In Spring Quarter 2020, the Paris program will offer ASTR 12700 Stars, ASTR 12710 Galaxies, and ASTR 12720 Exoplanets.

The Astronomy program in Paris satisfies the general education requirement in the physical sciences. Students who have already completed their general education requirement in the physical sciences may count the three courses taken in Paris toward the five required to satisfy the minor in Astronomy and Astrophysics. For details, see the Study Abroad (<https://study-abroad.uchicago.edu>) page for Paris: Astronomy (<http://study-abroad.uchicago.edu/programs/paris-astronomy>).

ASTRONOMY AND ASTROPHYSICS COURSES

ASTR 12600. Matter, Energy, Space, and Time. 100 Units.

A comprehensive survey of how the physical world works, and how matter, energy, space, and time evolved from the beginning to the present. A brief survey of the historical development of mathematics, physics, and astronomy leads to a conceptual survey of the modern theory of the physical universe: space and time in relativity; the quantum theory of matter and energy; and the evolution of cosmic structure and composition. The major theme of this course is the understanding of all nature, from the prosaic to the exotic, using powerful quantitative theory grounded in precise experiments. Although quantitative analysis will be an important part of the course, students will not be expected to employ mathematics beyond algebra. (L)

Instructor(s): Erik Shirokoff Terms Offered: Autumn

Equivalent Course(s): PHSC 12600

ASTR 12610. Black Holes. 100 Units.

Black Holes are the most exotic, extreme and paradoxical systems in the universe. They are the densest concentrations of energy, yet they convert all matter that falls in to pure space-time curvature; they radiate more power than anything else, even though most of their radiation is not even made of light; they are mathematically the most perfectly understood of any physical structure, but their enigmatic behavior is still the subject of a violent disagreement among experts that highlights our ignorance of how quantum physics relates to gravity. This course will survey the physics of space and time, the nature of black holes, their effects on surrounding matter and light, the astrophysical contexts in which they are observed, frontier areas of research as quantum gravity and gravitational waves, and the importance of space-time physics to everyday needs such as navigation and energy. The modern theory of space and time, as well as black holes, will be placed in historical context, with special attention to the work of Albert Einstein. Experimental exercises will include direct measurement of the speed of light and gravitational mass, and experience with interferometry. Quantitative analysis will be an important part of the course, but mathematics beyond algebra will not be required. (L)

Instructor(s): Nick Gnedin Terms Offered: Winter

Prerequisite(s): PHSC 12600 or PHSC 12700

Equivalent Course(s): PHSC 12610

ASTR 12620. The Big Bang. 100 Units.

The Big Bang model describes the Universe on the largest scales and its evolution from the earliest observationally accessible times through the formation of the complex world we live in today. This powerful framework allows us to interpret a wide range of observations and to make detailed and precise predictions for new experiments. The key motivating observations include the expansion of the Universe and how it has changed with time; the existence of radiation indicating a hot and dense early phase; the abundance of the light elements; and how matter is organized over a wide range of physical scales. The model naturally incorporates dark matter and dark energy, two surprising and poorly understood components that govern the growth of structure over time. The course will explore the history of scientific cosmology and the evidence for the Big Bang model, its consequences for the earliest moments after the Big Bang, and its predictions for the eventual fate of the Universe. Labs will include a hands-on measurement of the relic cosmic microwave background radiation from the early universe and the use of astronomical data to verify key discoveries in the history of Big Bang cosmology. Quantitative analysis will be an important part of the course, but prior experience with mathematics beyond algebra will not be required. (L)

Equivalent Course(s): PHSC 12620

ASTR 12700. Stars. 100 Units.

Elements such as carbon and oxygen are created in fusion reactions at high temperatures and pressures in the deep interiors of stars, conditions that naturally arise in stars like the Sun. This course will outline the physical principles at work and the history of the development of the key ideas: how nuclear physics and the theory of stellar interiors account for how stars shine, why they live for such long times, and how the heavy elements in their cores are dispersed to form a new generation of stars. Gravity assembles stars out of more diffuse material, a process that includes the formation of planetary systems. The course shows how, taken together, these physical processes naturally lead to the ingredients necessary for the emergence of life, namely elements like carbon, nitrogen, and oxygen, and planets in stable orbits around long-lived stars. The course features quantitative analysis of data; any tools needed beyond pre-calculus algebra will be taught as part of the course. (L)

Instructor(s): Daniel Fabrycky Terms Offered: Autumn

Equivalent Course(s): PHSC 12700

ASTR 12710. Galaxies. 100 Units.

Galaxies have been called island universes, places where stars are concentrated, where they are born, and where they die. The study of galaxies reaches back to the Renaissance; Galileo Galilei first pointed a telescope skyward in 1610 and confirmed a then 2000 year-old Greek conjecture about the nature of our own galaxy -- the Milky Way. This course will use extensive modern observational data from a wide range of telescopes to trace the modern picture for the formation and evolution of galaxies and the stars in them. Galaxies will then be used as markers of yet larger scale structures, in order to explore the influence of gravity over cosmic time. The object of study in this course is galaxies, and the narrative arc traced through that extensive data and understanding will highlight our profound discovery that most of the mass in galaxies (and the Universe as a whole) is in fact an exotic form of matter -- dark matter -- that we cannot directly see. Quantitative analysis will be an important part of the course in both laboratory work and lectures, but mathematics beyond algebra and some geometric understanding will not be required. This course will feature several observationally-oriented labs that will allow students to directly experience how some of the modern understanding of galaxies has arisen. (L)

Equivalent Course(s): PHSC 12710

ASTR 12720. Exoplanets. 100 Units.

The past two decades have witnessed the discovery of planets in orbit around other stars and the characterization of extra-Solar (exo-) planetary systems. We are now able to place our Solar System into the context of other worlds and a surprising conclusion that most planetary systems look nothing like our own. A challenging next step is to find planets as small as the Earth in orbit around stars like the Sun. The architecture of planetary systems reflects the formation of the parent star and its protoplanetary disk, and how these have changed with time. This course will review the techniques for discovery of planets around other stars, what we have learned so far about exoplanetary systems, and the driving questions for the future, including the quest for habitable environments elsewhere. Although quantitative analysis will be an important part of the course, students will not be expected to employ mathematics beyond algebra. (L)

Equivalent Course(s): PHSC 12720

ASTR 13300. Introduction to Astrophysics. 100 Units.

The course is intended for first-year students intending to major in Astrophysics as an introduction to the range of important physical processes that operate in astrophysical environments, and how these govern structures across a wide range of scales, from planets to superclusters to the Universe. Throughout the course, we will see that similar physical principles (gravity, radiation, particle physics) come in at different stages and systems (planets, stars, galaxies, the Universe). We will also incorporate into each class relevant current active research areas in Astrophysics, especially focusing on connection with research in the department. We anticipate a highly interactive class with a large number of group activities, demos and discussions.

ASTR 18000. The Search for Extraterrestrial Life. 100 Units.

The origin of life is one of the biggest questions of modern science. While substantial progress has been made in understanding how life arose on our planet, such research represents just a single case study in how life originates and evolves. This course covers the search for life beyond Earth from the planets and moons of the Solar System to planets orbiting other stars and intelligent life that may have left its mark on macroscopic scales. The discovery of life beyond Earth would be transformative for our understanding of humanity's place in the universe. A range of ongoing and planned experiments have the potential to detect or put strong constraints on the existence of life during the next few decades. This class will mix traditional lectures with flipped classroom problem-solving sessions.

Equivalent Course(s): PHSC 18000

ASTR 18100. The Milky Way. 100 Units.

Within a largely empty universe, we live in a vast stellar "island" that we call the Milky Way. As we survey the stellar and interstellar components of the Milky Way—the distribution and motions of stars and interstellar gas, and how these dynamic, ever-changing components interact with each other during their life cycles inside the Milky Way—we will follow the path of ancient astronomers, wonder at their mistakes and prejudices, and form our own understanding.

Instructor(s): TBD Terms Offered: Spring. Not offered in 2019-2020

Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.

Equivalent Course(s): PHSC 18100

ASTR 18200. The Origin and Evolution of the Universe. 100 Units.

This course provides a comprehensive introduction to modern cosmology for students wishing to delve deeper into the subject than PHSC 12620 (which is not a prerequisite) but at a similar mathematical level. It will discuss how the fundamental laws of physics allow us to understand the origin, evolution, and large-scale structure of the universe. After a brief review of the history of cosmology, the course will cover the expansion of the universe, Newtonian cosmology, Einstein's Special and General Relativity, black holes, dark matter, dark energy, the Cosmic Microwave Background radiation, Big Bang nucleosynthesis, the early universe, primordial inflation, the origin and evolution of large-scale structure in the universe, and cosmic surveys that are probing inflation and cosmic acceleration.

Equivalent Course(s): PHSC 18200

ASTR 18300. Searching Between the Stars. 100 Units.

With the advent of modern observational techniques (e.g., radio, satellite astronomy), it has become possible to study free atoms, molecules, and dust in the vast space between the stars. The observation of interstellar matter provides information on the physical and chemical conditions of space and on the formation and evolution of stars.

Equivalent Course(s): PHSC 18300

ASTR 18400. Origins: From the Big Bang to Human Consciousness. 100 Units.

In this course we will look at the approaches to, data for, and theories of the big transitions in the evolution of the physical universe and the living world.

ASTR 18600. New Surveys in Extragalactic Astronomy. 100 Units.

Overview of extragalactic astronomical surveys.

Equivalent Course(s): PHSC 18600

ASTR 18700. From Fossils to Fermi's Paradox: Origin and Evolution of Intelligent Life. 100 Units.

The course approaches Fermi's question, "Are we alone in the universe?," in the light of recent evidence primarily from three fields: the history and evolution of life on Earth (paleontology), the meaning and evolution of complex signaling and intelligence (cognitive science), and the distribution, composition and conditions on planets and exoplanets (astronomy). We also review the history and parameters governing extrasolar detection and signaling. The aim of the course is to assess the interplay between convergence and contingency in evolution, the selective advantage of intelligence, and the existence and nature of life elsewhere in the universe - in order to better understand the meaning of human existence.

Equivalent Course(s): PSYC 28810, BPRO 28800, BIOS 29142

ASTR 18800. Philosophical Problems in Cosmology. 100 Units.

In this course, we will undertake a comparison of the philosophical underpinnings of the Aristotelian and Copernican cosmologies, including a comparison of mechanistic and teleological approaches to the natural world. The epistemological foundations of the scientific method, in particular as applied to cosmology (from Galileo to the modern context) will be examined, as will positivist vs. realistic outlooks on cosmology. (For example, what does science say-or not say-about the inside of a black hole, or the space beyond the Hubble horizon?) We will ponder questions such as: Do the epistemological foundations of science require us to be able to repeat relevant experiments? If so, does this disqualify cosmology as a science? If not, why? Might our universe be part of a computer simulation? What information could possibly convince us that this is true or false?

Equivalent Course(s): PHSC 18800, HIPS 18800

ASTR 19000. Telescope/Image Processing Astronomy. 100 Units.

Course on astrophotography and image processing.

ASTR 21100. Computational Techniques in Astrophysics. 100 Units.

This course will introduce basic computational techniques most often used in astronomical research, such as interpolation, transforms, smoothing, numerical differentiation and integration, integration of ordinary differential equations, and Monte Carlo methods, and elements of basic computer algorithms, data structures, and parallel programming using Python as the main course programming language. Practical examples where these numerical techniques are applied will be covered via homework and in class exercises using real-world astronomical problems and results of recent papers with emphasis on implementing the algorithms from scratch. The course will cover the access to astronomical archival data, and how to search it efficiently, focusing specifically on the Sloan Digital Sky Survey, but with introduction to other data sets. Machine learning methods will be introduced to illustrate how large data sets can be mined for interesting information.

ASTR 21200. Observational Techniques in Astrophysics. 100 Units.

This course will prepare students in methods that will be used in their independent research by introducing observation and analysis techniques in a field of astrophysics chosen by the instructor. Students will learn basics of astronomical instrumentation and will apply that knowledge in a practical context (for example, using an on-campus telescope or telescopes controlled robotically from campus). The process of data reduction and calibration will be illustrated, leading to the extraction of scientifically meaningful results.

ASTR 23000. Cosmos and Conscience: Looking for Ourselves Elsewhere. 100 Units.

Science and religion are two ways, among many others, that people can seek to know about reality: how do we construct ordered pictures of the whole-cosmos or civilization-and how do we relate to them in terms of action? How do we know what we do not know, and what does that kind of "knowledge" mean for the orientation and direction of human existence? How would cultural biases be affected by knowing that there are others "out there" in the universe, should we discover them? From various perspectives, this course addresses these questions of the origins, structures, and ends of reality as we look for ourselves--seek understanding of the human condition--in the cosmos but also in complex religious and cultural traditions. Whereas in our popular culture, science is often identified with the realm of knowledge and religion is simply "belief" or "practice," the course also seeks to trace the rational limits of science and the rational force of religion with respect to the ethical problem of the right and good conduct of human life.

Equivalent Course(s): RLST 23603, BPRO 23000

ASTR 23900. Physics of Galaxies. 100 Units.

This course will provide a comprehensive introduction to galaxies and the interstellar medium and will examine the physical processes involved in their structure and evolution. Topics will include the stellar content of galaxies and the dynamics of stars within galaxies, the physical state of the interstellar medium, central supermassive black holes and power generation in active galactic nuclei, what can be learned about the distribution of mass from gravitational lensing, and processes that shape the relative distributions of dark matter and baryonic matter.

ASTR 24100. The Physics of Stars. 100 Units.

This course develops the physical theory of the internal structure of stars and how their structure changes with time. The material illustrates how to build model stars based on these physical principles and covers observational constraints on these models, such as the neutrino flux from the core of the Sun. Topics include supernovae and the end states of stars--white dwarfs, neutron stars, and black holes.

ASTR 24200. The Physics of Galaxies and the Universe. 100 Units.

Physical laws are applied in the study of the structures and evolution of galaxies, quasars, clusters of galaxies, and the universe at large.

ASTR 24300. Cosmological Physics. 100 Units.

This course will provide a comprehensive introduction to the principal topics in cosmology, including theoretical and observational foundations. Key topics will include the expansion of the Universe, dark matter and energy, cosmic microwave background, hot Big Bang, and the origin and evolution of structure.

ASTR 25400. Radiation Processes in Astrophysics. 100 Units.

Most of what we know about the Universe comes from detection of electromagnetic radiation emitted by individual sources or by diffuse media. Once we understand the processes by which the radiation was created and the processes by which the radiation is scattered or modified as it passes through matter, we can address the physical nature of the sources. The physics of radiation processes includes electricity and magnetism; quantum mechanics and atomic and nuclear structure; statistical mechanics; and special relativity.

Equivalent Course(s): ASTR 30500

ASTR 25800. Astrophysics of Exoplanets. 100 Units.

Extrasolar planets, a.k.a. exoplanets, are planets orbiting other stars. First definitively detected in the mid 1990s, the planet count has rapidly expanded and their physical characterization has sharpened with improved observational techniques. Theoretical studies of planetary formation and evolution are now attempting to understand this statistical sample. The field also aspires to address questions about life in the universe. This course emphasizes hands-on activities, like working with real astronomical data to find and characterize exoplanets. Topics are the radial velocity, transit, and other discovery and characterization techniques; statistical distributions of known planets; comparisons among planet structure and planetary system types; formation in a protoplanetary disk and subsequent dynamical evolution; the goal of finding life on an exoplanet; colonization of exoplanets; and the Fermi paradox.

Equivalent Course(s): ASTR 35800, GEOS 32080

ASTR 28000. Topics: Microwave Background. 100 Units.

Course on current topics in the Cosmic Microwave Background.

ASTR 28300. Current Topics in Astrophysics: Instrumentation. 100 Units.

The topic of this course in 2019 is Catching Long-wavelength Photons. Many important events in the history of our universe are best observed at wavelengths between the microwave and the far-infrared. These include the cosmic microwave background (CMB), the early galaxies which played host to the first stars during the epoch of reionization, and the astrophysical processes which drive nearby star forming regions. This class will introduce these science topics and then explore in detail the tools and techniques required to measure this radiation. Topics will include: antennas, horns, and direct absorbers; receiver sensitivity and fundamental noise sources; coherent detectors, bolometers, and pair-breaking superconducting devices; microwave theory and interferometry; telescope fundamentals; and a survey of current and near-future instruments. This course should provide a comprehensive background for students interested in instrumentation for the CMB, submm, and far-IR astronomy. Grading will include problem sets and a final project in which students design their own detailed instrument proposal. There are no lab sections, though some class sessions will involve hands-on demonstrations in a research lab on campus.

ASTR 28500. Science with Large Astronomical Surveys. 100 Units.

The last several years have seen a veritable explosion of novel astronomical survey programs covering large areas of sky with unprecedented sensitivity. This course will explore the wide variety of science that can be done with surveys like the Sloan Digital Sky Survey, the Dark Energy Survey, the Gaia satellite, and the upcoming Large Synoptic Survey Telescope. Science topics will include our solar system, our Galaxy, the Local Group, distant galaxies, and cosmological measurements of our Universe. We will familiarize ourselves with the hardware and software components of astronomical surveys, before diving into hands-on analysis of public data sets. Students will learn computational and statistical techniques for analyzing large astronomical data sets.

Equivalent Course(s): ASTR 41200

ASTR 29001. Field Course in Astronomy and Astrophysics I. 100 Units.

In this two-quarter course students will explore an area of astrophysical research through weekly seminars in preparation for a four-night visit to an observatory during the spring break. In the second quarter of the course students will analyze data collected during their observing experience and will collaborate to produce a single paper similar in format to scientific papers published in professional journals. Students must enroll in both ASTR 29001 and ASTR 29002.

ASTR 29002. Field Course in Astronomy and Astrophysics II. 100 Units.

In this two-quarter course students will explore an area of astrophysical research through weekly seminars in preparation for a four-night visit to an observatory during the spring break. In the second quarter of the course students will analyze data collected during their observing experience and will collaborate to produce a single paper similar in format to scientific papers published in professional journals. Students must enroll in both ASTR 29001 and ASTR 29002.

ASTR 29700. Participation in Research. 100 Units.

Students are assigned to work in the research group of a member of the faculty. Participation in research may take the form of independent work on a small project or assistance to an advanced graduate student or faculty member in his or her research.

Instructor(s): Rich Kron
Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): Third- or fourth-year standing and consent of instructor.

Note(s): Students must arrange with instructor in advance of the start of the term. Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading. Students may register for this course for as many quarters as they wish; they need not work with the same faculty member each time.

ASTR 29800. Undergraduate Research Seminar. 100 Units.

In this course students will engage with various scientific practices to prepare them for participation in research. Students will critically analyze research presented in popular and scholarly scientific literature and practice computational, statistical, and observational techniques to explore astrophysical problems. The course will emphasize student-led discussions and interactive presentations to synthesize previous coursework and strengthen scientific thinking and communication skills. Guest lectures by members of research groups will highlight projects undertaken by faculty in the Astronomy and Astrophysics Department to acquaint students with possibilities for research participation.

ASTR 29900. Honors Thesis. 100 Units.

ASTR 29900 Honors Thesis is an independent research course, supervised by a faculty member in the Department of Astronomy and Astrophysics, in which the student either contributes to a faculty research project or engages in an approved independent research project. Eligible students enroll in ASTR 29900 for one quarter during their fourth year. Students must notify the Academic Affairs Administrator in the Department of Astronomy and Astrophysics of their intention to complete an Honors Thesis by the 3rd week of Autumn Quarter of their fourth year.

Instructor(s): Rich Kron Terms Offered: Autumn Spring Winter

Prerequisite(s): Open to students who are majoring in Astrophysics with fourth-year standing. The student must earn a GPA of 3.50 or higher in the required courses for the Major and 3.0 overall—or obtain consent from the Assistant Chair for Academic Affairs—and have an approved research project that will be supervised by a faculty member. Students are required to submit the College Reading and Research Course form in the quarter in which they enroll in the course.



BIOLOGICAL CHEMISTRY

Department Website: <http://chemistry.uchicago.edu/kb>

PROGRAM OF STUDY

The Department of Chemistry, in conjunction with the Department of Biochemistry and Molecular Biology (BCMB) in the Division of the Biological Sciences, offers a BS degree in Biological Chemistry. The program is designed to prepare students to enter a variety of interdisciplinary fields in biochemical and biophysical sciences. Undergraduate research is strongly encouraged. By combining resources of both departments, students in this program are given the opportunity to study chemistry and physics of macromolecules, mechanisms of actions of enzymes and hormones, molecular and cellular biology, biotechnology, and other related fields.

SUMMARY OF REQUIREMENTS

GENERAL EDUCATION

CHEM 11100-11200	Comprehensive General Chemistry I-II ^{++†}	200
One of the following sequences:		200
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II [†]	
MATH 13100-13200	Elementary Functions and Calculus I-II (requires grade of A- or higher)	
BIOS 20186	Fundamentals of Cell and Molecular Biology ^{**}	100
BIOS 20187	Fundamentals of Genetics (or AP credit, if an AP 5 Fundamentals Sequence is completed) ^{**}	100
Total Units		600

MAJOR

One of the following: ^{†+}		100
CHEM 11300	Comprehensive General Chemistry III	
CHEM 12300	Honors General Chemistry III	
One of the following:		100
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
MATH 19620	Linear Algebra [†]	
MATH 13300	Elementary Functions and Calculus III (requires grade of A- or higher)	
MATH 20000-20100	Mathematical Methods for Physical Sciences I-II	200
CHEM 20100	Inorganic Chemistry I	100
PHYS 12100-12200-12300	General Physics I-II-III (or higher)	300
One of the following sequences:		300
CHEM 22000 & CHEM 22100 & CHEM 22200	Organic Chemistry I and Organic Chemistry II and Organic Chemistry III	
CHEM 23000 & CHEM 23100 & CHEM 23200	Honors Organic Chemistry I and Honors Organic Chemistry II and Honors Organic Chemistry III	
CHEM 26100 & CHEM 26200	Quantum Mechanics and Thermodynamics	200
CHEM 26700	Experimental Physical Chemistry	100
One of the following:		100
CHEM 20200	Inorganic Chemistry II	
CHEM 23300	Intermediate Organic Chemistry	
CHEM 26300	Chemical Kinetics and Dynamics	
One appropriate 20000-level course in Biology (under the category Advanced-Level Courses) [§]		100
BIOS 20200	Introduction to Biochemistry	100
BIOS 21317	Topics in Biological Chemistry	100
One approved 30000-level biochemistry or chemistry course [§]		100
Total Units		1900

- † Credit may be granted by examination.
- ‡ CHEM 10100-10200 Introductory General Chemistry I-II and CHEM 12100-12200 Honors General Chemistry I-II also satisfy this requirement. Enrollment into a particular sequence is based on chemistry placement or AP score.
- * See Advanced Placement and Accreditation Examinations sections of this catalog. **Note that no credit is given for IB chemistry.**
- ** Chemistry and Biological Chemistry majors can take these courses without the Biological Sciences prerequisites (BIOS 20153-20151), unless they pursue a double major in the Biological Sciences. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151.
- + Students with a score of 5 on the AP biology test receive one credit. They are eligible to register for a three-quarter AP 5 Fundamentals Sequence. Upon completion of the sequence, students receive an additional AP credit, for a total of two, to meet the general education requirement. Students majoring in Biological Chemistry will count the AP 5 Fundamentals Sequence as three electives.
- § These courses must be chosen in consultation with the departmental counselor; their approval must be conveyed to the student's College adviser for proper documentation.

NOTE: The three-quarter sequence 3 Course Seq Code Title not found for MATH 20300 may be substituted for MATH 20000 Mathematical Methods for Physical Sciences I; please note that MATH 20250 Abstract Linear Algebra or STAT 24300 Numerical Linear Algebra is a prerequisite for MATH 20400. MATH 27300 Basic Theory of Ordinary Differential Equations may be substituted for MATH 20100 Mathematical Methods for Physical Sciences II. MATH 19620 Linear Algebra is recommended for Biological Chemistry majors who plan to pursue advanced study in physical chemistry.

ADVANCED PLACEMENT

Students who earn a score of 5 on the AP test in chemistry are given credit for CHEM 11100 Comprehensive General Chemistry I. Students with CHEM 11100 Comprehensive General Chemistry I credit may join CHEM 11200 Comprehensive General Chemistry II in the Winter Quarter. A score of 5 on the AP exam also permits students to take CHEM 12100-12200-12300 Honors General Chemistry I-II-III; students may opt to begin with CHEM 12100 Honors General Chemistry I in the Autumn Quarter or CHEM 12200 Honors General Chemistry II in the Winter Quarter. Students who complete the first quarter of Comprehensive General Chemistry or Honors General Chemistry forgo the AP credit. Note that no credit is given for IB chemistry.

ACCREDITATION

The Department of Chemistry also administers accreditation examinations for CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III to entering College students. Only incoming first-year and transfer students are eligible to take these examinations, which are offered at the beginning of Autumn Quarter. Students may receive credit on the basis of their performance on accreditation examinations.

GRADING

Students majoring in biochemistry must earn 1) a major GPA of 2.0 or higher and 2) a C- or higher in all courses required by the Biochemistry major, including those courses counting toward general education requirements in the mathematical, biological, and physical sciences. Nonmajors may take chemistry courses on a P/F basis; only grades of C- or higher constitute passing work.

HONORS AND UNDERGRADUATE RESEARCH

By their third year, students majoring in Biological Chemistry are strongly encouraged to participate in research with a faculty member. For more information on research opportunities and honors in Biological Chemistry, visit chemistry.uchicago.edu/undergraduate-chemistry-major-and-research.

Excellent students who pursue a substantive research project with a faculty member in the Department of Chemistry or the Department of Biochemistry and Molecular Biology should plan to submit an honors thesis based on their work. Students usually begin this research program during their third year, and they continue their research activities through the following summer and their fourth year. To be considered for honors, students are expected to complete their arrangements with the departmental counselor before the end of their third year and to register for one quarter of CHEM 29900 Advanced Research in Chemistry or one year of CHEM 29600 Research in Chemistry during their third or fourth years.

A BS with honors in Biological Chemistry requires students to write a creditable honors paper describing their research. The paper must be approved by the program advisers in the Department of Chemistry and the Department of Biochemistry and Molecular Biology, and it must be submitted before the deadline established by the department. In addition, an oral presentation of the research is required.

To earn a BS degree with honors in Biological Chemistry, students must also have an overall GPA of 3.0 or higher.

JOINT DEGREE PROGRAM

A four-year joint degree program leading to a concurrent award of the BS in Biological Chemistry and the MS in Chemistry is available for a select group of students who have achieved advanced standing

through their performance on placement or on accreditation examinations. Special programs are developed for such students. For more information, consult Ka Yee Lee at kayeelee@uchicago.edu and Vera Dragisich at vdragisi@uchicago.edu in the Chemistry Department.



BIOLOGICAL SCIENCES

Department Website: <http://bscd.uchicago.edu>

PROGRAM OF STUDY

Biology is the study of life, past and present. The faculty of the College believe that a sound knowledge of biology is essential for understanding ourselves and the world in which we live, as well as engaging many pressing problems facing humanity and becoming a part of their eventual solution. Our curriculum offers courses in many fields, from theoretical to experimental biology, and from molecular and genetic mechanisms underlying life to the complex interactions of organisms in ecosystems. At a major research institution, the focus of all courses in the Biological Sciences Collegiate Division is on scientific reasoning, research, and discovery. The goals of the Biological Sciences program are to give students (1) an understanding of currently accepted concepts in biology and the experimental support for these concepts, and (2) an appreciation of the gaps in our current understanding and the opportunities for new research in this field.

The BA is designed for students who wish to gain extensive training in modern biology but also retain the flexibility to take elective courses outside the major. The BS is best suited for students who wish to take more courses within the major and to write a senior thesis.

ACADEMIC HONESTY

Academic dishonesty is a matter of grave concern to the faculty of the Biological Sciences Collegiate Division and will not be tolerated. Students should become familiar with the guidelines presented in *Doing Honest Work in College* by Charles Lipson and consult with each of their instructors to make sure they understand the specific expectations of each course. Consequences of academic dishonesty (including plagiarism) may result in suspension or expulsion from the University.

THE GENERAL EDUCATION REQUIREMENT IN THE BIOLOGICAL SCIENCES

Students choose one of the following options to meet the general education requirement in the biological sciences:

1. a two-quarter general education sequence for non-majors.
2. The Pre-Med Sequence for non-science majors (BIOS 20170 Microbial and Human Cell Biology - BIOS 20175 Biochemistry and Metabolism), of which two courses will be credited towards general education.
3. BIOS 20153 Fundamentals of Ecology and Ev and BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced).
4. Completion of three quarters of the Advanced Biology Fundamentals Sequence (see below).

ADVANCED PLACEMENT CREDIT

Students with a score of 4 or 5 on the AP Biology test who complete the first three quarters of the Advanced Biology Fundamentals Sequence will be awarded a total of two quarters of credit to be counted toward the general education requirement in the biological sciences. This option is especially appropriate for students who plan to major in the Biological Sciences or prepare for the health professions, but it is open to all qualified students.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN THE BIOLOGICAL SCIENCES

Students can earn a bachelor of arts (BA) in the Biological Sciences by completing the following course work:

BIOLOGICAL SCIENCES FUNDAMENTALS SEQUENCES

Required foundational courses in the Biological Sciences program of study are referred to as Fundamentals Sequences. There are three sequences to choose from:

1. **Molecules to Organisms (Sections 1 and 2) sequence**—begins in the Winter Quarter of the first year and is structured to provide students with a broad-based understanding of contemporary biology:

BIOS 20151	Introduction to Quantitative Modeling in Biology (Basic) *#	100
or BIOS 20152	Introduction to Quantitative Modeling in Biology (Advanced)	
BIOS 20153	Fundamentals of Ecology and Ev *#	100
BIOS 20186	Fundamentals of Cell and Molecular Biology	100
BIOS 20187	Fundamentals of Genetics	100
BIOS 20188	Fundamentals of Physiology	100
BIOS 20189	Fundamentals of Developmental Biology	100
BIOS 20200	Introduction to Biochemistry	100

2. **Life, Ecosystems, and Evolution sequence** (formerly Track C)—designed for students interested in focusing their studies on ecology and evolution or environmental science:

BIOS 20151 or BIOS 20152	Introduction to Quantitative Modeling in Biology (Basic) ** Introduction to Quantitative Modeling in Biology (Advanced)	100
BIOS 20153	Fundamentals of Ecology and Ev **	100
BIOS 20186	Fundamentals of Cell and Molecular Biology	100
BIOS 20187	Fundamentals of Genetics	100
BIOS 20196	Ecology and Conservation	100
BIOS 20198	Biodiversity	100

3. **Advanced Biology sequence**—open to students who have achieved a score of 4 or 5 on the AP Biology test:

BIOS 20234	Molecular Biology of the Cell	100
BIOS 20235	Biological Systems	100
BIOS 20236	Biological Dynamics	100
BIOS 20242	Principles of Physiology	100
BIOS 20200	Introduction to Biochemistry	100

* BIOS 20151/BIOS 20152 and BIOS 20153 fulfill the general education requirement in the biological sciences and are prerequisites for the rest of the courses in the fundamentals sequence. BIOS 20151 may be taken simultaneously with BIOS 20186.

Non-Biological Sciences majors can take a Fundamentals Sequence without the fundamentals prerequisites (BIOS 20151/BIOS 20152) unless they pursue a double major in Biological Sciences. Students opting not to take the prerequisites should be aware that subsequent courses in the sequence expect competency in mathematical modeling of biological phenomena and basic coding in R.

After completion of three quarters of a Fundamentals Sequence, students begin taking upper-level elective courses in the biosciences and may start a specialization.

REQUIRED COURSES IN MATHEMATICAL AND PHYSICAL SCIENCES

In addition to taking a Fundamentals Sequence, students completing a bachelor of arts degree in Biological Sciences are required to satisfy general education requirements in the mathematical and physical sciences as follows:

PHYSICAL SCIENCES. One of the following sequences:	200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II (or equivalent)
CHEM 11100-11200	Comprehensive General Chemistry I-II
MATHEMATICAL SCIENCES. One of the following sequences:	200
MATH 13100-13200	Elementary Functions and Calculus I-II (or higher)
MATH 15100-15200	Calculus I-II
MATH 16100-16200	Honors Calculus I-II
Total Units	400

In addition, all students completing a bachelor of arts degree in Biological Sciences must complete further courses in physical and mathematical sciences as follows:

Biological Sciences majors following the Molecules to Organisms or Advanced Biology Fundamentals sequence:

Third quarter of general chemistry (CHEM 11300 Comprehensive General Chemistry III, or equivalent); two quarters of organic chemistry (CHEM 22000 Organic Chemistry I and CHEM 22100 Organic Chemistry II/CHEM 23100 Honors Organic Chemistry II); two quarters of physics (PHYS 12100 General Physics I and PHYS 12200 General Physics II, or higher); one general quantitative course (BIOS 26210 Mathematical Methods for Biological Sciences I, PHYS 12300 General Physics III (or higher), or STAT 22000 Statistical Methods and Applications (or higher)).

Biological Sciences majors following the Life, Ecosystems, and Evolution Fundamentals sequence:

Third quarter of general chemistry (CHEM 11300 Comprehensive General Chemistry III, or equivalent); either two quarters of organic chemistry (CHEM 22000 Organic Chemistry I and CHEM 22100 Organic Chemistry II/CHEM 23100 Honors Organic Chemistry II), OR two quarters of physics (PHYS 12100 General Physics I and PHYS 12200 General Physics II, or higher); one general quantitative course (BIOS 26210 Mathematical Methods for Biological Sciences I, PHYS 12300 General Physics III (or higher), or STAT 22000 Statistical Methods and Applications (or higher)); three additional quantitative courses.

*Students planning to apply to medical school should be aware of individual medical school admissions requirements and should tailor their program accordingly with the help of UChicago Careers in Health Professions (<https://careeradvancement.uchicago.edu/uchicago-careers-in/health-professions>) (UCIHP).

NOTE: The Biological Sciences major does NOT require the third quarter of calculus in any of the sequences. Students entering the Molecules to Organisms or the Life, Ecosystems, and Evolution sequence MUST take BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced), and students in the Advanced Biology sequence MUST take BIOS 20236 Biological Dynamics. NO Mathematics courses may be substituted for these requirements.

UPPER-LEVEL ELECTIVE COURSES IN BIOLOGICAL SCIENCES

In addition to completing a Fundamentals Sequence and the above mathematical and physical sciences requirements, students must take five upper-level courses (course numbers 21000 to 28999) in Biological Sciences to complete the bachelor of arts degree. These courses may be selected by the student or in consultation with the BSCD Senior Advisers (Megan McNulty, mmcnulty@uchicago.edu, and Christine Andrews, candrews@uchicago.edu).

If the student chooses to complete a specialization (see sections that follow), courses should be chosen in consultation with the specialization adviser (listed below).

NOTE: BIOS 00199 Undergraduate Research, BIOS 00206 Readings: Biology, and BIOS 00299 Advanced Research: Biological Sciences may not be used to meet requirements for the Biological Sciences degree. Courses listed under the heading Specialized Courses (course numbers in the 29000 range) may not be used to meet requirements for the Biological Sciences degree.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN THE BIOLOGICAL SCIENCES

Students can earn a bachelor of science (BS) in the Biological Sciences by (1) completing three upper level elective courses in Biological Sciences beyond those required for the BA degree, and (2) writing a BS thesis (research paper or literature review) under the supervision of an adviser who is a member of the Biological Science Division research faculty. The BA is designed for students who wish to gain extensive training in modern biology but also retain the flexibility to take elective courses outside the major. The BS is best suited for students who wish to take more courses within the major and to write a senior thesis. Students completing the honors program or a specialization that requires a senior thesis can submit the same thesis for the BS degree. If you have any questions, please contact BSCD Senior Adviser Christine Andrews (candrews@uchicago.edu) or Megan McNulty (mmcnulty@uchicago.edu). Details of the BS degree and a timeline for completion of requirements are provided on the BSCD website. (<https://bscd.uchicago.edu/page/bs-biological-sciences>)

GRADING

Students must receive quality grades in all courses that fulfill requirements for the BA or BS degree in Biological Sciences.

HONORS

Honors in Biological Sciences can be earned via one of two tracks.

Scholar Honors: This track recognizes exceptional academic performance (minimum cumulative GPA of 3.75 or above), including submission and acceptance of a scholarly thesis.

Research Honors: This track emphasizes exceptional achievement in a program of original research (minimum cumulative GPA of 3.30 or above) plus submission and acceptance of an in-depth research thesis. Both programs require formal declarations of intent to seek honors by the candidates. The details of each program are provided on the BSCD website. Candidates must apply for either program no later than the beginning of Spring Quarter of their third year in the College.

RESEARCH OPPORTUNITIES

Students are encouraged to carry out individual guided research in an area of their interest. A student may propose an arrangement with any faculty member in the Biological Sciences Division to sponsor and supervise research on an individual tutorial basis. Students may register for BIOS 00199 Undergraduate Research or BIOS 00299 Advanced Research: Biological Sciences if they want to receive course credit for their research work, but this is not required. For more information, see bscd.uchicago.edu/content/undergrad-research or contact John Kennedy (jmkennedy@uchicago.edu). NOTE: Course credit cannot be given for work that is compensated by a salary. BIOS 00199 and BIOS 00299 may not be used to meet the requirements of the Biological Sciences degree.

Limited financial support is available to students for summer research through their research supervisors or through fellowships awarded competitively by the Biological Sciences Collegiate Division. Application deadlines for fellowships range from mid-February to early April. Please see bscd.uchicago.edu/content/undergrad-research for more information about fellowship opportunities in Biological Sciences at the University of Chicago, or the College Center for Research and Fellowships (<http://ccrf.uchicago.edu>) for a searchable database of research opportunities worldwide.

SPECIALIZATION PROGRAMS IN THE BIOLOGICAL SCIENCES

Specializations represent recommended programs of study for students interested in one particular field within the Biological Sciences. Students who wish to complete a specialization should discuss their plans with the specialization director by Spring Quarter of their second year. Students may complete only one specialization. All courses must be taken for a quality grade in order to count towards a specialization.

SPECIALIZATION IN CANCER BIOLOGY

Students who complete the requirements detailed below will be recognized as having completed a specialization in cancer biology.

To be eligible to carry out a specialization in cancer biology, students must average a B grade in the first three quarters of a Biological Sciences Fundamentals Sequence.

Students who plan to specialize in cancer biology are advised to begin the required specialization courses below in their third year. Students who elect to specialize should consult Dr. Kay F. Macleod, Ben May Department for Cancer Research and the Committee on Cancer Biology (kmacleod@uchicago.edu), who is available to advise on the objectives of the specialization and the importance of each of the classes, and to identify labs in which individual research projects can be carried out.

The following two courses are required for a specialization in cancer biology. To continue in the specialization, students must achieve an A or B grade in both courses.

BIOS 25108	Cancer Biology	100
BIOS 25308	Heterogeneity in Human Cancer: Etiology and Treatment	100

To complete the specialization in cancer biology, students should also take one of the following two courses in either their third or fourth year, having successfully completed BIOS 25108 and BIOS 25308 above, and started work in their chosen research laboratory.

BIOS 25326	Tumor Microenvironment and Metastasis	100
BIOS 25327	Health Disparities in Breast Cancer	100

LABORATORY RESEARCH

To complete the specialization in cancer biology, students will also carry out an individual guided cancer research project that is written up as an honors thesis and evaluated by an honors thesis committee, and attend cancer biology-related seminars. Participation in the research component of the specialization in cancer biology is by invitation only and is based on: (1) performance in the above-mentioned courses, (2) identification of a research project and mentor, (3) submission of a research abstract for consideration by the end of the Winter Quarter of their junior year to the Director of the Specialization in Cancer Biology (Dr. Kay Macleod).

Independent research projects performed by students in the specialization in cancer biology must be approved by the Director of the Specialization (Dr. Macleod) and be of sufficiently high standard to qualify as a senior honors project and ideally to produce data that contributes to peer-reviewed publication.

Students are encouraged to begin their research project no later than the Spring/Summer Quarter of their junior year.

SPECIALIZATION IN CELLULAR AND MOLECULAR BIOLOGY

Biological Sciences majors can complete the specialization in cellular and molecular biology by either:

1. Successful completion of CHEM 22200 Organic Chemistry III or CHEM 23200 Honors Organic Chemistry III plus four upper-level BIOS courses selected from the list below.

OR

2. Successful completion of CHEM 22200 (Organic Chemistry III) or CHEM 23200 (Honors Organic Chemistry III) plus three upper-level BIOS courses selected from the list below and completion of a senior thesis on an independent research project. This project must either (1) satisfy the requirements for the BSCD honors program, (2) satisfy the requirements for a BS in Biological Sciences, or (3) be approved by the directors of the specialization no later than Spring Quarter of the third year.

Please consult Christine Andrews (candrews@uchicago.edu) or Megan McNulty (mmcnulty@uchicago.edu) for approval of research projects or to request approval for any non-listed course with significant content in cellular and molecular biology.

Courses

BIOS 21208	Fundamentals of Molecular Biology	100
BIOS 21236	Genetics of Model Organisms	100
BIOS 21237	Developmental Mechanisms	100

BIOS 21238	Cell Biology II	100
BIOS 21360	Advanced Molecular Biology	100
BIOS 23299	Plant Development and Molecular Genetics	100

* If students choose a developmental course, they must choose from BIOS 21237 Developmental Mechanisms or BIOS 23299 Plant Development and Molecular Genetics.

SPECIALIZATION IN ECOLOGY AND EVOLUTION

Students majoring in Biological Sciences who complete the requirements detailed below will be recognized as having completed a specialization in ecology and evolution. This specialization is recommended for students who are interested in pursuing graduate work in the field or in laboratory sciences of ecology, evolution, population genetics, or behavior. Based on the student's particular interest, he or she will select a Faculty Adviser, who then may recommend specific courses necessary to meet the specialization requirements (see following section). The Faculty Advisers may also help the student find an appropriate research lab in which to conduct an individual research project.

The following requirements must be met:

Courses

1. Students intending to pursue the ecology and evolution specialization are strongly encouraged to follow Life, Ecosystems, and Evolution (formerly Track C) for the BIOS Fundamentals sequence. Students who take the Advanced Biology sequence are also eligible for the specialization and should consult with Christine Andrews (candrews@uchicago.edu) to plan their course work.

2. Students in the ecology and evolution specialization must take three courses in statistics (STAT 22000 Statistical Methods and Applications or higher) or other quantitative approaches relevant to their research plans (BIOS 26210 Mathematical Methods for Biological Sciences I and BIOS 26211 Mathematical Methods for Biological Sciences II recommended). These courses can count toward the quantitative requirements for the Life, Ecosystems, and Environment sequence.

3. Three of the upper-level courses required for completion of the BIOS major must be chosen from the areas of behavior, ecology, evolution, and genetics.

Students must select the courses required for the ecology and evolution specialization in consultation with the Faculty Research Adviser, the director of the specialization (Cathy Pfister, 773.834.0071, cpfister@uchicago.edu) or the BSCD Ecology and Evolution Adviser (Christine Andrews, 773.702.1214, candrews@uchicago.edu).

Laboratory or Field Research

Students specializing in ecology and evolution must perform original research under the guidance of a member of the ecology and evolution faculty and write a senior thesis based on this research. The research paper draft should be submitted before the end of fifth week in Spring Quarter, with the final thesis due in eighth week. NOTE: Students must complete field research by the end of the growing season (summer) of their third year.

The specialization in ecology and evolution is administered by the Department of Ecology and Evolution. For more information, please consult the director of the specialization, Cathy Pfister (773.834.0071, cpfister@uchicago.edu).

SPECIALIZATION IN ENDOCRINOLOGY

Students majoring in Biological Sciences who complete the requirements detailed below will be recognized as having completed a specialization in endocrinology. Students who complete the specialization will be well versed in all aspects of endocrinology, ranging from basic cell signaling to the integration of endocrine systems and their dysregulation in human disease. Students must take three introductory courses listed below plus two additional courses from the elective list. The prerequisite for these courses is completion of the Fundamentals Sequence. It is strongly recommended that students complete a Biochemistry course before enrolling; however, the introductory courses can be completed as Endocrinology I–II–III or Endocrinology II–III–I. Students will also have the option of participating in a hands-on research component in an endocrinology lab.

Introductory Courses

BIOS 25226	Endocrinology I: Cell Signaling (Autumn)	100
BIOS 25227	Endocrinology II: Systems and Physiology (Winter)	100
BIOS 25228	Endocrinology III: Human Disease (Spring)	100

Elective Courses

BIOS 22236	Reproductive Biology of Primates	100
BIOS 22249	Principles of Toxicology	100

BIOS 24248	Biological Clocks and Behavior	100
BIOS 25109	Topics in Reproduction and Cancer	100
BIOS 25126	Animal Models of Human Disease	100
BIOS 29271	The Psychology and Neurobiology of Stress *	100
BIOS 29300	Biological Psychology *	100

* Courses beginning with 29XXX count as general electives, but do not count in the Biological Sciences major.

The specialization in endocrinology is administered by the Section of Endocrinology, Diabetes, and Metabolism, the Committee on Molecular Metabolism and Nutrition, and the NIH-funded Diabetes Research and Training Center. For more information, consult Matthew Brady (mbrady@medicine.bsd.uchicago.edu).

SPECIALIZATION IN GENETICS

Students majoring in Biological Sciences who complete the requirements below will be recognized as having completed a specialization in genetics. Students must either:

1. Complete five courses from the categories listed below, including at least one from each category.

OR

2. Complete three courses chosen from the categories listed below, including one course in each category, and complete a senior thesis or an independent research project. This project must either (1) satisfy the requirements for the BSCD honors program, (2) satisfy the requirements for a BS in Biological Sciences, or (3) be approved by the directors of the specialization no later than Spring Quarter of the third year.

Please consult Christine Andrews (candrews@uchicago.edu) or Megan McNulty (mmculty@uchicago.edu) for approval of research projects or to request approval for any non-listed course with significant genetics content.

One of the following:

STAT 22000	Statistical Methods and Applications (or higher)	100
BIOS 21306	Human Genetics and Evolution	100

One of the following:

BIOS 21236	Genetics of Model Organisms (Autumn)	100
BIOS 23258	Molecular Evolution I: Fundamentals and Principles (Winter)	100

One of the following with research or three of the following without research:

BIOS 21216	Intro Statistical Genetics (Winter)	100
BIOS 21229	Genome Informatics: How Cells Reorganize Genomes (Winter)	100
BIOS 21237	Developmental Mechanisms (Winter)	100
BIOS 23299	Plant Development and Molecular Genetics (Spring)	100
BIOS 25216	Molecular Basis of Bacterial Disease (Winter)	100
BIOS 25287	Introduction to Virology (Spring)	100
BIOS 28407	Genomics and Systems Biology (Spring)	100

Please consult Megan McNulty (mmculty@uchicago.edu) or Chris Andrews (candrews@uchicago.edu) for more information.

SPECIALIZATION IN GLOBAL HEALTH SCIENCES

Students majoring in Biological Sciences who complete the following requirements will be recognized as having completed a specialization in global health sciences.

Required Courses

Students wishing to specialize in global health sciences are required to take the foundational series of courses either in Chicago (offered as a year-long sequence every year) OR at the University of Chicago Center in Paris (offered every year during Winter Quarter. See study-abroad.uchicago.edu/programs/paris-global-health).

The Chicago series of foundational courses:

BIOS 27810	Epidemiology and Population Health: Global Health Sciences I (Autumn)	100
BIOS 27811	Global Health Sciences II: Microbiology (Winter)	100
BIOS 29814	Global Health Sciences III: Biological and Social Determinants of Health (Spring)	100

* Courses beginning with 29XXX count as general electives, but do not count in the Biological Sciences major.

OR

The Paris series of foundational courses:

BIOS 27813	Global Health Sciences I: Cancer Concepts: Causes and Consequences (Winter)	100
BIOS 27811	Global Health Sciences II: Microbiology (Winter)	100
BIOS 29814	Global Health Sciences III: Biological and Social Determinants of Health (Winter)	100

To complete the specialization, students must take two additional upper level courses relevant to global health from the lists below (one from the BIOS list and one from the non-BIOS list) OR complete a research thesis relevant to global health policy:

Non-BIOS upper-level electives:

ANTH 21420	Ethnographic Methods	100
ANTH 24302	Disability in Local and Global Contexts	100
ANTH 24315	Culture, Mental Health, and Psychiatry	100
ANTH 24330	Medical Anthropology	100
CHDV 21000	Cultural Psychology	100
ENST 25460	Environmental Effects on Human Health	100
GLST 23101	Global Studies I	100
GLST 29610	Cultures and Politics of Water	100
PBPL 21501	Environmental Justice	100
PBPL 25370	Social Justice and Social Policy	100
PBPL 25832	Early Human Capital Development	100
PBPL 26530	Environment, Agriculture, and Food: Economic and Policy Analysis	100
PBPL 26690	The Politics of Health Care	100
PBPL 27000	International Economics	100
PBPL 27905	Global Health Metrics	100
PBPL 28150	U.S. Foreign Policy: Inst & Decision making 21st Century	100
PSYC 28791	Behavioral Science and Public Policy	100

BIOS upper-level electives:

BIOS 02280	Drinking Alcohol: Social Problem or Normal Cultural Practice?	100
BIOS 02490	Biology and Sociology of AIDS	100
BIOS 21306	Human Genetics and Evolution	100
BIOS 22249	Principles of Toxicology	100
BIOS 23365	Evolutionary and Genomic Medicine I	100
BIOS 23409	The Ecology and Evolution of Infectious Diseases	100
BIOS 25216	Molecular Basis of Bacterial Disease	100
BIOS 25260	Host Pathogen Interactions	100
BIOS 25287	Introduction to Virology	100
BIOS 25308	Heterogeneity in Human Cancer: Etiology and Treatment	100
BIOS 25327	Health Disparities in Breast Cancer (given at MBL)	100
BIOS 27720	Microbiomes Across Environments	100
BIOS 29271	The Psychology and Neurobiology of Stress	100
BIOS 29314	Medical Ethics: Central Topics	100

Other courses may be substituted with the consent of the director of the specialization, Professor Sola Olopade (solopade@bsd.uchicago.edu (solopade@bsd.uchicago.edu)).

Research projects must be approved by the director of the specialization in third year. Thesis requirements are fulfilled either by completing a BS thesis or an honors research thesis, or by special arrangement with the director of the specialization.

Summer research fellowships are awarded competitively by the Center for Global Health or the Biological Sciences Collegiate Division. The deadline for applications for fellowships is early February preceding the

summer of the fellowship application. For more information on the Center for Global Health fellowships, students should consult with Ms. Absera Melaku (amelaku@medicine.bsd.uchicago.edu) and for the Biological Sciences Collegiate Division fellowships John Kennedy (jmkennedy@uchicago.edu).

SPECIALIZATION IN IMMUNOLOGY

Students majoring in Biological Sciences will be recognized as having completed a specialization in immunology if they complete the following: (1) three of the four courses listed below, and (2) either two additional courses, selected in consultation with the director of the specialization, or a research project, approved by the director of the specialization.

BIOS 25256	Immunobiology (Autumn)	100
BIOS 25258	Immunopathology (Winter)	100
One of the following:		
BIOS 25266	Molecular Immunology (Spring, offered every other year in odd years)	100
BIOS 26403	Quantitative Immunobiology (Winter)	100

For more information, students should consult with Bana Jabri, Department of Pathology and Committee on Immunobiology (773.834.8670, bjabri@bsd.uchicago.edu).

ACCELERATED PROGRAM IN IMMUNOLOGY

The University of Chicago Graduate Program in Immunology permits undergraduate students who have demonstrated outstanding potential for graduate studies in biology to begin graduate school during their fourth year in the College. This is a competitive merit-award program.

Because of the accelerated nature of the curriculum, applicants must have outstanding academic credentials (i.e., GPA typically in the range of 3.7 and GRE scores typically not less than 1400). Eligible students also have a clear understanding of their motivation for immunology. Laboratory experience is not mandatory but highly encouraged.

Candidates will apply to the Graduate Program in Immunology at the University of Chicago during their third year in the College. Eligible students must have completed thirty-three credits (of the forty-two required for a degree in the College) by the end of their third year. These thirty-three credits must include all fifteen general education requirements and one-half of the requirements for their major.

For further information, contact Bana Jabri, Department of Pathology and the Committee on Immunobiology (773.834.8670, bjabri@bsd.uchicago.edu).

SPECIALIZATION IN MICROBIOLOGY

Students majoring in Biological Sciences who complete the requirements detailed below will be recognized as having completed a specialization in microbiology. Students must take the three courses listed below and either two additional courses or a research project. With prior approval from the director of the specialization, Dominique Missiakas (dmissiak@bsd.uchicago.edu) (dmissiak@bsd.uchicago.edu), students may substitute BIOS 25206 Fundamentals of Bacterial Physiology and BIOS 25216 Molecular Basis of Bacterial Disease with GEOS 26650 Environmental Microbiology and BIOS 27811 Global Health Sciences II: Microbiology.

Students are encouraged to begin this sequence in Autumn Quarter of their third year, carry out individual guided research, participate in the honors research program, and attend the Microbiology Seminar series (micro.uchicago.edu/events). Students who elect to specialize should consult Dominique Missiakas (dmissiak@bsd.uchicago.edu) (dmissiak@bsd.uchicago.edu) for advice on the choice of courses and identification of a laboratory to carry out research projects in microbiology.

Required Courses:

BIOS 25206	Fundamentals of Bacterial Physiology (Autumn)	100
BIOS 25216	Molecular Basis of Bacterial Disease (Winter)	100
BIOS 25287	Introduction to Virology (Spring)	100
Total Units		300

Elective Courses:

Two of the following:

BIOS 23409	The Ecology and Evolution of Infectious Diseases	100
BIOS 25420	Microbial 'Omics	100
BIOS 25256	Immunobiology	100
CHEM 22200	Organic Chemistry III	100
GEOS 26650	Environmental Microbiology (Autumn)	100

SPECIALIZATION IN QUANTITATIVE BIOLOGY

Students majoring in Biological Sciences who complete the following requirements will be recognized as having completed a specialization in quantitative biology. Quantitative biology is a burgeoning interdisciplinary field that encompasses questions ranging across all scales of biology, from populations to molecules, and uses quantitative methods drawn from computer science, statistics, and mathematics. Students will acquire skills necessary for cutting-edge biological research: to program in a high-level language, to extract information from data sets, and to analyze mathematical models of dynamic and stochastic systems.

Students are required to take two foundational courses and three additional courses from the lists below, including at least one from the list of BIOS courses and one from the list of courses in other departments. Students must also complete a research-based senior thesis.

For additional information, please contact the director of the specialization, Dmitry Kondrashov, at dkon@uchicago.edu.

FOUNDATIONAL COURSES

BIOS 26210	Mathematical Methods for Biological Sciences I (fulfills one of the major course requirements)	100
BIOS 26211	Mathematical Methods for Biological Sciences II	100

BIOS LIST

BIOS 21216	Intro Statistical Genetics	100
BIOS 21249	Organization, Expression, and Transmission of Genome Information	100
BIOS 21328	Biophysics of Biomolecules	100
BIOS 21349	Protein Structure and Functions in Medicine	100
BIOS 21358	Simulation, Modeling, and Computation in Biophysics	100
BIOS 21407	Image Processing in Biology	100
BIOS 21417	Systems Biology: Molecular Regulatory Logic of Networks	100
BIOS 21507	The Engineering and Biology of Tissue Repair	100
BIOS 23258	Molecular Evolution I: Fundamentals and Principles	100
BIOS 23365	Evolutionary and Genomic Medicine I	100
BIOS 23404	Reconstructing the Tree of Life: An Introduction to Phylogenetics	100
BIOS 23409	The Ecology and Evolution of Infectious Diseases	100
BIOS 26120	An Introduction to Bioinformatics and Proteomics	100
BIOS 26318	Fundamentals of Biological Data Analysis	100
BIOS 26403	Quantitative Immunobiology	100
BIOS 28407	Genomics and Systems Biology	100

NON-BIOS LIST, OTHER DEPARTMENTS

MATH 19620	Linear Algebra	100
MATH 21100	Basic Numerical Analysis	100
MATH 21200	Advanced Numerical Analysis	100
MATH 23500	Markov Chains, Martingales, and Brownian Motion	100
MATH 27300	Basic Theory of Ordinary Differential Equations	100
MATH 27500	Basic Theory of Partial Differential Equations	100
STAT 22000 or STAT 23400	Statistical Methods and Applications Statistical Models and Methods	100
STAT 22200	Linear Models and Experimental Design	100
STAT 22400	Applied Regression Analysis	100
STAT 22700	Biostatistical Methods	100
STAT 22810	Epidemiology and Population Health	100
STAT 24300	Numerical Linear Algebra	100
STAT 24400 & STAT 24500	Statistical Theory and Methods I and Statistical Theory and Methods II	200
STAT 25100	Introduction to Mathematical Probability	100
STAT 25300	Introduction to Probability Models	100
STAT 27725	Machine Learning	100
CMSC 12100-12200-12300	Computer Science with Applications I-II-III	300
CMSC 23900	Data Visualization	100

CMSC 25025	Machine Learning and Large-Scale Data Analysis	100
CMSC 27200	Theory of Algorithms	100
CMSC 27610	Digital Biology	100
MENG 21400	Introduction to Applications of Quantum Mechanical Methods to Materials Design	100
MENG 21600	Bioengineering Kinetics	100
MENG 24100 & MENG 24200	Selec Tpcs Molec Engineering: Molecular/Materials Modeling I and Selected Topics in Molecular Engineering: Molecular/Materials Modeling II	200
MENG 24300	The Engineering and Biology of Tissue Repair	100
MENG 24310	Cellular Engineering	100

Other courses from quantitative programs may be counted by consent of the director of the specialization.

Research Component

Students will develop the skills necessary for quantitative biology research, which is expected to be primarily, though not exclusively, computational in nature. They will work on mini-research projects starting in the foundational BIOS 26210-26211 sequence and in the third year develop a research proposal under the direction of a faculty advisor, which must be approved by the director of the specialization by the Spring Quarter. In their last year students will complete either (1) a senior honors project based on original research or (2) a senior thesis project approved by the director of the specialization. Students are expected to communicate and share their research with their peers through participation in the Quantitative Biology discussion club and by presenting their research in the annual Quantitative Biology undergraduate research conference. Opportunities to further their quantitative biology training and to work on their research project over the summer exist through summer quantitative biology fellowships.

MINOR PROGRAM IN THE BIOLOGICAL SCIENCES

Students who wish to complete a minor in Biological Sciences should meet with one of the BSCD Senior Advisers (Christine Andrews (candrews@uchicago.edu) or Megan McNulty (mmculty@uchicago.edu)) by the Spring Quarter of their second year in order to obtain formal consent (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) and to plan out the appropriate program of study.

Students must meet general education requirements in the biological sciences and the physical sciences before entering the minor program. Biological Sciences courses at the 10000 level or above and MATH 13100 Elem Functions and Calculus I/Elementary Functions and Calculus I and MATH 13200 Elem Functions and Calculus II/Elementary Functions and Calculus II are the minimal general education requirements for the minor. After completing general education requirements, students complete the minor in Biological Sciences by taking three courses from a Biological Sciences Fundamentals sequence and four upper-level BIOS courses.

Typical minor plan:

General education in the biological sciences: BIOS 20153 Fundamentals of Ecology and Ev and BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced) (recommended), or a two-quarter general education sequence for non-majors (Biological Sciences/The Curriculum)

Three courses from a Biological Sciences Fundamentals sequence or from the Pre-Med Sequence

Four upper-level BIOS courses numbered BIOS 21000-28999

Minor plan for students in the Pre-Med Sequence for Non-Majors:

General education in the biological sciences: BIOS 20170 Microbial and Human Cell Biology and BIOS 20171 Human Genetics and Developmental Biology

Fundamentals-level courses: BIOS 20172 Mathematical Modeling for Pre-Med Students, BIOS 20173 Perspectives of Human Physiology, and BIOS 20175 Biochemistry and Metabolism

Four upper-level courses numbered BIOS 21000-28999

No course in the minor can be double counted with the student's major(s) or with other minors, nor can they be counted toward general education requirements. More than half of the requirements for the minor must be met by registering for courses with University of Chicago course numbers. All courses for the minor must be taken for quality grades.

Back To Top

MINOR PROGRAM IN COMPUTATIONAL NEUROSCIENCE

The minor in computational neuroscience is offered by the Biological Sciences Collegiate Division. Information regarding the program and its requirements can be found on the Computational Neuroscience page of this catalog.

COURSE DESCRIPTIONS: BIOLOGICAL SCIENCES (BIOS)

Students must confirm their registration with their instructors by the second class meeting or their registration may be canceled.

In the following course descriptions, L indicates courses with a laboratory.

PREREQUISITE COURSES IN THE BIOLOGICAL SCIENCES FUNDAMENTALS SEQUENCES FOR MAJORS

BIOS 20151. Introduction to Quantitative Modeling in Biology (Basic) 100 Units.

The goal for this course is to give future biologists the quantitative tools to fully participate in modern biological research. These include descriptive statistics, linear regression, stochastic independence and hypothesis testing, Markov models and stationary probability distributions, solutions of linear differential equations, equilibria and stability analysis of nonlinear differential equations. The ideas are applied to different areas of biology, e.g. molecular evolution, allometry, epidemiology, and biochemistry, and implemented by students in computer assignments using the R computational platform.

Instructor(s): D. Kondrashov Terms Offered: Spring. L.

Prerequisite(s): Two quarters of calculus of any sequence (MATH 13200 or 15200 or 16200). First-year Biology Major standing only.

BIOS 20152. Introduction to Quantitative Modeling in Biology (Advanced) 100 Units.

This is a more advanced version of 20151, intended for students with greater mathematical maturity. In addition to the topics covered in the regular version, students will learn about nonlinear least-squares fitting, eigenvalues and eigenvectors, bifurcations and bistability in differential equations. Additional applications will include phylogenetic distance and systems biology.

Instructor(s): D. Kondrashov Terms Offered: Winter. L.

Prerequisite(s): MATH placement of 15200 or higher OR completion of MATH 16200. First-year Biology Major standing only.

BIOS 20153. Fundamentals of Ecology and Ev. 100 Units.

This course surveys the basic principles of ecology and evolutionary biology to lay the foundation for further study in all fields of biology. Broad ecological concepts, such as population growth, disease dynamics, and species interactions, will be explored through a combination of published data, simulations, and mathematical models. The emphasis is on "ecological thinking" rather than specific notions. Essential topics in the modern study of evolutionary biology will be covered with a focus on both theory and empirical examples. Examples of topics include history of evolutionary thought, evidence for evolution, mechanisms of microevolution, phylogenetics, molecular evolution, and speciation.

Instructor(s): T. Price, M. Kronforst, C. Andrews, A. Hunter. Terms Offered: Winter. L.

COURSES FOR STUDENTS PREPARING FOR THE HEALTH PROFESSIONS WHO DO NOT PLAN TO COMPLETE A DEGREE IN BIOLOGICAL SCIENCES

BIOS 20170. Microbial and Human Cell Biology. 100 Units.

This course is the entry point into an integrated biology sequence designed to prepare non-biology majors for application to medical school. We explore topics in human cell biology within the context of evolutionary biology, chemistry, microbiology, and medicine. We pay special attention to the influence of prokaryotes on the history of life and to the ecological interactions between humans and their microbiota, which have major implications for human health and disease. Students read and discuss papers from the scientific literature, attend discussions led by physicians, researchers, and other medical professionals, and gain experience with microbiological basic microscopy techniques in lab.

Instructor(s): C. Andrews, R. Zaragoza, E. Kovar Terms Offered: Winter. L.

Prerequisite(s): First or second-year standing, or consent of instructors.

BIOS 20171. Human Genetics and Developmental Biology. 100 Units.

This course covers the fundamentals of genetics, with an emphasis on human traits and diseases. Topics include Mendelian genetics, simple and complex traits, genetic diseases, the human genome, and testing for human traits and diseases. After establishing a foundation in genetics, we will discuss mechanisms underlying differentiation and development in humans. We will focus on events that lead to gastrulation and the establishment of the body plan (how humans develop from an unpatterned egg into a recognizable human form). Other topics may include limb development and stem cell biology.

Instructor(s): O. Pineda-Catalan, R. Zaragoza Terms Offered: Spring. L.

Prerequisite(s): BIOS 20170

BIOS 20172. Mathematical Modeling for Pre-Med Students. 100 Units.

This course covers mathematical approaches in biology and medicine, including basic statistics and hypothesis testing, mathematical modeling of biological systems, and an introduction to bioinformatics. Students will apply what they learn as they analyze data and interpret primary papers in the biological and clinical literature. BIOS 20172 lays the foundation for biomathematical approaches explored during subsequent courses in the BIOS 20170s sequence.

Instructor(s): E. Haddadian Terms Offered: Spring, L.

Prerequisite(s): BIOS 20170, concurrent enrollment in BIOS 20171

BIOS 20173. Perspectives of Human Physiology. 100 Units.

This course will explore the structure and function of the human body as a set of integrated, interdependent systems. We will continue the cellular, genetic, and developmental themes of the previous courses to explore the emergent functions of the human body, from cells to systems. The laboratory exercises will allow the students to experience the concepts discussed in lecture in a way that introduces them to the methods of academic research, including the application of mathematical models to physiological questions. Students will be asked to serve as test subjects in several of the laboratory exercises. In required weekly discussions, students will present on papers from the scientific literature and attend talks by physicians, researchers, and other medical professionals.

BIOS 20175. Biochemistry and Metabolism. 100 Units.

The course introduces cellular biochemical metabolism. The chemical characteristics, biochemical properties, and function of carbohydrates, proteins, and lipids are introduced. Basic protein structure and enzyme kinetics including basic allosteric interactions are considered. The integration of carbohydrates, proteins, and lipids in cellular intermediary metabolism is examined including pathway regulation and bioenergetics. Adaptation of the pathways to changes in nutritional or disease state is used to highlight interrelationships in cellular metabolism.

Instructor(s): P. Strielemann Terms Offered: Winter

Prerequisite(s): BIOS 20170, BIOS 20171, BIOS 20172, BIOS 20173

COURSES IN THE BIOLOGICAL SCIENCES FUNDAMENTALS SEQUENCES FOR BIOLOGICAL SCIENCES MAJORS

Note: These sequences require completion or concurrent enrollment in BIOS 20151/20152 and 20153. Neuroscience majors and other non-Biological Sciences majors may take BIOS 20186 without BIOS 20151/ BIOS 20152 and 20153. However, all students in BIOS 20186 will be expected to possess the competencies in mathematical modeling of biological phenomena and basic coding in R covered in BIOS 20151/BIOS 20152 and BIOS 20153.

BIOS 20186 through 20191 and 20200**Molecules to Organisms Fundamentals Sequence**

This sequence is designed for students who are preparing for a career in the Biological Sciences. Topics include cell and molecular biology, genetics, physiology, and developmental biology. Students registering for this sequence must have completed or placed out of general or honors chemistry or be enrolled concurrently in general or honors chemistry.

BIOS 20186. Fundamentals of Cell and Molecular Biology. 100 Units.

This course is an introduction to molecular and cellular biology that emphasizes the unity of cellular processes amongst all living organisms. Topics are the structure, function, and synthesis of nucleic acids and protein; structure and function of cell organelles and extracellular matrices; energetics; cell cycle; cells in tissues and cell-signaling; temporal organization and regulation of metabolism; regulation of gene expression; and altered cell functions in disease states.

Instructor(s): Section 1: D. Kovar, B. Glick, E. Kovar, Staff. Section 2: R. Fehon, D. Arac, C. Schonbaum, E. Kovar. Terms Offered: Spring, L.

Prerequisite(s): BIOS 20150 or 20153 & at least concurrent registration in 20151 or 20152 or similar math prep. Avg. grade of C or higher in, and completion of, CHEM 10100-10200 or 11100-11200 or 12100-12200, a 5 on the AP Chem. exam, or consent. Reg. by lab sec.

Note(s): NSCI majors and other students may take BIO20186 without BIOS 20151/20152, 20153 unless they plan to pursue a double major in Biological Sciences. All students in BIOS20186 will be expected to possess the competency in mathematical modeling of biological phenomena covered in BIOS 20151 or BIOS 20152. Contact BSCD Advisers, Megan McNulty (mmcnyulty@uchicago.edu) or Chris Andrews (candrews@uchicago.edu) to petition.

BIOS 20187. Fundamentals of Genetics. 100 Units.

The goal of this course is to integrate recent developments in molecular genetics into the structure of classical genetics with an emphasis on recent advances in genetics and genomics. Topics include Mendelian inheritance, genotype-phenotype relationships, linkage analysis, modern gene mapping techniques, gene expression, model systems genetics and analysis of genetic pathways.

Instructor(s): Section 1: L. Mets, A. Imamoto, E. Kovar, Staff. Section 2: J. Malamy, C. Schonbaum, E. Kovar. Terms Offered: Autumn, L.

Prerequisite(s): BIOS 20186

BIOS 20188. Fundamentals of Physiology. 100 Units.

This course focuses on the physiological problems that animals (including humans) face in natural environments; solutions to these problems that the genome encodes; and the emergent physiological properties of the molecular, cellular, tissue, organ, and organismal levels of organization. Lectures and labs emphasize physiological reasoning, problem solving, and current research.

Instructor(s): Winter: J. Kennedy, E. Kovar. Spring: D. McGehee, J. Kennedy, E. Kovar. Terms Offered: Spring Winter. L.

Prerequisite(s): BIOS 20187. Credit can NOT be earned for both BIOS 20188 and BIOS 20191.

BIOS 20189. Fundamentals of Developmental Biology. 100 Units.

This course covers both the classical experiments that contributed to our understanding of developmental biology and the recent explosion of information about development made possible by a combination of genetic and molecular approaches. Examples from both vertebrate and invertebrate systems are used to illustrate underlying principles of animal development.

Instructor(s): Winter: R. Ho, S. Horne-Badovinac, C. Schonbaum, E. Kovar. Spring: W. Du, A. Imamoto, E. Kovar. Terms Offered: Spring Winter. L.

Prerequisite(s): BIOS 20187. Credit can NOT be earned for both BIOS 20189 and BIOS 20190.

BIOS 20200. Introduction to Biochemistry. 100 Units.

This course meets the biochemistry requirement in the Biological Sciences major. This course examines the chemical nature of cellular components, enzymes, and mechanisms of enzyme activity, energy interconversion, and biosynthetic reactions. Strong emphasis is given to control and regulation of metabolism through macromolecular interactions.

Instructor(s): M. Makinen, E. Özkan, P. Strieleman, M. Zhao. L. Terms Offered: Autumn Spring Summer. L.

Prerequisite(s): Completion of a Biological Sciences fundamentals sequence with an average grade of C and CHEM 22000-22100/23100 with an average grade of C.

BIOS 20196 through 20198**Life, Ecosystems, and Evolution Fundamentals Sequence**

This variation of the Molecules to Organisms sequence is designed for students majoring in Biological Sciences and interested in pursuing a course of study in ecology and evolution or environmental science. In this sequence, students omit BIOS 20188 Fundamentals of Physiology, BIOS 20189 Fundamentals of Developmental Biology, and BIOS 20200 Introduction to Biochemistry and take the following courses:

BIOS 20196. Ecology and Conservation. 100 Units.

This course focuses on the contribution of ecological theory to the understanding of current issues in conservation biology. We emphasize quantitative methods and their use for applied problems in ecology (e.g., risk of extinction, impact of harvesting, role of species interaction, analysis of global change). Course material is drawn mostly from current primary literature; lab and field components complement concepts taught through lecture. Overnight field trip required. Prerequisite(s): BIOS 20150, BIOS 20151 or BIOS 20152 Note(s): BIOS 20196 is identical to the previously offered BIOS 23251. Students who have taken BIOS 23251 should not enroll in BIOS 20196. Equivalent Course(s): ENSC 24400

Instructor(s): C. Pfister, E. Larsen Terms Offered: Autumn. L.

Prerequisite(s): BIOS 20150, BIOS 20151 or BIOS 20152

Note(s): BIOS 20196 is identical to the previously offered BIOS 23251. Students who have taken BIOS 23251 should not enroll in BIOS 20196.

Equivalent Course(s): ENSC 24400

BIOS 20198. Biodiversity. 100 Units.

An overview of the diversity of living organisms, both prokaryotes and eukaryotes, is presented. We emphasize the major groups of organisms, their evolutionary histories and relationships, and the biological and evolutionary implications of the characteristic features of each group. We discuss how the biosphere transformed to its present state over the past four billion years.

Instructor(s): M. LaBarbera, C. Andrews Terms Offered: Spring. L.

Prerequisite(s): BIOS 20150 except for Geophysical Sciences majors

Note(s): BIOS 20198 is identical to the previously offered BIOS 20184. Students who have taken BIOS 20184 should not enroll in BIOS 20198.

BIOS 20234 through 20242**Advanced Biology Fundamentals Sequence**

This is an accelerated four-quarter Fundamentals sequence designed for motivated first-year students with exceptionally strong science and mathematics backgrounds and an intense interest in research in the biological sciences. A score of 4 or 5 on the Biology AP exam is required and successful students usually also have strong preparation in chemistry and calculus as well as some experience in computer programming. Students are expected to devote significant time to this sequence (minimum four to eight hours/week for reading primary literature and background information and for working problem sets, in addition to attendance at lectures and participation in laboratory exercises and discussion sections). Upon completion of the first three quarters of the

Advanced Biology sequence, students will have three credits towards the Biological Sciences major and they will have met the general education requirement in the biological sciences.

Note: Biological Sciences majors who opt not to complete the sequence after the first quarter (BIOS 20234 Molecular Biology of the Cell) should take BIOS 20151/BIOS 20152, which will be applied to their general education requirement in the biological sciences along with their AP Biology credit. BIOS 20234 would be counted as a credit towards the Biological Sciences major. Students would then complete the major by following the requirements for either the Molecules to Organisms sequence or the Life, Ecosystems, and Evolution sequence.

BIOS 20234. Molecular Biology of the Cell. 100 Units.

This course covers the fundamentals of molecular and cellular biology. Topics include protein structure and function; DNA replication, repair, and recombination; transcription, translation, control of gene expression; cytoskeletal dynamics; protein modification and stability; cellular signaling; cell cycle control; mitosis; and meiosis. Prerequisite(s): Score of 4 or 5 on the AP biology test

BIOS 20235. Biological Systems. 100 Units.

Students preparing for the health professions must take BIOS 20235 and 20242 in sequence. This course builds upon molecular cell biology foundations to explore how biological systems function. Topics include classical and molecular genetics, developmental signaling networks, genomics, proteomics, transcriptomics, and biological networks.

Instructor(s): I. Rebay, M. Pascual, N. Bhasin. L. Terms Offered: Winter

Prerequisite(s): A grade of B- or above in BIOS 20234

BIOS 20236. Biological Dynamics. 100 Units.

This class introduces the use of quantitative approaches to study biological dynamics. Deeper exploration of cellular and developmental processes introduced in BIOS 20234 and BIOS 20235 will emphasize the use of quantitative analysis and mathematical modeling to infer biological mechanisms from molecular interactions. The lab portion of the class will introduce basic approaches for simulating biological dynamics using examples drawn from the lectures.

Instructor(s): E. Munro, M. Rust, E. Kovar. Terms Offered: Spring. L.

Prerequisite(s): BIOS 20234 and BIOS 20235 with a minimum grade of B- in each course.

BIOS 20242. Principles of Physiology. 100 Units.

This course focuses on the physiological problems that animals (including humans) face in natural environments; solutions to these problems that the genome encodes; and the emergent physiological properties of the molecular, cellular, tissue, organ, and organismal levels of organization. We emphasize physiological reasoning, problem solving, and current research.

Instructor(s): M. Feder, E. Kovar. Terms Offered: Autumn. L.

Prerequisite(s): BIOS 20236 or BIOS 20189 or consent of instructor

Course numbers 21000 and above

Upper-level Elective Courses

These courses assume mastery of the material covered in the Fundamentals Sequences, and explore specific areas of biology at an advanced level. In most cases, students will be reading primary scientific literature. Students who have not yet completed the Fundamentals Sequence should consult with the course instructor and the BSCD Senior Advisers before registering for an upper-level elective course. Students must confirm their registration with their instructors by the second class meeting or their registration may be canceled.

BIOS 21216. Intro Statistical Genetics. 100 Units.

This course focuses on genetic models for complex human disorders and quantitative traits. Topics covered also include linkage and linkage disequilibrium mapping and genetic models for complex traits, and the explicit and implicit assumptions of such models.

Instructor(s): Xin He, Hae Kyung Im Terms Offered: Winter

Prerequisite(s): For Biological Sciences majors: Three quarters of a Biological Sciences Fundamentals sequence
Equivalent Course(s): HGEN 47100

BIOS 21229. Genome Informatics: How Cells Reorganize Genomes. 100 Units.

This course deals with the molecular and cellular basis of genetic change. We discuss DNA repair functions, mutator loci, induced mutation, mechanisms of homologous recombination and gene conversion, site-specific recombination, transposable elements and DNA rearrangements, reverse transcription and retrotransposons, transposable vector systems for making transgenic organisms, and genetic engineering of DNA sequences in antibody formation. Discussion section required.

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

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235

BIOS 21236. Genetics of Model Organisms. 100 Units.

A small number of organisms have been chosen for extensive study by biologists. The popularity of these organisms derives largely from the fact that their genomes can be easily manipulated, allowing sophisticated characterization of biological function. This course covers modern methods for genetic analysis in budding yeast (*Saccharomyces cerevisiae*), fruit flies (*Drosophila melanogaster*), plants (*Arabidopsis thaliana*), and mice (*Mus musculus*). Case studies demonstrate how particular strengths of each system have been exploited to understand such processes as genetic recombination, pattern formation, and epigenetic regulation of gene expression.

Instructor(s): D. Bishop, H.-C Lee, E. Ferguson, I. Moskowitz Terms Offered: Autumn

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235

BIOS 21237. Developmental Mechanisms. 100 Units.

This course provides an overview of the fundamental questions of developmental biology, with particular emphasis on the genetic, molecular and cell biological experiments that have been employed to reach mechanistic answers to these questions. Topics covered will include formation of the primary body axes, the role of local signaling interactions in regulating cell fate and proliferation, the cellular basis of morphogenesis, and stem cells.

Instructor(s): E. Ferguson, R. Fehon Terms Offered: Winter

Prerequisite(s): For undergraduates only: Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20189, BIOS 20190, or BIOS 20235.

Equivalent Course(s): MGCB 36400, DVBI 36400

BIOS 21238. Cell Biology II. 100 Units.

This course covers the mechanisms with which cells execute fundamental behaviors. Topics include signal transduction, cell cycle progression, cell growth, cell death, cancer biology, cytoskeletal polymers and motors, cell motility, cytoskeletal diseases, and cell polarity. Each lecture will conclude with a dissection of primary literature with input from the students. Students will write and present a short research proposal, providing excellent preparation for preliminary exams.

Instructor(s): M. Glotzer, D. Kovar Terms Offered: Winter

Prerequisite(s): For undergraduates: Three quarters of a Biological Sciences Fundamentals sequence.

Equivalent Course(s): BCMB 31700, DVBI 31700, MGCB 31700

BIOS 21249. Organization, Expression, and Transmission of Genome Information. 100 Units.

This seminar course examines how genomes are organized for coding sequence expression and transmission to progeny cells. The class discusses a series of key papers in the following areas: bacterial responses to external stimuli and genome damage, control of eukaryotic cell differentiation, complex loci regulating developmental expression in animals, centromere structure and function, position effect variegation, chromatin domains, chromatin remodeling, RNAi, and chromatin formatting.

Instructor(s): J. Shapiro Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence. Recommended for Advanced Biology students

BIOS 21306. Human Genetics and Evolution. 100 Units.

The goal of this course is to provide an evolutionary perspective on the molecular genetic bases of human diseases and non-clinical human traits. The course covers fundamental concepts and recent progress in Mendelian and complex trait mapping as well as evolutionary principles as they apply to genomics analyses of DNA sequence variation in human populations. These topics will be introduced through lectures and will be complemented by discussion and student presentations of original research papers.

Instructor(s): V. Lynch, A Di Rienzo. Terms Offered: Autumn

Prerequisite(s): Three quarters of a Biological Fundamentals Sequence including BIOS 20187 or BIOS 20235.

BIOS 21317. Topics in Biological Chemistry. 100 Units.

Required of students who are majoring in biological chemistry. This course examines a variety of biological problems from a chemical and structural perspective, with an emphasis on molecular machines. Topics include macromolecular structure-function relationships, DNA synthesis and repair, RNA folding and function, protein synthesis, targeting and translocation, molecular motors, membrane proteins, photosynthesis, and mechanisms of signal transduction. Computer graphics exercises and in-class journal clubs complement the lecture topics.

Instructor(s): P. Rice, R. Keenan Terms Offered: Spring

Prerequisite(s): BIOS 20200

BIOS 21328. Biophysics of Biomolecules. 100 Units.

This course covers the properties of proteins, RNA, and DNA, as well as their interactions. We emphasize the interplay between structure, thermodynamics, folding, and function at the molecular level. Topics include cooperativity, linked equilibrium, hydrogen exchange, electrostatics, diffusion, and binding.

Equivalent Course(s): BPHS 31000, BCMB 32200

BIOS 21349. Protein Structure and Functions in Medicine. 100 Units.

This course explores how molecular machinery works in the context of medicine (vision, fight or flight, cancer, and action of drugs). We first explore the physical and biochemical properties of proteins in the context of cellular signaling. We then examine how proteins and other cellular components make up the signal transduction pathway of humans and conduct their biological functions. The course engages students to strengthen their scientific communication and teaching skills via the in-class podcast, oral examinations, computer-aided structural presentations, student lectures, and discussions.

Instructor(s): W-J. Tang Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence. Biochemistry strongly recommended.

Equivalent Course(s): NURB 33500, CABI 31900

BIOS 21356. Vertebrate Development. 100 Units.

This advanced-level course combines lectures, student presentations, and discussion sessions. It covers major topics on the developmental biology of embryos (e.g. formation of the germ line, gastrulation, segmentation, nervous system development, limb patterning, organogenesis). We make extensive use of the primary literature and emphasize experimental approaches including embryology, genetics, and molecular genetics.

Instructor(s): V. Prince, P. Kratsios. Terms Offered: Spring

Prerequisite(s): For Biological Sciences majors: Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20189 or BIOS 20190

Equivalent Course(s): MGCB 35600, ORGB 33600, DVBI 35600

BIOS 21358. Simulation, Modeling, and Computation in Biophysics. 100 Units.

This course develops skills for modeling biomolecular systems. Fundamental knowledge covers basic statistical mechanics, free energy, and kinetic concepts. Tools include molecular dynamics and Monte Carlo simulations, random walk and diffusion equations, and methods to generate random Gaussian and Poisson distributors. A term project involves writing a small program that simulates a process. Familiarity with a programming language or Matlab would be valuable.

Instructor(s): B. Roux Terms Offered: Winter

Prerequisite(s): BIOS 20200 and BIOS 26210-26211, or consent from instructor

Equivalent Course(s): CPNS 31358, BCMB 31358

BIOS 21360. Advanced Molecular Biology. 100 Units.

This course covers genome structures, transcription of DNA to RNA, messenger RNA splicing, translation of RNA to protein, transcriptional and post-transcriptional gene regulations, non-coding RNA functions, epigenetics and epitranscriptomics. Basic methods in molecular biology will also be covered. The course also includes special, current topics on genomics, single molecule studies of gene expression, epitranscriptomics, and others.

BIOS 21407. Image Processing in Biology. 100 Units.

Whether one is trying to read radio signals from faraway galaxies or to understand molecular structures, it is necessary to understand how to read, interpret, and process the data that contain the desired information. In this course, we learn how to process the information contained in images of molecules as seen in the electron microscope. We also deal with the principles involved in processing electron microscope images, including the underlying analytical methods and their computer implementation.

Instructor(s): R. Josephs Terms Offered: Spring. Offered every other year in even years.

Prerequisite(s): For College students: Three quarters of a Biological Sciences Fundamentals sequence and one year of calculus

Equivalent Course(s): MGCB 34300

BIOS 21415. Stem Cells in Development and Diseases. 100 Units.

This course will provide a survey of concepts and biology of stem cells based on experimental evidence for their involvement in developmental processes and human diseases. Topics will discuss classic models as well as recent advance made in the biomedical research community.

Instructor(s): A. Imamoto, X. Wu Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, including BIOS 20186 and BIOS 20187

BIOS 21416. Stem Cells and Regeneration. 100 Units.

The course will focus on the basic biology of stem cells and regeneration, highlighting biomedically relevant findings that have the potential to translate to the clinic. We will cover embryonic and induced pluripotent stem cells, as well as adult stem cells from a variety of systems, both invertebrate and vertebrates.

Instructor(s): E. Ferguson, V. Prince, J. Cunningham, J. De Jong, X. Wu Terms Offered: Autumn

Prerequisite(s): For undergraduates only: completion of a Biological Sciences fundamentals sequence

Equivalent Course(s): DVBI 36200

BIOS 21418. Historical and Conceptual Foundations of DevoEvo. 100 Units.

The goal of this course is to explore the historical and conceptual foundations of Developmental Evolution (DevoEvo) through readings and group discussions of historical and philosophical literature on evolutionary and developmental biology, in particular the role developmental biology played in the formulation of evolutionary theory and its subsequent banishment from the Modern Synthesis. The course begins with a review of nineteenth-century scientific and evolutionary thought, including an examination of competing theories of evolution (Theistic Evolutionism, Lamarckism, Orthogenesis, and Mutation Theory) and their contribution (or lack thereof) to modern evolutionary biology. We then explore how (and why) developmental biology was excluded from the formulation of the Synthesis and Neo-Darwinian thought, and examine the source of continued conflicts between Neo-Darwinism and DevoEvo. The course concludes with a discussion of what (if anything) DevoEvo can contribute to evolutionary theory that other research programs cannot (for example, what kinds of phenomena do developmental mechanisms contribute more to the explanation of evolutionary processes than population genetic mechanisms?).

Equivalent Course(s): ORGB 39500, HGEN 39500

BIOS 21506. Biological Physics. 100 Units.

This course is an introduction to the physics of living matter. Its goal is to understand the design principles from physics that characterize the condensed and organized matter of living systems. Topics include: basic structures of proteins, nucleotides, and biological membranes; application of statistical mechanics to diffusion and transport; hydrodynamics of low Reynolds number fluids; thermodynamics and chemical equilibrium; physical chemistry of binding affinity and kinetics; solution electrostatics and depletion effect; biopolymer mechanics; cellular mechanics and motions; molecular motors.

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

Prerequisite(s): PHYS 13300 or PHYS 14300

Note(s): Students majoring in Physics may use this course either as a Physics elective OR as a upper level elective in the Biological Sciences major.

Equivalent Course(s): PHYS 25500, MENG 21900

BIOS 21507. The Engineering and Biology of Tissue Repair. 100 Units.

In this course, students will gain an understanding of the science and application of tissue engineering, a field that seeks to develop technologies for restoring lost function in diseased or damaged tissues and organs. The course will first introduce the underlying cellular and molecular components and processes relevant to tissue engineering: extracellular matrices, cell/matrix interactions such as adhesion and migration, growth factor biology, stem cell biology, inflammation, and innate immunity. The course will then discuss current approaches for engineering a variety of tissues, including bone and musculoskeletal tissues, vascular tissues, skin, nerve, and pancreas. Students will be assessed through in-class discussions, take-home assignments and exams, and an end-of-term project on a topic of the student's choice.

Instructor(s): Jeffrey Hubbell Terms Offered: Spring

Prerequisite(s): BIOS 20186 or BIOS 20234

Equivalent Course(s): MENG 24300, MENG 34300, MPMM 34300

BIOS 22233. Comparative Vertebrate Anatomy. 100 Units.

This course covers the structure and function of major anatomical systems of vertebrates. Lectures focus on vertebrate diversity, biomechanics, and behavior (from swimming and feeding to running, flying, seeing, and hearing). Labs involve detailed dissection of animals (muscles, organs, brains) and a focus on skull bones in a broad comparative context from fishes to frogs, turtles, alligators, mammals, birds, and humans. Field trip to Field Museum and visit to medical school lab for human dissection required.

Instructor(s): M. Westneat. L. Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.

Note(s): Offered Winter 2019 and every other year thereafter.

Equivalent Course(s): ORGB 32233

BIOS 22236. Reproductive Biology of Primates. 100 Units.

The aim of this advanced-level course is to provide a comparative overview of adaptations for reproduction in primates as a background to human reproductive biology. Where appropriate, reference will be made to other mammals and some comparisons will be even wider. Ultimately, the aim of all comparisons is to arrive at concrete lessons for human reproduction, notably in the realm of obstetrics and gynecology. For this reason, the course will be of interest for medical students as well as for those studying anthropology, biology or psychology.

Instructor(s): R. Martin Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.

BIOS 22245. Biomechanics: How Life Works. 100 Units.

This course will explore form and function in a diversity of organisms, using the principles of physics and evolutionary theory to understand why living things are shaped as they are and behave in such a diversity of ways. Biomechanics is at the interface of biology, physics, art, and engineering. We will study the impact of size on biological systems, address the implications of solid and fluid mechanics for organismal design, learn fundamental principles of animal locomotion, and survey biomechanical approaches. Understanding the mechanics of biological organisms can help us gain insight into their behavior, ecology and evolution.

Equivalent Course(s): EVOL 32245, ORGB 32245

BIOS 22249. Principles of Toxicology. 100 Units.

This course covers basic concepts of toxicology including routes of exposure and uptake, metabolic conversion, and elimination of toxic agents, as well as fundamental laws governing the interaction of external chemicals with biological systems. In addition to toxins of biological origin, we also consider a set of physical and chemical toxicants in the environment, including air pollution, radiation, manufactured chemicals, metals, and pesticides. Methods of risk assessment will also be considered.

Instructor(s): Y-Y He Terms Offered: Autumn

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and BIOS 20200

BIOS 22250. Chordates: Evolution and Comparative Anatomy. 100 Units.

Chordate biology emphasizes the diversity and evolution of modern vertebrate life, drawing on a range of sources (from comparative anatomy and embryology to paleontology, biomechanics, and developmental genetics). Much of the work is lab-based, with ample opportunity to gain firsthand experience of the repeated themes of vertebrate body plans, as well as some of the extraordinary specializations manifest in living forms. The instructors, who are both actively engaged in vertebrate-centered research, take this course beyond the boundaries of standard textbook content.

Instructor(s): M. Coates Terms Offered: Winter. L.

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, including BIOS 20187 or BIOS 20235

Note(s): Not offered Winter 2019 - Offered Winter 2020 and every other year thereafter.

Equivalent Course(s): EVOL 30200, ORGB 30250

BIOS 22260. Vertebrate Structure and Function. 100 Units.

This course is devoted to vertebrate bones and muscles, with a focus on some remarkable functions they perform. The first part takes a comparative look at the vertebrate skeleton via development and evolution, from lamprey to human. The major functional changes are examined as vertebrates adapted to life in the water, on land, and in the air. The second part looks at muscles and how they work in specific situations, including gape-feeding, swimming, leaping, digging, flying, and walking on two legs. Dissection of preserved vertebrate specimens required.

Instructor(s): P. Sereno. L. Terms Offered: Spring. Not offered 2019; Will be offered 2020

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and consent of instructor. See also http://paulsereno.uchicago.edu/fossil_lab/classes/vertebrate_structure_and_function for more information.

BIOS 22265. Human Origins: Milestones in Human Evolution and the Fossil Record. 100 Units.

This course aims at exploring the fundamentals of human origins by tracking the major events during the course of human evolution. Starting with a laboratory based general introduction to human osteology and muscle function, the latest on morphological and behavioral evidence for what makes *Homo sapiens* and their fossil ancestors unique among primates will be presented. Our knowledge of the last common ancestor will be explored using the late Miocene fossil record followed by a series of lectures on comparative and functional morphology, adaptation and biogeography of fossil human species. With focus on the human fossil record, the emergence of bipedalism, advent of stone tool use and making, abandonment of arboreality, advent of endurance walking and running, dawn of encephalization and associated novel life histories, language and symbolism will be explored. While taxonomic identities and phylogenetic relationships will be briefly presented, the focus will be on investigating major adaptive transitions and how that understanding helps us to unravel the ecological selective factors that ultimately led to the emergence of our species. The course will be supported by fresh data coming from active field research conducted by Prof. Alemseged and state of the art visualization methods that help explore internal structures. By tracing the path followed by our ancestors over time, this course is directly relevant to reconnoitering the human condition today and our place in nature.

Equivalent Course(s): ANTH 28110, ORGB 33265

BIOS 22306. Evolution and Development. 100 Units.

The course will provide a developmental perspective on animal body plans in phylogenetic context. The course will start with a few lectures, accompanied by reading assignments. Students will be required to present a selected research topic that fits the broader goal of the course and will be asked to submit a referenced written version of it after their oral presentation. Grading will be based on their presentation (oral and written) as well as their contributions to class discussions. Prerequisite(s): Advanced undergraduates may enroll with the consent of the instructor.

Equivalent Course(s): EVOL 33850, DVBI 33850, ORGB 33850

BIOS 23100. Dinosaur Science. 100 Units.

This introductory-level (but intensive) class includes a ten-day expedition to South Dakota and Wyoming (departing just after graduation). We study basic geology (e.g., rocks and minerals, stratigraphy, Earth history, mapping skills) and basic evolutionary biology (e.g., vertebrate and especially skeletal anatomy, systematics and large-scale evolutionary patterns). This course provides the knowledge needed to discover and understand the meaning of fossils as they are preserved in the field, which is applied to actual paleontological sites. Participants fly from Chicago to Rapid City, and then travel by van to field sites. There they camp, prospect for, and excavate fossils from the Cretaceous and Jurassic Periods. Field trip required.

Instructor(s): P. Sereno. L. Terms Offered: Spring

Prerequisite(s): Consent of instructor, three quarters of a Biological Sciences Fundamentals sequence and a prior course in general science, preferably geology. See also http://paulsereno.uchicago.edu/fossil_lab/classes/dinosaur_science for more information.

Note(s): Need based financial assistance for field trip may be available. Apply to the Master of BSCD (jmalamy@bsd.uchicago.edu)

BIOS 23232. Ecology and Evolution in the Southwest. 100 Units.

This lecture course focuses on the ecological communities of the Southwest, primarily on the four subdivisions of the North American Desert, the Chihuahuan, Sonoran, Mohave, and Great Basin Deserts. Lecture topics include climate change and the impact on the flora and fauna of the region; adaptations to arid landscapes; evolutionary, ecological, and conservation issues in the arid Southwest, especially relating to isolated mountain ranges; human impacts on the biota, land, and water; and how geological and climatic forces shape deserts.

Instructor(s): E. Larsen Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, or consent of instructor

BIOS 23233. Ecology and Evolution in the Southwest:Field School. 100 Units.

This lecture/lab course is the same course as BIOS 13111, but includes a lab section preparatory to a two-week field trip at end of Spring Quarter, specific dates to be announced. Our goal in the lab is to prepare proposals for research projects to conduct in the field portion of this course. Field conditions are rugged. Travel is by twelve-passenger van. Lodging during most of this course is tent camping on developed campsites.

Instructor(s): E. Larsen Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and consent of instructor

BIOS 23242. Primate Evolution and the Roots of Human Biology. 100 Units.

The course is designed to achieve a state-of-the-art synthesis of primate evolution and human origins. An overview of the biology and evolution of the mammalian order Primates provides a broad foundation for considering the special case human evolution. Across primates as a group, the course explores and integrates comparative evidence from anatomy, physiology, behavior, chromosomal studies, and molecular genetics. Both living primates and their fossil relatives are covered, with due reference to theoretical aspects. Particular emphasis is given to evaluation of characters for inference of evolutionary relationships and to explicit examination of scaling effects of body size in between-species comparisons. Within the general framework of origins and adaptations of primates, human evolution is examined with respect to all features covered. Special features of humans are identified and related to an overview of the hominid fossil record. A specific goal of this course is to guide students to read, interpret, and synthesize scientific literature, and exercise critical thinking with respect to selected topics. As shown by examples, the course is directly relevant to the field of Darwinian medicine, which considers health and disease in relation to the evolutionary background of human biology.

BIOS 23247. Bioarchaeology and the Human Skeleton. 100 Units.

This course is intended to provide students in archaeology with a thorough understanding of bioanthropological and osteological methods used in the interpretation of prehistoric societies by introducing bioanthropological methods and theory. In particular, lab instruction stresses hands-on experience in analyzing the human skeleton, whereas seminar classes integrate bioanthropological theory and application to specific cases throughout the world. Lab and seminar-format class meet weekly.

Instructor(s): M. C. Lozada Terms Offered: Winter. Winter 2020

Note(s): This course qualifies as a Methodology selection for Anthropology majors.

Equivalent Course(s): ANTH 28400, ANTH 38800

BIOS 23249. Animal Behavior. 100 Units.

This course introduces the mechanism, ecology, and evolution of behavior, primarily in nonhuman species, at the individual and group level. Topics include the genetic basis of behavior, developmental pathways, communication, physiology and behavior, foraging behavior, kin selection, mating systems and sexual selection, and the ecological and social context of behavior. A major emphasis is placed on understanding and evaluating scientific studies and their field and lab techniques.

Equivalent Course(s): PSYC 23249, CHDV 23249

BIOS 23252. Field Ecology. 100 Units.

Open only to students who are planning to pursue graduate research. This course introduces habitats and biomes in North America and the methods of organizing and carrying out field research projects in ecology and behavior, focusing on questions of evolutionary significance. A two-week field trip to southern Florida during the Winter/Spring Quarter break consists of informal lectures and discussions, individual study, and group research projects. During Spring Quarter, there are lectures on the ecology of the areas visited and on techniques and methods of field research. Field trip required.

Instructor(s): S. Pruett-Jones Terms Offered: Spring. This course is offered in alternate (odd) years.

Prerequisite(s): Consent of instructor

BIOS 23254. Mammalian Ecology. 100 Units.

This course introduces the diversity and classification of mammals and their ecological relationships. Lectures cover natural history, evolution, and functional morphology of major taxonomic groups. Lab sessions focus on skeletal morphology, identifying traits of major taxonomic groups, and methods of conducting research in the field. Participation in field trips, occasionally on Saturday, is required.

Instructor(s): E. Larsen Terms Offered: Spring, L. Offered every other year in odd years.

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and third-year standing or consent of instructor.

BIOS 23258. Molecular Evolution I: Fundamentals and Principles. 100 Units.

The comparative analysis of DNA sequence variation has become an important tool in molecular biology, genetics, and evolutionary biology. This course covers major theories that form the foundation for understanding evolutionary forces that govern molecular variation, divergence, and genome organization. Particular attention is given to selectively neutral models of variation and evolution, and to alternative models of natural selection. The course provides practical information on accessing genome databases, searching for homologous sequences, aligning DNA and protein sequences, calculating sequence divergence, producing sequence phylogenies, and estimating evolutionary parameters.

Instructor(s): M. Kreitman Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235 and two quarters of calculus, or consent of instructor.

Equivalent Course(s): ECEV 44001, EVOL 44001

BIOS 23261. Invertebrate Paleobiology and Evolution. 100 Units.

This course provides a detailed overview of the morphology, paleobiology, evolutionary history, and practical uses of the invertebrate and microfossil groups commonly found in the fossil record. Emphasis is placed on understanding key anatomical and ecological innovations within each group and interactions among groups responsible for producing the observed changes in diversity, dominance, and ecological community structure through evolutionary time. Labs supplement lecture material with specimen-based and practical application sections. An optional field trip offers experience in the collection of specimens and raw paleontological data. Several "Hot Topics" lectures introduce important, exciting, and often controversial aspects of current paleontological research linked to particular invertebrate groups. (L)

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

Prerequisite(s): GEOS 13100 and 13200, or equivalent. Students majoring in Biological Sciences only; Completion of the general education requirement in the Biological Sciences, or consent of instructor.

Equivalent Course(s): EVOL 32400, GEOS 36300, GEOS 26300

BIOS 23262. Mammalian Evolutionary Biology. 100 Units.

This course examines mammalian evolution—the rise of living mammals from ancient fossil ancestors stretching back over 300 million years. Lectures focus on the evolutionary diversification of mammals, including anatomical structure, evolutionary adaptations, life history, and developmental patterns. Labs involve detailed comparative study of mammalian skeletons, dissection of muscular and other systems, trips to the Field Museum to study fossil collections, and studies of human anatomy at the Pritzker School of Medicine. Students will learn mammalian evolution, functional morphology, and development, and will gain hands-on experience in dissection. Taught by instructors who are active in scientific research on mammalian evolution, the course is aimed to convey new insights and the latest progress in mammalian paleontology, functional morphology, and evolution. Prerequisite(s): Second-year standing and completion of a Biological Sciences Fundamentals sequence; or GEOS 13100-13200 or GEOS 22300, or consent of instructors.

Instructor(s): Z. Luo, K. Angielczyk Terms Offered: Autumn, L.

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235; or GEOS 13100-13200 or GEOS 22300, or consent of instructors.

Equivalent Course(s): ORGB 31201, EVOL 31201

BIOS 23266. Evolutionary Adaptation. 100 Units.

This course deals with the adaptation of organisms to their environments and focuses on methods for studying adaptation. Topics include definitions and examples of adaptation, the notion of optimization, adaptive radiations, the comparative method in evolutionary biology, and the genetic architecture of adaptive traits. Students will draw on the logical frameworks covered in lecture as they evaluate primary papers and prepare two writing assignments on an adaptive question of their choice.

BIOS 23289. Marine Ecology. 100 Units.

This course provides an introduction into the physical, chemical, and biological forces controlling the function of marine ecosystems and how marine communities are organized. The structures of various types of marine ecosystems are described and contrasted, and the lectures highlight aspects of marine ecology relevant to applied issues such as conservation and harvesting.

Instructor(s): T. Wootton Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and prior introductory course in ecology or consent of instructor.

Equivalent Course(s): ENST 23289

BIOS 23299. Plant Development and Molecular Genetics. 100 Units.

Genetic approaches to central problems in plant development will be discussed. Emphasis will be placed on embryonic pattern formation, meristem structure and function, reproduction, and the role of hormones and environmental signals in development. Lectures will be drawn from the current literature; experimental approaches (genetic, cell biological, biochemical) used to discern developmental mechanisms will be emphasized. Graduate students will present a research proposal in oral and written form; undergraduate students will present and analyze data from the primary literature, and will be responsible for a final paper.

Equivalent Course(s): ECEV 32900, DVBI 36100, MGCB 36100

BIOS 23365. Evolutionary and Genomic Medicine I. 100 Units.

Evolution is regularly investigated in free-living organisms, but some of its most fascinating and important examples occur in the interface between free-living and non-free-living states. In this course, we will use evolutionary and ecological principles to study the dynamics of viruses, unicellular organisms and cells in multicellular organisms relevant to human medicine. In EGM I, the emphasis will be on the evolution of pathogens, the evolution of cells of the immune system in response to pathogen invasion, the basis of autoimmune disorders, and the population genetics of cancerous cells in light of recent cancer genomic studies. EGM II will cover more general topics including Darwinian medicine, aging, and systems biology/medicine.

Instructor(s): S. Cobey, C-I. Wu Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235. Background in evolution and population genetics.

Equivalent Course(s): ECEV 33365

BIOS 23404. Reconstructing the Tree of Life: An Introduction to Phylogenetics. 100 Units.

This course is an introduction to the tree of life (phylogeny): its conceptual origins, methods for discovering its structure, and its importance in evolutionary biology and other areas of science. Topics include history and concepts, sources of data, methods of phylogenetic analysis, and the use of phylogenies to study the tempo and mode of lineage diversification, coevolution, biogeography, conservation, molecular biology, development, and epidemiology. One Saturday field trip and weekly computer labs required in addition to scheduled class time. This course is offered in alternate (odd) years.

Instructor(s): R. Ree. Terms Offered: Autumn. L.

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence or consent of instructor

Note(s): This course is offered in alternate (odd) years.

Equivalent Course(s): EVOL 35401

BIOS 23406. Biogeography. 100 Units.

This course examines factors governing the distribution and abundance of animals and plants. Topics include patterns and processes in historical biogeography, island biogeography, geographical ecology, areography, and conservation biology (e.g., design and effectiveness of nature reserves).

Instructor(s): B. Patterson (odd years, lab). L., Heaney (even years, discussion) Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and a course in either ecology, evolution, or earth history; or consent of instructor

Equivalent Course(s): ENST 25500, GEOG 35500, EVOL 45500, GEOG 25500

BIOS 23409. The Ecology and Evolution of Infectious Diseases. 100 Units.

Understanding the ecology and evolution of infectious diseases is crucial for both human health and for preservation of the natural environment. In this course, we combine mathematical modeling with ecological and evolutionary analyses to understand how fundamental mechanisms of host-pathogen interactions are translated into disease dynamics and host-pathogen co-evolution.

Instructor(s): G. Dwyer Terms Offered: Spring. L.

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and Integral calculus.

BIOS 23410. Complex Interactions: Coevolution, Parasites, Mutualists, and Cheaters. 100 Units.

This course emphasizes the enormous diversity of interactions between organisms. It is an introduction to the biology and ecology of parasitic and mutualistic symbiotic associations and their evolution. Topics include endosymbioses and their impact on the evolution of photosynthetic organisms, bacterial symbioses (e.g., nitrogen fixation), symbioses that fungi evolved with plants and animals (e.g., endophytes, mycorrhizae, lichens), pollination biology, insect-plant associations, and associations of algae with animals. Methods to elucidate the evolution of these associations are discussed with a focus on coevolutionary events and the origin of cheaters.

Instructor(s): T. Lumsch Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.

BIOS 24110. Fundamental Neuroscience. 100 Units.

This course is a rigorous introduction to the study of neurons, nervous systems and brains. The systems anatomy and physiology of the vertebrate brain will be covered in depth. Common features of neural circuits, such as those subserving the stretch reflex, will be examined. The biology of brain evolution and development will be introduced. A highlight of this course will be student dissections of sheep brains and the laboratory presentation of human brain dissections by the instructors.

Equivalent Course(s): NSCI 20110

BIOS 24120. Cellular Neuroscience. 100 Units.

This course describes the cellular and subcellular properties of neurons, including passive and active electrophysiological properties, and their synaptic interactions. Readings are assigned from a general neuroscience textbook.

Equivalent Course(s): NSCI 20120

BIOS 24130. Systems Neuroscience. 100 Units.

This course covers vertebrate and invertebrate systems neuroscience with a focus on the anatomy, physiology, and development of sensory and motor control systems. The neural bases of form and motion perception, locomotion, memory, and other forms of neural plasticity are examined in detail. We also discuss clinical aspects of neurological disorders.

Equivalent Course(s): NSCI 20130

BIOS 24131. Molecular Neuroscience. 100 Units.

This lecture/seminar course explores the application of modern cellular and molecular techniques to clarify basic questions in neurobiology. Topics include mechanisms of synaptic transmission, protein trafficking, exo- and endo-cytosis, and development and mechanisms of neurological diseases.

Equivalent Course(s): NSCI 22100

BIOS 24208. Survey of Systems Neuroscience. 100 Units.

This lab-centered course teaches students the fundamental principles of vertebrate nervous system organization. Students learn the major structures and the basic circuitry of the brain, spinal cord and peripheral nervous system. Somatic, visual, auditory, vestibular and olfactory sensory systems are presented in particular depth. A highlight of this course is that students become practiced at recognizing the nuclear organization and cellular architecture of many regions of brain in rodents, cats and primates.

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

Prerequisite(s): NSCI 20130. For Biological Sciences majors: Three quarters of a Biological Sciences fundamentals sequence

Equivalent Course(s): NURB 31600, NSCI 23500, ORGB 32500, CPNS 30116

BIOS 24217. Conquest of Pain. 100 Units.

This course examines the biology of pain and the mechanisms by which anesthetics alter the perception of pain. The approach is to examine the anatomy of pain pathways both centrally and peripherally, and to define electrophysiological, biophysical, and biochemical explanations underlying the action of general and local anesthetics. We discuss the role of opiates and enkephalins. Central theories of anesthesia, including the relevance of sleep proteins, are also examined.

Instructor(s): K. Ruskin Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, CHEM 2200-22100-22200 or BIOS 20200 and prior course in neurobiology or physiology is recommended.

BIOS 24231. Methods in Computational Neuroscience. 100 Units.

Topics include (but are not limited to): Hodgkin-Huxley equations, Cable theory, Single neuron models, Information theory, Signal Detection theory, Reverse correlation, Relating neural responses to behavior, and Rate vs. temporal codes.

Instructor(s): S. Bensmaia Terms Offered: Winter. L.

Prerequisite(s): For Neuroscience Majors: NSCI 20130, BIOS 26210 and BIOS 26211 which must be taken concurrently, or consent of instructor.

Equivalent Course(s): CPNS 34231, NSCI 23700, PSYC 24231

BIOS 24232. Computational Approaches to Cognitive Neuroscience. 100 Units.

This course is concerned with the relationship of the nervous system to higher order behaviors (e.g., perception, object recognition, action, attention, learning, memory, and decision making). Psychophysical, functional imaging, and electrophysiological methods are introduced. Mathematical and statistical methods (e.g. neural networks and algorithms for studying neural encoding in individual neurons and decoding in populations of neurons) are discussed. Weekly lab sections allow students to program cognitive neuroscientific experiments and simulations.

Instructor(s): N. Hatsopoulos Terms Offered: Winter

Prerequisite(s): For Neuroscience Majors: NSCI 20110, NSCI 20130, BIOS 26210, and knowledge using Matlab, or consent of instructor.

Equivalent Course(s): CPNS 33200, ORGB 34650, PSYC 34410, NSCI 23600

BIOS 24248. Biological Clocks and Behavior. 100 Units.

This course will address physiological and molecular biological aspects of circadian and seasonal rhythms in biology and behavior. The course will primarily emphasize biological and molecular mechanisms of CNS function, and will be taught at a molecular level of analysis from the beginning of the quarter. Those students without a strong biology background are unlikely to resonate with the course material.

Instructor(s): B. Prendergast Terms Offered: Autumn

Prerequisite(s): A quality grade in PSYC 20300 Introduction to Biological Psychology. Additional biology courses are desirable. Completion of Core biology will not suffice as a prerequisite.

Equivalent Course(s): NSCI 21400, PSYC 21750

BIOS 24408. Modeling and Signal Analysis for Neuroscientists. 100 Units.

The course provides an introduction into signal analysis and modeling for neuroscientists. We cover linear and nonlinear techniques and model both single neurons and neuronal networks. The goal is to provide students with the mathematical background to understand the literature in this field, the principles of analysis and simulation software, and allow them to construct their own tools. Several of the 90-minute lectures include demonstrations and/or exercises in Matlab.

Instructor(s): W. van Drongelen Terms Offered: Spring, L.

Prerequisite(s): Undergraduates: Biology Major - BIOS 26210 and 26211, or consent of instructor. Neuroscience Major - NSCI 20130, BIOS 26210 and 26211, or consent of instructor.

Equivalent Course(s): CPNS 32111, NSCI 24000

BIOS 25108. Cancer Biology. 100 Units.

This course covers the fundamentals of cancer biology with a focus on the story of how scientists identified the genes that cause cancer. The emphasis is on "doing" science rather than "done" science: How do scientists think, how do they design experiments, where do these ideas come from, what can go wrong, and what is it like when things go right? We stress the role that cellular subsystems (e.g., signal transduction, cell cycle) play in cancer biology, as well as evolving themes in cancer research (e.g., ongoing development of modern molecular therapeutics).

Instructor(s): M. Rosner, W. Du Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.

BIOS 25109. Topics in Reproduction and Cancer. 100 Units.

This course focuses on several aspects of the molecular and cellular biology of human reproduction. We also discuss the basis of chemical/viral carcinogenesis and the progression, treatment, and prevention of cancer. The role of steroid hormones and their receptors in the control of growth, development, and specialized cell function is discussed in the context of normal and abnormal gene expression in human development and disease. Key historical events, research approaches, utilization of knowledge, recent advances in drug design and herbal medicines, and philosophies of scientific research are also covered.

Instructor(s): G. Greene, L. Becker Terms Offered: Spring

Prerequisite(s): For Biology majors: Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235 and Biochemistry, or consent of Instructor.

BIOS 25126. Animal Models of Human Disease. 100 Units.

This course introduces the use of animals in biomedical research for the purposes of understanding, treating, and curing human disease. Particular emphasis is placed on rodent models in the context of genetic, molecular, and immunologic manipulations, as well as on the use of large animal surgical models. University veterinarians also provide information regarding humane animal care.

Instructor(s): K. Luchins Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 of BIOS 20235, or consent of instructor

BIOS 25206. Fundamentals of Bacterial Physiology. 100 Units.

This course meets one of the requirements of the microbiology specialization. This course introduces bacterial diversity, physiology, ultra-structure, envelope assembly, metabolism, and genetics. In the discussion section, students review recent original experimental work in the field of bacterial physiology.

Instructor(s): D. Missiakos Terms Offered: Autumn

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, or consent of instructor
Equivalent Course(s): MICR 30600

BIOS 25216. Molecular Basis of Bacterial Disease. 100 Units.

This course meets one of the requirements of the microbiology specialization. This lecture/discussion course involves a comprehensive analysis of bacterial pathogens, the diseases that they cause, and the molecular mechanisms involved during pathogenesis. Students discuss recent original experimental work in the field of bacterial pathogenesis.

Equivalent Course(s): MICR 31600

BIOS 25226. Endocrinology I: Cell Signaling. 100 Units.

The subject matter of this course considers the wide variety of intracellular mechanisms that, when activated, change cell behavior. We cover aspects of intracellular signaling, the latter including detailed discussions of receptors, G-proteins, cyclic nucleotides, calcium and calcium-binding proteins, phosphoinositides, protein kinases, and phosphatases.

Instructor(s): M. Brady, R. Cohen Terms Offered: Autumn

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and BIOS 20200.

Equivalent Course(s): NPHP 33600

BIOS 25227. Endocrinology II: Systems and Physiology. 100 Units.

Endocrinology is the study of hormones, which are chemical messengers released by tissues that regulate the activity of other cells in the body. This course covers the classical hormone systems, including hormones regulating metabolism, energy mobilization and storage, calcium and phosphate metabolism, reproduction, growth, "fight or flight," and circadian rhythms. We focus on historical perspective, the mechanisms of action, homeostatic regulation, and relevant human diseases for each system.

Instructor(s): M. Brady, R. Cohen Terms Offered: Winter

Prerequisite(s): Completion of the first three quarters of a Biological Fundamentals Sequence.

BIOS 25228. Endocrinology III: Human Disease. 100 Units.

A Fundamentals Sequence (BIOS 20180s or 20190s, or AP 5 sequence) and BIOS 25227 recommended but not required. This course is a modern overview of the patho-physiologic, genetic, and molecular basis of human diseases with nutritional perspectives. We discuss human diseases (e.g., hypertension, cardiovascular diseases, obesity, diabetes, osteoporosis, alopecia).

Instructor(s): Y. C. Li Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence is required and BIOS 25227 is strongly recommended.

BIOS 25256. Immunobiology. 100 Units.

This comprehensive survey course presents an integrated coverage of the tactics and logistics of innate and adaptive immunity in mammalian organisms. It conveys the elegance and complexity of immune responses against infectious agents. It introduces their implications in autoimmune diseases, cancer and organ transplantation and presents some of the emerging immunotherapeutics that are transforming health care. Prior knowledge of microbiology (e.g., BIOS 25206) will be advantageous. Prerequisite(s): Completion of a Biological Sciences Fundamentals Sequence which includes, Cell, Genetics, Developmental Biology, and Physiology

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

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235, and BIOS 20188 and BIOS 20189

BIOS 25258. Immunopathology. 100 Units.

Five examples of diseases are selected each year among the following categories: autoimmune diseases, inflammatory bowel diseases, infection immunity, immunodeficiencies and gene therapy, and transplantation and tumor immunology. Each disease is studied in depth with general lectures that include, where applicable, histological analysis of diseased tissue samples and discussions of primary research papers on experimental disease models. Special emphasis is placed on understanding immunopathology within the framework of general immunological concepts and on experimental approaches to the study of immunopathological models.

Instructor(s): B. Jabri Terms Offered: Winter

Prerequisite(s): BIOS 25256 with a grade of B or higher.

Equivalent Course(s): PATH 30010, IMMUN 30010

BIOS 25260. Host Pathogen Interactions. 100 Units.

This course explores the basic principles of host defense against pathogens, including evolutionary aspects of innate and adaptive immunity and immune evasion strategies. Specific examples of viral and bacterial interactions with their hosts are studied in depth. A review of immunological mechanisms involved in specific cases is incorporated in the course.

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

Prerequisite(s): BIOS 25206 and BIOS 25256

Equivalent Course(s): IMMU 31200, MICR 31200

BIOS 25266. Molecular Immunology. 100 Units.

This discussion-oriented course examines the molecular principles of immune recognition. We explore the roles of protein modification, protein-protein and protein-DNA interactions in the discrimination between self and non-self, and study the molecular fundamentals of cell stimulation and signaling. Primary literature focused on molecular research of the immune system is integrated with lectures on commonly used biochemical, structural and immunological techniques used in the research papers examined.

Instructor(s): E. Adams Terms Offered: Spring. Offered in odd years

Prerequisite(s): BIOS 20200 or 25256, or consent of instructor

Equivalent Course(s): IMMU 30266

BIOS 25287. Introduction to Virology. 100 Units.

This class on animal viruses considers the major families of the viral kingdom with an emphasis on the molecular aspects of genome expression and virus-host interactions. Our goal is to provide students with solid appreciation of basic knowledge, as well as instruction on the frontiers of virus research.

Instructor(s): M. Gack Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and third- or fourth-year standing

Equivalent Course(s): MICR 34600

BIOS 25308. Heterogeneity in Human Cancer: Etiology and Treatment. 100 Units.

This course addresses the importance of understanding human tumor heterogeneity (organ site by organ site) in terms of predicting whether tumors will progress to malignancy and how tumors will respond to standard treatments or require tailored molecular therapeutics. Alternating lecture and discussion lectures will explore and tease apart the controversies in the field that limit progress in cancer prevention, diagnosis and treatment. At the end of the course, students should have an in-depth understanding of the complexities, challenges and opportunities facing modern cancer researchers and clinical oncologists and be able to discuss novel scientific approaches to solving these issues.

Instructor(s): K. MacLeod Terms Offered: Autumn 2018

Prerequisite(s): A grade of B or better in BIOS 25108

Equivalent Course(s): CABI 30500

BIOS 25326. Tumor Microenvironment and Metastasis. 100 Units.

The tumor microenvironment regulates disease progression and chemoresistance in most cancers. This course addresses the functional contribution of the different cellular and non-cellular constituents of the tumor that surround the malignant cancer cells in cancer progression and metastasis. We will thoroughly discuss the function of stroma, inflammation, tumor senescence, immunity and the interactome in cancer progression and metastasis. Moreover, we will evaluate the translational impact of targeting the tumor microenvironment. Laboratory studies will introduce key techniques and organotypic model systems to elucidate these functions. At the end of the course, students should be able to understand the biology behind cancer metastasis and to evaluate manuscripts reporting novel findings in cancer biology. Prerequisite(s): BIOS 25108 and BIOS 25308

Instructor(s): H. Kenny, E. Lengyel Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.

Note(s): Three optional weekend, one-day workshops will be offered during the quarter. This course qualifies in the Cancer Specialization.

BIOS 25327. Health Disparities in Breast Cancer. 100 Units.

Across the globe, breast cancer is the most common women's cancer. In the last two decades, there have been significant advances in breast cancer detection and treatment that have resulted in improved survival rates. Yet, not all populations have benefited equally from these improvements, and there continues to be a disproportionate burden of breast cancer felt by different populations. In the U.S., for example, white women have the highest incidence of breast cancer but African-American women have the highest breast cancer mortality overall. The socioeconomic, environmental, biological, and cultural factors that collectively contribute to these disparities are being identified with a growing emphasis on health disparities research efforts. In this 10-week discussion-based course students will meet twice weekly and cover major aspects of breast cancer disparities.

Equivalent Course(s): CCTS 40400, CCTS 20400

BIOS 25407. Organ Transplantation. 100 Units.

This course presents biological, technical, ethical, and economic issues associated with organ transplantation. We sharply focus the immunologic knowledge from BIOS 25256 onto the biologic barriers to organ acceptance and the ultimate goal of immunologic tolerance. We also address principles of organ preservation and the mechanisms of ischemia/reperfusion injury. The technical aspects and physiology of organ transplantation (i.e., kidney, liver, heart, lung, pancreas, islet, intestinal) are covered. The social, economic, and ethical issues raised in transplantation (i.e., allografts, xenografts, living donation) are also discussed. This course is offered in alternate years.

Instructor(s): A. Chong Terms Offered: Winter. Offered Winter 2020

Prerequisite(s): BIOS 25256

BIOS 25420. Microbial 'Omics. 100 Units.

Every ecological niche our planet has to offer, including the human body itself, is home to an astonishing number of microbial cells that form complex communities. The last several years witnessed tremendous advances in molecular and computational approaches which now offer unprecedented access to these communities through new 'omics strategies. Developing an overall understanding of these strategies -including the ability to identify their appropriate applications and shortcomings- has quietly become a de facto necessity in the journey of an independent life scientist. The primary aim of this course is to offer an evaluation of current concepts and methods to study the ecology, evolution, and functioning of naturally occurring microbial communities. Participants will have a chance to acquire hands-on experience with state-of-the-art computational methods and work with real-world microbial data. Through equal proportions of theory and practice, the course will cover concepts and strategies that help us wrap our collective mind around the most diverse form of life on our planet.

BIOS 26120. An Introduction to Bioinformatics and Proteomics. 100 Units.

Modern biology generates massive amounts of data; this course is devoted to biological information and the models and techniques used to make sense of it. Students learn about biological databases, algorithms for sequence alignment, phylogenetic tree building, and systems biology. They will also learn about the basics of large-scale study of proteins, particularly their structures and functions. Students will be introduced to basics of high performance computation (HPC) and its application to the field of bioinformatics. They will learn how to use our in-house Super Computer to process and analyze next generation sequencing data. Using state of the art tools, students will align and genotype a group of genes in order to identify disease-relevant variants. The course will be taught as a hands on computer approach (a computation background would be helpful, but not needed).

BIOS 26121. Introduction to Transcriptomics. 100 Units.

The objective of this course is to educate our students about modern genomics technologies and their applications in biological and biomedical studies, with emphasis on transcriptomics. The course will be separated into three parts: 1) introduction of technologies that generate transcriptomics data, 2) statistical challenges emerging from transcriptomics studies, and 3) case studies and applications. Topics may include introduction of microarray, sequencing technology, bulk tissue and single cell RNA processing, data preprocessing, batch effect correction, differential expression analysis, false discovery rate control, clustering analysis, etc. Students will obtain hand-on experience in downloading public data and performing basic analysis using the Bioconductor packages. We expect students to develop basic programming and computational skills that will allow them to process and analyze transcriptomic data. We will also organize visits to research laboratories and sequencing facility for the students to observe standard RNA-seq workflows.

BIOS 26210. Mathematical Methods for Biological Sciences I. 100 Units.

This course builds on the introduction to modeling course biology students take in the first year (BIOS 20151 or 152). It begins with a review of one-variable ordinary differential equations as models for biological processes changing with time, and proceeds to develop basic dynamical systems theory. Analytic skills include stability analysis, phase portraits, limit cycles, and bifurcations. Linear algebra concepts are introduced and developed, and Fourier methods are applied to data analysis. The methods are applied to diverse areas of biology, such as ecology, neuroscience, regulatory networks, and molecular structure. The students learn computations methods to implement the models in MATLAB.

Instructor(s): D. Kondrashov Terms Offered: Autumn. L.

Prerequisite(s): BIOS 20151 or BIOS 20152 and three quarters of a Biological Sciences Fundamentals sequence or consent of the instructor

Equivalent Course(s): CPNS 31000, PSYC 36210

BIOS 26211. Mathematical Methods for Biological Sciences II. 100 Units.

This course is a continuation of BIOS 26210. The topics start with optimization problems, such as nonlinear least squares fitting, principal component analysis and sequence alignment. Stochastic models are introduced, such as Markov chains, birth-death processes, and diffusion processes, with applications including hidden Markov models, tumor population modeling, and networks of chemical reactions. In computer labs, students learn optimization methods and stochastic algorithms, e.g., Markov Chain, Monte Carlo, and Gillespie algorithm. Students complete an independent project on a topic of their interest.

Instructor(s): D. Kondrashov Terms Offered: Winter. L.

Prerequisite(s): BIOS 26210 or equivalent.

Equivalent Course(s): CPNS 31100, PSYC 36211

BIOS 26318. Fundamentals of Biological Data Analysis. 100 Units.

This course is intended for students who have original data from a research project and are looking to produce a thesis or publication. Students will learn to organize, process, visualize, and make inferences from biological data sets using the data processing tools of R. We will review statistics concepts, such as probability distributions, linear and nonlinear fitting, estimation and hypothesis testing, and introduce new concepts relevant for the specific research questions identified by the students. The end result will be a written report that can function as a methods and results section of a research publication and contains high-quality graphics.

BIOS 26403. Quantitative Immunobiology. 100 Units.

The science of immunology was born at the end of the 19th century as a discipline focused on the body's defenses against infection. The following 120+ years has led to the discovery of a myriad of cellular and molecular players in immunity, placing the immune system alongside the most complex systems such as Earth's global climate and the human brain. The functions and malfunctions of the immune system have been implicated in virtually all human diseases. It is thought that cracking the complexity of the immune system will help manipulate and engineer it against some of the most vexing diseases of our times such as AIDS and cancer. To tackle this complexity, immunology in the 21st century - similar to much of the biological sciences - is growing closer to mathematics and data sciences, physics, chemistry and engineering. A central challenge is to use the wealth of large datasets generated by modern day measurement tools in biology to create knowledge, and ultimately predictive models of how the immune system works and can be manipulated. The goal of this course is to introduce motivated students to the quantitative approaches and reasoning applied to fundamental questions in immunology.

Equivalent Course(s): MENG 34800, MENG 24800, IMMU 34800

BIOS 27710. Ecology - Marine Biological Laboratory. 100 Units.

This course examines the structure and functioning of terrestrial and aquatic ecosystems including the application of basic principles of community and ecosystem ecology. The course also examines contemporary environmental problems such as the impacts of global and local environmental change on community composition and food webs within forest, grassland, marsh and nearshore coastal ecosystems on Cape Cod. This course examines the structure and functioning of terrestrial and aquatic ecosystems including the application of basic principles of community and ecosystem ecology. The course also examines contemporary environmental problems such as the impacts of global and local environmental change on community composition and food webs within forest, grassland, marsh and nearshore coastal ecosystems on Cape Cod.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn. L.

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27711 and BIOS 27712 along with one of BIOS 27713, BIOS 27714 or BIOS 27715.

Equivalent Course(s): ENSC 24100

BIOS 27711. Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems # Marine Biological Laboratory. 100 Units.

This course examines the interface of biological processes with chemical processes in ecological systems. Course content emphasizes aquatic chemistry and the role of microbes in the cycling of nitrogen, carbon, and other elements. Effects of global changes on chemical cycling are emphasized.

Instructor(s): Marine Biological Laboratory Staff. Terms Offered: Autumn. L.

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710 and BIOS 27712 along with one of BIOS 27713, BIOS 27714 or BIOS 27715.

Equivalent Course(s): ENSC 23820

BIOS 27712. Independent Undergraduate Research in Environmental Sciences # Marine Biological Laboratory. 100 Units.

This course is the culmination of the Semester in Environmental Science at the Marine Biological Laboratory. An independent research project, on a topic in aquatic or terrestrial ecosystem ecology, is required. Students will participate in a seminar for scientific communication as well as submit a final paper on their project.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn. L.

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710 and BIOS 27711 along with one of BIOS 27713, BIOS 27714 or BIOS 27715.

Equivalent Course(s): ENSC 29800

BIOS 27713. Quantitative Environmental Analyses # Marine Biological Laboratory. 100 Units.

This course emphasizes the application of quantitative methods to answering ecological questions. Students apply mathematical modeling approaches to simulating biological and chemical phenomena in terrestrial and marine ecosystems.

Equivalent Course(s): ENSC 28100

BIOS 27714. Methods in Microbial Ecology - Marine Biological Laboratory. 100 Units.

This course explores the biology of microbes found in the environment, including relationships with the physical, chemical, and biotic elements of their environment. Emphasis is placed on understanding the science underlying the various methodologies used in the study of these organisms and systems. In the laboratory, students will work with the latest techniques to measure microbial biomass, activity, extracellular enzymes, and biogeochemical processes. Students are also introduced to molecular methods for assessing microbial genomic diversity.

Equivalent Course(s): ENSC 24200

BIOS 27715. Roles of Animals in Ecosystems # Marine Biological Laboratory. 100 Units.

This course addresses the question, How do animals, including man, affect the structure and function of ecosystems. The course takes an interdisciplinary approach focused on the interactions of animal diversity, migration patterns, population dynamics, and behavior with biogeochemical cycles, productivity, and transport of materials across ecosystems. This course is an elective option within the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710, BIOS 27711, and BIOS 27712.

Equivalent Course(s): ENSC 24300

BIOS 27721. Observing Proteins in Action: How to Design and Build Your Own Instruments. 100 Units.

New insights into cell function are now possible using technologies that resolve single molecules. However, as devices become more complicated, we are often faced with three questions: What is it that our instruments actually measure; how can we change the instrument to see a new behavior; and, how do we analyze the data to get the greatest insight? We will learn how to answer these questions by designing, building, and using our own electrical and optical instruments, making measurements, and then analyzing the results. Membrane proteins play an essential role in the behavior of all cells. We will study membrane protein channels in synthetic membranes, host cells, and giant axons from squid collected in the waters surrounding the MBL. The movement of electrical charge produced by conformational changes will be correlated with both the current passing through single channels and structural information obtained from light and electron microscopy. The course will proceed from simple measurements to student-designed projects.

BIOS 27723. Biodiversity and Genomics: Exploring the Marine Animal Diversity of Woods Hole Using Molecular Tools. 100 Units.

In this course, student will have the opportunity to explore the large diversity of marine animal species in Woods Hole, Massachusetts and its surroundings. We will combine fieldwork with genomic and bioinformatic approaches to study different aspects of the evolution, ecology, taxonomy, physiology, and biogeography of marine animals in this unique location. Student will integrate knowledge and analytical tools from different biological disciplines to develop short research projects. During the three weeks of the course, student will have access to the Marine Biological Laboratory's collection of living marine animals, participate in ongoing research projects at MBL, and contribute data that will advance our understanding of marine biodiversity.

BIOS 27810. Epidemiology and Population Health: Global Health Sciences I. 100 Units.

Epidemiology is the basic science of public health. It is the study of how diseases are distributed across populations and how one designs population-based studies to learn about disease causes, with the object of identifying preventive strategies. Epidemiology is a quantitative field and draws on biostatistical methods. Historically, epidemiology's roots were in the investigation of infectious disease outbreaks and epidemics. Since the mid-twentieth century, the scope of epidemiologic investigations has expanded to a fuller range non-infectious diseases and health problems. This course will introduce classic studies, study designs and analytic methods, with a focus on global health problems. Prerequisite(s): Completion of the first three quarters of a Biological Sciences Fundamentals Sequence or consent of the Master of BSCD, Laurens Mets (mets@uchicago.edu). STAT 220 or other introductory statistics highly desirable.

Instructor(s): D. Lauderdale. Terms Offered: Autumn

Prerequisite(s): Completion of the three quarters of a Biological Sciences Fundamentals Sequence and completion of the quantitative requirements for the biological sciences major. STAT 22000 or other introductory statistics highly desirable.

BIOS 27811. Global Health Sciences II: Microbiology. 100 Units.

This course will examine infectious diseases with global health impact, analyzing their historic and projected impact, their biological foundations, treatment, and preventative control. Course topics include gastrointestinal infections (e.g., cholera, bacillary dysentery, typhoid fever, rotavirus infections), sexually transmitted diseases (HIV), infections transmitted via aerosol droplets (tuberculosis, meningitis), and vector borne diseases (e.g., malaria, typhus, dengue fever, plague). Special emphasis will be placed on emerging infectious diseases (Ebola, Lassa, Rift Valley fever) and either completed or ongoing studies for infectious disease elimination (smallpox, polio, diphtheria, river blindness). The course encompasses lectures, student presentations, and the preparation of a capstone essay.

Instructor(s): D. Missiakas, O. Schneewind Terms Offered: Winter. This course is offered on campus in alternate years beginning Winter Quarter 2017 and in Paris in alternate years beginning Winter Quarter 2018

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, or consent of Instructor.

BIOS 27813. Global Health Sciences I: Cancer Concepts: Causes and Consequences. 100 Units.

The goal of this course is to build concepts and develop understanding of how cancers arise by addressing the genetic basis of cancer, in addition to the role of environmental stresses in tumorigenesis. Specifically, we will examine how genetic changes, infection, diet and stress all affect tumor cell stemness, tumor evolution & heterogeneity, tumor metabolism and drug resistance. We will focus in on the role of the human papillomavirus (HPV) in humans cancers as a means to dissect basic molecular mechanisms of cancer but also to explore how our understanding of HPV as an etiological factor in cancer has changed in recent years, how efforts to vaccinate against HPV serves as a paradigm (or not) for other cancers and the controversies surrounding all of the above. Finally, we will examine in more detail how obesity, altered metabolism and stress affect tumor metabolism, co-evolution of the tumor with its microenvironment, the gut microbiome and anti-tumor immunity, and how diet may be exploited to prevent cancers (or not). We will conclude with a discussion of possible future directions to better prevent and treat human cancers.

BIOS 28407. Genomics and Systems Biology. 100 Units.

This lecture course explores technologies for high-throughput collection of genomic-scale data, including sequencing, genotyping, gene expression profiling, and assays of copy number variation, protein expression and protein-protein interaction. In addition, the course will cover study design and statistic analysis of large data sets, as well as how data from different sources can be used to understand regulatory networks, i.e., systems. Statistical tools that will be introduced include linear models, likelihood-based inference, supervised and unsupervised learning techniques, methods for assessing quality of data, hidden Markov models, and controlling for false discovery rates in large data sets. Readings will be drawn from the primary literature. Evaluation will be based primarily on problem sets.

Instructor(s): Y. Gilad Terms Offered: Spring

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235 and STAT 23400 or BIOS 26210 and BIOS 26211

Equivalent Course(s): HGEN 47300, CABI 47300, IMMU 47300, BPHS 47300

BIG PROBLEMS COURSES

The following two courses are part of the Big Problems Curriculum franke.uchicago.edu/bigproblems/bp-index.html.

BIOS 02280. Drinking Alcohol: Social Problem or Normal Cultural Practice? 100 Units.

Alcohol is the most widely used psychoactive agent in the world, and, as archaeologists have recently demonstrated, it has a very long history dating back at least 9,000 years. This course will explore the issue of alcohol and drinking from a trans-disciplinary perspective. It will be co-taught by an anthropologist/archaeologist with experience in alcohol research and a neurobiologist who has experience with addiction research. Students will be confronted with literature on alcohol research from anthropology, sociology, history, biology, medicine, psychology, and public health and asked to think through the conflicts and contradictions. Selected case studies will be used to focus the discussion of broader theoretical concepts and competing perspectives introduced in the first part of the course. Topics for lectures and discussion include: What is alcohol? The early history of alcohol; Histories of drinking in ancient, medieval, and modern times; Alcohol and the political economy; Alcohol as a cultural artifact; Styles of drinking and intoxication; Alcohol, addiction, and social problems; Alcohol and religion; Alcohol and health benefits; Comparative case studies of drinking.

Instructor(s): M. Dietler, W. Green Terms Offered: Spring

Prerequisite(s): Third or fourth-year standing.

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): ANTH 25310, BPRO 22800

BIOS 02490. Biology and Sociology of AIDS. 100 Units.

This interdisciplinary course deals with current issues of the AIDS epidemic.

Instructor(s): H. Pollack, J. Schneider Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): BPRO 24900, SSAD 65100

SPECIALIZED COURSES

These courses include biological sciences content and may be of particular interest to student of biology. They may not be used as an upper-level elective in the major, nor can they be used to satisfy the general education requirement in the biological sciences unless otherwise noted in the course description or approved through petition to the BSCD Senior Advisers.

BIOS 29100. Biology of Toxoplasma. 100 Units.

This course is suitable for undergraduates with a good background in biology and molecular genetics. This course does not meet requirements for the biological sciences major. This course undertakes a study of *Toxoplasma gondii* and toxoplasmosis: a model system to study the cellular and molecular biology, biochemistry, and genetics of an obligate intracellular protozoan parasite; the immune responses it elicits; its interactions with host cells; and the pathogenesis of the diseases it causes. This information is also applied to consideration of public health measures for prevention of infection, for vaccines, and for development of new antimicrobial treatments. General principles applicable to the study of other microorganisms are emphasized.

Instructor(s): R. Mcleod Terms Offered: Autumn, Spring

Prerequisite(s): Consent of instructor. This course does not meet the requirements for the Biological Sciences Major.

BIOS 29142. From Fossils to Fermi's Paradox: Origin and Evolution of Intelligent Life. 100 Units.

The course approaches Fermi's question, "Are we alone in the universe?," in the light of recent evidence primarily from three fields: the history and evolution of life on Earth (paleontology), the meaning and evolution of complex signaling and intelligence (cognitive science), and the distribution, composition and conditions on planets and exoplanets (astronomy). We also review the history and parameters governing extrasolar detection and signaling. The aim of the course is to assess the interplay between convergence and contingency in evolution, the selective advantage of intelligence, and the existence and nature of life elsewhere in the universe - in order to better understand the meaning of human existence.

Equivalent Course(s): PSYC 28810, ASTR 18700, BPRO 28800

BIOS 29209. XCAP: The Experimental Capstone - The Art of Healing: Medical Aesthetics in Russia and the U.S. 100 Units.

What makes a medical treatment look like it will work? What makes us feel that we are receiving good care, or that we can be cured? Why does the color of a pill influence its effectiveness, and how do placebos sometimes achieve what less inert medication cannot? In this course we will consider these problems from the vantage points of a physician and a cultural historian. Our methodology will combine techniques of aesthetic analysis with those of medical anthropology, history and practice. We will consider the narratology of medicine as we examine the way that patients tell their stories and the way that doctors, nurses, buildings, wards, and machines enter those narratives. The latter agents derive their meaning from medical outcomes, but are also embedded in a field of aesthetic values that shape their apperception. We will look closely at a realm of medical experience that continues to evade the grasp of instruments: how the aesthetic experience shapes the phenomenon of medical treatment.

Equivalent Course(s): HIPS 28350, ANTH 24360, ARTV 20014, KNOW 29901

BIOS 29271. The Psychology and Neurobiology of Stress. 100 Units.

This course explores the topic of stress and its influence on behavior and neurobiology. Specifically, the course will discuss how factors such as age, gender, and social context interact to influence how we respond to stressors both physiologically and behaviorally. The course will also explore how stress influences mental and physical health.

Equivalent Course(s): PSYC 25750

BIOS 29294. Introduction to Global Health. 100 Units.

This course provides an overview of global health from the historical perspective to the current state of global health. The course features weekly guest lecturers with a broad range of expertise in the field: topics include the social and economic determinants of health, the economics of global health, global burden of disease, and globalization of health risks, as well as the importance of ethics, human rights, and diplomacy in promoting a healthier world. The course is designed for graduate-level students and senior undergraduates with an interest in global health work in resource-limited settings.

Instructor(s): C. Babcock, N. Fenny Terms Offered: Winter

Prerequisite(s): This course does not meet requirements for the Biological Sciences major

Equivalent Course(s): CCTS 43000, PBPL 29294

BIOS 29300. Biological Psychology. 100 Units.

What are the relations between mind and brain? How do brains regulate mental, behavioral, and hormonal processes; and how do these influence brain organization and activity? This course introduces the anatomy, physiology, and chemistry of the brain; their changes in response to the experiential and sociocultural environment; and their relation to perception, attention, behavioral action, motivation, and emotion.

Instructor(s): S. London, G. Norman Terms Offered: Winter

Prerequisite(s): Some background in biology and psychology.

Note(s): This course does not meet requirements for the Biological Sciences Major.

Equivalent Course(s): PSYC 20300, CHDV 20300

BIOS 29314. Medical Ethics: Central Topics. 100 Units.

Decisions about medical treatment, medical research, and medical policy often have profound moral implications. Taught by a philosopher, two physicians, and a medical lawyer, this course will examine such issues as paternalism, autonomy, assisted suicide, kidney markets, abortion, and research ethics. (A)
Equivalent Course(s): BPRO 22612, PHIL 31609, HIPS 21609, PHIL 21609

BIOS 29323. Health Care and the Limits of State Action. 100 Units.

In a time of great human mobility and weakening state frontiers, epidemic disease is able to travel fast and far, mutate in response to treatment, and defy the institutions invented to keep it under control: quarantine, the cordon sanitaire, immunization, and the management of populations. Public health services in many countries find themselves at a loss in dealing with these outbreaks of disease, a deficiency to which NGOs emerge as a response (an imperfect one to be sure). Through a series of readings in anthropology, sociology, ethics, medicine, and political science, we will attempt to reach an understanding of this crisis of both epidemiological technique and state legitimacy, and to sketch out options.

Instructor(s): H. Saussy, M. Schwartz Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.

Equivalent Course(s): CMLT 28900, BPRO 28600, HMRT 28602

BIOS 29326. Introduction to Medical Physics and Medical Imaging. 100 Units.

This course covers the interaction of radiation with matter and the exploitation of such interactions for medical imaging and cancer treatment. Topics in medical imaging include X-ray imaging and radionuclide imaging, as well as advanced technologies that provide three-dimensional images, including X-ray computed tomography (CT), single photon emission computed tomography (SPECT), positron emission tomography (PET), magnetic resonance imaging (MRI), and ultrasonic imaging.

Instructor(s): S. Armato, P. La Riviere Terms Offered: Spring

Prerequisite(s): PHYS 23500. This course does not meet requirements for the Biological Sciences major. Students majoring in physics may use this course either as an elective or as one of the topics courses to meet the general education requirement in the Biological Sciences.

Equivalent Course(s): MPHY 29326

BIOS 29327. Topics in Clinical Research. 100 Units.

This course provides an overview of clinical research subject matter from the history and ethics of clinical research to the types and practice of contemporary clinical research. How does clinical research differ from other research traditions? What is special about clinical research? What types of questions can be answered by clinical research (what questions not)? What types of ethical oversight over the responsible conduct of research have arisen over the years? We will learn how to read and critique clinical research, survey the major types of clinical research designs, and the differences between hypothesis generation and hypothesis testing. Finally, we provide an overview of the mechanics of developing and implementing clinical research, including grant writing, regulatory issues, and quality assurance. Along the way, we will be teaching core statistical concepts including prevalence, risk ratios, and sensitivity and validation techniques. The objectives are for students to obtain an understanding of how and why to perform clinical research and to do so in an ethical and responsible manner.

Instructor(s): Valerie Press Terms Offered: Spring. Offered 2020

Prerequisite(s): Completed general education requirement in the social sciences. This course does not meet requirements for the Biological Sciences major.

Equivalent Course(s): CCTS 21003

BIOS 29814. Global Health Sciences III: Biological and Social Determinants of Health. 100 Units.

Global health is an interdisciplinary and empirical field, requiring holistic and innovative approaches to navigate an ever-changing environment in the pursuit of health equity. This course will emphasize specific health challenges facing vulnerable populations in low resource settings including in the United States and the large scale social, political, and economic forces that contribute to them through topical events and case studies. Students will study the importance of science and technology, key institutions and stakeholders; environmental impacts on health; ethical considerations in research and interventions; maternal and child health; health and human rights; international legal frameworks and global health diplomacy. Students will gain skills in technical writing as they construct position statements and policy briefs on global health issues of interest. Career opportunities in global health will be explored throughout the course.

Equivalent Course(s): CCTS 22003, CCTS 42003

BIOS 00199-00299

Independent Study and Research

Students pursuing independent research in the lab of a BSD faculty member may obtain credit by enrolling in the following courses. These courses cannot be counted towards the major in Biological Sciences.

BIOS 00199. Undergraduate Research. 100 Units.

This course may be elected for up to three quarters. Before Friday of fifth week of the quarter in which they register, students must submit a one-page summary of the research that they are planning to their research sponsor and to the director of undergraduate research and honors. A detailed two to three page summary on the completed work must be submitted to the research sponsor and the Master of BSCD before Friday of examination week.

BIOS 00206. Readings: Biology. 100 Units.

Students may register for only one BIOS 00206 tutorial per quarter. Enrollment must be completed by the end of the second week of the quarter. This tutorial offers individually designed readings.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): Consent of faculty sponsor

Note(s): Students are required to submit the College Reading and Research Course Form. This course is graded P/F. This course does not meet requirements for the biological sciences major.

BIOS 00296. Undergraduate Honors Research. 100 Units.

This course is required for students accepted into the BSCD Research Honors program. Students must register for this course both Autumn and Winter Quarters of their fourth year. This course can be counted toward the Biological Sciences major and may be counted among the three upper-level courses required for the BS. See also bscd.uchicago.edu/page/honors-biology. Quality grade. Prerequisite(s): Consent Only. Acceptance in BSCD Honors Research Program.

Instructor(s): S. Kron Terms Offered: Autumn, Winter

Prerequisite(s): Consent Only. Acceptance in BSCD Honors Research Program.

BIOS 00299. Advanced Research: Biological Sciences. 100 Units.

Before Friday of fifth week of the quarter in which they register, students must submit a one-page summary of the research that they are planning to their research sponsor and to the director of undergraduate research and honors. A detailed two to three page summary on the completed work must be submitted to the research sponsor and the Master of BSCD before Friday of examination week. This course does may be counted as a general elective but does not meet requirements for the Biological Sciences major. In the first quarter of registration, students must submit College Reading and Research form to their research sponsor and the director of undergraduate research and honors.

Instructor(s): BSCD Master Terms Offered: Autumn, Spring, Summer, Winter

Prerequisite(s): Fourth-year standing and consent of research sponsor and Master of BSCD.

Note(s): Students are required to submit the College Reading and Research Course Form. This course is graded P/F.

GRADUATE-LEVEL COURSES

Many graduate-level courses in the Division of the Biological Sciences are open to qualified College students. Students should consult their Advisers, the BSCD office, or the various departments and committees in the division to identify appropriate courses.

SUMMARY OF BIOLOGICAL SCIENCES COURSES: ORGANIZED BY QUARTER OFFERED

The following list provides information for students who are planning programs of study. Letters after course titles refer to the subject matter presented in the course: (C) Cell and Molecular, Genetics, Developmental Biology, or Biochemistry; (CI) Computer Intensive; (E&E) Ecology and Evolution; (F) Fundamentals Sequence; (MIV) Microbiology, Immunology, or Virology; (MBL) course given at Marine Biological Laboratory, Woods Hole, MA; (N) Neuroscience; (O) Organismal; (SB) Systems Biology; and (S) Specialized. L indicates courses with laboratory.

Autumn Quarter

20173. Human Physiology. L. (F)

20187. Fundamentals of Genetics. L. (F)

20196. Ecology and Conservation. L. (F)

20200. Introduction to Biochemistry. L. (F)

20234. Molecular Biology of the Cell. L. (F)

20242. Principles of Physiology. L. (F)

21236. Genetics of Model Organisms. (C)

21306. Human Genetics and Evolution. (C)

21416. Stem Cells and Regeneration. (C)

22249. Principles of Toxicology. (O)

22265. Human Origins: Milestones in Human Evolution and the Fossil Record. (E&E)

22306. Evolution and Development. (O)
23261. Invertebrate Paleobiology and Evolution. (E&E)
23262. Mammalian Evolutionary Biology. L. (E&E)
23266. Evolutionary Adaptation. (E&E)
23404. Reconstructing the Tree of Life: An Introduction to Phylogenetics. (E&E)
24208. Survey of Systems Neuroscience. (N)
24248. Biological Clocks and Behavior. (N)
25206. Fundamentals of Bacterial Physiology. (MIV)
25226. Endocrinology I: Cell Signaling. (MIV)
25256. Immunobiology. (MIV)
25260. Host Pathogen Interactions. (MIV)
25308. Heterogeneity in Human Cancer: Etiology and Treatment. (MIV)
26120. An Introduction to Bioinformatics and Proteomics. L. (CI)
26210. Mathematical Models for Biological Sciences I. (CI)
26318. Fundamentals of Biological Data Analysis. (CI)
27721. Observing Proteins in Action: How to Design and Build Your Own Instruments. (MBL)
27723. Biodiversity and Genomics: Exploring the Marine Animal Diversity of Woods Hole Using Molecular Tools. (MBL)
27810. Epidemiology and Population Health: Global Health Sciences I
29271. The Psychology and Neurobiology of Stress. (S)
29313. Medical Ethics: Central Topics. (S)
- Winter Quarter**
20152. Introduction to Quantitative Modeling in Biology. L. (Advanced) (F)
20153. Fundamentals of Ecology and Evolution. (F)
20170. Microbial and Human Cell Biology. L. (F)
20175. Biochemistry and Nutrition. (F)
20188. Fundamentals of Physiology. L. (F)
20189. Fundamentals of Developmental Biology. L. (F)
20235. Biological Systems. L. (F)
21216. Introductory Statistical Genetics. (C)
21229. Genome Informatics: How Cells Reorganize Genomes. (C)
21237. Developmental Mechanisms. (C)
21238. Cell Biology. (C)
21358. Simulation, Modeling, and Computation in Biophysics. (C)
21360. Advanced Molecular Biology. (C)
21415. Stem Cells in Development and Diseases. (C)
21418. Historical and Conceptual Foundations of Evolutionary Development. (C)
21508. Cellular Engineering. (C)
22233. Comparative Vertebrate Anatomy. (O)
22250. Chordates: Evolution and Comparative Anatomy. (O)
23247. Bioarchaeology and the Human Skeleton. (E&E)

23249. Animal Behavior. (E&E)
23258. Molecular Evolution I: Fundamentals and Principles. (E&E)
23289. Marine Ecology. (E&E)
23365. Evolutionary and Genomic Medicine I. (E&E)
23406. Biogeography. (E&E)
24217. Conquest of Pain. (N)
24231. Methods in Computational Neuroscience. L. (N)
24232. Computational Approaches to Cognitive Neuroscience. (N)
24249. Neurobiology of Seeing. (N)
25108. Cancer Biology. (MIV)
25216. Molecular Basis of Bacterial Disease. (MIV)
25227. Endocrinology II: Systems and Physiology. (MIV)
25258. Immunopathology. (MIV)
25327. Health Disparities in Breast Cancer. (MIV)
25407. Organ Transplantation. (MIV)
26121. Introduction to Transcriptomics. (CI)
26211. Mathematical Models for Biological Sciences II. (CI)
26403. Quantitative Immunobiology. (CI)
27811. Microbiology: Global Health Sciences II. (MIV)
29142. From Fossils to Fermi's Paradox: Origin and Evolution of Intelligent Life. (S)
29294. Introduction to Global Health. (S)
29300. Biological Psychology. (S)
29314. Medical Ethics: Central Topics. (S)
29323. Health Care and the Limits of State Action. (S)

Spring Quarter

20151. Introduction to Quantitative Modeling in Biology. L. (Basic) (F)
20171. Human Genetics and Developmental Biology. L. (F)
20172. Mathematical Modeling for Pre-Med Students I. L. (F)
20186. Fundamentals of Cell and Molecular Biology. L. (F)
20188. Fundamentals of Physiology. L. (F)
20189. Fundamentals of Developmental Biology. L. (F)
20198. Biodiversity. L. (F)
20200. Introduction to Biochemistry. L. (F)
20236. Biological Dynamics. L. (F)
21249. Organization, Expression, and Transmission of Genome Information. (C)
21317. Topics in Biological Chemistry. (C)
21328. Biophysics of Biomolecules. (C)
21349. Protein Structure and Functions in Medicine. (C)
21356. Vertebrate Development. (O)
21407. Image Processing in Biology. (O)
21417. Systems Biology: Molecular Regulatory Logic of Networks. (C)

- 21506. Biological Physics. (C)
- 21507. Selected Topics in Molecular Engineering. (C)
- 22236. Reproductive Biology of Primates. (O)
- 22245. Biomechanics: How Life Works. (O)
- 22260. Vertebrate Structure and Function. (O)
- 23100. Dinosaur Science. (O)
- 23232. Ecology and Evolution in the Southwest. (E&E)
- 23233. Ecology and Evolution in the Southwest: Field School. (E&E)
- 23242. Primate Evolution and the Roots of Human Biology. (E&E)
- 23252. Field Ecology. L. (E&E)
- 23254. Mammalian Ecology. L. (E&E)
- 23299. Plant Development and Molecular Genetics. (E&E)
- 23409. The Ecology and Evolution of Infectious Diseases. (E&E)
- 23410. Complex Interactions: Coevolution, Parasites, Mutualists, and Cheaters. (E&E)
- 24408. Signal Analysis and Modeling for Neuroscientists. L. (N)
- 25109. Topics in Reproductive Biology and Cancer. (MIV)
- 25126. Animal Models of Human Disease. (MIV)
- 25228. Endocrinology III: Human Disease. (MIV)
- 25266. Molecular Immunology. (MIV)
- 25287. Introduction to Virology. (MIV)
- 25326. Tumor Microenvironment and Metastasis. (MIV)
- 25420. Microbial 'Omics. (MIV)
- 28407. Genomics and Systems Biology. (SB)
- 29326. Introduction to Medical Physics and Medical Imaging. (S)
- 29327. Topics in Clinical Research. (S)
- 29814. Biological and Social Determinants of Health: Global Health Sciences III. (S)



CHEMISTRY

Department Website: <http://chemistry.uchicago.edu/kb>

PROGRAM OF STUDY

Chemistry is concerned with the preparation, composition, and structure of matter and with the equilibrium and kinetic laws that govern its transformations. The BA and BS degrees in chemistry are designed to provide a broad foundation in the three principal branches of the science: inorganic, organic, and physical chemistry. Analytical chemistry, often regarded as an independent branch, is incorporated into the program. Both curricula discuss experimental and theoretical work and emphasize their interdependence. Both degree programs prepare the student for a career in chemistry. However, the BS degree offers a more intensive program of study. The BA degree also offers thorough study in the field of chemistry, but it provides a wide opportunity for elective freedom and for the pursuit of interdisciplinary interests in areas such as biochemistry, biophysics, chemical physics, geochemistry, premedicine, and education.

PROGRAM REQUIREMENTS

The principal distinction between the BA and BS programs is the number of chemistry courses required.

Program Requirements: BA A minimum of eight courses in chemistry beyond the general education requirement (which should be taken in the first year) is required for the BA degree.

Program Requirements: BS A minimum of twelve courses in chemistry beyond the general education requirement (which should be taken in the first year) is typically required for the BS degree.

SUMMARY OF REQUIREMENTS: BA IN CHEMISTRY

GENERAL EDUCATION

CHEM 11100-11200	Comprehensive General Chemistry I-II ^{**†}	200
One of the following sequences:		200
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II [†]	
MATH 13100-13200	Elementary Functions and Calculus I-II (requires a grade of A- or higher)	
Total Units		400

MAJOR

One of the following: ^{†*}		100
CHEM 11300	Comprehensive General Chemistry III	
CHEM 12300	Honors General Chemistry III	
One of the following:		100
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
MATH 19620	Linear Algebra [†]	
MATH 13300	Elementary Functions and Calculus III (requires a grade of A- or higher)	
MATH 20000-20100	Mathematical Methods for Physical Sciences I-II	200
PHYS 13100-13200-13300	Mechanics; Electricity and Magnetism; Waves, Optics, and Heat (or higher)	300
CHEM 20100	Inorganic Chemistry I	100
The following sequence:		300
CHEM 22000 & CHEM 22100 & CHEM 22200	Organic Chemistry I and Organic Chemistry II and Organic Chemistry III	
CHEM 26100 & CHEM 26200	Quantum Mechanics and Thermodynamics	200
CHEM 26700	Experimental Physical Chemistry	100
Total Units		1400

SUMMARY OF REQUIREMENTS: BS IN CHEMISTRY

GENERAL EDUCATION

CHEM 11100-11200	Comprehensive General Chemistry I-II ^{**†}	200
One of the following sequences:		200
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II [†]	

MATH 13100-13200	Elementary Functions and Calculus I-II (requires a grade of A- or higher)	
Total Units		400
MAJOR		
One of the following: ^{†*}		100
CHEM 11300	Comprehensive General Chemistry III	
CHEM 12300	Honors General Chemistry III	
One of the following:		100
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
MATH 19620	Linear Algebra [†]	
MATH 13300	Elementary Functions and Calculus III (requires a grade of A- or higher)	
MATH 20000-20100	Mathematical Methods for Physical Sciences I-II	200
PHYS 13100-13200-13300	Mechanics; Electricity and Magnetism; Waves, Optics, and Heat (or higher)	300
CHEM 20100 & CHEM 20200	Inorganic Chemistry I and Inorganic Chemistry II	200
The following sequence:		300
CHEM 22000 & CHEM 22100 & CHEM 22200	Organic Chemistry I and Organic Chemistry II and Organic Chemistry III	
CHEM 23300	Intermediate Organic Chemistry	100
CHEM 26100 & CHEM 26200 & CHEM 26300	Quantum Mechanics and Thermodynamics and Chemical Kinetics and Dynamics	300
CHEM 26700	Experimental Physical Chemistry	100
One of the following:		100
CHEM 22700	Advanced Organic/Inorganic Laboratory	
CHEM 26800	Computational Chemistry and Biology	
Total Units		1800

[†] Credit may be granted by examination.

* See following sections on Advanced Placement and Accreditation Examinations.

[‡] CHEM 10100-10200 Introductory General Chemistry I-II and CHEM 12100-12200 Honors General Chemistry I-II also satisfy this requirement. Enrollment into a particular sequence is based on chemistry placement or AP score.

NOTE: The three-quarter sequence 3 Course Seq Code Title not found for MATH 20300 may be substituted for MATH 20000 Mathematical Methods for Physical Sciences I; please note that MATH 20250 Abstract Linear Algebra or STAT 24300 Numerical Linear Algebra is a prerequisite for MATH 20400. MATH 27300 Basic Theory of Ordinary Differential Equations may be substituted for MATH 20100 Mathematical Methods for Physical Sciences II. MATH 19620 Linear Algebra is recommended for Chemistry majors who plan to pursue advanced study in physical chemistry.

Advanced Placement

Students who earn a score of 5 on the AP test in chemistry are given credit for CHEM 11100 Comprehensive General Chemistry I. Students with CHEM 11100 Comprehensive General Chemistry I credit may join CHEM 11200 Comprehensive General Chemistry II in the Winter Quarter. A score of 5 on the AP exam also permits students to take CHEM 12100-12200-12300 Honors General Chemistry I-II-III; students may opt to begin with CHEM 12100 Honors General Chemistry I in the Autumn Quarter or CHEM 12200 Honors General Chemistry II in the Winter Quarter. Students who complete the first quarter of Comprehensive General Chemistry or Honors General Chemistry forgo the AP credit. Note that no credit is given for IB chemistry.

Accreditation

The Department of Chemistry also administers accreditation examinations for CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III to entering College students. Only incoming first-year and transfer students are eligible to take these examinations, which are offered at the beginning of Autumn Quarter. Students may receive credit on the basis of their performance on accreditation examinations.

GRADING

Students majoring in Chemistry must earn (1) a major GPA of 2.0 or higher and (2) a C- or higher in all courses required by the Chemistry major, including those courses counting toward general education

requirements in the mathematical and physical sciences. Nonmajors may take chemistry courses on a P/F basis; only grades of C- or higher constitute passing work.

UNDERGRADUATE RESEARCH AND HONORS

By their third year, students majoring in chemistry are strongly encouraged to participate in research with a faculty member. For more information on research opportunities, visit chemistry.uchicago.edu/kb.

Excellent students who pursue a substantive research project with a faculty member of the Department of Chemistry should plan to submit an honors thesis based on their work. Students usually begin this research program during their third year and continue through the following summer and their fourth year. Students who wish to be considered for honors are expected to complete their arrangements with the departmental counselor before the end of their third year and to register for one quarter of CHEM 29900 Advanced Research in Chemistry or one year of CHEM 29600 Research in Chemistry during their third or fourth years.

To be eligible to receive honors, students in the BA or BS degree program in chemistry must write a creditable honors paper describing their research. The paper must be submitted before the deadline established by the departmental counselor and must be approved by the Department of Chemistry. In addition, an oral presentation of the research is required. The research paper or project used to meet this requirement may not be used to meet the BA paper or project requirement in another major.

To earn a BA or BS degree with honors in chemistry, students must also have an overall GPA of 3.0 or higher.

SAMPLE PROGRAM

The following is a suggested schedule for completing a BA or BS degree in chemistry:

First Year

CHEM 10100-CHEM 10200-CHEM 11300 Introductory General Chemistry I-II + Comprehensive General Chemistry III, or CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III, or CHEM 12100-12200-12300 Honors General Chemistry I-II-III

MATH 15100-15200-15300 Calculus I-II-III or equivalent

Second Year

3 Course Seq Code Title not found for CHEM 22000

MATH 20000-20100 Mathematical Methods for Physical Sciences I-II

Physics sequence (three quarters)

Third Year

3 Course Seq Code Title not found for CHEM 26100 (if physics is taken in the second year)

CHEM 20100 Inorganic Chemistry I

CHEM 20200 Inorganic Chemistry II, CHEM 23300 Intermediate Organic Chemistry, or CHEM 26300 Chemical Kinetics and Dynamics (for BS)

Fourth Year

3 Course Seq Code Title not found for CHEM 26100 (if physics taken in the third year)

CHEM 23300 Intermediate Organic Chemistry or CHEM 26300 Chemical Kinetics and Dynamics (for BS)

CHEM 22700 Advanced Organic/Inorganic Laboratory or CHEM 26800 Computational Chemistry and Biology (for BS)

JOINT DEGREE PROGRAMS

Students who achieve advanced standing through their performance on placement examinations or accreditation examinations may consider the formulation of a four-year degree program that leads to the concurrent award of the BS and MS degrees in chemistry. For more information, consult Ka Yee Lee at kayeelee@uchicago.edu and Vera Dragisich at vdragisich@uchicago.edu in the Chemistry Department.

Laboratory Safety

In chemistry labs, safety goggles must be worn at all times. Students who require prescriptive lenses may wear prescription glasses under goggles; contact lenses may not be worn. Exceptions for medical reasons must be obtained from the lab director.

MINOR IN CHEMISTRY

Before a student can declare the minor in chemistry, the student must complete the general education requirements in chemistry. A student must receive the director of undergraduate studies' approval for the minor program; this is done through the Consent to Complete a Minor Program (<https://humanities-web.s3.us->

east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form, which can be obtained from the student's College adviser. Once signed by the director, this form must then be returned to the student's College adviser by the end of Spring Quarter of the student's third year.

To earn the minor in chemistry, a student must complete five courses as outlined below. All lecture courses in the 20000 level (or above) in chemistry can be used as electives for the minor; the student has to make sure that prerequisites for the chosen courses are fulfilled. Before meeting with the director, students should invest some thought into which courses they would like to complete for the minor and how those courses relate as a set.

Courses in the minor program may not be (1) double counted with the student's major(s) or with other minors, or (2) counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers. Students minoring in chemistry must earn (1) a minor GPA of 2.0 or higher and (2) a C- or higher in all courses required by the chemistry minor.

SUMMARY OF REQUIREMENTS: MINOR IN CHEMISTRY

One of the following *		100
CHEM 11300	Comprehensive General Chemistry III	
CHEM 12300	Honors General Chemistry III	
Four additional 20000-level (or higher) courses in chemistry		400
Total units		500

* If this course is already counted toward the student's major, a 20000-level (or higher) chemistry course can be used as a substitution for this requirement.

Below are some examples of courses that would work as a set:

1. Organic Chemistry Courses

CHEM 22000	Organic Chemistry I	100
CHEM 22100	Organic Chemistry II	100
CHEM 22200	Organic Chemistry III	100
CHEM 23300	Intermediate Organic Chemistry	100

2. Organic/Inorganic Chemistry Courses

CHEM 22000	Organic Chemistry I	100
CHEM 22100	Organic Chemistry II	100
CHEM 20100	Inorganic Chemistry I	100
CHEM 20200	Inorganic Chemistry II	100
OR		
CHEM 22000	Organic Chemistry I	100
CHEM 22100	Organic Chemistry II	100
CHEM 22200	Organic Chemistry III	100
CHEM 20100	Inorganic Chemistry I	100

3. Physical Chemistry Courses

CHEM 26100	Quantum Mechanics	100
CHEM 26200	Thermodynamics	100
CHEM 26300	Chemical Kinetics and Dynamics	100
CHEM 26700	Experimental Physical Chemistry	100
OR		
CHEM 26100	Quantum Mechanics	100
CHEM 26200	Thermodynamics	100
CHEM 26300	Chemical Kinetics and Dynamics	100
CHEM 26800	Computational Chemistry and Biology	100

4. Organic/Physical Chemistry Courses

CHEM 22000	Organic Chemistry I	100
CHEM 22100	Organic Chemistry II	100
CHEM 26100	Quantum Mechanics	100
CHEM 26200	Thermodynamics	100
OR		

CHEM 22000	Organic Chemistry I	100
CHEM 26100	Quantum Mechanics	100
CHEM 26200	Thermodynamics	100
CHEM 26300	Chemical Kinetics and Dynamics	100

5. Inorganic/Physical Chemistry Courses

CHEM 20100	Inorganic Chemistry I	100
CHEM 26100	Quantum Mechanics	100
CHEM 26200	Thermodynamics	100
CHEM 26300	Chemical Kinetics and Dynamics	100
OR		
CHEM 20100	Inorganic Chemistry I	100
CHEM 20200	Inorganic Chemistry II	100
CHEM 26200	Thermodynamics	100
CHEM 26300	Chemical Kinetics and Dynamics	100

CHEMISTRY COURSES

CHEM 00111. Collaborative Learning in General Chemistry I. 000 Units.

This is an optional, limited enrollment workshop for students concurrently enrolled in CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III. Undergraduate Team Leaders guide small groups of students in weekly workshops. The workshops focus on the analysis of problem sets designed to augment and complement the Comprehensive General Chemistry material. Instead of tutoring or lecturing, Team Leaders coach students as they work collaboratively in small groups on the assigned problems by referencing class lectures and assigned reading materials. The workshops do not repeat but extend the substantive discussions and lectures of the Comprehensive General Chemistry course. Additionally, these workshops aim to develop communication skills, cooperative attitudes, and promote a teamwork environment. Because the benefits of collaborative learning can only be gained through consistent effort and attendance, this zero-credit course is graded P/F based on the student's level of participation and attendance. Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 11100 Note(s): Enrollment in CHEM 00111 is section specific: CHEM 11100-01 students should enroll in CHEM 00111-01 while CHEM 11100-02 students should enroll in CHEM 00111-02.

Instructor(s): B. Ratliff Terms Offered: Autumn

Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 11100

Note(s): Enrollment in CHEM 00111 is section specific: CHEM 11100-01 students should enroll in CHEM 00111-01 while CHEM 11100-02 students should enroll in CHEM 00111-02.

CHEM 00112. Collaborative Learning in General Chemistry II. 000 Units.

This is an optional, limited enrollment workshop for students concurrently enrolled in CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III. Undergraduate Team Leaders guide small groups of students in weekly workshops. The workshops focus on the analysis of problem sets designed to augment and complement the Comprehensive General Chemistry material. Instead of tutoring or lecturing, Team Leaders coach students as they work collaboratively in small groups on the assigned problems by referencing class lectures and assigned reading materials. The workshops do not repeat but extend the substantive discussions and lectures of the Comprehensive General Chemistry course. Additionally, these workshops aim to develop communication skills, cooperative attitudes, and promote a teamwork environment. Because the benefits of collaborative learning can only be gained through consistent effort and attendance, this zero-credit course is graded P/F based on the student's level of participation and attendance. Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 11100 Note(s): Enrollment in CHEM 00112 is section specific: CHEM 11100-01 students should enroll in CHEM 00112-01 while CHEM 11100-02 students should enroll in CHEM 00112-02.

Instructor(s): B. Ratliff Terms Offered: Winter

Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 11200

Note(s): Enrollment in CHEM 00112 is section specific: CHEM 11200-01 students should enroll in CHEM 00112-01 while CHEM 11200-02 students should enroll in CHEM 00112-02. CHEM 00111 is not a prerequisite for this course.

CHEM 00113. Collaborative Learning in General Chemistry III. 000 Units.

This is an optional, limited enrollment workshop for students concurrently enrolled in CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III. Undergraduate Team Leaders guide small groups of students in weekly workshops. The workshops focus on the analysis of problem sets designed to augment and complement the Comprehensive General Chemistry material. Instead of tutoring or lecturing, Team Leaders coach students as they work collaboratively in small groups on the assigned problems by referencing class lectures and assigned reading materials. The workshops do not repeat but extend the substantive discussions and lectures of the Comprehensive General Chemistry course. Additionally, these workshops aim to develop communication skills, cooperative attitudes, and promote a teamwork environment. Because the benefits of collaborative learning can only be gained through consistent effort and attendance, this zero-credit course is graded P/F based on the student's level of participation and attendance.

Instructor(s): B. Ratliff Terms Offered: Spring

Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 11300

Note(s): Enrollment in CHEM 00113 is section specific: CHEM 11300-01 students should enroll in CHEM 00113-01 while CHEM 11300-02 students should enroll in CHEM 00113-02. CHEM 00111 and CHEM 00112 are not prerequisites for this course.

CHEM 00220. Collaborative Learning in Organic Chemistry I. 000 Units.

This is an optional, limited enrollment workshop for students concurrently enrolled in CHEM 22000-22100-22200 Organic Chemistry I-II-III. Undergraduate Team Leaders guide small groups of students in weekly workshops. The workshops focus on the analysis of problem sets designed to augment and complement the Organic Chemistry material. Instead of tutoring or lecturing, Team Leaders coach students as they work collaboratively in small groups on the assigned problems by referencing class lectures and assigned reading materials. The workshops do not repeat but extend the substantive discussions and lectures of the Organic Chemistry course. Additionally, these workshops aim to develop communication skills, cooperative attitudes, and promote a teamwork environment. Because the benefits of collaborative learning can only be gained through consistent effort and attendance, this zero-credit course is graded P/F based on the student's level of participation and attendance. Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 22000

Instructor(s): B. Ratliff Terms Offered: Autumn

Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 22000

CHEM 00221. Collaborative Learning in Organic Chemistry II. 000 Units.

Instructor(s): B. Ratliff Terms Offered: Winter

Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 22100

Note(s): CHEM 00220 is not a prerequisite for this course.

CHEM 00222. Collaborative Learning in Organic Chemistry III. 000 Units.

This is an optional, limited enrollment workshop for students concurrently enrolled in CHEM 22000-22100-22200 Organic Chemistry I-II-III. Undergraduate Team Leaders guide small groups of students in weekly workshops. The workshops focus on the analysis of problem sets designed to augment and complement the Organic Chemistry material. Instead of tutoring or lecturing, Team Leaders coach students as they work collaboratively in small groups on the assigned problems by referencing class lectures and assigned reading materials. The workshops do not repeat but extend the substantive discussions and lectures of the Organic Chemistry course. Additionally, these workshops aim to develop communication skills, cooperative attitudes, and promote a teamwork environment. Because the benefits of collaborative learning can only be gained through consistent effort and attendance, this zero-credit course is graded P/F based on the student's level of participation and attendance.

Instructor(s): B. Ratliff Terms Offered: Spring

Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 22200

Note(s): CHEM 00220 and CHEM 00221 are not prerequisites for this course.

CHEM 10100-10200-11300. Introductory General Chemistry I-II; Comprehensive General Chemistry III.

This three-quarter sequence is a systematic introduction to chemistry for beginning students in chemistry or for those whose exposure to the subject has been moderate. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Apart from one discussion session per week and a laboratory component, special emphasis on scientific problem-solving skills is made through two additional structured learning sessions per week devoted to quantitative reasoning. Attendance at discussion, structured learning, and laboratory sessions is mandatory. The first two courses in this sequence meet the general education requirement in the physical sciences. FOR THE THIRD (SPRING) QUARTER OF THE SEQUENCE, STUDENTS WILL ENROLL IN CHEM 11300.

CHEM 10100. Introductory General Chemistry I. 100 Units.

This three-quarter sequence is a systematic introduction to chemistry for beginning students in chemistry or for those whose exposure to the subject has been moderate. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Apart from one discussion session per week and a laboratory component, special emphasis on scientific problem-solving skills is made through two additional structured learning sessions per week devoted to quantitative reasoning. Attendance at discussion, structured learning, and laboratory sessions is mandatory. FOR THE THIRD (SPRING) QUARTER OF THE SEQUENCE, STUDENTS WILL ENROLL IN CHEM 11300. Prerequisite(s): Enrollment limited to first-year students Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

Instructor(s): B. Ratliff. L. M. Zhao. Terms Offered: Autumn

Prerequisite(s): Enrollment limited to first-year students

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 10200. Introductory General Chemistry II. 100 Units.

This three-quarter sequence is a systematic introduction to chemistry for beginning students in chemistry or for those whose exposure to the subject has been moderate. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Apart from one discussion session per week and a laboratory component, special emphasis on scientific problem-solving skills is made through two additional structured learning sessions per week devoted to quantitative reasoning. Attendance at discussion, structured learning, and laboratory sessions is mandatory. FOR THE THIRD (SPRING) QUARTER OF THE SEQUENCE, STUDENTS WILL ENROLL IN CHEM 11300. Prerequisite(s): Enrollment limited to first-year students Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

Instructor(s): B. Ratliff. L. M. Zhao. Terms Offered: Winter

Prerequisite(s): Enrollment limited to first-year students

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 11300. Comprehensive General Chemistry III. 100 Units.

This three-quarter sequence is a systematic introduction to chemistry for beginning students in chemistry or for those whose exposure to the subject has been moderate. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Apart from one discussion session per week and a laboratory component, special emphasis on scientific problem-solving skills is made through two additional structured learning sessions per week devoted to quantitative reasoning. Attendance at discussion, structured learning, and laboratory sessions is mandatory. FOR THE THIRD (SPRING) QUARTER OF THE SEQUENCE, STUDENTS WILL ENROLL IN CHEM 11300.

CHEM 11100-11200-11300. Comprehensive General Chemistry I-II-III.

Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. This three-quarter sequence is a comprehensive survey of modern descriptive, inorganic, and physical chemistry for students with a good secondary school exposure to general chemistry. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Attendance at one discussion session per week and laboratory sessions is required.

CHEM 11100. Comprehensive General Chemistry I. 100 Units.

Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. This three-quarter sequence is a comprehensive survey of modern descriptive, inorganic, and physical chemistry for students with a good secondary school exposure to general chemistry. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Attendance at one discussion session per week and laboratory sessions is required. Prerequisite(s): Good performance on the mathematics/calculus and chemistry placement tests Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

Instructor(s): S. Kozmin; L. Butler; M. Zhao Terms Offered: Autumn

Prerequisite(s): Good performance on the mathematics/calculus and chemistry placement tests

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 11200. Comprehensive General Chemistry II. 100 Units.

Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. This three-quarter sequence is a comprehensive survey of modern descriptive, inorganic, and physical chemistry for students with a good secondary school exposure to general chemistry. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Attendance at one discussion session per week and laboratory sessions is required. Prerequisite(s): Good performance on the mathematics/calculus and chemistry placement tests Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

Instructor(s): N. Scherer, A. Tokmakoff. L: M. Zhao. Terms Offered: Winter

Prerequisite(s): Good performance on the mathematics/calculus and chemistry placement tests

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 11300. Comprehensive General Chemistry III. 100 Units.

This three-quarter sequence is a systematic introduction to chemistry for beginning students in chemistry or for those whose exposure to the subject has been moderate. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Apart from one discussion session per week and a laboratory component, special emphasis on scientific problem-solving skills is made through two additional structured learning sessions per week devoted to quantitative reasoning. Attendance at discussion, structured learning, and laboratory sessions is mandatory. FOR THE THIRD (SPRING) QUARTER OF THE SEQUENCE, STUDENTS WILL ENROLL IN CHEM 11300.

CHEM 11200. Comprehensive General Chemistry II. 100 Units.

Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. This three-quarter sequence is a comprehensive survey of modern descriptive, inorganic, and physical chemistry for students with a good secondary school exposure to general chemistry. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Attendance at one discussion session per week and laboratory sessions is required. Prerequisite(s): Good performance on the mathematics/calculus and chemistry placement tests Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

Instructor(s): N. Scherer, A. Tokmakoff. L: M. Zhao. Terms Offered: Winter

Prerequisite(s): Good performance on the mathematics/calculus and chemistry placement tests

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 11300. Comprehensive General Chemistry III. 100 Units.

This three-quarter sequence is a systematic introduction to chemistry for beginning students in chemistry or for those whose exposure to the subject has been moderate. We cover atomic and molecular theories, chemical periodicity, chemical reactivity and bonding, chemical equilibria, acid-base equilibria, solubility equilibria, phase equilibria, thermodynamics, electrochemistry, kinetics, quantum mechanics, and nuclear chemistry. Examples are drawn from chemical, biological, and materials systems. The laboratory portion includes an introduction to quantitative measurements, investigation of the properties of the important elements and their compounds, and experiments associated with the common ions and their separation and identification. Apart from one discussion session per week and a laboratory component, special emphasis on scientific problem-solving skills is made through two additional structured learning sessions per week devoted to quantitative reasoning. Attendance at discussion, structured learning, and laboratory sessions is mandatory. FOR THE THIRD (SPRING) QUARTER OF THE SEQUENCE, STUDENTS WILL ENROLL IN CHEM 11300.

CHEM 12100-12200-12300. Honors General Chemistry I-II-III.

Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. The subject matter and general program of this sequence is similar to that of the Comprehensive General Chemistry sequence. However, this accelerated course on the subject matter is designed for students deemed well prepared for a thorough and systematic study of chemistry. Introductory materials covered in the Comprehensive General Chemistry sequence are not part of the curriculum for this sequence; instead, special topics are included in each quarter to provide an in-depth examination of various subjects of current interest in chemistry. Attendance at one discussion session per week and laboratory sessions is required.

CHEM 12100. Honors General Chemistry I. 100 Units.

No description available

Instructor(s): S. Sibener. L. M. Zhao Terms Offered: Autumn

Prerequisite(s): Good performance on the chemistry placement test or a score of 5 on the AP chemistry test

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 12200. Honors General Chemistry II. 100 Units.

Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. The subject matter and general program of this sequence is similar to that of the Comprehensive General Chemistry sequence. However, this accelerated course on the subject matter is designed for students deemed well prepared for a thorough and systematic study of chemistry. Introductory materials covered in the Comprehensive General Chemistry sequence are not part of the curriculum for this sequence; instead, special topics are included in each quarter to provide an in-depth examination of various subjects of current interest in chemistry. Attendance at one discussion session per week and laboratory sessions is required.

Instructor(s): K.Y.C. Lee. L. M. Zhao Terms Offered: Winter

Prerequisite(s): Good performance on the chemistry placement test or a score of 5 on the AP chemistry test

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 12300. Honors General Chemistry III. 100 Units.

Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. The subject matter and general program of this sequence is similar to that of the Comprehensive General Chemistry sequence. However, this accelerated course on the subject matter is designed for students deemed well prepared for a thorough and systematic study of chemistry. Introductory materials covered in the Comprehensive General Chemistry sequence are not part of the curriculum for this sequence; instead, special topics are included in each quarter to provide an in-depth examination of various subjects of current interest in chemistry. Attendance at one discussion session per week and laboratory sessions is required.

Instructor(s): B. Roux. L. M. Zhao Terms Offered: Spring

Prerequisite(s): Good performance on the chemistry placement test or a score of 5 on the AP chemistry test

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 12200. Honors General Chemistry II. 100 Units.

Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. The subject matter and general program of this sequence is similar to that of the Comprehensive General Chemistry sequence. However, this accelerated course on the subject matter is designed for students deemed well prepared for a thorough and systematic study of chemistry. Introductory materials covered in the Comprehensive General Chemistry sequence are not part of the curriculum for this sequence; instead, special topics are included in each quarter to provide an in-depth examination of various subjects of current interest in chemistry. Attendance at one discussion session per week and laboratory sessions is required.

Instructor(s): K.Y.C. Lee. L. M. Zhao Terms Offered: Winter

Prerequisite(s): Good performance on the chemistry placement test or a score of 5 on the AP chemistry test

Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 12300. Honors General Chemistry III. 100 Units.

Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences. The subject matter and general program of this sequence is similar to that of the Comprehensive General Chemistry sequence. However, this accelerated course on the subject matter is designed for students deemed well prepared for a thorough and systematic study of chemistry. Introductory materials covered in the Comprehensive General Chemistry sequence are not part of the curriculum for this sequence; instead, special topics are included in each quarter to provide an in-depth examination of various subjects of current interest in chemistry. Attendance at one discussion session per week and laboratory sessions is required. Instructor(s): B. Roux. L: M. Zhao Terms Offered: Spring
Prerequisite(s): Good performance on the chemistry placement test or a score of 5 on the AP chemistry test
Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 20100. Inorganic Chemistry I. 100 Units.

No description available.

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

Prerequisite(s): CHEM 11100-11200-11300 or equivalent, CHEM 22000 and CHEM 22100, or concurrent enrollment in CHEM 22100 or equivalent.

CHEM 20200. Inorganic Chemistry II. 100 Units.

The extraordinarily diverse chemistry of the elements is organized in terms of molecular structure, electronic properties, and chemical reactivity. CHEM 20100 concentrates on structure and bonding, solid state chemistry, and selected topics in the chemistry of the main group elements and coordination chemistry. CHEM 20200 focuses on organometallic chemistry, reactions, synthesis, and catalysis, as well as bioinorganic chemistry.

Instructor(s): R. Jordan Terms Offered: Spring

Prerequisite(s): CHEM 20100 and CHEM 22200

CHEM 22000. Organic Chemistry I. 100 Units.

The fundamental structures of organic molecules and the spectroscopic methods used to define them are studied. A comprehensive understanding of the reactions and properties of organic molecules (from kinetic, thermodynamic, and mechanistic viewpoints) is developed and applied to the synthesis of organic compounds and to an appreciation of nature's important molecules.

Instructor(s): S. Kozmin; L: V. Keller Terms Offered: Autumn

Prerequisite(s): An average grade of C or higher in CHEM 10100-10200-11300 or CHEM 11100-11200-11300 or CHEM 12100-12200-12300, or consent of the Dept.; lab and discussion linked.

CHEM 22100. Organic Chemistry II. 100 Units.

The fundamental structures of organic molecules and the spectroscopic methods used to define them are studied. A comprehensive understanding of the reactions and properties of organic molecules (from kinetic, thermodynamic, and mechanistic viewpoints) is developed and applied to the synthesis of organic compounds and to an appreciation of nature's important molecules.

Instructor(s): B. Dickinson. L: V. Keller Terms Offered: Winter

Prerequisite(s): An average grade of C or higher in CHEM 10100-10200-10300 or CHEM 11100-11200-11300 or CHEM 12100-12200-12300, a 5 on the AP Chemistry exam, or consent of the department

Note(s): (Students who receive a grade of B+ or higher in CHEM 22000 have the option of moving into honors organic chemistry for Winter/Spring. See following listing for CHEM 23100-23200. NOTE: Most medical schools require a full academic year of organic chemistry. A lab is one afternoon a week in addition to scheduled class time each quarter.

CHEM 22200. Organic Chemistry III. 100 Units.

The fundamental structures of organic molecules and the spectroscopic methods used to define them are studied. A comprehensive understanding of the reactions and properties of organic molecules (from kinetic, thermodynamic, and mechanistic viewpoints) is developed and applied to the synthesis of organic compounds and to an appreciation of nature's important molecules.

Instructor(s): R. Moellering. L: V. Keller Terms Offered: Spring

Prerequisite(s): An average grade of C or higher in CHEM 10100-10200-10300 or CHEM 11100-11200-11300 or CHEM 12100-12200-12300, a 5 on the AP Chemistry exam, or consent of the department

Note(s): Students who receive a grade of B+ or higher in CHEM 22000 have the option of moving into honors organic chemistry for Winter/Spring. See following listing for CHEM 23100-23200.) NOTE: Most medical schools require a full academic year of organic chemistry. A lab is one afternoon a week in addition to scheduled class time each quarter.

CHEM 22700. Advanced Organic/Inorganic Laboratory. 100 Units.

This course combines a project approach with exposure to the more advanced techniques of organic and inorganic chemistry. Multistep synthesis, the synthesis of air-sensitive compounds, advanced chromatographic and spectroscopic characterization of products, and the handling of reactive intermediates are a part of the lab. Students who have previously taken Chem 299 in conjunction with conducting experimental research in organic or inorganic chemistry may, in certain circumstances, substitute this credit for the Chem 227 degree requirement. If this applies and is of interest to you, please contact Prof. Ka Yee Lee (Undergraduate Advisor for Chemistry; kayeelee@uchicago.edu) as soon as possible to discuss your situation.

CHEM 23300. Intermediate Organic Chemistry. 100 Units.

Proteins are the dominant natural products of the 21st century. This course will explore the organic chemistry of protein molecules: their chemical structure and biological functions, protein biosynthesis, intein-mediated protein splicing, and the use of chemistry to probe the molecular basis of the remarkable properties of proteins and enzymes.

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

Prerequisite(s): A grade of C or higher in CHEM 22200 or 23200, or consent of instructor

CHEM 26100. Quantum Mechanics. 100 Units.

This three-quarter sequence studies the application of physical and mathematical methods to the investigation of chemical systems. This course presents quantum mechanics, the Schrödinger wave equation with exact and approximate methods of solution, angular momentum, and atomic spectra and structure. Prerequisite(s): CHEM 11300 or equivalent; MATH 20100 and PHYS 13300

Instructor(s): D. Mazziotti Terms Offered: Autumn

Prerequisite(s): CHEM 11300 or equivalent; MATH 20100 and PHYS 13300

CHEM 26200. Thermodynamics. 100 Units.

This course continues the sequence with the study of thermodynamic principles and applications, as well as statistical mechanics.

CHEM 26300. Chemical Kinetics and Dynamics. 100 Units.

This course is a discussion of chemical kinetics and dynamics for processes in gases, in liquids, and at interfaces.

Instructor(s): T. Berkelbach Terms Offered: Spring

Prerequisite(s): CHEM 11300 or equivalent; MATH 20100 and PHYS 13300

CHEM 26700. Experimental Physical Chemistry. 100 Units.

This course introduces the principles and practice of physical chemical measurements. Techniques used in the design and construction of apparatus are discussed in lectures, and practice is provided through lab exercises and experiments. Subjects covered include vacuum techniques, electronics, optics, use of computers in lab instrumentation, materials of construction, and data analysis. L.

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

Prerequisite(s): CHEM 26100

CHEM 26800. Computational Chemistry and Biology. 100 Units.

The theme for this course is the identification of scientific goals that computation can assist in achieving. We examine problems such as understanding the electronic structure and bonding in molecules, interpreting the structure and thermodynamic properties of liquids, protein folding, enzyme catalysis, and bioinformatics. The lectures deal with aspects of numerical analysis and with the theoretical background relevant to calculations of the geometric and electronic structure of molecules, molecular mechanics, molecular dynamics, and Monte Carlo simulations. The lab consists of computational problems drawn from a broad range of chemical and biological interests.

Instructor(s): G. Voth Terms Offered: Spring

Prerequisite(s): CHEM 26100-26200, or PHYS 19700 and 23400

CHEM 29600. Research in Chemistry. 000 Units.

Students conduct advanced, individually-guided research. Students must submit a written report covering their research activities to the undergraduate counselor. Because this is a 000 credit course, it may be taken as a fifth course without additional charge. Prerequisite(s): Consent of a faculty sponsor and/or the undergraduate counselor

Note(s): Graded P/F; Students are required to submit the College Reading/Research Course Form

Instructor(s): K.Y.C. Lee Terms Offered: Autumn, Spring, Winter

Prerequisite(s): Consent of a faculty sponsor and/or the undergraduate counselor

Note(s): Graded P/F; Students are required to submit the College Reading/Research Course Form

CHEM 29900. Advanced Research in Chemistry. 100 Units.

Students conduct advanced, individually guided research. Students may submit a written report covering their research activities for consideration for departmental honors.

Instructor(s): Staff Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): Consent of a faculty sponsor and the undergraduate counselor

Note(s): Open only to students majoring in chemistry who are eligible for honors. Available for either quality grades or for P/F grading. Students are required to submit the College Reading and Research Course Form.

CHEM 30100. Advanced Inorganic Chemistry. 100 Units.

Group theory and its applications in inorganic chemistry are developed. These concepts are used in surveying the chemistry of inorganic compounds from the standpoint of quantum chemistry, chemical bonding principles, and the relationship between structure and reactivity.

Instructor(s): W. Lin Terms Offered: Autumn

Prerequisite(s): CHEM 20100 and CHEM 26100

CHEM 30200. Synthesis and Physical Methods in Inorganic Chemistry. 100 Units.

This course covers theoretical and practical aspects of important physical methods for the characterization of inorganic molecules. Topics may include NMR, IR, RAMAN, EPR, and electronic and photoelectron spectroscopy; electrochemical methods; and single-crystal X-ray diffraction.

Instructor(s): W. Lin Terms Offered: Winter

Prerequisite(s): CHEM 30100

CHEM 30400. Organometallic Chemistry. 100 Units.

This course covers preparation and properties of organometallic compounds (notably those of the transition elements, their reactions, and the concepts of homogeneous catalysis).

Instructor(s): J. Lewis Terms Offered: Autumn

Prerequisite(s): CHEM 20100

CHEM 30500. Nanoscale Materials. 100 Units.

This course provides an overview of nanoscale phenomena in metals, semiconductors, and magnetic materials (e.g., the fundamental aspects of quantum confinement in semiconductors and metals, superparamagnetism in nanoscale magnets, electronic properties of nanowires and carbon nanotubes, surface plasmon resonances in nanomaterials, photonic crystals). Special attention is paid to preparative aspects of nanomaterials, colloidal and gas-phase syntheses of nanoparticles, nanowires, and nanotubes. Engineered nanomaterials and their assemblies are considered promising candidates for a variety of applications, from solar cells, electronic circuits, light-emitting devices, and data storage to catalysts, biological tags, cancer treatments, and drug delivery. The course covers state-of-the-art in these and other areas. Finally, the course provides an overview of the experimental techniques used for structural characterization of inorganic nanomaterials (e.g., electron microscopy, X-ray diffractometry, small-angle X-ray scattering, STM, AFM, Raman spectroscopy).

Instructor(s): B. Tian

Prerequisite(s): CHEM 20200 and 26300, or consent of instructor

CHEM 30600. Chemistry Of The Elements and Materials. 100 Units.

This course surveys the descriptive chemistries of the main-group elements and the transition metals from a synthetic perspective, and reaction chemistry of inorganic molecules is systematically developed.

CHEM 30900. Bioinorganic Chemistry. 100 Units.

This course covers various roles of metals in biology. Topics include coordination chemistry of bioinorganic units, substrate binding and activation, electron-transfer proteins, atom and group transfer chemistry, metal homeostasis, ion channels, metals in medicine, and model systems.

Instructor(s): C. He Terms Offered: Spring

Prerequisite(s): CHEM 20200 and 22200/23200

CHEM 32100. Physical Organic Chemistry I. 100 Units.

This course focuses on the quantitative aspects of structure and reactivity, molecular orbital theory, and the insight it provides into structures and properties of molecules, stereochemistry, thermochemistry, kinetics, substituent and isotope effects, and pericyclic reactions.

CHEM 32200. Organic Synthesis and Structure. 100 Units.

This course considers the mechanisms, applicability, and limitations of the major reactions in organic chemistry, as well as of stereochemical control in synthesis.

Instructor(s): G. Dong Terms Offered: Autumn

Prerequisite(s): CHEM 22200/23200 or consent of instructor

CHEM 32300. Strategies and Tactics of Organic Synthesis. 100 Units.

This course discusses the important classes for organic transformation. Topics include carbon-carbon bond formation; oxidation; and reduction using a metal, non-metal, or acid-base catalyst. We also cover design of the reagents and the scope and limitation of the processes.

CHEM 32400. Physical Organic Chemistry II. 100 Units.

Topics covered in this course include the mechanisms and fundamental theories of free radicals and the related free radical reactions, biradical and carbene chemistry, and pericyclic and photochemical reactions.

Instructor(s): Staff

Prerequisite(s): CHEM 32100

CHEM 32500. Bioorganic Chemistry. 100 Units.

A goal of this course is to relate chemical phenomena with biological activities. We cover two main areas: (1) chemical modifications of biological macromolecules and their potential effects; and (2) the application of spectroscopic methods to elucidate the structure and dynamics of biologically relevant molecules.

Equivalent Course(s): BCMB 32500

CHEM 33000. Complex Chemical Systems. 100 Units.

This course describes chemical systems in which nonlinear kinetics lead to unexpected (emergent) behavior of the system. Autocatalytic and spatiotemporal pattern forming systems are covered, and their roles in the development and function of living systems are discussed.

Instructor(s): Staff

Prerequisite(s): CHEM 22200/23200 and MATH 20100, or consent of instructor

CHEM 33100. New Synthetic Reactions and Catalysts. 100 Units.

This course presents recent highlights of new synthetic reactions and catalysts for efficient organic synthesis. Mechanistic details and future possibilities are discussed.

Instructor(s): Staff

Prerequisite(s): CHEM 23300

CHEM 33200. Chemical Biology I. 100 Units.

This course focuses on the applications of fundamental chemical principles and methods to measure, perturb, and control biological systems, through a critical analysis of both classic and recent literature.

Instructor(s): B. Dickinson Terms Offered: Autumn

Prerequisite(s): Basic knowledge of organic chemistry and biochemistry

CHEM 33300. Chemical Biology II. 100 Units.

Instructor(s): R. Moellering Terms Offered: Winter

Prerequisite(s): Basic knowledge of organic chemistry and biochemistry

CHEM 33500. Chemistry of Enzyme Catalysis. 100 Units.

The course will cover a series of topics illustrating and exploring aspects of the chemistry of enzyme catalysis, and will use case studies based on the primary scientific literature—both classic and current papers. For each class, there will be primary scientific papers assigned that the student will be expected to have studied in depth prior to class, including "reading around" on the same and related topics; suggestions for supplementary reading will be given. Classes will be conducted as discussion sessions; guided by the Instructor—all students will be expected to be prepared to answer questions from the instructor, and to take active part in class discussions. Participation in class will count for a portion of the grade for each student.

Instructor(s): Jared Lewis Terms Offered: Winter

Prerequisite(s): CHEM 23300

CHEM 33600. Biological Chemistry of Materials: Principles and Applications. 100 Units.

This course will focus on principles of bioconjugation techniques; preparation of immobilized-enzymes/proteins: adsorption, occlusion, cross-linking and covalent binding. Applications of cofactor-dependent enzymes: building of enzymatic electrodes and biofuel cells. Development of immunosensors based on ELISA, electrochemistry, optics, carbon nanotubes and piezoelectric methods. Principles and design of DNA/RNA based sensors (Ribozymes, SELEX, Aptamers, DNAAzymes, Molecular Beacons). Amplification methods for nucleic acids detection in test tube and in cells. Preparation and characterization of nanoparticles in nucleic acids and proteins sensing processes.

Instructor(s): Yossi Weizmann Terms Offered: Winter

Prerequisite(s): CHEM 23300 or consent of instructor

CHEM 33700. RNA Structure, Function, and Biology. 100 Units.

Students will learn principles of RNA structure and function, RNA catalysis, and RNA molecular cell biology as they relate to the field of RNA metabolism. In recent years it has become apparent that much of an organisms genome is transcribed, yielding a far more expansive collection of RNA molecules than previously thought: many of these RNAs are classic messenger RNAs that code for proteins but many serve functions other than protein coding (noncoding RNAs). These RNAs are processed, modified, and usually interact with RNA binding proteins (RBPs) to form ribonucleoprotein (RNP) complexes. We will consider emerging themes in noncoding RNA biology and investigate methods for interrogating their cellular structure and function.

Instructor(s): Prof. Joseph Piccirilli Terms Offered: Spring

CHEM 33800. Organotransition Metal Chemistry. 100 Units.

Transition-metal catalysis becomes one of the most important tools in organic synthesis. In this course, we will start to review the fundamental knowledge in organo-transition metal chemistry, such as bonding, coordination chemistry of metal-ligand complexes, in detail. The main focus will be the basic elementary reactions of organometallic complexes, such as oxidative addition, migratory insertion, reductive elimination etc. Lastly, we will study the subject of catalysis, and examine various catalytic transformations through the course.

CHEM 36100. Wave Mechanics and Spectroscopy. 100 Units.

This course presents the introductory concepts, general principles, and applications of wave mechanics to spectroscopy.

Instructor(s): T. Berkelbach Terms Offered: Autumn

Prerequisite(s): CHEM 26300

CHEM 36200. Quantum Mechanics. 100 Units.

This course builds upon the concepts introduced in CHEM 36100 with greater detail provided for the role of quantum mechanics in chemical physics.

Instructor(s): D. Mazziotti Terms Offered: Winter

Prerequisite(s): CHEM 36100

CHEM 36300. Statistical Thermodynamics. 100 Units.

This course covers the thermodynamics and introductory statistical mechanics of systems at equilibrium.

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

Prerequisite(s): CHEM 26100-26200

CHEM 36400. Advanced Statistical Mechanics. 100 Units.

Topics covered in this course may include statistics of quantum mechanical systems, weakly and strongly interacting classical systems, phase transitions and critical phenomena, systems out of equilibrium, and polymers.

Instructor(s): G. Voth Terms Offered: Winter

Prerequisite(s): CHEM 36300 or equivalent

CHEM 36500. Chemical Dynamics. 100 Units.

This course develops a molecular-level description of chemical kinetics, reaction dynamics, and energy transfer in both gases and liquids. Topics include potential energy surfaces, collision dynamics and scattering theory, reaction rate theory, collisional and radiationless energy transfer, molecule-surface interactions, Brownian motion, time correlation functions, and computer simulations.

Instructor(s): N. Scherer Terms Offered: Spring

Prerequisite(s): CHEM 36100 required; 36300 recommended

CHEM 37100. Advanced Spectroscopies. 100 Units.

This linear and nonlinear spectroscopy course includes notions on matter-radiation interaction, absorption, scattering, and oscillator strength. They are applied mostly with the optical range, but we briefly touch upon microwave (NMR, ESR) and X-rays at the extreme. We cover nonlinear optical processes such as coherent Raman, harmonic, and sum-frequency; induced transparency; slow light; and X-ray generation. We also cover coherent and incoherent dynamical probes, such as pump-probe, echos, and two-dimensional spectroscopy.

Instructor(s): P. Guyot-Sionnest Terms Offered: Winter

CHEM 37300. Advanced Special Topics in Theory and Computation. 100 Units.

This course introduces topics in theoretical and computational chemistry beyond those in the traditional graduate physical chemistry sequence. Specific topics will vary from year to year based on the interests of the instructor and students. Representative topics are diagrammatic methods, field theories, renormalization, nonequilibrium statistical mechanics, and quantum dynamics.

Instructor(s): Aaron Dinner Terms Offered: Spring

CHEM 38700. Biophysical Chemistry. 100 Units.

This course develops a physicochemical description of biological systems. Topics include macromolecules, fluid-phase lipid-bilayer structures in aqueous solution, biomembrane mechanics, control of biomolecular assembly, and computer simulations of biomolecular systems.

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

Prerequisite(s): CHEM 23300, CHEM 26200.

CHEM 39000. Materials Chemistry I. 100 Units.

This course is an introduction to modern materials chemistry. It covers basic chemistry and physics of condensed systems, such as solids, polymers, and nanomaterials. The electronic structure of metals, semiconductors and magnetically ordered phases will be discussed. We will review optical and electronic properties of different classes of materials using examples of hard and soft condensed matter systems and drawing structure-property relationships for conventional solids, polymers, and nanomaterials. Finally, the course will cover the fundamentals of surface science and material synthesis, applying modern understanding of nucleation and growth phenomena.

Instructor(s): Prof. Dmitri Talapin Terms Offered: Autumn

Prerequisite(s): CHEM 26100, CHEM 26200, and CHEM 26300, or equivalent

CHEM 39100. Materials Chemistry II. 100 Units.

This course will focus on the physical properties and kinetics of materials. The chemically-enabled properties of many different materials will be described, including linear and nonlinear elasticity, piezoelectricity, magnetic phenomena, diffusion and other transport properties, nonlinear optical properties, linear and nonlinear acoustic wave phenomena, and biological impacts. Selected applications associated with these properties will be included. Additionally, the course will discuss complex motion of dislocations and interfaces, morphological evolution, and phase transformations in materials synthesis.

Instructor(s): Prof. Bozhi Tian Terms Offered: Spring

Prerequisite(s): CHEM 26100 and CHEM 26300 or equivalent



CINEMA AND MEDIA STUDIES

Department Website: <http://cms.uchicago.edu>

PROGRAM OF STUDY

The major program in Cinema and Media Studies provides a framework within which students can approach the history of film and related media from a variety of historical, critical, and theoretical perspectives. Focusing on the study of the moving image, as well as sound, the program enables students to analyze how cinema creates meanings through particular forms, techniques, and styles; how industrial organization affects the way films are produced and received; and how the social context in which they are made and circulated influences our understanding of the medium.

At the same time, the goal is to situate the cinema and related media in broader contexts: modernity, modernism, and the avant-garde; narrative theory, poetics, and rhetoric; commercial entertainment forms and consumer culture; sexuality and gender; constructions of ethnic, racial, and national identities; and international media production and circulation.

Students focusing their studies in Cinema and Media Studies major will be trained in critical, formal, theoretical, and historical thinking and analysis. The curriculum fosters discussion and writing skills, and students will gain the tools to approach film history as well as today's media environment within specific cultural contexts and broad transnational perspectives.

STUDY ABROAD

The College's Winter Quarter Cinema and Media Studies program in Paris provides undergraduate students with an opportunity to explore the study of film and related media at the University of Chicago Center in Paris. The program includes two courses that can be used toward the College's general education requirement in the arts, while the third course may be used as either an elective or within the Cinema and Media Studies major. The first two courses may also be eligible for credit within the Cinema and Media Studies major if the general education requirement in the arts has already been fulfilled and with approval from the Director of Undergraduate Studies in Cinema and Media Studies. Program participants also take a French language course. For more information or to apply, visit the Study Abroad website (<http://study-abroad.uchicago.edu/programs/paris-cinema-and-media-studies>).

MAJOR PROGRAM IN CINEMA AND MEDIA STUDIES: STANDARD TRACK

Students wishing to major in Cinema and Media Studies should meet with the Director of Undergraduate Studies early in their second year to help construct their course plan going forward; this meeting should take place by the end of Spring Quarter of a student's second year. Participation in the major must be declared to the Director of Undergraduate Studies, and the subsequent approved paperwork will be sent to the student's College adviser for official registration.

The Standard Track in Cinema and Media Studies is designed for students who wish to complete the major, but not complete a BA thesis project. This track is ineligible for Collegiate honors. Students majoring in Cinema and Media Studies must receive quality grades (not P/F) in all twelve (12) courses to meet the requirements of the program.

The following five (5) courses are required:

CMST 10100 Introduction to Film Analysis: This course provides an introduction to the basic concepts of film analysis. It should be completed before other Cinema and Media Studies courses.

CMST 28500 History of International Cinema I: Silent Era

CMST 28600 History of International Cinema II: Sound Era to 1960

CMST 28700 History of International Cinema, Part III: 1960 to Present

CMST 29200 Advanced Seminar: This seminar emphasizes disciplinary methodologies in the history and theory of cinema and media, and close film, image, and media analysis. The Advanced Seminar will be offered during both the Autumn and Spring Quarters. Students who wish to study abroad during Spring Quarter of their third year must meet with the Director of Undergraduate Studies no later than the beginning of their third year to discuss possible alternatives.

ELECTIVE COURSES

The seven (7) remaining courses must either originate in or have recognized cross-list status with Cinema and Media Studies. Students must receive prior approval of these courses through discussion with the Director of Undergraduate Studies, and they are encouraged to consider broad survey courses as well as those with more focused topics (e.g., courses devoted to a single genre, director, or national cinema). The Major Course Agreement Form is to be signed by the Director of Undergraduate Studies by fourth week of Autumn Quarter of the student's third year and is available on the Cinema and Media Studies website. (<https://cms.uchicago.edu/undergraduate/requirements>)

SUMMARY OF REQUIREMENTS: STANDARD TRACK

CMST 10100	Introduction to Film Analysis	100
CMST 28500	History of International Cinema I: Silent Era	100
CMST 28600	History of International Cinema II: Sound Era to 1960	100
CMST 28700	History of International Cinema, Part III: 1960 to Present	100
CMST 29200	Advanced Seminar	100
Seven (7) electives originating in or cross-listed with Cinema and Media Studies *		700
Total Units		1200

* Cinema and Media Studies courses eligible for the general education requirement in the arts (CMST 14400 Film and the Moving Image, CMST 14500-14599) may not be used to satisfy requirements in the Cinema and Media Studies major or minor.

MAJOR PROGRAM IN CINEMA AND MEDIA STUDIES: INTENSIVE TRACK, WRITTEN THESIS

The Intensive, Written Thesis Track in Cinema and Media Studies is designed for students who wish to complete the major with a written BA thesis, making them eligible to receive Collegiate honors. Students majoring in Cinema and Media Studies must receive quality grades (not P/F) in all twelve (12) courses taken to meet the requirements of the program.

The following six (6) courses are required:

CMST 10100 Introduction to Film Analysis: This course provides an introduction to the basic concepts of film analysis. It should be completed before other Cinema and Media Studies courses.

CMST 28500 History of International Cinema I: Silent Era

CMST 28600 History of International Cinema II: Sound Era to 1960

CMST 28700 History of International Cinema, Part III: 1960 to Present

CMST 29200 Advanced Seminar: This seminar emphasizes disciplinary methodologies in the history and theory of cinema and media, and close film, image, and media analysis. The topics covered in the Advanced Seminar are intrinsic to BA-level training in Cinema and Media Studies, and are central to building the skills necessary for completing the BA thesis, as well as the written portion of the Intensive, Production Thesis Track option. The Advanced Seminar will be offered during both the Autumn and Spring Quarters. Students who wish to study abroad during Spring Quarter of their third year must meet with the Director of Undergraduate Studies no later than the beginning of their third year to discuss possible alternatives.

CMST 29900 Senior Thesis Workshop: Students enroll in CMST 29900 in **Winter Quarter** in order to ensure full and rigorous participation in the Senior Thesis Workshop led by CMST graduate preceptors. Students enroll in CMST 29900 using the section number of their BA thesis adviser, which can be obtained from the departmental coordinator in Cinema and Media Studies or the student's College adviser.

Note that the grade for this course is on work toward the BA project and is normally submitted in Spring Quarter even when the course has been taken in the Winter Quarter.

ELECTIVE COURSES

The six (6) remaining courses must either originate in or have recognized cross-list status with Cinema and Media Studies. Students must receive prior approval of these courses through discussion with the Director of Undergraduate Studies, and they are encouraged to consider broad survey courses as well as those with more focused topics (e.g., courses devoted to a single genre, director, or national cinema). The Major Course Agreement Form is to be signed by the Director of Undergraduate Studies by fourth week of Autumn Quarter of the student's third year and is available on the Cinema and Media Studies website. (<https://cms.uchicago.edu/undergraduate/requirements>)

HONORS

Students who have earned an overall GPA of 3.25 or higher and a Cinema and Media Studies major GPA of 3.5 or higher are eligible for Collegiate honors. To receive honors, the BA thesis must demonstrate exceptional intellectual and/or creative merit in the judgement of the faculty adviser (and second reader, if necessary), the Director of Undergraduate Studies, and the Master of the Humanities Collegiate Division. If the student's BA thesis adviser is not currently a Cinema and Media Studies faculty member or affiliate, a CMST faculty member or affiliate must act as a second reader.

DOUBLE MAJORS AND THE BA THESIS

Whether or not a single BA thesis can satisfy the requirements for a double major in Cinema and Media Studies and another program is decided by the department on a case-by-case basis. The criteria on which the decision is based include:

- the degree to which the resulting thesis is likely to speak from and to cinema and media studies, even as it necessarily speaks from and to another field.
- the feasibility of the proposed advising arrangements for the proposed joint thesis.
- the department's estimation of the student's track record for independent work that bodes well for writing a successful thesis while navigating between two majors.

A student who wishes to write a single BA thesis for a double major in Cinema and Media Studies and another program must meet with the Director of Undergraduate Studies, as well as submit a letter (one page, double-spaced) explaining the student's request for the department's approval. The letter should be addressed to the Director of Undergraduate Studies.

MAJOR PROGRAM IN CINEMA AND MEDIA STUDIES: INTENSIVE TRACK, PRODUCTION THESIS

The Intensive, Production Thesis Track in Cinema and Media Studies is designed for students who wish to complete a production BA thesis, making them eligible for Collegiate honors. The production thesis must be accompanied by a supplemental paper establishing the relationship of the film or video component of the project to film, video, or media history, theory, or modes of production. This paper may incorporate an analysis of the production and post-production process. The paper will be submitted at the time of final submission of the creative work. Students majoring in Cinema and Media Studies must receive quality grades (not P/F) in all twelve (12) courses taken to meet the requirements of the program.

The following six (6) courses are required:

CMST 10100 Introduction to Film Analysis: This course provides an introduction to the basic concepts of film analysis. It should be completed before other Cinema and Media Studies courses.

CMST 28500 History of International Cinema I: Silent Era

CMST 28600 History of International Cinema II: Sound Era to 1960

CMST 28700 History of International Cinema, Part III: 1960 to Present

CMST 29200 Advanced Seminar: This seminar emphasizes disciplinary methodologies in the history and theory of cinema and media, and close film, image, and media analysis. The topics covered in the Advanced Seminar are intrinsic to BA-level training in Cinema and Media Studies and are central to building the skills necessary for completing the BA thesis, as well as the written portion of the production thesis option. The Advanced Seminar will be offered during the Autumn and Spring Quarters. Students who wish to study abroad in Spring Quarter of their third year must meet with the Director of Undergraduate Studies no later than the beginning of their third year to discuss possible alternatives.

CMST 23907 Production Thesis Workshop - Narrative / CMST 23908 Production Thesis Workshop - Non-Fiction: Depending on the focus of their thesis projects, students will enroll either in the narrative focus or non-fiction focused workshop, where they will receive guidance on how to craft their production thesis projects in film or video, as well as exploration of any technical or structural issues. Students enroll in both Winter and Spring Quarters, and will also develop the written portion of the production thesis.

PROPOSING A PRODUCTION THESIS PROJECT

By the seventh week of Spring Quarter in third year, a student will meet with the Director of Undergraduate Studies to declare the student's intention to complete a production BA thesis option. At this time, the student will submit a written proposal that describes the project and suggests a timeline for the work to be accomplished. The writing of screenplays alone will not be considered for the production thesis option.

The Director of Undergraduate Studies and one other Cinema and Media Studies faculty member will evaluate all proposals for the production BA thesis option. Decisions will be made by the last week of Spring Quarter and will be based primarily on the feasibility and quality of the project and the student's performance in required production courses. The number of projects approved may be limited by the advising capacity of the CMST faculty.

ELECTIVE COURSES

The six (6) remaining courses must either originate in or have recognized cross-list status with Cinema and Media Studies. Students must receive prior approval of these courses through discussion with the Director of Undergraduate Studies, and they are encouraged to consider broad survey courses as well as those with more focused topics (e.g., courses devoted to a single genre, director, or national cinema). The Major Course Agreement Form is to be signed by the Director of Undergraduate Studies by fourth week of Autumn Quarter

of the student's third year and is available on the Cinema and Media Studies website. (<https://cms.uchicago.edu/undergraduate/requirements>)

HONORS

Students who have earned an overall GPA of 3.25 or higher and a Cinema and Media Studies major GPA of 3.5 or higher are eligible for honors. To receive honors, the film or video production project and the supplemental paper must show exceptional intellectual and creative merit in the judgement of the faculty adviser (and second reader, if necessary), the Director of Undergraduate Studies, and the Master of the Humanities Collegiate Division. If the student's BA thesis adviser is not a current Cinema and Media Studies faculty member or affiliate, a CMST faculty member or affiliate must act as a second reader.

DOUBLE MAJORS AND THE BA THESIS

Whether or not a single BA thesis can satisfy the requirements for a double major in Cinema and Media Studies and another program is decided by the department on a case-by-case basis. The criteria on which the decision is based include:

- the degree to which the resulting thesis is likely to speak from and to cinema and media studies, even as it necessarily speaks from and to another field.
- the feasibility of the proposed advising arrangements for the proposed joint thesis.
- the department's estimation of the student's track record for independent work that bodes well for writing a successful thesis while navigating between two majors.

A student who wishes to write a single BA thesis for a double major in Cinema and Media Studies and another program must meet with the Director of Undergraduate Studies, as well as submit a letter (one page, double-spaced) explaining the student's request for the department's approval. The letter should be addressed to the Director of Undergraduate Studies.

SUMMARY OF REQUIREMENTS: INTENSIVE TRACKS (WRITTEN THESIS OR PRODUCTION THESIS)

CMST 10100	Introduction to Film Analysis	100
CMST 28500	History of International Cinema I: Silent Era	100
CMST 28600	History of International Cinema II: Sound Era to 1960	100
CMST 28700	History of International Cinema, Part III: 1960 to Present	100
Six (6) electives originating in or cross-listed with Cinema and Media Studies * †		600
CMST 29200	Advanced Seminar	100
One of the following: §		100
CMST 23907	Production Thesis Workshop - Narrative	
CMST 23908	Production Thesis Workshop - Non-Fiction	
CMST 29900	Senior Thesis Workshop	
Total Units		1200

* Cinema and Media Studies courses eligible for the general education requirement in the arts (CMST 14400 Film and the Moving Image; CMST 14500-14599) may not be used to satisfy requirements in the Cinema and Media Studies major or minor.

† Students must submit a Major Course Agreement Form (and a Further Electives Form if necessary) to the Director of Undergraduate Studies for approval before a major can be officially declared.

§ Students with permission to pursue the Intensive, Production Thesis Track are required to enroll in CMST 23907 Production Thesis Workshop - Narrative or CMST 23908 Production Thesis Workshop - Non-Fiction depending on the nature of their project, in Winter and Spring Quarters of their final year. This course replaces the requirement for CMST 29900.

MINOR PROGRAM IN CINEMA AND MEDIA STUDIES

The minor program in Cinema and Media Studies is designed for students who wish to develop substantial knowledge in the discipline. Students minoring in Cinema and Media Studies must receive quality grades (not P/F) in all six (6) courses taken to meet the requirements of the program.

Courses in the minor (1) may not be double counted with the students major(s) or with other minors; (2) may not be counted toward general education requirements.

The following three (3) courses are required:

CMST 10100 Introduction to Film Analysis: This course provides an introduction to the basic concepts of film analysis. It should be completed before other Cinema and Media Studies courses.

Students in the minor must take **two (2)** of the three offered History of International Cinema courses:

CMST 28500 History of International Cinema I: Silent Era

CMST 28600 History of International Cinema II: Sound Era to 1960

CMST 28700 History of International Cinema, Part III: 1960 to Present

ELECTIVE COURSES

The three (3) remaining courses must be at the 20000 level or above and must originate in or have recognized cross-list status with CMST. Students are encouraged to select courses that develop either a sustained area of inquiry (in film and media theory, or a national cinema, for example), or demonstrate a breadth of knowledge in the field (three national cinemas, for example).

Students should discuss their choices with the Director of Undergraduate Studies.

SUMMARY OF REQUIREMENTS: MINOR IN CINEMA AND MEDIA STUDIES

CMST 10100	Introduction to Film Analysis	100
Two of the following:		200
CMST 28500	History of International Cinema I: Silent Era	
CMST 28600	History of International Cinema II: Sound Era to 1960	
CMST 28700	History of International Cinema, Part III: 1960 to Present	
Three electives at the 20000 level or above that originate in or have a recognized cross-list with CMST *		300
Total Units		600

* Cinema and Media Studies courses eligible for the general education requirement in the arts (CMST 14400 Film and the Moving Image; CMST 14500-14599) may not be used to satisfy requirements in the Cinema and Media Studies major or minor.

GRADING

Students majoring or minoring in Cinema and Media Studies must receive a quality grade in all courses required for the major. With prior consent of the instructor, non-majors may take Cinema and Media Studies courses for P/F grading.

ADVISING

A course agreement form to be signed by the Director of Undergraduate Studies by fourth week of Autumn Quarter of the student's third year is required to obtain approval of the five elective courses that must either originate in or be cross-listed with Cinema and Media Studies. A form to be signed by the Director of Undergraduate Studies by fourth week of Winter Quarter of the student's fourth year is required to obtain approval of the three additional elective courses. Both forms are available on the Cinema and Media Studies website at cms.uchicago.edu.

CINEMA AND MEDIA STUDIES COURSES

CMST 10100. Introduction to Film Analysis. 100 Units.

This course introduces basic concepts of film analysis, which are discussed through examples from different national cinemas, genres, and directorial oeuvres. Along with questions of film technique and style, we consider the notion of the cinema as an institution that comprises an industrial system of production, social and aesthetic norms and codes, and particular modes of reception. Films discussed include works by Hitchcock, Porter, Griffith, Eisenstein, Lang, Renoir, Sternberg, and Welles.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Note(s): Required of students taking a major or minor in Cinema and Media Studies.

Equivalent Course(s): ARTH 20000, ARTV 20300, ENGL 10800

CMST 14400. Film and the Moving Image. 100 Units.

This course seeks to develop skills in perception, comprehension, and interpretation when dealing with film and other moving image media. It encourages the close analysis of audiovisual forms, their materials and formal attributes, and explores the range of questions and methods appropriate to the explication of a given film or moving image text. It also examines the intellectual structures basic to the systematic study and understanding of moving images. Most importantly, the course aims to foster in students the ability to translate this understanding into verbal expression, both oral and written. Texts and films are drawn from the history of narrative, experimental, animated, and documentary or non-fiction cinema. Screenings are a mandatory course component.

Instructor(s): R.Majumdar; S.Skvirsky; A.Field Terms Offered: Autumn Spring Winter

Note(s): Attendance in first class is mandatory to confirm enrollment. Open only to non-CMS majors; may not count towards CMS major requirements. For non-majors, any CMST 14400 through 14599 course meets the general education requirement in the arts.

CMST 14502. Cinema and Poetry: The Modern City. 100 Units.

Equivalent Course(s): REES 23015

CMST 14519. Global Melodrama. 100 Units.

This course is a comparative examination of screen melodrama. The first part of the course will offer an overview of the critical literature on melodrama and a survey of significant film melodramas from around the world. In the second part of the course, we will narrow our focus to melodramas from the two regions: the United States and Latin America. The conceit of the course is to put different regional traditions of melodrama into conversation. In addition to offering a basic orientation, the class will also test the boundaries of the category in our work on the racial melodrama and the conjuncture of documentary form and melodrama. Other topics will include melodrama as a mode and as a genre; melodrama and national allegory; melodrama and revolution; melodrama and realism; melodrama and emotion; melodrama and the temporally displaced spectator.

CMST 14540. Problems in the Study of Gender and Sexuality: Media Wars. 100 Units.

In our contemporary moment, we have become accustomed to terms such as 'counter-terrorism' that signal an effort to resist internal and external threats, and those suggesting that we live in an age of 'post-truth' dominated by 'corporate-media,' 'fake news,' and 'fact-challenged' journalism. Taking this platform as our starting place, this class explores how these terms and their use have been gendered; have situated both gender and sexuality as either weapons of resistance or objects of destruction. This class will be historically organized insofar as we will begin our discussion with ways that media - broadly conceived to include cinema, print and visual-cultural forms, television, and the internet - have aimed to 'counter' patriarchal, heteronormative, and hegemonic systems of representation of gender and sexuality.

Instructor(s): J.Wild Terms Offered: Spring

Note(s): Open only to non-CMS majors; may not count towards CMS major requirements. For non-majors, any CMST 14400 through 14599 course meets the general education requirement in the arts.

Equivalent Course(s): GNSE 14540

CMST 20430. Gender, Sexuality, Imagination. 100 Units.

This course explores the relationships between theories of the imagination and those of gender and sexuality, with a particular emphasis on the relevance of this exploration to cinema and media studies.

Instructor(s): K.Keeling Terms Offered: Winter

Equivalent Course(s): GNSE 30430, GNSE 20430, CMST 30430, MAAD 10430

CMST 21004. Afrofuturism. 100 Units.

This course focuses on audio-visual cultural productions that have been or might be considered under the rubric of "Afrofuturism," with particular attention to the aesthetic, social, political, and/or cultural contributions and interventions they make.

Instructor(s): K.Keeling Terms Offered: Winter

Equivalent Course(s): MAAD 11004

CMST 21082. African-American Documentary. 100 Units.

Though a "documentary impulse" can be traced in Black cinema from actualities of Black soldiers in the 1910s to the social realism of contemporary fiction films, documentary is a distinct form of persuasive media making that relies on evidence and invites performances of expertise and authenticity. Documentary conventions and production contexts have emphasized giving voice to marginalized subjects, allowing little space for Black people to craft their own systems representation, distribution and exhibition. Watching films as varied as *The Negro Soldier* (1944), *Still a Brother: Inside the Negro Middle Class* (1968), *Eyes on the Prize* (1987-1990), *Four Little Girls* (1997) and *13th* (2016), we will consider how documentary film form and culture have been used, critiqued and transformed by Black artists, activists and intellectuals seeking to document Black lives, investigate Black subjectivities, and affect social change. We will look at works and careers of prolific documentarians (William Greaves, Madeline Anderson, St. Clair Bourne, Henry Hampton, Marlon Riggs, Shola Lynch), filmmakers who move between fiction and documentary (Spike Lee, Charles Burnett, Yvonne Welbon, Ava DuVernay) and artists who work at provocative intersections of experimental and documentary film and video (Camille Billops and James V. Hatch, Barbara McCullough, Kevin Jerome Everson, Martine Syms). Class work includes developing a pitch for a documentary about Black documentary.

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

Equivalent Course(s): CMST 31082, CRES 31082, CRES 21082

CMST 21200. Politics of Film in Twentieth-Century American History. 100 Units.

This course examines selected themes in twentieth-century American political history through both the literature written by historians and filmic representations by Hollywood and documentary filmmakers. We will read one historical interpretation and view one film on themes like the following: Woodrow Wilson and World War I, the emergence of Pacific Rim cities like Los Angeles, Roosevelt's New Deal, the Japanese-American experience in World War II, McCarthyism and the Korean War, the Cold War and the nuclear balance of terror, radical movements of the 1960s, and multiculturalism in the 1990s.

Equivalent Course(s): HIST 18500

CMST 21703. Weimar Cinema. 100 Units.

German films between the end of World War I and the establishment of the Third Reich in 1933 are extraordinarily eclectic and intensely inventive, encompassing horror film, socially conscious dramas, expressionist fantasies, experimental documentary, early proto-fascist and anti-fascist films, and that ur-German invention, the mountain film. We will consider some of the most important works of the period, including films by Fritz Lang, Ernst Lubitsch, G.W. Pabst, F.W. Murnau, Arnold Fanck, Walter Ruttmann, and Josef von Sternberg, examining their context, style, reception, formal achievements and historical significance.

Instructor(s): David Levin Terms Offered: Spring

Equivalent Course(s): CMST 31703, GRMN 27710, GRMN 37710

CMST 22235. Revolutionary Romance in Socialist China. 100 Units.

One of the goals of the socialist revolution was to transform social relations, not only those between classes but also family and romantic relations. One of the first laws that the Chinese Communist Party issued after the founding of the People's Republic was the New Marriage Law, which banned arranged marriages, concubinage, and arrangements involving minors. 1950s cinema and literature advertised romantic love as an important achievement of the new society. At the same time, loyalty to the Party and to the collectivity were also core values that the media emphasized. In this class, we will look at how literature and cinema instructed viewers on how to select one's object of love in Revolutionary China, and how love for a romantic partner, for the party, and for the people were differently foregrounded at specific historical moments. How did ideas of romantic love change from the 1940s to the 1980s, and how did cinema contribute to promoting them? What forms of intimacy and models of attachment characterized revolutionary romance? Which kind of person constituted an ideal romantic partner? Who was to be loved, how, and why? Should one orient one's passion toward one person, many, or none?

Instructor(s): P. Iovene Terms Offered: Winter

Equivalent Course(s): CMST 32235, GNSE 32235, EALC 22235, GNSE 22235, EALC 32235

CMST 22507. Cinema and the Holocaust. 100 Units.

Focuses on cinematic responses by several leading film directors from East & Central Europe to a central event of 20th century history -- the Holocaust. Nazis began a cinematic documentation of WWII at its onset, positioning cameras in places of actual atrocities. Documentary footage produced was framed by hostile propagandistic schemes; contrary to this 'method', Holocaust feature films are all but a representation of Jewish genocide produced after the actual traumatic events. This class aims at discussing the challenge of representing the Jewish genocide which has often been defined as un-representable. Because of this challenge, Holocaust films raise questions of ethical responsibility for cinematic production & a search for relevant artistic means with which to engage post-traumatic representation. Therefore, among major tropes we will analyze voyeuristic evocation of death & suffering; a truthful representation of violence versus purported necessity of its cinematic aestheticization; intertwined notions of chance & hope as conditions of survival versus hagiographic representation of victims. The main goal is to grasp the potential of cinema for deepening our understanding of the Holocaust, the course simultaneously explores extensive & continuous cinematic production of the genre & its historical development in various European countries, to mention the impact of censorship by official ideologies in the Soviet Union, Poland, Hungary, & Czechoslovakia during the Cold War.

Instructor(s): Bozena Shallcross Terms Offered: Winter

Note(s): Course requirements: film screenings, class participation, reading assignments, one class presentation, and a final project. All readings for the core texts are in English; they can be downloaded from Canvas.

Equivalent Course(s): REES 37027, REES 27027, JWSC 29550, CMST 32507

CMST 23406. Contemporary French Cinema. 100 Units.

After examining the legacy of the New Wave, as well as the cultural and economic contexts for independent film production in France today, we will screen works by a new generation of filmmakers who have been instrumental in creating innovative approaches to cinematic narrative, form, and style. We will study feature films by Catherine Breillat, Leos Carax, Claire Denis, Bruno Dumont, Alain Guiraudie, Nicolas Philibert among others. Course readings will include interviews with filmmakers, analyses of their films, as well as contributions by Marc Augé, André Bazin, Jean Baudrillard, Gilles Deleuze, Hamid Naficy, Jean-François Lyotard, Laura Mulvey, Stuart Hall, and Linda Williams, which will provide theoretical frameworks for considerations of modernity and postmodernity, gender, sexuality, postcolonialism and ethnicity.

Instructor(s): D. Bluhner Terms Offered: Spring

Equivalent Course(s): FREN 23406, GNSE 23406

CMST 23500. Pasolini. 100 Units.

This course examines each aspect of Pasolini's artistic production according to the most recent literary and cultural theories, including Gender Studies. We shall analyze his poetry (in particular "Le Ceneri di Gramsci" and "Poesie informa di rosa"), some of his novels ("Ragazzi di vita," "Una vita violenta," "Teorema," "Petrolio"), and his numerous essays on the relationship between standard Italian and dialects, semiotics and cinema, and the role of intellectuals in contemporary Western culture. We shall also discuss the following films: "Accattone," "La ricotta," "Edipo Re," "Teorema," and "Salò".

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

Equivalent Course(s): CMST 33500, FNDL 28401, ITAL 28400, ITAL 38400, GNSE 28600

CMST 23820. Unsettling Encounters: Colonial Latin America in Film. 100 Units.

This course explores a selection of foundational texts of Latin American literature in conversation with films about colonial Latin America by American and European directors. We will engage questions of how, when, and why images remember historical moments, and will consider the possibilities and limitations of using film to represent history. Students will learn and practice techniques of textual analysis and film criticism while discussing themes such as visual literacy, cultural imperialism, and economic colonialism.

Equivalent Course(s): SPAN 24420, LACS 24420, CRES 24420

CMST 23904. Topics in Latin American Cinema and Media. 100 Units.

This seminar will focus on how to craft a creative thesis in film or video. Works-in-progress will be screened each week, and technical and structural issues relating to the work will be explored. The workshop will also develop the written portion of the creative thesis. The course is limited to seniors from CMS and DoVA, and MAPH students working on a creative thesis.

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

Prerequisite(s): CMST 23930; CMST 23931; departmental approval of senior creative thesis project.

Equivalent Course(s): SPAN 23904, LACS 23904, CMST 33904, SPAN 33904, LACS 33904

CMST 23905. Creative Thesis Workshop. 100 Units.

This seminar will focus on how to craft a creative thesis in film or video. Works-in-progress will be screened each week, and technical and structural issues relating to the work will be explored. The workshop will also develop the written portion of the creative thesis. The class is limited to seniors from CMS and DOVA, and MAPH students working on a creative thesis.

Instructor(s): J. Hoffman Terms Offered: Spring Winter

Prerequisite(s): CMST 23930; CMST 23931 or 27600; departmental approval of senior creative thesis project.

Equivalent Course(s): ARTV 23905, CMST 33905, ARTV 33905

CMST 23906. Latin American Cinema: 1930 to the Present. 100 Units.

This course will survey Latin American cinema from the 1930s to the present. We will begin by considering the efforts of the Brazilian and Mexican states to create commercially-viable, popular, national cinemas in the 30s, 40s, and 50s. Our screenings will include Maria Candelaria (Emilio Fernandez, Mexico, 1943) and Carnaval Atlántida (José Carlos Burle and Carlos Manga, Brazil, 1952). In the second unit we will examine the classic works of the New Latin American Cinema from the 60s and 70s. These were the challenging political films that "introduced" Latin American cinema to the rest of the world. Our screenings will include Memories of Underdevelopment (Tomás Gutiérrez Alea, Cuba, 1968) and The Jackal of Nahueltoro (Miguel Littín, Chile, 1969). In the third unit we will come to the twenty-first century, examining the newest new wave of Latin American film—its thematics, its sources of funding, its circuits of distribution, and its global reach. Our screenings will include The Swamp (Lucrecia Martel, Argentina, 2001), Edificio Master (Eduardo Coutinho, Brazil, 2002), Additions and Subtractions (Victor Gaviria, Colombia, 2004), Leap Year (Michael Rowe, Mexico, 2010), and Neighboring Sounds (Kleber Mendonça, Brazil, 2012).

Equivalent Course(s): LACS 23906

CMST 23907. Production Thesis Workshop - Narrative. 100 Units.

This seminar will focus on how to craft a production thesis in film or video. Works-in-progress will be screened each week, and technical and structural issues relating to the work will be explored. The workshop will also develop the written portion of the production thesis. The class is limited to seniors from CMS working on a narrative production thesis project.

Instructor(s): J. Hoffman Terms Offered: Spring Winter

Prerequisite(s): CMST 23930; CMST 23931 or 27600; departmental approval of senior production thesis project.

CMST 23908. Production Thesis Workshop - Non-Fiction. 100 Units.

This seminar will focus on how to craft a production thesis in film or video. Works-in-progress will be screened each week, and technical and structural issues relating to the work will be explored. The workshop will also develop the written portion of the production thesis. The class is limited to seniors from CMS working on a non-fiction creative thesis project.

Instructor(s): J. Hoffman Terms Offered: Spring Winter

Prerequisite(s): CMST 23930; CMST 23931 or 27600; departmental approval of senior creative thesis project.

CMST 23930. Documentary Production I. 100 Units.

Documentary Video Production focuses on the making of independent documentary video. Examples of various modes of documentary production will be screened and discussed. Issues embedded in the genre, such as the ethics, the politics of representation, and the shifting lines between "the real" and "fiction" will be explored. Story development, pre-production strategies, and production techniques will be our focus, in particular—research, relationships, the camera, interviews and sound recording, shooting in available light, working in crews, and post-production editing. Students will work in crews and be expected to purchase a portable hard drive. A five-minute string-out/rough-cut will be screened at the end of the quarter. Students are strongly encouraged to take Doc Production 2 to complete their work.

Instructor(s): J. Hoffman Terms Offered: Autumn

Note(s): Prior or concurrent enrollment in CMST 10100 recommended for undergraduate students.

Equivalent Course(s): HMRT 25106, MAAD 23930, CMST 33930, ARTV 23930, HMRT 35106, ARTV 33930

CMST 23931. Documentary Production II. 100 Units.

Documentary Video Production II focuses on the shaping and crafting of a non-Fiction video. Enrollment will be limited to those students who have taken Documentary Production I. The class will discuss issues of ethics, power, and representation in this most philosophical and problematic of genres. Students will be expected to write a treatment outline detailing their project and learn about granting agencies and budgeting. Production techniques will concentrate on the language of handheld camera versus tripod, interview methodologies, microphone placement including working with wireless systems and mixers, and lighting for the interview. Post-production will cover editing techniques including color correction and audio sweetening, how to prepare for exhibition, and distribution strategies.

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

Prerequisite(s): CMST 23930, HMRT 25106, or ARTV 23930

Equivalent Course(s): CMST 33931, HMRT 35107, ARTV 33931, HMRT 25107, ARTV 23931, MAAD 23931

CMST 24400. From Post-War to Post-Wall: A History of Polish Film. 100 Units.

This course will explore post-World War II film from Poland—approaching the works both as examples of the cinematic art in the region and as a lens through which to view developments and transformations in East European culture. We will view ten films by most renowned directors from Poland. The course will assess what the end of World War II, joining the Eastern Bloc, the fall of communism, and finally the entry into post-Soviet Europe have meant for the film culture and the Polish national film tradition. We will also consider how Eastern European cinematic discourse is undergoing—or should undergo—revision, viewing it as an increasingly transnational phenomenon, rather than the example of a national film industry. The films will be viewed in the original language with English subtitles.

Instructor(s): Kinga Kosmala Terms Offered: Spring

CMST 24506. Poetics of Visual Style in Postwar Eastern Europe. 100 Units.**CMST 24521. Film and Revolution. 100 Units.**

On the fiftieth anniversary of 1968 our course couples the study of revolutionary films (and films about revolution) with seminal readings on revolutionary ideology and on the theory of film and video. The goal will be to articulate the mechanics of revolution and its representation in time-based media. Students will produce a video or videos adapting the rich archive of revolutionary film for today's situation. The films screened will be drawn primarily from Soviet and US cinema, from the 1920s to the present day, proceeding more or less chronologically. We begin with newsreels and a "poetic documentary" by Dziga Vertov; they will be paired with classic readings from revolutionary theory, from Karl Marx and Vladimir Lenin to Fidel Castro and Bill Ayres, and from film theory, including Vertov, Andre Bazin and Jean-Luc Godard. Readings will acquaint students with contemporary assessments of the emancipatory potential of film.

Instructor(s): R. Bird; C. Smith Terms Offered: Spring

Equivalent Course(s): CMST 34521, ARTV 28000, REES 36071, REES 26071, ARTV 38000

CMST 24530. Cowboys and Tramps in Film and Literature. 100 Units.

The late 19th and early 20th centuries saw the invention of two distinctly American literary archetypes: the cowboy and the hobo. Based on historical conditions of labor, economics, and westward expansion, the cowboy and the hobo, though both itinerant workers primarily employed seasonally in agriculture and ranching, were depicted very differently in literature and, later, film, during the decades in which they held influence over America's imagination and mythologization of itself. Evoking responses from fear to admiration and pity to envy, the cowboy and the hobo, both as historical figures and as fictional types, reflected the evolving realities of—and the broad range of attitudes toward—labor, masculinity, and place in a modernizing America. This course will examine literary and cinematic representations of hoboes, tramps, cowboys, and gunslingers from the late 1800s to the mid-1900s, tracing their historical and cultural contexts. We will address pulp and dime novels as well as literary masterpieces, stage plays, poems, and feature films from the silent and sound eras, paying special attention to the effects of different media and art forms on the depiction and mythologization of these figures. Other themes include violence and the state, the American West, technology (trains, automation in agriculture, weapons), immigration and migration, race, and material culture. Authors and directors include Jack London, Charlie Chaplin, John Ford, Preston Sturges, Jack Kerouac, Hart Crane, Bret Harte, Terrence Malick, and Martin Scorsese.

Instructor(s): Matt Hauske Terms Offered: Spring 2014

Note(s): Current MAPH students and 3rd and 4th years in the College. All others by instructor consent only.

Screenings Thursday 3:30-6:30.

Equivalent Course(s): MAPH 34510, ENGL 25801, CMST 34520

CMST 24531. Cowboy Modernity. 100 Units.

This course examines the western movie genre through the lens of what is thought of as the cinema's special relationship to and place within twentieth century modernity. From the beginnings of narrative cinema through the 1960s, more westerns were made than any other genre, and the iconography and ideology of the western influenced not only other film genres but also spilled over into other aspects of popular culture and even high art. Why was the cinema, the medium that exemplified modernity for so many people around the world, dominated by westerns, a genre set in the past and in the wilderness? How did the western manifest aspects, anxieties, possibilities, and widespread phenomena of twentieth century modernity? We will examine the western's intersection with modern phenomena, activities, and artforms including tourism, abstract expressionism, feminism, the Baby Boom & television, toys, mining and atomic energy and weapons, and the rise of Las Vegas as a hub for recreational gambling.

Equivalent Course(s): CMST 34531, MAPH 35514

CMST 24550. Central Asian Cinema. 100 Units.

Nowhere has the advent of modernity been more closely entwined with cinema than in Central Asia, a contested entity which for our purposes stretches from Turkey in the West to Kyrgyzstan in the East, though our emphasis will be squarely on Soviet and post-Soviet Central Asia (especially Uzbekistan and Kazakhstan). This course will trace the encounter with cinematic modernity through the analysis of individual films by major directors, including (but not limited to) Shukhrat Abbasov, Melis Ubukeev, Ali Khamraev, Tolomush Okeev, Sergei Paradzhanov, Gulshad Omarova. In addition to situating the films in their cultural and historical situations, close attention will be paid to the sources of Central Asian cinema in cinemas both adjacent and distant; to the ways in which cinema enables a distinct encounter with modernity; and to the cinematic construction of Central Asia as a cultural entity.

Instructor(s): R. Bird Terms Offered: Autumn

Prerequisite(s): PQ: CMST 10100 Introduction to Film or consent of instructor.

Equivalent Course(s): CMST 34550, REES 23157

CMST 24568. The Underground: Alienation, Mobilization, Resistance. 100 Units.

The ancient and multivalent image of the underground has crystallized over the last two centuries to denote sites of disaffection from-and strategies of resistance to-dominant social, political and cultural systems. We will trace the development of this metaphor from the Underground Railroad in the mid-1800s and the French Resistance during World War II to the Weather Underground in the 1960s-1970s, while also considering it as a literary and artistic concept, from Fyodor Dostoevsky's Notes from the Underground and Ellison's Invisible Man to Chris Marker's film *La Jetée* and Andrei Tarkovsky's *Stalker*. Alongside with such literary and cinematic tales, drawing theoretical guidance from refusniks from Henry David Thoreau to Guy Debord, this course investigates how countercultural spaces become-or fail to become-sites of political resistance, and also how dissenting ideologies give rise to countercultural spaces. We ask about the relation between social deviance (the failure to meet social norms, whether willingly or unwittingly) and political resistance, especially in the conditions of late capitalism and neo-colonialism, when countercultural literature, film and music (rock, punk, hip-hop, DIY aesthetics etc.) get absorbed into-and coopted by-the hegemonic socio-economic system. In closing we will also consider contemporary forms of dissidence-from Pussy Riot to Black Lives Matter-that rely both on the vulnerability of individual bodies and global communication networks.

Instructor(s): Robert Bird Terms Offered: Spring

Equivalent Course(s): CMST 34568, REES 26068, SIGN 26012, REES 36068

CMST 24603. Topics in EALC: Ghosts & the Fantastic in Literature and Film. 100 Units.

What is a ghost? How and why are ghosts represented in particular forms in a particular culture at particular historical moments and how do these change as stories travel between cultures? This course will explore the complex meanings, both literal and figurative, of ghosts and the fantastic in traditional Chinese, Japanese, and Korean tales, plays, and films. Issues to be explored include: 1) the relationship between the supernatural, gender, and sexuality; 2) the confrontation of death and mortality; 3) collective anxieties over the loss of the historical past 4) and the visualization (and exorcism) of ghosts through performance.

Instructor(s): J. Zeitlin Terms Offered: Autumn

Note(s): This course can replace what used to be the Concentrators Seminar to fulfill a requirement as an EALC major.

Equivalent Course(s): SIGN 26006, EALC 10600

CMST 24605. Topics in EALC: East Asian Cinema. 100 Units.

The course offers panoramic views as well as close-ups of cinematic landscapes of East Asia and Southeast Asia. We will cover a variety of films-including animation and documentary-from Japan, Korea, China, Taiwan, Hong Kong, Indonesia, and Malaysia, with a focus on site-specific works and trans-regional co-productions, circulations, and exchanges. Combining critical readings with truly close analyses of films, this course seeks to develop: (1) solid understandings of cinema's peculiar and intricate relations to space and time; (2) conversations between cinema and other art forms, such as photography, painting, and calligraphy; (3) methods and skills of conducting film analysis. Proficiency in East Asian languages is NOT required.

Instructor(s): P. Yang Terms Offered: Autumn

Equivalent Course(s): EALC 10512

CMST 24606. China's New Documentary Cinema. 100 Units.

Since the early 1990s, the "new documentary" has emerged as one of the most prominent phenomena in Chinese film and video, widely circulating at international film festivals and eliciting considerable critical debate. This course examines the styles and functions of China's "new documentary" over the last fifteen years, paying particular attention to the institutional, cultural, economic, and political conditions that underpin its flourishing. This overview will lead us to consider questions that concern the recent explosion of the documentary form worldwide, and to explore the tensions and imbalances that characterize the global circulation of the genre. We will address such issues as: what is "new" about China's recent documentary cinema; the "national" and "transnational" dimensions of documentary filmmaking, and the ways in which these dimensions intersect in its production and circulation; the extent to which the international demand for "unofficial" images from China has contributed to its growth; the politics involved in documentary filmmaking, and the forms and meanings of "independent" cinema in the wake of intensified globalization; the links between Chinese documentary and the global rise of documentary filmmaking, and the ways in which they challenge extant concepts and theorizations of the genre.

Instructor(s): P. Iovene

Equivalent Course(s): EALC 24502, CMST 44606, EALC 35402

CMST 24617. Opera Across Media. 100 Units.

TBD

Instructor(s): Martha Feldman Terms Offered: Autumn. Autumn Quarter

Equivalent Course(s): MUSI 25020

CMST 25100. Avant-Garde in East Central Europe. 100 Units.

The avant-gardes of the "other" Europe are the mainstay of this course, which focuses especially, but not exclusively, on the interwar avant-gardes of Austria, Czechoslovakia, Hungary, Poland, Romania, Slovenia, and Yugoslavia. A comparative framework is employed whenever lucrative to comprehend the East/Central European movements in the wider context of the European avant-garde. The course also traces the development and legacy (political and artistic) of these avant-gardes in their contemporary scenes. Plastic, verbal, and performative arts (including film) are studied.

Instructor(s): Malynne Sternstein Terms Offered: Spring

Equivalent Course(s): REES 23141, ARTH 35500, CMST 35100, ARTH 25500, REES 33141

CMST 25102. Narratives Suspense in European/Russian Lit/Film. 100 Units.

This course examines the nature and creation of suspense in literature and film as an introduction to narrative theory. We will question how and why stories are created, as well as what motivates us to continue reading, watching, and listening to stories. We will explore how particular genres (such as detective stories and thrillers) and the mediums of literature and film influence our understanding of suspense and narrative more broadly. Close readings of primary sources will be supplemented with critical and theoretical readings. Literary readings will include work by John Buchan, Arthur Conan Doyle, Feodor Dostoevsky, Graham Greene, Bohumil Hrabal, and J.M. Coetzee. We will also explore Alfred Hitchcock's take on 39 Steps and the Czech New Wave manifesto film, *Pearls of the Deep*. With theoretical readings by: Roland Barthes, Viktor Shklovsky, Erich Auerbach, Paul Ricoeur, and others.

Equivalent Course(s): CMST 35102, HUMA 26901, CMLT 22100, REES 23137, REES 33137, ENGL 26901, ENGL 46901

CMST 25204. Media Ecology: Embodiment & Software. 100 Units.

Media ecology examines how the structure and content of our media environments-online and offline, in words, images, sounds, and textures-affect human perception, understanding, feeling, and value; or alternatively, media ecology investigates the massive and dynamic interrelation of processes and objects, beings and things, patterns and matter. At stake are issues about agency-human or material-and about determinism-how does society or culture interact with or shape its technologies, or vice versa? This course investigates theories of media ecology by exploring systems of meanings that humans embody (cultural, social, ecological) in conjunction with the emerging field of software studies about the cultural, political, social, and aesthetic impacts of software (e.g., code, interaction, interface). In our actual and virtual environments, how do we understand performing our multiple human embodiments in relation to other bodies (organism or machine) in pursuit of social or political goals?

Instructor(s): M. Browning Terms Offered: Winter

Equivalent Course(s): MAAD 14204, LLSO 27801, TAPS 28452, HIPS 25203, HUMA 25202

CMST 25514. Symbolism and Cinema. 100 Units.

In his 1896 essay on cinema, Russian writer Maxim Gorky described the new medium to "madness or symbolism." The connection between cinema and symbolism was not surprising insofar as symbolism was a dominant aesthetic paradigm throughout Europe at the time. However it does suggest (perhaps surprisingly) that from the very beginning cinema was seen as a means of visualizing the non-rational, uncanny and even invisible. This course examines the relationship between symbolism and cinema with particular attention to French and Russian writings and films. Examining how symbolist aesthetics became applied to the cinematic medium, we will pay particular attention to the resources it provided for conceptualizing the uncanny and the mystical. We will question whether there exists a distinct symbolist tradition in film history and how it relates to notions of poetic or experimental cinema. Films will represent a broad cross-section of European (and some American) cinema, from Jean Epstein to Sergei Eisenstein and Alexander Dovzhenko, and from Stan Brakhage to Andrei Tarkovsky.

Instructor(s): R. Bird

Equivalent Course(s): REES 26019, REES 36019, CMST 35514

CMST 25600. Magic and the Cinema. 100 Units.

This course will trace relations between motion pictures and traditions of magic, both as a theatrical entertainment and as a belief system. The invention of cinema's roots in the magic lantern and other "philosophical toys" which trick the senses into seeing visual illusions will be explored in relation to traditions of "Natural Magic" as well as a secularization of magical practices into entertainment from the Renaissance on. The early trick films of Méliès and others will be discussed in relation to the tradition of stage magic in the 19th century, as well as a particular reception of the magical nature of new technologies (electricity, photography, sound recording). The relation between cinema and hypnosis, both as a social concern and as a metapsychological description of spectatorship will also be explored. A consideration of the appeal of magic systems of thought (spiritualism, theosophy, ritual magic) for Avant-Garde movement and their relation to experimental films by Epstein, Artaud, Deren, Anger, Smith, Fischinger, and others.

Equivalent Course(s): ARTH 26200, ARTH 36200, CMST 35600

CMST 25612. Comics as Medium. 100 Units.

In a climate in which the borders differentiating media continue to collapse into something now referred to as "transmedia," what does it actually mean for us to move between mediums—particularly mediums that raise familiar issues of representation, temporality, and narrative? The objective of this course is to provide the necessary tools to enable critical reflection on the respective values and mutual relationships of comics, art and film. To achieve this, the course is divided into two units. The first weeks will be spent acquiring the technical and historical context that will enable us to begin to recognize the breadth and depth of word/image narrative practices. After developing a core vocabulary for thinking about comics as a medium we will then look at how artists and directors have drawn on that vocabulary in a range of different contexts. Retaining a sense of the specificity of both comics and film as artistic mediums, we will consider topics ranging from cross-cultural translation, ontologies of otherness, and modes of mediated history. Beyond questions of fidelity, we will look at what it means to adapt particular stories at particular moments. How does an X-Men comic from 1982 adapt to meet the historical needs of its film adaptation in 2002? What do we mean when we say a particular adaptation is "good" or that another attempt "failed"? The works this course will consider are meant to challenge our understanding of what the art of comics can be.

Instructor(s): J. Rosenow Terms Offered: Spring

Prerequisite(s): CMST 10100 or permission of instructor.

Equivalent Course(s): MAAD 25612

CMST 25820. Film and Fiction. 100 Units.

This course addresses three distinct but related critical problems in the contemporary understanding of film and fiction. The most general is the question of how we might go about linking the practice of criticism in the literary arts with that of the screen arts. Where are the common issues of structure, form, narration, point of view management, and the like? Where, on the other hand, are the crucial differences that lie in the particularities of each domain—the problem that some have labeled "medium specificity" in the arts? The second problem has to do more specifically with questions of adaptation. Adaptation is a fact of our cultural experience that we encounter in many circumstances, but perhaps in non more insistently as when we witness the reproduction of a literary narrative in cinematic or televisual form? Adaptation theory has taught us to look beyond the narrow criterion of "fidelity" a far too limiting in scope? But when we look beyond, what do we look for, and what other concepts guide our exploration? The third and final problem has to do with the now rampant genre of the "film based on fact," especially when the facts derive from a particular source text, as in the recent case of Spike Lee's *BlacKkKlansman*? What has this genre become so popular? What are its particular genre markings (e.g., excessive stylization, the use of documentary footage of the actual persons and events involved)? How does fictionalization operate on the facts in particular cases?

Instructor(s): James Chandler Terms Offered: Spring

Prerequisite(s): Students enrolled in the course will be expected to attend screenings and participate in class discussions. There will be written exercise at midterm (3-4 pp.) and a longer final paper (12pp.).

Equivalent Course(s): ENGL 20720

CMST 26303. Chris Marker. 100 Units.**CMST 26310. Luis Buñuel in French Context. 100 Units.****CMST 26402. Orson Welles. 100 Units.**

Only in his mid-20s when he made *Citizen Kane*, Orson Welles became one of the great directors and actors of the mid twentieth century. This course will explore the various aspects of his career, including his early work in radio and theater, and focusing on both his career in Hollywood and his work as an independent director. We'll screen and discuss the films Welles made, including major releases and incomplete projects, using them to think about topics such as authorship, genre, film and politics, magic, theater and cinema, adaptation, genius and virtuosity, image and sound, styles of acting, and ideas of cinematic realism and artifice.

Terms Offered: Spring

Prerequisite(s): PQ: CMST 10100 Introduction to Film or consent of instructor.

Equivalent Course(s): CMST 36402

CMST 26403. Post WWII American Mise en Scene Directors. 100 Units.

This course will treat the style of a number of American Hollywood feature film directors during the two decades after World War II, including Nicholas Ray, Anthony Mann, Otto Preminger, and others. These directors were singled out at that time by the critics writing for the French journal *Cahiers du Cinema* as auteurs, directors with a consistent style. Critics in France, England, and the USA used the term *mise en scene* to discuss their use of framing, performance, editing, and camera movement and especially their use of new technologies such as wide screen and color. This course will explore the concept of directors' style as well as the mode of close analysis criticism that grew out of this concept.

Equivalent Course(s): AMER 26403, CMST 36403

CMST 26405. D.W. Griffith. 100 Units.

Controversies fuel American politics and culture. One hundred years ago, *Intolerance* shook the world, if not the most famous, then the most the most expensive and seminal movie ever made. One hundred and one, *The Birth of a Nation* generated the loudest controversy on the issue of race; at the same time, its powerful suspense sequence in the finale made this movie a fundamental of action-movie filmmaking for the century to come. Griffith came to movie industry in 1908 and dropped out of it in 1931. This course offers a quarter-of-a-century vast panorama of inventions and innovations, shames and triumphs, brilliant successes and spectacular failures connected with D.W. Griffith, the most famous pioneer in the history of film.

Equivalent Course(s): AMER 36405, AMER 26405, CMST 36405, FNLD 26405

CMST 26503. Scandinavian Cinema in the Classic Period (1910-1960) 100 Units.

During the 1910s Scandinavian cinema was among the most popular cinemas in the world. The best directors, actresses, and actors developed a mastery of cinematic expression and screen appearance never seen before in cinema. Erotically charged melodramas and comedies were the most popular genres, but also poetic masterpieces such as *The Passion of Joan of Arc* are key works from this era. The course will explore the breathtaking appearances of such celebrated female stars as Asta Nielsen and Greta Garbo, and analyze silent masterpieces such as Blom's early science fiction films, the dramas of Christensen, Stiller, Sjöström, and Dreyer, and the early films of Tancred Ibsen and Ingmar Bergman. All readings are in English.

Instructor(s): E. Rossaak Terms Offered: Autumn

Prerequisite(s): PQ: CMST 10100 Introduction to Film or consent of instructor.

Equivalent Course(s): CMST 36503

CMST 26705. Kieslowski: The Decalogue. 100 Units.

In this class, we study the monumental series "The Decalogue" by one of the most influential filmmakers from Poland, Krzysztof Kieślowski. Without mechanically relating the films to the Ten Commandments, Kieślowski explores the relevance of the biblical moral rules to the state of modern man forced to make ethical choices. Each part of the series contests the absolutism of moral axioms through narrative twists and reversals in a wide, universalized sphere. An analysis of the films will be accompanied by readings from Kieślowski's own writings and interviews, including criticism by Žižek, Insdorf, and others.

Equivalent Course(s): CMST 36705, REES 27026, REES 37026, FNLD 24003

CMST 26810. Agnes Varda. 100 Units.

This course examines the work of one of the most significant directors working in France today. From the 1960s to the present day, Varda's films have been crucial to the development of new film practices: both in the past-as with the birth of the French New Wave Cinema-and in the present by exploring new forms of visual narration and by working with moving images in gallery spaces.

Instructor(s): D. Blucher Terms Offered: Autumn

Equivalent Course(s): FNLD 26506, GNSE 26810, FREN 26811

CMST 27005. Filming the Police. 100 Units.

Filming the police" as a research topic has been taken up in a range of disciplines and subfields from legal and information studies to surveillance and police studies. In film and media studies, the 1991 George Holliday video of the beating of Rodney King by the LAPD played an important and controversial role in the formation of documentary studies as a subfield and in debates about indexicality, the nature of photographic evidence, and realism-issues at the core of the discipline. While this course will survey the topic of the filming of police from multiple perspectives, it aims to construct a specifically disciplinary framework for research on police violence. Topics to include dashboard and body cameras; surveillance, sousveillance, and the regime of visibility; investigative and citizen journalism; records management and archiving; evidence in court proceedings and in the public sphere; police, media, and ideology; the ethics and politics of looking at black suffering; art about police violence; filming the police in an international frame.

Instructor(s): S.Skvirsky Terms Offered: Winter

Equivalent Course(s): HMRT 37005, MAAD 12005, CMST 37005, HMRT 27005

CMST 27011. Experimental Captures. 100 Units.

This production-based class will explore the possibilities and limits of capturing the world with imaging approaches that go beyond the conventional camera. What new and experimental image-based artworks can be created with technologies such as laser scanning, structured light projection, time of flight cameras, photogrammetry, stereography, motion capture, sensor augmented cameras or light field photography? This hands-on course welcomes students with production experience while being designed to keep established tools and commercial practices off-kilter and constantly in question.

Instructor(s): M. Downie Terms Offered: Winter

Equivalent Course(s): ARTV 27923, MAAD 21011, CMST 37011, ARTV 37923

CMST 27020. Live Cinema. 100 Units.

This production-oriented class will examine contemporary approaches to the performed digital moving image. Through studying the range of tools and conceptual frameworks that have sought to fuse live visuals in performance in contexts spanning theater, dance, music, installation and public art, students will complete a series of critical sketches leading towards a final project using custom software developed in and for the class. Film production, music composition, and computer programming experience are welcome (but none are prerequisites for the course). Students will be expected to ultimately use the techniques they learn in a final performance.

Instructor(s): M.Downie Terms Offered: Spring

Equivalent Course(s): CMST 37020

CMST 27110. Digital Cinema. 100 Units.

Since the 1970s, movies have become increasingly dependent on digital technologies. This course explores a range of issues related to the digitization of cinema's production, distribution, and exhibition, including the cultural contexts and aesthetic practices surrounding these technological shifts as well as their experiential and political dimensions. In particular, we will explore such topics as digital cinematography's relation to cinematic realism, emerging trends in editing practices, the political implications of digital special effects, and the ways that other digital media influence cinematic techniques. Texts discussed include works by Lev Manovich, Stephen Prince, Kristen Whissel, Hito Steyerl, Steven Shaviro, and Vivian Sobchack. Screenings include works by Lana and Lilly Wachowski, Agnes Varda, Bong Joon-Ho, Michael Bay, Brad Bird, and Leos Carax.

Note(s): This course does not satisfy the general education requirement in the arts.

Equivalent Course(s): MAAD 14110

CMST 27112. Cinema and Movement. 100 Units.

That movies move is one of the most basic facts about the medium. This course investigates various aesthetic dimensions of movement throughout the history of the moving image—from early cinema and the avant garde to Hollywood musicals and Disney cartoons. Combining philosophical, critical, and historical readings with careful analysis of films, we will cover topics that include early spectators' fascination with the moving image itself, the relation between the natural perception of movement and cinematic movement, the history and poetics of camera movement, different technologies for recording and simulating movement (including cel animation and CGI), and the problems that movement has posed as an object of aesthetic analysis. Texts discussed include works by Gilles Deleuze, Henri Bergson, Vivian Sobchack, Kristin Thompson, and Arthur Danto. Screenings include works by Busby Berkeley, Maya Deren, Max Ophuls, Chuck Jones, Chris Marker, Chantal Akerman, and Gus Van Sant.

Instructor(s): J. Schonig Terms Offered: Autumn

CMST 27201. Zizek on Film. 100 Units.

Slavoj Zizek has used film as the great expositor of his theories of ideology, perversion, sexuality, politics, nostalgia, and otherness. In this discussion-heavy course we will watch a lot of film from the directorial subjects of his main discussions (Chaplin, Rossellini, Lynch, Haneke, Kiesłowski, Tarkovsky, von Trier, Hitchcock, and others) alongside Zizek's theoretical writings on their film. The course examines why for the man who has been called the "Elvis of cultural theory" film is such a perfect lens through which to examine social situatedness and intersubjective "aporia." There is no "paperwork" assigned for the course. The course is conducted seminar style and participants are expected to be vocal, prepared, and somewhat ornery.

Instructor(s): M. Sternstein

Equivalent Course(s): ENGL 18600

CMST 27205. Film Aesthetics. 100 Units.

The main questions to be discussed are: the bearing of cinema on philosophy; or in what sense, if any, is cinema a form of philosophical thought? What sort of distinctive aesthetic object is a film, or what is the "ontology" of film? What, in particular, distinguishes a "realist" narrative film? What is a "Hollywood" film? What is a Hollywood genre? Authors to be read include, among others, Bazin, Cavell, Perkins, Wilson, Rothman. Films to be seen and discussed, among others, include films by Bresson, Ford, Ophuls, Cukor, Hitchcock, and the Dardenne brothers.

(I)

Instructor(s): J. Conant, R. Pippin Terms Offered: Spring

Equivalent Course(s): PHIL 20208, PHIL 30208, CMST 37205, SCTH 38112

CMST 27220. Classical Film Theory. 100 Units.

This seminar will present a critical survey of the principal authors, concepts, and films in the classical period of film theory. The main though not exclusive emphasis will be the period of silent film and theorists writing in the context of French and German cinema. We will study the aesthetic debates of the period in their historical context, whose central questions include: Is film an art? If so, what specific and autonomous means of expression define it as an aesthetic medium? What defines the social force and function of cinema as a mass art? Weekly readings and discussion will examine major film movements of the classical period—for example, French impressionism and Surrealism—as well as the work of major figures such as Vachel Lindsay, Hugo Münsterberg, Rudolf Arnheim, Jean Epstein, Germaine Dulac, Béla Balázs, Erwin Panofsky, Hans Richter, Siegfried Kracauer, Walter Benjamin, André Bazin, and others.

Instructor(s): D.N. Rodowick Terms Offered: Spring

Prerequisite(s): CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.

Equivalent Course(s): CMST 37220

CMST 27230. Modern Film Theory. 100 Units.

This course will examine influential writings on photography, film, and film narrative published in the post-war period in the context of semiology, structuralism, and narratology. We will examine how questions of form, structure, and narrative in film and photography are addressed by critics writing from the end of World War II until the early seventies, especially in France and Italy. In what ways can the image be considered a sign? How do images come to have meaning in a denotative or connotative sense? What are the principal codes organizing images as narrative media and how do spectators recognise those codes? Readings will include work by Roland Barthes, Christian Metz, Jean Mitry, Noël Burch, Raymond Bellour, Umberto Eco, Pier Paolo Pasolini, and David Bordwell, among others.

Instructor(s): D.N. Rodowick Terms Offered: Winter

Prerequisite(s): CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.

Equivalent Course(s): CMST 37230

CMST 27803. The Body of Cinema: Hypnoses, Emotions, Animalities. 100 Units.

Equivalent Course(s): CMST 47803, ENGL 37803

CMST 27805. Framing, Re-framing, and Un-framing Cinema. 100 Units.

By cinema, we mean the art of the moving image, which is not limited to the material support of a flexible band called film. This art reaches back to early devices to trick the eye into seeing motion and looks forward to new media and new modes of presentation. With the technological possibility of breaking images into tiny pixels and reassembling them and of viewing them in new way that this computerized image allows, we now face the most radical transformation of the moving image since the very beginnings of cinema. A collaboration between the OpenEndedGroup (Marc Downie and Paul Kaiser), artists who have created new modes of the moving image for more than decade, and film scholar Tom Gunning, this course will use this moment of new technologies to explore and expand the moving image before it becomes too rigidly determined by the powerful industrial forces now propelling it forward. This course will be intensely experimental as we see how we might use new computer algorithms to take apart and re-experience classic films of the past. By using new tools, developed for and during this class, students will make new experiences inside virtual reality environments for watching, analyzing, and recombining films and that are unlike any other. These tools will enable students, regardless of previous programming experience, to participate in this crucial technological and cultural juncture.

Equivalent Course(s): ARTV 30805, ARTV 20805, CMST 37805

CMST 27810. Cinema and New Media. 100 Units.

Over the past two decades, new media such as television, computers and the web, digital image production, and video games have begun to transform, and even supplant, the social and cultural prominence of cinema. This course will look at how these media work: the history of their development, the changes they have brought about in a broader media culture, their political implications, and their social status and significance (e.g., the place they occupy in culture, the kinds of interactions they make possible). The focus will equally be on the ways in which cinema has responded to the changing digital landscape, which will be explored through both blockbuster and experimental films as well as video and web-based art. Readings will be taken from the history of film theory, recent work in media history and archeology, and theoretical studies of digital media and technology.

Instructor(s): D. Morgan Terms Offered: Autumn

CMST 27911. Augmented Reality Production. 100 Units.

Focusing on experimental moving-image approaches at a crucial moment in the emerging medium of augmented reality, this class will explore and interrogate each stage of production of AR works. Students in this production-based class will examine the techniques and opportunities of this new kind of moving image. During this class we'll study the construction of examples across a gamut from locative media, journalism, and gameplay-based works to museum installations. Students will complete a series of critical essays and sketches towards a final augmented reality project using a custom set of software tools developed in and for the class.

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

Equivalent Course(s): MAAD 22911, ARTV 27921, CMST 37911, ARTV 37921

CMST 27915. Introduction to Videogame Studies: Art, Play, and Society. 100 Units.

This course is intended as an introduction to the study of videogames in the humanities. Topics include videogame form (visual style, spatial design, sound, and genre); videogames as a narrative medium; embodiment and hapticity in videogame play; issues of identity/identification, performance, and access related to gender, sexuality, race and ethnicity, ability, and class; and rhetorical, educational, and political uses of videogames. Just as the videogame medium has drawn from older forms of art and play, so the emerging field of videogame studies has grown out of and in conversation with surrounding disciplines. With this in mind, readings and topics of discussion will be drawn both from videogame studies proper and from other fields in the humanities - including, but not limited to, English, art history, and cinema and media studies. Undergraduates should be prepared for an MA-level reading load but will write final papers of the standard length for upper-level undergraduate courses (8-10 pages versus 12-15 for MA students). MA students interested in pursuing a particular research topic in-depth will be given supplemental readings. This course will also be designed to take advantage of the University of Chicago's videogame collection, and will require game play both individually and as part of group play sessions.

Instructor(s): Christopher Carloy Terms Offered: Spring

Note(s): Email for instructor consent

Equivalent Course(s): DIGS 30010, CMST 37915, ENGL 24515, MAAD 27915, DIGS 20010, ENGL 34515, MAPH 34515

CMST 27916. Critical Videogame Studies. 100 Units.

Since the 1960s, games have arguably blossomed into the world's most profitable and experimental medium. This course attends specifically to video games, including popular arcade and console games, experimental art games, and educational serious games. Students will analyze both the formal properties and sociopolitical dynamics of video games. Readings by theorists including Ian Bogost, Roger Caillois, Nick Dyer-Witheford, Mary Flanagan, Jane McGonigal, Lisa Nakamura, and Katie Salen will help us think about the growing field of video game studies. This is a 2019-20 Signature Course in the College. (Theory)

Instructor(s): Patrick Jagoda Terms Offered: Autumn

Equivalent Course(s): MAAD 12320, GNSE 22320, SIGN 26038, ENGL 12320

CMST 27920. Virtual Reality Production. 100 Units.

Focusing on experimental moving-image approaches at a crucial moment in the emerging medium of virtual reality, this class will explore and interrogate each stage of production for VR. By hacking their way around the barriers and conventions of current software and hardware to create new optical experiences, students will design, construct and deploy new ways of capturing the world with cameras and develop new strategies and interactive logics for placing images into virtual spaces. Underpinning these explorations will be a careful discussion, dissection and reconstruction of techniques found in the emerging VR "canon" that spans new modes of journalism and documentary, computer games, and narrative "VR cinema." Film production and computer programming experience is welcome but not a prerequisite for the course. Students will be expected to complete short "sketches" of approaches in VR towards a final short VR experience.

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

Equivalent Course(s): MAAD 24920, ARTV 27920, CMST 37920, ARTV 37920

CMST 28006. Minimalist Experiment in Film and Video. 100 Units.

This multilevel studio will investigate minimalist strategies in artists' film and video from the late 1960s to the present day. Emphasis will be placed on works made with limited means and/or with "amateur" formats such as Super-8 and 16mm film, camcorders, Flip cameras, SLR video, and iPhone or iPad. Our aim is to imagine how to produce complex results from economical means. Important texts will be paired with in class discussion of works by artists such as Andy Warhol, Yoko Ono, Kurt Kren, Jack Goldstein, Larry Gottheim, Bruce Baillie, James Benning, John Baldessari, Morgan Fisher, Stan Douglas, Matthew Buckingham, Sam Taylor-Wood, and others.

Instructor(s): D.N. Rodowick Terms Offered: Autumn

Equivalent Course(s): ARTV 23805, CMST 38006, ARTV 33815

CMST 28010. Sound / Image Mapping. 100 Units.

This class will examine the history and production of "hard" sound-image relationships through the lens of computational form. Through studying the range of digital and mechanical tools that have sought to couple the senses - from 19th century color organs and dreams of synesthesia, through music videos and contemporary new media installations, to recent advances in "machine listening" - students will complete a series of critical essays and sketches leading towards a final project using custom software developed in and for the class.

Instructor(s): M. Downie Terms Offered: Winter
Equivalent Course(s): ARTV 27922, MAAD 20810

CMST 28100. Issues in Film Music. 100 Units.

This course explores the role of film music in the history of cinema. What role does music play as part of the narrative (source music) and as nondiegetic music (underscoring)? How does music of different styles and provenance contribute to the semiotic universe of film? And how did film music assume a central voice in twentieth-century culture? We study music composed for films (original scores) as well as pre-existent music (e.g., popular and classical music). The twenty films covered in the course may include classical Hollywood cinema, documentaries, foreign (e.g., non-Western) films, experimental films, musicals, and cartoons.

Instructor(s): B. Hoeckner

Note(s): This course typically is offered in alternate years.

Equivalent Course(s): MUSI 22901, MUSI 30901, CMST 38100

CMST 28114. Film and Philosophy: Issues in Melodrama. 100 Units.

The general question to be addressed: might film (fictional narratives or "movies") be a reflective form of thought, and if so, might that form of reflection be considered a philosophical one? The genre to be interrogated with this question in mind will be melodramas, narratives of great suffering and extreme emotional experiences, the best of which explore how we might make sense of such suffering. A prominent question: the difference between tragedy and melodrama, and the bearing of that difference on the general question. Another: might such films be a form of collective self-knowledge at a time? Another: might such films be a unique way to explore the problems philosophers call "moral psychology," and what difference should it make to philosophers if the psychological subjects in such an inquiry are women? We shall watch nine films in connection with these questions: *Stella Dallas* (1937); *Now Voyager* (1942); *Letter from an Unknown Woman* (1948); *Caught* (1949); *Rebel Without a Cause* (1955); *All that Heaven Allows* (1955); *Ali: Fear Eats the Soul* (1974); *Written on the Wind* (1956); and *Imitation of Life* (1959); Readings will include Stanley Cavell's *Contesting Tears*, and essays by Linda Williams, Laura Mulvey, George Wilson, Christine Gledhill, Victor Perkins, Rainer Fassbinder, Thomas Elsaesser, and others. (A) (I)

Equivalent Course(s): GRMN 35550, SCTH 38114, CMST 38114, PHIL 38114, SCTH 28114, PHIL 28114

CMST 28118. Listening to Movies. 100 Units.

This course shifts our critical attention from watching movies to listening to them. Amid a strong emphasis on cinema-ranging from musical accompaniment during the silent era to sound in experimental films; or from classical Hollywood underscoring to Bollywood musical numbers-we will consider the soundtrack of moving pictures within a growing variety of audiovisual media, including television, music videos, and computer games. Interactive lectures (Mondays and Wednesdays) and discussion sections (Fridays) combine a historical overview with transhistorical perspectives. Supplemented by screenings and readings, the course will address a variety of issues and topics: aesthetic and psychological (such as representation, narration, affect); cultural and political (such as race, ethnicity, propaganda); social and economic (such as technology, production, dissemination).

Instructor(s): Berthold Hoeckner Terms Offered: Spring

Equivalent Course(s): SIGN 26021, MUSI 20918

CMST 28202. Contemporary Documentary. 100 Units.

In our era of post-truth, this course proposes to investigate strategies developed by contemporary documentaries to present and/or question facts, truth, and objectivity. Among other topics, we will consider questions such as the following: What lines can be drawn between discourse, representation, and fiction? Do these documentaries aim to create truthfulness or skepticism? What kind of awareness--individual, social, or political--to they try to raise and promote?

Instructor(s): D. Blucher Terms Offered: Spring

Equivalent Course(s): CMST 38202

CMST 28310. Kafka and Performance. 100 Units.

This laboratory seminar is devoted to exploring the texts of Franz Kafka through the lens of performance. In addition to weekly scenic experiments and extensive critical readings (on Kafka as well as performance theory) we will explore the rich history of adapting Kafka in film, theater, puppetry, opera, and performance.

Equivalent Course(s): GRMN 23110, FNDL 22115, TAPS 22110, TAPS 32110, GRMN 32110, CMST 38310

CMST 28500-28600-28700. History of International Cinema I-II-III.

This sequence is required of students majoring in Cinema and Media Studies. Taking these courses in sequence is strongly recommended but not required.

CMST 28500. History of International Cinema I: Silent Era. 100 Units.

This course provides a survey of the history of cinema from its emergence in the mid-1890s to the transition to sound in the late 1920s. We will examine the cinema as a set of aesthetic, social, technological, national, cultural, and industrial practices as they were exercised and developed during this 30-year span. Especially important for our examination will be the exchange of film techniques, practices, and cultures in an international context. We will also pursue questions related to the historiography of the cinema, and examine early attempts to theorize and account for the cinema as an artistic and social phenomenon.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): This is the first part of a two-quarter course.

Equivalent Course(s): CMLT 32400, ARTV 20002, ARTH 38500, ARTH 28500, MAPH 33600, CMLT 22400, MAAD 18500, ENGL 29300, CMST 48500, ENGL 48700

CMST 28600. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): ARTV 20003, ARTH 38600, CMST 48600, CMLT 32500, MAPH 33700, ENGL 48900, CMLT 22500, REES 45005, REES 25005, ENGL 29600, MAAD 18600, ARTH 28600

CMST 28700. History of International Cinema, Part III: 1960 to Present. 100 Units.

This course will continue the study of cinema around the world from the late 1950s through the 1990s. We will focus on New Cinemas in France, Czechoslovakia, Germany, the United States, the United Kingdom, and other countries. We will pay special attention to experimental stylistic developments, women directors, and well-known auteurs. After the New Cinema era we will examine various developments in world cinema, including the rise of Bollywood, East Asian film cultures, and other movements.

Instructor(s): J.Lastra Terms Offered: Spring

Note(s): This course follows the subject matter taught in CMST 28500/48500 and CMST 28600/48600, but these are not prerequisites.

Equivalent Course(s): CMST 38700, MAAD 18700

CMST 28600. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): ARTV 20003, ARTH 38600, CMST 48600, CMLT 32500, MAPH 33700, ENGL 48900, CMLT 22500, REES 45005, REES 25005, ENGL 29600, MAAD 18600, ARTH 28600

CMST 28700. History of International Cinema, Part III: 1960 to Present. 100 Units.

This course will continue the study of cinema around the world from the late 1950s through the 1990s. We will focus on New Cinemas in France, Czechoslovakia, Germany, the United States, the United Kingdom, and other countries. We will pay special attention to experimental stylistic developments, women directors, and well-known auteurs. After the New Cinema era we will examine various developments in world cinema, including the rise of Bollywood, East Asian film cultures, and other movements.

Instructor(s): J.Lastra Terms Offered: Spring

Note(s): This course follows the subject matter taught in CMST 28500/48500 and CMST 28600/48600, but these are not prerequisites.

Equivalent Course(s): CMST 38700, MAAD 18700

CMST 28703. Video Art: The Analog Years. Theory, Technology, Practice. 100 Units.

The course gives a critical introduction to early video and television art - from the proto-televisual impulses in the historical avant-gardes to the increasing proximity between analog and digital technologies in video art in the late 1970's and early 1980's. We will focus on the various technical aspects of analog video, as well as on artistic practice and early writings on the subject. Topics will include the technics and politics of time; video, feedback systems and ecology; the reconfiguration of the artist's studio; guerilla politics and alternative TV; video and autobiography; the relation between video and painting; the musical history of video; the invention of new machines; and video as a "television viewer".

Instructor(s): I. Blom Terms Offered: Autumn

Equivalent Course(s): ARTH 31313, CMST 38703, ARTH 21313

CMST 28800. Computational Imaging. 100 Units.

This studio course introduces fundamental tools and concepts used in the production of computer-mediated artwork. Instruction includes a survey of standard digital imaging software and hardware (i.e., Photoshop, scanners, storage, printing, etc.), as well as exposure to more sophisticated methods. We also view and discuss the historical precedents and current practice of media art. Using input and output hardware, students complete conceptually driven projects emphasizing personal direction while gaining core digital knowledge.

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

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): MAAD 22500, ARTV 32500, ARTV 22500

CMST 28921. Introduction to 16mm Filmmaking. 100 Units.

The goal of this intensive laboratory course is to give its students a working knowledge of film production using the 16mm gauge. The course will emphasize how students can use 16mm technology towards successful cinematography and image design (for use in both analog and digital postproduction scenarios) and how to develop their ideas towards constructing meaning through moving pictures. Through a series of group exercises, students will put their hands on equipment and solve technical and aesthetic problems, learning to operate and care for the 16mm Bolex film camera; prime lenses; Sekonic light meter; Sachtler tripod; and Arri light kit and accessories. For a final project, students will plan and produce footage for an individual or small group short film. The first half the class will be highly structured, with demonstrations, in-class shoots and lectures. As the semester continues, class time will open up to more of a workshop format to address the specific concerns and issues that arise in the production of the final projects. This course is made possible by the Charles Roven Fund for Cinema and Media Studies.

Instructor(s): T. Comerford Terms Offered: Winter

Equivalent Course(s): MAAD 23808, CMST 38921, ARTV 33808, ARTV 23808

CMST 28922. Intermediate 16mm Filmmaking. 100 Units.

This course will allow students to continue working on projects begun in the Intro to 16mm Production course (or developing a new small-scale project), in addition to developing skills with the following: sophisticated approaches to cinematography (comparative and reflective light metering, color negative exposure); varying workflows for post-production editing (analog and digital); and sound recording and design. Students will meet as a group for lectures, technical demonstrations and a shooting workshop. Course meeting time will also be set aside for individual conferences with the instructor to address project development and completion. Students should expect to budget between 120.00-500.00 for their filmstock and processing costs, depending on the project. This course is made possible by the Charles Roven Fund for Cinema and Media Studies. Instructor permission required.

Instructor(s): T. Comerford Terms Offered: Spring

Prerequisite(s): Permission from instructor is required for registration. Students will bid for entry to the class by emailing tcomerford@uchicago.edu, listing their year, major and previous production experience. Priority will be given to students who have previously completed the Intro to 16mm course, followed by CMS and DOVA majors, from graduate students to first-years. Students whose bids are accepted will be registered officially by the instructor at the first class meeting.

Equivalent Course(s): ARTV 28001, CMST 38922, ARTV 38001

CMST 29002. Motion Pictures in the Human Sciences. 100 Units.

This course will examine the relationship between moving images, particularly motion-picture films, and the human sciences, broadly construed, from the early days of cinema to the advent of functional magnetic resonance imaging (fMRI). It will use primary source documents alongside screenings to allow students to study what the moving image meant to researchers wishing to develop knowledge of mind and behavior, and what they thought film could do that still photography and unmediated human observation could not. The kinds of motion pictures we will study will vary widely, from infant development studies to psychiatric films, from documentaries to research films, and from films made by scientists or clinicians as part of their laboratory or therapeutic work to experimental films made by seasoned filmmakers. We will explore how people used the recordings they made in their own studies, in communications with other scientists, and for didactic and other purposes. We will also discuss how researchers' claims about mental processes-perception, memory, consciousness, and interpersonal influence-drew on their understandings of particular technologies.

Terms Offered: Spring

Equivalent Course(s): CHSS 35208, HIST 35208, HIPS 25208, CMST 39002, HIST 25208

CMST 29200. Advanced Seminar. 100 Units.

This seminar emphasizes disciplinary methodologies in the history and theory of cinema and media, and close film, image, and media analysis. The topics covered in the Junior Seminar are intrinsic to BA-level training in Cinema and Media Studies, and are central to building the skills necessary for completing the B.A. thesis, as well as the written portion of the creative thesis option. The Advanced Seminar will be offered during both the fall and spring quarters. Students who wish to study abroad during spring quarter of their third year must meet with the Director Undergraduate Studies no later than the beginning of their third year to discuss possible alternatives.

Instructor(s): J.Lastra; J.Stewart Terms Offered: Autumn Spring

CMST 29300. Aesthetics: Phil/Photo/Film. 100 Units.

Equivalent Course(s): CMST 39300, ARTH 27301, PHIL 31301, PHIL 21100, ARTH 37301

CMST 29700. Reading and Research CMST. 100 Units.

This course is primarily intended for students who are majoring in Cinema and Media Studies and who can best meet program requirements by studying under a faculty member's individual supervision. The subject matter, course of study, and requirements are arranged with the instructor prior to registration.

Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of faculty adviser and Director of Undergraduate Studies

Note(s): Students are required to submit the College Reading and Research Form. This course may be counted toward distribution requirements for the major.

CMST 29800. BA Thesis Seminar. 100 Units.

This seminar is designed to provide fourth-year students with a sense of the variety of methods and approaches in the field (e.g., formal analysis, cultural history, industrial history, reception studies, psychoanalysis). Students present material related to their BA project, which is discussed in relation to the issues of the course.

Instructor(s): J. Lastra Terms Offered: Autumn

Prerequisite(s): Offered in autumn quarter; required of seniors majoring in Cinema and Media Studies.

CMST 29900. Senior Thesis Workshop. 000 Units.

Students in the CMS Intensive Thesis track should enroll in 29900 in winter quarter of their final year in order to ensure full and rigorous participation in the Senior Thesis Workshop led by CMS graduate preceptors. Students enroll in 29900 using the section number of their BA thesis adviser which can be obtained from the departmental coordinator in CMS, or the student's College advisor.

Terms Offered: Spring Winter

Prerequisite(s): Consent of instructor. Required of students in the Intensive Thesis Track in Cinema and Media Studies.

Note(s): Students are required to submit the College Reading and Research Form. This course may not be counted toward requirements for the major or as a free-elective credit.

For the most up-to-date listing of Cinema and Media Studies courses, please visit the Courses page on the Cinema and Media Studies website, at cms.uchicago.edu/courses.



CLASSICAL STUDIES

Department Website: <http://classics.uchicago.edu>

PROGRAMS OF STUDY

The BA degree in Classical Studies allows students to explore Greek and Roman antiquity in a variety of ways and provides excellent preparation for careers that require strong skills in interpretation and writing, such as teaching, scholarly research, law, and publishing, and in the humanities in general. Students may choose from the following three variants based on their preparation, interests, and goals:

1. The Language and Literature Variant combines the study of Greek and Latin texts with coverage of diverse areas, including art and archaeology, history, philosophy, religion, and science.
2. The Language Intensive Variant focuses on languages with the aim of reading a larger selection of texts in the original languages; it is designed especially for those who wish to pursue graduate studies in classics.
3. The Greek and Roman Cultures Variant emphasizes courses in art and archaeology, history, material culture, and texts in translation.

Students in other fields of study may also complete a minor in Classical Studies. Information follows the description of the major.

LANGUAGE AND LITERATURE VARIANT

The Language and Literature variant combines the study of Greek and Latin texts with coverage of diverse areas, including art and archaeology, history, philosophy, religion, and science. It allows students to focus their language study exclusively on Greek or on Latin, or they may study both languages with an emphasis on one or the other.

1. Six courses (or the equivalent) in Greek and/or Latin, including the intermediate level (20100-20200-20300) or above in at least one of those languages. The program assumes that, in addition to the requirements for the major, students have completed or have credit for an initial year of language study in either Latin or Greek. Beginning-level courses may count in the major only if the student has already taken an intermediate (or higher) sequence in the other language. Examples of ways to satisfy the language requirement include: LATN 20100-20200-20300 Intermediate Latin I-II-III AND LATN 21100 Roman Elegy-LATN 21200 Roman Novel-LATN 21300 Vergil; OR LATN 20100-20200-20300 Intermediate Latin I-II-III AND GREK 10100-10200-10300 Introduction to Attic Greek I-II-III.
2. Six courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation, with courses divided between at least two of those fields and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization listing, or a Classics listing between 30100 and 39000, meets this requirement. Other eligible courses are offered in disciplines such as Art History, Interdisciplinary Studies in the Humanities, Philosophy, and Political Science. These courses should be chosen in consultation with the director of undergraduate studies.
3. By the end of the Spring Quarter of their third year, students are required to submit to the director of undergraduate studies a research skills paper of around 10–12 pages as a Word or PDF file in an email attachment. The paper, which will normally substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization, or Classics course, is designed to prepare students for the BA paper. Students will be expected to develop a reasoned argument on a particular topic, based not only on primary materials (ancient literary texts; material culture; etc.) but also on research of relevant secondary bibliography. Students should declare at the start of the quarter if they wish to take a certain course in conjunction with the research skills paper and should work closely throughout the quarter with the faculty instructor, who must approve the paper as satisfying the requirement.
4. CLCV 29800 BA Paper Seminar, a one-quarter course spread over Autumn and Winter Quarters. See BA Paper Seminar and BA Paper for more information.

Summary of Requirements: Language and Literature Variant

Six courses in Greek or Latin *	600
Six courses in Greek or Roman art, history, philosophy, science, religion, material culture, or classical literature in translation +	600
CLCV 29800 BA Paper Seminar	100
Total Units	1300

* Must include the intermediate level (20100-20200-20300) or above in at least one of those two languages.

+ Courses must be divided between at least two of those fields.

LANGUAGE INTENSIVE VARIANT

The Language Intensive Variant is designed for students who expect to continue Classical Studies at the graduate level. It aims to provide the level of linguistic proficiency in both Greek and Latin that is commonly expected of applicants to rigorous graduate programs. The program assumes that, in addition to the requirements for the major, students have completed, or have credit for, a year of language study in either Greek or Latin. Students must also use some of their general electives to meet the language requirements of this program variant.

No course that is used to meet one of the following requirements may be used simultaneously to meet a requirement under any other category.

1. Six courses (or the equivalent) in one classical language (Greek or Latin) at the 20000 level or above.
2. Six courses (or the equivalent) in the other classical language, three of which may be at the introductory level.
3. Four courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation, with courses divided between at least two of those fields, and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization listing, or a Classics listing between 30100 and 39000, meets this requirement. Other eligible courses are offered in disciplines such as Art History, Interdisciplinary Studies in the Humanities, Philosophy, and Political Science. These courses should be chosen in consultation with the director of undergraduate studies.
4. By the end of the Spring Quarter of their third year, students are required to submit to the director of undergraduate studies a research skills paper of around 10–12 pages as a Word or PDF file in an email attachment. The paper, which will normally substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization, or Classics course, is designed to prepare students for the BA paper. Students will be expected to develop a reasoned argument on a particular topic, based not only on primary materials (ancient literary texts; material culture; etc.) but also on research of relevant secondary bibliography. Students should declare at the start of the quarter if they wish to take a certain course in conjunction with the research skills paper and should work closely throughout the quarter with the faculty instructor, who must approve the paper as satisfying the requirement.
5. CLCV 29800 BA Paper Seminar, a one-quarter course spread over Autumn and Winter Quarters. See BA Paper Seminar and BA Paper for more information.

Summary of Requirements: Language Intensive Variant

Six courses in Greek *	600
Six courses in Latin *	600
4 courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation +	400
CLCV 29800 BA Paper Seminar	100
Total Units	1700

* Six courses in one classical language (Greek or Latin) at the 20000 level or above, and six courses in the other language, three of which may be at the introductory level.

+ Courses must be divided between at least two of those fields.

GREEK AND ROMAN CULTURES VARIANT

This variant is designed for students who are interested in ancient Greece and Rome but wish to focus more on history (political, intellectual, religious, social) and material culture than on language and literature. Because the program allows many courses taught in other departments to count toward the major, it is especially suited to students who declare their major late or who wish to complete two majors.

The program assumes that, in addition to requirements for the major, students have met the general education requirement in civilization studies by taking two or three courses in a sequence related to the Ancient Mediterranean World: HIST 16700-16800-16900 Ancient Mediterranean World I-II-III; Rome: Antiquity to the Baroque sequence (taught in Rome); or Athens: Greek Antiquity and Its Legacy sequence (taught in Athens). Students who have met the general education requirement in civilization studies with a different sequence should complete one of these three sequences, which may then count toward the nine courses in classical civilization required for the major.

No course that is used to meet one of the following requirements may be used simultaneously to meet a requirement under any other category.

1. Three courses in Greek or Latin (or the equivalent) at a level appropriate to the student's prior competency, including at least one course at or above the 10300 level.

2. Nine courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation, with courses divided between at least four of those fields, and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization listing, or a Classics listing between 30100 and 39000, meets this requirement. Any course that carries a Classical Civilization listing or a Classics listing between 30100 and 39000 meets this requirement. Other eligible courses are offered in disciplines such as Art History, Interdisciplinary Studies in the Humanities, Philosophy, and Political Science. These courses should be chosen in consultation with the director of undergraduate studies.
3. By the end of the Spring Quarter of their third year, students are required to submit to the director of undergraduate studies a research skills paper of around 10-12 pages as a Word or PDF file in an email attachment. The paper, which will normally substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization, or Classics course, is designed to prepare students for the BA paper. Students will be expected to develop a reasoned argument on a particular topic, based not only on primary materials (ancient literary texts; material culture; etc.) but also on research of relevant secondary bibliography. Students should declare at the start of the quarter if they wish to take a certain course in conjunction with the research skills paper and should work closely throughout the quarter with the faculty instructor, who must approve the paper as satisfying the requirement.
4. CLCV 29800 BA Paper Seminar, a one-quarter course spread over Autumn and Winter Quarters. See BA Paper Seminar and BA Paper for more information.

Summary of Requirements: Greek and Roman Cultures Variant

3 courses in Greek or Latin	300
9 courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation ⁺	900
CLCV 29800 BA Paper Seminar	100
Total Units	1300

⁺ Courses must be divided between at least four of those fields.

BA Paper Seminar and BA Paper

Candidates for the BA degree in all variants of the Classical Studies major are required to write a substantial BA paper. The purpose of the BA paper is to enable students to improve their research and writing skills and to give them an opportunity to focus their knowledge of the field upon an issue of their own choosing.

In their *third* year, by Monday of eighth week of Spring Quarter, students must submit to the director of undergraduate studies a short statement proposing an area of research. The statement should include an abstract of a paragraph or more, outlining the problem that you wish to tackle and sketching the argument you hope to elaborate in response. You can, if you wish, discuss questions of method or earlier scholarship. You should make reference here with as much specificity as possible to the primary sources on which you will draw to substantiate your claim.

The statement must be approved in writing by a member of the Classics faculty who agrees to be the director of the BA paper. In certain cases, students may have two co-chairs, including one member of the Classics faculty and one faculty member from another department. Classics faculty at the level of associate professor and above may advise up to three BA papers, while assistant professors may advise as many as two papers. Students needing assistance in finding a faculty member with whom to work should consult with the director of undergraduate studies.

Students may register for CLCV 29800 BA Paper Seminar in either Autumn or Winter Quarter of their fourth year, but they are expected to participate in seminar meetings throughout both quarters. The focus of the seminar is to discuss research problems and compose preliminary drafts of their BA papers. Participants in the regular seminar meetings are expected to exchange criticism and ideas with each other and with the preceptor, as well as to take account of comments from their faculty readers. The grade for the BA Paper Seminar is identical to the grade for the BA paper and, therefore, is not reported to the Registrar until the paper has been submitted in Spring Quarter. The grade for the BA paper depends on participation in the seminar as well as on the quality of the paper. At the end of Autumn Quarter, a provisional grade will be assigned by the preceptor and communicated to the student via the director of undergraduate studies. Once the BA paper has been submitted, the final grade will be determined jointly by the preceptor and faculty director.

The deadline for submitting the BA paper in final form is *Friday of third week of Spring Quarter*. This deadline represents the formal submission, which is final; students should expect to submit and defend substantial drafts much earlier. Both hard copies and digital copies are to be submitted to the faculty director, seminar preceptor, and director of undergraduate studies, unless otherwise indicated. Students who fail to meet the deadline may not be able to graduate in that quarter and will not be eligible for honors consideration.

Students who undertake a *double major* may meet the requirement for a BA paper in Classical Studies by making it part of a single BA paper that is designed to meet the requirements of both majors. This combined paper must have a substantial focus on texts or issues of the classical period, and must have a Classics faculty

member as a reader. CLCV 29800 BA Paper Seminar (the two-quarter BA Paper Seminar) is required of all students majoring in Classical Studies, whether as a double major or as a single major. The use of a single essay to meet the requirement for a BA paper in two majors requires approval from directors of undergraduate studies in both majors. A consent form, to be signed by the directors of undergraduate studies, is available from the College advisers. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

GRADING

All courses taken to meet requirements in the major or minor must be taken for quality grades.

The first-year sequences in Greek and Latin (GREK 10100-10200-10300 Introduction to Attic Greek I-II-III and LATN 10100-10200-10300 Introduction to Classical Latin I-II-III) and the courses in Greek and Latin composition (GREK 34400 Greek Prose Composition and LATN 34400 Latin Prose Composition) are open for P/F grading for students not using these courses to meet language requirements for the major.

HONORS

To be recommended for honors, a student (1) must maintain an overall GPA of 3.25 or higher and a GPA of 3.5 or higher in the major and (2) must also demonstrate superior ability in the BA paper to interpret Greek or Latin source material and to develop a coherent argument. For a student to be recommended for honors, the BA paper must be judged worthy of honors by the faculty director, preceptor, and an additional faculty committee. Before the end of the Winter Quarter, the director of undergraduate studies will consult with both the faculty director and the BA preceptor to ascertain which students in the BA Seminar are likely to be nominated for honors and which papers will be forwarded to the faculty committee.

MINOR PROGRAM IN CLASSICAL STUDIES

The minor in Classical Studies requires a total of seven courses in Greek, Latin, or classical civilization. Students may choose one of two variants: a language variant that includes three courses at the 20000 level or higher in one language, or a classical civilization variant.

Students must meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the director of undergraduate studies. The director's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

CLCV courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements.

Courses in the minor must be taken for quality grades and more than half of the requirements for the minor must be courses completed at the University of Chicago.

The following groups of courses would comprise a minor in the areas indicated. Other programs may be designed in consultation with the director of undergraduate studies. Minor program requirements are subject to revision.

Greek (or Latin) Sample Variant

GREK 10100-10200-10300	Introduction to Attic Greek I-II-III *	300
GREK 20100-20200-20300	Intermediate Greek I-II-III *	300
CLCV 21200	History and Theory of Drama I **	100
Total Units		700

* Language variant of the minor requires three courses at the 20000 level or higher in Greek or Latin.

** or, for example, CLCV 21400 Marg Populations Of Rom Empire

Greek (or Latin) Sample Variant

One of the following sequences:		300
GREK 20100-20200-20300	Intermediate Greek I-II-III	
LATN 20100-20200-20300	Intermediate Latin I-II-III	
CLCV 20700-20800-20900	Ancient Mediterranean World I-II-III	300
CLCV 21400	Marg Populations Of Rom Empire **	100
Total Units		700

** or, for example, CLCV 21200 History and Theory of Drama I

Classical Civilization Sample Variant

CLCV 20700-20800-20900	Ancient Mediterranean World I-II-III **	300
CLCV 22000	Greek Tragedy and Its Influences	100
CLCV 22100	Epictetus/Marcus Aurelius	100
CLCV 24200	Invention Of Love Poem	100
CLCV 23400	Boethius: Consolation of Philosophy	100
Total Units		700

** or, for example, GREK 10100-10200-10300 Introduction to Attic Greek I-II-III or LATN 10100-10200-10300 Introduction to Classical Latin I-II-III

Credit will not be granted by examination to meet the language requirement for the minor program.

PRIZES AND GRANTS

The Arthur Adkins Summer Research Fellowship is expected to be worth \$5,000 this year. The fellowship is targeted to third-year undergraduates who are bound for graduate school, and it provides means and opportunity for the writing of a superior research paper on any aspect of the ancient world from the Bronze Age through Late Antiquity. It may be used for travel to classical sites and collections or to other research centers, and/or for living expenses during a summer devoted to research between the third and fourth year. Applicants must submit to the Classics Secretary (**by Monday, April 6, 2020**) a transcript, a statement (2–3 pages) outlining their project and its relationship to existing knowledge in the field, a plan of research together with a provisional budget for the summer, and a letter from a faculty supervisor. A written report of what was accomplished during the period of the fellowship must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This fellowship is not limited to Classical Studies majors and minors, or even to students of Greek and Latin, and although it may be used for research abroad, it does not require such research. But it does require that a student have a well-developed research project by the time of application.

The David Grene Fellowship is expected to be worth \$5,000 this year. The fellowship is targeted to undergraduates whose intellectual interests in the classical world have led them to an area of knowledge which they are unable to pursue during the regular academic year, and it allows them an opportunity to explore that interest through independent study during the summer before graduation. The independent study may involve training in a new discipline such as paleography or numismatics, first-hand experience of ancient sites and artifacts, or ancillary language study. It may be carried out under the auspices of an organized program like the American School of Classical Studies at Athens or the American Academy in Rome, or it may be tailored entirely according to the student's own plan. Applicants must submit to the Classics Secretary (**by Monday, April 6, 2020**) a transcript, project statement (2–3 pages), a provisional budget, and a faculty letter of recommendation. A written report of what was accomplished during the period of the fellowship must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This fellowship is not limited to Classical Studies majors and minors, or even to students of Greek and Latin, and it need not directly involve the study of classics, but applicants must be able to demonstrate a background of interest in the classical world.

The Pausanias Summer Research Fellowship is expected to be worth \$5,000 this year. The fellowship provides support to an undergraduate student in Classical Studies for research abroad in sites of interest for classical studies. It may be used to pursue a project of the student's own design or to participate in appropriate institutional programs abroad. Applicants must submit to the Classics Secretary (**by Monday, April 6, 2020**) a transcript, project statement (2–3 pages), provisional budget, and a faculty letter of recommendation. A written report of what was accomplished during the period of the fellowship must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This fellowship is limited to Classical Studies majors and minors.

The John G. Hawthorne Travel Prize is expected to be worth \$5,000 this year. The prize is given to an outstanding undergraduate student of classical languages, literature, or civilization for travel to Greece or Italy or for study of classical materials in other countries. It may be used to pursue a project of the student's own design or to participate in appropriate programs conducted in Greece or Italy. Applicants must submit to the Classics Secretary (**by Monday, April 6, 2020**) a transcript, project statement (2–3 pages), provisional budget, and a faculty letter of recommendation. A written report of what was accomplished during the period of the prize must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This prize is open to any student who has taken a GREK, LATN, or CLCV course in the College, and may be used for travel in Greece and/or Italy, or for classics-related study there or in other appropriate locations.

The Leon Golden Undergraduate Research Fellowship is expected to be worth \$5,000 this year. The fellowship is intended to enable undergraduates majoring in Classical Studies to develop an original research project in the field or to pursue training in ancillary studies that will enrich their work in classics. Applicants

must submit to the Classics Secretary (**by Monday, April 6, 2020**) a transcript, a statement (2–3 pages) outlining their project together with a provisional budget, and a letter from a faculty supervisor. A written report of what was accomplished during the period of the fellowship must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This fellowship is limited to Classical Studies majors, and it requires that a student have a well-developed project by the time of application.

The **Nancy P. Helmbold Travel Award** is expected to be worth \$5,000 this year. It is awarded to an outstanding undergraduate student of Greek and/or Latin for travel to Greece or Italy. Applicants must submit to the Classics Secretary (**by Monday, April 6, 2020**) a transcript, an itinerary or project statement (2–3 pages), proposed budget, and a faculty letter of recommendation. A written report of what was accomplished during the period of the award must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This award requires a student to have taken a GREK or LATN course (not merely a CLCV course) in the College. It may or may not be used for study or research, but it must be used in Greece and/or Italy.

The **Paul Shorey Foreign Travel Grant** is expected to be worth \$3,000 this year. The grant is given to a student of Greek or Latin who has been accepted to participate in the Athens Program or the Rome Program of the College, and it is to be used to defray costs incurred in the program. The terms of the grant stipulate that it is to be awarded to a "needy and deserving" student. Students who have been accepted into one of the programs and who wish to be considered for the Shorey grant are invited to submit statements explaining their need in the first week of Spring Quarter.

The **Classics Prize** is a cash award of \$500 made annually to the student who graduates with the best record of achievement in the Classical Studies major.

Examples of past successful application statements for the summer awards are available from the undergraduate prize coordinator, Peter White, (<https://classics.uchicago.edu/faculty/white>) or the director of undergraduate studies, Sofia Torallas Tovar (<https://classics.uchicago.edu/faculty/tovar>).

Offered through the Society for Classical Studies (SCS):

The **Lionel Pearson Fellowship** seeks to contribute to the training of American and Canadian classicists by providing for a period of study at an English or Scottish university. The competition is open to students majoring in Classics, or closely related fields. Fellows must undertake a course of study that broadens and develops their knowledge of Greek and Latin literature in the original languages; candidates should therefore have a strong background in the classical languages. Normally, the recipient will hold the fellowship in the academic year immediately after graduating with a bachelor's degree. The term of the fellowship is one year. The recipient may use the fellowship for part of a longer program of study, but under no circumstances will support from the fellowship extend beyond one year. Fellows are responsible for seeking and obtaining admission to the English or Scottish university where they intend to study.

The maximum amount of the fellowship will be \$24,000, which may be used to offset academic fees, travel expenses, housing and subsistence costs, and book purchases. The fellowship amount (\$24,000) is the maximum that the SCS can award, but the Faculties of Classics of both Oxford and Cambridge Universities have generously offered to support the tuition expenses of any Pearson Fellow enrolled at their institution. In these instances funds provided by the SCS should be adequate to offset the fellow's other expenses, and the SCS will attempt (but it cannot guarantee) to obtain a similar accommodation from another institution in the UK should the fellow attend a university other than Oxford or Cambridge. **Note:** The SCS cannot guarantee tuition support from other Faculties at Oxford and Cambridge (such as Philosophy or History). Students should be aware that if they can pursue their preferred course of study under the rubric of Classics, it would be to their advantage.

Candidates for the fellowship require nomination by the director of undergraduate studies by the end of the Spring Quarter for a rising fourth-year student. The Department of Classics may only nominate one student, and therefore requests that interested students submit the following materials by **Friday of eighth week** in the Spring Quarter of their third year:

- A current copy of your transcript
- One paragraph on why you would like to be nominated for the Pearson Fellowship, briefly suggesting what you might like to do with it. This should include which university or universities you are interested in attending, with whom you would like to work, and what kind of topic you would like to research and/or why you think a year doing so in the UK would be especially beneficial for you.

See more information at <https://classicalstudies.org/awards-and-fellowships/lionel-pearson-fellowship>.

CLASSICAL CIVILIZATION COURSES

CLCV 12900. Civil War Literature. 100 Units.

The Romans did not invent political strife, far from it, but they named the concept. Civil war (*bellum civile*) is technically formal war among citizens. Since antiquity, the Roman civil wars of the first century BCE, which brought the Roman Republic to the point of collapse, have been paradigmatic not only for the modern conceptualization of political discord, but for its narration. As Marx said of various stages of the French Revolution, it was fought in Roman garb, first of the Roman Republic, then of the Roman Empire. Despite the formal definition, ancient and modern tales of civil war typically turn on discord within the family, among the sexes, and in the cosmic order. Civil war comes to stand for pervasive social collapse. Beginning with Thucydides' famous description of stasis on Corcyra, readings will encompass selections from Roman history (Caesar, Sallust, Velleius Paterculus, Tacitus), biography (Plutarch, Suetonius), Latin poetry (Horace, Propertius, Vergil, Seneca, Lucan), modern novels on civil war with Roman resonances (Victor Hugo, Michel Houellebecq), and articles on civil war from political science and conceptual history. Central questions will be repetition in history, whether civil war can ever come to an end, and whether its ghastly horror is constitutive of the political order and, if so, of what kind.

Instructor(s): Michele Lowrie Terms Offered: Spring

Equivalent Course(s): SIGN 26052

CLCV 13019. Why Eros? 100 Units.

Eros ("desire" or "appetite" in Greek) names something in desire that goes beyond, something connected to wisdom, ethics, and the realization of our highest potentials. At least since Plato's *Symposium*, eros has attracted thinkers, writers, artists, and other social change agents-and has also been regarded as a dangerously subversive threat. Studying a broad range of texts and artifacts from ancient and modern poetry to philosophy and theory-Sappho and Plato, Shakespeare and Michelangelo, Sade and Sacher-Masoch, Freud and Foucault, Sedgwick and Muñoz, among many others-this course asks why the category of the erotic has been so persistent and productive. It also asks whether eros might continue to enable new ways of thinking about human desire in relation to genders and sexualities as well as new ways of relating to self, others, community, and world.

Instructor(s): D. Wray Terms Offered: Winter

Equivalent Course(s): CMLT 13019, SIGN 26053, GNSE 23019, FNDL 23019

CLCV 14019. Happiness in Western Thought, Art, and Culture. 100 Units.

This program will explore "happiness" as a set of ideas, artifacts, and problems in the cultures of Europe and the Americas. We will study works ranging from ancient Greek and Roman philosophy to modern short stories, lyric poems, and films, by authors such as Plato, Aristotle, Epicetus, Seneca, Kant, Mill, Keats, Shelley, and Dickinson. As we do so, we will examine the different definitions and understandings of happiness put forward by these texts. "Happiness" is defined sometimes as a set of qualities of a human life that make it worth living and worthy of praise, and sometimes as a set of thoughts and feelings that give a sense of satisfaction and meaning. Sometimes happiness is defined in terms of an individual's experience, and sometimes it is seen as something achieved in community. Finally, we will ask if it makes sense to speak of specifically "Western" notions of happiness, and how a different cultural or historical perspective can affect our understanding of the texts we will study and the views of happiness they exemplify.

Instructor(s): David Wray Terms Offered: Summer

CLCV 14113. Introduction to Roman Art and Archaeology. 100 Units.

This course offers a survey of the art and archaeology of the Roman world from the founding of Rome in the eighth century BC to the Christianization of the Empire in the fourth century AD. Students will witness the transformation of Rome from a humble village of huts surrounded by marshland in central Italy into the centripetal force of a powerful Empire that spanned mind-bogglingly distant reaches of space and time. Throughout the course, we will consider how the built environments and artifacts produced by an incredible diversity of peoples and places can make visible larger trends of historical, political, and cultural change. What, we will begin and end by asking, is Roman about Roman art?

Instructor(s): P. Crowley Terms Offered: Spring

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): ARTH 14105

CLCV 14119. Greek Art and Archaeology. 100 Units.

This course examines the art and archaeology of ancient Greece from ca. 1000 BCE - ca. 200 BCE. Participants will learn a lot of facts about the Greek world; they will see the Greeks emerge from poverty and anarchy to form a distinctive political and social system based on city-states, and they will see that system grow unstable and collapse. They will see the emergence of distinctive forms of sculpture, architecture, pottery, and urban design - many of which are still in use today. Along with these facts, they will acquire a conceptual toolkit for looking at works of art and for thinking about the relation of art to social life.

Instructor(s): S. Estrin Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): ARTH 14107

CLCV 15019. Ancient Drama, Modern Theory. 100 Units.

This course will travel through the great dramas of ancient Greece, including works of Aeschylus, Sophocles, Euripides and Aristophanes. Moreover, it will show how the history of contemporary thought has been shaped by reflection on Greek tragedy, starting from the philosophy of Hegel and Nietzsche, the psychoanalysis of Freud and Lacan, the feminist critiques of Luce Irigaray, Julia Kristeva and Judith Butler, works of structuralism and poststructuralism, and finally the recent material and affective turns in scholarship. Along the way, we will draw insights on modern movements of the performance arts from adaptations, including those in dance (Martha Graham), in film (Pier Paolo Pasolini, Lars von Trier), and in drama itself (Anne Carson). As this course will demonstrate, there is hardly an intellectual or artistic movement of recent history that has not taken its cue from Greek drama. All reading will be in translation.

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

Equivalent Course(s): TAPS 17019, SIGN 26055

CLCV 16619. Markets Before Capitalism. 100 Units.

Is the market system a new invention linked to the recent development of modern European societies? Is the market the hero or the villain of the story? Is everything marketable? Is the market the driver for economic development? We will address these and other questions in a deliberately comparative way, focusing on the cases of ancient Mesopotamia, ancient Greece and Rome, and medieval and early modern Europe. We will read excerpts from Smith, Ricardo, Marx, Weber, Polanyi, Braudel, Wallerstein, Geertz, Horden, and Purcell. We will examine the controversies in which these scholars were involved and the echoes they still have in our own contemporary debates. Assignments: Two papers, two quizzes.

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

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): NEHC 26602, HIST 16602

CLCV 17319. The Body in Ancient Greek Art and Culture. 100 Units.

This course provides an introduction to the role of the human body in ancient Greek art. We will examine, on the one hand, the various ways in which Greek artists represented the body, and consider how forms of bodily identity such as gender and sexuality were constructed and articulated through artistic practice. But we will also consider the ways in which works of art themselves - statues, paintings, vessels - could function like bodies or in place of bodies, expanding the notion of what it means to be a living being. Readings will range from primary texts - ancient literature in translation - to more theoretical writing on embodiment, gender, and sexuality.

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

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): GNSE 17303, ARTH 17303

CLCV 20118. Changing, Resting, Living: Aristotle's Natural Philosophy. 100 Units.

How can many things be one thing? Aristotle's answer to this question treats living things--plants and animals--as the paradigm cases of unified multiplicities. In this course, we will investigate how such things are held together and what makes it possible for them to change over time. Readings will be from Aristotle's *Physics*, *Metaphysics*, *De Anima*, *Parts of Animals*, *On Generation and Corruption*, and *De Motu Animalium*. (B)

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

Prerequisite(s): Students who are not enrolled by the start of term but wish to enroll must (a) email the instructor before the course begins and (b) attend the first class.

Equivalent Course(s): CLAS 30118, PHIL 20102, PHIL 30102

CLCV 20400. Who Were the Greeks? 100 Units.

If the current resurgence of interest in ethnic studies is a direct reflection of a contemporary upsurge in ethnic conflict throughout the world, it remains the case that notions of peoplehood and belonging have been of periodic importance throughout history. This course will study the various expressions of Greek identity within shifting political, social, and cultural contexts from prehistory to the present day, though with a strong emphasis on classical antiquity. Particular attention will be given to theoretical issues such as anthropological definitions of ethnicity, the difference between ethnic and cultural identities, methods for studying ethnicity in historical societies, and the intersection of ethnicity with politics. Equivalent Course(s): CLAS 30400, CLCV 20400, HIST 30701, ANCM 30400

Instructor(s): J. Hall Terms Offered: Autumn

Equivalent Course(s): ANCM 30400, CLAS 30400, HIST 20701, HIST 30701

CLCV 20404. Troy and Its Legacy. 100 Units.

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

Instructor(s): M. Andrews Terms Offered: Spring

Equivalent Course(s): HIST 20404, HIST 30404, ANTH 26120, CLAS 30404, ANTH 36120

CLCV 20419. Empire in Ancient World. 100 Units.

Empire was the dominant form of regional state in the ancient Mediterranean. We will investigate the nature of imperial government, strategies of administration, and relations between metropole and regional powers in Persia, Athens, the Seleucid empire, and Rome.

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

Equivalent Course(s): ANCM 40419, HIST 40400, CLAS 30419

CLCV 20700-20800-20900. Ancient Mediterranean World I-II-III.

Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. This sequence surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 BC), the Roman Republic (509 to 27 BC), and late antiquity (27 BC to the fifth century AD).

CLCV 20700. Ancient Mediterranean World I. 100 Units.

This course surveys the social, economic, and political history of Greece from prehistory to the Hellenistic period. The main topics considered include the development of the institutions of the Greek city-state, the Persian Wars and the rivalry of Athens and Sparta, the social and economic consequences of the Peloponnesian War, and the eclipse and defeat of the city-states by the Macedonians.

Instructor(s): Staff Terms Offered: Autumn

Equivalent Course(s): HIST 16700

CLCV 20800. Ancient Mediterranean World II: Rome. 100 Units.

This quarter surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the end of the Severan dynasty in 235 CE. Throughout, the focus is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community. Instructor(s): C. Ando, Staff Terms Offered: Winter Note(s): This sequence meets the general education requirement in civilization studies.

Instructor(s): Staff Terms Offered: Winter

Equivalent Course(s): HIST 16800

CLCV 20900. Ancient Mediterranean World III. 100 Units.

This course will survey the social, political, and cultural history of the late antique Mediterranean from Constantine I to Charlemagne. Through close reading and discussion of primary sources, we will examine (among other topics) the rise and spread of Christianity and Islam, changing conceptions of Roman identity, and the inheritance of the classical world, as well as some implications of these topics for subsequent European history.

Instructor(s): Staff Terms Offered: Spring

Equivalent Course(s): MDVL 16900, HIST 16900

CLCV 20800. Ancient Mediterranean World II: Rome. 100 Units.

This quarter surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the end of the Severan dynasty in 235 CE. Throughout, the focus is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community. Instructor(s): C. Ando, Staff Terms Offered: Winter Note(s): This sequence meets the general education requirement in civilization studies.

Instructor(s): Staff Terms Offered: Winter

Equivalent Course(s): HIST 16800

CLCV 20900. Ancient Mediterranean World III. 100 Units.

This course will survey the social, political, and cultural history of the late antique Mediterranean from Constantine I to Charlemagne. Through close reading and discussion of primary sources, we will examine (among other topics) the rise and spread of Christianity and Islam, changing conceptions of Roman identity, and the inheritance of the classical world, as well as some implications of these topics for subsequent European history.

Instructor(s): Staff Terms Offered: Spring

Equivalent Course(s): MDVL 16900, HIST 16900

CLCV 21718. Socrates, Plato and Aristotle on Courage. 100 Units.

What is courage? Is it: doing what you should do, even when you are afraid? Can you be courageous without being afraid? Can you be courageous and know that you are doing the right thing? Can you be courageous if you are not in fact doing the right thing? Can you have precisely the correct amount of fear and still fail to be courageous? Could you be courageous if you weren't afraid to die? Courage is, arguably, the queen of the virtues. In this class, we will use some Socratic dialogues (Laches, Protagoras, Republic, Phaedo) and some Aristotelian treatises (Nicomachean Ethics, Eudemean Ethics) as partners in inquiry into the answers to the questions listed above. (A)

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

Prerequisite(s): Students who are not enrolled by the start of term but wish to enroll must (a) email the instructor before the course begins and (b) attend the first class.

Equivalent Course(s): PHIL 31717, PHIL 21717, CLAS 31718

CLCV 22514. Markets and Moral Economies. 100 Units.

This course examines the ways in which economic behavior in the Roman Empire was informed by, and itself came to inform, social and religious mores and practices. We will explore the interrelationship between culture and economy from the accession of Augustus to late antiquity and the conversion of the empire to Christianity. Particular attention will be given to Roman attitudes towards labor, the ethical issues surrounding buying and selling, and alternative allocative mechanisms to the market. Of constant concern will be the tension between the perspectives and prejudices of elites, which stand behind so much surviving literary evidence, and the realities of everyday commerce and economic life as they can be glimpsed in the archaeological and epigraphic record.

Instructor(s): L. Gardner Terms Offered: Autumn

Equivalent Course(s): CLAS 32514

CLCV 22519. The Life and Afterlife of Cleopatra. 100 Units.

Cleopatra is one of the most notorious women in history. The quintessential femme fatale, she has permeated Western cultural imagination for more than 2,000 years. Born of a bastard king, she rose to power in one of the most turbulent times in human history - Rome was waging bloody civil war, the empires of Alexander the Great's legacy were falling, and Egypt was in revolt and uprising. Her story is one of political intrigue, sex, power, murder, war, and suicide. But her story was never her story alone. Once the asp took its fatal bite, Cleopatra's story was co-opted by her enemies and her legacy was built at the intersections of gender, sexuality, and race over the last two millennia. This course has two main objectives: 1. to strip back the Western, male gaze of Cleopatra's legacy and evaluate Cleopatra's reign within its own context; and 2. to interrogate Cleopatra's constructed identities and the role they have played and still play in society. In this course, students will take a critical look at the life and legacy of Cleopatra VII, queen of Egypt, through a wide-array of primary source materials and a selection of her vast reception, including Roman, Arabic, and Renaissance literature; Shakespeare; Afrocentric art, literature, and pop culture; film; comedy; advertising; and popular music.

Instructor(s): Jordan Johansen Terms Offered: Winter

Note(s): This course counts as a Concepts Course for GNSE majors.

Equivalent Course(s): GNSE 23125

CLCV 22700. History of Philosophy I: Ancient Philosophy. 100 Units.

An examination of ancient Greek philosophical texts that are foundational for Western philosophy, especially the work of Plato and Aristotle. Topics will include: the nature and possibility of knowledge and its role in human life; the nature of the soul; virtue; happiness and the human good.

Instructor(s): TBD Terms Offered: Autumn

Prerequisite(s): Completion of the general education requirement in humanities.

Equivalent Course(s): PHIL 25000

CLCV 22914. The Italian Renaissance. 100 Units.

Florence, Rome, and the Italian city-states in the age of plagues and cathedrals, Dante and Machiavelli, Medici and Borgia (1250-1600), with a focus on literature and primary sources, the recovery of lost texts and technologies of the ancient world, and the role of the Church in Renaissance culture and politics. Humanism, patronage, translation, cultural immersion, dynastic and papal politics, corruption, assassination, art, music, magic, censorship, religion, education, science, heresy, and the roots of the Reformation. Assignments include creative writing, reproducing historical artifacts, and a live reenactment of a papal election. First-year students and non-history majors welcome.

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

Equivalent Course(s): HIST 22900, ITAL 32914, RLST 22900, ITAL 22914, HIST 32900, HCHR 32900, CLAS 32914, KNOW 31405, MDVL 22900, KNOW 21405

CLCV 22917. How to Build a Global Empire. 100 Units.

Empire is arguably the oldest, most durable, and most diffused form of governance in human history that reached its zenith with the global empires of Spain, Portugal and Britain. But how do you build a global empire? What political, social, economic, and cultural factors contribute to their formation and longevity? What effects do they have on the colonizer and the colonized? What is the difference between a state, an empire, and a "global" empire? We will consider these questions and more in case studies that will treat the global empires of Rome, Portugal, and Britain, concluding with a discussion of the modern resonances of this first "Age of Empires."

Equivalent Course(s): HIST 26128, KNOW 23002, LACS 26128

CLCV 23119. Uncanny Resemblances. 100 Units.

This course examines one of the most captivating bodies of portrait art in the Western tradition. For well over a century, the study of Roman portraiture, an essentially German subfield of classical archaeology, has largely confined itself to forensic problems of dating and identification. More recent work has focused on social and political topics ranging from site-specific issues of context and display, patronage and power, gender, and the ideological stakes of recarving and reuse. Additionally, we will consider the historiographical and media-archaeological contexts that have profoundly shaped and framed our understanding of these objects, both in antiquity and modernity: e.g., the production (and reproduction) of wax and plaster death masks in Roman funerary custom; ancient theories in the domain of optics that were used to explain the phenomenon of portraits whose eyes appear to follow a beholder in space; how the stylistic category of "veristic" portraiture in the Roman Republic has its origins not in antiquity (despite the Latin etymology), but rather in the painting and photography of the *Neue Sachlichkeit* in Weimar Germany; and how the contemporary use of digital craniofacial anthropometry to study the recarving and reuse of Roman portraits relates to Sir Francis Galton's criminological apparatus for creating composite photographic images using portraits from ancient coins as early as 1885.

Instructor(s): P. Crowley Terms Offered: Spring

Equivalent Course(s): CLAS 33119, ARTH 34106, ARTH 24106, KNOW 24106, KNOW 34106

CLCV 23608. Aristophanes's Athens. 100 Units.

The comedies of Aristophanes are as uproarious, biting, and ribald today as they were more than 2,400 years ago. But they also offer a unique window onto the societal norms, expectations, and concerns as well as the more mundane experiences of Athenians in the fifth century BCE. This course will examine closely all eleven of Aristophanes's extant plays (in translation) in order to address topics such as the performative, ritual, and political contexts of Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and the limits of dissent. Please note that this course is rated Mature for adult themes and language.

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

Equivalent Course(s): ANCM 33900, HIST 20803, LLSO 20803, HIST 30803, FNDL 23608, CLAS 33608

CLCV 23712. Aquinas: On God, Being and Evil. 100 Units.

This course considers sections from Saint Thomas Aquinas's *Summa Theologica*. Among the topics considered are God's existence; the relationship between God and Being; and human nature.

Instructor(s): S. Meredith Terms Offered: Spring

Equivalent Course(s): FNDL 20700, RLST 23605, MDVL 20700

CLCV 24019. Death and Disease in the Ancient World. 100 Units.

This course examines aspects of death and disease in the Greco-Roman world through a wide range of evidence and historical approaches. We will focus on the major problems of individual and public health in these cultures, how they understood health philosophically, scientifically, and culturally and what measures they took to ensure it (or not). Topics will range from bacterial infections to environmental pollutants to personal hygiene. We will also examine how many aspects of ancient medicine were practiced and theorized. Later in the quarter we will consider various aspects of death: logistical and practical, cultural and religious.

Instructor(s): M. Andrews Terms Offered: Winter

Equivalent Course(s): CHSS 30806, CLAS 34019, HIPS 20806, HIST 20806, HIST 30806

CLCV 24119. Rome: The Eternal City. 100 Units.

The city of Rome was central to European culture in terms both of its material reality and the models of political and sacred authority that it provided. Students in this course will receive an introduction to the archaeology and history of the city from the Iron Age to the early medieval period (ca. 850 BCE-850 CE) and an overview of the range of different intellectual and scientific approaches by which scholars have engaged with the city and its legacy. Students will encounter a broad range of sources, both textual and material, from each period that show how the city physically developed and transformed within shifting historical and cultural contexts. We will consider how various social and power dynamics contributed to the formation and use of Rome's urban space, including how neighborhoods and residential space developed beyond the city's more famous monumental areas. Our main theme will be how Rome in any period was, and still is, a product of both its present and past and how its human and material legacies were constantly shaping and reshaping the city's use and space in later periods.

Instructor(s): Margaret Andrews Terms Offered: Spring

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): ANTH 26115, HIST 16603, ENST 16603

CLCV 24319. The Idea of Freedom in Antiquity. 100 Units.

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

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

Equivalent Course(s): LLSO 24319, CLAS 34319

CLCV 24519. Dreams in the Ancient World. 100 Units.

Dreams belong to the universals of human existence as human beings have always dreamt and will continue to dream across time and cultures. The questions where do dreams come from and how to unravel a dream have always preoccupied the human mind. In this course we will focus on dreams in the Greco-Roman and Greco-Egyptian cultural environments. We will cover dreams from three complementary perspectives: dreams as experience, dream interpretation and dream theory. The reading materials will include: (a) a selection of dream narratives from different sources, literary texts as well as documentary accounts of dreams; (b) texts which document the forms and contexts of dream interpretation in the Greco-Roman and Greco-Egyptian cultures and (c) texts which represent attempts to approach dreams from a more general perspective by among others explaining their genesis and defining dream-types.

Instructor(s): S. Torallas. A. Maravela Terms Offered: Autumn

Equivalent Course(s): NEHC 20613, CLAS 34519, NEHC 30613

CLCV 25219. Art of Rhetoric from Aristotle to Cicero. 100 Units.

Rhetoric was the supreme technology of the Greco-Roman world, and the principal focus of formal schooling up to the end of antiquity and beyond. The readings for the course show how the psychology of persuasion was reduced to a system, how the system was adapted to political structures of the very different societies in which it flourished, and how orators put it into practice: Aristotle's Rhetoric, Cicero's On the Orator and Brutus, and selected speeches of Demosthenes, Cicero, and others.

Instructor(s): P. White Terms Offered: Spring

Equivalent Course(s): LLSO 25219, CLAS 35219

CLCV 25700-25800-25900. Ancient Empires I-II-III.

This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

CLCV 25700. Ancient Empires I. 100 Units.

The first course of this three-course sequence focuses on the Hittite Empire.

Instructor(s): Hakan Karateke Terms Offered: Autumn

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): HIST 15602, NEHC 20011

CLCV 25800. Ancient Empires-II. 100 Units.

This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world's first recorded Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of "empire" itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?

Instructor(s): James Osborne Terms Offered: Winter

Equivalent Course(s): HIST 15603, NEHC 20012

CLCV 25900. Ancient Empires-3. 100 Units.

For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.

Instructor(s): Brian Muhs Terms Offered: Spring

Equivalent Course(s): HIST 15604, NEHC 20013

CLCV 25800. Ancient Empires-II. 100 Units.

This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world's first recorded Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of "empire" itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?

Instructor(s): James Osborne Terms Offered: Winter

Equivalent Course(s): HIST 15603, NEHC 20012

CLCV 25808. Roman Law. 100 Units.

The course will treat several problems arising in the historical development of Roman law: the history of procedure; the rise and accommodation of multiple sources of law, including the emperor; the dispersal of the Roman community from the environs of Rome to the wider Mediterranean world; and developments in the law of persons. We will discuss problems like the relationship between religion and law from the archaic city to the Christian empire, and between the law of Rome and the legal systems of its subject communities.

Instructor(s): C. Ando Terms Offered: Spring

Equivalent Course(s): SIGN 26017, CLAS 35808, HIST 21004, LLSO 21212, HIST 31004

CLCV 25818. Stoic Ethics Through Roman Eyes. 100 Units.

The major ideas of the Stoic school about virtue, appropriate action, emotion, and how to live in harmony with the rational structure of the universe are preserved in Greek only in fragmentary texts and incomplete summaries. But the Roman philosophers give us much more, and we will study closely a group of key texts from Cicero and Seneca, including Cicero's *De Finibus* book III, his *Tusculan Disputations* book IV, a group of Seneca's letters, and, finally, a short extract from Cicero's *De Officiis*, to get a sense of Stoic political thought. For fun we will also read a few letters of Cicero's where he makes it clear that he is unable to follow the Stoics in the crises of his own life. We will try to understand why Stoicism had such deep and wide influence at Rome, influencing statesmen, poets, and many others, and becoming so to speak the religion of the Roman world. (A)

Instructor(s): M. Nussbaum Terms Offered: Winter

Prerequisite(s): Ability to read the material in Latin at a sufficiently high level, usually about two-three years at the college level. Assignment will usually be about 8 Oxford Classical Text pages per week, and in-class translation will be the norm.

Equivalent Course(s): RETH 35818, PHIL 35818, PHIL 25818, PLSC 25818, CLAS 35818, PLSC 35818

CLCV 25900. Ancient Empires-3. 100 Units.

For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.

Instructor(s): Brian Muhs Terms Offered: Spring

Equivalent Course(s): HIST 15604, NEHC 20013

CLCV 26017. Gods and God in Imperial Asia Minor (1-300 CE) 100 Units.

Roman Asia Minor in the Imperial period provides an extraordinary case of religious plurality and creativity. Pagans, Jews, Christians, even already Christian heretics, interacted in the same space. The frontiers between Jewish and Christian communities were, at least at the beginning, more fluid than was long thought. But even the frontiers between paganism and Judaism or Christianity were certainly not as rigid as was later imagined. This does not mean, however, that there were no tensions between the various groups. This class will examine the various aspects of this religious diversity as well as the social and political factors that may explain the religious equilibrium prevailing at that time in Asia Minor.

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

Equivalent Course(s): HIST 30308, HREL 36017, HIST 20308, CLAS 36017

CLCV 26419. Magic in the Ancient Mediterranean. 100 Units.

In this course we will mainly focus on the magical rituals (e.g. curses, necromancy, erotic spells, amulets and divination) practiced in the ancient Mediterranean beginning with the Greeks in archaic times and ending with the fall of the Roman Empire, with some discussion of Near Eastern and Egyptian influence at the beginning and Jewish and Christian reception at the end. Course requirements include a midterm and final and the option to write a paper.

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

Equivalent Course(s): ANCM 46419, CLAS 36419

CLCV 26518. Introduction to Women and Gender in the Ancient World. 100 Units.

This course provides an introduction to aspects of women's lives in the cultures of the ancient Mediterranean: primarily Greece and Rome, but drawing occasionally on examples also from the Near East and Egypt. We will examine not only what women actually did and did not do in these societies, but also how they were perceived by their male contemporaries and what value to society they were believed to have. The course will focus on how women are reflected in the material and visual cultures, but it will also incorporate historical and literary evidence, as well. Through such a comparative and interdisciplinary approach, we will examine the complexities and ambiguities of women's lives in the ancient Mediterranean and begin to understand the roots of modern conceptions and perceptions of women in the Western world today.

Instructor(s): M. Andrews Terms Offered: Winter

Equivalent Course(s): GNSE 17001, HIST 17001

CLCV 26618. Cities and Urban Space in the Ancient World. 100 Units.

Cities have been features in human landscapes for nearly six thousand years. This course will explore how cities became such a dominant feature of settlement patterns in the ancient Mediterranean and Near East, ca. 4,000 BCE-350 CE. Was there an "Urban Revolution," and how did it start? What various physical forms did cities assume, and why did cities physically differ (or not) from each other? What functions did cities have in different cultures of the past, and what cultural value did "urban" life have? How do past perspectives on cities compare with contemporary ones? Working thematically and using theoretical and comparative approaches, this course will address various aspects of ancient urban space and its occupation, with each topic backed up by in-depth analysis of concrete case studies.

Instructor(s): M. Andrews Terms Offered: Spring

Equivalent Course(s): HIST 20805, HIST 30805, ENST 20805, ANCM 36618, CLAS 36618

CLCV 27200. Virgil: The Aeneid in Translation. 100 Units.

Description unavailable.

Equivalent Course(s): CLAS 37200, CMLT 28001, FNDL 26611, CMLT 38001

CLCV 27506. Archaic Greece. 100 Units.

In order to understand the institutions, ideals, and practices that characterized Greek city-states in the Classical period, it is necessary to look to their genesis and evolution during the preceding Archaic period (ca. 700-480 BC). This course will examine the emergence and early development of the Greek city-states through a consideration of ancient written sources, inscriptions, material artifacts, and artistic representations as well as more recent secondary treatments of the period. General topics to be covered will include periodization, the rise of the polis, religion, warfare, the advent and uses of literacy, tyranny, and the emergence of civic ideology.

Instructor(s): J. Hall Terms Offered: Autumn

Equivalent Course(s): CLAS 37506, HIST 20303, ANCM 37506, HIST 30303

CLCV 29700. Reading Course: Classical Civ. 100 Units.

No description available. Prerequisite(s): Consent of faculty sponsor and director of undergraduate studies

Note(s): Students are required to submit the College Reading and Research Course Form.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of faculty sponsor and director of undergraduate studies

Note(s): Students are required to submit the College Reading and Research Course Form.

CLCV 29800. BA Paper Seminar. 100 Units.

This seminar is designed to teach students the research and writing skills necessary for writing their BA paper. Lectures cover classical bibliography, research tools, and electronic databases. Students discuss research problems and compose preliminary drafts of their BA papers. They are expected to exchange criticism and ideas in regular seminar meetings with the preceptor and with other students who are writing papers, as well as to take account of comments from their faculty readers. The grade for the BA Paper Seminar is identical to the grade for the BA paper and, therefore, is not reported until the BA paper has been submitted in Spring Quarter. The grade for the BA paper depends on participation in the seminar as well as on the quality of the paper. Students may register for this seminar in either Autumn or Winter Quarter, but they are expected to participate in meetings throughout both quarters.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): Fourth-year standing

GREEK COURSES**GREK 10100-10200-10300. Introduction to Attic Greek I-II-III.**

This sequence covers the introductory Greek grammar in twenty-two weeks and is intended for students who have more complex schedules or believe that the slower pace allows them to better assimilate the material.

Like GREK 11100-11200-11300, this sequence prepares students to move into the intermediate sequence (GREK 20100-20200-20300).

GREK 10100. Introduction to Attic Greek I. 100 Units.

This course introduces the basic rules of ancient Greek. Class time is spent on the explanation of grammar, translation from Greek to English and from English to Greek, and discussion of student work.

Instructor(s): Staff Terms Offered: Autumn

Note(s): Knowledge of Greek not required.

GREK 10200. Introduction To Attic Greek II. 100 Units.

Study of the introductory textbook continues through this quarter, covering further verbal morphology (participle, subjunctive, optative) and syntax of complex clauses. Students apply and improve their understanding of Greek through reading brief passages from classical prose authors, including Plato and Xenophon.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): GREK 10100

GREK 10300. Introduction to Attic Greek III: Prose. 100 Units.

Concurrently with finishing the final chapters of the textbook in the beginning of the quarter, students read a continuous prose text (*Lysias 1*). This is followed by extensive review of the year's grammar and vocabulary and further reading (*Plato's Crito*). The aim is familiarity with Greek idiom and sentence structure.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): GREK 10200

GREK 10123. Summer Intensive Introductory Ancient Greek. 300 Units.

Summer Introductory Ancient Greek comprises a thorough introduction to the Classical Greek language in eight weeks, using the Joint Association of Classical Teachers' *Reading Greek* (2nd ed.). In daily classes, students learn new grammatical concepts and morphology, practice reading and translating increasingly complex Greek texts, and complete exercises in Greek to gain an active command of the language. In the latter half of the course, students will also read unadapted Greek from classical prose authors, including Plato and Xenophon. By the end of the eight weeks, students will be thoroughly familiar with Classical Greek idiom and sentence structure, and will be able to proceed to reading courses in the language. Summer Introductory Ancient Greek is an intensive course that requires a full-time commitment on the part of the student, meeting approximately five hours per day and demanding independent review and memorization in the evenings. Note: Since grammar and vocabulary will be introduced starting on the first day of class, students should be able to read and write the letters of the Greek alphabet before beginning the course.

Instructor(s): Staff Terms Offered: Summer

GREK 10200. Introduction To Attic Greek II. 100 Units.

Study of the introductory textbook continues through this quarter, covering further verbal morphology (participle, subjunctive, optative) and syntax of complex clauses. Students apply and improve their understanding of Greek through reading brief passages from classical prose authors, including Plato and Xenophon.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): GREK 10100

GREK 10300. Introduction to Attic Greek III: Prose. 100 Units.

Concurrently with finishing the final chapters of the textbook in the beginning of the quarter, students read a continuous prose text (*Lysias 1*). This is followed by extensive review of the year's grammar and vocabulary and further reading (*Plato's Crito*). The aim is familiarity with Greek idiom and sentence structure.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): GREK 10200

GREK 20100-20200-20300. Intermediate Greek I-II-III.

This sequence is aimed at students who have completed one of the introductory sequences and at entering students with extensive previous training, as evidenced by a placement exam. As a whole, it provides students with an overview of important genres and with the linguistic skills to read independently, and/or to proceed to advanced courses in the language.

GREK 20100. Intermediate Greek I: Plato. 100 Units.

We read Plato's text with a view to understanding both the grammatical constructions and the artistry of the language. We also give attention to the dramatic qualities of the dialogue. Grammatical exercises reinforce the learning of syntax.

Instructor(s): H. Dik Terms Offered: Autumn

Prerequisite(s): GREK 10300, 11300 or equivalent

GREK 20200. Intermediate Greek II: Sophocles. 100 Units.

This course includes analysis and translation of the Greek text, discussion of Sophoclean language and dramatic technique, and relevant trends in fifth-century Athenian intellectual history.

Terms Offered: Winter

Prerequisite(s): GREK 20100 or equivalent

GREK 20300. Intermediate Greek III. 100 Units.

This course is a close reading of two books of Homer, one from the Iliad and one from the Odyssey, with an emphasis on language, meter, and literary tropes.

Terms Offered: Spring

Prerequisite(s): GREK 20200 or equivalent

GREK 20123. Summer Intensive Intermediate Ancient Greek. 300 Units.

Summer Intensive Intermediate Greek combines extensive reading of texts with a comprehensive review of Classical grammar and syntax; it prepares students for advanced courses in Greek and for the use of Greek texts in their research. Texts studied are taken from a variety of representative and important Classical authors, and typically include Plato and Herodotus, Demosthenes, or Thucydides. The backbone of the review sessions is Mastronarde's Introduction to Ancient Greek combined with sight reading skill practice. The program meets during both mornings and afternoons for approximately five hours a day. Students are responsible for considerable amounts of class preparation in the evenings, requiring a full-time commitment for the duration of the course. This course equips students to continue with advanced course work or independent reading in Ancient Greek in all its varieties. Summer Intermediate Greek corresponds to a full year's worth of instruction at the University of Chicago.

Instructor(s): Staff Terms Offered: Summer

Prerequisite(s): Successful completion of GREK 10300 or the equivalent placement.

GREK 20200. Intermediate Greek II: Sophocles. 100 Units.

This course includes analysis and translation of the Greek text, discussion of Sophoclean language and dramatic technique, and relevant trends in fifth-century Athenian intellectual history.

Terms Offered: Winter

Prerequisite(s): GREK 20100 or equivalent

GREK 20300. Intermediate Greek III. 100 Units.

This course is a close reading of two books of Homer, one from the Iliad and one from the Odyssey, with an emphasis on language, meter, and literary tropes.

Terms Offered: Spring

Prerequisite(s): GREK 20200 or equivalent

GREK 21116. Herodotus. 100 Units.

Herodotus has a well-deserved reputation as a great story teller. He broke new ground in his writing of a history of the world as he knew it in prose, while at the same time claiming the heritage of Homeric epic. While reading Herodotus will prove to be a pleasure in itself, it will also help aspiring Hellenists get the hang of the structural characteristics of Greek narrative prose. Readings will be primarily from book 1, with a selection of passages from the later books. Students are encouraged to read the full Histories in translation. Instructor(s): H. Dik Terms Offered: Autumn Equivalent Course(s): GREK 31116

Instructor(s): H. Dik Terms Offered: Autumn

Equivalent Course(s): GREK 31116, FNDL 21116

GREK 21216. Greek Philosophy. 100 Units.

The Phaedrus is one of the most fascinating and compelling of Plato's Dialogues. Beginning with a playful treatment of the theme of erotic passion, it continues with a consideration of the nature of inspiration, love, and knowledge. The centerpiece is one of the most famous of the Platonic myths, the moving description of the charioteer and its allegory of the vision, fall, and incarnation of the soul.

Instructor(s): E. Asmis Terms Offered: Spring

Equivalent Course(s): RLST 21200, BIBL 31200, FNDL 21005, GREK 31216

GREK 21300. Greek Tragedy. 100 Units.

This course is an introduction to Aeschylean drama, seen through the special problems posed by one play, Prometheus Bound. Lectures and discussions are concerned with the play, the development and early form of Attic drama, and philosophical material. Modern Aeschylean scholars are also read and discussed.

Instructor(s): M. Payne Terms Offered: Spring

Equivalent Course(s): GREK 31300

GREK 21700. Lyric and Epinician Poetry. 100 Units.

This course will examine instances of Greek lyric genres throughout the archaic and classical periods, focusing on the structure, themes and sounds of the poetry and investigating their performative and historical contexts. Readings will include Alcman, Sappho, Alcaeus, Anacreon, Ibycus, Alcaeus, Simonides, Bacchylides, Pindar and Timotheus. In Greek.

Terms Offered: Autumn TBD. Not offered 2019-20. Will be offered 2020-21.

Prerequisite(s): GREK 20300 or equivalent

Equivalent Course(s): GREK 31700

GREK 21800. Greek Epic. 100 Units.

This course is a reading of sections from Homer's *Iliad*. We will focus on character, emotions, and relationality in the poem, with an eye to evaluating the poem's many perspectives on mortality, relations with the divine, conceptions of the polis, and the nature of excellence.

Terms Offered: TBD Not offered 2019-20 will be offered 2021-22

Prerequisite(s): Two years or more of Greek.

Equivalent Course(s): GREK 31800

GREK 21900. Greek Oratory. 100 Units.

With Isocrates, Greek artistic prose reached its technical perfection," says L. R. Palmer in *The Greek Language*. Yet Isocrates has not found nearly so prominent a place in the university curriculum as have Demosthenes and Lysias. This course will attempt to give the great orator his due. We will start with his speech on Helen, comparing it with Gorgias' famous *Encomium*. We will also read the ad *Demonicum*, which became something of a handbook in later Hellenistic and Roman-period schools, and the *Panegyricus*. We will consider carefully Isocratean language and diction, and why it has merited such sustained praise among connoisseurs of Greek prose style, ancient and modern. We will also emphasize the centrality of Isocrates' contribution to Greek *paideia*.

Terms Offered: TBD Not offered 2019-20 will be offered 2021-22

Prerequisite(s): Two years or more of Greek.

Equivalent Course(s): GREK 31900

GREK 22300. Greek Tragedy: Hellenistic/Imperial Literature. 100 Units.

This course features selections from the poetry and/or prose of the Hellenistic and Imperial periods. This year we will read selections from Hellenistic poetry, with a particular focus on the *Hymns of Callimachus*.

Terms Offered: Spring. Will be offered 2020-21

Prerequisite(s): GREK 20300 or equivalent

Equivalent Course(s): GREK 32300

GREK 22400. Greek Comedy: Aristophanes. 100 Units.

We will read in Greek Menander's *Dyskolos*, with an eye to understanding "New Comedy" and its robust afterlife in Renaissance Europe and modern sitcoms. We will also devote some time to reading and assessing fragments from Menander's contemporaries. Coursework will include translation as well as secondary readings.

Terms Offered: Will be offered 2020-21

Equivalent Course(s): GREK 32400, HIST 30403, HIST 20403, CLAS 32400

GREK 22515. Greek Historians: Thucydides. 100 Units.

In this course we will read book 1 of Thucydides, his description of the run-up to the Peloponnesian War, in Greek. We will pay attention to Thucydides' style and approach to historiography, sinking our teeth into this difficult but endlessly fascinating text.

Terms Offered: Autumn. Will be offered 2020-21

Prerequisite(s): At least two years of Greek.

Equivalent Course(s): GREK 32515, FNDL 22517

GREK 24519. Lucian. 100 Units.

Lucian's sparkling dialogues and essays are among the best of Greek humorous writing. Conscious of his long tradition, Lucian explores such topics as moral philosophy, literary history, and issues of fantasy, escapism, and belief—all while maintaining a light touch. We will read several works of Lucian in the original Greek. Translation will be supplemented by thematic discussions of Lucian's comic technique and intellectual concerns.

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

Equivalent Course(s): GREK 34519

GREK 25116. Reading Greek Literature in the Papyri. 100 Units.

The earliest—and often the only—witnesses for Greek literary works are the papyri. This makes their testimony of great importance for literary history and interpretation, but that testimony does not come without problems. In this course we will cover some of the concepts and techniques needed to recover the literary treasure contained in this highly complex material: from the history of book forms, the textual tradition of literary works, and the creation of the canons to more philological aspects such as editorial practice, *Textkritik*, and paleography. Our literary corpus will include biblical texts, paraliterary (school and magical) texts, and translations of Egyptian texts into Greek. We will work with photographs of the papyri, and every part of the course will be based on practice. As appropriate we will also work with the University of Chicago's collections of papyri.

Prerequisite(s): at least two years of Greek

Equivalent Course(s): BIBL 36916, ANCM 45116, HCHR 36916, GREK 35116

GREK 29700. Reading Course: Greek. 100 Units.

No description available. Prerequisite(s): Students are required to submit the College Reading and Research Course Form.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): Students are required to submit the College Reading and Research Course Form.

LATIN COURSES

LATN 10100-10200-10300. Introduction to Classical Latin I-II-III.

This sequence covers the introductory Latin grammar in twenty-two weeks and is intended for students who have more complex schedules or believe that the slower pace allows them to better assimilate the material. Like LATN 11100-11200-11300, this sequence prepares students to move into the intermediate sequence (LATN 20100-20200-20300).

LATN 10100. Introduction to Classical Latin I. 100 Units.

This course introduces students to the rudiments of ancient Latin. Class time is spent on the explanation of grammar, translation from Latin to English and from English to Latin, and discussion of student work.
Instructor(s): Staff Terms Offered: Autumn

LATN 10200. Introduction to Classical Latin II. 100 Units.

This course continues through the basic text begun in LATN 10100.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): LATN 10100

LATN 10300. Introduction to Classical Latin III. 100 Units.

After finishing the text, the course involves reading in Latin prose and poetry, during which reading the students consolidate the grammar and vocabulary taught in LATN 10100 and 10200.
Terms Offered: Spring
Prerequisite(s): LATN 10200

LATN 10123. Summer Intensive Introductory Latin. 300 Units.

Summer Intensive Introductory Latin offers a comprehensive introduction to Classical Latin language in eight weeks, using Keller and Russell's *Learn to Read Latin*. In daily classes, students learn new grammatical concepts and morphology, practice reading and translating increasingly complex Latin texts, and complete exercises in Latin to gain an active command of the language. Students will also read unadapted Latin from classical authors, including Caesar, Sallust, and Cicero. By the end of the summer Latin course, students will be thoroughly familiar with Latin idiom and sentence structure and will be able to proceed to reading courses in the language. Summer Introductory Latin is an intensive course that requires a full-time commitment on the part of the student, meeting approximately five hours per day and demanding independent review and memorization in the evenings.

Instructor(s): Staff Terms Offered: Summer

LATN 10200. Introduction to Classical Latin II. 100 Units.

This course continues through the basic text begun in LATN 10100.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): LATN 10100

LATN 10300. Introduction to Classical Latin III. 100 Units.

After finishing the text, the course involves reading in Latin prose and poetry, during which reading the students consolidate the grammar and vocabulary taught in LATN 10100 and 10200.
Terms Offered: Spring
Prerequisite(s): LATN 10200

LATN 11400-11500. Latin for Post-Beginners I-II.

Latin for Post-Beginners I-II

LATN 11400. Latin for Post-Beginners I. 100 Units.

This course is intended for students with some experience in Latin to quickly review what they know and upgrade their skills in reading and understanding Latin. In this course, students will expand their vocabulary, learn more advanced grammar, and practice extensive reading.
Instructor(s): C. Shelton Terms Offered: Winter

LATN 11500. Latin for Post-Beginners II. 100 Units.

This course is intended for students with some experience in Latin to quickly review what they know and upgrade their skills in reading and understanding Latin. In this course, students will expand their vocabulary, learn more advanced grammar, and practice extensive reading.
Instructor(s): C. Shelton Terms Offered: Spring

LATN 11500. Latin for Post-Beginners II. 100 Units.

This course is intended for students with some experience in Latin to quickly review what they know and upgrade their skills in reading and understanding Latin. In this course, students will expand their vocabulary, learn more advanced grammar, and practice extensive reading.
Instructor(s): C. Shelton Terms Offered: Spring

LATN 20100-20200-20300. Intermediate Latin I-II-III.

This sequence is aimed at students who have completed one of the introductory sequences and at entering students with extensive previous training, as evidenced by a placement exam. As a whole, it provides students with an overview of important genres and with the linguistic skills to read independently, and/or to proceed to advanced courses in the language.

LATN 20100. Intermediate Latin I: Cicero. 100 Units.

Readings concentrate on Cicero's Catalinarian Orations, the famous group of speeches he delivered in 63 BC against L. Sergius Catilina, who was plotting to overthrow the Roman government. Some discussion of the history and culture of the period; study of problems of grammar as necessary.

Instructor(s): M. Lowrie. Terms Offered: Autumn
Prerequisite(s): LATN 10300 or 11300, or equivalent

LATN 20200. Intermediate Latin II. 100 Units.

This course is a reading of selections from the *Metamorphoses*, with emphasis on Ovid's language, versification, and literary art.

Instructor(s): P. White. Terms Offered: Winter
Prerequisite(s): LATN 20100 or equivalent

LATN 20300. Intermediate Latin III: 100 Units.

This course is a reading of selections from the first six books of the *Aeneid*, with emphasis on Vergil's language, versification, and literary art. Students also are required to read the whole of the epic in an English translation.

Terms Offered: Spring
Prerequisite(s): LATN 20200 or equivalent

LATN 20123. Summer Intensive Intermediate Latin. 300 Units.

Summer Intermediate Latin combines extensive reading of texts with a comprehensive review of Classical grammar and syntax; it prepares students for advanced courses in Latin and for the use of Latin texts in the course of their research. Texts studied are taken from a variety of representative and important authors, which may include Cicero, Seneca, Pliny, and others. The backbone of the review sessions is Keller and Russell, *Learn to Read Latin*, with supplementary exercises in composition. The program meets during both mornings and afternoons for approximately five hours a day. Students are responsible for considerable amounts of class preparation during the evenings, requiring a full-time commitment for the duration of the course. Summer Intermediate Latin equips students to continue with advanced course work or independent reading in Latin in all its varieties. Summer Intermediate Latin corresponds to a full year's worth of instruction at the University of Chicago.

Terms Offered: Summer
Prerequisite(s): Successful completion of LATN 10300 or equivalent placement.

LATN 20200. Intermediate Latin II. 100 Units.

This course is a reading of selections from the *Metamorphoses*, with emphasis on Ovid's language, versification, and literary art.

Instructor(s): P. White. Terms Offered: Winter
Prerequisite(s): LATN 20100 or equivalent

LATN 20300. Intermediate Latin III: 100 Units.

This course is a reading of selections from the first six books of the *Aeneid*, with emphasis on Vergil's language, versification, and literary art. Students also are required to read the whole of the epic in an English translation.

Terms Offered: Spring
Prerequisite(s): LATN 20200 or equivalent

LATN 21100. Roman Elegy. 100 Units.

This course examines the development of the Latin elegy from Catullus to Ovid. Our major themes are the use of motifs and topics and their relationship to the problem of poetic persona.

Instructor(s): D. Wray. Terms Offered: Autumn
Equivalent Course(s): CMLT 21101, CMLT 31101, LATN 31100

LATN 21200. Roman Novel. 100 Units.

We shall read from various Latin texts that participate in the tradition of the Ancient novel.

Instructor(s): P. White. Terms Offered: Winter
Equivalent Course(s): FNLD 21204, LATN 31200

LATN 21219. Philosophical Prose: Cicero, "Tusculan Disputations" 100 Units.

Several months after the death of his beloved daughter and just two years before his own death, Cicero composed a dialog with an imaginary interlocutor arguing that death, pain, grief, and other perturbations were an unimportant part of the big picture. A reading of this famous contribution—all of it in English, selections in Latin—to the genre of consolation literature affords an opportunity to weigh his many examples and his arguments for ourselves.

Instructor(s): P. White. Terms Offered: Spring
Note(s): Latin 203 or equivalent.
Equivalent Course(s): LATN 31219

LATN 21300. Vergil. 100 Units.

Vergil's ten Eclogues are some of Latin literature's most enigmatic poems. In addition to reading this collection carefully in Latin, we will sample some of Theocritus' pastoral in translation, Calpurnius Siculus' Eclogues in Latin, and Milton's Lycidas. Class time will focus on translation, interpretation, and discussion of secondary readings.

Instructor(s): M. Lowrie Terms Offered: Spring. Topic: Eclogues

Equivalent Course(s): LATN 31300, SIGN 21301

LATN 21500. Roman Satire. 100 Units.

The object of this course is to study the emergence of satire as a Roman literary genre with a recognized subject matter and style. Readings include Horace Satires 1.1, 4, 6, and 10 and 2.1, 5 and 7; Persius 1 and 5; and Juvenal 1 and 3.

Terms Offered: Will be offered 2020-21.

Equivalent Course(s): LATN 31500

LATN 21600. Roman Oratory. 100 Units.

Cicero's first speech, in defense of a client charged with parricide, receives a close reading in Latin and in English. The speech is considered in relation to theories set out in Cicero's rhetorical writings, in relation to the role of the criminal courts in Late Republican Rome, and in relation to other defense speeches by Cicero.

Equivalent Course(s): LATN 31600

LATN 21700. Post-Virgilian Epic. 100 Units.

We will read several books of Lucan's *Bellum Civile* in Latin and the entire poem in translation. Discussion topics will include the historical context of the epic, its self-portrayal as anti-epic, the use of rhetoric, hyperbole, and paradox as ideological tools, and the narrator's intrusive voice. Requirements: 4 quizzes, midterm paper, final exam.

Terms Offered: Autumn Spring

Prerequisite(s): LATN 20300 or equivalent

Equivalent Course(s): LATN 31700

LATN 21800. Roman Historian. 100 Units.

Primary readings are drawn from the Tiberian books of the *Annals*, in which Tacitus describes the consolidation of the imperial regime after the death of Augustus. Parallel accounts and secondary readings are used to help bring out the methods of selecting and ordering data and the stylistic effects that typify a Tacitean narrative.

Instructor(s): P. White Terms Offered: Spring

Prerequisite(s): LATN 20300 or equivalent

Note(s): Topic: Tacitus.

Equivalent Course(s): LATN 31800

LATN 21900. Roman Comedy. 100 Units.

Plautus' *Pseudolus* is read in Latin, along with secondary readings that explain the social context and the theatrical conventions of Roman comedy. Class meetings are devoted less to translation than to study of the language, plot construction, and stage techniques at work in the *Pseudolus*.

Instructor(s): D. Wray Terms Offered: Spring

Prerequisite(s): LATN 20300 or equivalent

Equivalent Course(s): LATN 31900, ANCM 41919

LATN 22100. Lucretius. 100 Units.

We will read selections of Lucretius' magisterial account of a universe composed of atoms. The focus of our inquiry is: how did Lucretius convert a seemingly dry philosophical doctrine about the physical composition of the universe into a gripping message of personal salvation? The selections include Lucretius' vision of an infinite universe, of heaven, and of the hell that humans have created for themselves on earth.

Terms Offered: Autumn. This course will be offered 2020-21.

Equivalent Course(s): LATN 32100

LATN 25200. Medieval Latin. 100 Units.

The Practice of Carolingian Saints' Tales. Spoken "Lingua Romana rustica" departed from canonical Ancient Latin long before the late eighth century. But at this time the renewed study of the Classics and grammar soon prompted scholars and poets to update the stories of their favorite saints, and to inscribe some for the first time. We shall examine examples of ninth-century Carolingian "réécriture" and of tandem new hagiography in both prose and verse by authors such as Lupus of Ferrières, Marcward of Prüm, Wandalbert of Prüm, Hildegard of Meaux and Heiric of Auxerre. All source readings in Classical Latin adapted to new Carolingian purposes, which we shall also explore historically in their own right.

Instructor(s): M. Allen Terms Offered: Winter

Equivalent Course(s): HIST 33207, HIST 23207, LATN 35200, HCHR 35200

LATN 29700. Reading Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Students are required to submit the College Reading and Research Course Form.



COMPARATIVE HUMAN DEVELOPMENT

Department Website: <http://humdev.uchicago.edu>

PROGRAM OF STUDY

The program in Comparative Human Development (CHDV) focuses on the study of persons over the course of life; on the social, cultural, biological, and psychological processes that jointly influence development; and on growth over time in different social and cultural settings. The study of human development also offers a unique lens through which we consider broad questions of the social sciences, like the processes and impacts of social change, and the interactions of biology and culture. Faculty members in Comparative Human Development with diverse backgrounds in anthropology, biology, psychology, and sociology conduct research on topics that include (but are not limited to): the social and phenomenological experience of mental illness; comparative education; the impact of socioeconomic context on growth and development; the influence of social interaction on biological functioning; the tensions inherent in living in multicultural societies; the experience and development of psychotherapists in Western and non-Western countries; and the ways in which youth in developing countries are forging new conceptions of adulthood. Given this interdisciplinary scope, the program in Comparative Human Development provides an excellent preparation for students interested in advanced postgraduate study at the frontiers of several social science disciplines, or in careers and professions that require a broad and integrated understanding of human experience and behavior—e.g., mental health, education, social work, health care, or human resource and organizational work in community or corporate settings.

ADVISING

The first point of contact for undergraduates is the preceptor. Preceptors can be emailed at humdev-preceptors@lists.uchicago.edu. Additional contact information for the year-specific preceptor can be found in Contacts at the bottom of this page, along with the undergraduate chair and administrator contact information.

ELECTRONIC COMMUNICATION

Upon declaring a Comparative Human Development major, undergraduates should promptly join the department undergraduate email listserv to receive important announcements. Students request to join the listserv by logging in with their CNet ID at <https://lists.uchicago.edu> and subscribing to humdev-undergrad@listhost.uchicago.edu (humdev-undergrad@uchicago.edu).

PROGRAM REQUIREMENTS

The requirements below are in effect as of Autumn 2017. Current CHDV majors in the Classes of 2018 or 2019 who wish to follow the previous requirements should work with the preceptor to fashion a program of study.

The undergraduate program in Comparative Human Development has the following components:

CORE COURSES

CHDV 20000 Introduction to Human Development and CHDV 20100 Human Development Research Design, a two-quarter introductory sequence in Comparative Human Development, should be completed prior to the Spring Quarter of a student's third year. CHDV 20000 Introduction to Human Development focuses on theories of development, with particular reference to the development of the self in a social and cultural context. CHDV 20100 Human Development Research Design focuses on modes of research and inquiry in human development, including basic concepts of research design and different methods used in studying human development (e.g., ethnography, experiments, surveys, discourse analysis, narrative inquiry, and animal models). Consideration is given to the advantages and limitations of each approach in answering particular questions concerning person and culture.

METHODS

Students must complete one Methods course. It may focus on qualitative or quantitative methods or may be a research methods course from a related department, such as Statistics.

The following are courses since 2012 that have fulfilled the Methods requirement **without a petition**. (Please note courses in this list **may not** be offered this academic year.)

Courses that are not on the following list may be petitioned to count for Methods (see Petitions).

ANTH 21420	Ethnographic Methods	100
BIOS 20151	Introduction to Quantitative Modeling in Biology (Basic)	100
BIOS 20172	Mathematical Modeling for Pre-Med Students	100
BIOS 25419	Infectious Disease Epidemiology; Networks and Modeling.	100
CHDV 20101	Applied Statistics in Human Development Research	100
CHDV 26228	Ethnographic Methods	100
CHDV 30102	Introduction to Causal Inference	100
CHDV 32411	Mediation, Moderation, and Spillover Effects	100

CHDV 37802	Seminar: Challenging Legends and Other Received Truths: A Socratic Practicum	100
CHDV 39301	Qualitative Research Methods	100
MATH 19520	Mathematical Methods for Social Sciences	100
PBPL 24800	Urban Policy Analysis	100
PBPL 26301	Field Research Project in Public Policy	100
PLSC 22913	The Practice of Social Science Research	100
PSYC 20100	Psychological Statistics	100
PSYC 20200	Psychological Research Methods	100
SOCI 20001	Sociological Methods	100
SOCI 20004	Statistical Methods of Research	100
SOCI 20140	Qualitative Field Methods	100
STAT 20000	Elementary Statistics	100
STAT 22000	Statistical Methods and Applications	100
STAT 22400	Applied Regression Analysis	100
STAT 23400	Statistical Models and Methods	100

ELECTIVES

All CHDV majors are required to take nine CHDV elective courses. We encourage students to take their elective courses across the four areas of Comparative Human Development, given the department's commitment to transdisciplinary scholarship. All CHDV course numbers are labeled to describe the areas in which they are most closely aligned. The four areas are the following:

1. *Comparative Behavioral Biology*: includes courses on the biopsychology of attachment; evolutionary social psychology; evolution of parenting; biological psychology; primate behavior and ecology; behavioral endocrinology.
2. *Life Course Development*: includes courses on social and psychological development through the life course, including courses on childhood, adolescence, adulthood, and aging; education and development; introduction to language development; the role of early experience in development; sexual and gender identity; the study of lives and families in social and cultural context.
3. *Culture and Community*: includes courses on cultural psychology; psychological anthropology; social psychology; cross-cultural child development; language, culture, and thought; language socialization; education in ethnic and cultural context; psychiatric and psychodynamic anthropology; memory and culture.
4. *Mental Health and Personality*: includes courses on personality theory and research; social and cultural foundations of mental and physical health; modern psychotherapies and their supporting institutions; psychology of well-being; conflict understanding and resolution; core concepts and current directions in psychopathology; emotion, mind, and rationality; body image in health and disorder; advanced concepts in psychoanalysis.

PETITIONS

Student petitions will be accepted only in very limited circumstances to request that courses not taught or cross-listed in CHDV count toward CHDV major requirements. These limited circumstances may include a relevant course offered during study abroad if a CHDV course is not available. Students may petition for one relevant course per quarter of study abroad to count toward the CHD major, but only one, barring unusual circumstances. Only university-level courses credited by the University of Chicago or study abroad may be petitioned for CHDV requirements; no other form of credit (including Advanced Placement) is allowed. Petitions should be completed using the CHDV petition form found at humdev.uchicago.edu/page/undergraduate-studies. Petitions should include a copy of the course syllabus, since the course title alone is often not sufficient for evaluating a petition.

BA HONORS GUIDELINES

Students with qualifying GPAs may seek to graduate with honors by successfully completing a BA honors paper that reflects scholarly proficiency in an area of study within Comparative Human Development and successfully completing two required accompanying courses: the CHDV 29800 BA Honors Seminar in the Spring Quarter of their third year and CHDV 29900 Honors Paper Preparation in the Autumn Quarter of their fourth year. CHDV 29800 BA Honors Seminar can count as one of the nine elective courses required for the major. CHDV 29900 Honors Paper Preparation may not count toward major requirements; it may be used for general elective credit only. Qualified students who wish to seek CHDV honors and who plan to study abroad should plan their travel in order to ensure they are in residence at the University of Chicago during the Spring Quarter of their third year and the Autumn Quarter of their fourth year in order to take the two courses required for BA honors.

The honors paper should reflect original research of an empirical, scholarly, or theoretical nature and must be rated as worthy of honors by the student's BA Honors Committee. This committee shall consist of two University faculty members: a supervisor (who must be a CHDV faculty member or associate faculty member) and a second reader (who must be a University of Chicago faculty member or associate faculty member). The paper should be about 30 to 40 pages in length. The grade given for it will become the grade of record for the Honors Paper Preparation course (CHDV 29900 Honors Paper Preparation). To receive departmental honors upon graduation, students (1) must have attained a cumulative overall GPA of 3.25 or higher and a major GPA higher than 3.5 by the end of the quarter prior to the quarter of graduation, and (2) must have completed a meritorious BA honors paper under the supervision of a CHDV faculty member and received a high grade on their BA honors paper.

Permission to undertake a BA honors paper will be granted by the CHDV undergraduate chair to students who (1) have successfully completed CHDV 29800 BA Honors Seminar and (2) have filed a properly completed BA Honors Paper Proposal Form with the departmental secretary no later than tenth week of Spring Quarter of the third year.

BA HONORS SEMINAR

The CHDV 29800 BA Honors Seminar aims to help qualified students formulate a suitable proposal and find a CHDV faculty supervisor. Qualified students who wish to seek departmental honors must register for the CHDV 29800 BA Honors Seminar during Spring Quarter of their third year. Permission to register for CHDV 29800 BA Honors Seminar will be granted to students with a GPA that, at the end of Autumn Quarter of the third year, shows promise of meeting the standards set for honors (see above). This course must be taken for a quality grade and may be counted as one of the required major electives. This course is a pre-field course where students develop a ten-page research proposal and find both a CHDV supervisor and a second reader (who may be outside of the department). As part of the proposal, they learn to develop an academic "problem" while reviewing the necessary academic literature. They also decide on the discipline and methods (interviewing, ethnography, experimental design) they will use to tackle their research question.

HONORS PAPER PREPARATION COURSE

The CHDV 29900 Honors Paper Preparation course helps students successfully complete work on their BA honors paper. In order to complete honors, students who successfully took CHDV 29800 in Spring Quarter of their third year must also register for CHDV 29900 Honors Paper Preparation during Autumn Quarter of their fourth year. This courses is required but does not count as one of the 12 courses in the major; it may be used for general elective credit only. Students are encouraged to collect their data over the summer; then this course scaffolds the process of analyzing data (such as transcription and coding) and writing up BA papers (such as tips on describing methods and peer review). The grade assigned by the thesis supervisor on the final BA paper is retroactively assigned as the grade for this course.

BA HONORS PAPER FOR DUAL MAJORS

In very special circumstances, students may be able to write a longer BA honors paper that meets the requirements for a dual major (with prior approval from the undergraduate program chairs in both departments). Students should consult with both chairs before the end of Spring Quarter of their third year. A consent form, available from the student's College adviser, must be signed by both chairs and returned to the College adviser, with copies filed in both departmental offices, by the end of Autumn Quarter of the student's graduation year.

HONORS PAPER DUE DATE

Honors papers are due by the end of fifth week of the quarter in which a student plans to graduate (typically in Spring Quarter).

SUMMARY OF REQUIREMENTS

CHDV 20000	Introduction to Human Development	100
CHDV 20100	Human Development Research Design	100
One Methods Course		100
Nine Elective Courses *		900
Total Units		1200

* Students applying for CHDV honors must register for CHDV 29800 BA Honors Seminar and CHDV 29900 Honors Paper Preparation. CHDV 29800 may be counted as one of the nine required program electives; however, CHDV 29900 does *not* count toward the major and is used for general elective credit only.

GRADING

All courses required for the major in Comparative Human Development must be taken for quality grades.

The courses below are a guide. For up-to-date course plans, please visit Class Search (<http://registrar.uchicago.edu/classes>) or the Anticipated Courses List at humdev.uchicago.edu/page/courses.

COMPARATIVE HUMAN DEVELOPMENT COURSES

CHDV 12103. Treating Trans-: Practices of Medicine, Practices of Theory. 100 Units.

Medical disciplines from psychiatry to surgery have all attempted to identify and to treat gendered misalignment, while queer theory and feminisms have simultaneously tried to understand if and how trans-theories should be integrated into their respective intellectual projects. This course looks at the logics of the medical treatment of transgender (and trans- more broadly) in order to consider the mutual entanglement of clinical processes with theoretical ones. Over the quarter we will read ethnographic accounts and theoretical essays, listen to oral histories, discuss the intersections of race and ability with gender, and interrogate concepts like "material bodies" and "objective science". Primary course questions include: 1.

Terms Offered: Spring

Note(s): This course counts as a Foundations Course for GNSE majors

Equivalent Course(s): GNSE 12103, ANTH 25212, HIPS 12103

CHDV 20000. Introduction to Human Development. 100 Units.

This course introduces the study of lives in context. The nature of human development from infancy through old age is explored through theory and empirical findings from various disciplines. Readings and discussions emphasize the interrelations of biological, psychological, and sociocultural forces at different points of the life cycle.

Instructor(s): E. Raikhel Terms Offered: Autumn

Prerequisite(s): CHDV majors or intended majors.

Note(s): Required Course for Comparative Human Development Majors

Equivalent Course(s): PSYC 20850, HLTH 20000

CHDV 20100. Human Development Research Design. 100 Units.

The purpose of this course is to expose CHD majors in college to a broad range of methods in social sciences with a focus on human development research. The faculty in Comparative Human Development is engaged in interdisciplinary research encompassing anthropology, biology, psychology, sociology, and applied statistics. The types of data and methods used by faculty span the gamut of possible methodologies for addressing novel and important research questions. In this course, students will study how appropriate research methods are chosen and employed in influential research and will gain hands-on experience with data collection and data analysis. In general, the class will meet as a whole on Mondays and will have lab/discussion sections on Wednesdays. The lab/discussion sections are designed to review the key concepts, practice through applying some of the methods, and prepare students for the assignments. Students in each section will be assigned to small groups. Some of the assignments are group-based while others are individual-based.

Instructor(s): Hong, Guanglei Terms Offered: Spring

Note(s): Required Course for Comparative Human Development Majors

Equivalent Course(s): PSYC 21100, HLTH 20100

CHDV 20122. Introduction to Population. 100 Units.

This course provides an introduction to the field of demography, which examines the growth and characteristics of human populations. It also provides an overview of our knowledge of three fundamental population processes: fertility, mortality, and migration. We cover marriage, cohabitation, marital disruption, aging, and population and environment. In each case we examine historical trends. We also discuss causes and consequences of recent trends in population growth, and the current demographic situation in developing and developed countries.

Instructor(s): L. Waite Terms Offered: Winter

Equivalent Course(s): SOCI 20122, GNSE 20120, ENST 20500

CHDV 20305. Inequality in Urban Spaces. 100 Units.

The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood.

Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood. This course is part of the College Course Cluster: Urban Design.

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

Note(s): CHDV Distribution: B; 2*

Equivalent Course(s): CHDV 40315, CRES 20305, PBPL 20305

CHDV 20440. Inequality, Health and the Life Course. 100 Units.

By virtue of who we are born to and the social world that surrounds us as we grow, some individuals have a better chance of living a long, healthy life than others. In this course, we leverage sociological and social scientific concepts, theories and methods to examine how these inequalities in morbidity, mortality, and health behaviors develop and change across the life course from infancy to later life. We will pay particular attention to how individual characteristics (namely gender, race/ethnicity, socioeconomic status, and sexual orientation, but also genetic vulnerabilities) interact with social-structural, institutional, and cultural realities to shape individual's physical and mental health. We will also discuss how social conditions, particularly during key developmental stages, can have lifelong consequences for individual's health and well-being.

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

Note(s): CHDV Distribution: B, C; 2*, 4*

Equivalent Course(s): SOCI 30248, SOCI 20248, CHDV 30440, HLTH 20440

CHDV 20702. Child Language: Socialization, Development and Acquisition. 100 Units.

Child Language: Socialization, Development, and Acquisition. (=LING, PSYC) This course will provide a broad cross-disciplinary introduction to the study of how children learn language. This question is of interest to many fields, in particular: developmental psychology, linguistic anthropology and linguistics, but each of these fields have markedly different perspectives on the nature of the process and outcomes of language learning. This class will use background lectures and seminar discussions to explore theoretical claims and methodological strategies across disciplines. The topics will include case studies from a variety of languages and cultures and students will be encouraged to think critically about the benefits and drawbacks of each of the three disciplinary perspectives to better understand what it means to "know" a language in a cognitive, cultural and structural sense. Finally, we will consider the implications of linguistic fluency for cognition, in terms of "semantic accent" as well as the specific kinds of linguistic competence, like literacy, that are the result of specialized training and education.

Instructor(s): L. Horton Terms Offered: Winter

Equivalent Course(s): LING 20702

CHDV 20704. Language and Cognition Across the Lifespan. 100 Units.

In this course, we will explore the relationship between language and cognition, at both the beginning and end of the lifespan, as well as in cases of language disorders. We will cover topics including linguistic relativity, bilingualism and aging, multimodal language and cognition and atypical circumstances of language learning and language attrition.

Instructor(s): L. Horton Terms Offered: Spring

Prerequisite(s): N/A

Note(s): CHDV Distribution: B, C

Equivalent Course(s): LING 26530

CHDV 20774. Multilingualism in Mind & Social Interaction: Language, Self, & Thought in the Multilingual Context. 100 Units.

This course provides an overview of theory and research on bilingualism. Through a critical examination of psycholinguistic and sociolinguistic approaches to bilingualism, we will aim to arrive at a comprehensive account of bilingual experience and its practical implications for education and mental health in a globalizing world. In the course, we will address the following topics: 1.

Instructor(s): Numanbayraktaroglu, S. Terms Offered: Spring

Prerequisite(s): N/A

Note(s): CHDV Distribution: B, C; 3*, 5*

Equivalent Course(s): CHDV 30774

CHDV 21000. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.

Instructor(s): R. Shweder Terms Offered: Autumn

Prerequisite(s): Undergraduates must be in third or fourth year.

Note(s): CHDV Distribution: B, C

Equivalent Course(s): PSYC 23000, GNSE 31000, ANTH 24320, CHDV 31000, ANTH 35110, AMER 33000, GNSE 21001, PSYC 33000

CHDV 21401. Introduction to African Civilization II. 100 Units.

The second segment of the African Civilization sequence uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with particular focus on Southern Africa. The course is centered on the 20th and 21st Centuries. The course begins with an examination of colonialism, the institutionalization of racism, and dispossession, before examining anti-colonialism and the postcolonial period. Over the course of the quarter, students will learn about forms of personhood, subjectivity, kinship practices, governance, migration and the politics of difference.

Instructor(s): K. Hickerson Terms Offered: Winter

Prerequisite(s): Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies.

Note(s): CHDV Distribution, C

Equivalent Course(s): HIST 10102, CRES 20802, ANTH 20702

CHDV 21500. Darwinian Health. 100 Units.

This course will use an evolutionary, rather than clinical, approach to understanding why we get sick. In particular, we will consider how health issues such as menstruation, senescence, pregnancy sickness, menopause, and diseases can be considered adaptations rather than pathologies. We will also discuss how our rapidly changing environments can reduce the benefits of these adaptations.

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

Prerequisite(s): Permission of instructor only.

Note(s): CHDV Distribution: A

Equivalent Course(s): HLTH 21500, HIPS 22401, GNSE 21500

CHDV 23204. Medical Anthropology. 100 Units.

This course introduces students to the central concepts and methods of medical anthropology. Drawing on a number of classic and contemporary texts, we will consider both the specificity of local medical cultures and the processes which increasingly link these systems of knowledge and practice. We will study the social and political economic shaping of illness and suffering and will examine medical and healing systems-including biomedicine-as social institutions and as sources of epistemological authority. Topics covered will include the problem of belief; local theories of disease causation and healing efficacy; the placebo effect and contextual healing; theories of embodiment; medicalization; structural violence; modernity and the distribution of risk; the meanings and effects of new medical technologies; and global health.

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

Prerequisite(s): PQ: Undergraduates must have completed or currently be enrolled in a SOSC sequence. Graduate option is only open to Master's students.

Note(s): CHDV Distribution: C, D; 4

Equivalent Course(s): HIPS 27301, ANTH 24330, ANTH 40330, HLTH 23204, CHDV 43204

CHDV 23249. Animal Behavior. 100 Units.

This course introduces the mechanism, ecology, and evolution of behavior, primarily in nonhuman species, at the individual and group level. Topics include the genetic basis of behavior, developmental pathways, communication, physiology and behavior, foraging behavior, kin selection, mating systems and sexual selection, and the ecological and social context of behavior. A major emphasis is placed on understanding and evaluating scientific studies and their field and lab techniques.

Instructor(s): S. Pruett-Jones (even years), J. Mateo (odd years) Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.

Note(s): CHDV Distribution: A

Equivalent Course(s): PSYC 23249, BIOS 23249

CHDV 23301. Culture, Mental Health, and Psychiatry. 100 Units.

While mental illness has recently been framed in largely neurobiological terms as "brain disease," there has also been an increasing awareness of the contingency of psychiatric diagnoses. In this course, we will draw upon readings from medical and psychological anthropology, cultural psychiatry, and science studies to examine this paradox and to examine mental health and illness as a set of subjective experiences, social processes, and objects of knowledge and intervention. On a conceptual level, the course invites students to think through the complex relationships between categories of knowledge and clinical technologies (in this case, mainly psychiatric ones) and the subjectivities of persons living with mental illness. Put in slightly different terms, we will look at the multiple links between psychiatrists' professional accounts of mental illness and patients' experiences of it.

Questions explored include: Does mental illness vary across social and cultural settings? How are experiences of people suffering from mental illness shaped by psychiatry's knowledge of their afflictions?

Instructor(s): E. Raikhel Terms Offered: Autumn

Note(s): CHDV Distribution, C, D

Equivalent Course(s): HIPS 27302, ANTH 35115, CHDV 33301, ANTH 24315, HLTH 23301

CHDV 23305. Critical Studies of Mental Health in Higher Education. 100 Units.

This course draws on a range of perspectives from across the interpretive, critical, and humanistic social sciences to examine the issues of mental health, illness, and distress in higher education.

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

Prerequisite(s): Registration by instructor consent only

Note(s): CHDV Course Distribution Areas: D; 4

Equivalent Course(s): CHDV 33305

CHDV 23405. Cultural Diversity, Structural Barriers, and Multilingualism in Clinical and Healing Encounters. 100 Units.

How are illness, disorder, and recovery experienced in different localities and cultural contexts? How do poverty, racism, and gender discrimination translate to individual experiences of disease? Combining anthropological perspectives on health and illness with a social determinants of health framework, this class will examine topics such as local etiologies of disease and healing practices, linguistic interpretation in clinical and healing contexts, and structural factors that hinder healthcare access and instigate disorder. Moreover, by taking clinical and healing encounters as our locus of analysis, we will explore how healers and health professionals recognize and respond to diversity, power imbalances, and the language individuals give to illness and suffering. We will draw on a range of materials, from ethnographies to long form journalism to the perspectives of course visitors, in order to examine case studies in mental illness, sexual health, organ donation and transplantation, and chronic disease in a variety of geographic contexts.

Instructor(s): D. Ansari Terms Offered: Spring

Note(s): CHDV Distribution Areas: C, D

Equivalent Course(s): CRES 23405

CHDV 23406. Migration Trajectories: Ethnographies of Place and the Production of Diasporas. 100 Units.

Global movements of people have resulted in a substantial number of immigrant communities whose navigation of various facets of everyday life has been complicated by restrictive citizenship regimes and immigration policies, as well as linguistic and cultural differences. The experiences of a wide range of individuals involved in migration raise the following questions: what strategies do immigrants use to negotiate transnational identities and what are the implications of these strategies? How do future generations manage simultaneous and intersectional forms of belonging? To address these questions, we will draw on ethnographic texts that explore various facets of transnational migration, such as diasporas, place, citizenship, mobility, and identities. The term "trajectories," reflects different situations of migration that are not necessarily linear or complete. Moreover, term "place" is meant to capture the continuity between displacement and emplacement, and to critically analyze the durability associated with notions of 'sending' and 'receiving' countries. Lastly, rather than take diasporas as a given, we will explore the ways that they are produced and enacted in a variety of geographic contexts.

Instructor(s): D. Ansari Terms Offered: Spring

Note(s): CHDV Distribution Areas: B, C

Equivalent Course(s): GLST 23406, CRES 23406

CHDV 23900. Introduction to Language Development. 100 Units.

This course addresses the major issues involved in first-language acquisition. We deal with the child's production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).

Instructor(s): S. Goldin-Meadow Terms Offered: Winter

Equivalent Course(s): LING 31600, LING 21600, PSYC 33200, PSYC 23200, CHDV 31600

CHDV 25250. Disability in Local and Global Contexts. 100 Units.

This is a course about intersections. Disability cuts across age, gender, class, caste, occupation, and religion- or does it? By some measures, people with disabilities are the largest minority group in the world today. In this course, we critically examine both the experiences of people with disabilities in a global context as well as the politics and processes of writing about such experiences. Indeed, questions of representation are perhaps at the core of this course. What role have the United Nations Declaration on the Rights of Persons with Disabilities and international organizations such as the United Nations, the World Health Organization, and other non-governmental social and human service agencies played in the creation of specific understandings of disability experience? We will ask whether disability is a universal category and we will consider how experiences of health, illness, disability, and debility vary. We will engage in "concept work" by analyzing the relationships between disability and impairment and we will critically evaluate the different conceptual and analytical models employed to think about disability. In doing so, we will engage with broader questions about international development, human rights, the boundaries of the nation, the family and other kinship affiliations, and identity and community formation. How is disability both a productive analytic and a lens for thinking about pressing questions and concerns in today's world?

Instructor(s): M. Friedner Terms Offered: Winter

Equivalent Course(s): MAPS 46460, ANTH 24302

CHDV 26000. Social Psychology. 100 Units.

This course examines social psychological theory and research that is based on both classic and contemporary contributions. Topics include conformity and deviance, the attitude-change process, social role and personality, social cognition, and political psychology.

Instructor(s): W. Goldstein Terms Offered: Autumn

Equivalent Course(s): PSYC 20600

CHDV 26901. Psychology for Citizens. 100 Units.

This course will examine aspects of the psychology of judgment and decision making that are relevant to public life and citizenship. Judgment and decision making are involved when people evaluate information about electoral candidates or policy options, when they vote, and when they choose to behave in ways that affect the collective good. Topics considered in the course will include the following. (1) What is good for people? What do we know about happiness? Can/should happiness be a goal of public policy? (2) How do people evaluate information and make decisions? Why does public opinion remain so divided on so many issues? (3) How can people influence others and be influenced (e.g., by policy makers)? Beyond persuasion and coercion, what are more subtle means of influence? (4) How do individuals' behaviors affect the collective good? What do we know about pro-social behavior (e.g., altruism/charitable giving) and anti-social behavior (e.g., cheating)? (5) How do people perceive and get along with each other? What affects tolerance and intolerance?

Instructor(s): W. Goldstein Terms Offered: Winter

Equivalent Course(s): PSYC 25901

CHDV 27802. Seminar: Challenging Legends and Other Received Truths: A Socratic Practicum. 100 Units.

This seminar is an experiment in honoring the skeptical intellectual tradition. That intellectual tradition, which has its home in the great universities of the world, aims to achieve accuracy and impartiality in human understanding through a principled commitment to explore the other side, even when that requires the articulation of an unpopular, politically incorrect, or against the current point of view. While it may be a matter for debate whether the intellectual virtues we associate with skepticism are at risk of being sacrificed in the academy these days, this seminar engages a social science and public policy literature that raises skeptical doubts about "received wisdom" on a variety of consequential fronts. Warning to prospective seminar participants: "... a good university, like Socrates, will be upsetting" (The University of Chicago "Kalven Committee Report," November 11, 1967).

Instructor(s): R. Shweder Terms Offered: Winter

Prerequisite(s): Open to graduate students and to 3rd and 4th year College students.

Note(s): CHDV Distribution: M, M

Equivalent Course(s): CHDV 37802

CHDV 27860. History of Evolutionary Behavioral Sciences. 100 Units.

This course will consist in lectures and discussion sessions about the historical and conceptual foundations of evolutionary behavioral sciences (evolutionary anthropology, evolutionary psychology, ethology, comparative behavioral biology), covering the period from the publication of Charles Darwin's *The Origin of Species* up to the present day. Topics will include new theoretical developments, controversies, interdisciplinary expansions, and the relationships between evolutionary behavioral sciences and other disciplines in the sciences and the humanities.

Instructor(s): D. Maestriepieri Terms Offered: Autumn

Prerequisite(s): N/A

Equivalent Course(s): KNOW 27860, HIPS 27860, CHSS 37860, HLTH 27860, CHDV 37860

CHDV 27861. Darwinism and Literature. 100 Units.

In this course we will explore the notion that literary fiction can contribute to the generation of new knowledge of the human mind, human behavior, and human societies. Some novelists in the late 19th and early 20th century provided fictional portrayals of human nature that were grounded into Darwinian theory. These novelists operated within the conceptual framework of the complementarity of science and literature advanced by Goethe and the other romantics. At a time when novels became highly introspective and psychological, these writers used their literary craftsmanship to explore and illustrate universal aspects of human nature. In this course we read the work of several novelists such as George Eliot, HG Wells, Joseph Conrad, Jack London, Yuvgeny Zamyatin, Leopold von Sacher-Masoch, Italo Svevo, and Elias Canetti, and discuss how these authors anticipated the discoveries made decades later by cognitive, social, and evolutionary psychology.

Instructor(s): D. Maestriepieri & R. Richards Terms Offered: Autumn

Equivalent Course(s): KNOW 31418, KNOW 21418, CHDV 37861, HIPS 24921, CHSS 34921

CHDV 28301. Disability and Design. 100 Units.

Disability is often an afterthought, an unexpected tragedy to be mitigated, accommodated, or overcome. In cultural, political, and educational spheres, disabilities are non-normative, marginal, even invisible. This runs counter to many of our lived experiences of difference where, in fact, disabilities of all kinds are the "new normal." In this interdisciplinary course, we center both the category and experience of disability. Moreover, we consider the stakes of explicitly designing for different kinds of bodies and minds. Rather than approaching disability as a problem to be accommodated, we consider the affordances that disability offers for design. This course begins by situating us in the growing discipline of Disability Studies and the activist (and intersectional) Disability Justice movement. We then move to four two-week units in specific areas where disability meets design: architecture, infrastructure, and public space; education and the classroom; economics, employment, and public policy; and aesthetics. Traversing from architecture to art, and from education to economic policy, this course asks how we can design for access.

Instructor(s): M. Friedner, J. Iverson Terms Offered: Winter

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): MAAD 28300, MUSI 25719, BPRO 28300

CHDV 29700. Undergraduate Reading and Research. 100 Units.

Select section from faculty list on web.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Students are required to submit the College Reading and Research Course Form.

Note(s): Must be taken for a quality grade.

CHDV 29800. BA Honors Seminar. 100 Units.

Required for students seeking departmental honors, this seminar is designed to help develop an honors paper project that will be approved and supervised by a HD faculty member. A course preceptor will guide students through the process of research design and proposal writing.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Consent of the undergraduate program chair.

Note(s): Eligible students should plan to take the BA Honors Seminar in the Spring Quarter of their third year.

CHDV 29900. Honors Paper Preparation. 100 Units.

The CHDV 29900 Honors Paper Preparation course helps students successfully complete work on their BA honors paper. In order to complete honors, students who successfully took CHDV 29800 in Spring Quarter of their third year must register for CHDV 29900 Honors Paper Preparation during Autumn Quarter of their fourth year, as a 13th required course. Students are encouraged to collect their data over the summer; then this course scaffolds the process of analyzing data (such as transcription and coding) and writing up BA papers (such as tips on describing methods and peer review). The grade assigned by their thesis supervisor on the final BA paper is retroactively assigned as the grade for this course.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): CHDV 29800 and an approved honors paper. Students are required to submit the College Reading and Research Course Form.



COMPARATIVE LITERATURE

Department Website: <http://complit.uchicago.edu>

The major in Comparative Literature leads to a BA degree and is designed to attract students who wish to pursue an interdisciplinary plan of course work focused on the study of literature as written in various languages and in various parts of the world.

One student might come to the University of Chicago with a strong background in languages other than English and want to work in two or more literatures (one of which can be English). Another student might have a strong interest in literary study and wish to address general, generic, and/or transnational questions that go beyond the boundaries of national literature offered in other literature departments. Or, a student might wish to pursue an in-depth study of the interrelationship of literature and culture, as well as issues that transcend the traditional demarcations of national literary history and area studies.

These descriptions of academic interest are not mutually exclusive. Each student will work with the Director of Undergraduate Studies to design a plan of course work that will suit his or her individual goals and that will take advantage of the rich offerings of the University.

PROGRAM REQUIREMENTS

The requirements outlined below are in effect as of Autumn Quarter 2018 and will apply to all students in the Class of 2020 and beyond. Students in the Classes of 2018 and 2019 may request to switch to the new requirements if the updated program suits their interests and fits within their graduation plans.

Students interested in applying to the major in Comparative Literature should review the following guidelines and consult with the Director of Undergraduate Studies in Comparative Literature. These guidelines are to assist students in developing a balanced and cohesive interdisciplinary plan of study.

The major is comprised of seven literature courses selected in consultation with the Director of Undergraduate Studies, one foundational course in comparative literary theory and methodology, two courses in literary theory, methods, or special topics in Comparative Literature, and a BA project workshop that serves as a capstone to the major.

A student works with the Director of Undergraduate Studies to identify a primary field (four courses) and secondary field (three courses). A student wishing to work in two literatures might choose two literatures as the primary and secondary fields (note: the second literature can be English). The secondary field might be a particular national literature or a portion of such a literature (e.g., poetry, drama, novel); another discipline (e.g., mathematics, history, film, performance studies, music); or literary theory.

Study abroad offers an attractive means of fulfilling various aims of this program. More than half of the major requirements must be satisfied by courses bearing University of Chicago numbers.

SUMMARY OF REQUIREMENTS

Three language courses in a single language at the intermediate level or above	300
Four courses in a literature other than English, one of which can be in a closely related field	400
Three courses in a secondary field, which can be literature in another language (including English), another discipline (e.g., mathematics, performance studies, music), or literary theory	300
CMLT 20109 Comparative Methods in the Humanities	100
Two 20000-level courses in literary theory, methods, or special topics in Comparative Literature	200
CMLT 29801 B.A. Project and Workshop: Comparative Literature (See BA Project for details)	100
Total Units	1400

Foreign Language Requirement

The Comparative Literature major requires three language courses in a single language at the intermediate level or above. Students who come in with high proficiency in a language other than English may instead substitute three courses in a third language, at any level.

A student can provide proof of high proficiency in two ways:

1. A student may pass one of the College's Practical Language Proficiency Assessments in a foreign language, if available for the relevant language; for more information, see languageassessment.uchicago.edu/page/foreign-language-proficiency-certifications.
2. A student can demonstrate high proficiency on the basis of the student's formal schooling experience in a country outside the United States at the high school (secondary) level. Students should write a brief description of their schooling and submit it, along with a transcript showing at least two years of high school study in the relevant language, to the Director of Undergraduate Studies in Comparative Literature.

Though **all majors** must demonstrate proficiency in a single language through at least the second-year sequence in a foreign language (**or by providing proof that they enter the program with high proficiency in either of the two ways noted above**), they are encouraged to continue their language study beyond the minimum required for the major. The Department of Comparative Literature works closely with the University of Chicago Language Center and will help students achieve their individual goals in language acquisition by suggesting programs of study that will add to their language expertise as appropriate.

BA Project

The BA capstone project is to be completed in the student's last year of study. The project should be approved by the Director of Undergraduate Studies and is supervised by a faculty member of the student's choice in Comparative Literature. It may be co-advised by a faculty member from another department. Students must complete their formal application to the major by spring of third year and should identify a faculty advisor at that time.

One obvious choice for a BA project is a substantial essay in comparative literary study. This option should not, however, rule out other possibilities. Alternative examples are a translation from a foreign literature with accompanying commentary or a written project based on research done abroad in another language and culture relating to comparative interests. Students are urged to base their project on comparative concepts and to make use of the language proficiency that they will develop as they meet the program's requirements. Visit <https://complit.uchicago.edu/undergraduate/undergraduate-program> for more details on the BA project.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with approval from both program chairs. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Participation in the Program

Students should express their interest in the major as early as possible. The first step is to meet with the Director of Undergraduate Studies to consult about a program of study. Applicants must submit an application form which consists of a list of completed courses and a list of courses in which they are currently registered. Special mention should be made of language courses or other language training that affirms a student's level of language proficiency. Each proposal will be evaluated on the basis of the interest of the student and his or her achievement in the languages needed to meet the goals of the intended course of study. Students will be notified by email of their acceptance to the program. Finally, students will need to formalize their declaration through my.uchicago.edu with the assistance of the College adviser.

Comparative Literature majors should demonstrate literary proficiency in a language (other than English) that is relevant to their proposed course of study (as indicated in requirement number one above). This requirement must be met at the time of application or shortly thereafter. Proficiency is measured by the completion of a second-year sequence (or above) in the language or by demonstration of an equivalent skill. Language ability is essential to work in comparative literature of whatever sort.

GRADING

All courses to be used in the major must be taken for a quality grade of B– or higher, except for the BA Workshop course, CMLT 29801, which is graded on a Pass/Fail basis.

HONORS

To be eligible for honors in Comparative Literature, students must earn an overall cumulative GPA of 3.25 or higher, and a GPA of 3.5 or higher in the major. They must also complete a BA essay or project that is judged exceptional in intellectual and/or creative merit by the first and second readers.

ADVISING

Students must consult on an ongoing basis with the Director of Undergraduate Studies for selection and approval of course work for the major. Students will need to regularly provide documentation of any approvals for the major to their College adviser for the necessary processing. Further advice and counseling will be available from the preceptor for the program and from the faculty member who supervises the student's BA project.

COMPARATIVE LITERATURE COURSES

CMLT 20109. Comparative Methods in the Humanities. 100 Units.

This course introduces models of comparative analysis across national literatures, genres, and media. The readings pair primary texts with theoretical texts, each pair addressing issues of interdisciplinary comparison. They include Orson Welles's "Citizen Kane" and Coleridge's poem "Kubla Khan"; Benjamin's "The Storyteller," Kafka's "Josephine the Mouse Singer," Deleuze and Guattari, Kafka: *Toward a Minor Literature*, and Mario Vargas Llosa's *The Storyteller*; Victor Segalen's *Stèles*; Fenollosa and Pound's "The Chinese Character as a Medium of Poetry" and Eliot Weinberger's *Nineteen Ways of Looking at Wang Wei*; Mérimée, "Carmen," Bizet, *Carmen*, and the film adaptation *U-Carmen e-Khayelitsha* (South Africa, 2005); Gorky's and Kurosawa's *The Lower Depths*; Molière, *Tartuffe*, Dostoevsky, *The Village Stepanchikovo and its Inhabitants*, and Bakhtin, "Discourse in the Novel"; Gogol, *The Overcoat*, and Boris Eikhenbaum, "How Gogol's Overcoat Is Made."

Instructor(s): Olga Solovieva Terms Offered: Autumn

Equivalent Course(s): ENGL 28918

CMLT 24111. The Soviet Empire. 100 Units.

What kind of empire was the Soviet Union? Focusing on the central idea of Eurasia, we will explore how discourses of gender, sexuality and ethnicity operated under the multinational empire. How did communism shape the state's regulation of the bodies of its citizens? How did genres from the realist novel to experimental film challenge a cohesive patriarchal, Russophone vision of Soviet Eurasia? We will examine how writers and filmmakers in the Caucasus and Central Asia answered Soviet Orientalist imaginaries, working through an interdisciplinary archive drawing literature and film from the Soviet colonial 'periphery' in the Caucasus and Central Asia as well as writings about the hybrid conception of Eurasia across linguistics, anthropology, and geography.

Instructor(s): Leah Feldman Terms Offered: Autumn

Equivalent Course(s): REES 24110, REES 34110, CMLT 34111, NEHC 34110, NEHC 24110

CMLT 29801. B.A. Project and Workshop: Comparative Literature. 100 Units.

This workshop begins in Autumn Quarter and continues through the middle of Spring Quarter. While the BA workshop meets in all three quarters, it counts as a one-quarter course credit. Students may register for the course in any of the three quarters of their fourth year. A grade for the course is assigned in the Spring Quarter, based partly on participation in the workshop and partly on the quality of the BA paper. Attendance at each class section required.

Terms Offered: Autumn Spring Winter

Note(s): Required of fourth-year students who are majoring in CMLT. Students should register for this course in the term where it best fits in their schedule.



COMPARATIVE RACE AND ETHNIC STUDIES

Department Website: <http://csrpc.uchicago.edu>

PROGRAM OF STUDY

The BA program in Comparative Race and Ethnic Studies offers an interdisciplinary curriculum through which students can examine the histories, languages, and cultures of the racial and ethnic groups in and of themselves, in relationship to each other, and, particularly, in structural contexts of power. Focusing on genocide, slavery, conquest, confinement, immigration, and the diaspora of peoples around the globe, Comparative Race and Ethnic Studies examines the material, artistic, and literary expressions of peoples who originated in Africa, Latin America, Asia, and Europe, who moved voluntarily or were forcefully bound over to the Americas and here evolved stigmatized identities, which were tied to the cultures and histories of their natal lands in complicated ways.

A student who obtains a BA in Comparative Race and Ethnic Studies will be well prepared for admission to graduate programs in the humanities and social sciences, to professional schools in law, medicine, public health, social work, business, or international affairs, and to careers in education, journalism, politics, creative writing, and the nonprofit sector. A degree in Comparative Race and Ethnic Studies offers training designed to impart fundamental skills in critical thinking, comparative analysis, social theory, research methods, and written expression.

Areas of specialization include: Africa Past and Present, African American Studies, Latino/a Studies, Asian American Studies, and Native American Studies. This major/minor is also available to students interested in the study of Africa in a comparative framework.

PROGRAM REQUIREMENTS

Students are encouraged to meet the general education requirement in the humanities and/or social sciences before declaring their major. Students must meet with the student affairs administrator to discuss a plan of study as soon as they declare their major (no later than the end of Spring Quarter of their third year). Students are also required to consult with the student affairs administrator to chart their progression through their course of study.

A. Civilization Requirement

The major requires eleven to twelve courses, depending on whether the student counts two or three civilization studies courses chosen from those listed below. The CRES civilization requirement can only be fulfilled by taking courses from those listed below (other civilization sequences may be approved by petition). Courses can be taken in any order, but they must be in the same sequence. For example, a student can take Colonizations III and then Colonizations I, but they cannot fulfill the civilization requirement by taking Colonizations III and Introduction to Latin American Civilization I. If a student has counted all three civilization courses towards general education, then a CRES elective must be added.

CRES 24001-24002-24003	Colonizations I-II-III	300
CRES 24001	Colonizations I	
CRES 24002	Colonizations II	
CRES 24003	Colonizations III	
SOSC 22551-22552-22553	African Civilizations: Colonialism, Migration, Diaspora I-II-III	300
SOSC 22551	African Civilizations: Colonialism, Migration, Diaspora I	
SOSC 22552	African Civilizations: Colonialism, Migration, Diaspora II	
SOSC 22553	African Civilizations: Colonialism, Migration, Diaspora III	
LACS 16100-16200-16300	Introduction to Latin American Civilization I-II-III	300
LACS 16100	Introduction to Latin American Civilization I	
LACS 16200	Introduction to Latin American Civilization II	
LACS 16300	Introduction to Latin American Civilization III	
SOSC 19019-19020-19021	Latin American Civilization in Oaxaca I-II-III	300
SOSC 19019	Latin American Civilization in Oaxaca I	
SOSC 19020	Latin American Civilization in Oaxaca II	
SOSC 19021	Latin American Civilization in Oaxaca III	
HIST 10101-10102-10103	Introduction to African Civilization I-II-III	300
HIST 10101	Introduction to African Civilization I	
HIST 10102	Introduction to African Civilization II	
HIST 10103	Introduction to African Civilization III	
SALC 20100-20200	Introduction to the Civilizations of South Asia I-II	200
SALC 20100	Introduction to the Civilizations of South Asia I	

SALC 2020	Introduction to the Civilizations of South Asia II	
EALC 10800-10900-11000	Introduction to the Civilizations of East Asia I-II-III	300
EALC 10800	Introduction to the Civilizations of East Asia I	
EALC 10900	Introduction to the Civilizations of East Asia II	
EALC 11000	Introduction to the Civilizations of East Asia III	
Jewish Civilization*		200
JWSC 12000	Jewish Civilization I: Ancient Beginnings to Early Medieval Period	
JWSC 12001	Jewish Civilization II: Late Medieval to Modern Period	

* Consult the Jewish Studies page of this catalog for specifics.

B. Research Project or Essay Requirement

A substantial essay or project is to be completed in the student's fourth year under the supervision of a Comparative Race and Ethnic Studies adviser, who is a member of the program's core faculty. Students must choose an essay adviser and submit a formal BA proposal to the student affairs administrator by the end of their third year of study. BA essays are due on May 1 of their fourth year or by fifth week of their quarter of graduation.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the required consent of both program chairs. Students should also consult with the chairs by the earliest BA proposal deadline or, if one program fails to publish a deadline, by the end of their third year. A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

C. BA Colloquium Requirement

Students must attend a BA colloquium that begins with a general meeting and individual meetings during the second half of Spring Quarter of their third year and continues through Autumn, Winter, and Spring Quarters of their fourth year. They may register for **CRES 29800 BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies** in any one of those quarters, though most majors register for it during Autumn Quarter. They submit a completed thesis during Spring Quarter of their fourth year. (Students who plan to graduate before the Spring Quarter of their fourth year will need to register for the BA Colloquium earlier and should meet with the student affairs administrator to plan an appropriate program). This course is designed to introduce students to a range of qualitative research methods and to help determine which method would fit a research project of their own design in the field of race and ethnic studies. It functions as a research workshop in which students identify a research topic, develop a research question, and explore a range of methods that may or may not be appropriate for the research project.

D. Requirements for the Major and the Minor

MAJOR IN COMPARATIVE RACE AND ETHNIC STUDIES

Students have two ways to fulfill the elective requirements for the major:

Option 1 allows students to focus four courses on one specific area of specialization—Africa Past and Present, African American Studies, Asian American Studies, Latina/o Studies, or Native American Studies (other diasporic communities may qualify by petition)—and a second four-course cluster drawn from a different area or four comparative courses. For example, one may choose to take four courses focused on African American Studies and choose a second four courses focused exclusively on Asian American Studies or four courses in the Comparative/General Studies category.

Option 2 is designed for students who wish to explore comparative race and ethnic studies primarily through a disciplinary (e.g., anthropology, English, history) or interdisciplinary program focus (e.g., gender studies, Latin American studies), or who wish to graduate with a double major in Comparative Race and Ethnic Studies. Accordingly, one four-course cluster must be focused on one area (Africa Past and Present, African American Studies, Asian American Studies, Latina/o Studies, Native American Studies). A second cluster of four courses should fall within a specific discipline or interdisciplinary area.

The requirements for Options 1 and 2 are virtually identical: one or two civilization studies courses, eight electives, a BA colloquium, and a BA essay. The BA program in CRES consists of eleven to twelve courses, of which at least seven courses must be chosen from those listed or cross-listed as CRES courses. One upper-level language course may be used to meet the major requirements. The course requires approval by the student affairs administrator.

SUMMARY OF REQUIREMENTS: MAJOR IN COMPARATIVE RACE AND ETHNIC STUDIES

1–2 course(s) of a single civilization sequence *	100–200
4 courses in one specific area of specialization **	400
4 courses in a second area of specialization or 4 comparative courses ***	400
CRES 29800	BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies 100

CRES 29900	Preparation for the BA Essay	100
Total Units		1100-1200

- * If the first two quarters of a civilization studies sequence are taken to fulfill the general education requirement, the third quarter will count toward the major. If a student has counted all three civilization studies courses toward general education, then a CRES elective must be added. If a non-CRES civilization studies sequence is used to fulfill the general education requirement, then two quarters of a CRES civilization studies sequence must be included in the major.
- ** Africa Past and Present, African American Studies, Latina/o Studies, Asian American Studies, or Native American Studies.
- *** Students completing a second major may choose four courses within a single discipline or interdisciplinary field (e.g., history, gender and sexuality studies, sociology, political science) that focus on race and ethnic issues.

MINOR IN COMPARATIVE RACE AND ETHNIC STUDIES

The minor in Comparative Race and Ethnic Studies consists of five to seven courses, depending upon whether the two civilization studies courses are taken for general education. Credit toward the minor for courses taken at any other institution must be discussed with the director of undergraduate studies in advance of registration. Language courses may not be used to fulfill the CRES minor requirements. Students must receive the student affairs administrator's approval of the minor program on a form obtained from their College adviser. This form must then be returned to their College adviser by the end of Spring Quarter of their third year.

Courses in the minor program may not be (1) double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers. Courses taken to complete a minor are counted toward electives.

SUMMARY OF REQUIREMENTS: MINOR IN COMPARATIVE RACE AND ETHNIC STUDIES

Up to 2 courses of a single civilization sequence *	000-200
4 courses in one specific area of specialization (Africa Past and Present, African American Studies, Latina/o Studies, Asian American Studies, or Native American Studies)	400
1 comparative course	100
Total Units	500-700

- * Depending on whether the civilization studies courses are taken to meet the general education requirement.

SAMPLE CRES MINOR SPECIALIZING IN AFRICAN AMERICAN STUDIES

CRES 16101	Introduction to Latin American Civilization I	100
CRES 16102	Introduction to Latin American Civilization II	100
CRES 22150	Contemporary African American Politics	100
CRES 24601	Martin and Malcolm: Life and Belief	100
CRES 20121	Introduction to African American Literature, 1892-1974	100
Total Units		500

GRADING

All courses must be taken for a quality grade unless a course only offers a P/F grading option.

HONORS

The BA with honors is awarded to all students who meet the following requirements: a GPA of at least 3.25 overall and 3.5 in the major, and a grade of A- or above on the BA essay.

ADVISING

Each student must choose an adviser who is a member of the Comparative Race and Ethnic Studies core faculty listed below by the time the BA essay proposal is turned in at the end of the third year. Students are expected to have consulted with the student affairs administrator to identify a faculty adviser and to design their program of study by the beginning of their third year (after the declaration of the major). Students may continue to seek advice from both the student affairs administrator and their faculty adviser while completing their programs of study.

DEGREE LISTING

Students who major or minor in Comparative Race and Ethnic Studies will have their area of specialization listed on their transcript. Thus a student with an African American Studies focus will have the degree listed as

"Comparative Race and Ethnic Studies, with African American Studies." The same will apply for those students who focus on Africa Past and Present, Asian American Studies, Latina/o Studies, and Native American Studies.

COURSES: AFRICA PAST AND PRESENT

CRES 18108. Culture and the Police. 100 Units.

How do cultural products facilitate, abet, and enable the form of social ordering that we call policing? This course will explore the policing function of what modernity calls "culture" by exploring the parallel histories of policing, the emergence of modern police theory, and the rise of the novel. We will focus in particular on how both literature and the police emerge to navigate a series of linked epistemological and political problematics: the relation between particularity and abstraction, the relation between deviance and normalcy, and indeed that of authority as such. While we will focus on texts from the eighteenth- and nineteenth-century Atlantic world, students with a broader interest in policing are encouraged to enroll. Readings will include Daniel Defoe, Patrick Colquhoun, Henry Fielding, G.W.F. Hegel, Louis Althusser, Michel Foucault, Michael McKeon, Mary Poovey, and Mark Neocleous. (Fiction, 1650-1830, 1830-1940, Theory)

Instructor(s): Christopher Taylor Terms Offered: Spring

Prerequisite(s): This course is limited to 15 third- and fourth-year students who have already fulfilled the Department's Genre Fundamentals (previously Gateway) requirement and taken at least two further English courses.

Equivalent Course(s): ENGL 18108

CRES 20701. Introduction to African Civilization I. 100 Units.

Part one of the sequence takes a historical approach. We consider how different types of historical evidence—documentary, oral, and material—can be used to investigate processes of change and transformation in Africa from the early Iron Age through the emergence of the Atlantic world in the fifteenth century. We will investigate state formation in comparative perspective and examine case studies from the Swahili coast, the empires of Ghana and Mali, and Great Zimbabwe. The course also examines the diffusion of Islam, European contact, and the trans-Atlantic slave trade.

Instructor(s): E. Osborn Terms Offered: Autumn

Equivalent Course(s): ANTH 20701, MDVL 10101, HIST 10101

CRES 20802. Introduction to African Civilization II. 100 Units.

The second segment of the African Civilization sequence uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with particular focus on Southern Africa. The course is centered on the 20th and 21st Centuries. The course begins with an examination of colonialism, the institutionalization of racism, and dispossession, before examining anti-colonialism and the postcolonial period. Over the course of the quarter, students will learn about forms of personhood, subjectivity, kinship practices, governance, migration and the politics of difference.

Instructor(s): K. Hickerson Terms Offered: Winter

Prerequisite(s): Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies.

Note(s): CHDV Distribution, C

Equivalent Course(s): CHDV 21401, HIST 10102, ANTH 20702

CRES 20303. Introduction to African Civilization III. 100 Units.

Part Three investigates the long nineteenth century. It considers the Egyptian conquest of Sudan, Omani colonialism on the Swahili coast, and Islamic reform movements across the Sahara. It will also explore connections between the end of the transatlantic slave trade and the formal colonization of the African continent.

Instructor(s): K. Hickerson

Equivalent Course(s): HIST 10103, ANTH 20703

CRES 24813. South African Fictions and Factions. 100 Units.

This course examines the intersection of narrative in print and film (fiction and documentary) in Southern Africa since mid-20th-century decolonization. We begin with *Cry, the Beloved Country*, a best seller written by South African Alan Paton while in the US, and the original film version by a Hungarian-born, British-based director (Zoltan Korda) and an American screenwriter (John Howard Lawson), which together show both the international impact of South African stories and the important elements missed by overseas audiences. We will continue with fictional and nonfictional narrative responses to apartheid and decolonization in film and in print, and examine the power and the limits of what critic Louise Bettleheim has called the "rhetoric of urgency" on local and international audiences. We will conclude with writing and film that grapples with the complexities of the post-apartheid world, whose challenges, from crime and corruption to AIDS and the particular problems faced by women and gender minorities, elude the heroic formulas of the anti-apartheid struggle era. (B)

Equivalent Course(s): ENGL 24813, CMST 24813, CMLT 24813

COURSES: AFRICAN AMERICAN STUDIES

CRES 20104. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

Instructor(s): M. Garrido Terms Offered: Spring

Equivalent Course(s): GEOG 32700, SOCI 20104, SOCI 30104, SOSC 25100, GEOG 22700

CRES 22150. Contemporary African American Politics. 100 Units.

This course explores the issues, actions, and arguments that comprise black politics today. Our specific task is to explore the question of how do African Americans currently engage in politics and political struggles in the United States. This analysis is rooted in a discussion of contemporary issues, including the election of the first African American president, Barack Obama, the emergence of the Movement for Black Lives, the exponential incarceration of black people, and the intersection of identities and the role black feminism in shaping the radical freedom tradition in black politics. Throughout the course we attempt to situate the politics of African Americans into the larger design we call American politics. Is there such a thing as black politics? If there is, what does it tell us more generally about American politics?

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

Equivalent Course(s): PLSC 22150, LLSO 25902

CRES 24601. Martin and Malcolm: Life and Belief. 100 Units.

This course examines the religious, social, cultural, political, and personal factors behind the two most prominent public leaders and public intellectuals emerging from the African American community in the 1950s and 1960s: Malcolm X and Martin Luther King Jr. We review their autobiographies, domestic trends within the United States, and larger international forces operating during their times. Their life stories provide the contexts for the sharp differences and surprising commonalities in their political thought and religious beliefs. The operative question is: What can Malcolm and Martin tell us about America during one of the most dynamic periods in the nation's personality metamorphosis? We use documentary videos of each man's speeches and of the social contexts in which they lived. (B)

Instructor(s): D. Hopkins Terms Offered: Spring

Equivalent Course(s): RLST 24601

CRES 25405. Child Poverty and Chicago Schools. 100 Units.

This discussion- and debate-based course begins with a sociological and historical examination of child poverty, focusing on its origin, experience, and perpetuation in disadvantaged Chicago communities. Class meetings will involve debating school reform efforts, such as "turnaround" schools, charter schools, Promise Neighborhoods, and stepped-up teacher evaluations. Further, the barriers that have contributed to the failure of previous reform initiatives—barriers that include social isolation, violence, and the educational system itself—will be identified and analyzed in-depth.

Instructor(s): C. Broughton Terms Offered: Spring

Prerequisite(s): 2nd year standing required; attendance on the first day of class is required or registration will be dropped.

Equivalent Course(s): PBPL 25405

CRES 27502. Africans in the Early Americas. 100 Units.

During the era of the transatlantic slave trade, more than 350,000 Africans were forcibly trafficked to what is now the United States. The experiences of these men and women and their descendants—particularly their exploitation under a system of racialized slavery—profoundly shaped the course of US history up to and including the present day. These individuals were significant, but they were also only one part of the more than 12 million people who came from Africa to the Americas in the colonial period. Focusing on the diverse experiences of Africans and their descendants—as slaves, but also as colonizers, soldiers, revolutionaries, family members, and free men and women—this course surveys the history of Africans in the Americas from the late fifteenth through the late nineteenth century. Adopting a broad geographic and temporal perspective allows for an exploration of the evolving relationships between labor, gender, and race in North, Central, and South America, including the Spanish, French, and English Caribbean. In this course we will ask: How did the experiences of Africans in the colonial and early republican United States compare with those of Africans in other parts of early America? How might learning about and comparing the experiences of free and enslaved Africans and Afro-descended peoples in different parts of the Americas re-shape our understanding of the multiple origins, meanings, and possibilities of race and national belonging?

Instructor(s): T. Murphy Terms Offered: Winter

Equivalent Course(s): LACS 27502, HIST 29004

COURSES: ASIAN AMERICAN STUDIES

CRES 10800-10900-11000. Introduction to the Civilizations of East Asia I-II-III.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

CRES 10800. Introduction to the Civilizations of East Asia I. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): G. Alitto Terms Offered: Autumn Summer

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): SOSC 23500, EALC 10800, HIST 15100

CRES 10900. Introduction to the Civilizations of East Asia II. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): M. Fisch Terms Offered: Summer Winter

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): SOSC 23600, EALC 10900, HIST 15200

CRES 11000. Introduction to the Civilizations of East Asia III. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): EALC 11000, SOSC 23700, HIST 15300

CRES 10900. Introduction to the Civilizations of East Asia II. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): M. Fisch Terms Offered: Summer Winter

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): SOSC 23600, EALC 10900, HIST 15200

CRES 11000. Introduction to the Civilizations of East Asia III. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): EALC 11000, SOSC 23700, HIST 15300

CRES 24255. Everyday Maoism: Work, Daily Life, and Material Culture in Socialist China. 100 Units.

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

Instructor(s): J. Eyferth Terms Offered: Spring

Equivalent Course(s): EALC 24255, HIST 24507, HIST 34507, EALC 34255

CRES 24706. Edo/Tokyo: Society and the City in Japan. 100 Units.

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

Instructor(s): S. Burns

Equivalent Course(s): EALC 24706, HIST 24706, CRES 34706, HIST 34706, EALC 34706

CRES 27900. Asian Wars of the Twentieth Century. 100 Units.

This course examines the political, economic, social, cultural, racial, and military aspects of the major Asian wars of the twentieth century: the Pacific War, the Korean War, and the Vietnam War. At the beginning of the course we pay particular attention to just war doctrines and then use two to three books for each war (along with several films) to examine alternative approaches to understanding the origins of these wars, their conduct, and their consequences.

Instructor(s): B. Cumings Terms Offered: Spring

Equivalent Course(s): HIST 27900, CRES 37900, EALC 27907, HIST 37900, EALC 37907

COURSES: LATINA/O STUDIES**CRES 16101-16102-16103. 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).

CRES 16101. 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 Terms Offered: Autumn

Equivalent Course(s): HIST 36101, ANTH 23101, LACS 34600, SOSC 26100, LACS 16100, HIST 16101

CRES 16102. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

Instructor(s): D. Borges Terms Offered: Winter

Equivalent Course(s): SOSC 26200, LACS 16200, PPHA 39770, HIST 36102, LACS 34700, HIST 16102, ANTH 23102

CRES 16103. 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 34800, PPHA 39780, LACS 16300, SOSC 26300, ANTH 23103, HIST 16103, HIST 36103

CRES 16102. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

Instructor(s): D. Borges Terms Offered: Winter

Equivalent Course(s): SOSC 26200, LACS 16200, PPHA 39770, HIST 36102, LACS 34700, HIST 16102, ANTH 23102

CRES 16103. 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 34800, PPHA 39780, LACS 16300, SOSC 26300, ANTH 23103, HIST 16103, HIST 36103

CRES 21903. Intro. a las lit. hispánicas: textos hispanoamericanos desde la colonia a la independencia. 100 Units.

This course examines an array of representative texts written in Spanish America from the colonial period to the late nineteenth century, underscoring not only their aesthetic qualities but also the historical conditions that made their production possible. Among authors studied are Christopher Columbus, Hernán Cortés, Sor Juana Inés de la Cruz, Simón Bolívar, and José Martí.

Instructor(s): A. Lugo-Ortiz Terms Offered: Autumn

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish.

Equivalent Course(s): SPAN 21903, LACS 21903

CRES 23335. Racial France. 100 Units.

Over the last two decades, questions of race, racial identity, and racial discrimination have come increasingly to the fore in France, despite (or because of) the country's prevailing rhetoric of colorblind indivisibility. These issues are becoming ever more pressing on a background of intensifying racisms and right-wing populisms in Europe. The purpose of this course is to offer analytical perspectives about these critical tensions and their ripples across the landscape of contemporary French politics. Using readings from a wide variety of fields (among others, anthropology, sociology, literature, philosophy, history, political science, and news media), we will unpack the discourses and lived experiences of race that have shaped the politics of national identity and difference in France since the late 18th century. We will see that the question of 'racial France' has been intimately bound up with the country's history of colonialism and decolonization, with its Republican ideology, with matters of law and government, with questions of citizenship, religion and sexuality, with recent debates on multiculturalism, and with white malaise and resentment stirred by the growth of right-wing extremisms. In the course of our examinations, we will also reflect on the specificity of race and racialization in France, and its differences from racecraft in the United States.

Instructor(s): Francois Richard Terms Offered: Autumn, Autumn 2019

Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors.

Equivalent Course(s): ANTH 33335, FREN 33335, FREN 23335, ANTH 23335

CRES 27101. Intro to Brazilian Culture: Essay, Fiction, Cinema and Music. 100 Units.

During the twentieth century, literature, social thought, music and cinema were completely intertwined in Brazil. This class is an introduction to Brazilian culture through these four types of cultural production and their interaction. We will read authors such as Euclides da Cunha, Gilberto Freyre, Mario de Andrade, Clarice Lispector, and listen to samba, bossa nova, and tropicalismo.

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

Equivalent Course(s): LACS 27105, LACS 37105, PORT 27100, PORT 37100

CRES 27303. Topics in US-Mexico Borderlands History. 100 Units.

This course explores the history of the U.S.-Mexican borderlands, from its native past to its present, as a geographical place and as a site of contested sovereignties. It is organized around major themes in the history of the region, including indigenous and European imperialism, settler colonialism, nationalism, migration, labor, and citizenship. Special attention will also be given to the themes of cultural hybridity, transculturation, and the fluidity of social identities defined by the categories of class, ethnicity, gender, nationality, and race. The structure of this course emphasizes the interaction of historical forces across imperial, national, and cultural boundaries, highlighting the dynamism of borderlands as historical phenomena and as a method of interpreting and understanding the past. Students enrolled in this course will gain critical thinking and analytical skills as well as a broader understanding of topics in U.S. and Mexican history that continue to influence contemporary political debates. They will be encouraged to look beyond the rigid dichotomies that often divide the borderlands and investigate the full spectrum of cultural, economic, and social relationships that bring people together as well as those that push them apart. Students will also learn to look for common patterns that emerge across time and space while remaining attentive to the nuances of local identities, cultures, and histories.

Instructor(s): D. Webb Terms Offered: Autumn

CRES 27504. Racism without Race. 100 Units.

In early 2010 a member of staff at the Regenstein library contacted the police to report an unruly student. The police arrived at the scene and charged the student with criminal trespass and resisting arrest. The student was put in a choke hold and handcuffed before being taken to the local police station where he was held in a cell overnight. According to witnesses, the library staff member's response was unwarranted and so too were the actions taken by the police officers. Individuals later interviewed for the Chicago Maroon described the student's treatment as an instance of 'racial profiling.' How are we to make sense of this incident and others similar to it? There is strong evidence to suggest that the reactions of the authority figures involved were shaped by their attitudes toward skin color. It would seem farfetched, however, to conclude that these reactions reflected an ideology of racial differentiation or what we might call 'traditional' race ideology: the view that human beings can be classified scientifically according to race and that some races are better than, or superior to, others. Theories of race and racial difference have largely been discredited and there are no longer any official institutions, respected academics or public individuals who espouse these. How then do we explain the continued salience of skin color, and what value is there in applying terms such as 'race' and 'racism' to describe it? The following course seeks to reframe the way we go about analyzing contemporary forms of social differentiation based on skin color. It looks at skin color as a culturally recognizable sign, which, like other signs, acquires significance only within the context of a broader set of semiotic ideologies and practices. This means directing our attention to the ways in which color-as-sign takes on meaning in the world we live. Such an approach offers a conceptual framework for a comparative study of past and present forms of discrimination based on skin color while also remaining sensitive to the particularities that define these.

Instructor(s): Y.Hilal

Equivalent Course(s): ANTH 22155

CRES 28000. United States Latinos: Origins and Histories. 100 Units.

An examination of the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. Particular emphasis will be placed on the formative historical experiences of Mexican Americans and mainland Puerto Ricans, although some consideration will also be given to the histories of other Latino groups, i.e., Cubans, Central Americans, and Dominicans. Topics include cultural and geographic origins and ties; imperialism and colonization; the economics of migration and employment; legal status; work, women, and the family; racism and other forms of discrimination; the politics of national identity; language and popular culture; and the place of Latinos in US society. Equivalent Course(s): AMER 28001, CRES 28000, GNSE 28202, HIST 38000, LACS 28000, LACS 38000, CRES 38000, GNSE 38202, AMER 38001

Instructor(s): R. Gutiérrez

Equivalent Course(s): LACS 38000, CRES 38000, AMER 38001, LACS 28000, GNSE 28202, HIST 28000, AMER 28001, GNSE 38202, HIST 38000

CRES 29000. Latin American Religions, New and Old. 100 Units.

This course will consider select pre-twentieth-century issues, such as the transformations of Christianity in colonial society and the Catholic Church as a state institution. It will emphasize twentieth-century developments: religious rebellions; conversion to evangelical Protestant churches; Afro-diasporan religions; reformist and revolutionary Catholicism; new and New Age religions.

Instructor(s): D. Borges

Equivalent Course(s): HIST 39000, HIST 29000, LACS 39000, MAPS 39200, LACS 29000, CRES 39000, HCHR 39200, RLST 21401

CRES 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. Assignments: Class presentations, take-home midterm, and final essays.

Instructor(s): E. Kouri Terms Offered: Autumn

Equivalent Course(s): HIST 36500, LACS 26500, HIST 26500, CRES 26500, LLSO 26500, LACS 36500

COURSES: NATIVE AMERICAN STUDIES

CRES 27501. Urban Indians: Native Americans and the City. 100 Units.

The majority of Native Americans in the United States now live in urban areas and this has been the case for more than half a century, but discussions about cities rarely acknowledge their presence beyond (sometimes) lumping them in with catchall categories often labeled "Other." In this course, students will encounter and examine the distinct experiences and contributions of Native Americans in cities, large and small, past and present. We'll look, first, at the context in which the population shift away from rural and reservation spaces took place and discuss the ways in which being/becoming "urban" and the process of "urbanization" may not be as straightforward as expected. Students will then dive into studies of the daily struggles and successes of Native American city-dwellers, with an emphasis on mid-20th-century Chicago. Readings and in-class activities will explore issues related to: housing, work, stereotypes and discrimination, cultural survival and traditionalism, physical and mental health, the rise of pan-Indianism, activism, schooling, class divisions, multi/locality, generational differences, identity and intersectionality, representation and the arts, and the very recognition or lack thereof mentioned above. The knowledge and analytic skills developed in this course will therefore serve as an uncommon window into Native American studies and urban studies, as well as broader race- and place-conscious work in the social sciences and humanities.

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

COURSES: COMPARATIVE/GENERAL STUDIES

CRES 10200. Introduction to World Music. 100 Units.

This course is a selected survey of classical, popular, and folk music traditions from around the world. The goals are not only to expand our skills as listeners but also to redefine what we consider music to be and, in the process, stimulate a fresh approach to our own diverse musical traditions. In addition, the role of music as ritual, aesthetic experience, mode of communication, and artistic expression is explored.

Terms Offered: Autumn Spring Winter

Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the arts.

Equivalent Course(s): MUSI 10200

CRES 20104. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

Instructor(s): M. Garrido Terms Offered: Spring

Equivalent Course(s): GEOG 32700, SOCI 20104, SOCI 30104, SOSC 25100, GEOG 22700

CRES 20140. Qualitative Field Methods. 100 Units.

This course introduces techniques of, and approaches to, ethnographic field research. We emphasize quality of attention and awareness of perspective as foundational aspects of the craft. Students conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from the fieldwork.

Instructor(s): O. McRoberts Terms Offered: Spring

Equivalent Course(s): SOCI 20140, CHDV 20140

CRES 20207. Race, Ethnicity, and Human Development. 100 Units.

Twenty-first century practices of relevance to education, social services, health care and public policy deserve buttressing by cultural and context linked perspectives about human development as experienced by diverse groups. Although generally unacknowledged as such post-Brown v. 1954, the conditions purported to support human development for diverse citizens remain problematic. The consequent interpretative shortcomings serve to increase human vulnerability. Specifically, given the problem of evident unacknowledged privilege for some as well as the insufficient access to resources experienced by others, the dilemma skews our interpretation of behavior, design of research, choice of theory, and determination of policy and practice. The course is based upon the premise that the study of human development is enhanced by examining the experiences of diverse groups, without one group standing as the "standard" against which others are compared and evaluated. Accordingly, the course provides an encompassing theoretical framework for examining the processes of human development for diverse humans while also highlighting the critical role of context and culture.

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

Prerequisite(s): Students should have one course in either Human Development or Psychology.

Note(s): CHDV Distribution, B*, C

Equivalent Course(s): CHDV 20207

CRES 21903. Intro. a las lit. hispánicas: textos hispanoamericanos desde la colonia a la independencia. 100 Units.

This course examines an array of representative texts written in Spanish America from the colonial period to the late nineteenth century, underscoring not only their aesthetic qualities but also the historical conditions that made their production possible. Among authors studied are Christopher Columbus, Hernán Cortés, Sor Juana Inés de la Cruz, Simón Bolívar, and José Martí.

Instructor(s): A. Lugo-Ortiz Terms Offered: Autumn

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish.

Equivalent Course(s): SPAN 21903, LACS 21903

CRES 24001-24002-24003. Colonizations I-II-III.

This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world.

CRES 24001. Colonizations I. 100 Units.

This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world. Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter. Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Terms Offered: Autumn

Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Equivalent Course(s): ANTH 24001, HIST 18301, SOSC 24001

CRES 24002. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): ANTH 24002, SOSC 24002, HIST 18302

CRES 24003. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): HIST 18303, SALC 20702, SOSC 24003, ANTH 24003

CRES 24002. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): ANTH 24002, SOSC 24002, HIST 18302

CRES 24003. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): HIST 18303, SALC 20702, SOSC 24003, ANTH 24003

CRES 24341. Topics in Medical Anthropology. 100 Units.

This seminar will review theoretical positions and debates in the burgeoning fields of medical anthropology and science and technology studies (STS). We will begin this seminar exploring how "disease" and "health" in the early 19-century became inseparable from political, economic, and technological imperatives. By highlighting the epistemological foundations of modern biology and medicine, the remainder of this seminar will then focus on major perspectives in, and responses to, critical studies of health and medicine, subjectivity and the body, entanglements of ecology and health, humanitarianism, and psychoanalytic anthropology.

Instructor(s): P. Sean Brotherton Terms Offered: Spring, Spring 2020

Equivalent Course(s): CHSS 40310, ANTH 40310, HIPS 24341, ANTH 24341

CRES 27302. Gender, Sexuality, Indigenous Women in the Colonial Encounter. 100 Units.

This course is premised on the belief that the history of gender and sexuality in colonial contexts is just as crucial and revealing as other more geopolitical, military, or diplomatic topics. In this sense, laws regulating marriage or Europeans exchanging of postcards of "exotic women" are just as significant as land annexations or military technology. Through the quarter, we will think through not only what the history of imperialism tells us about gender and sexuality, but also what this type of analysis reveals about colonialism and empire. What was the relationship between the socio-political organization of European empires and ideologies of gender and sexuality in both colony and metropole? We will also consider intersectional questions, such as the connections between regulating intimacy and the creation of race-based imperial hierarchies. To gain historical precision in examining these more abstract or theoretical questions, we will anchor our readings and discussion around particular indigenous woman and their contexts. While the study of gender and sexuality in a colonial context has come a long way in recent years, the majority of sources for examining gender and colonialism are about white women. To push back against this absence, we will take a case study approach to consider the lives and narratives surrounding indigenous women in colonial cultures.

Instructor(s): E. Fransee Terms Offered: Autumn, TBD

CRES 27526. Race and Gender in the Making of the Modern Atlantic World(s), c. 1700-1990s. 100 Units.

This colloquium-style course proposes that the development of race, racial ideologies, and gender in the Atlantic is central to understanding the formation of the modern world. The course mobilizes race and gender as analytic categories that shaped encounters with and relations between colonized and colonizer. By adopting this approach, we will use the lens of race and gender to explore how they shaped various historical experiences: such the circulation of peoples and goods in transatlantic contexts; the formation and establishment of slavery, the slave trade, and the plantation complex; antislavery, abolitionism, and emancipation; immigration and post-slavery labor; citizenship and nationhood; reproduction; post-colonial LGBTQ rights, and twentieth-century racial politics. We will also problematize race and gender as flexible categories that historical actors formulated and implemented to establish, maintain, and contest hierarchies of political, economic, and social power. We will use a combination of primary texts, novels, and secondary sources to explore the comparative and intersecting historical experiences of African, Amerindian, Chinese, Creole, European, and Indian experiences in the Atlantic world from early encounters and exploration to twentieth-century decolonization and postcolonialism- thereby challenging traditional racial binaries that have previously informed our understanding of transatlantic empires.

Instructor(s): Lyons, Deirdre Terms Offered: Autumn

Equivalent Course(s): GNSE 27526, HIST 29104

CRES 27503. Reading the Border: Gender, Texts, and Performance. 100 Units.

Course description unavailable.

Terms Offered: Spring

Equivalent Course(s): GNSE 27503, LACS 27503

CRES 27529. Intoxication and Dispossession in Colonialism. 100 Units.

Manhattan, according to one folk etymology, means "the place at which we were drunk." Supposedly the Lenape (Delaware) people named the island after their "general intoxication," in 1609, on wine and aqua vitae offered by the English explorer Henry Hudson. That derivation, though false, nonetheless puts drunkenness intriguingly close to the center of an originary colonial encounter. In this course, students will examine how such scenes were reiterated, transformed, and exploited throughout the 19th century. As we move along these historical itineraries, we will ask how toxic ideology distills and reinforces logics of racial dispossession. But we will also ask how intoxication opens onto altered states, draws out chronic conditions, and expands repertoires of conviviality. Our readings will weave between multiple genres in pursuit of these questions. Juxtaposing antiquarian files and execution sermons, medical inquiries and autobiographies, bureaucratic reports and romantic episodes, we will retrace scenes of intoxication through the texts, images, and institutions that configured them over time.

Instructor(s): Matthew Boulette Terms Offered: Spring

Equivalent Course(s): ENGL 27529

CRES 27530. (Re)Producing Race and Gender through American Material Culture. 100 Units.

This course introduces students to the role of the material world in the production and reproduction of ideologies of race, gender, and their intersections. Objects around us are imbued with meaning through their design, construction, use, and disuse. Architecture, art, photography, clothing, quilts, toys, food, and even the body have all been used to define groups of people. Combining secondary literature, theory, documentary evidence, and material culture, this course guides students as they ask questions about how ideologies of race and gender are produced, how they are both historically specific and constantly in flux, and how human interaction with the material world creates, challenges, and changes their construction. The primary course objectives are to (1) provide students with an introduction to material culture as a theory and methodology and (2) teach them how to apply it to research on ideologies of gender and race in history.

Terms Offered: Winter

Equivalent Course(s): GNSE 27530, HIST 27414, ANTH 25214

CRES 27531. Race, New Media, and Youth Movements for Justice. 100 Units.

Although racial inequality is an enduring force in American society, new forms of activism—often facilitated by through new media—are changing the terms of political debate around issues of race, gender, power, and justice. From #BlackLivesMatter to #MeToo, sites of political struggle have become increasingly decentered and accessible to a broader array of people. And as is often the case, youth from marginalized groups are at the forefront of these struggles, redefining what counts as political and how to conceive of important concepts like equity, community, and dignity. This seminar-style course explores the past and present conditions that give rise to these youth-led movements, drawing from multiple scholarly lenses, including political science, sociology, literature, performance, film, and visual culture. Specifically, the course explores how young activists and cultural workers, who often identify as people of color, women, queer, and/or undocumented, draw on legacies of activism whilst making political claims using media, art, technology, or other nontraditional forms of participation. The course will engage various formats of political and cultural work, considering how intersecting forms of inequity and differing levels of access affect the shape and scope of participation in both institutions and popular culture.

Instructor(s): Jordie Davies & David Knight Terms Offered: Winter

CRES 27532. The Transatlantic Slave Trade & the Making of the Black Lusophone Atlantic, 1450-1888. 100 Units.

By the abolition of Brazilian slavery in 1888, an estimated 4.3 million men, women, and children from the coasts of Africa had disembarked in Brazil. Despite the fact that nearly forty percent of all Africans sold into the transatlantic slave trade arrived in Brazil, the narrative of slavery in the North Anglophone and Francophone Atlantic dominates the popular imagination as well as the classroom. This course is aimed at increasing students' knowledge about how the Portuguese imperial project in the South Atlantic shaped the histories of Portugal, Brazil, and Africa. It will focus on the social, cultural, and political linkages that were forged as a result of the transatlantic slave trade with particular attention to the Portuguese involvement in Africa; the development and growth of the slave trade to Brazil; the effects of the Middle Passage on identity and community formation; and the continuity and adaptation of African social and cultural practices in the Lusophone Atlantic. The course will conclude with an analysis of the contemporary legacy and memory of slavery.

Instructor(s): Erin McCullugh Terms Offered: Winter

Equivalent Course(s): HIST 29006

CRES 27533. Fugitive Poetics: Slaves, Runaways, Exiles, and Nineteenth-Century American Poetry. 100 Units.

This course considers late-eighteenth- and nineteenth-century American poetry from the perspective of the disprized. One central point of discussion will be how slavery and indentured servitude—and the attendant urge for escape and freedom from these and other carceral institutions—shaped the American poetic imaginary. We will take up both the poetry and poetic theory written by fugitives and explore poetry itself as a form of fugitivity for the enslaved, politically exiled, or ideologically confined. Central figures in the traditional canon of nineteenth-century U.S. poetry—Poe, Whitman, and Dickinson—will be considered from this vantage alongside figures like Harriet Jacobs, Frances E. W. Harper, José María Heredia y Heredia, and José Martí, among others. In the process, we will explore the potential connections and collisions between these nineteenth-century literary texts and contemporary lyric and critical race theory. This course is as interested in the nineteenth-century construction of a national American poetics as it is in American poetry itself; equal weight will be given to poetry and prose. Topics will include the poetic imaginary in early American statecraft, prosody and the carceral condition (what Max Cavitch calls "Slavery and its Metrics"), blackface lyrics and class mobility, abolitionism, and inter-American literary exchange.

Instructor(s): Jake Fournier Terms Offered: Spring

Equivalent Course(s): ENGL 27533

CRES 27605. United States Legal History. 100 Units.

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

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

Equivalent Course(s): LLSO 28010, CRES 37605, HMRT 37605, AMER 27605, HIST 27605, HIST 37605, GNSE 37605, HMRT 27061, GNSE 27605

CRES 28011. Religions of the African Diaspora. 100 Units.

This course is intended as an introduction to religions of the African Diaspora. We will engage a range of themes relevant to the history, beliefs and practices, world-views, and communities of African-derived religions around the globe, including issues of race and race-making, class, gender, sexuality, the body, and representations in the media. We will begin with a discussion of the central terms and major challenges of the field. With those concerns in mind, we will trace the historical movements of Africans across the globe, examining the spread and development of religions through key themes and case studies. We will address a large number traditions, including Santeria, Condomble, Vodoun, Palo, Obeah, Christianity, Islam, and Judaism.

Equivalent Course(s): RLST 28011

CRES 29302. Human Rights II: History and Theory. 100 Units.

This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern "human rights" culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.

Instructor(s): TBA Terms Offered: Winter

Equivalent Course(s): HMRT 30200, HMRT 20200, INRE 31700, HIST 39302, LLSO 27100, HIST 29302

CRES 29800. BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies. 100 Units.

Please note: Students are encouraged to register for the BA Colloquium in the Spring Quarter of their third year. Third-year CRES majors will meet with the BA preceptor during the second half of Spring Quarter to get started on proposals, identifying a faculty adviser, and other preparatory tasks. This course is designed to introduce students to a range of qualitative research methods and to help determine which method would fit a research project of their own design in the field of race and ethnic studies. It functions as a research workshop in which students identify a research topic, develop a research question, and explore a range of methods that may or may not be appropriate for the research project. Students read each other's work and work through ideas that can serve as the proposal for a BA project.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of instructor and director of undergraduate studies

Note(s): Students are required to register for CRES 29800 in Spring Quarter of their third year.

CRES 29900. Preparation for the BA Essay. 100 Units.

Students may register for Preparation for the BA Essay during any quarter of their fourth year. Students should consult the CRES entry in the Time Schedules to locate the section numbers for faculty advisers.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): CRES 29800; consent of the faculty supervisor and director of undergraduate studies

Note(s): Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.

These courses are for reference only. Please see Class Search (<http://registrar.uchicago.edu/classes>) for specific offerings. See the Center for the Study of Race, Politics, and Culture webpage for further information.



COMPUTATIONAL AND APPLIED MATHEMATICS

PROGRAM OF STUDY

The Departments of Computer Science, Mathematics, and Statistics offer a BS in Computational and Applied Mathematics. The program is designed for students who intend to specialize in computational and/or applied mathematics, as well as students who want to acquire a strong quantitative background to be applied in such varied areas as physics, biological sciences, engineering, operations research, economics, and finance.

SUMMARY OF REQUIREMENTS

GENERAL EDUCATION

One of the following sequences:		200
CHEM 12100 & CHEM 12200	Honors General Chemistry I and Honors General Chemistry II (or higher)	
OR		
PHYS 13100-13200	Mechanics; Electricity and Magnetism (or higher) *	
One of the following sequences:		200
MATH 13100-13200	Elementary Functions and Calculus I-II ^{§+}	
OR		
MATH 15100-15200	Calculus I-II ^{§+}	
OR		
MATH 16100-16200	Honors Calculus I-II ⁺	
Total Units		400

MAJOR

One of the following: ⁺		100
MATH 16300	Honors Calculus III	
MATH 15910	Introduction to Proofs in Analysis	
One of the following sequences:		300
MATH 20300 & MATH 20400 & MATH 20500	Analysis in Rn I and Analysis in Rn II and Analysis in Rn III	
MATH 20700-20800-20900	Honors Analysis in Rn I-II-III	
One of the following:		100
STAT 24300 or MATH 20250	Numerical Linear Algebra Abstract Linear Algebra	
One of the following sequences:		200
CMSC 12100-12200	Computer Science with Applications I-II	
CMSC 15100-15200	Introduction to Computer Science I-II	
CMSC 16100-16200	Honors Introduction to Computer Science I-II	
CMSC 27100	Discrete Mathematics **	100
CMSC 27200	Theory of Algorithms	100
MATH 27300	Basic Theory of Ordinary Differential Equations	100
One of the following:		100
MATH 21100	Basic Numerical Analysis	
MATH 21200	Advanced Numerical Analysis	
STAT 24400 & STAT 24500	Statistical Theory and Methods I and Statistical Theory and Methods II	200
One of the following: ***		100
STAT 25100	Introduction to Mathematical Probability	
STAT 25150	Introduction to Mathematical Probability-A	
MATH 23500	Markov Chains, Martingales, and Brownian Motion	
STAT 28000	Optimization	100
Three approved electives (see Elective Courses below)		300
Total Units		1800

- * Students with AP credit for PHYS 12100-12200 may substitute quantitative courses in other scientific departments with permission of the director of undergraduate studies; whether these other courses count as electives within the major or as general electives will be determined by the director of undergraduate studies.
- + Credit may be granted by examination.
- § Students who take MATH 13100-13200 or MATH 15100-15200 must also take the third quarter of the sequence as a prerequisite for MATH 15910; however, neither MATH 13300 nor MATH 15300 will be counted toward the major.
- ** Students may substitute a higher-level Computer Science course in discrete mathematics or algorithms with approval of the director of undergraduate studies.
- *** Students who take STAT 25100 or STAT 25150 may take MATH 23500 as one of their electives with approval of the director of undergraduate studies. STAT 31200 may be substituted for MATH 23500.

ELECTIVE COURSES

Students will propose a coherent set of three courses to complete the major program. These will be chosen to complete a specialization. Possibilities include: preparation for PhD programs in applied mathematics, scientific computing, machine learning, operations research, economics and finance, physical sciences, or biological sciences. These are intended to be mathematical and computational courses that complement the program and at least at the mathematical level of the advanced classes in the required courses. The program must be approved by the undergraduate adviser, who will also serve as a resource for suggested mentors and programs in different areas.

GRADING

Students must receive quality grades in all courses required in the degree program. To qualify for the BS degree, students must complete the 18 courses above with (1) a GPA of 2.0 or higher and (2) no grade lower than C-.

HONORS

A BS with honors in Computational and Applied Mathematics requires an overall GPA of at least 3.0, a GPA in the required courses for the major of at least 3.25, and the completion of an honors paper written under the supervision of a faculty member and approved by the undergraduate adviser for the major. Students planning to complete an honors paper should submit a short proposal to the undergraduate adviser for approval by the Computational and Applied Mathematics board by the end of the student's third year. The proposal must be approved by the board no later than the end of fifth week of the Autumn Quarter of the student's fourth year.



COMPUTATIONAL NEUROSCIENCE

Department Website: <http://neuroscience.uchicago.edu>

Computational neuroscience is a relatively new interdisciplinary area of inquiry that is concerned with how components of animal and human nervous systems interact to produce behaviors. It relies on quantitative and modeling approaches to understand the function of the nervous system and to design human-made devices that duplicate behaviors. Course work in computational neuroscience can prepare students for graduate studies in neurobiology or psychology, in the mathematical or engineering sciences, or in areas of medicine such as neurology or psychiatry. It can lead either to traditional academic careers or to opportunities in the corporate world.

An undergraduate degree in computational neuroscience is not available at the University of Chicago, but a minor in computational neuroscience is offered by the Biological Sciences Collegiate Division. This minor is a good option for students who are majoring in biological sciences and are interested in mathematical approaches to biology; or for students who are majoring in computer science, mathematics, physics, psychology, or statistics and are interested in neuroscience. For details, see the Biological Sciences section in this catalog.

Students electing this minor must have completed, or placed out of, the equivalent of a year of collegiate-level calculus and must have completed the general education requirement for the biological sciences.

SUMMARY OF REQUIREMENTS FOR THE MINOR IN COMPUTATIONAL NEUROSCIENCE

BIOS 24231	Methods in Computational Neuroscience	100
BIOS 24232	Computational Approaches to Cognitive Neuroscience	100
BIOS 24408	Modeling and Signal Analysis for Neuroscientists	100
BIOS 26210 & BIOS 26211	Mathematical Methods for Biological Sciences I and Mathematical Methods for Biological Sciences II	200
Total Units		500

Instead of completing a formal minor, students can easily fashion an organized course of study in computational neuroscience by selecting appropriate general education courses and electives.

For updated information on computational neuroscience activities and undergraduate programs, visit neuroscience.uchicago.edu.

SUGGESTED GENERAL EDUCATION COURSES

Students majoring in biological sciences typically take BIOS 20150 How Can We Understand the Biosphere? and BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced).

One of the following sequences:		200
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II	
SOSC 14100-14200-14300	Mind I-II-III	300

COMPUTATIONAL NEUROSCIENCE COURSES

BIOS 24231. Methods in Computational Neuroscience. 100 Units.

Topics include (but are not limited to): Hodgkin-Huxley equations, Cable theory, Single neuron models, Information theory, Signal Detection theory, Reverse correlation, Relating neural responses to behavior, and Rate vs. temporal codes.

Instructor(s): S. Bensmaia Terms Offered: Winter, L.

Prerequisite(s): For Neuroscience Majors: NSCI 20130, BIOS 26210 and BIOS 26211 which must be taken concurrently, or consent of instructor.

Equivalent Course(s): CPNS 34231, NSCI 23700, PSYC 24231

BIOS 24232. Computational Approaches to Cognitive Neuroscience. 100 Units.

This course is concerned with the relationship of the nervous system to higher order behaviors (e.g., perception, object recognition, action, attention, learning, memory, and decision making). Psychophysical, functional imaging, and electrophysiological methods are introduced. Mathematical and statistical methods (e.g. neural networks and algorithms for studying neural encoding in individual neurons and decoding in populations of neurons) are discussed. Weekly lab sections allow students to program cognitive neuroscientific experiments and simulations.

Instructor(s): N. Hatsopoulos Terms Offered: Winter

Prerequisite(s): For Neuroscience Majors: NSCI 20110, NSCI 20130, BIOS 26210, and knowledge using Matlab, or consent of instructor.

Equivalent Course(s): CPNS 33200, ORGB 34650, PSYC 34410, NSCI 23600

BIOS 24408. Modeling and Signal Analysis for Neuroscientists. 100 Units.

The course provides an introduction into signal analysis and modeling for neuroscientists. We cover linear and nonlinear techniques and model both single neurons and neuronal networks. The goal is to provide students with the mathematical background to understand the literature in this field, the principles of analysis and simulation software, and allow them to construct their own tools. Several of the 90-minute lectures include demonstrations and/or exercises in Matlab.

Instructor(s): W. van Drongelen Terms Offered: Spring. L.

Prerequisite(s): Undergraduates: Biology Major - BIOS 26210 and 26211, or consent of instructor. Neuroscience Major - NSCI 20130, BIOS 26210 and 26211, or consent of instructor.

Equivalent Course(s): CPNS 32111, NSCI 24000

BIOS 26210. Mathematical Methods for Biological Sciences I. 100 Units.

This course builds on the introduction to modeling course biology students take in the first year (BIOS 20151 or 152). It begins with a review of one-variable ordinary differential equations as models for biological processes changing with time, and proceeds to develop basic dynamical systems theory. Analytic skills include stability analysis, phase portraits, limit cycles, and bifurcations. Linear algebra concepts are introduced and developed, and Fourier methods are applied to data analysis. The methods are applied to diverse areas of biology, such as ecology, neuroscience, regulatory networks, and molecular structure. The students learn computations methods to implement the models in MATLAB.

Instructor(s): D. Kondrashov Terms Offered: Autumn. L.

Prerequisite(s): BIOS 20151 or BIOS 20152 and three quarters of a Biological Sciences Fundamentals sequence or consent of the instructor

Equivalent Course(s): CPNS 31000, PSYC 36210

BIOS 26211. Mathematical Methods for Biological Sciences II. 100 Units.

This course is a continuation of BIOS 26210. The topics start with optimization problems, such as nonlinear least squares fitting, principal component analysis and sequence alignment. Stochastic models are introduced, such as Markov chains, birth-death processes, and diffusion processes, with applications including hidden Markov models, tumor population modeling, and networks of chemical reactions. In computer labs, students learn optimization methods and stochastic algorithms, e.g., Markov Chain, Monte Carlo, and Gillespie algorithm. Students complete an independent project on a topic of their interest.

Instructor(s): D. Kondrashov Terms Offered: Winter. L.

Prerequisite(s): BIOS 26210 or equivalent.

Equivalent Course(s): CPNS 31100, PSYC 36211



COMPUTER SCIENCE

Department Website: <https://www.cs.uchicago.edu>

PROGRAM OF STUDY

The computer science program offers BA and BS degrees, as well as combined BA/MS and BS/MS degrees. Students who earn the BA are prepared either for graduate study in computer science or a career in industry. Students who earn the BS degree build strength in an additional field by following an approved course of study in a related area. The department also offers a minor. Furthermore, a computer science major or minor serves as an excellent foundation for work in other fields, including but not limited to mathematics, the natural sciences, social sciences, public administration, and the arts.

PROGRAM REQUIREMENTS

Both the BA and BS in computer science require fulfillment of the general education requirement in the mathematical sciences by completing an approved two-quarter calculus sequence. Beginning in Autumn Quarter 2019, to earn a BA in computer science any sequence or pair of courses approved by the Physical Sciences Collegiate Division may be used to complete the general education requirement in the physical sciences. To earn a BS in computer science, the general education requirement in the physical sciences must be satisfied by completing a two-quarter sequence chosen from the General Education Sequences for Science Majors. These regulations regarding physical sciences courses apply to all computer science majors who have yet to fulfill their general education requirement. Students are encouraged, but not required, to fulfill this requirement with a physics sequence. Students may petition to take more advanced courses to fulfill this requirement. Both BA and BS students take at least fourteen computer science courses chosen from an approved program. BS students also take three courses in an approved related field outside computer science.

Approved Programs

The Computer Science departmental counselor is responsible for approval of specific courses and sequences, and responds as needed to changing course offerings in our program and other programs. Students should consult the departmental counselor with questions about specific courses they are considering taking to meet the requirements. The departmental counselor maintains a website with up-to-date program details at major-advising.cs.uchicago.edu.

Approved Computer Science Program

There is one approved general program for both the BA and BS degrees, comprised of introductory courses, a sequence in Theory, and a sequence in Programming Languages and Systems, followed by advanced electives. Students may substitute upper-level or graduate courses in similar topics for those on the list that follows with the approval of the departmental counselor.

The course information in this catalog, with respect to who is teaching which course and in which quarter(s), is subject to change during the academic year. For up-to-date information on our course offerings, please consult course-info.cs.uchicago.edu.

Students considering a computer science major are strongly advised to register for an introductory sequence, starting either with CMSC 15100 or CMSC 16100, in their first year. Incoming students should note that while CMSC 12100 can be used as the first course in the major, it is not open to first-year students, and it is not intended as an entry point for students who plan to major in computer science. Students who decide to pursue a computer science major or minor after completing CMSC 12100 may continue with either CMSC 15200-15400 or CMSC 12200-12300-15400. Note that CMSC 12200 does not meet the prerequisites for CMSC 15400.

The following paths through the introductory courses are allowed:

—CMSC 12100 Computer Science with Applications I or CMSC 15100 Introduction to Computer Science I or CMSC 16100 Honors Introduction to Computer Science I to CMSC 15200 Introduction to Computer Science II

—CMSC 16100 Honors Introduction to Computer Science I to CMSC 16200 Honors Introduction to Computer Science II (Students may also transition from CMSC 15100 to CMSC 16200 with permission of the instructor.)

—CMSC 15200 Introduction to Computer Science II or CMSC 16200 Honors Introduction to Computer Science II to CMSC 15400 Introduction to Computer Systems

1. Introductory Sequence (three courses required, one course each from areas A, B, and C):

Area A

CMSC 15100	Introduction to Computer Science I
CMSC 16100	Honors Introduction to Computer Science I
CMSC 12100	Computer Science with Applications I

Area B

CMSC 15200	Introduction to Computer Science II
------------	-------------------------------------

CMSC 16200	Honors Introduction to Computer Science II
Area C	
CMSC 15400	Introduction to Computer Systems

Students may receive credit towards the 4200 units required for graduation for only one of CMSC 12100 Computer Science with Applications I, CMSC 15100 Introduction to Computer Science I, or CMSC 16100 Honors Introduction to Computer Science I. Similarly, students may receive credit towards graduation for only one of CMSC 12200 Computer Science with Applications II, CMSC 15200 Introduction to Computer Science II, or CMSC 16200 Honors Introduction to Computer Science II. Additionally, students who have completed CMSC 15200 or CMSC 16200 may not register for CMSC 12100.

2. Programming Languages and Systems Sequence (three courses required):

Three of the following:

CMSC 22001	Software Construction
CMSC 22100	Programming Languages
CMSC 22200	Computer Architecture
CMSC 22300	Functional Programming
CMSC 22600	Compilers for Computer Languages
CMSC 23000	Operating Systems
CMSC 23010	Parallel Computing
CMSC 23200	Introduction to Computer Security
CMSC 23300	Networks and Distributed Systems
CMSC 23310	Advanced Distributed Systems
CMSC 23400	Mobile Computing
CMSC 23500	Introduction to Database Systems
CMSC 23700	Introduction to Computer Graphics
CMSC 23710	Scientific Visualization

3. Theory Sequence (three courses required):

Students must choose three courses from the following (one course each from areas A, B, and C).

Area A

CMSC 27100	Discrete Mathematics
CMSC 27130	Honors Discrete Mathematics

Area B

CMSC 27200	Theory of Algorithms
CMSC 27230	Honors Theory of Algorithms

Area C

CMSC 27410	Honors Combinatorics
CMSC 27500	Graph Theory
CMSC 27502	Advanced Algorithms
CMSC 27530	Honors Graph Theory
CMSC 27700	Mathematical Logic I
CMSC 27800	Mathematical Logic II
CMSC 28000	Introduction to Formal Languages
CMSC 28100	Introduction to Complexity Theory
CMSC 28130	Honors Introduction to Complexity Theory
CMSC 28400	Introduction to Cryptography

The graduate versions of Discrete Mathematics and/or Theory of Algorithms can be substituted for their undergraduate counterparts. We strongly encourage all majors to complete their theory courses by the end of their third year.

4. Electives (five courses required):

The major requires five additional elective computer science courses numbered 20000 or above. Students may enroll in CMSC 29700 Reading and Research in Computer Science and CMSC 29900 Bachelor's Thesis for multiple quarters, but only one of each may be counted as a major elective.

A small number of courses, such as CMSC 29512 Entrepreneurship in Technology, may be used as College electives, but not as major electives. Courses that fall into this category will be marked as such.

5. Specializations:

Students who major in computer science have the option to complete one specialization. To do so, students must take three courses from an approved list in lieu of three major electives. The following specializations are currently available:

- Data Science: CMSC 21800 and two other courses from this list
 - a. CMSC 21800 Data Science for Computer Scientists
 - b. CMSC 25300 Mathematical Foundations of Machine Learning
 - c. CMSC 25400 Machine Learning
 - d. CMSC 23900 Data Visualization
 - e. CMSC 25025 Machine Learning and Large-Scale Data Analysis
 - f. Bachelor's thesis in data science, approved as such
- Machine Learning: three courses from this list
 - a. CMSC 25300 Mathematical Foundations of Machine Learning Mathematical Foundations of Machine Learning
 - b. CMSC 25400 Machine Learning
 - c. CMSC 25025 Machine Learning and Large-Scale Data Analysis
 - d. Bachelor's thesis in machine learning, approved as such
- Computer Systems: three courses from this list, over and above those taken to fulfill the programming languages and systems requirement
 - a. CMSC 23000 Operating Systems
 - b. CMSC 22200 Computer Architecture
 - c. CMSC 23500 Introduction to Database Systems
 - d. CMSC 23300 Networks and Distributed Systems
 - e. CMSC 23310 Advanced Distributed Systems
 - f. CMSC 23010 Parallel Computing
 - g. Bachelor's thesis in computer systems, approved as such
- Programming Languages: three courses from this list, over and above those courses taken to fulfill the programming languages and systems requirements
 - a. CMSC 22100 Programming Languages
 - b. CMSC 22300 Functional Programming
 - c. CMSC 22600 Compilers for Computer Languages
 - d. CMSC 22500 Type Theory
 - e. Bachelor's thesis in programming languages, approved as such
- Theory: three courses from this list, over and above those taken to fulfill the theory requirements.
 - a. CMSC 27410 Honors Combinatorics
 - b. CMSC 27500 Graph Theory
 - c. CMSC 27530 Honors Graph Theory
 - d. CMSC 27502 Advanced Algorithms
 - e. CMSC 27700 Mathematical Logic I
 - f. CMSC 27800 Mathematical Logic II
 - g. CMSC 28000 Introduction to Formal Languages

- h. CMSC 28100 Introduction to Complexity Theory
- i. CMSC 28130 Honors Introduction to Complexity Theory
- j. CMSC 28400 Introduction to Cryptography
- k. Bachelor's thesis in theory, approved as such
- Computer Security: CMSC 23200 and two other courses from this list
 - a. CMSC 23200 Introduction to Computer Security
 - b. CMSC 23210 Usable Security and Privacy
 - c. CMSC 23280 Cryptocurrencies
 - d. CMSC 28400 Introduction to Cryptography
 - e. Bachelor's thesis in computer security, approved as such
- Human Computer Interaction: CMSC 20300 and two other courses from this list
 - a. CMSC 20300 Introduction to Human-Computer Interaction
 - b. CMSC 23210 Usable Security and Privacy
 - c. CMSC 20900 Computers for Learning
 - d. CMSC 23220 Inventing, Engineering and Understanding Interactive Devices
 - e. CMSC 23400 Mobile Computing
 - f. CMSC 23900 Data Visualization
 - g. Bachelor's thesis in human computer interaction, approved as such

Students may petition to have graduate courses count towards their specialization.

Please see major-advising.cs.uchicago.edu for an up-to-date list of courses that fulfill each specialization.

SUMMARY OF REQUIREMENTS

GENERAL EDUCATION

MATH 13100-13200	Elementary Functions and Calculus I-II (or higher) *	200
One of the following:		200
BA: Any sequence or pair of courses that fulfills the general education requirement in the physical sciences		
BS: Any two-quarter sequence that fulfills the general education requirement in the physical sciences for science majors		
<hr/>		
Total Units		400

MAJOR

Introductory Sequence (see above)	300
Programming Languages and Systems Sequence (three courses from the list above)	300
Theory Sequence (three courses from the list above)	300
Five electives numbered CMSC 20000 or above §	500
Plus the following requirements:	0-300
BA (no other courses required)	
BS (three courses in an approved program in a related field)	
<hr/>	
Total Units	1400-1700

* Credit may be granted by examination.

§ While a student may enroll in CMSC 29700 or CMSC 29900 for multiple quarters, only one instance of each may be counted toward the major. A small number of courses, such as CMSC 29512 Entrepreneurship in Technology, may be used as College electives, but not as major electives. Courses that fall into this category will be marked as such.

GRADING

Computer science majors must take courses in the major for quality grades. A grade of C- or higher must be received in each course counted towards the major. Any 20000-level computer science course taken as an elective beyond requirements for the major may, with consent of instructor, be taken for P/F grading.

Non-majors may take courses either for quality grades or, subject to College regulations and with consent of instructor, for P/F grading. A Pass grade is given only for work of C- quality or higher. Courses fulfilling general education requirements must be taken for quality grades.

HONORS

Students can earn a BA or BS degree with honors by attaining a grade of B or higher in all courses in the major and a grade of B or higher in three approved graduate computer science courses (30000-level and above). These courses may be courses taken for the major or as electives.

Students may also earn a BA or BS degree with honors by attaining the same minimum B grade in all courses in the major and by writing a successful bachelor's thesis as part of CMSC 29900 Bachelor's Thesis. This thesis must be based on an approved research project that is directed by a faculty member and approved by the department counselor.

RECOMMENDED INTRODUCTORY SEQUENCES IN COMPUTER SCIENCE

The Department of Computer Science offers different introductory pathways into the program. In consultation with their College adviser and the Computer Science Department advisers, students should choose their introductory courses carefully. Some guidelines follow.

- Students interested in a technical introduction to computer science, without assuming prior experience or unusually strong preparation in mathematics, are encouraged to take CMSC 15100-15200 Introduction to Computer Science I-II.
- Students with programming experience and strong preparation in mathematics should consider CMSC 16100-16200 Honors Introduction to Computer Science I-II.
- Students majoring in quantitative fields other than computer science, including other sciences, mathematics, and economics, should consider CMSC 12100-12200 Computer Science with Applications I-II, possibly followed by CMSC 12300 Computer Science with Applications III.
- Students interested in only one or two quarters of study should consider CMSC 12100-12200 Computer Science with Applications I-II. For students intending to pursue further study in computer science, we recommend CMSC 15100 Introduction to Computer Science I or CMSC 16100 Honors Introduction to Computer Science I as the first course.
- Students may only receive credit for one introductory programming sequence: CMSC 12100-12200 Computer Science with Applications I-II, CMSC 15100-15200 Introduction to Computer Science I-II, or CMSC 16100-16200 Honors Introduction to Computer Science I-II. Exceptions must be approved by the department counselor *prior to taking the second sequence*.

Please be aware that course information is subject to change, and the catalog does not necessarily reflect the most recent information. Students should consult course-info.cs.uchicago.edu for up-to-date information.

MINOR PROGRAM IN COMPUTER SCIENCE

The Department of Computer Science offers a seven-course minor: an introductory sequence of three courses followed by four approved upper-level courses. Courses in the minor must be taken for quality grades, with a grade of C- or higher in each course.

No courses in the minor can be double counted with the student's major(s) or with other minors, nor can they be counted toward general education requirements. More than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers. Students may not use AP credit for computer science to meet minor requirements. Prospective minors should arrange to meet the minor advisor no later than May 1 of their third year. The minor advisor must approve the student's minor consent form and the student must submit that form to the student's College adviser by the end of Spring Quarter of their third year.

Introductory Courses

Students must choose three courses from the following (one course each from areas A, B, and C). Please note that not all possible pathways through these courses are valid: for example, CMSC 15200 is not a prerequisite for CMSC 12300. Please consult the prerequisite information below and/or talk to the minor advisor to discuss viable plans.

Area A:

CMSC 12100	Computer Science with Applications I
CMSC 15100	Introduction to Computer Science I
CMSC 16100	Honors Introduction to Computer Science I

Area B:		100
CMSC 12200	Computer Science with Applications II	
CMSC 15200	Introduction to Computer Science II	
CMSC 16200	Honors Introduction to Computer Science II	
Area C:		100
CMSC 12300	Computer Science with Applications III	
CMSC 15400	Introduction to Computer Systems	

Upper-Level Courses

The computer science minor must include four courses chosen from among all 20000-level CMSC courses and above. CMSC 12300 may be used as an elective if a student has used CMSC 15400 as the Area C introductory course. A 20000-level course must replace each 10000-level course in the list above that was used to meet general education requirements. CMSC 29512 may not be used for minor credit.

JOINT BA/MS OR BS/MS PROGRAM

Outstanding undergraduates may apply to complete an MS in computer science along with a BA or BS (generalized to "Bx") during their four years at the College. Students must be admitted to the joint MS program. There are three different paths to a Bx/MS (<https://www.cs.uchicago.edu/undergraduate/ba-ms-or-bs-ms-program>): a research-oriented program for computer science majors, a professionally oriented program for computer science majors, and a professionally oriented program for non-majors.

GRADUATE COURSES

Graduate courses and seminars offered by the Department of Computer Science are open to College students with consent of the instructor and department counselor. For more information, consult the department counselor.

COMPUTER SCIENCE COURSES

CMSC 11000-11100. Multimedia Programming as an Interdisciplinary Art I-II.

Either course in this sequence meets the general education requirement in the mathematical sciences. Like other classic Chicago general education courses, this sequence provides students with both practical programming skills and core ideas in computer science in interdisciplinary applications. Students learn how to perform in a multi-platform (Mac/Linux/Windows) environment using a high-level prototyping language (revTalk) that allows for the quick creation of useful multimedia applications. As a classic Core course in the Chicago tradition, the course presents introductory techniques of problem solving, algorithm construction, program coding, and debugging as interdisciplinary arts adaptable to a wide range of disciplines with their specialized problems.

CMSC 11000. Multimedia Programming as an Interdisciplinary Art I. 100 Units.

This course presented introductory techniques of problem solving, algorithm construction, program coding, and debugging, as interdisciplinary arts adaptable to a wide range of disciplines.

Instructor(s): W. Sterner Terms Offered: Spring

Prerequisite(s): Placement into MATH 13100 or higher, or by consent.

Note(s): This course meets the general education requirement in the mathematical sciences. This course will not be offered again.

CMSC 11100. Multimedia Programming as an Interdisciplinary Art II. 100 Units.

The second course consists of several scientific and humanistic projects such as Turing Machines, biological modeling, and language manipulation with another final project.

Prerequisite(s): Placement into MATH 13100 or higher, or by consent.

Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 11710. Networks. 100 Units.

Networks help explain phenomena in such technological, social, and biological domains as the spread of opinions, knowledge, and infectious diseases. Networks also help us understand properties of financial markets, food webs, and web technologies. At the same time, the structure and evolution of networks is determined by the set of interactions in the domain. Our study of networks will employ formalisms such as graph theory, game theory, information networks, and network dynamics, with the goal of building formal models and translating their observed properties into qualitative explanations.

Instructor(s): J. Simon Terms Offered: TBD

Prerequisite(s): Completion of the general education requirement in the mathematical sciences, and familiarity with basic concepts of probability at the high school level.

Note(s): Necessary mathematical concepts will be presented in class.

CMSC 11800. Introduction to Data Science I. 100 Units.

Data science provides tools for gaining insight into specific problems using data, through computation, statistics and visualization. This course introduces students to all aspects of a data analysis process, from posing questions, designing data collection strategies, management+storing and processing of data, exploratory tools and visualization, statistical inference, prediction, interpretation and communication of results. Simple techniques for data analysis are used to illustrate both effective and fallacious uses of data science tools. Although this course is designed to be at the level of mathematical sciences courses in the Core, with little background required, we expect the students to develop computational skills that will allow them to analyze data. Computation will be done using Python and Jupyter Notebook.

Instructor(s): Michael J. Franklin, Dan Nicolae Terms Offered: Autumn

Prerequisite(s): None

Equivalent Course(s): STAT 11800

CMSC 11900. Introduction to Data Science II. 100 Units.

This course is the second quarter of a two-quarter systematic introduction to the foundations of data science, as well as to practical considerations in data analysis. A broad background on probability and statistical methodology as well as a basic proficiency in RStudio will be provided. More advanced topics on data privacy and ethics, reproducibility in science, data encryption, and basic machine learning will be introduced. We will explore these concepts with real-world problems from different domains.

Instructor(s): Michael J. Franklin, Dan Nicolae Terms Offered: Winter

Equivalent Course(s): STAT 11900

CMSC 12100-12200-12300. Computer Science with Applications I-II-III.

This three-quarter sequence teaches computational thinking and skills to students who are majoring in the sciences, mathematics, and economics, etc. Lectures cover topics in (1) programming, such as recursion, abstract data types, and processing data; (2) computer science, such as clustering methods, event-driven simulation, and theory of computation; and to a lesser extent (3) numerical computation, such as approximating functions and their derivatives and integrals, solving systems of linear equations, and simple Monte Carlo techniques.

CMSC 12100. Computer Science with Applications I. 100 Units.

This course is the first in a three-quarter sequence that teaches computational thinking and skills to students in the sciences, mathematics, economics, etc. The course will cover abstraction and decomposition, simple modeling, basic algorithms, and programming in Python. Applications from a wide variety of fields serve both as examples in lectures and as the basis for programming assignments. In recent offerings, students have written programs to simulate a model of housing segregation, determine the number of machines needed at a polling place, and analyze tweets from presidential debates.

Instructor(s): B. Sotomayor, B. Ur Terms Offered: Autumn

Prerequisite(s): First year students are not allowed to register for CMSC 12100. Placement into MATH 15100 or completion of MATH 13100.

Note(s): First year students are not allowed to register for CMSC 12100. This course meets the general education requirement in the mathematical sciences.

CMSC 12200. Computer Science with Applications II. 100 Units.

This course is the second in a three-quarter sequence that teaches computational thinking and skills to students in the sciences, mathematics, economics, etc. Lectures cover topics in (1) data representation, (2) basics of relational databases, (3) shell scripting, (4) data analysis algorithms, such as clustering and decision trees, and (5) data structures, such as hash tables and heaps. Applications and datasets from a wide variety of fields serve both as examples in lectures and as the basis for programming assignments. In recent offerings, students have written a course search engine and a system to do speaker identification. Students will program in Python and do a quarter-long programming project.

Instructor(s): A. Rogers, M. Wachs Terms Offered: Winter

Prerequisite(s): CMSC 12100.

Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 12300. Computer Science with Applications III. 100 Units.

The course revolves around core ideas behind the management and computation of large volumes of data ("Big Data"). Topics include (1) Statistical methods for large data analysis, (2) Parallelism and concurrency, including models of parallelism and synchronization primitives, and (3) Distributed computing, including distributed architectures and the algorithms and techniques that enable these architectures to be fault-tolerant, reliable, and scalable. Students will continue to use Python, and will also learn C and distributed computing tools and platforms, including Amazon AWS and Hadoop. This course includes a project where students will have to formulate hypotheses about a large dataset, develop statistical models to test those hypotheses, implement a prototype that performs an initial exploration of the data, and a final system to process the entire dataset.

Instructor(s): M. Wachs Terms Offered: Spring

Prerequisite(s): CMSC 12200.

CMSC 12200. Computer Science with Applications II. 100 Units.

This course is the second in a three-quarter sequence that teaches computational thinking and skills to students in the sciences, mathematics, economics, etc. Lectures cover topics in (1) data representation, (2) basics of relational databases, (3) shell scripting, (4) data analysis algorithms, such as clustering and decision trees, and (5) data structures, such as hash tables and heaps. Applications and datasets from a wide variety of fields serve both as examples in lectures and as the basis for programming assignments. In recent offerings, students have written a course search engine and a system to do speaker identification. Students will program in Python and do a quarter-long programming project.

Instructor(s): A. Rogers, M. Wachs Terms Offered: Winter

Prerequisite(s): CMSC 12100.

Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 12300. Computer Science with Applications III. 100 Units.

The course revolves around core ideas behind the management and computation of large volumes of data ("Big Data"). Topics include (1) Statistical methods for large data analysis, (2) Parallelism and concurrency, including models of parallelism and synchronization primitives, and (3) Distributed computing, including distributed architectures and the algorithms and techniques that enable these architectures to be fault-tolerant, reliable, and scalable. Students will continue to use Python, and will also learn C and distributed computing tools and platforms, including Amazon AWS and Hadoop. This course includes a project where students will have to formulate hypotheses about a large dataset, develop statistical models to test those hypotheses, implement a prototype that performs an initial exploration of the data, and a final system to process the entire dataset.

Instructor(s): M. Wachs Terms Offered: Spring

Prerequisite(s): CMSC 12200.

CMSC 13600. Introduction to Data Engineering. 100 Units.

Data-driven models are revolutionizing science and industry. Scalable systems are needed to collect, stream, process, and validate data at scale. This course is an introduction to "big" data engineering where students will receive hands-on experience building and deploying realistic data-intensive systems. It will cover streaming, data cleaning, relational data modeling and SQL, and Machine Learning model training. A core theme of the course is "scale," and we will discuss the theory and the practice of programming with large external datasets that cannot fit in main memory on a single machine. The course will consist of bi-weekly programming assignments, a midterm examination, and a final.

Terms Offered: Spring

Prerequisite(s): CMSC 11900, CMSC 12200, CMSC 15200, or CMSC 16200

CMSC 15100-15200. Introduction to Computer Science I-II.

This sequence, which is recommended for all students planning to take more advanced courses in computer science, introduces computer science mostly through the study of programming in functional (Scheme) and imperative (C) programming languages. Topics include program design, control and data abstraction, recursion and induction, higher-order programming, types and polymorphism, time and space analysis, memory management, and data structures including lists, trees, and graphs. NOTE: Non-majors may use either course in this sequence to meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15100-15200 or 16100-16200 to meet requirements for the major.

CMSC 15100. Introduction to Computer Science I. 100 Units.

This sequence, which is recommended for all students planning to take more advanced courses in computer science, introduces computer science mostly through the study of programming in functional (Scheme) and imperative (C) programming languages. Topics include program design, control and data abstraction, recursion and induction, higher-order programming, types and polymorphism, time and space analysis, memory management, and data structures including lists, trees, and graphs. NOTE: Non-majors may use either course in this sequence to meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15100-15200 or 16100-16200 to meet requirements for the major.

Instructor(s): A. Shaw (Aut), M. Wachs (Aut), J. Reppy (Win) Terms Offered: Autumn Summer Winter

Prerequisite(s): Placement into MATH 15100 or completion of MATH 13100.

Note(s): This course meets the general education requirement in the mathematical sciences. Non-majors may use either course in this sequence to meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15100-15200 or 16100-16200 to meet requirements for the major.

CMSC 15200. Introduction to Computer Science II. 100 Units.

This sequence, which is recommended for all students planning to take more advanced courses in computer science, introduces computer science mostly through the study of programming in functional (Scheme) and imperative (C) programming languages. Topics include program design, control and data abstraction, recursion and induction, higher-order programming, types and polymorphism, time and space analysis, memory management, and data structures including lists, trees, and graphs. NOTE: Non-majors may use either course in this sequence to meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15100-15200 or 16100-16200 to meet requirements for the major.

Instructor(s): A. Feldman, A. Shaw Terms Offered: Spring Summer Winter

Prerequisite(s): CMSC 15100, CMSC 16100, CMSC 12100, or CMSC 10500.

Note(s): This course meets the general education requirement in the mathematical sciences. Non-majors may use either course in this sequence to meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15100-15200 or 16100-16200 to meet requirements for the major.

CMSC 15200. Introduction to Computer Science II. 100 Units.

This sequence, which is recommended for all students planning to take more advanced courses in computer science, introduces computer science mostly through the study of programming in functional (Scheme) and imperative (C) programming languages. Topics include program design, control and data abstraction, recursion and induction, higher-order programming, types and polymorphism, time and space analysis, memory management, and data structures including lists, trees, and graphs. NOTE: Non-majors may use either course in this sequence to meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15100-15200 or 16100-16200 to meet requirements for the major.

Instructor(s): A. Feldman, A. Shaw Terms Offered: Spring Summer Winter

Prerequisite(s): CMSC 15100, CMSC 16100, CMSC 12100, or CMSC 10500.

Note(s): This course meets the general education requirement in the mathematical sciences. Non-majors may use either course in this sequence to meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15100-15200 or 16100-16200 to meet requirements for the major.

CMSC 15400. Introduction to Computer Systems. 100 Units.

This course covers the basics of computer systems from a programmer's perspective. Topics include data representation, machine language programming, exceptions, code optimization, performance measurement, memory systems, and system-level I/O. Extensive programming required.

CMSC 16100-16200. Honors Introduction to Computer Science I-II.

Both courses in this sequence meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15200 or 16200 to meet requirements for the major.

CMSC 16100. Honors Introduction to Computer Science I. 100 Units.

Programming in a functional language (currently Haskell), including higher-order functions, type definition, algebraic data types, modules, parsing, I/O, and monads. Basic data structures, including lists, binary search trees, and tree balancing. Basic mathematics for reasoning about programs, including induction, inductive definition, propositional logic, and proofs.

Instructor(s): R. Chugh, S. Kurtz Terms Offered: Autumn

Prerequisite(s): Placement into MATH 16100 or equivalent and programming experience, or by consent.

Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 16200. Honors Introduction to Computer Science II. 100 Units.

This course emphasizes the C Programming Language, but not in isolation. Instead, C is developed as a part of a larger programming toolkit that includes the shell (specifically ksh), shell programming, and standard Unix utilities (including awk). Nonshell scripting languages, in particular perl and python, are introduced, as well as interpreter (#!) files that use the command-line version of DrScheme. We cover various standard data structures, both abstractly, and in terms of concrete implementations—primarily in C, but also from time to time in other contexts like scheme and ksh. The course uses a team programming approach. There is a mixture of individual programming assignments that focus on current lecture material, together with team programming assignments that can be tackled using any Unix technology. Team projects are assessed based on correctness, elegance, and quality of documentation. We teach the "Unix way" of breaking a complex computational problem into smaller pieces, most or all of which can be solved using pre-existing, well-debugged, and documented components, and then composed in a variety of ways.

Instructor(s): F. Chong Terms Offered: Winter

Prerequisite(s): CMSC 16100, or CMSC 15100 and by consent.

Note(s): Students who have taken CMSC 15100 may take 16200 with consent of instructor. This course meets the general education requirement in the mathematical sciences.

CMSC 16200. Honors Introduction to Computer Science II. 100 Units.

This course emphasizes the C Programming Language, but not in isolation. Instead, C is developed as a part of a larger programming toolkit that includes the shell (specifically ksh), shell programming, and standard Unix utilities (including awk). Nonshell scripting languages, in particular perl and python, are introduced, as well as interpreter (#!) files that use the command-line version of DrScheme. We cover various standard data structures, both abstractly, and in terms of concrete implementations—primarily in C, but also from time to time in other contexts like scheme and ksh. The course uses a team programming approach. There is a mixture of individual programming assignments that focus on current lecture material, together with team programming assignments that can be tackled using any Unix technology. Team projects are assessed based on correctness, elegance, and quality of documentation. We teach the "Unix way" of breaking a complex computational problem into smaller pieces, most or all of which can be solved using pre-existing, well-debugged, and documented components, and then composed in a variety of ways.

Instructor(s): F. Chong Terms Offered: Winter

Prerequisite(s): CMSC 16100, or CMSC 15100 and by consent.

Note(s): Students who have taken CMSC 15100 may take 16200 with consent of instructor. This course meets the general education requirement in the mathematical sciences.

CMSC 20300. Introduction to Human-Computer Interaction. 100 Units.

An introduction to the field of Human-Computer Interaction (HCI), with a particular emphasis in understanding and designing user-facing software and hardware systems. This class covers the core concepts of HCI: affordances and mental models, selection techniques (pointing, touch, menus, text entry, widgets, etc), and conducting user studies and interviews. It also includes a project in which students program a simple interactive system.

Instructor(s): Pedro Lopes Terms Offered: TBD

Prerequisite(s): CMSC 15400

CMSC 20900. Computers for Learning. 100 Units.

Over time, technology has occupied an increasing role in education, with mixed results. Massive Open Online Courses (MOOCs) were created to bring education to those without access to universities, yet most of the students who succeed in them are those who are already successful in the current educational model. This course covers technology, psychology (e.g., motivation, engagement), and pedagogy (e.g., constructivism) as they apply to educational technology so that students can design and build an educational learning application. Labs focus on developing expertise in technology, and readings supplement lecture discussions on the human components of education.

Instructor(s): D. Franklin Terms Offered: Autumn

Prerequisite(s): CMSC 15400

Equivalent Course(s): MAAD 20900

CMSC 21010. Mathematical Foundations. 100 Units.

This course is an introduction to formal tools and techniques which can be used to better understand linguistic phenomena. A major goal of this course is to enable students to formalize and evaluate theoretical claims.

Equivalent Course(s): LING 21010, LING 31010, CMSC 31010

CMSC 22000. Introduction to Software Development. 100 Units.

Besides providing an introduction to the software development process and the lifecycle of a software project, this course focuses on imparting a number of skills and industry best practices that are valuable in the development of large software projects, such as source control techniques and workflows, issue tracking, code reviews, testing, continuous integration, working with existing codebases, integrating APIs and frameworks, generating documentation, deployment, and logging and monitoring. The course also emphasizes the importance of collaboration in real-world software development, including interpersonal collaboration and team management. The course will be organized primarily around the development of a class-wide software project, with students organized into teams. Collaboration both within and across teams will be essential to the success of the project.

Instructor(s): B. Sotomayor Terms Offered: Spring

Prerequisite(s): CMSC 12200, CMSC 15200, or CMSC 16200

CMSC 22001. Software Construction. 100 Units.

Large software systems are difficult to build. The course discusses both the empirical aspects of software engineering and the underlying theory. Topics will include, among others, software specifications, software design, software architecture, software testing, software reliability, and software maintenance. Students will be expected to actively participate in team projects in this course.

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

Prerequisite(s): CMSC 15400.

CMSC 22010. Digital Fabrication. 100 Units.

Digital fabrication involves translation of a digital design into a physical object. While digital fabrication has been around for decades, only now has it become possible for individuals to take advantage of this technology through low cost 3D printers and open source tools for 3D design and modeling. In this course we will cover the foundations of 3D object design including computational geometry, the type of models that can and can't be fabricated, the uses and applications of digital fabrication, the algorithms, methods and tools for conversion of 3D models to representations that can be directly manufactured using computer controlled machines, the concepts and technology used in additive manufacturing (aka 3D printing) and the research and practical challenges of developing self-replicating machines. We will have several 3D printers available for use during the class and students will design and fabricate several parts during the course.

Instructor(s): R. Stevens Terms Offered: TBD

Prerequisite(s): CMSC 15400 and some experience with 3D modeling concepts.

CMSC 22100. Programming Languages. 100 Units.

Programming language design aims at the closest possible correspondence between the structures of a program and the task it performs. This course is an introduction to scientific programming language design, whereby design choices are made according to rigorous and well-founded lines of reasoning. The curriculum emphasizes the lambda calculus, type systems, formal semantics, logic and proof, and includes a light introduction to machine assisted formal reasoning. While this course is not a survey of different programming languages, we examine the design decisions embodied by various popular languages when viewed as formal systems.

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

Prerequisite(s): CMSC 15400.

CMSC 22200. Computer Architecture. 100 Units.

This course is a survey of contemporary computer organization covering CPU design, instruction sets, control, processors, busses, ALU, memory, pipelined computers, multiprocessors, networking, and case studies. We focus on the techniques of quantitative analysis and evaluation of modern computing systems, such as the selection of appropriate benchmarks to reveal and compare the performance of alternative design choices in system design. We emphasize major component subsystems of high-performance computers: pipelining, instruction-level parallelism, memory hierarchies, input/output, and network-oriented interconnections.

Instructor(s): F. Chong (Spring), Y. Li (Autumn) Terms Offered: Autumn, Spring

Prerequisite(s): CMSC 15400.

CMSC 22300. Functional Programming. 100 Units.

We will explore various aspects of advanced functional programming in this course. Topics will vary from quarter to quarter and may include: untyped and typed programming; pure and impure programming; eager and lazy semantics; "object-functional programming"; functional reactive programming; and concurrent functional programming.

Instructor(s): R. Chugh Terms Offered: Winter

Prerequisite(s): CMSC 15400 required, CMSC 15100 or CMSC 16100 recommended.

CMSC 22500. Type Theory. 100 Units.

Church's λ -calculus, β -reduction, the Church-Rosser theorem. Simple type theory, strong normalization. The Barendregt cube of type theories. Dependent types. The Curry-Howard Isomorphism. Formal constructive mathematics.

Instructor(s): Stuart Kurtz Terms Offered: TBD

Prerequisite(s): CMSC 15100 or CMSC 16100, and CMSC 27100 or CMSC 27700 or MATH 27700, or by consent.

CMSC 22600. Compilers for Computer Languages. 100 Units.

This course covers principles of modern compiler design and implementation. Topics include lexical analysis, parsing, type checking, optimization, and code generation. This is a project oriented course in which students will construct a fully working compiler, using Standard ML as the implementation language.

Instructor(s): J. Reppy Terms Offered: Autumn. Alternate years. Not planned to be offered in 2019-2020.

Prerequisite(s): CMSC 15400 required; CMSC 22100 recommended. (Note: Prior experience with ML programming not required.)

Note(s): This course is offered in alternate years.

CMSC 23000. Operating Systems. 100 Units.

This course provides an introduction to basic Operating System principles and concepts that form a fundamental building blocks for many modern systems from personal devices to Internet-scale services. Basic topics include processes, threads, concurrency, synchronization, memory management, virtual memory, segmentation, paging, caching, process and I/O scheduling, file systems, storage devices. The course will also cover special topics such as journaling/transactions, SSD, RAID, virtual machines, and data-center operating systems. The course project will revolve around the implementation of a mini x86 operating system kernel.

Instructor(s): H. Gunawi Terms Offered: Autumn

Prerequisite(s): CMSC 15400 and one of CMSC 22200, CMSC 22600, CMSC 22610, CMSC 23300, CMSC 23400, CMSC 23500, CMSC 23700, CMSC 27310, or CMSC 23800 strongly recommended.

CMSC 23010. Parallel Computing. 100 Units.

This course provides an introduction to the concepts of parallel programming, with an emphasis on programming multicore processors. Topics include: Processes and threads, shared memory, message passing, direct-memory access (DMA), hardware mechanisms for parallel computing, synchronization and communication, patterns of parallel programming. The course will involve a substantial programming project implementing a parallel computation.

Instructor(s): H. Hoffmann Terms Offered: Winter

Prerequisite(s): CMSC 15400 and one of the following: CMSC 22200, CMSC 23000, CMSC 23300; or by consent.

CMSC 23200. Introduction to Computer Security. 100 Units.

This course introduces the principles and practice of computer security. It aims to teach how to model threats to computer systems and how to think like a potential attacker. It presents standard cryptographic functions and protocols and gives an overview of threats and defenses for software, host systems, networks, and the Web. It also touches on some of the legal, policy, and ethical issues surrounding computer security in areas such as privacy, surveillance, and the disclosure of security vulnerabilities. The goal of this course is to provide a foundation for further study in computer security and to help better understand how to design, build, and use computer systems more securely.

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

Prerequisite(s): CMSC 15400.

CMSC 23210. Usable Security and Privacy. 100 Units.

Regardless of how secure a system is in theory, failing to consider how humans actually use the system leads to disaster in practice. This course will examine how to design for security and privacy from a user-centered perspective by combining insights from computer systems, human-computer interaction (HCI), and public policy. We will introduce core security and privacy technologies, as well as HCI techniques for conducting robust user studies. Topics will include usable authentication, user-centered web security, anonymity software, privacy notices, security warnings, and data-driven privacy tools in domains ranging from social media to the Internet of Things. Students will complete weekly problem sets, as well as conduct novel research in a group capstone project. No prior experience in security, privacy, or HCI is required.

Instructor(s): B. Ur Terms Offered: Spring

Prerequisite(s): CMSC 12300 or CMSC 15400.

CMSC 23220. Inventing, Engineering and Understanding Interactive Devices. 100 Units.

A physical computing class, dedicated to micro-controllers, sensors, actuators and fabrication techniques. The objective is that everyone creates their own, custom-made, functional I/O device.

Terms Offered: Spring

Prerequisite(s): CMSC 15400

Equivalent Course(s): MAAD 23220

CMSC 23280. Cryptocurrencies. 100 Units.

This course will cover both the computer science aspects and economic aspects of cryptocurrencies. Topics to be discussed will include network and system building blocks, consensus protocols, cryptographic algorithms, security and privacy issues, pricing of cryptocurrencies, bubbles, monetary policy issues and regulatory concerns.

Instructor(s): D. Cash, H. Uhlig, B. Zhao Terms Offered: Winter

Prerequisite(s): CMSC 10500, 12100, 15100, or 16100 and ECON 10000 (ECON 19800) or ECON 10200 (ECON 19900)

Equivalent Course(s): ECON 23040

CMSC 23300. Networks and Distributed Systems. 100 Units.

This course focuses on the principles and techniques used in the development of networked and distributed software. Topics include programming with sockets; concurrent programming; data link layer (Ethernet, packet switching, etc.); internet and routing protocols (IP, IPv6, ARP, etc.); end-to-end protocols (UDP, TCP); and other commonly used network protocols and techniques. This is a project-oriented course in which students are required to develop software in C on a UNIX environment.

Instructor(s): B. Sotomayor Terms Offered: Winter

Prerequisite(s): CMSC 15400.

CMSC 23310. Advanced Distributed Systems. 100 Units.

In recent years, large distributed systems have taken a prominent role not just in scientific inquiry, but also in our daily lives. When we perform a search on Google, stream content from Netflix, place an order on Amazon, or catch up on the latest comings-and-goings on Facebook, our seemingly minute requests are processed by complex systems that sometimes include hundreds of thousands of computers, connected by both local and wide area networks. Recent papers in the field of Distributed Systems have described several solutions (such as MapReduce, BigTable, Dynamo, Cassandra, etc.) for managing large-scale data and computation. However, building and using these systems pose a number of more fundamental challenges: How do we keep the system operating correctly even when individual machines fail? How do we ensure that all the machines have a consistent view of the system's state? (And how do we ensure this in the presence of failures?) How can we determine the order of events in a system where we can't assume a single global clock? Many of these fundamental problems were identified and solved over the course of several decades, starting in the 1970s. To better appreciate the challenges of recent developments in the field of Distributed Systems, this course will guide students through seminal work in Distributed Systems from the 1970s, '80s, and '90s, leading up to a discussion of recent work in the field.

Instructor(s): B. Sotomayor

Prerequisite(s): CMSC 23300 with at least a B+, or by consent.

CMSC 23400. Mobile Computing. 100 Units.

Mobile computing is pervasive and changing nearly every aspect of society. Sensing, actuation, and mediation capabilities of mobile devices are transforming all aspects of computing: uses, networking, interface, form, etc. This course explores new technologies driving mobile computing and their implications for systems and society. Current focus areas include new techniques to capture 3d models (depth sensors, stereo vision), drones that enable targeted, adaptive, focused sensing, and new 3d interactive applications (augmented reality, cyberphysical, and virtual reality). Labs expose students to software and hardware capabilities of mobile computing systems, and develop the capability to envision radical new applications for a large-scale course project.

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

Prerequisite(s): CMSC 15400. CMSC 23000 or 23300 recommended. Knowledge of Java required.

CMSC 23500. Introduction to Database Systems. 100 Units.

This course is an introduction to database design and implementation. Topics include DBMS architecture, entity-relationship and relational models, relational algebra, concurrency control, recovery, indexing, physical data organization, and modern database systems. The lab section guides students through the implementation of a relational database management system, allowing students to see topics such as physical data organization and DBMS architecture in practice, and exercise general skills such as software systems development.

CMSC 23700. Introduction to Computer Graphics. 100 Units.

This course introduces the basic concepts and techniques used in three-dimensional computer graphics. The course covers both the foundations of 3D graphics (coordinate systems and transformations, lighting, texture mapping, and basic geometric algorithms and data structures), and the practice of real-time rendering using programmable shaders. Students are required to complete both written assignments and programming projects using OpenGL.

Instructor(s): J. Reppy Terms Offered: Autumn

Prerequisite(s): CMSC 15400.

Note(s): This course is offered in alternate years.

CMSC 23710. Scientific Visualization. 100 Units.

Scientific visualization combines computer graphics, numerical methods, and mathematical models of the physical world to create a visual framework for understanding and solving scientific problems. The mathematical and algorithmic foundations of scientific visualization (for example, scalar, vector, and tensor fields) will be explained in the context of real-world data from scientific and biomedical domains. The course is also intended for students outside computer science who are experienced with programming and computing with scientific data. Programming projects will be in C and C++.

Instructor(s): G. Kindlmann Terms Offered: Winter

Prerequisite(s): CMSC 15400 and knowledge of linear algebra, or by consent.

CMSC 23900. Data Visualization. 100 Units.

Data visualizations provide a visual setting in which to explore, understand, and explain datasets. This class describes mathematical and perceptual principles, methods, and applications of "data visualization" (as it is popularly understood to refer primarily to tabulated data). A range of data types and visual encodings will be presented and evaluated. Visualizations will be primarily web-based, using D3.js, and possibly other higher-level languages and libraries.

CMSC 25010. Artificial Intelligence. 100 Units.

This course introduces the theoretical, technical, and philosophical issues of AI. The emphasis is on computational and mathematical modes of inquiry into the structure and function of intelligent systems. Topics include learning and inference, speech and language, vision and robotics, search and reasoning.

Terms Offered: Spring

Prerequisite(s): CMSC 15300, CMSC 15400

CMSC 25025. Machine Learning and Large-Scale Data Analysis. 100 Units.

This course is an introduction to machine learning and the analysis of large data sets using distributed computation and storage infrastructure. Basic machine learning methodology and relevant statistical theory will be presented in lectures. Homework exercises will give students hands-on experience with the methods on different types of data. Methods include algorithms for clustering, binary classification, and hierarchical Bayesian modeling. Data types include images, archives of scientific articles, online ad clickthrough logs, and public records of the City of Chicago. Programming will be based on Python and R, but previous exposure to these languages is not assumed.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): CMSC 15400 or CMSC 12200 and STAT 22200 or STAT 23400, or by consent.

Note(s): The prerequisites are under review and may change.

Equivalent Course(s): STAT 37601

CMSC 25300. Mathematical Foundations of Machine Learning. 100 Units.

This course is an introduction to the mathematical foundations of machine learning that focuses on matrix methods and features real-world applications ranging from classification and clustering to denoising and data analysis. Mathematical topics covered include linear equations, regression, regularization, the singular value decomposition, and iterative algorithms. Machine learning topics include the lasso, support vector machines, kernel methods, clustering, dictionary learning, neural networks, and deep learning. Students are expected to have taken calculus and have exposure to numerical computing (e.g. Matlab, Python, Julia, R).

Instructor(s): Rebecca Willett Terms Offered: Winter

Prerequisite(s): CMSC 12200 or CMSC 15200 or CMSC 16200, and the equivalent of two quarters of calculus

(MATH 13200 or higher).

CMSC 25400. Machine Learning. 100 Units.

This course offers a practical, problem-centered introduction to machine learning. Topics covered include the Perceptron and other online algorithms; boosting; graphical models and message passing; dimensionality reduction and manifold learning; SVMs and other kernel methods; artificial neural networks; and a short introduction to statistical learning theory. Weekly programming assignments give students the opportunity to try out each learning algorithm on real world datasets.

Instructor(s): R. Kondor Terms Offered: Winter

Prerequisite(s): CMSC 15400 or CMSC 12300. STAT 22000 or STAT 23400 strongly recommended.

Equivalent Course(s): STAT 27725

CMSC 25900. Ethics, Data, and Privacy. 100 Units.

Ethics, Data, and Privacy

Instructor(s): Rayid Ghani Terms Offered: TBD

CMSC 27100. Discrete Mathematics. 100 Units.

This course emphasizes mathematical discovery and rigorous proof, which are illustrated on a refreshing variety of accessible and useful topics. Basic counting is a recurring theme and provides the most important source for sequences, which is another recurring theme. Further topics include proof by induction; recurrences and Fibonacci numbers; graph theory and trees; number theory, congruences, and Fermat's little theorem; counting, factorials, and binomial coefficients; combinatorial probability; random variables, expected value, and variance; and limits of sequences, asymptotic equality, and rates of growth.

Instructor(s): S. Kurtz (Winter), J. Simon (Autumn) Terms Offered: Autumn, Winter

Prerequisite(s): CMSC 12300 or CMSC 15400, or MATH 16300 or higher, or by consent.

Note(s): This is a directed course in mathematical topics and techniques that is a prerequisite for courses such as CMSC 27200 and 27400.

CMSC 27130. Honors Discrete Mathematics. 100 Units.

We emphasize mathematical discovery and rigorous proof, which are illustrated on a refreshing variety of accessible and useful topics. Basic counting is a recurring theme and provides the most important source for sequences, which is another recurring theme. Further topics include proof by induction; recurrences and Fibonacci numbers; graph theory and trees; number theory, congruences, and Fermat's little theorem; counting, factorials, and binomial coefficients; combinatorial probability; random variables, expected value, and variance; and limits of sequences, asymptotic equality, and rates of growth. The honors version of Discrete Mathematics covers topics at a deeper level.

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

Prerequisite(s): (CMSC 12300 or CMSC 15400), or MATH 16300 or higher, or by consent.

CMSC 27200. Theory of Algorithms. 100 Units.

This course covers design and analysis of efficient algorithms, with emphasis on ideas rather than on implementation. Algorithmic questions include sorting and searching, graph algorithms, elementary algorithmic number theory, combinatorial optimization, randomized algorithms, as well as techniques to deal with intractability, like approximation algorithms. Design techniques include "divide-and-conquer" methods, dynamic programming, greedy algorithms, and graph search, as well as the design of efficient data structures. Methods of algorithm analysis include asymptotic notation, evaluation of recurrent inequalities, amortized analysis, analysis of probabilistic algorithms, the concepts of polynomial-time algorithms, and of NP-completeness.

Instructor(s): J. Simon Terms Offered: Spring, Winter

Prerequisite(s): CMSC 27100 or CMSC 27130 or CMSC 37110, or by consent.

CMSC 27230. Honors Theory of Algorithms. 100 Units.

This course covers design and analysis of efficient algorithms, with emphasis on ideas rather than on implementation. Algorithmic questions include sorting and searching, discrete optimization, algorithmic graph theory, algorithmic number theory, and cryptography. Design techniques include divide-and-conquer methods, dynamic programming, greedy algorithms, and graph search, as well as the design of efficient data structures. Methods of algorithm analysis include asymptotic notation, evaluation of recurrent inequalities, the concepts of polynomial-time algorithms, and NP-completeness. The honors version of Theory of Algorithms covers topics at a deeper level.

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

Prerequisite(s): CMSC 27100 or CMSC 27130 or CMSC 37110 or consent of the instructor.

CMSC 27410. Honors Combinatorics. 100 Units.

Methods of enumeration, construction, and proof of existence of discrete structures are discussed in conjunction with the basic concepts of probability theory over a finite sample space. Enumeration techniques are applied to the calculation of probabilities, and, conversely, probabilistic arguments are used in the analysis of combinatorial structures. Other topics include basic counting, linear recurrences, generating functions, Latin squares, finite projective planes, graph theory, Ramsey theory, coloring graphs and set systems, random variables, independence, expected value, standard deviation, and Chebyshev's and Chernoff's inequalities.

Instructor(s): L. Babai Terms Offered: Spring

Prerequisite(s): MATH 15900 or MATH 25400, or CMSC 27100, or by consent. Experience with mathematical proofs.

Note(s): This course is offered in alternate years.

Equivalent Course(s): MATH 28410

CMSC 27500. Graph Theory. 100 Units.

This course covers the basics of the theory of finite graphs. Topics include shortest paths, spanning trees, counting techniques, matchings, Hamiltonian cycles, chromatic number, extremal graph theory, Turan's theorem, planarity, Menger's theorem, the max-flow/min-cut theorem, Ramsey theory, directed graphs, strongly connected components, directed acyclic graphs, and tournaments. Techniques studied include the probabilistic method.

Instructor(s): K. Mulmuley

Prerequisite(s): CMSC 27100, or MATH 20400 or higher.

CMSC 27530. Honors Graph Theory. 100 Units.

This course covers the basics of the theory of finite graphs. Topics include shortest paths, spanning trees, counting techniques, matchings, Hamiltonian cycles, chromatic number, extremal graph theory, Turan's theorem, planarity, Menger's theorem, the max-flow/min-cut theorem, Ramsey theory, directed graphs, strongly connected components, directly acyclic graphs, and tournaments. Techniques studied include the probabilistic method.

Instructor(s): Laszlo Babai Terms Offered: Spring

Prerequisite(s): CMSC 27100, CMSC 27130, or CMSC 37110, or MATH 20400 or MATH 20800.

CMSC 27600. Computational Biology. 100 Units.

This course serves as a general introduction to the basic algorithms used to understand current problems in biology. Topics may include sequence alignment algorithms to study DNA and protein sequences, algorithms and experiments for protein structure prediction, dynamics, and folding, clustering and machine learning methods for gene expression analysis, computational models of RNA structure, and DNA computing and self-assembly.

Terms Offered: Winter. Generally offered alternate years.

Prerequisite(s): Familiarity with basic discrete mathematics/statistics/algorithms and biology recommended but not required.

CMSC 27610. Digital Biology. 100 Units.

Explores the digital nature of biology at the molecular scale. Focuses on the role of hydrophobic effect in protein/ligand associations. Utilizes data-mining as a tool both to understand basic biophysics and to explain protein-ligand associations. Shows how such analog interactions can lead to digital devices (e.g., switches). No biochemistry background will be assumed.

Instructor(s): L. R. Scott Terms Offered: Spring

Prerequisite(s): MATH 15200 or higher, and CMSC 12200 or CMSC 15200 or CMSC 16200. High school chemistry helpful.

Note(s): High school chemistry is helpful.

CMSC 27700-27800. Mathematical Logic I-II.

Mathematical Logic I-II

CMSC 27700. Mathematical Logic I. 100 Units.

This course introduces mathematical logic. Topics include propositional and predicate logic and the syntactic notion of proof versus the semantic notion of truth (e.g., soundness, completeness). We also discuss the Gödel completeness theorem, the compactness theorem, and applications of compactness to algebraic problems. Prerequisite(s): MATH 25400 or MATH 25700 or (CMSC 15400 and (MATH 15910 or MATH 15900 or MATH 19900 or MATH 16300)) Equivalent Course(s): CMSC 27700

Terms Offered: Autumn

Prerequisite(s): MATH 25400 or 25700; open to students who are majoring in computer science who have taken CMSC 15400 along with MATH 16300 or MATH 16310 or Math 15910 or MATH 15900 or MATH 19900 Equivalent Course(s): MATH 27700

CMSC 27800. Mathematical Logic II. 100 Units.

Topics include number theory, Peano arithmetic, Turing compatibility, unsolvable problems, Gödel's incompleteness theorem, undecidable theories (e.g., the theory of groups), quantifier elimination, and decidable theories (e.g., the theory of algebraically closed fields).

Terms Offered: Winter

Prerequisite(s): MATH 27700 or equivalent

Equivalent Course(s): MATH 27800

CMSC 27800. Mathematical Logic II. 100 Units.

Topics include number theory, Peano arithmetic, Turing compatibility, unsolvable problems, Gödel's incompleteness theorem, undecidable theories (e.g., the theory of groups), quantifier elimination, and decidable theories (e.g., the theory of algebraically closed fields).

Terms Offered: Winter

Prerequisite(s): MATH 27700 or equivalent

Equivalent Course(s): MATH 27800

CMSC 27900. Chaos, Complexity And Computers. 100 Units.

This course presents the mathematical bases for the complex, scale-independent behavior seen in chaotic dynamics and fractal patterns. It illustrates these principles from physical and biological phenomena. It explores these behaviors concretely using extensive computer simulation exercises, thus developing simulation and data analysis skills. L.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): PHYS 13300 or 14300; PHYS 25000 or prior programming experience.

Equivalent Course(s): MATH 29200, PHYS 25100

CMSC 28000. Introduction to Formal Languages. 100 Units.

This course is a basic introduction to computability theory and formal languages. Topics include automata theory, regular languages, context-free languages, and Turing machines.

Instructor(s): S. Kurtz Terms Offered: Spring

Prerequisite(s): CMSC 12300 or CMSC 15400, or MATH 15900 or MATH 25500.

Equivalent Course(s): MATH 28000

CMSC 28100. Introduction to Complexity Theory. 100 Units.

Computability topics are discussed (e.g., the s - m - n theorem and the recursion theorem, resource-bounded computation). This course introduces complexity theory. Relationships between space and time, determinism and non-determinism, NP-completeness, and the P versus NP question are investigated.

Instructor(s): K. Mulmuley Terms Offered: Autumn

Prerequisite(s): CMSC 27100, or MATH 15900 or MATH 25500; experience with mathematical proofs.

Equivalent Course(s): MATH 28100

CMSC 28130. Honors Introduction to Complexity Theory. 100 Units.

Computability topics are discussed (e.g., the s - m - n theorem and the recursion theorem, resource-bounded computation). This course introduces complexity theory. Relationships between space and time, determinism and non-determinism, NP-completeness, and the P versus NP question are investigated.

Instructor(s): Ketan Mulmuley Terms Offered: Autumn

Prerequisite(s): CMSC 27100 or CMSC 27130, or MATH 15900 or MATH 19900 or MATH 25500; experience with mathematical proofs.

CMSC 28400. Introduction to Cryptography. 100 Units.

Cryptography is the use of algorithms to protect information from adversaries. Though its origins are ancient, cryptography now underlies everyday technologies including the Internet, wifi, cell phones, payment systems, and more. This course is an introduction to the design and analysis of cryptography, including how "security" is defined, how practical cryptographic algorithms work, and how to exploit flaws in cryptography. The course will cover algorithms for symmetric-key and public-key encryption, authentication, digital signatures, hash functions, and other primitives. Weekly problem sets will include both theoretical problems and programming tasks. No experience in security is required.

Instructor(s): David Cash Terms Offered: Autumn

Prerequisite(s): CMSC 15400 and CMSC 27100 (OK for in progress prerequisites)

CMSC 28510. Introduction to Scientific Computing. 100 Units.

Basic processes of numerical computation are examined from both an experimental and theoretical point of view. This course deals with numerical linear algebra, approximation of functions, approximate integration and differentiation, Fourier transformation, solution of nonlinear equations, and the approximate solution of initial value problems for ordinary differential equations. We concentrate on a few widely used methods in each area covered.

Instructor(s): T. Dupont Terms Offered: Autumn. Generally offered alternate years.

Prerequisite(s): A year of calculus (MATH 15300 or higher), a quarter of linear algebra (MATH 19620 or higher), and CMSC 10600 or higher; or consent of instructor

CMSC 28515. Introduction to Numerical Partial Differential Equations. 100 Units.

This course deals with finite element and finite difference methods for second-order elliptic equations (diffusion) and the associated parabolic and hyperbolic equations. Some methods for solving linear algebraic systems will be used. Scalar first-order hyperbolic equations will be considered.

CMSC 29512. Entrepreneurship in Technology. 100 Units.

The core theme for the Entrepreneurship in Technology course is that computer science students need exposure to the broad challenges of capturing opportunities and creating companies. Most of the skills required for this process have nothing to do with one's technical capacity. We'll explore creating a story, pitching the idea, raising money, hiring, marketing, selling, and more. Real-world examples, case-studies, and lessons-learned will be blended with fundamental concepts and principles. The course will involve a business plan, case-studies, and supplemental reading to provide students with significant insights into the resolve required to take an idea to market. Class discussion will also be a key part of the student experience.

Prerequisite(s): MPSC 51036 or 51040 or 51042 or 51043 or 51100

Note(s): If an undergraduate takes this course as CMSC 29512, it may not be used for CS major or minor credit.

Non-MPCS students must receive approval from program prior to registering. Request form available online <https://masters.cs.uchicago.edu>

Equivalent Course(s): MPSC 51250

CMSC 29700. Reading and Research in Computer Science. 100 Units.

Students do reading and research in an area of computer science under the guidance of a faculty member. A written report is typically required.

Terms Offered: Autumn, Spring, Summer, Winter

Prerequisite(s): By consent of instructor and approval of department counselor.

Note(s): Open both to students who are majoring in Computer Science and to nonmajors. Students are required to submit the College Reading and Research Course Form.

CMSC 29900. Bachelor's Thesis. 100 Units.

Open to fourth-year students who are candidates for honors in Computer Science.

Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): By consent of instructor and approval of department counselor.



CREATIVE WRITING

Department Website: <http://creativewriting.uchicago.edu>

The Program in Creative Writing takes a comprehensive approach to the study of contemporary literature, criticism, and theory from a writer's perspective, and provides rigorous training in the fundamental practices of creative writing. In our courses, students work with established poets and prose writers towards these pursuits, and both the major and minor in Creative Writing provide ample opportunities for interdisciplinary work across University departments. The program's commitment to interdisciplinary work and academic rigor, coupled with an emphasis on teaching the elements of creative writing that underlie all genres, accounts for the program's vitality and explains why Creative Writing at Chicago is currently the largest initiative in the humanities for the College.

The Program in Creative Writing offers workshops and seminars in poetry, fiction, and nonfiction, as well as an increasing number of translation workshops. The major seminars—including the Technical Seminars and Fundamentals in Creative Writing—are designed to build a critical and aesthetic foundation for students working in each primary genre. Students can pursue their creative writing interests within the formal requirements of the major in Creative Writing or through a joint minor in English and Creative Writing, which is open to students outside those two major programs. Students who do not wish to pursue a formal program in Creative Writing will have access to courses that satisfy the general education requirement in the arts and open-entry "beginning" workshops. They may also apply for advanced workshop courses. Our workshops and technical seminars are cross-listed with a graduate number and open to students in the graduate and professional schools.

MAJOR IN CREATIVE WRITING

Students who graduate with the bachelor of arts in Creative Writing will both be skilled in writing in a major literary genre and have a theoretically informed understanding of the aesthetic, historical, social, and political context of a range of contemporary writing. Students in the major will focus their studies on a primary genre chosen from fiction, poetry, and nonfiction.

The organization of the major recognizes the value of workshop courses, but incorporates that model into a broader education that furthers students' knowledge of historical and contemporary literary practice, introduces them to aesthetic and literary theory, sharpens their critical attention, and fosters their creative enthusiasm. Valuable experience with group work and peer criticism, which comes from the practices and skills central to Creative Writing pedagogy, will prepare students for success in a range of fields in the public and private sectors.

PROGRAM REQUIREMENTS

The Program in Creative Writing requires a total of 13 courses and completion of a BA thesis, as described below. Students who matriculated in 2016–17 or later may declare this major. Students planning to complete the major must meet with the Director of Undergraduate Studies and file a worksheet with the program by the end of the Autumn Quarter of the third year of study.

All interested students should speak with the Director of Undergraduate Studies or the Program Manager.

Students contemplating a major or minor in Creative Writing may choose to take one or two Creative Writing courses toward the general education requirement in the arts. These courses will not count towards major requirements, but they do offer an opportunity to test out the program while satisfying a general education requirement.

One (1) Fundamentals in Creative Writing course

CRWR 17000 to CRWR 17999

The Fundamentals in Creative Writing course is a cross-genre, one-quarter seminar to be taken by all students in the major. Every section of the course focuses on a current debate relevant to all forms of literary practice, such as mimesis, translation and appropriation, and art and the market. This course introduces students to a group of core texts from each major literary genre. The course is taught in a seminar format and will require a final paper. Fundamentals in Creative Writing is restricted to students who have declared the major, as its aims are to develop cohort solidarity, promote a culture of articulate exchange, and induct students into a reflection on practice that will serve their artistic and professional development. Students should plan to take the course as early as possible after declaring the major, ideally in the first or second quarter in the program. See Enrolling in Creative Writing Courses for additional details.

Two (2) Technical Seminars

Fiction: CRWR 20200 to CRWR 20299; Poetry: CRWR 20301 to CRWR 20399; Nonfiction: CRWR 20400 to CRWR 20499

Students in the major must take two technical seminars in their primary genre of fiction, poetry, or nonfiction. The aims of the seminars are to enlarge students' technical resources through extensive reading and analysis of contemporary literature and to provide practice-based training in technical skills. Students submit papers that address technical questions, chiefly with reference to contemporary texts. For example, poetry

students may write on “the line,” where fiction students write on “point of view.” These courses may also count as electives in the minor. See Enrolling in Creative Writing Courses for additional details.

Three (3) Advanced Workshops

Fiction: CRWR 22100 to CRWR 22299; Poetry: CRWR 23100 to CRWR 23299; Nonfiction: CRWR 24001 to CRWR 24199

Students in the major must complete three Advanced Workshops, at least two of which must be in the student’s primary genre. The Advanced Workshop is the characteristic pedagogical instrument of Creative Writing as an academic discipline. Workshop practice relies on an understanding of support that is dedicated to improving students’ writing, not unconditional approval. Critique is the core value and activity of the workshop, and students will practice it under the guidance of the workshop instructor. Although Advanced Workshops begin with attention to exemplary texts, they typically focus on original student work. See Enrolling in Creative Writing Courses for additional details.

Credit for a Beginning Workshop: Students who have completed a Beginning Workshop in their primary genre and have received a grade of B+ or above will be able to count this course as one of the required Advanced Workshops. Because students must take at least two Advanced Workshops in their primary genre, any qualifying Beginning Workshop may only serve as the third required workshop. This means that students choosing to count a Beginning Workshop towards the major will not be able to count an Advanced Workshop from a genre that is not the primary genre towards the degree. Beginning Workshops offered by other institutions will not count towards the major. Beginning Workshops are open to all students during pre-registration.

One (1) Literary Genre Course

Students are required to take one introductory Literary Genre course related to their primary genre as an introduction to key texts and debates in the history of their chosen genre. This requirement can be met by a cross-listed English course or a comparable course in another literature. Depending on the student’s genre, courses like ENGL 10403 Genre Fundamentals: Poetry: Rhythm and Myth, ENGL 10709 Genre Fundamentals: Fiction, or ENGL 11004 History of the Novel may be eligible. Specific courses that are identified as filling this requirement will be listed at creativewriting.uchicago.edu.

Three (3) Literature Courses

Creative Writing majors are required to take three literature courses offered by other departments. These courses can be focused on the literature of any language, but one must involve the study of literature written before the twentieth century and one must center on theory. The Director of Undergraduate Studies will offer guidance and approve all qualifying courses. Specific courses that satisfy the distribution element of this requirement will be listed at creativewriting.uchicago.edu.

Two (2) Research Background Electives

Students take two courses outside the Creative Writing department to support the student’s individual interests and thesis project. In cases in which a CRWR translation workshop relates to a student’s Creative Writing thesis work, one of these workshops may also be approved as a Research Background Elective. These courses must be selected in consultation with and approved by the Director of Undergraduate Studies. Depending on a student’s interests, courses in e.g., Cinema and Media Studies or Visual Arts might be appropriate. Others may take additional literature course work. The students must provide documentation of these approvals to their College adviser.

BA THESIS AND WORKSHOP

Students work on their BA Projects throughout their fourth year. In Spring Quarter of the third year, students will submit a signed BA Proposal form to the Program Manager. During Summer Quarter, students are responsible for completing independent reading and research related to their proposed project. Early in Autumn Quarter of their fourth year, students will be assigned a graduate student preceptor, who will lead a series of mandatory colloquia over the course of the quarter. In Winter Quarter, students will continue meeting with the graduate preceptor and must also enroll in the appropriate Thesis/Major Projects Workshop in their genre (CRWR 29200 Thesis/Major Projects: Fiction, CRWR 29300 Thesis/Major Projects: Poetry, or CRWR 29400 Thesis/Major Projects: Creative Nonfiction).

Students are not automatically enrolled in a workshop; they must receive the consent of the workshop instructor, who will also serve as the faculty advisor for their BA Project. Students should be aware that because of the high number of students wishing to write fiction for their BA Projects, students will not necessarily get their first choice of workshop instructor and faculty advisor. See Enrolling in Creative Writing Courses for additional details.

Students will work closely with their faculty advisor and with their peers in the workshops and will receive course credit as well as a final grade for the workshop. In consultation with their faculty advisor and graduate preceptor, students will revise and resubmit a near-final draft of the BA Project by the end of the second week of Spring Quarter. Students will submit the final version of their BA Project to their preceptor, faculty advisor, and the Director of Undergraduate Studies by the beginning of the fifth week of Spring Quarter.

Students graduating in other quarters must consult with the Director of Undergraduate Studies about an appropriate timeline before the end of Autumn Quarter of the third year of study. The Winter Thesis/Major Projects Workshop is mandatory.

PROGRAM HONORS

The faculty in the Program in Creative Writing will award program honors based on their assessment of the BA theses, with input from graduate student preceptors. To be eligible, students must have a major GPA of at least 3.6 and overall GPA of 3.25. Honors will be awarded only to the most exceptional projects from a given cohort; the majority of students will not receive this designation.

SUMMARY OF REQUIREMENTS

One (1) Fundamentals in Creative Writing course *	100
Two (2) Technical Seminars (in the student's primary genre) †	200
Three (3) Advanced Workshops (at least two in the student's primary genre) §	300
One (1) Literary Genre Course	100
Three (3) Literature Courses	300
Two (2) Research Background Electives	200
One (1) BA Workshop, chosen from:	100
CRWR 29200 Thesis/Major Projects: Fiction	
CRWR 29300 Thesis/Major Projects: Poetry	
CRWR 29400 Thesis/Major Projects: Creative Nonfiction	
Total Units	1300

* CRWR 17000 to CRWR 17999

† Technical Seminars in Fiction: CRWR 20200 to CRWR 20299; Poetry: CRWR 20301 to CRWR 20399; Nonfiction: CRWR 20400 to CRWR 20499

§ Advanced Workshops in Fiction: CRWR 22100 to CRWR 22299; Poetry: CRWR 23100 to CRWR 23299; Nonfiction: 24001 to CRWR 24199. Beginning Workshops may count as the third workshop if they meet the stipulations listed under the Program Requirements.

ADVISING

Students considering the major should meet with the Director of Undergraduate Studies as early as possible to discuss program requirements and individual plans of study. Declaration of the major must be formalized through my.uchicago.edu, but students who have merely declared online have not yet completed the process. Students must have started a major worksheet with the Director of Undergraduate Studies and declared via my.uchicago.edu in order to receive priority in application-based CRWR courses.

The Program Manager and Director of Undergraduate Studies will provide guidance to students choosing courses to complete the major requirements. By Autumn Quarter of their third year, all students will be required to file a major program worksheet with the department, and the student's final major program must be approved by the Director of Undergraduate Studies. Students will need to regularly provide documentation of any approvals for the major to their College advisers for the necessary processing.

Graduate student preceptor support will be available to students while they write BA theses and minor portfolios during their final year of study, and faculty instructors will serve as thesis advisors for the students in their winter workshops.

COURSES OUTSIDE THE DEPARTMENT TAKEN FOR PROGRAM CREDIT

A maximum of three courses outside Creative Writing and the Department of English Language and Literature (or another literature) may count toward the total number of courses required by the major. Ordinarily, two of these courses will be Research Background Electives. Substitutions for a further course will be subject to approval, but students may not substitute non-literature courses for the Literature Course requirement.

For students double majoring, this means a maximum of three courses can count towards both majors (pending approval from both departments).

DOUBLE MAJORS IN ENGLISH LANGUAGE AND LITERATURE AND CREATIVE WRITING

When students choose a double major in Creative Writing and English Language and Literature, they may count up to four courses towards both majors. These four courses will typically include the three Literature Courses and the Literary Genre course, but in some cases one of the slots might be filled by a CRWR course (with Director of Undergraduate Studies approval). However, the two Research Background Electives required for the Creative Writing major should be taken outside of the Department of English Language and Literature.

This means that a maximum of four English Language and Literature courses, including the Literary Genre course, can count towards the Creative Writing major.

Students who are pursuing only the English Language and Literature major may count up to four CRWR courses towards the major in English as electives without a petition. However, when students are pursuing a double major in English Language and Literature and Creative Writing, they must observe the shared four-course maximum, so any eligible CRWR courses beyond this cap must be counted towards English only.

GRADING

Students with a major in Creative Writing must receive quality grades (not Pass/Fail) in all courses counting toward the major or minor. Non-majors may take CRWR courses for P/F grading with consent of instructor. Students must request this consent by the end of week three of the quarter; otherwise Pass/Fail must be approved by the Program Director.

SAMPLE PLAN OF STUDY FOR THE MAJOR

Fundamentals in Creative Writing		100
CRWR 17000	Fundamentals in Creative Writing: Literary Empathy	
Technical Seminars		200
CRWR 20302	Technical Seminar in Poetry: Units of Composition	
CRWR 20301	Technical Seminar in Poetry: Manifestos, Movements, Modes	
Advanced Workshops		300
CRWR 23113	Advanced Poetry Workshop: Waste, Surplus, Reuse	
CRWR 23100	Advanced Poetry Workshop	
CRWR 10306	Beginning Poetry Workshop ⁺	
Literary Genre Course		100
ENGL 10403	Genre Fundamentals: Poetry: Rhythm and Myth	
Literature Courses		300
ENGL 17515	Seventeenth-Century Verse [*]	
ENGL 22903	Literature of the City: Between Utopia and Dystopia, Design and Occupation	
ENGL 28614	Contemporary Latina/o Poetry	
Research Electives		200
CMST 14503	Cinema in Theory and Practice	
ARTV 22502	Data and Algorithm in Art	
BA Workshop		100
CRWR 29300	Thesis/Major Projects: Poetry	
Total Units		1300

⁺ Beginning Workshop is eligible because it met the conditions outlined in the Program Requirements (above).

^{*} Satisfies period requirement (pre-20th century)

^{**} Satisfies theory requirement

MINOR IN ENGLISH AND CREATIVE WRITING

Students who are not English Language and Literature or Creative Writing majors may complete a minor in English and Creative Writing. Such a minor requires six courses plus a portfolio of creative work. At least two of the required courses must be Creative Writing (CRWR) workshop courses, with at least one being an Advanced Workshop. Three of the remaining required courses may be taken in either the Department of English Language and Literature (ENGL) or the Program in Creative Writing (CRWR). This may include CRWR Technical Seminars or general education courses, as long as they are not already counted toward the general education requirement in the arts.

In addition, students must enroll in one of the following workshops offered during the Winter Quarter: CRWR 29200 Thesis/Major Projects: Fiction; CRWR 29300 Thesis/Major Projects: Poetry; CRWR 29400 Thesis/Major Projects: Creative Nonfiction. Finally, students must submit a portfolio of their work (e.g., a selection of poems, one or two short stories or chapters from a novel, two or three nonfiction pieces) to the Creative Writing Program Manager by the end of the fifth week in the quarter in which they plan to graduate. Students will work with a graduate student preceptor to compile and refine their final portfolios.

Students who elect the minor program in English and Creative Writing must meet with the program administrator for Creative Writing before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the administrator. The administrator's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

Students completing this minor will be given enrollment preference for CRWR Advanced Workshops and Thesis/Major Projects Workshops, and they must follow all relevant admission procedures described at the Creative Writing (<https://creativewriting.uchicago.edu>) website. For details, see Enrolling in Creative Writing Courses.

Courses in the minor (1) may not be doubly counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades (not P/F), and at least half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

SUMMARY OF REQUIREMENTS FOR THE MINOR PROGRAM IN ENGLISH AND CREATIVE WRITING

Two CRWR workshop courses *	200
Three CRWR or ENGL electives	300
One Thesis/Major Projects Workshop +	100
A portfolio of the student's work	
Total Units	600

* At least one must be an Advanced Workshop.

+ CRWR 29200 Thesis/Major Projects: Fiction, CRWR 29300 Thesis/Major Projects: Poetry, or CRWR 29400 Thesis/Major Projects: Creative Nonfiction.

MINOR TO MAJOR AND MAJOR TO MINOR

Student circumstances change, and thus a transfer between the major and minor programs may be desirable to students who begin a course of study in either program. Workshop courses (including Beginning Workshops) and one Technical Seminar may count towards the minor, but Fundamentals in Creative Writing will not. The Thesis/Major Projects Workshop will also function as a portfolio workshop for minors. Students should consult with their College adviser if considering such a transfer and must update their planned program of study with the Program Manager or Director of Undergraduate Studies in Creative Writing.

SAMPLE PLAN OF STUDY FOR THE MINOR

CRWR 10200	Beginning Fiction Workshop	100
CRWR 22110	Advanced Fiction: Exploring Your Boundaries	100
ENGL 16500	Shakespeare I: Histories and Comedies	100
ENGL 10706	Introduction to Fiction	100
ENGL 24526	Forms of Autobiography in the Twentieth and Twenty-First Centuries	100
CRWR 29200	Thesis/Major Projects: Fiction	100
A portfolio of the student's work (two short stories)		
Total Units		600

ENROLLING IN CREATIVE WRITING COURSES

General education courses and Beginning Workshops are open to all students via the standard pre-registration process. Other courses require consent, and some may require submission of work for evaluation. These courses may prioritize students in the major. Note: Students who have not formally declared the major will not receive priority in consent-based courses. Those interested in the major should see Advising (above) and meet with the Director of Undergraduate Studies before the end of Autumn Quarter of third year. Students who have not yet met with the Director of Undergraduate Studies to begin a worksheet are not considered formally declared and therefore are not guaranteed priority in course enrollment.

Applications for consent-only courses **must** be received by the deadlines listed below.

Creative Writing courses for the general education requirement in the arts

These multi-genre courses are introductions to topics in Creative Writing and satisfy the general education requirement in the arts in the College. General education courses are generally taught under two headings—"Reading as a Writer" and "Intro to Genres"—and will feature class critiques of students' creative work. Open to all undergraduate students during pre-registration. These courses do not count towards the major in Creative Writing, but students in the major may use these courses to satisfy their general education requirement in the arts.

Beginning Workshops

These courses are intended for students who may or may not have writing experience, but are interested in gaining experience in a particular genre. Courses will be focused on the fundamentals of

craft and will feature workshops of student writing. Open to all undergraduate students during pre-registration.

Fundamentals of Creative Writing courses

Focuses on a current debate relevant to all forms of literary practice and aims to develop cohort solidarity, promote a culture of exchange, and induct students into a reflection on practice that will service their artistic and professional development. Open to declared majors only. Those students may apply to take the course by submitting a course application form, found at creativewriting.uchicago.edu.

Technical Seminars

These seminars enlarge students' technical resources through extensive reading and analysis of contemporary literature and provide practice-based training in technical skills. Priority is given to declared majors. Those students may apply to take the course by submitting a course application form, found at creativewriting.uchicago.edu.

Advanced Workshops

These courses are intended for students with substantive writing experience in a particular genre. Advanced workshops will focus on class critiques of student writing with accompanying readings from exemplary literary texts. Priority is given to students in the major, minor, or the Creative Writing Option of the Master of Arts Program in the Humanities. All students may apply to take the course by submitting a course application form, found at creativewriting.uchicago.edu. A writing sample in the genre of the relevant course is required for faculty review. Specific submission requirements appear in the course descriptions.

Thesis/Major Projects

This course will revolve around workshops of student writing and also concentrate on the larger form students have chosen for their creative thesis. Priority is given to students in the major, minor, or the Creative Writing Option of the Master of Arts Program in the Humanities. All students may apply to take the course by submitting a course application form, found at creativewriting.uchicago.edu. A writing sample in the genre of the relevant course is required for faculty review. Specific submission requirements appear in the course descriptions.

Quarterly Deadlines to apply for consent-based Creative Writing courses

- Autumn Quarter, September 9
- Winter Quarter, November 22
- Spring Quarter, February 28

For more information on Creative Writing courses and opportunities, visit the Creative Writing (<https://creativewriting.uchicago.edu>) website.

FACULTY AND VISITING LECTURERS

For a current listing of Creative Writing faculty, visit the Creative Writing (<https://creativewriting.uchicago.edu/faculty>) website.

Visit creativewriting.uchicago.edu for upcoming quarter course lists and schedules, the online submission form, and application instructions.

CREATIVE WRITING COURSES

CRWR 10206. Beginning Fiction Workshop. 100 Units.

Fiction writing is part magic and part mechanics. This course will pay homage to the magic but concentrate on how a story is built: the architecture of structure, the mechanisms of character development, the fluid dynamics of dialogue. We'll take a close look at some of the building blocks that make up fiction writing: character, dialogue, plot, point of view, and setting. We'll also read and discuss a variety of short stories, always with an eye to craft and to what you, as writers, can steal for your own work. That's right, steal. Much of this course is devoted to learning how to steal the tools of great fiction writing, then to using those tools to realize your own vision. You'll write extensively in and out of class, from weekly reading responses to writing exercises that build toward a polished piece of work. Finally, you will write a complete draft and one extensive revision of a short story or novel chapter. The last third of the course will be devoted to student workshops, where each student will turn in a draft of a story or chapter to be read and critiqued by the whole class.

Instructor(s): Staff Terms Offered: Autumn, Spring, Winter

Prerequisite(s): Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 30206

CRWR 10306. Beginning Poetry Workshop. 100 Units.

This course will introduce students to the fundamentals of poetry in a creative writing workshop context. We will focus on a different topic each week—image, prosody, form, and so on—by reading extensively in the work of contemporary American poets and by composing our own literary exercises as well. We will also attend poetry readings and talks on poetry by visitors to our campus. The course will follow a workshop format, with peer critiques of student work and intensive readings across a spectrum of literary aesthetics.

Instructor(s): Staff. Terms Offered: Autumn Spring Winter

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is necessary.

Equivalent Course(s): CRWR 30306

CRWR 10406. Beginning Nonfiction Workshop. 100 Units.

A personal essay can employ a chain of events, but it's essentially a train of thought. Like thought, it's protean, able to take any shape and yet remain an essay. In this workshop you'll write two drafts of your own essay, or attempt, at the form, while line editing and critiquing your classmates' attempts. You'll also do close readings, starting with "Why I Write," by George Orwell, and "Why I Write," by Joan Didion. Then James Baldwin's "Autobiographical Notes." Once we've had a taste of the present we'll go back four thousand years to the essay's beginnings in Babylon, following its evolution in Greece and Rome—Heracitus, Plutarch, Seneca—then Europe: Montaigne, Max Beerbohm, Walter Benjamin, and Natalia Ginzburg, returning to contemporary English-language writers, including Adrienne Rich and Margaret Atwood, ending with Didion's "Goodbye to All That," paired with Eula Biss's contemporary cover version, also titled "Goodbye to All That."

Instructor(s): Dan Raeburn; Staff. Terms Offered: Autumn, Spring, Winter

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 30406

CRWR 12106. Intro to Genres: Science Fiction. 100 Units.

A monolith manifests in orbit around Jupiter, emitting a signal. A beacon? A man spontaneously discovers the ability to teleport. An evolutionary accident? The origin of human life proves to be malicious. Divine fate? Space travel is enabled by the ingestion of enormous quantities of a geriatric spice a messianic figure auspiciously learns to manipulate. A drug trip?! Among popular genres, science fiction is the riskiest conceptually and among the trickiest to master. The difference between an amazing idea and a rotten story is often slim. What makes good sci-fi work? And how best to write it? Let's put on our gravity boots and solar visors and see what we can discover. In this course, you'll read some novels (by Frank Herbert, Alfred Bester, and Ursula K. LeGuin), poetry (by Andrew Joron), a graphic novel (by Chris Ware), and screenplays (by Damon Lindelof, and Stanley Kubrick & Arthur C. Clarke). And all the while, you'll try your hand at bending each other's minds with your own science fiction.

Instructor(s): Staff. Terms Offered: Winter

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Note(s): This course meets the general education requirement in the arts.

CRWR 12107. Reading as a Writer: Crime and Story. 100 Units.

If prostitution is the earliest profession, then crime is probably the earliest narrative engine. Crime has forever been a driving force behind story, a vehicle not only of plot but of human psychology, social exploration, philosophical investigation, and just plain old suspense. There's something about the darker side of human nature that invites explorations of characters pushed to their extremes. Through analyzing the writing techniques and processes—such as point of view, scene, setting, voice, detail, irony, perspective, narrative structure and research methodologies—of such writers and poets as Raymond Chandler, Patricia Highsmith, Walter Mosley, Joyce Carol Oats, Denis Johnson, Carolyn Forché, CK Williams, Ai, Jo Ann Beard, Joan Didion, and Richard Price among others, students will examine how elements of crime in story can be transformed beyond simple genre. By examining writers' choices, students will explore how they may use these techniques to develop such mechanics of writing as point of view, poetics, dramatic movement, and narrative structure in their own work. Students will turn in weekly reading responses and a final paper.

Instructor(s): Augustus Rose. Terms Offered: Spring

Prerequisite(s): Open bid through classes.uchicago.edu. Attendance on the first day is mandatory.

Note(s): This course meets the general education requirement in the arts.

CRWR 12109. Introduction to Genres: Wizards. 100 Units.

Do you believe in wizards? Are you a wizard? Then pack up your talismans, fetishes, and gamelans into the mysterious little satchel you carry at your side and get ready for some incantatory magic. We will investigate the figure of the wizard as an archetype, a literary symbol, a vehicle for fantasy, and as a commanding reality, while considering such things as *A Wizard of Earthsea*, the figure of Merlin, *The Teachings of Don Juan*, *The Teachings of Ogotemmel*, Harry Potter, Aleister Crowley, the poetry of W. B. Yeats, Nathaniel Mackey, Jay Wright, and Ronald Johnson, as well as some other things too secret to reveal at present, including the nature of esotericism.

Instructor(s): Peter O'Leary. Terms Offered: Autumn

Prerequisite(s): Open bid through classes.uchicago.edu. Attendance on the first day is mandatory.

Note(s): This course meets the general education requirement in the arts.

CRWR 12127. Reading as a Writer: Hallucinations. 100 Units.

In this course we ask: How is historical material made—figured/disfigured by loss, desire, violence, suffering, exhaustion, death; by restlessness and the unbearable, abyssal, vertigo of living inside time? Where is the aperture of experience? The apparitions, which partition night, its many voices, bodies which are forgotten, and then remembered, why? What is the time of writing, of reading? This course goes a little back and a little forward between the two world wars, hoping to track an itinerary of history material, its incandescence, between situations of mourning and mystical experience. Students will be asked to keep a reading notebook as well as to produce weekly creative responses for class discussion.

Instructor(s): Lynn Xu Terms Offered: Winter

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Satisfies the College Arts/Music/Drama Core requirement.

CRWR 12128. Reading as a Writer: The Sea. 100 Units.

What is the temporality of the sea? Its consciousness? Where does it begin? Or end? In this course, we will consider the sea both as a figure in our literary, critical, visual, political, historical, and ecological imaginations, as well as a body in itself, iridescent and gleaming at the end of the world. We will look at practices of burial at sea, the infamous "wine dark sea" of Homer, the Middle Passage, the hold and wake of the ship, necropolitics, the concept of sovereignty and bare life, stowaway and asylum seekers, piracy and floating armories, eco-materialism, the post-human and alien worlds of our oceanic origins, the moon . . . and so on. Students will be asked to keep a reading notebook as well as to produce weekly creative responses for class discussion. "And as you read /the sea is turning /its dark pages /turning /its dark pages" (Denise Levertov, from #To The Reader).

Instructor(s): Lynn Xu Terms Offered: Autumn Spring

Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Satisfies the College Arts/Music/Drama Core requirement.

CRWR 17000. Fundamentals in Creative Writing: Literary Empathy. 100 Units.

In this fundamentals course, students will investigate the complicated relationship between writers, fictional characters, and readers, toward determining what place#literary#empathy#has in our conversation about contemporary literature.#James Baldwin once observed that,#"You think your pain and your heartbreak are unprecedented in the history of the world, but then you read. It was books that taught me that the things that tormented me most were the very things that connected me with all the people who were alive, or who had ever been alive."#We will use weekly reading assignments including fiction, poetry, and creative non-fiction to ask questions about what Virginia Woolf described as the "elimination of the ego" and "perpetual union with another mind" that take place when we read. Students will write critical responses, creative exercises, and a final paper on a topic to be approved by the instructor. Readings include Baldwin, Bishop, Beard, Carson, Walcott,#and Woolf.

Instructor(s): Rachel DeWoskin Terms Offered: Autumn

Prerequisite(s): Students apply for consent by filling out the CW Seminar Consent Form on creativewriting.uchicago.edu. Students must meet the course application deadline specified on the website. This course is open only to students who have declared the Major in Creative Writing. Attendance on the first day is mandatory.

CRWR 17001. Fundamentals in Creative Writing: Testimony. 100 Units.

To give testimony is to bear witness and to provide evidence. To give testimony is also to draw the reader or listener into an individual point of view. In this course, we will study the first-person voice in various forms of personal testimony. Drawing from a mix of memoirs, personal essays, letters, fiction, and other first-person narratives, we will analyze the techniques and rhetorical devices used by writers, standup comedians, memoirists in transporting the listener or reader into unknowable, unfamiliar experiences. Expect to engage with texts by authors such as Franz Kafka, Patricia Lockwood, Richard Pryor, and William Maxwell. We will compose our own personal writings through creative exercises. A critical paper is also due.

Instructor(s): Ling Ma Terms Offered: Winter

Prerequisite(s): Students apply for consent by filling out the application form on creativewriting.uchicago.edu. Students must meet the course application deadline specified on the website. This course is open only to students who have declared the Major in Creative Writing. Attendance on the first day is mandatory. Equivalent Course(s): CRWR 37001

CRWR 17006. Fundamentals in Creative Writing: The Fantastical Element. 100 Units.

From the short stories of Karen Russell to the conjectures of Danny Glover's TV show Atlanta, many contemporary writers of speculative craft often introduce fantastical elements into otherwise ordinary narratives set in everyday reality. In this course, we will examine the fantastical element, its typical characteristics, and what it's trying to do by puncturing the veil of the realism. As a craft course, we will look at how the fantastical element is often implemented, and how the narrative absorbs it or attempts to resolve it. In the process, we will try our hand at writing speculative narratives, along with critical papers on technique. Readings will include poetry, fiction, and nonfiction by authors such as Rachel Ingalls, Carmen Maria Machado, Nana Kwame Adjei-Brenyah, and more.

Instructor(s): Ling Ma Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory. This is class is restricted to students who have declared a major in Creative Writing.

CRWR 18200. Poetry and the Human III. 100 Units.

This spring-quarter Arts course is related to the Humanities course "Poetry and the Human" and is intended as a potential sequel to its first two quarters, but can also be taken as a freestanding course. Through a combination of seminar discussions and creative writing workshop sessions, it focuses upon creative practice (form, flow, and voice) as way of approaching many of the questions raised over the Autumn and Winter terms. It considers the role of poetry in different traditions (Japanese, English, Persian, etc.) from aesthetic, philosophical, and performative angles. Students in the Poetry and the Human sequence (HUMA) will have priority registration for this course; other students may register for any remaining seats.

Instructor(s): Staff Terms Offered: Spring

Note(s): This course meets the general education requirement in the arts.

CRWR 20200. Technical Seminar in Fiction: Characterization. 100 Units.

This reading and writing seminar will acquaint students with one of the essential tools of fiction writers: characterization. We will read primary texts by authors including Baldwin, Flaubert, Munro, and Wharton, as well as critical work by Danticat, Forester, and Vargas Llosa, toward exploring how some of literature's most famous characters are rendered. How do writers of fiction create contexts in which characters must struggle, and how does each character's conflicts reveal his or her nature? Students will complete both creative and analytical writing exercises, reading responses, and a paper that focuses on characterization in a work of fiction.

Instructor(s): Rachel DeWoskin Terms Offered: Autumn

Prerequisite(s): Students apply for consent by filling out the CW Seminar Consent Form on creativewriting.uchicago.edu. Students must meet the course application deadline specified on the website.

Equivalent Course(s): CRWR 40200

CRWR 20201. Technical Seminar in Fiction: Auto Fiction, Essayism, Truth. 100 Units.

This inter-genre readings course will be of special interest to student writers interested in both fiction and creative nonfiction. We'll look at hybrid works by W.G. Sebald, Teju Cole, Rachel Cusk, and Shelia Heti and also consider writers like Kathryn Harrison, Tobias Wolff, and Gregor von Rezzori, who have addressed the same subjects in both fiction and nonfiction. Finally, we'll dip into Robert Musil's notion of "essayism" as a modern mode of thought and the recent debate over the "lyric essay." We'll also look at journalistic and/or documentary works by Werner Herzog, Truman Capote, Tom Bissell, Katherine Boo, and Ryszard Kapuściński. By exploring the interestingly smudged line between factual and fictional texts, we'll interrogate both genre categories and ways of perceiving and presenting what's true.

Instructor(s): Will Boast Terms Offered: Spring

Prerequisite(s): Students apply for consent by filling out the CW Seminar Consent Form on creativewriting.uchicago.edu. Students must meet the course application deadline specified on the website.

Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40201

CRWR 20302. Technical Seminar in Poetry: Units of Composition. 100 Units.

This course aims to investigate, through a range of readings and writing exercises, various units of composition and the ways that they interact with each other in poems. We will study and imitate traditional formal approaches, such as the poetic foot, meter, caesuras, sprung rhythm, rhymed stanzas, and refrains. We also will study and imitate modernist and contemporary "units," such as the word (approached, for example, etymologically or connotatively), the free verse line, the variable foot, vers libre, serial form, the sentence (the "new" sentence, but also modulations of basic syntax), the paragraph, the page, and forms of call and response. This reading intensive course will draw from a selection of mostly modern and contemporary poetry, poetics, and criticism. Students will be expected to submit weekly technical exercises, complete several short critical responses, write a longer essay, and submit a final portfolio of revised material.

Equivalent Course(s): CRWR 40302

CRWR 20401. Technical Seminar in Nonfiction: The Synecdoche. 100 Units.

Every writer of personal nonfiction knows that ultimately the story isn't about them: it's about something larger, perhaps universal, and their personal story is merely a means to that end. The key to this paradox is the synecdoche, or the part that stands for the whole. It's the grain of sand that contains the universe, the one story that by implication tells other peoples' stories. When Anne Fadiman told the story of a Hmong immigrant to the United States, she told a larger story about immigration in general. So did Joan Didion, in *Where I Was From*; by telling the story of her family, she told the story of California, and by telling the story of California she told the story of the West and thus of America. Rian Malan did the same in *My Traitor's Heart*: by telling the story of his family he told the story of Apartheid, and thus of South Africa, and of our segregated world. Through weekly exercises and analytic essays you'll see how these and other writers locate the universal in their particulars, and you'll apply their examples to your own work.

Instructor(s): Dan Raeburn Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 40401

CRWR 21500. Advanced Translation Workshop: Prose Style. 100 Units.

Purple, lean, evocative, muscular, literary, exuberant, lucid, stilted, economical. These are all labels that critics and reviewers have used to characterize prose styles that call attention to themselves in distinct ways. Of course, what constitutes style not only changes over time, but also means different things in different literary traditions. How, then, do translators carry style over from one language and cultural milieu to another? And to what extent does style structure storytelling? We will explore these questions by reading a variety of modern and contemporary stylists who either write in English or translate into English, paying special attention to what stylistic devices are at work and what their implications are for narration, characterization, and world building. Further, we'll examine the range of choices that each writer and translator makes when constituting and reconstituting style, on a lexical, tonal, and syntactic scale. By pairing readings with generative exercises in stylistics and constrained writing, we will build toward the translation of a short work of contemporary fiction into English. To participate in this workshop, students should be able to comfortably read a literary text in a foreign language.

Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 41500

CRWR 22113. Advanced Fiction Workshop: The Love Story. 100 Units.

This advanced fiction workshop will examine the ways we write about love in fiction: romantic love, familial love, unconventional love, etc.# Our basis will be the notion that love is ultimately self-knowledge, which lies at the core of all great fiction, and like self-knowledge it involves an endless and inexhaustible act of seeking.# We will read and discuss stories centered on the topic of love, this act of seeking, and we will do writing exercises that help us write compellingly, convincingly, and unsentimentally about deeply sentimental things.# Every student will also complete and workshop a full-length story that explores the idea of love on some level.# They will additionally write a significant revision of this story, which they will either present for a second workshop or turn in at the end of the quarter.# Please expect a rigorous but constructive workshop environment where being a critic and an editor is as essential as being a writer.

Instructor(s): Vu Tran Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu.

Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 42113

CRWR 22118. Advanced Fiction Workshop: Constructing a Full Length Novel. 100 Units.

In this advanced fiction workshop, students will work on novel-length projects, completing one to two polished chapters and an outline of a full novel. We will explore how to structure a book that is both propulsive and character-driven, and how to create a compelling, unique narrative voice.# Works by James Baldwin, Edith Wharton, Ha Jin, Vladimir Nabokov, and Akhil Sharma will help us consider the crucial relationship between characters and their contexts.

Instructor(s): Rachel DeWoskin Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 42118

CRWR 22119. Advanced Fiction Workshop: Music in Fiction and Improvised Composition. 100 Units.

This workshop-based course is suitable for any student wishing to refine and expand their understanding of how fiction gets made, and will be of particular interest to those exploring new stylistic possibilities or working in both the disciplines of prose writing and music. We'll look at the Modernists' experiments with refrain, repetition, and pure verbal music, their attempts "to find out what's behind things," as Woolf put it. We'll consider literary improvisation as Ellison meant the term: the gathering of seemingly disparate materials to synthesize something wildly new. We'll explore how musicians are often allowed (or forced) to cross cultural boundaries through texts like Baldwin's "This Evening, This Morning, So Soon" and interviews with Wendy Carlos and Fred Hersch. We'll also look at the burgeoning field of rhythmology, and use it as a bridge to examine how music also borrows from fiction, through storytelling in song and a guest lecture from a Pulitzer-Prize-nominated composer.

Instructor(s): Will Boast Terms Offered: Winter

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 42119

CRWR 22121. Advanced Fiction Workshop: Young Adult Literature. 100 Units.

The books and stories we read as teenagers are often some of the most influential in developing our tastes as adult readers and writers of fiction. In this advanced workshop course, we'll discuss the genre of young adult literature through evaluation of your own writing: what are its defining characteristics, and what's the difference between writing for a young adult audience versus writing books and stories about teenagers but designed for adult readers? Students should be working on book-length projects involving teenaged protagonists, no matter the intended audience; please come to the first session with either work to submit or a sense of when you'd be able to sign up for a slot. We'll spend most of our time evaluating student work, learning how to become both generous and rigorous critics, and we'll also talk about the books that influenced us the most as young adult readers and the books we're reading today, from contemporary writers like John Green and Rainbow Rowell to classic authors like S. E. Hinton and Madeleine L'Engle. Students will read at least one or two novels during the quarter as well.

Terms Offered: Spring

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 42121

CRWR 24004. Advanced Nonfiction Workshop: Writing in Crisis. 100 Units.

In this course, we'll work to write about people and communities who are in crisis, on the verge of crisis, or looking back at crisis. We'll discuss reporting, interviewing, oral history, historical research, working from photography and video, and the ethical situation of the writer. We'll read works by writers such as Liu Xiaobo, Elena Poniatowska, Claudia Rankine, Rebecca Solnit, Edwidge Danticat, Ryszard Kapuscinski, Philip Gourevitch, Arundhati Roy, Leslie Marmon Silko, Rachel Carson, and Ta-Nehisi Coates, on subjects including migration, exile, prison, totalitarian regimes, dissidence, questions of reparation and reconciliation after systematic violence, and environmental activism. Students will undertake significant research and produce a substantial essay to be workshopped in class.

Instructor(s): Rachel Cohen Terms Offered: Autumn

Prerequisite(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 44004

CRWR 29200. Thesis/Major Projects: Fiction. 100 Units.

This advanced fiction course is for BA and MA students writing a creative thesis or any advanced student working on a major fiction project. It is primarily a workshop, so please come to our first class with your project in progress (a story collection, a novel, or a novella), ready for you to discuss and to submit some part of for critique. As in any writing workshop, we will stress the fundamentals of craft like language, voice, and plot and character development, with an eye also on how to shape your work for the longer form you have chosen. And as a supplement to our workshops, we will have brief student presentations on the writing life: our literary influences, potential avenues towards publication, etc.

Instructor(s): Vu Tran, Rachel DeWoskin, Will Boast, Ling Ma, Augustus Rose Terms Offered: Winter

Prerequisite(s): Required for students working on BA or MA thesis in fiction, as well as students completing a minor portfolio in fiction. Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 49200

CRWR 29300. Thesis/Major Projects: Poetry. 100 Units.

This course is an advanced seminar intended primarily for students writing a Creative BA or MA thesis, as well as Creative Writing Minors completing the portfolio. Because it is a thesis seminar, the course will focus on various ways of organizing larger poetic "projects." We will consider the poetic sequence, the chapbook, and the poetry collection as ways of extending the practice of poetry beyond the individual lyric text. We will also problematize the notion of broad poetic "projects," considering the consequences of imposing a predetermined conceptual framework on the elusive, spontaneous, and subversive act of lyric writing. Because this class is designed as a poetry workshop, your fellow students' work will be the primary text over the course of the quarter.

Instructor(s): Lynn Xu Terms Offered: Winter

Prerequisite(s): Required for students working on a BA or MA thesis in poetry, as well as students completing a minor portfolio in poetry.

Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 49300

CRWR 29400. Thesis/Major Projects: Creative Nonfiction. 100 Units.

This course is for students writing a creative BA or MA thesis in nonfiction, as well as Creative Writing Minors completing the portfolio. If space allows I'll also admit those who are working on a long piece of nonfiction on their own. It can be an extended essay, memoir, travelogue, literary journalism, or an interrelated collection thereof. It's a workshop, so come to the first day of class with your work underway and ready to submit. You'll edit your classmates' writing as diligently as you edit your own. I focus on editing because writing is, in essence, rewriting. Only by learning to edit other people's work will you gradually acquire the objectivity you need to skillfully edit your own. You'll profit not only from the advice you receive, but from the advice you learn to give. I will teach you to teach each other and thus yourselves, preparing you for the real life of the writer outside the academy.

Instructor(s): Dan Raeburn Terms Offered: Winter

Prerequisite(s): Required for students working on the BA/MA thesis in creative nonfiction, as well as Creative Writing Minors completing the portfolio in nonfiction. Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.

Equivalent Course(s): CRWR 49400



DATA SCIENCE

The technological revolution has led to an explosion of data in domains of knowledge ranging from medicine to social science and from commerce to high energy physics. Data science is the study of extracting value from data. It combines insights, techniques, and tools from computer science, statistics, social science, and elsewhere. The minor program in data science is intended to equip students with computational and analytical comprehension and tools that will allow them to work on a variety of data-driven problems in any discipline. The program also emphasizes important issues in data privacy, ethics, and communication.

MINOR IN DATA SCIENCE

The minor in data science targets students from all disciplines and consists of four required courses and two electives drawn from an approved list. Students may petition to take electives other than those listed below, if they can demonstrate substantial data science content in those courses. A successful petition requires students to obtain approval from the program director, who will contact College Advising on the student's behalf.

1. Introductory Sequence (four courses required):

CMSC 11800	Introduction to Data Science I	100
CMSC 11900	Introduction to Data Science II	100
CMSC 25300	Mathematical Foundations of Machine Learning	100
CMSC 25900	Ethics, Data, and Privacy	100

2. Elective Sequence (two courses required):

Two of the following:		200
CMSC 13600	Introduction to Data Engineering	
CMSC 23900	Data Visualization	
CMSC 25025	Machine Learning and Large-Scale Data Analysis	
STAT 22200	Linear Models and Experimental Design	

GRADING AND ADVISING

Courses in the minor may not be double counted with the student's major(s) or with other minors. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Prospective minors must meet with the data science program director to discuss their course plans and to obtain advice and approval. Together the student and the program director will fill out a Consent to Complete a Minor Form (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf). Students should submit completed, signed forms to their College adviser by the end of Spring Quarter of their third year.

SUMMARY OF REQUIREMENTS FOR THE MINOR IN DATA SCIENCE

Introductory Sequence: Four courses	400
Electives: Two courses	200
Total Units	600



DIGITAL STUDIES OF LANGUAGE, CULTURE, AND HISTORY

Department Website: <https://digitalstudies.uchicago.edu/>

The minor in Digital Studies of Language, Culture, and History introduces students to computer programming and the use of cutting-edge software tools for representing, exploring, analyzing, and publishing the products of human language and culture. These products range from everyday speech and writing to historical documents and literary texts, and they encompass music and art as well as mundane objects, places, and institutions. The courses in this minor will help students not just to understand and use digital tools but to see digital computing as a cultural activity in its own right—an activity to be studied with respect to its historical development, social setting, cultural impact, and aesthetic qualities, as well as the ethical problems it creates in our increasingly digitized and networked world. This minor does not require a background in mathematics or computing but is designed for students who are majoring in the humanities or humanistic social sciences. It will also be of interest to students majoring in the sciences who want to acquire programming skills in the context of linguistic, cultural, and historical studies.

MINOR IN DIGITAL STUDIES OF LANGUAGE, CULTURE, AND HISTORY

Students must take six courses to complete the minor in Digital Studies of Language, Culture, and History. They break down as follows:

1. One course in computer programming. Students are encouraged to take DIGS 20001 Introduction to Computer Programming, but the following are acceptable substitutes: CMSC 12100 Computer Science with Applications I, CMSC 15100 Introduction to Computer Science I, CMSC 16100 Honors Introduction to Computer Science I.

2. One course in statistics. Students are encouraged to take STAT 22000 Statistical Methods and Applications, which is offered every quarter. Alternatively, they may take DIGS 20002 Basic Mathematics and Statistics for Digital Studies, which is offered in the Autumn. Quarter.

3. One course in data analysis using the R programming environment: DIGS 20004 Data Analysis for Linguistic, Cultural, and Historical Research. This course has the prerequisite of DIGS 20001 and DIGS 20002 (or equivalent courses in computer programming and statistics).

4. One of the following three courses. Note that each of these has as a prerequisite of DIGS 20001 (or an equivalent introduction to computer programming):

DIGS 20003 Data Management for Linguistic, Cultural, and Historical Research

DIGS 20005 Data Publication for Linguistic, Cultural, and Historical Research

DIGS 20006 Natural Language Processing

5. A required seminar course: DIGS 20007 Issues in Digital Studies of Language, Culture, and History.

6. One elective course approved by the faculty director of the Digital Studies of Language, Culture, and History program. This will normally be a course in the humanities or social sciences that entails computational methods or explores the history and cultural significance of digital media or of computation in general. Suitable courses are offered in several different departments and programs.

Note that the particular courses on offer will vary from year to year and some courses may have prerequisites. Examples of potentially suitable courses include:

CMST 25204 Media Ecology: Embodiment & Software

CMST 27110 Digital Cinema

CMST 27815 Introduction to Art, Technology, and Media

CMST 27920 Virtual Reality Production

ENGL 25980 Technorelations: Intimacy, Bodies, Machines

ENGL 25990 Always Already New - Printed Books & Electronic Texts

GEOG 20500 Introduction to Spatial Data Science

GEOG 28201 Intro to Geographic Information Systems

HIPS 25205 Computers, Minds, Intelligence & Data

HIST 25415 History of Information

HIST 25425 Censorship, Info Control, & Revolutions in Info Technology from the Printing Press to the Internet

HIST 29523 Data History: Information Overload from the Enlightenment to Google

LING 28600 Computational Linguistics

MUSI 26618 Electronic Music I

SUMMARY OF REQUIREMENTS FOR THE MINOR

DIGS 20001	Introduction to Computer Programming	100
or CMSC 12100	Computer Science with Applications I	
or CMSC 15100	Introduction to Computer Science I	
or CMSC 16100	Honors Introduction to Computer Science I	
DIGS 20002	Basic Mathematics and Statistics for Digital Studies	100
or STAT 20000	Elementary Statistics	
or STAT 22000	Statistical Methods and Applications	
DIGS 20004	Data Analysis for Linguistic, Cultural, and Historical Research	100
One of the following three courses:		100
DIGS 20003	Data Management for Linguistic, Cultural, and Historical Research	
or DIGS 20005	Data Publication for Linguistic, Cultural, and Historical Research	
or DIGS 20006	Natural Language Processing	
DIGS 20007	Issues in Digital Studies of Language, Culture, and History	100
One elective, approved by the faculty director		100
Total Units		600

ADVISING AND GRADING

Courses in the minor may not be double counted with the student's major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Students who elect the minor must meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the minor. The director's approval for the minor program should be submitted to a student's College adviser by the deadline above using a form available from the adviser.

DIGITAL STUDIES OF LANGUAGE, CULTURE, AND HISTORY COURSES

DIGS 20001. Introduction to Computer Programming, 100 Units.

In this course, students will learn computer programming and computational concepts using the Python programming language. No prior background in computing is required. This course, or an equivalent introductory Computer Science course (CMSC 12100, 15100, or 16100), is a prerequisite for the other Digital Studies (DIGS) courses, with the exception of DIGS 20002/30002. This course is tailored for students in the humanities. DIGS 20001/30001 is offered every Spring and is open to all undergraduate and graduate students at the University, with priority given to those pursuing an undergraduate minor or BA/MA in Digital Studies. Note: Students in the Digital Studies MA program will not enroll in this course but will instead complete a three-week programming "boot camp" in September, prior to the beginning of the Autumn Quarter. DIGS MA students may be exempted from this course requirement if they can demonstrate sufficient knowledge of computer programming, which will be determined in consultation with the faculty director of Digital Studies.

Terms Offered: Spring

Equivalent Course(s): DIGS 30001

DIGS 20002. Basic Mathematics and Statistics for Digital Studies. 100 Units.

This course covers selected topics in mathematics which are relevant for computing and for the subsequent Digital Studies courses, and it provides an introduction to statistics with emphasis on the analysis of linguistic, cultural, and historical data. Comprehension of these topics is reinforced by the Python programming exercises in DIGS 20001/30001; thus it is recommended that DIGS 20001/30001 and DIGS 20002/30002 be taken in the same quarter, if possible. No prior background in mathematics beyond the high school level is required for this course. For students who are, or who have been, University of Chicago undergraduates, STAT 22000 may be substituted for this course. Other prior courses in statistics may also be accepted in lieu of this course, subject to the approval of the faculty director of the Digital Studies program. This course (or an equivalent Statistics course) is a prerequisite for DIGS 20004/30004 and DIGS 20006/30006. This course is offered in Summer Quarter 2018 and thereafter will be offered in both Spring and Summer Quarters each year.

Terms Offered: Autumn

Equivalent Course(s): DIGS 30002

DIGS 20003. Data Management for Linguistic, Cultural, and Historical Research. 100 Units.

This course introduces students to concepts and techniques related to the representation and management of digital data, with emphasis on the forms of data encountered in linguistic, cultural, and historical research. The following topics are covered: (1) digital character encoding using the ASCII and Unicode standards and digital typefaces ("fonts") for displaying encoded characters; (2) the digital encoding of 2D images, 3D models, sound, and video; (3) database models and querying languages, both relational and non-relational, with attention to data-integration methods for combining and querying semi-structured and heterogeneous data; and (4) cartographic concepts (e.g., coordinate systems and map projections) and the basics of geospatial data management using Geographic Information Systems (GIS). DIGS 20001/30001, or an equivalent introduction to programming, is a prerequisite for this course. This course is offered in the Autumn.

Terms Offered: Autumn

Prerequisite(s): DIGS 20001/30001, or an equivalent introduction to programming

Equivalent Course(s): DIGS 30003

DIGS 20004. Data Analysis for Linguistic, Cultural, and Historical Research. 100 Units.

This course builds on the introduction to statistics in DIGS 20002/30002 by introducing students to the R language and R packages for data analysis. Topics covered include the basics of data mining, data visualization, and high-performance computing (HPC) techniques for analyzing large datasets. This course provides a high-level conceptual introduction to machine learning, social network analysis, and spatial data analysis. The goal is to make students familiar with these methods and aware of their role in linguistic, cultural, and historical studies, as a basis for further study of these methods. DIGS 20001/30001 and DIGS 20002/30002 (or their equivalents) are prerequisites for this course. This course is offered in the Autumn.

Terms Offered: Autumn

Prerequisite(s): DIGS 20001/30001 and DIGS 20002/30002 (or their equivalents)

Equivalent Course(s): DIGS 30004

DIGS 20005. Data Publication for Linguistic, Cultural, and Historical Research. 100 Units.

This course introduces software techniques and tools for building end-user-facing apps that run in Web browsers (via HTML5, CSS, and JavaScript). Students will learn how to use application programming interfaces (APIs) to integrate Web services into their apps, making use of the analysis, visualization, and database services provided by external systems. Attention will be paid to user-interface design for both research purposes and pedagogical purposes. Students will learn how to use GitHub to manage software development. DIGS 20001/30001, or an equivalent introduction to programming, is a prerequisite for this course. This course is offered in the Winter.

Terms Offered: Winter

Prerequisite(s): DIGS 20001/30001, or an equivalent introduction to programming

Equivalent Course(s): DIGS 30005

DIGS 20006. Natural Language Processing. 100 Units.

This course introduces software techniques and tools for natural language processing (NLP). The following topics are covered: (1) textual markup and related software standards such as the Extensible Markup Language (XML), as well as the Text Encoding Initiative's XML tagging scheme; (2) character-string processing (with or without markup tags); and (3) NLP methods for part-of-speech tagging, lemmatization, morphological segmentation, sentence splitting, named entity recognition, co-reference resolution, sentiment analysis, and topic modeling. This course also provides a high-level conceptual overview of recent work in machine translation via neural networks and deep learning. DIGS 20001/30001 and DIGS 20002/30002 (or their equivalents) are prerequisites for this course. This course is offered in the Spring.

Terms Offered: Spring

Prerequisite(s): DIGS 20001/30001 and DIGS 20002/30002 (or their equivalents)

Equivalent Course(s): DIGS 30006

DIGS 20007. Issues in Digital Studies of Language, Culture, and History. 100 Units.

This is a discussion-oriented seminar that introduces students to theoretical debates in digital humanities, broadly defined, with attention to underlying philosophical issues. It touches upon the history and theory of digital computing within its social and institutional settings, as well as the history of the application of digital computing to texts, images, sound, geospatial data, and other information relevant to cultural and historical studies. Among other topics, this course introduces students to debates about the cultural impact of digital media and about ethical issues related to the ownership, accessibility, and legitimate uses of digital data. DIGS 20001/30001, or an equivalent introduction to programming, is a prerequisite for this course. This course is offered in the Autumn.

Terms Offered: Autumn

Prerequisite(s): DIGS 20001/30001, or an equivalent introduction to programming

Equivalent Course(s): DIGS 30007



EAST ASIAN LANGUAGES AND CIVILIZATIONS

Department Website: <http://ealc.uchicago.edu>

PROGRAM OF STUDY

The Department of East Asian Languages and Civilizations (EALC) offers a BA program in East Asian studies that introduces students to the traditional and modern civilizations of China, Japan, and Korea, and provides them with the opportunity to achieve a basic reading and speaking knowledge of Chinese, Japanese, and Korean. This program is interdisciplinary and students may take relevant courses in both the humanities and the social sciences.

Students in other fields of study may also complete a minor in EALC. Information follows the description of the major.

Before declaring their major in EALC, students must meet with the Director of Undergraduate Studies (typically before the end of their second year) to discuss their areas of interest.

PROGRAM REQUIREMENTS

Students must complete 1300 units toward an EALC major. No courses may be double-counted toward general education requirements or minor requirements. Students who plan to major in EALC are strongly encouraged (but not required) to meet the general education requirement in civilization studies by taking EALC 10800-10900-11000 Introduction to the Civilizations of East Asia I-II-III. Students planning to major in EALC should meet with EALC's Director of Undergraduate Studies to discuss their program of study, ideally by the end of their second year.

LANGUAGE REQUIREMENT

To graduate with an EALC major, students must demonstrate competency in a primary East Asian language that is equivalent to the intermediate (second-year) level of the language. Beginning with the Class of 2021, language credit toward the major will be awarded **ONLY** for courses taken and successfully completed either at the University of Chicago or through a study abroad or summer program pre-approved by the Director of Undergraduate Studies. To demonstrate extant competency, students have the following options: (1) place into and complete a higher-level language course (20300 or higher), including Literary Chinese or Literary Japanese; or (2) successfully complete an EALC content course that requires the use of texts in the original. For this second option, students are required to meet with the Director of Undergraduate Studies to find a suitable course and to get permission to count the course in advance.

Students in the Class of 2021 or before who demonstrate extant competency and who place into and successfully complete a higher-level course (20200 or higher), including Literary Chinese and Literary Japanese, may petition to receive credit for the language courses between 20100 and the University of Chicago course completed. A maximum of three credits (300 units) granted via this petition process may be used toward major requirements. No matter the language proficiency, all students must earn credit for at least ten courses (1000 units) toward the major via course enrollment. The College also requires a minimum of 3800 units of credit earned by course enrollment.

TOPICS IN EAST ASIAN LANGUAGES AND CIVILIZATIONS (EALC)

All students are required to take three Topics in EALC courses (EALC 10500-10799). These courses are meant to introduce students to issues in East Asian studies.

Students in the Class of 2019 and before are required to take only one Topics in EALC course to replace the discontinued Concentrator's Seminar.

ELECTIVES IN THE MAJOR

Students are required to complete an additional 1000 units. Up to 600 units of these may be language credit. Many students will take an additional year of their primary East Asian language or a year of a secondary East Asian language. A beginning language sequence in the primary East Asian language cannot be counted toward the major; beginning sequences are acceptable for secondary languages.

Up to three quarters (300 units) of Literary Chinese or Literary Japanese may count either as language or as content courses.

Students who complete their general education requirement in civilization studies with a sequence other than EALC 10800-10900-11000 (Introduction to the Civilizations of East Asia I-II-III) may take any of those courses as an elective in the major. Students may also take additional Topics in EALC courses as electives in the major.

A maximum of six approved courses taken while studying abroad may be counted toward program requirements by petition to the Director of Undergraduate Studies.

SUMMARY OF REQUIREMENTS

Three courses in a second-year or more advanced level East Asian language *	300
Three Topics in EALC courses +	300
Seven elective courses related to East Asia §	700
<hr/>	
Total Units	1300

* Students who have demonstrated competency through course work, placement, or extensive prior experience/exposure to a language may substitute these courses with additional electives as approved by the Director of Undergraduate Studies.

+ EALC 10500-10799

§ Up to three of which may be a further year of the same language or a year of a second East Asian language

GRADING

Students must receive quality grades in all courses taken to meet requirements in the major. No P/F grades are offered in language courses.

BACHELOR'S THESIS AND HONORS

Students who have maintained an overall GPA of 3.5 or higher are eligible for honors, but only students who complete a bachelor's thesis that earns an "A" grade will be awarded honors in the department. Students who do not wish to be considered for honors are not required to submit a bachelor's thesis for graduation. To be eligible to write a bachelor's thesis, students must have maintained an overall GPA of 3.5 or higher and submit an acceptable proposal to the department. Students typically choose an adviser for their BA project in Spring Quarter of their third year. The project must be approved by both the adviser and the director of undergraduate studies early in the student's fourth year, typically no later than second week of Autumn Quarter. Interested students should consult the Director of Undergraduate Studies for details concerning the proposal.

MINOR PROGRAM IN EAST ASIAN LANGUAGES AND CIVILIZATIONS

Students in other fields of study may complete a minor in EALC. The minor in EALC requires a total of seven courses chosen in consultation with the director of undergraduate studies. No more than three of these courses may be in an East Asian language (credit by petition may not be used for this language option). Students who plan to pursue an EALC minor are encouraged to take EALC 10800-10900-11000 Introduction to the Civilizations of East Asia I-II-III to meet the general education requirement in civilization studies.

Students who elect the minor program in EALC must meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor by submitting a form obtained from their College adviser. Students choose courses in consultation with the director of undergraduate studies. The director's approval for the minor program should be submitted to the student's College adviser by the deadline above on a form obtained from the adviser.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

EAST ASIAN LANGUAGES AND CIVILIZATIONS COURSES

EALC 10508. Topics in EALC: Popular Culture, Past & Present. 100 Units.

This course explores the influence of popular culture in shaping so-called civilization in China, Japan, and Korea. Among the topics to be addressed are local cults and spirit mediums, food and drink, games, literacy, and mass media.

Instructor(s): D. Harper Terms Offered: Spring

EALC 10799. Topics in EALC: The Family in East Asian Cinemas. 100 Units.

How would you describe your family? Who do you count as its members? Nuclear family, extended family, socialist commune, totemic kinship—the list goes on. Despite the etymological affinity, it turns out that little about the family is familiar. From its inception, cinema has participated in the project of imagining different ways of constructing family life. Sundry families have been rendered on screen, soliciting our physical departure from the confine of domiciles into the movie theater where they appear. This is particularly true and prominent in contemporary films produced across East Asian societies and diasporic communities—places that are often perceived to foreground familial connection as the primary source of identity. Indeed, while the ideological ordering of these regimes frequently presumes a standard model of the family life for which they can legislate, families on the ground hardly cohere to any single structure. All the films we will study in this class pivot around the negotiation between conformity and rebellion, predictability and strangeness, the urge to integrate and the force of diffusion behind family formation. We shall explore how the idea and ideal of the family have routinely been pursued, interrogated, destroyed, and, occasionally, rebuilt in films by such directors as Sylvia Chang, Hou Hsiao-hsien, Ann Hui, Kawase Naomi, Kore-eda Hirokazu, Clara Law, Tsai Ming-liang, Wang Shaudi, Wong Kar-wai, Edward Yang, Zhang Yimou, among others.
Instructor(s): P. Tang Terms Offered: Spring

EALC 15100. Beginning the Chinese Novel. 100 Units.

This course will look at four of the most famous novels of pre-modern China: Romance of the Three Kingdoms, Water Margin, Journey to the West, and Dream of the Red Chamber. Deeply self-conscious about the process of their own creation and their place within the larger literary canon, these novels deploy multiple frames, philosophical disquisitions, authorial ciphers, invented histories, and false starts before the story can properly begin. By focusing on the first ten chapters of each novel, this course will serve as both an introduction to the masterworks of the Chinese novel and an exploration of the fraught beginnings of a new genre. All readings available in English. Equivalent Course(s): FNDL 20301
Instructor(s): A. Fox Terms Offered: Winter
Note(s): Open to MAPH and MAPSS students
Equivalent Course(s): EALC 35100, FNDL 20301

EALC 22027. The Modern Japanese Novel. 100 Units.

This course introduces students to modern Japanese literature through the form of the novel. We begin in the late-nineteenth century, when a new generation of writers sought to come to terms with this world historical form, and end in the twenty-first, with writers trying to sustain the form through graphic art and digital media. Along the way, we will consider some of the key debates that have structured the novel's evolution: between elite and mass forms, truth and fiction, art and politics, self and other, native and foreign. The course also looks at how the form has evolved in response to shifting modes of cultural production and shifting patterns of literary consumption. Authors covered will include Natsume Soseki, Tanizaki Jun'ichiro, Kawabata Yasunari, Oe Kenzaburo, Tawada Yoko, Murakami Haruki, and Mizumura Minae. All works will be read in English.
Instructor(s): H. Long Terms Offered: Autumn
Note(s): Undergrads only
Equivalent Course(s): EALC 32027

EALC 24305. Autobiog Writ: Gender& Modern Korea. 100 Units.

This course explores the intersections between gender, the genre of autobiography, forms of media (written; oral; visual; audiovisual) and historical, cultural, and political contexts of modern Korea. The students read theoretical writings on autobiography and gender as well as selected Korean autobiographical writings while being introduced to Korean historical contexts especially as they relate to practice of publication in a broader sense. The focus of the course is placed on the female gender-on the relationship between Korean women's life-experience, self-formation, and writing practices in particular while dealing with the gender relationship in general, although some relevant discussions on the male gender proceeds in parallel.
Instructor(s): K. Choi Terms Offered: Spring
Equivalent Course(s): GNSE 35305, CRES 24305, EALC 34305, GNSE 25300

EALC 24607. Chinese Independent Documentary Film. 100 Units.

This course explores the styles and functions of Chinese independent documentary since 1989, with particular attention to the social and political contexts that underpin its flourishing in Mainland China and Taiwan. We will discuss the ways in which recent Chinese documentaries challenge current theories of the genre, how they redefine the relationship between fiction and non-fiction, and the problems of media aesthetics, political intervention, and ethics of representation that they pose. We will look at their channels of circulation in Asia and elsewhere, and will discuss the implications and limits of the notion of independence. Readings will include theorizations of the documentary genre in relation to other visual media and narrative forms, analyses of specific works, and discussions on the impact of digital media.
Instructor(s): P. Iovene Terms Offered: Winter
Equivalent Course(s): CMST 34607, EALC 34607, CMST 24607

EALC 24950. Fictions of Selfhood in Modern Japanese Literature. 100 Units.

As Japanese leaders in the mid-19th century faced the threat of colonization at the hands of the Western powers, they launched a project to achieve "Civilization and Enlightenment," quickly transforming Japan into a global power that possessed its own empire. In the process fiction became a site for both political engagement and retreat. A civilized country, it was argued, was supposed to boast "literature" as one of its Fine Arts. This literature was charged with representing the inner life of its characters, doing so in a modern national language that was supposed to be a transparent medium of communication. Between the 1880s and the early 1900s, a new language, new literary techniques, and a new set of ideologies were constructed to produce the "self" in novels and short stories. As soon as these new practices were developed, however, they became the objects of parody and ironic deconstruction. Reading key literary texts from the 1880s through the 1930s, as well as recent scholarship, this course will re-trace this historical and literary unfolding, paying special attention to the relationship between language and subjectivity. All readings will be in English.

Equivalent Course(s): EALC 34950

EALC 25306. Gender and Modernity in East Asia. 100 Units.

What are the salient forms, manifestations, and performances found at the intersections of gender and modernities in East Asia? This seminar aims at identifying the characteristics of modern gendering that East Asians experienced in the first half of the twentieth. It aims at generating a broad discussion on the form and patterns of "new" cultural experiences that came to shape themselves under the hegemony of Western modernities outside as well as those of "old" counterparts. While considering the shared questions of modernized gender, gendered consciousness, and personal/private spaces, discussions will respond to the diverse interests, backgrounds, and initiatives of student participants so as to best facilitate comparative and theoretical discussions on gender and modernity in East Asia.

Instructor(s): K. Choi Terms Offered: Autumn

Equivalent Course(s): EALC 35306, GNSE 25601, GNSE 35601

EALC 25415. Poetry and its Powers in Early China: Explorations in Poetic, Prophetic, and Philosophical Verse. 100 Units.

This course will survey the religious, political, and magical powers of verse during the development of literary and intellectual traditions in early China (~10th to ~1st c. BCE). Much of our time will be devoted to two major compendia of poetry: 1) the *Shijing* ##, (Classic of Odes; Book of Songs), a compilation of ancient song lyrics that was allegedly compiled by Confucius (~500 BCE); and 2) the *Chu ci* ## (Elegies of Chu; Songs of the South), an anthology of pre-imperial songs traditionally attributed to Qu Yuan ##, a spurned official who served in the southern state of Chu # during the fourth century BCE. Reading ability in Chinese is not a pre-requisite for the course, and we will work from English translations. Many of the texts we will read are archaic and difficult, and since translations are all imperfect, we will sometimes refer to more than one. This will help us to better triangulate the meaning of the text, to discover areas where interpreters diverge in their understanding, and to consider the pros and cons of different strategies of translation.

Instructor(s): D. Lebovitz Terms Offered: Autumn

Equivalent Course(s): EALC 35415

EALC 26206. The Yi Jing. 100 Units.

In this course, we will survey the creation and development of the I Ching or Yi Jing, one of the most unique classics in world literature. Originally used as a divination manual, the Yi Jing came to be viewed as the paramount wisdom text in the Chinese intellectual tradition. We will pay equal attention to how the text was first created and to how it came to be interpreted over the course of Chinese history. All readings will be in English, though students taking the course for graduate credit will be encouraged to extend their readings to Chinese sources.

Instructor(s): E. Shaughnessy Terms Offered: Autumn

Equivalent Course(s): EALC 36206

EALC 27016. Comparative Metahistory. 100 Units.

The seminar will focus on classical, medieval, and modern historiography from China, India, and Tibet seeking answers to three general questions: (1) How are senses of historical time created in Asian historiographies by means of rhetorical figures of repetition, parallelism, dramatic emplotment, frame stories, and interweaving storylines? (2) How are historical persons and events given meaning through use of poetic devices, such as comparison, simile, and metaphor? And (3) How do Asian histories impose themselves as realistic accounts of the past by means of authoritative devices using citation of temporal-spatial facts, quotation of authority, and/or reliance on established historical genres? The methods employed to answer these questions are here adapted from pre-modern Asian knowledge systems of literary theory, poetics, dramaturgy, and epistemology, and thus permit looking at other knowledge formations from within the discourse of the traditions themselves.

Instructor(s): Haun Saussy (University of Chicago) & Ulrich Timme Kragh (Adam Mickiewicz University, Poland) Terms Offered: Autumn

Equivalent Course(s): CMLT 27016, KNOW 27016, KNOW 37016, EALC 37016

EALC 27512. Dream of the Red Chamber: Forgetting About the Author. 100 Units.

The great Chinese-Manchu novel *Honglou meng* (ca. 1750) has been assigned one major author, Cao Xueqin, whose life has been the subject of much investigation. But before 1922 little was known about Cao, and interpreters of the novel were forced to make headway solely on the basis of textual clues. The so-called "Three Commentators" edition (*Sanjia ping Shitou ji*) shows these readers at their creative, polemical, and far-fetched best. We will be reading the first 80 chapters of the novel and discussing its reception in the first 130 years of its published existence (1792-1922), with special attention to hermeneutical strategies and claims of authorial purpose. Familiarity with classical Chinese required.

Instructor(s): Haun Saussy Terms Offered: Spring
Prerequisite(s): Familiarity with classical Chinese required.
Equivalent Course(s): CMLT 37512, CMLT 27512, EALC 37512

EALC 28015. Archaeology of Bronze Age China. 100 Units.

"Bronze Age" in China conventionally refers to the time period from ca. 2000 BC to about 500 BC, during which bronze, an alloy of copper and other metals such as tin and lead, was the predominant medium used by the society, or to be more precise, the elite classes of the society. Bronze objects, in the forms of vessels, weapons, and musical instruments, were reserved for the upper ruling class of the society and were used mostly as paraphernalia during rituals and feasting. "Bronze Age" in China also indicates the emergence and eventual maturation of states with their bureaucratic systems, the presence of urban centers, a sophisticated writing system, and advanced craft producing industries, especially metal production. This course surveys the important archaeological finds of Bronze Age China and the theoretical issues such as state formation, craft production, writing, bureaucratic systems, urbanization, warfare, and inter-regional interaction, etc. It emphasizes a multi-disciplinary approach with readings and examples from anthropology, archaeology, art history, and epigraphy. This course will also visit the Smart Museum, the Field Museum, and the Art Institute of Chicago to take advantage of the local collections of ancient Chinese arts and archaeology.

Instructor(s): Y. Li Terms Offered: Spring
Equivalent Course(s): ANTH 46760, ANTH 26760, EALC 48015

EALC 29500-29600-29700. Senior Thesis Tutorial I-II-III.

One quarter of this sequence may be counted for credit in the major.

EALC 29500. Senior Thesis Tutorial I. 100 Units.

For this course students are required to obtain a "College Reading and Research Course Form" from their College adviser and have it signed both by their faculty reader and by the Director of Undergraduate Studies. Two quarters of this sequence may count as one credit for the EALC major, and are required for any undergraduate writing a B.A. Honors Thesis in EALC. It is highly recommended that students take this sequence autumn and winter, but a spring quarter course is offered for unusual circumstances.

Terms Offered: Autumn
Prerequisite(s): Consent of EALC Director of Undergraduate Studies
Note(s): Students are required to submit the College Reading and Research Course Form.

EALC 29600. Senior Thesis Tutorial II. 100 Units.

Senior Thesis Tutorial-II. PQ: signed consent form. For this course students are required to obtain a "College Reading and Research Course Form" from their College adviser and have it signed both by their faculty reader and by the Director of Undergraduate Studies. Two quarters of this sequence may count as one credit for the EALC major, and are required for any undergraduate writing a B.A. Honors Thesis in EALC. It is highly recommended that students take this sequence autumn and winter, but a spring quarter course is offered for unusual circumstances.

Terms Offered: Winter
Prerequisite(s): Consent of EALC Director of Undergraduate Studies
Note(s): Students are required to submit the College Reading and Research Course Form.

EALC 29700. Senior Thesis Tutorial III. 100 Units.

The spring quarter section of the Senior Thesis Tutorial is devoted to making corrections and rewrites to the B.A. Paper, which is usually due to the Reader at the end of winter quarter.

Instructor(s): arranged Terms Offered: Spring
Prerequisite(s): EALC 29500 and/or EALC 29600
Note(s): Students continue to meet with the Preceptor for help with their papers.

EALC 29600. Senior Thesis Tutorial II. 100 Units.

Senior Thesis Tutorial-II. PQ: signed consent form. For this course students are required to obtain a "College Reading and Research Course Form" from their College adviser and have it signed both by their faculty reader and by the Director of Undergraduate Studies. Two quarters of this sequence may count as one credit for the EALC major, and are required for any undergraduate writing a B.A. Honors Thesis in EALC. It is highly recommended that students take this sequence autumn and winter, but a spring quarter course is offered for unusual circumstances.

Terms Offered: Winter
Prerequisite(s): Consent of EALC Director of Undergraduate Studies
Note(s): Students are required to submit the College Reading and Research Course Form.

EALC 29700. Senior Thesis Tutorial III. 100 Units.

The spring quarter section of the Senior Thesis Tutorial is devoted to making corrections and rewrites to the B.A. Paper, which is usually due to the Reader at the end of winter quarter.

Instructor(s): arranged Terms Offered: Spring

Prerequisite(s): EALC 29500 and/or EALC 29600

Note(s): Students continue to meet with the Preceptor for help with their papers.

EALC 37016. Comparative Metahistory. 100 Units.

The seminar will focus on classical, medieval, and modern historiography from China, India, and Tibet seeking answers to three general questions: (1) How are senses of historical time created in Asian historiographies by means of rhetorical figures of repetition, parallelism, dramatic emplotment, frame stories, and interweaving storylines? (2) How are historical persons and events given meaning through use of poetic devices, such as comparison, simile, and metaphor? And (3) How do Asian histories impose themselves as realistic accounts of the past by means of authoritative devices using citation of temporal-spatial facts, quotation of authority, and/or reliance on established historical genres? The methods employed to answer these questions are here adapted from pre-modern Asian knowledge systems of literary theory, poetics, dramaturgy, and epistemology, and thus permit looking at other knowledge formations from within the discourse of the traditions themselves.

Instructor(s): Haun Saussy (University of Chicago) & Ulrich Timme Kragh (Adam Mickiewicz University, Poland) Terms Offered: Autumn

Equivalent Course(s): CMLT 27016, EALC 27016, KNOW 27016, KNOW 37016

EALC 43000. Censorship in East Asia: The Case of Colonial Korea. 100 Units.

This course examines the operation and consequences of censorship in the Japanese Empire, with focus on its effects in colonial Korea. It begins with two basic premises: first, both the Japanese colonial authorities' measures of repression, and the Korean responses to them, can be understood as noticeably more staunch and sophisticated when compared to any other region of the Empire; and second, the censorship practices in Korea offers itself as a case that is in itself an effective point of comparison to better understand other censorship operations in general and the impact of these operations across different regions. With a view to probing an inter- and intra-relationship between censorship practices among a variety of imperial/colonial regions, this course studies the institutions related to censorship, the human agents involved in censorship—both external and internal—and texts and translations that were produced in and outside of Korea, and were subject to censorship. Overall, the course stresses the importance of establishing a comparative understanding of the functions of censorship, and on the basis of this comparative thinking we will strive to conceptualize the characteristics of Japanese colonial censorship in Korea.

Instructor(s): K. Choi Terms Offered: Autumn

Equivalent Course(s): MAAD 16001, CRES 33001, EALC 23001

EALC 44410. Contemporary Japanese Media Studies. 100 Units.

This course will survey recent scholarship in Japanese media studies. Topics covered include magazine publishing, the popular music industry, censorship, subcultural studies, and film and television. The period covered will stretch from the early twentieth century through the contemporary period.

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

Prerequisite(s): Most assigned readings will be in Japanese.

EALC 44914. Japanese Modernism(s) 100 Units.

This course examines Japanese modernism as a body of aesthetic works and as an object of scholarly study. On the one hand, we explore the many faces of modernism through the writings and images of those most typically associated with this moment in Japanese cultural history. Fiction by Kawabata Yasunari, Yokomitsu Riichi, and Ito Sei; poetry by Anzai Fuyue, Hagiwara Kyojiro, and Kitasono Katsue; images by Murayama Tomoyoshi and Kinugasa Teinosuke, among others. But we also consider the many methodologies by which modernism has been constituted as an analytical object: as artistic style, as formal innovation, as authorial strategy, as ideological stance, as media phenomenon, as product of colonial relations, as transnational movement, and as sociological event. Combining a reading of original texts with a survey of modernist studies as an evolving discipline, we will seek to understand Japanese modernism at the level of text, author, anthology, social collective, material medium, public performance, and database.

Instructor(s): H. Long Terms Offered: Winter

Prerequisite(s): Requires advanced reading ability in Japanese. Undergraduates interested in taking the course should contact the instructor.

EALC 48010. Archaeology of Anyang: Bronzes, Inscriptions, and World Heritage. 100 Units.

Anyang is one of the most important archaeological sites in China. The discoveries of inscribed oracle bones, the royal cemetery, clusters of palatial structures, and industrial-scale craft production precincts have all established that the site was indeed the last capital of the Shang dynasty recorded in traditional historiography. With almost continuous excavations since the late 1920s, work at Anyang has in many ways shaped and defined Chinese archaeology and the study of Early Bronze Age China. This course intends to examine the history of research, important archaeological finds, and the role of Anyang studies in the field of Chinese archaeology. While the emphasis is on archaeological finds and the related research, this course will also attempt to define Anyang in the modern social and cultural contexts in terms of world heritage, national and local identity, and the looting and illegal trade of antiquities.

Instructor(s): Y. Li Terms Offered: Winter

Note(s): Open to undergraduates with consent of instructor

Equivalent Course(s): ANTH 26765, EALC 28010, ANTH 36765

EALC 58011. Archaeology of Craft Production: Theories and Case Studies. 100 Units.

The course will review anthropological literature and case studies of craft production and craft specialization in ancient civilizations. It also takes a multi-disciplinary approach by adopting perspectives developed in history and art history. Topics discussed in the course include organization of production, craft production and the elite, chaîne opératoire, status and identity of artisans, and political economy and craft production. Students are expected to become familiar with prevalent theoretical discussions and are encouraged to apply, adopt, or revise them in order to analyze examples of craft production of their own choice.

Instructor(s): Y. Li Terms Offered: Spring

Note(s): Undergrads upper division only with permission from instructor

Equivalent Course(s): ANTH 58011

CHINESE (CHIN) COURSES**CHIN 10100-10200-10300. Elementary Modern Chinese I-II-III.**

This three-quarter sequence introduces the fundamentals of modern Chinese. By the end of Spring Quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. In Spring Quarter, students are required to submit a video project for the Chinese Video Project Award. The class meets for five one-hour sessions a week. A drill session with the TA is held one hour a week in addition to scheduled class time. All courses in this sequence must be taken for a quality grade. No auditors permitted. Two sections.

CHIN 10100. Elementary Modern Chinese I. 100 Units.

This three-quarter sequence introduces the fundamentals of modern Chinese. By the end of Spring Quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. In Spring Quarter, students are required to submit a video project for the Chinese Video Project Award. The class meets for five one-hour sessions a week. A drill session with the TA is held one hour a week in addition to scheduled class time. All courses in this sequence must be taken for a quality grade. No auditors permitted.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 10200. Elementary Modern Chinese II. 100 Units.

Part 2 of this three-quarter sequence introduces the fundamentals of modern Chinese. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for five one-hour sessions each week. Additional small group discussions of 40 minutes per week will be arranged. Maximum enrollment for each section is 18.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): CHIN 10100, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 10300. Elementary Modern Chinese III. 100 Units.

Part 3 of this three-quarter sequence introduces the fundamentals of modern Chinese. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for five one-hour sessions each week. Additional small group discussions of 40 minutes per week will be arranged. Maximum enrollment for each section is 18.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): CHIN 10200, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

Equivalent Course(s): CHIN 33300

CHIN 10123. Summer Intensive Introductory Chinese. 300 Units.

Summer Introductory Chinese is an eight-week course that introduces the fundamentals of Modern Chinese (Mandarin). Listening, speaking, reading, and writing are equally emphasized, along with accurate pronunciation. Class will meet for five three-hour periods a week, with additional speaking practice during the afternoon. This intensive summer Chinese course requires students to spend several additional hours per day preparing for class through drill sessions, independent study, and other activities. All students enrolled in summer Chinese will conclude the program by participating in an ACTFL Oral Proficiency Interview. Each student will then receive an independent, certified rating of speaking ability to document the student's speaking abilities.

Instructor(s): Staff Terms Offered: Summer

CHIN 10200. Elementary Modern Chinese II. 100 Units.

Part 2 of this three-quarter sequence introduces the fundamentals of modern Chinese. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for five one-hour sessions each week. Additional small group discussions of 40 minutes per week will be arranged. Maximum enrollment for each section is 18.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): CHIN 10100, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 10300. Elementary Modern Chinese III. 100 Units.

Part 3 of this three-quarter sequence introduces the fundamentals of modern Chinese. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for five one-hour sessions each week. Additional small group discussions of 40 minutes per week will be arranged. Maximum enrollment for each section is 18.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): CHIN 10200, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

Equivalent Course(s): CHIN 33300

CHIN 11100-11200-11300. First-Year Chinese for Bilingual Speakers I-II-III.

This three-quarter series is intended for bilingual speakers of Chinese. Our objectives include teaching students standard pronunciation and basic skills in reading and writing, while broadening their communication skills for a wider range of contexts and functions. The class meets for three one-hour sessions a week. Consultation with instructor encouraged prior to enrollment. All courses in this sequence must be taken for a quality grade.

CHIN 11100. First-Year Chinese for Bilingual Speakers I. 100 Units.

Part 1 of this three-quarter sequence introduces the fundamentals of modern Chinese to bilingual speakers. Bilingual Speakers are those who can speak Chinese but do not know how to read or write. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for three one-hour sessions each week MWF. Must be taken for a letter grade. No auditors permitted.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Consent of Director of Chinese Language Program

CHIN 11200. First-Year Chinese for Bilingual Speakers II. 100 Units.

Part 2 of this three-quarter sequence introduces the fundamentals of modern Chinese to bilingual speakers. Bilingual Speakers are those who can speak Chinese but do not know how to read or write. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for three one-hour sessions each week MWF.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): CHIN 11100, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 11300. First-Year Chinese for Bilingual Speakers III. 100 Units.

Part 3 of this three-quarter sequence introduces the fundamentals of modern Chinese to bilingual speakers. Bilingual Speakers are those who can speak Chinese but do not know how to read or write. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for three one-hour sessions each week MWF.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): CHIN 11200, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 11200. First-Year Chinese for Bilingual Speakers II. 100 Units.

Part 2 of this three-quarter sequence introduces the fundamentals of modern Chinese to bilingual speakers. Bilingual Speakers are those who can speak Chinese but do not know how to read or write. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for three one-hour sessions each week MWF.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): CHIN 11100, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 11300. First-Year Chinese for Bilingual Speakers III. 100 Units.

Part 3 of this three-quarter sequence introduces the fundamentals of modern Chinese to bilingual speakers. Bilingual Speakers are those who can speak Chinese but do not know how to read or write. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for three one-hour sessions each week MWF.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): CHIN 11200, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 20100-20200-20300. Intermediate Modern Chinese I-II-III.

The goal of this sequence is to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. The class meets for five one-hour sessions a week. All courses in this sequence must be taken for a quality grade. No auditors permitted. Two sections.

CHIN 20100. Intermediate Modern Chinese I. 100 Units.

Part 1 of this sequence aims to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. Class meets for five one-hour sessions each week.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): CHIN 10300, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 20200. Intermediate Modern Chinese II. 100 Units.

Part 2 of this sequence aims to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. Class meets for five one-hour sessions each week.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): CHIN 20100, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 20300. Intermediate Modern Chinese III. 100 Units.

Part 3 of this sequence aims to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. Class meets for five one-hour sessions each week.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): CHIN 20200, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

Equivalent Course(s): CHIN 34300

CHIN 20200. Intermediate Modern Chinese II. 100 Units.

Part 2 of this sequence aims to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. Class meets for five one-hour sessions each week.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): CHIN 20100, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 20300. Intermediate Modern Chinese III. 100 Units.

Part 3 of this sequence aims to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. Class meets for five one-hour sessions each week.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): CHIN 20200, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

Equivalent Course(s): CHIN 34300

CHIN 20401-20402-20403. Advanced Modern Chinese I-II-III.

The goal of this sequence is to help students develop advanced proficiency in reading, listening, speaking, and writing. This sequence emphasizes more advanced grammatical structures. We begin with discussion in Chinese on topics relevant to modern China and then shift to authentic Chinese texts in an effort to better prepare students to deal with original Chinese source materials. Discussion in Chinese required. The class meets for five one-hour sessions a week.

CHIN 20401. Advanced Modern Chinese I. 100 Units.

For both graduates and undergraduates. The goal of this sequence is to help students develop advanced proficiency in reading, listening, speaking, and writing. This sequence emphasizes more advanced grammatical structures, and requires discussion in Chinese on topics relevant to modern China. Over the course of this sequence, the emphasis will shift to authentic Chinese texts in an effort to better prepare students to deal with original Chinese source materials. Class meets for five one-hour sessions each week.

Instructor(s): X. Wang Terms Offered: Autumn

Prerequisite(s): CHIN 20300, or placement, or consent of instructor

Note(s): No auditors. Must be taken for a quality grade.

CHIN 20402. Advanced Modern Chinese II. 100 Units.

The goal of this sequence is to help students develop advanced proficiency in reading, listening, speaking, and writing. This sequence emphasizes more advanced grammatical structures, and requires discussion in Chinese on topics relevant to modern China. Over the course of this sequence, the emphasis will shift to authentic Chinese texts in an effort to better prepare students to deal with original Chinese source materials. Class meets for five one-hour sessions each week.

Instructor(s): Kuo, Wang Terms Offered: Winter

Prerequisite(s): CHIN 20401 or placement, or consent of instructor

Note(s): For both graduates and undergraduates. No auditors. Must be taken for a quality grade.

CHIN 20403. Advanced Modern Chinese-III. 100 Units.

For both graduates and undergraduates. The goal of this sequence is to help students develop advanced proficiency in reading, listening, speaking, and writing. This sequence emphasizes more advanced grammatical structures, and requires discussion in Chinese on topics relevant to modern China. Over the course of this sequence, the emphasis will shift to authentic Chinese texts in an effort to better prepare students to deal with original Chinese source materials. Class meets for five one-hour sessions each week.

Instructor(s): Kuo, Wang Terms Offered: Spring

Prerequisite(s): CHIN 20402, or placement, or consent of instructor

Note(s): For both graduates and undergraduates. No auditors. Must be taken for a quality grade.

CHIN 20501-20502-20503. Fourth-Year Modern Chinese I-II-III.

This sequence introduces a range of influential literary works and scholarly essays on Chinese cultural and social issues from the 1920s to the 1990s. Students not only expand their vocabulary and knowledge of grammatical structures but also learn sophisticated speaking and writing skills through intensive readings and discussions. The class meets for three one-hour sessions a week.

CHIN 20501. Fourth-Year Modern Chinese-I. 100 Units.

Open to both graduate and undergraduate students. This sequence introduces a range of essays by journalists and scholars on Chinese cultural and social issues after 2001. Students will not only expand their vocabulary and knowledge of grammatical structures, but also learn sophisticated speaking and writing skills through intensive readings and discussions. Class meets for three one-hour sessions each week. Additional two one-to-one tutorial sessions during the quarter will be arranged for each student to prepare for their language projects.

Instructor(s): Meng Li Terms Offered: Autumn

Prerequisite(s): CHIN 20403, or placement, or consent of instructor

Note(s): No auditors. Must be taken for a quality grade.

CHIN 20502. Fourth-Year Modern Chinese-II. 100 Units.

This sequence introduces a range of influential literary works and scholarly essays on Chinese cultural and social issues from the 1920s to the 1990s. Students not only expand their vocabulary and knowledge of grammatical structures but also learn sophisticated speaking and writing skills through intensive readings and discussions. The class meets for three one-hour sessions a week.

Instructor(s): M. Li Terms Offered: Winter

Prerequisite(s): CHIN 20501, or placement, or consent of instructor

Note(s): For both graduates and undergraduates. No auditors. Must be taken for a quality grade.

CHIN 20503. Fourth-Year Modern Chinese III. 100 Units.

This sequence introduces a range of influential literary works and scholarly essays on Chinese cultural and social issues from the 1920s to the 1990s. Students will not only expand their vocabulary and knowledge of grammatical structures, but also learn sophisticated speaking and writing skills through intensive readings and discussions. Class meets for three one-hour sessions each week.

Instructor(s): M. Li Terms Offered: Spring

Prerequisite(s): CHIN 20502, or placement, or consent of instructor

Note(s): For both graduates and undergraduates. No auditors. Must be taken for a quality grade.

CHIN 20508-20509-20510. Readings in Literary Chinese I-II-III.

This sequence involves advanced readings in classical Chinese with selections from philosophical and historical writings.

CHIN 20508. Readings in Literary Chinese I. 100 Units.

This course involves advanced readings in classical Chinese with selections from philosophical and historical writings.

Instructor(s): D. Harper Terms Offered: Autumn

Prerequisite(s): CHIN 21000, or placement, or consent of instructor

Equivalent Course(s): CHIN 40800

CHIN 20509. Readings in Literary Chinese II. 100 Units.

CHIN 21000 or equivalent or consent of instructor. Reading and discussion nineteenth- and early twentieth-century historical political documents, including such forms as memorials, decrees, local gazetteers, diplomatic communications, essays, and the like. Open to undergrads

Prerequisite(s): CHIN 40800, or CHIN 20508, or placement, or consent of instructor

Note(s): Not offered every year; quarters vary.

Equivalent Course(s): CHIN 40900

CHIN 20510. Readings in Literary Chinese III. 100 Units.

Prerequisite(s): CHIN 40900, or CHIN 20509, or placement, or consent of instructor

Note(s): Not offered every year; quarters vary.

Equivalent Course(s): CHIN 41000

CHIN 20509. Readings in Literary Chinese II. 100 Units.

CHIN 21000 or equivalent or consent of instructor. Reading and discussion nineteenth- and early twentieth-century historical political documents, including such forms as memorials, decrees, local gazetteers, diplomatic communications, essays, and the like. Open to undergrads

Prerequisite(s): CHIN 40800, or CHIN 20508, or placement, or consent of instructor

Note(s): Not offered every year; quarters vary.

Equivalent Course(s): CHIN 40900

CHIN 20510. Readings in Literary Chinese III. 100 Units.

Prerequisite(s): CHIN 40900, or CHIN 20509, or placement, or consent of instructor

Note(s): Not offered every year; quarters vary.

Equivalent Course(s): CHIN 41000

CHIN 20800-20900-21000. Elementary Literary Chinese I-II-III.

This sequence introduces the basic grammar of the written Chinese language from the time of the Confucian Analects to the literary movements at the beginning of the twentieth century. Students will read original texts of genres that include philosophy, memorials, and historical narratives. Spring Quarter is devoted exclusively to reading poetry. The class meets for two eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

CHIN 20800. Elementary Literary Chinese I. 100 Units.

Must be taken for a letter grade. This course introduces the basic grammar of the written Chinese language from the time of the Confucian Analects to the literary movements at the beginning of the twentieth century. Students will read original texts of genres that include philosophy, memorials, and historical narratives.

Spring Quarter is devoted exclusively to reading poetry.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): CHIN 20300, or placement, or consent of instructor

CHIN 20900. Elementary Literary Chinese II. 100 Units.

Must be taken for a letter grade. This sequence introduces the basic grammar of the written Chinese language from the time of the Confucian Analects to the literary movements at the beginning of the twentieth century. Students will read original texts of genres that include philosophy, memorials, and historical narratives. Spring Quarter is devoted exclusively to reading poetry.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): CHIN 20800, or placement, or consent of instructor

Equivalent Course(s): CHIN 30900

CHIN 21000. Elementary Literary Chinese III. 100 Units.

Must be taken for a letter grade. This course introduces students to the basic grammar of the written Chinese language from the time of the Confucian Analects of the literary movements at the beginning of the twentieth century. Students read original texts of various genres including philosophy, memorials, poetry, and historical narratives; and third quarter is devoted solely to reading poetry.

Instructor(s): D. Harper Terms Offered: TBD

Prerequisite(s): CHIN 20900, or placement, or consent of instructor

CHIN 20900. Elementary Literary Chinese II. 100 Units.

Must be taken for a letter grade. This sequence introduces the basic grammar of the written Chinese language from the time of the Confucian Analects to the literary movements at the beginning of the twentieth century. Students will read original texts of genres that include philosophy, memorials, and historical narratives. Spring Quarter is devoted exclusively to reading poetry.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): CHIN 20800, or placement, or consent of instructor

Equivalent Course(s): CHIN 30900

CHIN 21000. Elementary Literary Chinese III. 100 Units.

Must be taken for a letter grade. This course introduces students to the basic grammar of the written Chinese language from the time of the Confucian Analects of the literary movements at the beginning of the twentieth century. Students read original texts of various genres including philosophy, memorials, poetry, and historical narratives; and third quarter is devoted solely to reading poetry.

Instructor(s): D. Harper Terms Offered: TBD

Prerequisite(s): CHIN 20900, or placement, or consent of instructor

CHIN 22110. Second-Year Chinese for Bilingual Speakers I. 100 Units.

This three-quarter sequence is intended for bilingual/heritage speakers of Mandarin Chinese. Paralleled with the Intermediate sequence for non-heritage speakers, the goal of this sequence is to further develop students' reading, speaking, and writing skills by dealing with topics in personal settings and some academic or professional settings. Upon completing this sequence, students are expected to pass the Practical Proficiency Test to earn a certificate on their transcript. The class meets for three one-hour sessions a week. PQ: Chin 11300 or placement of 20100. Students must take a quality grade. No auditors permitted.

Instructor(s): Meng Li Terms Offered: Autumn

Prerequisite(s): PQ: Chin 11300 or placement of 20100. Students must take a quality grade. No auditors.

CHIN 23110. Third-Year Chinese for Bilingual Speakers I. 100 Units.

This three-quarter series are intended for bilingual speakers of Chinese who already have intermediate level ability to understand and speak mandarin Chinese in daily communication, although they may have some accent or some difficulty using the language in formal settings. While all the communicative skills of listening, speaking, reading, and writing will be trained in CHIN23100, the emphasis will be on standard Mandarin pronunciation, discourse level discussion on topics about modern China, and advanced reading and writing. The class meets for three one-hour sessions a week.

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

Prerequisite(s): CHIN 22130 Second-Year Chinese for Bilingual Speakers-3 or placement exam

CHIN 31100-31200-31300. Business Chinese I-II-III.

This three-quarter sequence aims at improving overall language skills and introduces business terminology. Students learn about companies and their services and/or products, the stock market, real estate market, insurance, and e-commerce. The class meets for three ninety-minute sessions a week.

CHIN 31100. Business Chinese I. 100 Units.

Part one of this three-quarter sequence aims at improving overall language skills and introduces business terminology. Students will learn about companies and their services and/or products, the stock market, real estate market, insurance, and e-commerce. Class meets for five one-hour sessions each week.

Terms Offered: Autumn

Prerequisite(s): CHIN 20300, or placement, or consent of instructor

Equivalent Course(s): CHIN 20701

CHIN 31200. Business Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 20701, or CHIN 31100, or placement, or consent of instructor

Equivalent Course(s): CHIN 20702

CHIN 31300. Business Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 20702, or CHIN 31200, or placement, or consent of instructor

Equivalent Course(s): CHIN 20703

CHIN 31200. Business Chinese II. 100 Units.

Terms Offered: Winter

Prerequisite(s): CHIN 20701, or CHIN 31100, or placement, or consent of instructor

Equivalent Course(s): CHIN 20702

CHIN 31300. Business Chinese III. 100 Units.

Terms Offered: Spring

Prerequisite(s): CHIN 20702, or CHIN 31200, or placement, or consent of instructor

Equivalent Course(s): CHIN 20703

JAPANESE (JAPN) COURSES

JAPN 10100-10200-10300. Elementary Modern Japanese I-II-III.

This is the first year of a three-year program, which is intended to provide students with a thorough grounding in modern Japanese. Grammar, idiomatic expressions, and vocabulary are learned through oral work, reading, and writing in and out of class. Daily practice in speaking, listening, reading, and writing is crucial. Students should plan to continue their language study through at least the second-year level to make their skills practical. The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade. No auditors permitted.

JAPN 10100. Elementary Modern Japanese I. 100 Units.

This is the first year of a three-year program, which is intended to provide students with a thorough grounding in modern Japanese. Grammar, idiomatic expressions, and vocabulary are learned through oral work, reading, and writing in and out of class. Daily practice in speaking, listening, reading, and writing is crucial. Students should plan to continue their language study through at least the second-year level to make their skills practical. The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade. No auditors permitted.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Placement, or consent of instructor

JAPN 10200. Elementary Modern Japanese II. 100 Units.

Must be taken for a letter grade. No auditors permitted. This is the first year of a three-year program designed to provide students with a thorough grounding in Modern Japanese. Grammar, idiomatic expressions, and vocabulary are learned through oral work, reading, and writing in and out of class. Daily practice in speaking, listening, reading and writing is crucial. Students should plan to continue their language study through at least the second-year level to make their skills practical. The class meets for five fifty-minute periods a week.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): JAPN 10100, or placement, or consent of instructor

JAPN 10300. Elementary Modern Japanese-III. 100 Units.

This is the first year of a three-year program designed to provide students with a thorough grounding in Modern Japanese. Grammar, idiomatic expressions, and vocabulary are learned through oral work, reading, and writing in and out of class. Daily practice in speaking, listening, reading and writing is crucial. Students should plan to continue their language study through at least the second-year level to make their skills practical. The class meets for five fifty-minute periods a week.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): JAPN 10200, or placement, or consent of instructor

JAPN 10200. Elementary Modern Japanese II. 100 Units.

Must be taken for a letter grade. No auditors permitted. This is the first year of a three-year program designed to provide students with a thorough grounding in Modern Japanese. Grammar, idiomatic expressions, and vocabulary are learned through oral work, reading, and writing in and out of class. Daily practice in speaking, listening, reading and writing is crucial. Students should plan to continue their language study through at least the second-year level to make their skills practical. The class meets for five fifty-minute periods a week.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): JAPN 10100, or placement, or consent of instructor

JAPN 10300. Elementary Modern Japanese-III. 100 Units.

This is the first year of a three-year program designed to provide students with a thorough grounding in Modern Japanese. Grammar, idiomatic expressions, and vocabulary are learned through oral work, reading, and writing in and out of class. Daily practice in speaking, listening, reading and writing is crucial. Students should plan to continue their language study through at least the second-year level to make their skills practical. The class meets for five fifty-minute periods a week.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): JAPN 10200, or placement, or consent of instructor

JAPN 20100-20200-20300. Intermediate Modern Japanese I-II-III.

The emphasis on spoken language in the first half of the course gradually shifts toward reading and writing in the latter half. Classes conducted mostly in Japanese. The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade. No auditors permitted.

JAPN 20100. Intermediate Modern Japanese I. 100 Units.

The emphasis on spoken language in the first half of the course gradually shifts toward reading and writing in the latter half. The course is conducted mostly in Japanese and meets for five fifty-minute periods a week. Must be taken for a letter grade. No auditors permitted.

Terms Offered: Autumn

Prerequisite(s): JAPN 10300, or placement, or consent of instructor

JAPN 20200. Intermediate Modern Japanese II. 100 Units.

The emphasis on spoken language in the first half of the course gradually shifts toward reading and writing in the latter half. The course is conducted mostly in Japanese and meets for five fifty-minute periods a week.

Terms Offered: Winter

Prerequisite(s): JAPN 20100, or placement, or consent of instructor

Note(s): Must be taken for a letter grade.

JAPN 20300. Intermediate Modern Japanese III. 100 Units.

The emphasis on spoken language in the first half of the course gradually shifts toward reading and writing in the latter half. The course is conducted mostly in Japanese and meets for five fifty-minute periods a week.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): JAPN 20200, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

JAPN 20200. Intermediate Modern Japanese II. 100 Units.

The emphasis on spoken language in the first half of the course gradually shifts toward reading and writing in the latter half. The course is conducted mostly in Japanese and meets for five fifty-minute periods a week.

Terms Offered: Winter

Prerequisite(s): JAPN 20100, or placement, or consent of instructor

Note(s): Must be taken for a letter grade.

JAPN 20300. Intermediate Modern Japanese III. 100 Units.

The emphasis on spoken language in the first half of the course gradually shifts toward reading and writing in the latter half. The course is conducted mostly in Japanese and meets for five fifty-minute periods a week.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): JAPN 20200, or placement, or consent of instructor

Note(s): Must be taken for a letter grade. No auditors permitted.

JAPN 20401-20402-20403. Advanced Modern Japanese I-II-III.

The third year marks the end of the basic modern language study. Our goal is to help students learn to understand authentic written and spoken materials with reasonable ease. The texts are all authentic materials with some study aids. Classes conducted in Japanese. The class meets for three eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

JAPN 20401. Advanced Modern Japanese I. 100 Units.

The third year marks the end of the basic modern language study. Our goal is to help students learn to understand authentic written and spoken materials with reasonable ease. The texts are all authentic materials with some study aids. Classes conducted in Japanese. The class meets for three eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

Terms Offered: Autumn

Prerequisite(s): JAPN 20300, or placement, or consent of instructor

Equivalent Course(s): JAPN 30100

JAPN 20402. Advanced Modern Japanese II. 100 Units.

The third year marks the end of the basic modern language study. Our goal is to help students learn to understand authentic written and spoken materials with reasonable ease. The texts are all authentic materials with some study aids. Classes conducted in Japanese. The class meets for three eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

Terms Offered: Winter

Prerequisite(s): JAPN 20401, or JAPN 30100, or placement, or consent of instructor

Equivalent Course(s): JAPN 30200

JAPN 20403. Advanced Modern Japanese III. 100 Units.

The third year marks the end of the basic modern language study. The purpose of the course is to help students learn to understand authentic written and spoken materials with reasonable ease. The texts are all authentic materials with some study aids. All work in Japanese. The class meets for three eighty-minute periods a week.

Terms Offered: Spring

Prerequisite(s): JAPN 20402, or JAPN 30200, or placement, or consent of instructor

Equivalent Course(s): JAPN 30300

JAPN 20402. Advanced Modern Japanese II. 100 Units.

The third year marks the end of the basic modern language study. Our goal is to help students learn to understand authentic written and spoken materials with reasonable ease. The texts are all authentic materials with some study aids. Classes conducted in Japanese. The class meets for three eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

Terms Offered: Winter

Prerequisite(s): JAPN 20401, or JAPN 30100, or placement, or consent of instructor

Equivalent Course(s): JAPN 30200

JAPN 20403. Advanced Modern Japanese III. 100 Units.

The third year marks the end of the basic modern language study. The purpose of the course is to help students learn to understand authentic written and spoken materials with reasonable ease. The texts are all authentic materials with some study aids. All work in Japanese. The class meets for three eighty-minute periods a week.

Terms Offered: Spring

Prerequisite(s): JAPN 20402, or JAPN 30200, or placement, or consent of instructor

Equivalent Course(s): JAPN 30300

JAPN 20600. Fourth-Year Modern Japanese II. 100 Units.

Open to both undergraduates and graduates. This course is designed to improve Japanese reading, speaking, writing and listening ability to the advanced high level as measured by the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Weekly assignments will require students to tackle modern Japanese texts of varying length and difficulty. Organized around a range of thought-provoking themes (from brain death and organ transplants to Japanese values on work and religion), reading assignments will include academic theses in psychology and anthropology, literary texts, and popular journalism. After completing the readings, students will be encouraged to discuss each topic in class. Videos/DVDs will be used to improve listening comprehension skills. There will also be writing assignments.

Terms Offered: Winter

Prerequisite(s): JAPN 20500, or JAPN 40500, or placement, or consent of instructor

Equivalent Course(s): JAPN 40600

JAPN 21200-21300. Intermediate Modern Japanese through Japanimation I-II.

This sequence focuses on learning spoken Japanese that is aimed at native speakers. Our goals are to get students accustomed to that sort of authentic Japanese and to enable them to speak with high fluency. To keep the balance, writing and reading materials are provided. Students are encouraged to watch videos and practice their speaking.

JAPN 21200. Intermediate Modern Japanese Through Japanimation I. 100 Units.

This course focuses on learning spoken Japanese that is aimed at native speakers. The goals are getting accustomed to that sort of authentic Japanese and being able to speak with a high degree of fluency. To keep a balance, writing and reading materials are provided. Watching videos and practicing speaking are the keys to success in this course.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): JAPN 20100, or placement, or consent of instructor

JAPN 21300. Intermediate Modern Japanese through Japanimation II. 100 Units.

This course focuses on learning spoken Japanese that is aimed at native speakers. The goals are getting accustomed to that sort of authentic Japanese and being able to speak with a high degree of fluency. To keep a balance, writing and reading materials are provided. Watching videos and practicing speaking are the keys to success in this course.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): JAPN 21200, or placement, or consent of instructor

JAPN 21300. Intermediate Modern Japanese through Japanimation II. 100 Units.

This course focuses on learning spoken Japanese that is aimed at native speakers. The goals are getting accustomed to that sort of authentic Japanese and being able to speak with a high degree of fluency. To keep a balance, writing and reading materials are provided. Watching videos and practicing speaking are the keys to success in this course.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): JAPN 21200, or placement, or consent of instructor

JAPN 24900. Pre-Modern Japanese: Kindai Bungo I. 100 Units.

This course focuses on the reading of scholarly Japanese materials with the goal of enabling students to do independent research in Japanese after the course's completion. Readings are from historical materials written in the eighteenth and nineteenth centuries.

Terms Offered: Autumn

Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.

Equivalent Course(s): JAPN 34900

KOREAN (KORE) COURSES**KORE 10100-10200-10300. Introduction to the Korean Language I-II-III.**

This introductory sequence is designed to provide a basic foundation in modern Korean language and culture by focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Students in KORE 10100 begin by learning the complete Korean writing system (Hangul), which is followed by lessons focusing on basic conversational skills and grammatical structures. To provide sufficient opportunities to apply what has been learned in class, there are small group drill sessions, weekly Korean television drama screenings, and a number of other cultural activities (e.g., Korean New Year's game competitions). The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

KORE 10100. Introduction to the Korean Language I. 100 Units.

This introductory course is designed to provide beginners with a solid foundation in modern Korean focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Along with basic conversational and grammatical patterns, the course introduces students to Korean culture through various channels such as Korean movies, music, and a number of other cultural activities. Must be taken for a letter grade.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Placement, or consent of instructor

KORE 10200. Introduction to the Korean Language II. 100 Units.

Must be taken for a letter grade. This introductory course is designed to provide beginners with a solid foundation in modern Korean focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Along with basic conversational and grammatical patterns, the course introduces students to Korean culture through various channels such as Korean movies, music, and a number of other cultural activities.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): KORE 10100, or placement, or consent of instructor

KORE 10300. Introduction to the Korean Language III. 100 Units.

Must be taken for a letter grade. This introductory course is designed to provide beginners with a solid foundation in modern Korean focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Along with basic conversational and grammatical patterns, the course introduces students to Korean culture through various channels such as Korean movies, music, and a number of other cultural activities.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): KORE 10200, or placement, or consent of instructor

KORE 10200. Introduction to the Korean Language II. 100 Units.

Must be taken for a letter grade. This introductory course is designed to provide beginners with a solid foundation in modern Korean focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Along with basic conversational and grammatical patterns, the course introduces students to Korean culture through various channels such as Korean movies, music, and a number of other cultural activities.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): KORE 10100, or placement, or consent of instructor

KORE 10300. Introduction to the Korean Language III. 100 Units.

Must be taken for a letter grade. This introductory course is designed to provide beginners with a solid foundation in modern Korean focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Along with basic conversational and grammatical patterns, the course introduces students to Korean culture through various channels such as Korean movies, music, and a number of other cultural activities.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): KORE 10200, or placement, or consent of instructor

KORE 20100-20200-20300. Intermediate Korean I-II-III.

As a continuation of KORE 10100-10200-10300, this sequence is intended to continue to build on students' language skills with an emphasis on enhancing the speaking ability, presentational skills, composition writing skills, and usage of more complex constructions. Approximately 150 Chinese characters are introduced for the achievement of basic literacy and vocabulary expansion. The curriculum also includes media, authentic reading materials, and weekly Korean language table meetings to maximize cultural exposure and opportunities to apply Korean language skills in real life situations. The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

KORE 20100. Intermediate Korean I. 100 Units.

As a continuation of KORE 10100-10200-10300, this sequence is intended to continue to build on students' language skills with an emphasis on enhancing the speaking ability, presentational skills, composition writing skills, and usage of more complex constructions. Approximately 150 Chinese characters are introduced for the achievement of basic literacy and vocabulary expansion. The curriculum also includes media, authentic reading materials, and weekly Korean language table meetings to maximize cultural exposure and opportunities to apply Korean language skills in real life situations. The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): KORE 10300, or placement, or consent of instructor

KORE 20200. Intermediate Korean II. 100 Units.

As a continuation of Beginning Korean, this course is to help students increase their communication skills (both oral and written) in the Korean language. Through an integrated framework of listening, speaking, reading, and writing, this course aims to increase fluency and accuracy in Korean. Videotapes and additional reading materials will be used in a supplementary fashion and approximately 100 Chinese characters will be introduced for the achievement of basic literacy. Classes are conducted mostly in Korean and meet for fifty-minute periods five times a week. Must be taken for a letter grade.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): KORE 20100, or placement, or consent of instructor

KORE 20300. Intermediate Korean III. 100 Units.

As a continuation of Beginning Korean, this course is to help students increase their communication skills (both oral and written) in the Korean language. Through an integrated framework of listening, speaking, reading, and writing, this course aims to increase fluency and accuracy in Korean. Videotapes and additional reading materials will be used in a supplementary fashion and approximately 100 Chinese characters will be introduced for the achievement of basic literacy. Classes are conducted mostly in Korean and meet for fifty-minute periods five times a week. Must be taken for a letter grade.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): KORE 20200, or placement, or consent of instructor

KORE 20200. Intermediate Korean II. 100 Units.

As a continuation of Beginning Korean, this course is to help students increase their communication skills (both oral and written) in the Korean language. Through an integrated framework of listening, speaking, reading, and writing, this course aims to increase fluency and accuracy in Korean. Videotapes and additional reading materials will be used in a supplementary fashion and approximately 100 Chinese characters will be introduced for the achievement of basic literacy. Classes are conducted mostly in Korean and meet for fifty-minute periods five times a week. Must be taken for a letter grade.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): KORE 20100, or placement, or consent of instructor

KORE 20300. Intermediate Korean III. 100 Units.

As a continuation of Beginning Korean, this course is to help students increase their communication skills (both oral and written) in the Korean language. Through an integrated framework of listening, speaking, reading, and writing, this course aims to increase fluency and accuracy in Korean. Videotapes and additional reading materials will be used in a supplementary fashion and approximately 100 Chinese characters will be introduced for the achievement of basic literacy. Classes are conducted mostly in Korean and meet for fifty-minute periods five times a week. Must be taken for a letter grade.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): KORE 20200, or placement, or consent of instructor

KORE 20401-20402-20403. Advanced Korean I-II-III.

This sequence introduces a wide selection of authentic reading materials from Korean newspaper articles, college-level textbooks, and literary prose as an entry point to discuss topics and issues in Korean society, culture, and history. The primary objective is further enhancement of advanced reading comprehension, composition writing, and presentational skills. In addition, Chinese character (Hanja) lessons are incorporated into each lesson with the purpose of expanding vocabulary to the advanced level. The class meets for two eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

KORE 20401. Advanced Korean I. 100 Units.

This sequence introduces a wide selection of authentic reading materials from Korean newspaper articles, college-level textbooks, and literary prose as an entry point to discuss topics and issues in Korean society, culture, and history. The primary objective is further enhancement of advanced reading comprehension, composition writing, and presentational skills. In addition, Chinese character (Hanja) lessons are incorporated into each lesson with the purpose of expanding vocabulary to the advanced level. The class meets for two eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

Terms Offered: Autumn

Prerequisite(s): KORE 20300, or placement, or consent of instructor

Equivalent Course(s): KORE 30100

KORE 20402. Advanced Korean II. 100 Units.

For graduates and advanced undergraduates. Must be taken for a letter grade. This course introduces readings from a wide selection of written styles including journalistic pieces, college-level textbooks and literary prose. The class focuses on exercises in reading comprehension and discussions on various topics/issues related to contemporary Korea. Some audio and videotapes (e.g., televised news programs, movies, and dramas) will be used in order to improve the students' capacity in advanced Korean. Classes are conducted in Korean and meet for eighty-minute periods two times a week.

Terms Offered: Winter

Prerequisite(s): KORE 20401, or KORE 30100, or placement, or consent of instructor

Equivalent Course(s): KORE 30200

KORE 20403. Advanced Korean-3. 100 Units.

This course introduces readings from a wide selection of written styles including journalistic pieces, college-level textbooks and literary prose. The class focuses on exercises in reading comprehension and discussions on various topics/issues related to contemporary Korea. Some audio and videotapes (e.g., televised news programs, movies, and dramas) will be used in order to improve the students' capacity in advanced Korean. Classes are conducted in Korean and meet for eighty-minute periods two times a week.

Terms Offered: Spring

Prerequisite(s): KORE 20402, or KORE 30400, or placement, or consent of instructor

Equivalent Course(s): KORE 30300

KORE 20402. Advanced Korean II. 100 Units.

For graduates and advanced undergraduates. Must be taken for a letter grade. This course introduces readings from a wide selection of written styles including journalistic pieces, college-level textbooks and literary prose. The class focuses on exercises in reading comprehension and discussions on various topics/issues related to contemporary Korea. Some audio and videotapes (e.g., televised news programs, movies, and dramas) will be used in order to improve the students' capacity in advanced Korean. Classes are conducted in Korean and meet for eighty-minute periods two times a week.

Terms Offered: Winter

Prerequisite(s): KORE 20401, or KORE 30100, or placement, or consent of instructor

Equivalent Course(s): KORE 30200

KORE 20403. Advanced Korean-3. 100 Units.

This course introduces readings from a wide selection of written styles including journalistic pieces, college-level textbooks and literary prose. The class focuses on exercises in reading comprehension and discussions on various topics/issues related to contemporary Korea. Some audio and videotapes (e.g., televised news programs, movies, and dramas) will be used in order to improve the students' capacity in advanced Korean. Classes are conducted in Korean and meet for eighty-minute periods two times a week.

Terms Offered: Spring

Prerequisite(s): KORE 20402, or KORE 30400, or placement, or consent of instructor

Equivalent Course(s): KORE 30300

KORE 21100-21200-21300. Fourth-Year Modern Korean I-II-III.

Fourth-Year Modern Korean I-II-III

KORE 21100. Fourth-Year Modern Korean I. 100 Units.

The first in a series of three consecutive courses focuses on improving speaking, listening, reading, and writing skills to high-advanced level. Through intensive readings and discussions, students will build extensive vocabulary and complex grammatical structures as well as developing sophisticated speaking skills and academic writing skills. The materials introduced in this class include newspaper articles dealing with current social, cultural, or economic issues in Korea, literary works such as poems and novels, and authentic media such as TV documentaries or movies.

Equivalent Course(s): KORE 41100

KORE 21200. Fourth-Year Modern Korean II. 100 Units.

The second of three consecutive courses focuses on improving speaking, listening, reading, and writing skills to high-advanced level. Through intensive readings and discussions, students will build extensive vocabulary and complex grammatical structures as well as developing sophisticated speaking skills and academic writing skills. The materials introduced in this class include newspaper articles dealing with current social, cultural, or economic issues in Korea, literary works such as poems and novels, and authentic media such as TV documentaries or movies.

Equivalent Course(s): KORE 41200

KORE 21300. Fourth-Year Modern Korean III. 100 Units.

The third of three consecutive courses focuses on improving speaking, listening, reading, and writing skills to high-advanced level. Through intensive readings and discussions, students will build extensive vocabulary and complex grammatical structures as well as developing sophisticated speaking skills and academic writing skills. The materials introduced in this class include newspaper articles dealing with current social, cultural, or economic issues in Korea, literary works such as poems and novels, and authentic media such as TV documentaries or movies.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): KORE 41200 or consent

Note(s): Must be taken for a letter grade. No auditors.

KORE 21200. Fourth-Year Modern Korean II. 100 Units.

The second of three consecutive courses focuses on improving speaking, listening, reading, and writing skills to high-advanced level. Through intensive readings and discussions, students will build extensive vocabulary and complex grammatical structures as well as developing sophisticated speaking skills and academic writing skills. The materials introduced in this class include newspaper articles dealing with current social, cultural, or economic issues in Korea, literary works such as poems and novels, and authentic media such as TV documentaries or movies.

Equivalent Course(s): KORE 41200



ECONOMICS

Department Website: <http://economics.uchicago.edu>

PROGRAM OF STUDY

The program in economics is intended to equip students with the basic tools to understand the operation of a modern economy: the origin and role of prices and markets, the allocation of goods and services, and the factors that enter into the determination of income, employment, and the price level. The specialization in data science provides training in computation and data analysis beyond the basic methods discussed in the empirical methods sequence. The specialization in business economics is organized around the fundamental economic theory and empirical methods that students interested in pursuing careers in the private sector, the non-profit sector, and the public sector (among others) will find useful in carrying out their day-to-day tasks.

BA IN ECONOMICS, TRACKS A AND B

The program in economics can be divided into five component parts:

1. **Fundamentals:** provides students with the basic skills required to be successful in the major.
2. **Core curriculum:** consists of three courses designed to introduce students to the "economic approach."
3. **Empirical Methods sequence:** provides students with the fundamental techniques of data analysis.
4. **Economic Policy course:** applies the tools developed in the core curriculum to issues of fiscal policy, monetary policy, and other policy discussions relevant to the current state of the economy.
5. **Electives:** allows students to tailor the economics major to their interests.

PROGRAM REQUIREMENTS, TRACKS A AND B

Fundamentals

Students must begin the economics major by demonstrating competence in basic calculus and principles of economics. The fundamentals sequence consists of the following courses. The first two are required; the second two are strongly recommended:

MATH 13300	Elementary Functions and Calculus III	100
or MATH 15300	Calculus III	
or MATH 16300	Honors Calculus III	
MATH 19520	Mathematical Methods for Social Sciences	100
or MATH 20400	Analysis in Rn II	
or MATH 20800	Honors Analysis in Rn II	
ECON 10000	Principles of Microeconomics	100
or ECON 19800	Introduction to Microeconomics	
ECON 10200	Principles of Macroeconomics	100
or ECON 19900	Introduction to Macroeconomics	

Students who wish to complete the major with more rigorous mathematics may substitute MATH 20400 Analysis in Rn II for MATH 19520 Mathematical Methods for Social Sciences.

Calculus

Students who have an interest in the major should take calculus at the highest level for which they qualify. Students may complete MATH 19520 Mathematical Methods for Social Sciences prior to or concurrently with ECON 20000 The Elements of Economic Analysis I. Students must not postpone completion of MATH 19520 Mathematical Methods for Social Sciences beyond concurrent registration with ECON 20000 The Elements of Economic Analysis I.

1. **MATH 13000s:** Students must complete MATH 13300 Elementary Functions and Calculus III prior to enrolling in ECON 20000 The Elements of Economic Analysis I. Students may find it useful to complete MATH 19520 Mathematical Methods for Social Sciences prior to enrolling in the Elements of Economic Analysis sequence.
2. **MATH 15000s:** Students enrolling in the MATH 15000s sequence must complete MATH 15300 Calculus III before enrolling in ECON 20000 The Elements of Economic Analysis I.
3. **MATH 16000s and 16010s:** Students enrolling in the MATH 16000s sequences must complete MATH 16200 Honors Calculus II or MATH 16210 Honors Calculus II (IBL) before enrolling in ECON 20000 The Elements of Economic Analysis I. Enrollment in ECON 20000 The Elements of Economic Analysis I requires completion or concurrent enrollment in MATH 16300 Honors Calculus III/MATH 16310 Honors Calculus III (IBL) and demonstrated competency in Microeconomics (see Core Curriculum for details).

Students may satisfy the third quarter of calculus requirement by placement (based on the Higher-Level Math Test administered by the College prior to Orientation). In this case, students should continue their mathematics training with the highest mathematics level for which they qualify.

Principles of Economics

Students are expected to begin their study of economics with ECON 10000 Principles of Microeconomics (formerly ECON 19800 Introduction to Microeconomics) and ECON 10200 Principles of Macroeconomics (formerly ECON 19900 Introduction to Macroeconomics). These courses provide a good overview of basic concepts. These two introductory courses are designed for students with limited or no prior course work in economics. While these two courses provide basic economics knowledge, they are not required in the major. Students who matriculated at the University of Chicago in 2016–17 or later may use ECON 19900 Introduction to Macroeconomics or ECON 10200 Principles of Macroeconomics to fulfill one of the economics elective requirements.

Students may not receive credit for both ECON 10000 Principles of Microeconomics and ECON 19800 Introduction to Microeconomics. Likewise, students may not receive credit for both ECON 10200 Principles of Macroeconomics and ECON 19900 Introduction to Macroeconomics.

Students are strongly encouraged to complete ECON 10000 Principles of Microeconomics or ECON 19800 Introduction to Microeconomics prior to ECON 20000 The Elements of Economic Analysis I (or ECON 20010 The Elements of Economic Analysis I Honors) and ECON 10200 Principles of Macroeconomics or ECON 19900 Introduction to Macroeconomics prior to ECON 20200 The Elements of Economic Analysis III (or ECON 20210 The Elements of Economic Analysis III Honors).

Core Curriculum

The core curriculum consists of three courses. Students may use the standard or honors sequence to satisfy this requirement. The honors sequence is designed for students interested in economics research and/or use of more sophisticated mathematical models.

Standard Core Sequence		300
ECON 20000	The Elements of Economic Analysis I	
ECON 20100	The Elements of Economic Analysis II	
ECON 20200	The Elements of Economic Analysis III	
or Honors Core Sequence		300
ECON 20010	The Elements of Economic Analysis I Honors	
ECON 20110	The Elements of Economic Analysis II Honors	
ECON 20210	The Elements of Economic Analysis III Honors	

Most students begin the core curriculum in their second year. Those who wish to begin it during their first year must demonstrate competence with the fundamental skills needed in that sequence in the following ways:

- Students must either pass the economics placement test or complete ECON 10000 Principles of Microeconomics/ECON 19800 Introduction to Microeconomics prior to starting ECON 20000 The Elements of Economic Analysis I (or ECON 20100 The Elements of Economic Analysis II). No standardized external exams (IB, AP, nor A-Levels) will substitute, and they rarely serve as sufficient preparation for the economics placement test. Note that the placement test will only be offered Monday evening of the first week of Autumn Quarter.
- Students must satisfy the calculus requirement as discussed in Calculus.

Note: Students who are completing the previous major requirements and are on track to complete ECON 20300 Elements of Economic Analysis IV after Autumn Quarter 2017 should take ECON 23950 Economic Policy Analysis in place of ECON 20300, regardless of matriculation date.

Empirical Methods

In the modern economy, quantitative methods are highly valued skills. Students must satisfy the empirical methods component of the economics major in one of two ways, either as a three-quarter sequence or a two-quarter sequence.

Option A: The three-quarter empirical methods sequence is comprised of a course in linear algebra, a course in statistics, and a course in econometrics, and is designed for students who complete the MATH 15000s sequence or higher. This three-quarter empirical methods sequence covers the broad ranges of scope that the disciplines provide, which will be useful for further quantitative training in the major.

Option B: The two-quarter empirical sequence, comprised of an economics statistical methods course and a course in econometrics, is provided as an alternative for students who want to focus only on the relevant materials in linear algebra and statistics that pertain to econometrics. ECON 21010 Statistical Methods in Economics teaches the fundamental methods and materials from linear algebra and statistics that are utilized in many economic applications.

Details about each sequence are below. We strongly encourage students to choose the highest mathematical tracks for which they are qualified. Students unsure of which sequence to choose should consult with the Undergraduate Office in the Department of Economics as well as the Department of Mathematics and Department of Statistics.

Option A: Three-Quarter Empirical Methods Sequence

In order to satisfy the empirical methods component of the economics major using a three-quarter sequence, students must complete the following courses. They must be taken in consecutive quarters, beginning with Linear Algebra and concluding with Econometrics:

One of the following:		100
MATH 19620	Linear Algebra	
or STAT 24300	Numerical Linear Algebra	
or MATH 20250	Abstract Linear Algebra	
or MATH 20700	Honors Analysis in Rn I	
One of the following:		100
STAT 23400	Statistical Models and Methods	
or STAT 24400	Statistical Theory and Methods I	
or STAT 24410	Statistical Theory and Methods Ia	
One of the following:		100
ECON 21020	Econometrics	
or ECON 21030	Econometrics - Honors	
Total Units		300

Students may not use AP Statistics credit to satisfy the statistics requirement. Students with AP credit will need to expand on their training with STAT 23400 Statistical Models and Methods, STAT 24400 Statistical Theory and Methods I, or STAT 24410 Statistical Theory and Methods Ia. Students may not earn credit for both STAT 22000 Statistical Methods and Applications (via course enrollment or AP exam) and STAT 23400 Statistical Models and Methods.

Students who wish to pursue more advanced training in empirical methods may complete STAT 24300 Numerical Linear Algebra or MATH 20250 Abstract Linear Algebra or MATH 20700 Honors Analysis in Rn I; either STAT 24400 Statistical Theory and Methods I or STAT 24410 Statistical Theory and Methods Ia; and ECON 21030 Econometrics - Honors.

Option B: Two-Quarter Empirical Methods Sequence

In order to satisfy the empirical methods component of the economics major using a two-quarter sequence, students must complete the following:

ECON 21010	Statistical Methods in Economics	100
ECON 21020	Econometrics	100
Total Units		200

Students should not begin the empirical methods sequence earlier than concurrently with ECON 20100 The Elements of Economic Analysis II and should take ECON 21010 Statistical Methods in Economics and ECON 21020 Econometrics in consecutive quarters. Students must complete the empirical methods sequence by the end of third year.

Students with credit for both MATH 19620 Linear Algebra and STAT 23400 Statistical Models and Methods (or more advanced equivalents) may not also earn credit for ECON 21010 Statistical Methods in Economics.

Students who complete the empirical methods component of the major with just two courses (ECON 21010 Statistical Methods in Economics and ECON 21020 Econometrics) must complete an additional economics elective, as discussed in Electives.

Economic Policy

The economic policy requirement provides students the opportunity to apply methods and tools taught in the economics core sequence to analyze current issues centered around monetary and fiscal policy. Most students will complete the economic policy requirement with ECON 23950 Economic Policy Analysis, but students interested in learning more formal approaches may use one of the other macroeconomics courses listed below to satisfy the requirement.

ECON 23950	Economic Policy Analysis	100
or ECON 23200	Topics in Macroeconomics	

or ECON 23220	Introduction to Advanced Macroeconomic Analysis
or ECON 23330	Introduction to Dynamic Economic Modeling

Students who complete more than one of the above courses may apply the additional courses to satisfy the economics elective requirements. ECON 23950 Economic Policy Analysis may not count as an economics elective. Students may not earn credit for both ECON 23950 Economic Policy Analysis and ECON 20300 Elements of Economic Analysis IV.

Note: Students on track to complete ECON 20300 Elements of Economic Analysis IV after Autumn Quarter 2017 should take ECON 23950 Economic Policy Analysis in place of ECON 20300, regardless of matriculation date.

Electives

All students in the economics major must complete a minimum of four additional economics courses to broaden their exposure to areas of applied economics or economic theory. Students who complete the empirical methods component with the two-quarter sequence must complete five economics electives. These courses must have a higher course number than ECON 20200 The Elements of Economic Analysis III, with a couple of exceptions: Neither ECON 21010 Statistical Methods in Economics nor ECON 21030 Econometrics - Honors nor ECON 23950 Economic Policy Analysis can be used to satisfy the economics elective requirements; students who matriculated in 2016–17 or later may use ECON 10200 Principles of Macroeconomics OR ECON 19900 Introduction to Macroeconomics to satisfy one of the economics elective requirements.

Students may use one course (pre-approved or approved by petition) outside of the University of Chicago Department of Economics to satisfy their elective requirements. Students may apply only one of the following two exceptions to this rule:

Exception (A): Students who participate in a College-sponsored Study Abroad program may petition to count an additional outside course completed at the host institution to satisfy elective requirements of the major. Petitions must be submitted prior to course enrollment to be considered.

Exception (B): Students may count an additional outside course to satisfy elective requirements of the major as long as it is drawn from the list of the pre-approved electives.

These rules imply that at most two courses completed outside the University of Chicago Department of Economics may be used to satisfy the elective requirements of the major. For example, if a student completes two courses as part of a College-sponsored Study Abroad program, then the student has fulfilled the outside electives two-course maximum and must complete the remaining elective requirements in the Department of Economics.

The following are pre-approved outside electives:

Computer Science (only one may be used)

CMSC 10600	Fundamentals of Computer Programming II
or CMSC 12100	Computer Science with Applications I
or CMSC 15100	Introduction to Computer Science I
or CMSC 16100	Honors Introduction to Computer Science I

Statistics

STAT 24500	Statistical Theory and Methods II
STAT 25100	Introduction to Mathematical Probability
STAT 25300	Introduction to Probability Models
STAT 26100	Time Dependent Data

Mathematics

MATH 20500	Analysis in R^n III
MATH 20900	Honors Analysis in R^n III
MATH 27300	Basic Theory of Ordinary Differential Equations

University of Chicago Booth School of Business*

BUSN 20410	Corporation Finance
or BUSN 35200	Corporation Finance
BUSN 20620	Data Science for Marketing
or BUSN 37105	Data Science for Marketing Decision Making
BUSN 20710	Behavioral Economics
or BUSN 38120	The Study of Behavioral Economics
BUSN 20800	Big Data
or BUSN 41201	Big Data
BUSN 20820	Financial Econometrics

or BUSN 41203	Financial Econometrics
BUSN 20810	Machine Learning
or BUSN 41204	Machine Learning
BUSN 20900	Competitive Strategy
or BUSN 42001	Competitive Strategy

- * BUSN 2XXXX-level (undergraduate-only) versions of these courses will follow some College policies regarding registration, scheduling, grading, etc. The BUSN 3XXXX-level and higher courses will be subject to Chicago Booth's academic and administrative policies. Consult the Chicago Booth website (<https://www.chicagobooth.edu/programs/taking-courses-at-booth>) for details.

Courses in other degree programs may be considered for elective credit through petition. To be considered, these courses must require the equivalent prerequisite course work of ECON 20100 The Elements of Economic Analysis II. Petitions must be submitted prior to course enrollment to be considered. Graduate level economics courses will be counted for elective credit, but consultation with the Undergraduate Office in advance of course registration is required. Note: Provisional and early final grades are not given for economics graduate courses or BUSN 3XXXX-level (and higher) courses. Economics graduate courses and BUSN 3XXXX-level (and higher) courses should not be taken in the student's graduating quarter unless the student will have completed all forty-two credits required for graduation, not counting the graduate course, and all requirements for all majors.

Summary of Requirements

For summaries of requirements for the BA in economics (Tracks A and B), see below.

SAMPLE PROGRAMS FOR TRACKS A AND B

The following is a recommended sample plan of study (excluding four elective courses) for those students entering with the MATH 13000s sequence:

First Year		
Autumn Quarter	Winter Quarter	Spring Quarter
MATH 13100	MATH 13200	MATH 13300 ECON 10000
Second Year		
Autumn Quarter	Winter Quarter	Spring Quarter
ECON 20000 MATH 19520	ECON 20100 ECON 10200	ECON 20200
Third Year		
Autumn Quarter	Winter Quarter	Spring Quarter
ECON 23950 MATH 19620	STAT 23400	ECON 21020

The following is a recommended plan of study (excluding four economics elective courses) for those students entering with the MATH 15000s or MATH 16000s sequence:

First Year		
Autumn Quarter	Winter Quarter	Spring Quarter
MATH 15100	MATH 15200	MATH 15300 ECON 10000
Second Year		
Autumn Quarter	Winter Quarter	Spring Quarter
ECON 20000 MATH 19520	ECON 20100 MATH 19620 ECON 10200	ECON 20200 STAT 23400
Third Year		
Autumn Quarter		
ECON 23950 ECON 21020		

The following is a recommended plan of study (excluding five elective courses) for those students completing the two-quarter empirical methods sequence. Note that this plan of study can be used in conjunction with any calculus sequence:

First Year		
Autumn Quarter	Winter Quarter	Spring Quarter
MATH 13100	MATH 13200	MATH 13300 ECON 10000
Second Year		
Autumn Quarter	Winter Quarter	Spring Quarter
ECON 20000	ECON 20100	ECON 20200

MATH 19520	ECON 10200
Third Year	
Autumn Quarter	Winter Quarter
ECON 23950	ECON 21020
ECON 21010	

Students wanting to appropriately plan their economics major with the courses MATH 20400 Analysis in Rn II, STAT 24400 Statistical Theory and Methods I, or STAT 24410 Statistical Theory and Methods Ia should consult with the Undergraduate Program Office in the Department of Economics.

BA IN ECONOMICS WITH SPECIALIZATION IN BUSINESS ECONOMICS

The specialization in business economics is organized around the fundamental economic theory and empirical methods that students interested in pursuing careers in the private sector, the non-profit sector, and the public sector (among others) will find useful in carrying out their day-to-day tasks. Students who begin by following the standard economics major path have several decision points at which they can choose to specialize in business economics. Students should consult early in the first year with the Department of Economics Undergraduate Program to design a curriculum that satisfies their professional goals.

Students pursuing the standard Economics major must complete a Calculus sequence. However, it is not required for the Specialization in Business Economics. Students are still strongly urged to take Calculus to ensure sufficient quantitative understanding and competence.

Note that BUSN 2XXXX-level (undergraduate-only) versions of courses offered by the University of Chicago Booth School of Business (Chicago Booth) will follow some College policies regarding registration, scheduling, grading, etc. The BUSN 3XXXX-level and higher courses will be subject to Chicago Booth's academic and administrative policies. Consult the Chicago Booth website (<https://www.chicagobooth.edu/programs/taking-courses-at-booth/faq/#beecf17b3e304bae93c50f4f595c27d6>) for details.

Early final grades will be given for graduating students in BUSN 2XXXX-level courses. The Booth Registrar's Office will coordinate with instructors to issue early final grades for graduating students in College-level Booth courses.

Note: Early final grades are not given for BUSN 3XXXX-level and higher courses. These courses should not be taken in the student's graduating quarter unless the student will have completed all graduation requirements, irrespective of the BUSN 2XXXX-level course.

As with the standard economics program, this specialization is divided into five component parts:

- Core:** The core component is designed to introduce students to the tools of basic economic analysis. These courses include fundamental course work in microeconomics, macroeconomics, and business education.
- Methods:** The methods component is designed to introduce students to the different toolkits on which economists rely to analyze problems in both microeconomics and macroeconomics.
- Empirical Analysis:** The empirical analysis component provides students with the fundamental techniques of data analysis. These courses emphasize the application of empirical methods to relevant examples and develop the essential computer skills students need to lead successful careers.
- Perspectives:** The perspectives requirement recognizes that successful careers require broad-based understanding of the markets and industries in which our potential majors are likely to participate. This requirement is intended to facilitate both the acquisition of sector-specific knowledge and/or job-specific skills that are likely to provide context for the student's economics and business training.
- Electives:** Electives from the University of Chicago Booth School of Business and the Department of Economics allow students to tailor the program to their interests.

Core

The core component is designed to introduce students to the tools of basic economic analysis. These courses include fundamental course work in microeconomics and macroeconomics. These courses introduce theory but emphasize the application of these tools to standard problems that students are likely to encounter as they carry out their professional activities. The core component consists of three courses:

ECON 10000	Principles of Microeconomics [^]	100
or ECON 20000	The Elements of Economic Analysis I	
ECON 10200	Principles of Macroeconomics [#]	100
or ECON 20200	The Elements of Economic Analysis III	
One Foundations of Business Education course, chosen from: ⁺		100
BUSN 20100	Financial Accounting	
BUSN 20330	Building the New Venture	
BUSN 20400	Investments	

BUSN 20410	Corporation Finance	
BUSN 20702	Managerial Decision Making	
BUSN 20600	Marketing Management	
BUSN 20500	Operations Management	
BUSN 20800	Big Data	
BUSN 20900	Competitive Strategy	
Total Units		300

^ Students who have previously completed ECON 19800 (but not ECON 20000) will have satisfied this requirement

Students who have previously completed ECON 19900 (but not ECON 20200) will have satisfied this requirement

+ BUSN 2XXXX-level (undergraduate-level) versions of these courses will follow some College policies regarding registration, scheduling, grading, etc. The BUSN 3XXXX-level and higher versions will be subject to Chicago Booth's academic and administrative policies. Consult the Chicago Booth website for details. Students who have taken a BUSN 2XXXX-level course cannot enroll in the 3XXXX-level or higher equivalent course and vice-versa.

Methods

The methods component of the major is designed to expose students to the different toolkits on which economists rely to analyze problems. These methods courses include offerings in basic price theory, game theory, and experimental methods. This component also includes course work that will be useful in macroeconomic and financial analysis. Students must complete one microeconomic methods course and one macroeconomic methods course from the lists below:

One Microeconomic Methods course, chosen from:		100
ECON 20100	The Elements of Economic Analysis II	
ECON 20700	Game Theory and Economic Applications	
ECON 21800	Experimental Economics	
One Macroeconomic Methods course, chosen from:		100
ECON 13000	Introduction to Money and Banking	
ECON 16020	Introduction to Public Sector Economics	
ECON 17100	Introduction to International Trade	
ECON 23950	Economic Policy Analysis	
Total Units		200

Note: Students may count either ECON 13000 or ECON 23950, but not both, toward the forty-two credits required for graduation.

Empirical Analysis

The objective of the empirical analysis component is to ensure that students who complete the major are comfortable carrying out data analysis in various forms. This requires that students gain familiarity with basic statistics and basic econometric methods. These courses will emphasize the application of empirical methods to relevant examples and develop essential computer skills.

ECON 21010	Statistical Methods in Economics	100
or STAT 22000	Statistical Methods and Applications	
or STAT 23400	Statistical Models and Methods	
or STAT 24400	Statistical Theory and Methods I	
ECON 11020	Introduction to Econometrics	100
or ECON 21020	Econometrics	
or ECON 21030	Econometrics - Honors	
Total Units		200

Perspectives

The perspectives requirement consists of one course that can come from any division in the University. This requirement recognizes that successful careers require broad-based understanding of the markets and industries in which our potential majors are likely to participate. This requirement is intended to facilitate the acquisition of sector-specific knowledge and/or job-specific skills that are likely to provide context for the economics and business training to which students will receive exposure while completing the specialization

business economics. It is expected that students use this perspectives component as a stepping-stone to design a meaningful set of courses that complement their training in business economics.

It is important to emphasize that there are *many* courses across the University that students can use to satisfy the perspectives requirement. A list of courses pre-approved for this requirement may be found on the departmental website (<https://economics.uchicago.edu/content/ba-economics-specialization-business-economics>), but students may petition the Department of Economics to use other suitable courses.

Electives

Students must take five electives to complete the specialization in business economics: three from the University of Chicago Booth School of Business, as defined below, and two from the University of Chicago Department of Economics. A student may, by petition, use a course from outside Chicago Booth and the Department of Economics as, at most, one business economics elective. Petitions must be submitted prior to course enrollment to be considered.

A note on professional school courses: The rules of the College allow students to use no more than four courses from professional schools to satisfy degree requirements. The specialization in business economics requires four courses taken at Chicago Booth. If a student successfully petitions to use a course from a professional school other than Chicago Booth (e.g., the Law School or the Harris School of Public Policy) in the major, then College rules require that the approved course substitute for a Chicago Booth elective. Be aware that undergraduates may enroll in a total of six professional school courses, but the last two courses would be ineligible to satisfy any undergraduate degree requirement.

Courses in the University of Chicago Booth School of Business

The courses at Chicago Booth that students can use to meet the electives requirements are categorized in eight different “bundles.” Courses in the table below with an asterisk (*) are also eligible for the Foundations of Business Education requirement; however, a course used to satisfy the core requirement in the major cannot be also counted as an elective. Students must complete four distinct Booth courses: one Foundations in Business Education and three electives. In order to expose students to different subfields in business education, the four Booth courses used to fulfill the core and elective requirements must be drawn from at least three of the thematic bundles listed below.

Note: BUSN 2XXXX-level (undergraduate-level) versions of these courses will follow some College policies regarding registration, scheduling, grading, etc. The BUSN 3XXXX-level and above versions will be subject to Chicago Booth's academic and administrative policies. Consult the Chicago Booth website (<https://www.chicagobooth.edu/programs/taking-courses-at-booth/faq/#beecf17b3e304bae93c50f4f595c27d6>) for details. Students who have taken a BUSN 2XXXX-level course cannot enroll in the 3XXXX-level or higher equivalent, and vice versa.

CHICAGO BOOTH COURSES THAT MEET THE ELECTIVES REQUIREMENT

Accounting	
BUSN 20100	Financial Accounting *
BUSN 20101	Managerial Accounting
BUSN 20150	Financial Statement Analysis
Entrepreneurship	
BUSN 20330	Building the New Venture *
BUSN 20340	Developing a New Venture
BUSN 20160	Accounting for Entrepreneurship
Finance	
BUSN 20410	Corporation Finance *
BUSN 20400	Investments
Management	
BUSN 20702	Managerial Decision Making *
BUSN 20710	Behavioral Economics
BUSN 20701	Managing in Organizations
Marketing	
BUSN 20600	Marketing Management *
BUSN 20610	Pricing Strategy
BUSN 20620	Data Science for Marketing
Operations	
BUSN 20500	Operations Management *
BUSN 20510	Managerial Decision Modeling
Statistics	

BUSN 20800	Big Data *
BUSN 20810	Machine Learning
BUSN 20820	Financial Econometrics
Strategy and the Business Environment	
BUSN 20900	Competitive Strategy *
BUSN 20230	International Financial Policy

* These courses are also eligible for the Foundations of Business Education requirement; however, a course used to satisfy the core requirement in the major cannot also be counted as an elective. Students must complete four distinct Chicago Booth courses: one Foundations of Business Education course and three electives. In order to expose students to different subfields in business education, the four Chicago Booth courses used to fulfill the core and elective requirements must be drawn from at least three of the thematic bundles listed here.

Students may further their business education by completing two additional Booth courses, potentially from Booth courses outside of the bundle list below (subject to the discretion of the instructor). However, per College rules, they will not count toward any degree requirements.

Courses in the Department of Economics

Students in the specialization in business economics must complete at least two electives in the Department of Economics. These may be ECON courses with numbers between 10200 and 19800, or numbers above 20200, assuming that the student has the appropriate prerequisites for the course. Note that ECON 19000, ECON 19100, ECON 21010, ECON 21020, ECON 21030, and ECON 23950 are exceptions to this and cannot be used to satisfy the elective requirement for the specialization in business economics.

Summary of Requirements

For a summary of requirements for the BA in Economics with Specialization in Business Economics, see below.

BA IN ECONOMICS WITH SPECIALIZATION IN DATA SCIENCE

The specialization in data science provides training in computation and data analysis beyond the basic methods discussed in the empirical methods sequence. The specialization in data science and the standard BA in economics share eight courses:

Two fundamentals courses:	200
MATH 13300 Elementary Functions and Calculus III OR MATH 15300 Calculus III OR MATH 16300 Honors Calculus III	
MATH 19520 Mathematical Methods for Social Sciences OR MATH 20400 Analysis in Rn II OR MATH 20800 Honors Analysis in Rn II	
One of the following:	300
ECON 20000-20100-20200 The Elements of Economic Analysis I-II-III	
ECON 20010-20110-20210 The Elements of Economic Analysis: Honors I-II-III	
One three-quarter empirical methods sequence:	300
MATH 19620 Linear Algebra (OR STAT 24300 Numerical Linear Algebra OR MATH 20250 Abstract Linear Algebra OR MATH 20700 Honors Analysis in Rn I)	
STAT 23400 Statistical Models and Methods (OR STAT 24400 Statistical Theory and Methods I OR STAT 24410 Statistical Theory and Methods Ia)	
ECON 21020 Econometrics (OR ECON 21030 Econometrics - Honors)	
Total Units	800

The specialization in data science is designed to begin after completion of the core sequence and the empirical methods sequence. Students pursuing the specialization in data science are not required to complete ECON 23950 Economic Policy Analysis. Instead, they must complete basic training in computer science and at least two data science courses in the Department of Economics:

One of the following:	
CMSC 12300 Computer Science with Applications III	100
or CMSC 15200 Introduction to Computer Science II	
or CMSC 16200 Honors Introduction to Computer Science II	
Two chosen from:	200
ECON 21300 Data Construction and Interpretation in Economic Applications	

ECON 21320	Applications of Econometric and Data Science Methods	
ECON 21330	Econometrics and Machine Learning	
Total Units		300

Students pursuing the specialization in data science are encouraged to complete all three courses. These economics courses can also be used as electives by student pursuing the standard BA in economics. Descriptions for these courses are forthcoming.

Students pursuing the specialization in data science must also complete two electives drawn from the following sets of courses:

At most one of:		100
ECON 21110	Applied Microeconometrics	
ECON 21130	Topics in Microeconometrics	
ECON 21150	Topics in Applied Econometrics	
At most one of:		100
ECON 21200	Time Series Econometrics	
STAT 26100	Time Dependent Data	
BUSN 20820 or BUSN 41203	Financial Econometrics Financial Econometrics	
ECON 21410	Computational Methods in Economics	100
ECON 23040	Cryptocurrencies	100
STAT 27400	Nonparametric Inference	100
STAT 27725	Machine Learning	100

Students who have entered the specialization in data science but no longer wish to pursue it must complete ECON 23950 Economic Policy Analysis and the necessary electives to satisfy the requirements of the standard BA in economics. All economics courses completed in the pursuit in the specialization in data science will count toward the degree requirements of the BA in economics. These students may also count course work in computer science as the outside elective as discussed in the Electives section.

Summary of Requirements

For a summary of requirements for the BA in economics with specialization in data science, see below.

SUMMARIES OF REQUIREMENTS

- BA in Economics, Track A: Three-Quarter Empirical Methods Sequence
- BA in Economics, Track B: Two-Quarter Empirical Methods Sequence
- BA in Economics with Specialization in Business Economics
- BA in Economics with Specialization in Data Science

Summary of Requirements: BA in Economics, Track A: Three-Quarter Empirical Methods Sequence

GENERAL EDUCATION

One of the following:		200
MATH 13100-13200	Elementary Functions and Calculus I-II	
MATH 15100-15200	Calculus I-II *	
MATH 16100-16200	Honors Calculus I-II	
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL)	
Total Units		200

MAJOR

One of the following:		100
MATH 13300	Elementary Functions and Calculus III	
MATH 15300	Calculus III *	
MATH 16300	Honors Calculus III	
MATH 16310	Honors Calculus III (IBL)	
One of the following:		300
ECON 20000-20100-20200	The Elements of Economic Analysis I-II-III	

ECON 20010-20110-20210	The Elements of Economic Analysis: Honors I-II-III	
MATH 19520 or MATH 20400 or MATH 20800	Mathematical Methods for Social Sciences ** Analysis in Rn II Honors Analysis in Rn II	100
MATH 19620 or MATH 20250 or STAT 24300 or MATH 20700	Linear Algebra Abstract Linear Algebra Numerical Linear Algebra Honors Analysis in Rn I	100
STAT 23400 or STAT 24400 or STAT 24410	Statistical Models and Methods Statistical Theory and Methods I Statistical Theory and Methods Ia	100
ECON 21020 or ECON 21030	Econometrics Econometrics - Honors	100
ECON 23950 or ECON 23200 or ECON 23220 or ECON 23330	Economic Policy Analysis Topics in Macroeconomics Introduction to Advanced Macroeconomic Analysis Introduction to Dynamic Economic Modeling	100
Four electives +		400
Total Units		1300

* Credit may be granted by examination.

** Students are encouraged to take prior to or concurrently with ECON 20000 or ECON 20010.

+ These courses must include two economics courses numbered higher than ECON 20200 and must follow guidelines in the preceding Electives section. (Note: ECON 19900 or ECON 10200 may be used to fulfill one economics elective requirement for students who matriculated in 2016–17 or later.)

Summary of Requirements: BA in Economics, Track B: Two-Quarter Empirical Methods Sequence

GENERAL EDUCATION

One of the following:		200
MATH 13100-13200	Elementary Functions and Calculus I-II	
MATH 15100-15200	Calculus I-II *	
MATH 16100-16200	Honors Calculus I-II	
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL)	
Total Units		200

MAJOR

One of the following:		100
MATH 13300	Elementary Functions and Calculus III	
MATH 15300	Calculus III *	
MATH 16300	Honors Calculus III	
MATH 16310	Honors Calculus III (IBL)	
One of the following:		300
ECON 20000-20100-20200	The Elements of Economic Analysis I-II-III	
ECON 20010-20110-20210	The Elements of Economic Analysis: Honors I-II-III	
MATH 19520 or MATH 20400 or MATH 20800	Mathematical Methods for Social Sciences ** Analysis in Rn II Honors Analysis in Rn II	100
ECON 21010	Statistical Methods in Economics	100
ECON 21020	Econometrics	100
ECON 23950 or ECON 23200 or ECON 23220	Economic Policy Analysis Topics in Macroeconomics Introduction to Advanced Macroeconomic Analysis	100

or ECON 23330	Introduction to Dynamic Economic Modeling	
Five electives ⁺		500
Total Units		1300

* Credit may be granted by examination.

** Students are encouraged to take prior to or concurrently with ECON 20000 or ECON 20010.

+ These courses must include three economics courses numbered higher than ECON 20200 and must follow guidelines in the preceding Electives section. For students who matriculated in 2016–17 or later, ECON 19900 or ECON 10200 may be used to fulfill one economics elective requirement.

Summary of Requirements: BA in Economics with Specialization in Business Economics

MAJOR

ECON 10000	Principles of Microeconomics [#]	100
or ECON 20000	The Elements of Economic Analysis I	
ECON 10200	Principles of Macroeconomics [^]	100
or ECON 20200	The Elements of Economic Analysis III	
One Foundations of Business Economics course, chosen from:		100
BUSN 20100	Financial Accounting	
BUSN 20330	Building the New Venture	
BUSN 20410	Corporation Finance	
BUSN 20702	Managerial Decision Making	
BUSN 20600	Marketing Management	
BUSN 20500	Operations Management	
BUSN 20800	Big Data	
BUSN 20900	Competitive Strategy	
One Microeconomic Methods course, chosen from:		100
ECON 20100	The Elements of Economic Analysis II	
ECON 20700	Game Theory and Economic Applications	
ECON 21800	Experimental Economics	
One Macroeconomic Methods course, chosen from:		100
ECON 13000	Introduction to Money and Banking	
ECON 16020	Introduction to Public Sector Economics	
ECON 17100	Introduction to International Trade	
ECON 23950	Economic Policy Analysis [*]	
ECON 21010	Statistical Methods in Economics	100
or STAT 22000	Statistical Methods and Applications	
or STAT 23400	Statistical Models and Methods	
or STAT 24400	Statistical Theory and Methods I	
ECON 11020	Introduction to Econometrics	100
or ECON 21020	Econometrics	
or ECON 21030	Econometrics - Honors	
One Perspectives elective		100
Three electives from the University of Chicago Booth School of Business [§]		300
Two electives from the Department of Economics		200
Total Units		1300

[#] Students who have previously completed ECON 19800 but not ECON 20000 will have satisfied this requirement

[^] Students who have previously completed ECON 19900 but not ECON 20200 will have satisfied this requirement

^{*} Students may count either ECON 13000 or ECON 23950, but not both, toward the forty-two credits required for graduation.

- § Students must take Chicago Booth courses in at least three thematic "bundles." See Electives section for details.
 Note that BUSN 2XXXX-level (undergraduate-only) versions of these courses will follow some College policies regarding registration, scheduling, grading, etc. The BUSN 3XXXX-level versions will be subject to Chicago Booth academic and administrative policies. Consult the Chicago Booth website (<https://www.chicagobooth.edu/programs/taking-courses-at-booth/faq/#beecf17b3e304bae93c50f4f595c27d6>) for details.

Summary of Requirements: BA in Economics with Specialization in Data Science

GENERAL EDUCATION

One of the following:		200
MATH 13100-13200	Elementary Functions and Calculus I-II	
MATH 15100-15200	Calculus I-II *	
MATH 16100-16200	Honors Calculus I-II	
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL)	
Total Units		200

MAJOR

MATH 13300 or MATH 15300 or MATH 16300	Elementary Functions and Calculus III Calculus III Honors Calculus III	100
MATH 19520 or MATH 20400 or MATH 20800	Mathematical Methods for Social Sciences Analysis in R^n II Honors Analysis in R^n II	100
One of the following:		300
ECON 20000-20100-20200	The Elements of Economic Analysis I-II-III	
ECON 20010-20110-20210	The Elements of Economic Analysis: Honors I-II-III	
MATH 19620 or STAT 24300 or MATH 20250 or MATH 20700	Linear Algebra Numerical Linear Algebra Abstract Linear Algebra Honors Analysis in R^n I	100
STAT 23400 or STAT 24400 or STAT 24410	Statistical Models and Methods Statistical Theory and Methods I Statistical Theory and Methods Ia	100
ECON 21020 or ECON 21030	Econometrics Econometrics - Honors	100
CMSC 12300 or CMSC 15200 or CMSC 16200	Computer Science with Applications III Introduction to Computer Science II Honors Introduction to Computer Science II	100
Two Data Science courses chosen from:		200
ECON 21300	Data Construction and Interpretation in Economic Applications	
ECON 21320	Applications of Econometric and Data Science Methods	
ECON 21330	Econometrics and Machine Learning	
Two electives:		200
At most one of: ECON 21110 Applied Microeconomics, ECON 21130 Topics in Microeconomics, ECON 21150 Topics in Applied Econometrics		
At most one of: ECON 21200 Time Series Analysis, STAT 26100 Time Dependent Data, BUSN 20820 Financial Econometrics (or BUSN 41203 Financial Econometrics)		
ECON 21410	Computational Methods in Economics	
ECON 23040	Cryptocurrencies	
STAT 27400	Nonparametric Inference	
STAT 27725	Machine Learning	
Total Units		1300

* Credit may be granted by examination.

GRADING

Successful completion of the economics major requires both a major GPA of 2.0 or higher *and* a minimum grade of C– in all courses counted for the major program. In addition, students majoring in economics must receive quality grades in all courses required as part of the major. Non-majors may take economics courses on a P/F basis; only grades of C– or higher constitute passing work.

HONORS

To be considered for honors in economics, students must meet the following requirements: (1) a GPA of 3.5 or higher in the major and a GPA of 3.2 or higher overall, (2) participation in the honors workshop and sole authorship of an independent research paper on a topic in economics, and (3) a faculty sponsor's letter evaluating this independent research paper. For award of honors, the project must receive a grade of A or A–. At the beginning of the student's fourth year, the economics honors committee must have a letter from an economics faculty sponsor expressing willingness to oversee the student's writing of an independent research paper and recommending the student be admitted into the honors workshop program. Honors papers should be outgrowths of economics electives or research assistant work for the faculty sponsor.

Participation in the ECON 29800 Undergraduate Honors Workshop is mandatory throughout the year. Upon completion of the paper in the Spring Quarter, the student will then be retroactively registered for the course in the fourth-year quarter of the student's choosing. Plan for this retroactive registration with your College adviser.

The research paper, a transcript, and a recommendation letter from the faculty sponsor evaluating the independent research paper must be submitted to the undergraduate economics program office for consideration by the economics honors committee no later than the end of fourth week of the quarter in which the student plans to graduate. Students wishing to qualify for honors should (1) engage in preparatory course work in the area of interest no later than Spring Quarter of their third year and (2) consult with the program advisers no later than Winter Quarter of their third year.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program chair. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

PREPARATION FOR PHD PROGRAMS IN ECONOMICS

Students preparing to pursue a PhD program in economics should complete advanced course work in mathematics, statistics, and computer science. The real analysis sequence offered by the Mathematics Department, 3 Course Seq Code Title not found for MATH 20300 (or its honors variant MATH 20700-20800-20900 Honors Analysis in Rn I-II-III) contains material that is particularly important for economics graduate school. Students who used MATH 13300 Elementary Functions and Calculus III or MATH 15300 Calculus III to fulfill the calculus requirement will need to take MATH 15910 Introduction to Proofs in Analysis to transition into the real analysis sequence. Completion of this course work allows students to participate in higher level electives that may also be helpful for their chosen path of study in graduate school.

Completion of either STAT 24400 Statistical Theory and Methods I or STAT 24410 Statistical Theory and Methods Ia and either MATH 20250 Abstract Linear Algebra or STAT 24300 Numerical Linear Algebra will allow students to continue their training in statistics and econometrics at an advanced level.

Increasingly, graduate programs expect students to have sophisticated programming skills. Completion of CMSC 15100-15200 Introduction to Computer Science I-II is strongly encouraged.

In addition, students who are interested in pursuing graduate study are encouraged to take appropriate courses from other departments in the social sciences to obtain a well-rounded perspective of their areas of interest.

Students are encouraged to seek research assistant jobs and may self-subscribe to the Research Assistant Jobs (https://lists.uchicago.edu/web/info/chicago_economics-researchasst) listhost to receive updates on job postings.

Provisional and early final grades are not given for economics graduate courses. Economics graduate courses should not be taken in the student's graduating quarter unless the student will have completed all forty-two credits required for graduation, not counting the economics graduate course, and all requirements for all majors.

It is important that such students consult early in the second year with one of the directors of the undergraduate program to design a plan of course work and research. Contact juliew@uchicago.edu for appointments.

ECONOMICS COURSES

ECON 10000. Principles of Microeconomics. 100 Units.

By way of economic theory, applications, and contemporary issues, this course treats (1) the behavior and decision making on the part of individuals, business firms, and governments; and (2) the function of costs, prices, incentives, and markets in the American economy. We discuss contemporary topics (e.g., distribution of income, the environment, education, sports, health care). This course is formerly known as Econ 19800: Introduction to Microeconomics. Students may substitute "Econ 20000: The Elements of Economic Analysis I" for this course in the business economics track.

Instructor(s): A. Sanderson; M. Lee Terms Offered: Autumn Spring Winter

ECON 10200. Principles of Macroeconomics. 100 Units.

By way of theory and public policy applications, this course covers current major domestic and international macroeconomic issues in the U.S. economy, including the determination of income and output, inflation, unemployment, and economic growth; money, banking, and the Federal Reserve System; federal spending, taxation, and deficits; and international trade, exchange rates, and the balance of payments. This course is formerly known as Econ 19900: Introduction to Macroeconomics. Students may substitute "Econ 20200: The Elements of Economic Analysis III" for this course in the business economics track.

Instructor(s): A. Sanderson Terms Offered: Autumn Spring Winter

ECON 11020. Introduction to Econometrics. 100 Units.

The objective of this course is to introduce students to the practice of econometrics. The course will focus on the use of multiple regression as a tool to establish causal relations. The course emphasizes all steps of the process of empirical research: data collection, analysis, and presentation (both written and oral). Multiple examples of this process will be discussed and students will be expected to read and evaluate existing research. Students will apply the techniques discussed in class to a topic of their choosing. They will write a paper and present results to the class.

Instructor(s): Staff Terms Offered: Spring Winter

Prerequisite(s): ECON 10000 and ECON 10200; ECON 21010 or STAT 22000 or STAT 23400 or STAT 24400

ECON 12300. Character and Commerce: Practical Wisdom in Economic Life. 100 Units.

Most of us seek to be reasonably good people leading what we take to be successful and satisfying lives. There is a mountain of evidence suggesting that most of us fail to live up to our own standards. Worse, we often fail to mark our own failures in ways that could help us improve ourselves. The context in which we try to live good lives is shaped by the vicissitudes of the global economy. The global economy is obviously of interest to those of us studying economics or planning on careers in business. Aspiring entrepreneurs or corporate leaders have clear stakes in understanding practical wisdom in the economic sphere. But anyone who relies upon her pay - or someone else's - to cover her living expenses has some interest in economic life. In this course, we will bring work in neo-Aristotelian ethics and neo-classical economics into conversation with empirical work from behavioral economics and behavioral ethics, to read, write, talk, and think about cultivating wisdom in our economic dealings. While our focus will be on business, the kinds of problems we will consider, and the ways of addressing these, occur in ordinary life more generally - at home, in academic settings, and in our efforts to participate in the daily production and reproduction of sound modes of social interaction. (A)

Instructor(s): C. Vogler Terms Offered: Winter

Equivalent Course(s): PHIL 24098

ECON 12410. Pathways in Economics. 100 Units.

This program introduces students to the approaches to economic research and experimentation that make UChicago a world leader in the field. Full-time lecturers in the Department of Economics teach classes on topics in macroeconomics, microeconomics, game theory, and field experiments, which are supplemented by guest lectures delivered by preeminent UChicago faculty in economics and other departments whose research applies the tools and insights of the field in new and exciting ways. Participants can apply what they hear about in lectures during small group discussion sections facilitated by a team of outstanding current UChicago students, as well as in labs and site visits to locations such as the Federal Reserve Bank of Chicago.

Terms Offered: Summer

ECON 12411. Pathways in Economics C. 100 Units.

This program introduces students to the approaches to economic research and experimentation that make UChicago a world leader in the field. Full-time lecturers in the Department of Economics teach classes on topics in macroeconomics, microeconomics, game theory, and field experiments, which are supplemented by guest lectures delivered by preeminent UChicago faculty in economics and other departments whose research applies the tools and insights of the field in new and exciting ways. Participants can apply what they hear about in lectures during small group discussion sections facilitated by a team of outstanding current UChicago students, as well as in labs and site visits to locations such as the Federal Reserve Bank of Chicago.

Terms Offered: Summer

ECON 12412. A Survey of Chicago Economics. 50 Units.

This two-week program will provide an introduction to UChicago-style, rigorous economics education; it is open only to approved visiting third-year students from Universidad Panamericana. Led by a team of full-time lecturers from the Department of Economics, this course will explore topics in four foundational areas: price theory, game theory, experimental economics, and macroeconomics. Participants will also develop skills that will prepare them for further graduate study or other professional pursuits, such as interviewing, networking, and academic and professional communications. Evening and weekend residential program activities will enable students to experience American life and culture and explore the vibrant city of Chicago. Throughout the program, students will have the opportunity to practice both academic and informal spoken English.
Terms Offered: Summer

ECON 13000. Introduction to Money and Banking. 100 Units.

The course focuses on monetary policy and central bank's attempts to stabilize prices and promote maximum sustainable economic growth. Topics include the structure of the Federal Reserve, the conduct of monetary policy, the term structure of interest rates, risk valuation, management of banking, and financial crises.
Instructor(s): K. Kuevibulvanich Terms Offered: TBD
Prerequisite(s): Econ 10200

ECON 14810. Evolution and Economics of Human Behavior. 100 Units.

This course explores how evolutionary biology and behavioral economics explain many different aspects of human behavior. Specific topics include evolutionary theory, natural and sexual selection, game theory, cost-benefit analyses of behavior from an evolutionary and a behavioral economics perspective, aggression, power and dominance, cooperation and competition, biological markets, parental investment, life history and risk-taking, love and mating, physical attractiveness and the market, emotion and motivation, sex and consumer behavior, cognitive biases in decision-making, and personality and psychopathology.
Instructor(s): D. Maestriperieri Terms Offered: Winter
Note(s): CHDV Distribution, A
Equivalent Course(s): PSYC 37950, PSYC 27950, CHDV 27950, BIOS 29265, CHDV 37950

ECON 16020. Introduction to Public Sector Economics. 100 Units.

The course studies public policy issues in the world from both micro- and macroeconomic perspectives. Covered topics include tax, antitrust, and trade policies (micro) as well as fiscal and monetary policies (macro). International case studies will be discussed in comparison to the US experiences (e.g., industrial policies and development in Asia, exchange rate policies in Latin America, the currency union in Europe, and ECB's monetary policy).
Instructor(s): Staff Terms Offered: TBD
Prerequisite(s): ECON 10000, ECON 10200

ECON 19000. Economics for Everyone: Micro. 100 Units.

The field of economics has generated a powerful set of insights which have fundamentally shaped the modern world. Because modern economics puts such a heavy stress on mathematical rigor, the most interesting economic ideas often get pushed to the background. In this course, we will explore these big economic ideas, without the math. Our goal is to make the beauty and power of economic thinking available to everyone. We will discuss what it means to think like an economist, how you can use economic thinking to make the world a better place (or to take advantage of your friends and enemies, if you prefer), and also how sometimes thinking like an economist can get you into trouble.
Instructor(s): J. List, S. Levitt Terms Offered: Winter

ECON 19100. Economics for Everyone: Macro. 100 Units.

This course explores the big ideas in macroeconomics in a way that is enjoyable and accessible, with minimal reliance on mathematics. The goal is to provide an introduction to macroeconomic issues for people who have never before studied macroeconomics (and who might never study it again), so that they can understand and contribute to ongoing discussions in the news and on social media. We will demystify some of the major macroeconomic questions of our times: Why is there unemployment? Why are some countries poor? What's the big deal about government debt? How high should we set taxes? What gives money and stocks their value? What does the Fed do? And why did all those economists win Nobel Prizes? We will show the fun, interesting, and strange sides of macroeconomics.
Instructor(s): G. Kaplan Terms Offered: Spring

ECON 20000-20100-20200-20300. The Elements of Economic Analysis I-II-III-IV.**ECON 20000. The Elements of Economic Analysis I. 100 Units.**

This course develops the economic theory of consumer choice. This theory characterizes optimal choices for consumers given their incomes and preferences, as well as the relative prices of different goods. This course develops tools for analyzing how these optimal choices change when relative prices and consumer incomes change. Finally, this course presents several measures of consumer welfare. Students learn how to evaluate the impact of taxes and subsidies using these measures. Completion of ECON 10000 (or ECON 19800) is strongly recommended of students without a prior microeconomics course.

Terms Offered: Autumn Spring

Prerequisite(s): MATH 13300 (with prior completion of or at least concurrent with MATH 19520), MATH 15300, or 16300. First-year students must also pass the economics placement exam or complete ECON 10000 (or ECON 19800).

ECON 20100. The Elements of Economic Analysis II. 100 Units.

This course is a continuation of ECON 20000. The first part of this course discusses markets with one or a few suppliers. The second part focuses on demand and supply for factors of production and the distribution of income in the economy. This course also includes some elementary general equilibrium theory and welfare economics.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): ECON 20000 or 20010

ECON 20200. The Elements of Economic Analysis III. 100 Units.

As an introduction to macroeconomic theory and policy, this course covers the determination of aggregate demand (i.e., consumption, investment, the demand for money); aggregate supply; and the interaction between aggregate demand and supply. We also discuss economic growth, business cycle, inflation and money. Completion of ECON 19900 is strongly recommended of students without a prior macroeconomics course.

Instructor(s): Staff Terms Offered: Spring Winter

Prerequisite(s): ECON 20100 or 20110

ECON 20300. Elements of Economic Analysis IV. 100 Units.

This is a course in money and banking, monetary theories, the determinants of the supply and demand for money, the operation of the banking system, monetary policies, financial markets, and portfolio choice.

Instructor(s): Staff

Prerequisite(s): ECON 20200 or 20210

ECON 20010-20110-20210. The Elements of Economic Analysis: Honors I-II-III.

The Elements of Economic Analysis: Honors I-II-III

ECON 20010. The Elements of Economic Analysis I Honors. 100 Units.

The scope of the honors section is the same as the standard section, but it covers material at greater depth and using more sophisticated mathematical methods. This course develops the economic theory of consumer choice. This theory characterizes optimal choices for consumers given their incomes and preferences, as well as the relative prices of different goods. This course develops tools for analyzing how these optimal choices change when relative prices and consumer incomes change. Finally, this course presents several measures of consumer welfare. Students learn how to evaluate the impact of taxes and subsidies using these measures. Completion of ECON 10000 (or ECON 19800) is strongly recommended of students without a prior microeconomics course.

Instructor(s): Staff Terms Offered: Autumn Spring

Prerequisite(s): MATH 13300 (with prior completion of or at least concurrent with MATH 19520), MATH 15300, or 16300. First-year students must also pass the economics placement exam or complete ECON 10000 (or ECON 19800).

ECON 20110. The Elements of Economic Analysis II Honors. 100 Units.

The scope of the honors section is the same as the standard section, but it covers material at greater depth and using more sophisticated mathematical methods. This course is a continuation of ECON 20000/20010. The first part of this course discusses markets with one or a few suppliers. The second part focuses on demand and supply for factors of production and the distribution of income in the economy. This course also includes some elementary general equilibrium theory of welfare economics.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): ECON 20000 or 20010

ECON 20210. The Elements of Economic Analysis III Honors. 100 Units.

The scope of the honors section is the same as the standard section, but it covers material at greater depth and using more sophisticated mathematical methods. As an introduction to macroeconomic theory and policy, this course covers the determination of aggregate demand (i.e., consumption, investment, the demand for money); aggregate supply; and the interaction between aggregate demand and supply. We also discuss economic growth, business cycle, inflation and money. Completion of ECON 19900 is strongly recommended of students without a prior macroeconomics course.

Instructor(s): Staff Terms Offered: Spring Winter

Prerequisite(s): ECON 20100 or 20110

ECON 20100. The Elements of Economic Analysis II. 100 Units.

This course is a continuation of ECON 20000. The first part of this course discusses markets with one or a few suppliers. The second part focuses on demand and supply for factors of production and the distribution of income in the economy. This course also includes some elementary general equilibrium theory and welfare economics.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): ECON 20000 or 20010

ECON 20110. The Elements of Economic Analysis II Honors. 100 Units.

The scope of the honors section is the same as the standard section, but it covers material at greater depth and using more sophisticated mathematical methods. This course is a continuation of ECON 20000/20010. The first part of this course discusses markets with one or a few suppliers. The second part focuses on demand and supply for factors of production and the distribution of income in the economy. This course also includes some elementary general equilibrium theory of welfare economics.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): ECON 20000 or 20010

ECON 20200. The Elements of Economic Analysis III. 100 Units.

As an introduction to macroeconomic theory and policy, this course covers the determination of aggregate demand (i.e., consumption, investment, the demand for money); aggregate supply; and the interaction between aggregate demand and supply. We also discuss economic growth, business cycle, inflation and money. Completion of ECON 19900 is strongly recommended of students without a prior macroeconomics course.

Instructor(s): Staff Terms Offered: Spring Winter

Prerequisite(s): ECON 20100 or 20110

ECON 20210. The Elements of Economic Analysis III Honors. 100 Units.

The scope of the honors section is the same as the standard section, but it covers material at greater depth and using more sophisticated mathematical methods. As an introduction to macroeconomic theory and policy, this course covers the determination of aggregate demand (i.e., consumption, investment, the demand for money); aggregate supply; and the interaction between aggregate demand and supply. We also discuss economic growth, business cycle, inflation and money. Completion of ECON 19900 is strongly recommended of students without a prior macroeconomics course.

Instructor(s): Staff Terms Offered: Spring Winter

Prerequisite(s): ECON 20100 or 20110

ECON 20520. Formal Models of Political Economics. 100 Units.

This course introduces formal economic models adopted in the modern inquiry into the incentives of participants in political processes. The approach is largely game theoretical, while topics covered include electoral competition, checks and balances, delegation, legislative bargaining, political agency, special interest politics and campaign finance.

Instructor(s): R. Fang

Prerequisite(s): ECON 20100 (ECON 20700 strongly recommended)

ECON 20700. Game Theory and Economic Applications. 100 Units.

ECON 20700 or 20770 may be used as an economics elective, but only one may be used toward degree requirements. This course introduces the basic ideas and applications of game theory. Topics include models of games in extensive and strategic form, equilibria with randomization, signaling and beliefs, reputation in repeated games, bargaining games, investment hold-up problems, and mediation and incentive constraints.

Instructor(s): R. Fang Terms Offered: Autumn Spring Winter

Prerequisite(s): ECON 20100 (or ECON 10000 for declared business economics specialization). No first-year students.

ECON 20770. Decision and Strategy. 100 Units.

ECON 20700 or 20770 may be used as an economics elective, but only one may be used toward degree requirements. This course provides a formal introduction to game theory with applications in economics. We will study models of how individuals make decisions, and how those decisions are shaped by strategic concerns and uncertainty about the world. The topics will include the theory of individual choice, games of complete and incomplete information, and equilibrium concepts such as Nash equilibrium. The applications will include oligopoly, auctions, and bargaining. The course is appropriate for advanced undergraduates who are interested in a rigorous mathematical approach to understanding human behavior.

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

Prerequisite(s): ECON 20100/ECON 20110 and MATH 20300/MATH 20310/MATH 20700, or consent of instructor

ECON 20780. Decision and Strategy II. 100 Units.

We continue the formal introduction to decision theory and game theory begun in ECON 20770, with a specific focus on models of incomplete information. Topics covered include subjective expected utility, Bayesian games, contract theory, and mechanism design. Among the applications we will consider are auctions, collusion, entry deterrence, and strategic communication. The course is appropriate for advanced undergraduates who are interested in a rigorous mathematical approach to decision making in strategic situations.

Instructor(s): B. Brooks Terms Offered: Spring

Prerequisite(s): ECON 20770 or consent of instructor

ECON 20800. Theory of Auctions. 100 Units.

In part, this course covers the analysis of the standard auction formats (i.e., Dutch, English, sealed-bid) and describes conditions under which they are revenue maximizing. We introduce both independent private-value models and interdependent-value models with affiliated signals. Multi-unit auctions are also analyzed with an emphasis on Vickrey's auction and its extension to the interdependent-value setting.

Instructor(s): P. Reny Terms Offered: Winter

Prerequisite(s): ECON 20100, MATH 20300, and STAT 24400

ECON 21010. Statistical Methods in Economics. 100 Units.

This course provides a solid foundation in probability and statistics for economists. We emphasize topics needed for further study of econometrics in ECON 21020. Topics include elements of probability theory, sampling theory, estimation, hypothesis testing, and an introduction to linear algebra.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): ECON 20000 (or ECON 10200 for declared business economics specialization)

ECON 21020. Econometrics. 100 Units.

Required of students who are majoring in economics; those students are encouraged to meet this requirement by the end of their third year. This course covers the single and multiple linear regression model, the associated distribution theory, and testing procedures; corrections for heteroskedasticity, autocorrelation, and simultaneous equations; and other extensions as time permits. Students also apply the techniques to a variety of data sets using PCs.

Instructor(s): Staff Terms Offered: Autumn, Spring, Winter

Prerequisite(s): ECON 20100, ECON 21010, or STAT 23400 and MATH 19620 (or MATH 20000 or STAT 24300 or MATH 20250)

ECON 21030. Econometrics - Honors. 100 Units.

The topics are essentially the same as those covered in ECON 21020, but this foundations course in econometrics gives a more systematic introduction to the application of statistical theory to economic applications. This course is intended for students who are planning to study economics at the graduate level.

Instructor(s): Staff Terms Offered: Spring, Winter

Prerequisite(s): ECON 20100, and STAT 24400, 24410 or 24500, and MATH 20250 or STAT 24300; or consent of instructor

ECON 21110. Applied Microeconometrics. 100 Units.

ECON 21100 or 21110 or 21130 or 21150 may be used as an economics elective, but only one may be used toward degree requirements. This course will cover a broad set of applications in labor economics, public economics, industrial organization, economics of education, environmental economics, and development economics. There will be a strong focus on how economic theory, institutional details, and experiments can be used to draw causal inferences on economic relationships. There will be emphasis on applying a number of commonly used microeconomic methods to economic data; including the linear regression model, fixed and random effects models, instrumental variables, and discrete choice models. When interpreting the empirical results, we will also discuss the importance of omitted variables bias and measurement error.

Instructor(s): J. Joensen

Prerequisite(s): ECON 21020 or ECON 21030

ECON 21130. Topics in Microeconometrics. 100 Units.

ECON 21100 or 21110 or 21130 or 21150 may be used as an economics elective, but only one may be used toward degree requirements. This course focuses on micro-econometric methods that have applications to a wide range of economic questions. We study identification, estimation, and inference in both parametric and non-parametric models and consider aspects such as consistency, bias and variance of estimators. We discuss how repeated measurements can help with problems related to unobserved heterogeneity and measurement error, and how they can be applied to panel and network data. Topics include duration models, regressions with a large number of covariates, non-parametric regressions, and dynamic discrete choice models. Applications include labor questions such as labor supply, wage inequality decompositions and matching between workers and firms. Students will be expected to solve programming assignment in R.

Prerequisite(s): ECON 21020 OR ECON 21030

ECON 21150. Topics in Applied Econometrics. 100 Units.

ECON 21100 or 21110 or 21130 or 21150 may be used as an economics elective, but only one may be used toward degree requirements. This course builds on the theoretical foundations set in Econ 21030 and explores more advanced topics pertinent to modern economic applications. While the course content may change from year to year according to student and instructor interests, some potential topics are panel data methods, treatment effects/causal inference, discrete choice/limited dependent variable models, demand estimation, and selected topics in economic applications of supervised and unsupervised learning algorithms. The course will involve analytically and computationally intensive assignments and a significant project component.

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

Prerequisite(s): ECON 21030

ECON 21300. Data Construction and Interpretation in Economic Applications. 100 Units.

In this course we will explore the process of extracting insights from real-world data. What can one learn from a particular data set? How do you know what sets of tools will be "right" for the job? How can you increase your degree of confidence that the inferences you are drawing are correct? How can you best communicate the insights you glean from the data? Unlike standard econometrics courses, this class emphasizes hands-on work with actual data sets rather than the development of sophisticated tools and techniques (which are also useful, you just won't learn them here!).

Instructor(s): S. Levitt Terms Offered: TBD

Prerequisite(s): ECON 10000/19800/20000/20010 and STAT 22000/23400/24400 (or ECON 21010)

ECON 21320. Applications of Econometric and Data Science Methods. 100 Units.

This course builds on the theoretical foundations set in Econ 21030 and explores further topics pertinent to modern economic applications. While the course content may change from year to year according to student and instructor interests, some potential topics are panel data methods, treatment effects/causal inference, discrete choice/limited dependent variable models, demand estimation, and topics in economic applications of supervised and unsupervised learning algorithms. The course will involve analytically and computationally intensive assignments and a significant empirical project component.

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

Prerequisite(s): CMSC 12300/15200/16200 and ECON 21020 (ECON 21030 Honors Econometrics preferred)

ECON 21330. Econometrics and Machine Learning. 100 Units.

This course reviews a number of modern methods from econometrics, statistics and machine learning, and presents applications to economic problems. Examples of methods covered are simulation-based techniques, regularization via coefficient and matrix penalization, and regression and classification methods such as trees, forests and neural networks. Applications include economic models of network formation, and dimension reduction for structural economic models. The course involves programming and work with data. Beyond econometric background such as Econ 21030, students should have a solid background in computation.

Instructor(s): S. Bonhomme Terms Offered: Spring

Prerequisite(s): CMSC 12300/15200/16200 and ECON 21020 (ECON 21030 Honors Econometrics preferred)

ECON 21410. Computational Methods in Economics. 100 Units.

This course introduces the empirical and computational techniques necessary for numerical estimation and simulation in economics. Through examples in economics, the course covers topics such as optimization, function approximation, and monte carlo techniques. Emphasis will be placed on developing effective programming and research practices. The course is structured through a series of applications in such topics as segregation, occupational choice, and repeated games. The course will be taught in R and STATA. Though helpful, no previous experience with R or STATA is required.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): ECON 20100 and ECON 21020 or ECON 21030

ECON 21730. Applied Behavioral Economics. 100 Units.

This class covers recent work in behavioral economics. Topics include discrimination, social pressure, social norms, identity and gender. Applications will cover a wide range of fields, including labor economics, finance, and political economy.

Instructor(s): L. Bursztyn Terms Offered: Winter

Prerequisite(s): ECON 20100 and ECON 21020 (or ECON 21030).

ECON 21800. Experimental Economics. 100 Units.

This course provides the necessary tools to be an avid consumer of the experimental literature and instructs students on how to become a producer of that literature. Topics include a summary of recent experimental findings and details on how to gather and analyze data using experimental methods.

Instructor(s): L. Bursztyn Terms Offered: Winter

Prerequisite(s): ECON 20100 and ECON 21020 (or ECON 21030); OR ECON 10000 for declared business economics specialization. No first-year students.

Equivalent Course(s): ECON 41100

ECON 21830. Social Neuroscience. 100 Units.

Social species, by definition, create emergent organizations beyond the individual - structures ranging from dyads and families to groups and cultures. Social neuroscience is the interdisciplinary field devoted to the study of neural, hormonal, cellular, and genetic mechanisms, and to the study of the associations and influences between social and biological levels of organization. The course provides a valuable interdisciplinary framework for students in psychology, neuroscience, behavioral economics, and comparative human development. Many aspects of social cognition will be examined, including but not limited to attachment, attraction, altruism, contagion, cooperation, competition, dominance, empathy, isolation, morality, and social decision-making.

Instructor(s): J. Decety Terms Offered: Autumn

Equivalent Course(s): NSCI 21000, PSYC 22350, BIOS 24137, CHDV 22350

ECON 22200. Topics in American Economic History. 100 Units.

Economic analysis is applied to important issues in American economic history. Specific topics vary, but may include the following: the economics of colonization, the transatlantic slave trade, the role of indentured servitude and slavery in the colonial labor market, the record and sources of 19th-century economic growth, economic causes and effects of 19th-century immigration, the expansion of education, the economics of westward migration, determinants of long-run trends in the distribution of income and wealth, the quantitative analysis of economic and social mobility, and the economics of racial discrimination in the twentieth-century South.

Instructor(s): D. Galenson Terms Offered: Autumn

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 32000

ECON 22410. UChicago Economics: The People and the Seminal Ideas. 100 Units.

Econ 24720 or Econ 22410 may be used as an economics elective, but only one of the two may be used toward economics major requirements. This course will trace in general the history and evolution of economic thought as an intellectual discipline, from the Middle Ages through Adam Smith and the Classical dominance in the 18th and 19th centuries, to the neoclassical period and alternative schools, and then the rise of Keynesian economics and the emergence of the Chicago School of economics in the 20th century. With this background and context, the focus will turn to the theoretical and empirical contributions of important historical UChicago figures such as Veblen, Knight, Hayek, Friedman, Stigler, Coase and Becker as well as the seminal ideas of contemporary scholars, including several Nobel laureates, in the Department, other academic units on campus, and economists elsewhere with deep Chicago roots.

Instructor(s): A. Sanderson and Staff Terms Offered: Winter

Prerequisite(s): ECON 20200. Third- or fourth-year standing.

ECON 22600. Innovators. 100 Units.

Economists believe that innovation is a primary source of economic growth. Yet although most innovations are made by individuals or small groups, until recently economists have not studied how those exceptional people produce their discoveries. Recent research has shown that there are two very different types of innovators, who have different goals and follow different processes. This course surveys this research, examining the careers and innovations of important practitioners in a range of modern arts, including painters, novelists, sculptors, poets, movie directors, photographers, songwriters, and architects, as well as entrepreneurs and scientists. The material covered in this course adds a new dimension to our understanding of creativity and of how innovators in many different activities produce new forms of art and science.

Instructor(s): D. Galenson Terms Offered: Autumn

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 42900

ECON 22650. Creativity. 100 Units.

This seminar examines recent research on how creative people innovate in a wide range of intellectual activities. The main project for the course is a term paper that analyzes the creative life cycle of one or more innovators of the student's choice, using both quantitative and qualitative evidence. Students present their research in progress for discussion. The seminar is designed to give students all the tools needed to do this research, including choosing a subject, finding and using an appropriate data set, and negotiating the relevant scholarship.

Instructor(s): D. Galenson Terms Offered: Winter

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 42800

ECON 23000. Money and Banking. 100 Units.

This course covers economic theories and topical issues in money and banking. We discuss such "traditional" topics as the quantity theory, the Phillips curve, and the money creation process. We also investigate models of bank runs and financial crises, the tradeoff between rules and discretion, and the New Macroeconomic Synthesis of New Classical. Other topics include New Keynesian approaches to modeling money and monetary policy, practical and institutional issues in European and U.S. monetary policy, and the 2008 financial crisis.

Instructor(s): H. Uhlig Terms Offered: Winter

Prerequisite(s): ECON 20200 (or ECON 20210)

ECON 23040. Cryptocurrencies. 100 Units.

This course will cover both the computer science aspects and economic aspects of cryptocurrencies. Topics to be discussed will include network and system building blocks, consensus protocols, cryptographic algorithms, security and privacy issues, pricing of cryptocurrencies, bubbles, monetary policy issues and regulatory concerns.

Instructor(s): D. Cash, H. Uhlig, B. Zhao Terms Offered: Winter

Prerequisite(s): CMSC 10500, 12100, 15100, or 16100 and ECON 10000 (ECON 19800) or ECON 10200 (ECON 19900)

Equivalent Course(s): CMSC 23280

ECON 23200. Topics in Macroeconomics. 100 Units.

This course focuses on the use of dynamic general equilibrium models to study questions in macroeconomics.

Topics include long-run growth and dynamic fiscal policy (Ricardian equivalence, tax smoothing, capital taxation), labor market search, industry investment, and asset pricing. On the technical side, we cover basic optimal control (Hamiltonians) and dynamic programming (Bellman equations).

Instructor(s): N. Stokey Terms Offered: Autumn

Prerequisite(s): ECON 20200 (or ECON 20210) and MATH 20300 (or MATH 20310 or MATH 20700)

ECON 23230. Macroeconomic Crises. 100 Units.

This course introduces students to economic theories of "crises" or particular periods of rapid (negative) changes in real and financial variables that are distinct from long-run growth and regular business cycles. In particular, we will cover the origin and end of speculative bubbles, runs and credit crunches. We will study capital flows in the open macroeconomy and the effects of sudden stops. Furthermore, we will analyze sovereign debt crises and defaults – their causes and consequences for labor market, banking sector, and aggregate income. Looking at some recent episodes, we will also discuss fiscal policy.

Instructor(s): N. Balke Terms Offered: Spring

Prerequisite(s): ECON 23950 and ECON 21020 (or ECON 21030)

ECON 23330. Introduction to Dynamic Economic Modeling. 100 Units.

This course provides an introduction to dynamic economic models, with applications to macroeconomics, labor economics, financial economics, and other subfields of economics. The core methodology will be consistent over time, but the applications will vary from year to year. The course will analyze decentralized equilibrium and social planner's problems in dynamic environments. It will focus on developing techniques for analyzing such models graphically, analytically, and computationally. Students should be familiar with constrained optimization (e.g. Lagrangians), linear algebra, and difference equations, as well as microeconomics, macroeconomics, and econometrics at an intermediate level.

Instructor(s): R. Shimer

Prerequisite(s): ECON 20200 (or ECON 20210) and ECON 21020 (or ECON 21030)

ECON 23410. Economic Growth. 100 Units.

The process of economic growth and the sources of differences in economic performance across nations are some of the most interesting, important and challenging areas in modern social science. You cannot travel or read the news without wondering why differences in standards of living among countries are so large. The primary purpose of this course is to introduce undergraduate students to these major issues and to the theoretical tools necessary for studying them. The course therefore strives to provide students with a solid background in dynamic economic analysis, as well as empirical examples and data analysis. We will cover models at an abstract and advanced level. You must have the degree of mathematical maturity associated with the concepts of functions, derivatives, integrals, Taylor series, optimization, ordinary differential equations. Some basic knowledge on regression analysis is also required.

Instructor(s): U. Akcigit Terms Offered: Winter

Prerequisite(s): ECON 20200 (or ECON 20210) and ECON 21020 (or ECON 21030)

ECON 23950. Economic Policy Analysis. 100 Units.

Building on the tools and methods that are developed in the core courses, this course analyzes fiscal and monetary policy and other topical issues. We use both theoretical and empirical approaches to understand the real-world problems.

Instructor(s): Staff Terms Offered: Autumn Spring

Prerequisite(s): ECON 20200; ECON 21020 or 21030 strongly recommended.

ECON 2400. Labor Economics. 100 Units.

Topics include the theory of time allocation, the payoffs to education as an investment, detecting wage discrimination, unions, and wage patterns. Most of the examples are taken from U.S. labor data, although we discuss immigration patterns and their effects on U.S. labor markets. Some attention is also given to the changing characteristics of the workplace.

Instructor(s): Staff Terms Offered: TBD

Prerequisite(s): ECON 20100 and ECON 21020 (or ECON 21030)

ECON 24450. Inequality and the Social Safety Net: Theory, Empirics, and Policies. 100 Units.

This course will introduce students to key economic and conceptual issues surrounding inequality and the social safety net. We will study the theoretical underpinnings and empirical analysis of the social safety net, focusing on the effects of social insurance and public assistance programs on individual and societal outcomes. After studying models of the insurance-incentive tradeoff, we will apply these models and econometric strategies to the empirical analysis of social safety net programs. We will study how social safety net programs interact with labor markets, specifically human capital investment and work decisions, and how they affect long-term outcomes such as income, health, well-being, and inequality. Students will learn how to analyze the tradeoffs involved in social safety net programs and will learn the current state of evidence on these programs.

Instructor(s): M. Deshpande Terms Offered: Spring

Prerequisite(s): ECON 20100 and ECON 21020 or ECON 21030

ECON 24720. Inequality: Origins, Dimensions, and Policy. 100 Units.

For the last four decades, incomes in the United States and across the globe have grown more unequal. That fact has attracted worldwide attention from scholars, governments, religious figures, and public intellectuals. In this interdisciplinary course, participating faculty members drawn from across the University and invited guest speakers will trace and examine the sources and challenges of inequality and mobility in many of its dimensions, from economic, political, legal, biological, philosophical, public policy, and other perspectives. This course is part of the College Course Cluster program: Inequality.

Instructor(s): A. Sanderson and Staff Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing

Note(s): ECON 24720 or ECON 22410 may be used as an Economics elective, but only one of the two may be used toward Economics major requirements.

Equivalent Course(s): PBPL 28920, BPRO 28900

ECON 25000. Introduction To Finance. 100 Units.

This course develops the tools to quantify the risk and return of financial instruments. These are applied to standard financial problems faced by firms and investors. Topics include arbitrage pricing, the capital asset pricing model, and the theory of efficient markets and option pricing. Prerequisite(s): ECON 20300, STAT 23400, and ECON 21000

Instructor(s): Staff Terms Offered: Autumn Spring

Prerequisite(s): ECON 20200 and ECON 21020 (or ECON 21030)

ECON 25100. Financial Economics; Speculative Markets. 100 Units.

This course focuses on the description, pricing, and hedging of basic derivative claims on financial assets. We study the characteristics, uses, and payoffs of a variety of contracts where the underlying claims include commodities, foreign currencies, bonds, stocks, or stock indices. We examine contracts such as options, swaps, and futures contracts. We use a unified approach (the technique of portfolio replication) to study pricing of these claims. Students also gain an understanding of strategies for hedging of the risks inherent in holding these derivative claims.

Instructor(s): F. Alvarez Terms Offered: Spring

Prerequisite(s): ECON 20100 and STAT 23400 (or ECON 21010)

ECON 25130. Behavioral Finance. 100 Units.

This course is designed to give students an overview of psychological biases in financial decision-making and examine the impacts of these biases in financial markets. It will also introduce students to behavioral and experimental methodologies—both in the lab and in the field—used in finance. Topics include: non-expected utility theories under risk and ambiguity, biases in probabilistic judgment, framing, loss aversion, self-control and non-exponential discounting, mental accounting and herding.

Instructor(s): G. Ponti Terms Offered: Spring

Prerequisite(s): ECON 20100 and ECON 21020 (or ECON 21030)

ECON 25710. China's Economic Development & Transition. 100 Units.

Equivalent Course(s): PBPL 27150

ECON 26010. Public Finance. 100 Units.

This course addresses the measurement, explanation, and consequences of government activity including tax systems, expenditure programs, and regulatory arrangements. Topics include cross-country comparisons of government behavior, market analyses of public policy, the incidence of government activity, and effects of economic activity on politics and public policy.

Instructor(s): M. Golosov, C. Clapp Terms Offered: Autumn Winter

Prerequisite(s): ECON 20200 and ECON 21020 (or ECON 21030)

Note(s): ECON 26010 or 26020 may be used as an economics elective, but only one may be used toward degree requirements.

ECON 26020. Public Sector Economics. 100 Units.

ECON 26010 or 26020 may be used as an economics elective, but only one may be used toward degree requirements. This course addresses the measurement, explanation, and consequences of government activity including tax systems, expenditure programs, and regulatory arrangements. Topics include cross-country comparisons of government behavior, market analyses of public policy, the incidence of government activity, and effects of economic activity on politics and public policy.

Instructor(s): C. Mulligan

Prerequisite(s): ECON 23950 AND ECON 21020 (or ECON 21030); or consent of instructor

ECON 26500. Environmental Economics. 100 Units.

This course applies theoretical and empirical economic tools to environmental issues. We discuss broad concepts such as externalities, public goods, property rights, market failure, and social cost-benefit analysis. These concepts are applied to areas that include nonrenewable resources, air and water pollution, solid waste management, and hazardous substances. We emphasize analyzing the optimal role for public policy.

Instructor(s): S. Shaikh

Prerequisite(s): ECON 20100

Equivalent Course(s): ENST 26500, PBPL 32631

ECON 26530. Environment, Agriculture, and Food: Economic and Policy Analysis. 100 Units.

The connections between environment, agriculture, and food are inherent in our social, cultural, and economic networks. Land use, natural resource management, energy balances, and environmental impacts are all important components in the evolution of agricultural systems. Therefore it is important to develop ways in which to understand these connections in order to design effective agricultural programs and policies. This course is designed to provide students with guidance on the models and tools needed to conduct an economic research study on the intersecting topics of environment, agriculture, and food. Students learn how to develop original research ideas using a quantitative and applied economic policy analysis for professional and scholarly audiences. Students collect, synthesize, and analyze data using economic and statistical tools. Students provide outcomes and recommendations based on scholarly, objective, and policy relevant research rather than on advocacy or opinions, and produce a final professional-quality report for a workshop presentation and publication. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

Instructor(s): S. Shaikh Terms Offered: Winter

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400

Equivalent Course(s): ENST 26530, PBPL 26530, PPHA 32510

ECON 26540. Environment, Agriculture, and Food: Advanced Economic and Policy Analysis. 100 Units.

This course is an extension of ENST 26530 but also stands alone as a complete course itself. Students don't need to take ENST 26530 to enroll in this course. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

Instructor(s): S. Shaikh Terms Offered: Spring

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400

Equivalent Course(s): ENST 26531, PBPL 26531, PPHA 32520

ECON 26700. Economics of Education. 100 Units.

This course explores economic models of the demand for and supply of different forms of schooling. The course examines the markets for primary, secondary, and post-secondary schooling. The course examines numerous public policy questions, such as the role of government in funding or subsidizing education, the design of public accountability systems, the design of systems that deliver publicly funded (and possibly provided) education, and the relationship between education markets and housing markets.

Instructor(s): D. Neal Terms Offered: TBD

Prerequisite(s): ECON 21020 or ECON 21030

Equivalent Course(s): PBPL 26705, EDSO 26700

ECON 26800. Energy and Energy Policy. 100 Units.

This course shows how scientific constraints affect economic and other policy decisions regarding energy, what energy-based issues confront our society, how we may address them through both policy and scientific study, and how the policy and scientific aspects can and should interact. We address specific technologies, both those now in use and those under development, and the policy questions associated with each, as well as with more overarching aspects of energy policy that may affect several, perhaps many, technologies.

Instructor(s): S. Berry, G. Tolley Terms Offered: TBD. May be offered 2019-20

Prerequisite(s): PQ: Third- or fourth-year standing. For ECON majors who want ECON credit for this course (ECON 26800): PQ is ECON 20100.

Equivalent Course(s): PBPL 29000, BPRO 29000, PSMS 39000, CHSS 37502, ENST 29000, PPHA 39201

ECON 26920. Behavioral Economics and Policy. 100 Units.

The standard theory of rational choice exhibits explanatory power in a vast range of circumstances, including such disparate decision making environments as whether to commit a crime, have children, or seek to emigrate. Nonetheless, shortfalls from full rationality seem not to be uncommon, and are themselves, to some extent, systematic. Behavioral economics documents and tries to account for these departures from full rationality. This course looks at areas in which some modification of the traditional rational choice apparatus might most be warranted; these include decisions that unfold over time, involve low probability events, or implicate willpower. To what extent should public policy respond to shortfalls from rationality or concern itself with promoting happiness?

Instructor(s): J. Leitzel Terms Offered: Autumn

Equivalent Course(s): PBPL 28805

ECON 27000. International Economics. 100 Units.

This course covers international economics with an emphasis on international trade. The basic theories of international trade are introduced and used to analyze welfare and distributional effects of international trade, government policies, and technology diffusion. In addition, this course also discusses the main empirical patterns of international trade and international investment.

Instructor(s): F. Tintelnot Terms Offered: Winter

Prerequisite(s): ECON 20100

Equivalent Course(s): PBPL 27000

ECON 27700. Health Economics and Public Policy. 100 Units.

This course analyzes the economics of health and medical care in the United States with particular attention to the role of government. The first part of the course examines the demand for health and medical and the structure and the consequences of public and private insurance. The second part of the course examines the supply of medical care, including professional training, specialization and compensation, hospital competition, and finance and the determinants and consequences of technological change in medicine. The course concludes with an examination of recent proposals and initiatives for health care reform.

Instructor(s): Meltzer, D Terms Offered: Spring

Prerequisite(s): PBPL 20000 or ECON 20000 and one undergraduate course in quantitative research methods (Statistics or Econometrics) or the equivalent or consent of the instructor

Equivalent Course(s): CCTS 38300, PBHS 38300, PPHA 38300, PBPL 28300

ECON 27720. Economics and Regulation of Health Care Markets: Theory and Empirics. 100 Units.

This course explores theoretical and empirical facets of the economics of health care and the industrial organization of the health care sector. The course primarily follows the approach of model-driven empirical work, combining economic modelling with experimental and observational data to test for and quantify theoretical predictions. Topics include asymmetric information, adverse selection, demand for medical care, health care externalities, regulation of health insurance markets, health care outside the US, and public and private incentives for medical research. A particular emphasis is on how government regulation and market incentives interact in generating socially relevant outcomes.

Instructor(s): P. Tebaldi Terms Offered: Spring

Prerequisite(s): ECON 20100 required, ECON 21020 strongly preferred

ECON 28060. The Economics of Organizations: An Experimental Perspective. 100 Units.

This course offers an introduction to the experimental methodology while at the same time providing the students with up-to-date insights and findings on how to run an organization and how to manage a workforce. Students will learn the basics of the experimental methodology, learn about the most ground-breaking findings in experimental economics related to the functioning of firms, and know the relevant papers and findings in organizational and personnel economics with a particular emphasis on the question of how to set incentives for workers.

Instructor(s): S. Neckermann Terms Offered: Winter

Prerequisite(s): ECON 20100 and STAT 23400 (or ECON 21010)

ECON 28100. The Economics of Sports. 100 Units.

This is a course in microeconomics that applies traditional product and factor market theory and quantitative analysis to contemporary economic issues in professional and college athletics. Topics include the sports business; market structures and outcomes; the market for franchises; barriers to entry, rival leagues, and expansion; cooperative, competitive, and collusive behavior among participants; labor markets, productivity, and compensation of players; racial discrimination; public policies and antitrust legislation; and financing of stadiums.

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

Prerequisite(s): ECON 20100; ECON 21020 or ECON 21030 strongly recommended

ECON 28600. Economic Analysis of Law. 100 Units.

This course involves the application of the choice theory of economics to the opportunities obtainable within different legal environments. The likelihood that a person will choose to return a lost wallet, keep a promise, drive more carefully, or heed the terms in a will is partly a function of the applicable laws and regulations. Alternative rules, under the standard Law and Economics approach, are compared in terms of the economic efficiency of their subsequent outcomes. This efficiency lens of Law and Economics is applied to rules concerning property, torts, contracts, and criminal behavior.

Instructor(s): J. Leitzel Terms Offered: Spring

Prerequisite(s): ECON 20100

Equivalent Course(s): PBPL 28605

ECON 28620. Crony Capitalism. 100 Units.

The economic system prevailing in most of the world today differs greatly from the idealist version of free markets generally taught in economic classes. This course analyzes the role played by corporate governance, wealth inequality, regulation, the media, and the political process in general in producing these deviations. It will explain why crony capitalism prevails in most of the world and why it is becoming more entrenched also in the United States of America. The course, which requires only basic knowledge of economics, welcomes undergraduates. Grades will be determined as follows: 40% by the sum of all the homework, 30% by class participation and 30% by the final. Registration for this class concludes at the end of week 1.

ECON 28700. The Economics of Crime. 100 Units.

This course uses theoretical and empirical economic tools to analyze a wide range of issues related to criminal behavior. Topics include the police, prisons, gang behavior, guns, drugs, capital punishment, labor markets and the macroeconomy, and income inequality. We emphasize the analysis of the optimal role for public policy.

Instructor(s): S. Levitt

Prerequisite(s): ECON 20100 required; STAT 23400, ECON 21010, or ECON 21020 strongly recommended

Equivalent Course(s): PBPL 23200

ECON 29700. Undergraduate Reading and Research. 100 Units.

Students are required to submit the College Reading and Research Course Form. Prerequisite(s): Consent of directors of the undergraduate program

Instructor(s): J. Wong Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of directors of the undergraduate program

ECON 29800. Undergraduate Honors Workshop. 100 Units.

For details, see the preceding Honors section.

Instructor(s): K. Yoshida, V. Lima Terms Offered: Autumn Spring Winter

Prerequisite(s): Faculty sponsorship and consent of honors workshop supervisors

BUSINESS ECONOMICS COURSES

BUSN 20550. Application Development. 100 Units.

The new reality is that every company is a software company. Even in traditionally brick-and-mortar industries, software is performing more and more of the work. Many companies (especially "lean startups") are purely software-based. Lacking an understanding of how software works and how software is built puts you at a disadvantage. Our goal is to develop an understanding of both. We believe the best way to do that is to build something yourself, using modern languages and workflows. You will build a functional prototype of your own app idea, and will learn the Ruby on Rails web application framework. Higher-level goals are to: 1. Understand the general, platform-independent patterns of how apps work. 2. Communicate more effectively and credibly. 3. Develop a builder's eye for problems that can be solved with technology. 4. Prioritize features more intelligently by developing a better feel for their costs. 5. Implement a modern software development workflow, from task management to version control to quality assurance to deployment. 6. Be able to make and test small changes to an app yourself. This course is entirely project-driven. We will build a series of apps in class. Also, you will build your own app idea which will be your final project. This course is designed for a beginner who has never programmed before. Note: Due to the intensive support requirements and volume of requests, we can't allow auditors.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20550 if BUSN 36110 Application Development taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course. BUSN 20550 (and BUSN 36110) cannot count toward the standard economics major electives or the business economics specialization electives.

Accounting Courses

BUSN 20100. Financial Accounting. 100 Units.

This course provides an introduction to financial statements and the financial reporting process from a user's perspective. The focus of the course is on fundamental accounting concepts and principles. Students learn how the economic transactions of a firm are reported in the financial statements and related disclosures. The objective of the course is to provide students with basic skills necessary to read and analyze financial statements as well as to prepare students for more advanced financial statement analysis courses.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20100 if BUSN 30000 Financial Accounting taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20101. Managerial Accounting. 100 Units.

This course focuses on internal operations, cost analysis, and performance evaluation, as opposed to the evaluation of external financial statements. Its targeted audience includes students intending become management consultants, entrepreneurs, managers (e.g., CEOs, CFOs, COOs, and product managers), and anyone with an interest in understanding how firms (1) make decisions about products and services and (2) evaluate performance and control risk. Topics covered include overhead allocation, activity based costing, opportunity cost of excess capacity, customer profitability, capital budgeting, transfer pricing, performance evaluation, risk management, internal controls, and fraud. Applications cover both the manufacturing and services sectors.

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20101 if BUSN 30001 Cost Analysis and Internal Controls taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>

BUSN 20150. Financial Statement Analysis. 100 Units.

This course teaches you how to analyze financial statements in order to develop financial statement models, assess credit risk, and, ultimately, value a company. The course provides both a framework and the tools necessary to analyze financial statements. Its primary objective is to advance your understanding of how financial reporting can be used in a variety of decisions (e.g., lending and investment decisions) and analyses (e.g., financial distress and bankruptcy prediction). It is applied in nature and stresses the use of actual financial statements. Throughout the course, I draw heavily on real business examples and use cases to illustrate the application of the techniques and tools. Topics include traditional ratio analysis techniques, accounting analysis (i.e., identifying earnings management and accounting quality issues), and financial risk assessment. The second part of the course focuses on equity valuation, e.g., the preparation of pro forma financial statements, and the use of various valuation models. While students with a multitude of interests will benefit from this course, students with an interest in investment banking, equity or credit analysis, consulting, strategy, corporate finance, or management will find this course particularly relevant.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20150 if BUSN 30130 Financial Statement Analysis taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course. Financial Accounting (BUSN 20100 or BUSN 30000) is a strict prerequisite.

Entrepreneurship Courses

BUSN 20330. Building the New Venture. 100 Units.

This course is intended for students who are interested in starting new entrepreneurial businesses. It is tactical, hands-on, and covers the nuts and bolts of starting a company with a lesser emphasis on investing in entrepreneurial ventures. Students will learn how to raise seed funding, compensate for limited human and financial resources, establish brand values and positioning, secure a strong niche position, determine appropriate sourcing and sales channels, and develop execution plans in sales, marketing, product development and operations. The emphasis is managerial and entrepreneurial, essentially a working model for starting an enterprise. Paralleling the course content is the YourCo "game" in which teams of four to five students simulate building a new venture through the first 18 months of the life of a startup. At the beginning of the class, teams describe a product or service they would like to bring to market, determine the necessary seed funding amount, and outline current staffing and development status. Throughout the quarter, students explore the critical activities required to engage customers, build their product or service, scale operations and build teams. Each week, teams have specific written deliverables for their "company" based on the course material. Assignments include identifying key hires, choosing an initial target customer set, executing a marketing campaign, creating a sales pitch, completing a development or production plan, identifying important strategic partners, and determining next round funding requirements. "Game" points are awarded based on feasibility of actions, creativity of solutions, and adherence to seed budget constraints. The course content and structure is applicable to all types of businesses. Class projects range from high tech commercialization to retail concepts to small manufacturing firms. Through class lectures, "game" assignments, and real world cases, the course covers such topics as new product innovation; building a start-up management team; identifying target customers; inexpensive promotion/advertising techniques; professionalizing a sales process; and leveraging strategic partners. Emphasis is placed on marketing and sales for new enterprises, because this is a major area of entrepreneurial weakness.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20330 if BUSN 34103 Building the New Venture taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20340. Developing a New Venture. 100 Units.

This course is designed to guide groups of students through the new venture creation process. Students will have passed through the first round of the College New Venture Challenge, and will be developing their own original new business ideas. Students may enter the course with ideas that are traditionally for-profit in nature or more socially oriented (either for- or not-for-profit ventures). Students in this course can expect to learn: • how to evaluate the potential and viability of their entrepreneurial ideas • how to conduct research on specific market opportunities • how to analyze the competitive landscape • have to evaluate the merits and drawbacks of unique business models • how to pitch their idea/venture to investors, experts, mentors, and fellow entrepreneurs Additional topics include financial projections, product /technology development, legal issues for startups, and entrepreneurial marketing tactics. Students must prepare and submit original feasibility summaries prior to the application deadline. During the course, students will expand these summaries into full business plans, and will be required to present their ventures multiple times to venture capital investors, entrepreneurs, and startup mentors. Students interested in careers in: startups, technology, business, consulting, and management are encouraged to take this course. Enrollment by permission based on the feasibility summary application. This course is not open to MBA students.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20340 if BUSN 34104 Special Topics in Entrepreneurship: Developing a New Venture (New Venture Challenge) taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course. Consent only: Students will have passed through the first round of the College New Venture Challenge.

BUSN 20160. Accounting for Entrepreneurship. 100 Units.

This course provides the core set of tools needed to effectively provide the accounting functions for private, entrepreneurial companies. The course follows the life-cycle of a company that begins life as a start-up, and the course covers the accounting-related financial metrics that are needed by an entrepreneur. We will cover topics relevant at the earliest states of a business, such as setting up the initial accounting infrastructure, through to the companies exit to a strategic buyer, a private equity firm or an IPO.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Booth Book Fee may be assessed. Cannot enroll in BUSN 20160 if BUSN 30121 Accounting for Entrepreneurship: From Start-Up through IPO taken previously. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

Finance Courses

BUSN 20410. Corporation Finance. 100 Units.

This course provides you with an understanding of major decisions made by corporate financial managers and to familiarize you with the tools used to make these decisions. The first part of the course covers methods used to value investment opportunities. Particular attention is given to discounted cash flow valuation, including the methods of weighted average cost of capital (WACC) and adjusted present value (APV). The second part of the course focuses on issues of corporate financial structure. The focus will be on the choice of financing through equity, debt and other types of securities and on payout policies through dividends. Specialized topics, such as mergers and acquisitions and corporate hedging will be covered as time permits.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20410 if BUSN 35200

Corporation Finance taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20400. Investments. 100 Units.

This course offers the financial theory and quantitative tools necessary for understanding how stock, bond, and option prices are determined, and how financial assets are used for investment decisions. Topics covered include the following: the term structure of interest rates; portfolio selection based on mean-variance analysis; models of risk and return (including the CAPM and multifactor models); performance evaluation; market efficiency and the random walk hypothesis; asset pricing anomalies and behavioral finance; derivative security pricing (including options, futures, forwards, and swaps); and international investment. This course is not open to MBA students.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20400 if BUSN 35000

Investments taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

Management Courses

BUSN 20702. Managerial Decision Making. 100 Units.

This course is designed to make you a better decision maker. Good decision makers know how to recognize decision situations, then how to represent the essential structure of the situations, and how to analyze them with the formal tools from decision theory. But, perhaps more important, they need to be able to think effectively about the inputs into a decision analysis, whether to trust the analysis, and how to use the outputs to guide actions by themselves and their firms. And, maybe most important of all, they need to know how to make effective, unaided intuitive decisions, and to recognize the limits on their intuitive skills. This course will move back and forth between formal, optimal models and behavioral, descriptive models to help you understand and improve your native decision making abilities.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20702 if BUSN 38002

Managerial Decision Making taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20710. Behavioral Economics. 100 Units.

Behavioral economics applies psychological insights to economic markets and decision making. In this class, we will discuss the recent theoretical and empirical advances that have been made in this increasingly important field of economics. Being thoughtful about the role of psychology can lead to a greater understanding of how the economy works.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20710 if BUSN 38120

The Study of Behavioral Economics taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20701. Managing in Organizations. 100 Units.

Business transactions commonly take place among people. Understanding the factors that determine people's actions and interactions is therefore a critical prerequisite for being successful in the work environment. This course is about managing people - oneself and others. Using a combination of lectures, discussions, and group activities, the course offers an introduction to theory and research in the behavioral sciences. Its primary goal is to develop conceptual frameworks that help students to understand and manage effectively their own work settings.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20701 if BUSN 38001

Managing in Organizations taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

Marketing Courses

BUSN 20600. Marketing Management. 100 Units.

The objective of the course is to provide an introduction to marketing strategy. The course develops a common framework (3Cs/4Ps) to analyze real world problems presented in business cases and synthesize recommendations addressing strategic marketing issues. Numerous tools that are used to support the framework are also introduced. GOALS: 1. Introduce marketing strategy and the elements of marketing analysis or business situation analysis: Customer analysis, Company analysis, and Competitor analysis (3Cs). 2. Develop familiarity with tactical use of elements of the marketing mix - product policy, pricing, promotion, and placement/distribution (4 Ps) - in a manner consistent with marketing analysis and strategy. 3. Integrate elements of the framework prescriptively into real world business situations. 4. Provide exposure to business case analysis and critical thinking common in case based business classes. FORMAT: Approximately half of each class is discussion of business cases. Remainder of the class is dedicated to the presentation and discussion of theories, concepts, analytical techniques and empirical findings useful in marketing management. Study groups of 4 to 5 students will work on exercises and brief in-class presentations using tools from lectures. Students will also write-up (typically 1 to 2 pages long) several cases individually using a format provided in class. Content includes some light quantitative work. This course is not open to MBA students.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20600 if BUSN 37000 Marketing Strategy taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20610. Pricing Strategy. 100 Units.

This course blends marketing analytic frameworks, marketing strategy & microeconomic theory, and data to formulate actionable pricing strategies. Students will learn how to coordinate pricing decisions with the rest of the marketing value proposition. Numerous pricing structures are developed in the course, along with their microeconomic foundations. Students will learn the underlying theory for each pricing structure, along with the practical considerations for implementation

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20610 if BUSN 37202 Pricing Strategies taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20620. Data Science for Marketing. 100 Units.

Marketing decisions in the era of big data are increasingly based on a statistical analysis of large amounts of transaction and customer data that provides the basis for profitability and ROI predictions. The goal of this class is to introduce modern data-driven marketing techniques and train the students as data scientists who can analyze data and make marketing decisions using some of the state-of-the-art tools that are employed in the industry. We will cover a wide range of topics, including demand modeling, the analysis of household-level data, customer relationship management (CRM) and database marketing, and elements of digital marketing. The focus throughout is on predicting the impact of marketing decisions, including pricing, advertising, and customer targeting, on customer profitability and the return on investment (ROI) from a customer interaction.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20620 if BUSN 37105 Data Science for Marketing Decision Making taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

Operations Courses

BUSN 20500. Operations Management. 100 Units.

This core course focuses on understanding levers for structuring, managing, and improving a firm's recurring business processes to achieve competitive advantage in customer responsiveness, price, quality, and variety of products and services. These levers are broadly applicable to service firms, for example banks, hospitals, and airlines, as well as to traditional product-based firms. Processes within firms, as well as between firms, i.e. supply chains, are explored. The fundamental principles underlying state-of-the-art practices, such as Lean, Mass Customization, and Time-Based Competition, are explored so that students learn to critically evaluate these and other operational improvement programs. Students learn the basics of how to manage the operations of a firm, and how operations issues affect and are affected by the many business decisions they will be called upon to make or recommend in their careers. As such, this course is essential to students aspiring to become consultants, entrepreneurs, or general managers. A working knowledge of operations is also indispensable to those interested in marketing, finance, and accounting, where the interface between these functions and operations is critical. Finally, an understanding of how firms become market leaders through operations is important in investment careers. This course is not open to MBA students.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20500 if BUSN 40000 Operations Management: Business Process Fundamentals taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20510. Managerial Decision Modeling. 100 Units.

This course is designed to sharpen students' analytical skills and elucidate quantitative modeling as an aid in managerial decision-making. The course teaches various ways to frame, set up and solve managerial questions about resource allocation, revenue management, finance, marketing, operations, risk analysis, data analysis, and forecasting using Microsoft Excel, as well as various tools and add-ins. The course will introduce various modeling frameworks and analytical tools in optimization, simulation, and data analysis. Students in this course will become proficient in formulating relevant managerial questions in the language of optimization and simulation modeling, as well as in solving the resulting problems using the frameworks covered in the course and interpreting the results. The course involves hands-on active learning through in-class cases and examples, homework and term project which applies the tools and modeling frameworks learned in the course to a business problem.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20510 if BUSN 36106 Managerial Decision Modeling taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

Statistics Courses

BUSN 20800. Big Data. 100 Units.

Big Data is a course about data mining; the analysis, exploration, and simplification of large high-dimensional datasets. Students will learn how to model and interpret complicated 'Big Data' and become adept at building powerful models for prediction and classification. Techniques covered include an advanced overview of linear and logistic regression, model choice and false discovery rates, multinomial and binary regression, classification, decision trees, factor models, clustering, the bootstrap and cross-validation. We learn both basic underlying concepts and practical computational skills, including techniques for analysis of distributed data. Heavy emphasis is placed on analysis of actual datasets, and on development of application specific methodology. Among other examples, we will consider consumer database mining, internet and social media tracking, network analysis, and text mining.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20800 if BUSN 41201 Big Data taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20810. Machine Learning. 100 Units.

Students will learn about state-of-the-art machine learning techniques and how to apply them in business related problems. Techniques will be introduced in the context of business applications and the emphasis will be put on how machine learning can be used to create value and provide insights from data. First, and the biggest, part of the class will focus on predictive analytics. Students will learn about decision trees, nearest neighbor classifiers, boosting, random forests, deep neural networks, naive Bayes and support vector machines. Among other examples, we will apply these techniques to detecting spam in email, click-through rate prediction in online advertisement, image classification, face recognition, sentiment analysis and churn prediction. Students will learn what techniques to apply and why. In the second part of the class, students will learn about unsupervised techniques for extracting actionable patterns from data. Examples include clustering, collaborative filtering, probabilistic graphical modelling and dimension reduction with applications to customer segmentation, recommender systems, graph and time series mining, and anomaly detection.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20810 if BUSN 41204 Machine Learning taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20820. Financial Econometrics. 100 Units.

This course covers a variety of topics in financial econometrics. The topics covered are of real-world, practical interest and are closely linked to material covered in other advanced finance courses. Topics covered include ARMA models, volatility models (GARCH), factor models, models for time varying correlations, analysis of panel data, cointegration models for long-run co-movement between prices and models for transactions data and the analysis of transactions cost.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20820 if BUSN 41203 Financial Econometrics taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

Strategy and the Business Environment Courses**BUSN 20900. Competitive Strategy. 100 Units.**

The course applies microeconomics (including elements of price theory, game theory, and industrial organization) to analyze decisions firms face in business environments. There will be specific focus on strategic decisions and the factors that influence firms' competitive advantages. Class time will be devoted to lectures and case discussions. Topics covered include sources of competitive advantage, scope of the firm, efficient performance, pricing, entry and exit, vertical structure, and network externalities.

Instructor(s): Faculty TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20900 if BUSN 42001 Competitive Strategy taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.

BUSN 20230. International Financial Policy. 100 Units.

This course will help students develop an understanding of issues in international macroeconomics that are important for investors and managers operating in the global marketplace. It will cover theories of the determination of exchange rates and interest rates, the management of foreign exchange risk, international capital flows, debt and currency crises, international monetary and exchange rate regimes, the roles of the international financial institutions in developing countries, and other characteristics of international financial markets.

Instructor(s): Faculty TBD Terms Offered: TBD

Prerequisite(s): This course is not open to MBA students. Cannot enroll in BUSN 20230 if BUSN 33502 International Financial Policy taken previously. Booth Book Fee may be assessed. Refer to FAQ webpage for registration and schedule details: <https://tinyurl.com/y8wz3oge>. All first year college students are restricted from enrolling into this course.



EDUCATION AND SOCIETY

Department Website: <https://voices.uchicago.edu/coed/about-minor/>

MINOR IN EDUCATION AND SOCIETY

Courses in the Education and Society minor explore how people learn and teach as well as the complex relationships between education and the communities and societies it is situated within. Courses are theory-driven yet also provide important insights into the social contexts of education, strategies for strengthening educational practice, and levers for reducing inequality. The minor spans a diverse set of course listings because education as a discipline spans the life course and happens in many contexts: in the schoolhouse, the family, communities, workplaces, and political arenas. Psychological, social, economic, political, and cultural factors influence educational trajectories and outcomes ranging from individual health and income to forms of social inequality and trajectories of economic development. The interactions among educational organizations and other institutions shape the possibilities for innovation and intentional reform. To understand the intersection of educational institutions and the broader societies, these courses cross boundaries among theory, research, policy, and practice. This minor is focused on education topics from a theoretical and methodological perspective. College students in any field of study may complete a minor in Education and Society. The flexibility of this course of study complements majors in any of the disciplines.

PROGRAM REQUIREMENTS

Students pursuing the Education and Society minor are required to enroll in CHDV 20100 Human Development Research Design. This is predicated on the belief that the theoretical study of education should be rooted in a broad understanding of methods, and that the course of study lends itself to the use of both qualitative and quantitative methods. Students must also complete four approved electives that consider psychological, social, economic, political, or cultural factors in education. The four approved courses may be taken from the list of courses outlined by the faculty co-administrators annually. Students may also petition for other courses not on the list to be counted toward the minor with the faculty co-administrators.

The Education and Society minor requires a total of five courses, including:

1. CHDV 20100 Human Development Research Design (Students majoring in Comparative Human Development must complete an alternative methods course, as described below.)
2. Four approved courses designated as counting toward the Education and Society minor.

SUMMARY OF REQUIREMENTS

CHDV 20100	Human Development Research Design *	100
Four approved electives		400
Total Units		500

* CHDV majors must complete an alternative course. Please see below.

ALTERNATIVE METHODS COURSES FOR CHDV MAJORS

The following methods courses are approved alternatives for Comparative Human Development majors. Additional methods courses may also be approved by consent from the faculty co-administrators.

ANTH 21420	Ethnographic Methods	100
CHDV 26228	Ethnographic Methods	100
ECON 21010	Statistical Methods in Economics	100
PBPL 26400	Quantitative Methods in Public Policy	100
PSYC 20200	Psychological Research Methods	100
SOCI 20001	Sociological Methods	100

APPROVED ELECTIVE COURSES

CHDV 20100	Human Development Research Design	100
CHDV 20150	Language and Communication	100
CHDV 20207	Race, Ethnicity, and Human Development	100
CHDV 20209	Adolescent Development	100
CHDV 20305	Inequality in Urban Spaces	100
CHDV 23305	Critical Studies of Mental Health in Higher Education	100
CHDV 25120	Child Development and Public Policy	100
CHDV 32411	Mediation, Moderation, and Spillover Effects	100
CHDV 44220	Schools as a Social Context	100
ECON 26700	Economics of Education	100

EDSO 23001	Critical Issues in Urban Education: Approaches to K-12 Teaching and Learning	100
EDSO 23002	Schooling and Identity	100
EDSO 23003	The Urban High School: History, Policy and Reform	100
EDSO 23004	Ethnography of Children and Childhood	100
HIPS 23000	The Organization of Knowledge	100
PBPL 25405	Child Poverty and Chicago Schools	100
PBPL 25860	Crime, Justice, and Inequality in the American City	100
PBPL 27809	Violence in the Early Years	100
PBPL 27821	Urban Schools and Communities	100
PBPL 27919	Research in School Improvement	100
PBPL 28350	Education and Development: Policy and Research	100
PBPL 29120	Poverty Law and Policy Reform	100
PLSC 22819	Philosophy of Education	100
PSYC 20100	Psychological Statistics	100
PSYC 20250	Introduction to Statistical Concepts and Methods	100
PSYC 20400	Cognitive Psychology	100
PSYC 20500	Developmental Psychology	100
PSYC 22580	Child Development in the Classroom	100
PSYC 23200	Introduction to Language Development	100
PSYC 23800	Introduction to Learning and Memory	100
SOCI 20112	Applications of Hierarchical Linear Models	100
SOCI 20192	The Effects of Schooling	100
SSAD 21000	Race & American Public Schools	100
SSAD 63412	Cultural Studies in Education	100

Approved, eligible courses for the Education and Society minor will be listed each year on the Education and Society minor website (<https://voices.uchicago.edu/coed/about-minor>).

ADVISING AND GRADING

Students who elect the minor program in Education and Society must meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the minor. The director's approval for the minor program should be submitted to a student's College adviser by the Spring Quarter of a student's third year.

Courses in the minor may not be double counted with the student's major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.



ENGLISH LANGUAGE AND LITERATURE

Department Website: <http://english.uchicago.edu>

Program of Study

The undergraduate program in English Language and Literature provides students with the opportunity to intensively study works of literature originally written in English. Courses address fundamental questions about topics such as the status of literature within culture, the literary history of a period, the achievements of a major author, the defining characteristics of a genre, the politics of interpretation, the formal beauties of individual works, and the methods of literary scholarship and research.

The study of English may be pursued as preparation for graduate work in literature or other disciplines, or as a complement to general education. Students in the Department of English Language and Literature learn how to ask probing questions of a large body of material; how to formulate, analyze, and judge questions and their answers; and how to present both questions and answers in clear, cogent prose. To the end of cultivating and testing these skills, which are central to virtually any career, each course offered by the English Department stresses writing.

Although the main focus of the English Department is to develop reading, writing, and research skills, the value of bringing a range of disciplinary perspectives to bear on the works studied is also recognized. Besides offering a wide variety of courses in English, the English Department encourages students to integrate the intellectual concerns of other fields into their study of literature. This is done by permitting up to three courses outside the English Department to be counted as part of the major if a student can demonstrate the relevance of these courses to his or her program of study. Those interested in creative writing should see Creative Writing below.

PROGRAM REQUIREMENTS

The Department of English requires a total of 13 courses: 11 courses taken within the Department of English and two language courses beyond the College requirement or their equivalent as outlined under the Language Requirement section below, as well as a statement of academic concentration within the major to be submitted by the end of the third week of Spring Quarter of a student's third year. The program presupposes the completion of the general education requirement in the humanities (or its equivalent), in which basic training is provided in the methods, problems, and disciplines of humanistic study.

Language Requirement

Because literary study itself attends to language and is enriched by some knowledge of other cultural expressions, the major in English requires students to extend their work in a language other than English beyond the level required of all College students. All students must complete one of the following:

- Two quarters of study at the second-year level in a language other than English (or credit for the equivalent as determined by petition);
- Two quarters of course work outside the English Department in literature originally written in a language other than English*;
- Two quarters of a computer language as outlined below.

* Students should consult the Director of Undergraduate Studies or the Student Affairs Assistant for a list of courses that would fulfill this requirement.

NOTE: If a student has placed into a language's 20200-level course, they should take the course they have tested into. Upon completion, they can go through the Language Center (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/language_petition.pdf) petition process to receive back credit for the skipped intermediate-level course (20100). Students who place into a language course beyond 20200 (that is, the third course of the intermediate level, or above) and would like to discuss the possibility of petitioning for a substitute to the language requirement, should provide the Student Affairs Assistant with an official copy of their placement results and set up an appointment.

Students may take two courses in an advanced computer language. As of Autumn 2013, the following course combinations may be taken to satisfy the language requirement:

- CMSC 12100-12200 Computer Science with Applications I-I,
- CMSC 15100-15200 Introduction to Computer Science I-II, or
- CMSC 16100-16200 Honors Introduction to Computer Science I-II.

Course Distribution Requirements

The major in English requires at least 11 departmental courses. Students may substitute up to three courses from departments outside English with the permission of the Director of Undergraduate Studies. Departmental courses should be distributed among the following:

Genre Fundamentals Requirement

Early on, students are required to take at least one of our three genre fundamentals courses (fiction, poetry, or drama), all of which introduce students to techniques for formal analysis and close reading. Alternatively, one course from the "Approaches to Theater" sequence (ENGL 10950 Approaches to Theater I: Ancient to Renaissance or ENGL 10951 Approaches to Theater II: Late 17th Century to the Present) may be taken to fulfill this requirement. NOTE: ENGL 10800 Introduction to Film Analysis does NOT satisfy the genre fundamentals requirement and may only be used as an elective. Please note that the genre fundamentals requirement was previously referred to as the "gateway" requirement in earlier editions of the program's College Catalog page.

One English genre fundamentals (poetry, fiction, drama) or "Approaches to Theater" course

Genre Requirement

Because an understanding of literature demands sensitivity to various conventions and genres, students are required to take at least one course in each of the genres of fiction, poetry, and drama (one of these courses may be one of the genre fundamentals courses above).

One English course in fiction

One English course in poetry

One English course in drama

Period Requirement

Reading and understanding works written in different historical periods require skills and historical information that contemporary works do not require. Students are accordingly asked to study a variety of historical periods in order to develop their abilities as readers, to discover areas of literature that they might not otherwise explore, and to develop their knowledge of literary history. To meet the period requirement in English, students should take at least one course in each of the following:

One English course in literature written before 1650

One English course in literature written between 1650 and 1830

One English course in literature written between 1830 and 1940

One English course in literary or critical theory. Courses fulfilling this requirement are designated in our course listings.

NOTE: Many courses satisfy several requirements. For example, a genre fundamentals course could also satisfy a genre requirement, or a course on Chaucer could satisfy both the genre requirement for poetry and the pre-1650 requirement. The description for each English course includes the distribution areas the course is eligible to satisfy. For details about the requirements met by specific courses, students should consult the Student Affairs Assistant.

Statement of Concentration in the Major

The purpose of the statement of concentration in the major is to help students organize and give coherence to their individual program of study. By the end of the third week in Spring Quarter of their third year, students should submit their one-to-two-page statement to their departmental advisor and the Student Affairs Assistant outlining their emerging scholarly interests. Current majors should please visit the English Department website (<http://english.uchicago.edu/undergrad/undergrad-requirements/#Cluster>) for more information regarding this requirement.

Electives

Electives make up a total of 11 courses. These may include:

Seminars in Research and Criticism

These courses, limited to 15 third- and fourth-year students who have already fulfilled the department's genre fundamentals requirement and taken at least two further English courses, examine different topics and change from year to year. All seminars focus on the analytical, research, and bibliographic skills necessary for producing a substantial seminar paper (around 15–20 pages). They are particularly recommended for those wishing to pursue graduate studies in English, those who wish to write a strong critical BA paper, or those interested in research methods in English.

Makers Seminars

These courses culminate in a final project that can take a variety of forms beyond the research paper. These courses are limited to third- and fourth-year English majors, but non-majors may petition the instructor for admission.

For updated course information, visit english.uchicago.edu/courses. For required student forms, visit english.uchicago.edu/undergrad/resources.

BA Project

NOTE: English no longer offers a Creative BA option. Students interested in completing a creative BA project should instead elect the Creative Writing major.

The BA Project is an optional component of the English major, but students who wish to be considered for departmental honors must submit a Critical BA Project.

All BA writers must attend a mandatory research info session, which will be held towards the end of Spring Quarter of their third year. The session will prepare students for the preliminary work they will complete for their project during the summer before their fourth year. The student is required to work on an approved topic over the course of the fourth year of study and to submit a final version to the Director of Undergraduate Studies that has been critiqued by both a faculty advisor and a graduate student preceptor and has gone through revisions based on this feedback and guidance.

Students who wish to use the BA Project in English to meet the same requirement in another major should discuss their proposals with both Directors of Undergraduate Studies no later than the end of their third year. A consent form, to be signed by both departments, is available from the College advising office. It must be completed and returned to the student's College adviser by the end of Autumn Quarter of the student's year of graduation.

The BA Project may develop from a paper written in an earlier course or from independent research. Students who wish to complete a BA Project must submit a proposal (available on the English Department website (<http://english.uchicago.edu/undergrad/resources>)) by the end of Spring Quarter of their third year. On this form, they identify a faculty member who will serve as their project advisor.

Students work on their BA Project over three quarters. Prior to the Autumn Quarter of their fourth year, students will be assigned a graduate student preceptor who will help them develop pieces of their project and suggest revisions. Over Autumn Quarter, students will attend a series of mandatory colloquia led by the preceptors to prepare them for the upcoming quarter when the bulk of the writing occurs. In the Winter and Spring Quarters, students will continue to meet with their preceptors and will also consult with their individual faculty advisor.

In consultation with the faculty advisor and graduate preceptor, students submit a near-final draft of their paper by the end of week two of Spring Quarter. By the beginning of the fifth week, students submit the final version of their project to their preceptor, faculty advisor, and the Student Affairs Assistant.

Students may elect to register for the BA Project Preparation Course (ENGL 29900) for one quarter credit. Note that the grade for this course is on work toward the BA Project and is normally submitted in Spring Quarter even when the course has been taken in an earlier quarter. See Reading Courses for other information.

Honors

Completion of a BA Project does not guarantee a recommendation for departmental honors. For honors candidacy, a student must have at least a 3.25 grade point average overall and a 3.6 GPA in the major (grades received for transfer credit courses are not included into this calculation).

To be eligible for honors, a student's BA Project must be judged to be of the highest quality by the graduate student preceptor, faculty advisor, and Director of Undergraduate Studies. Honors recommendations are made to the Master of the Humanities Collegiate Division by the department and it is the Master of the Humanities Collegiate Division who makes the final decision.

SUMMARY OF REQUIREMENTS FOR THE MAJOR

The Department of English requires a total of 13 courses: 11 courses taken within the Department of English and two language courses or their equivalent as outlined under the Language Requirement section, as well as a statement of concentration in the major to be submitted by the end of the third week of Spring Quarter of a student's third year. By Winter Quarter of their third year, students must also meet with the Student Affairs Assistant to review their English Requirements Worksheet.

Two quarters of study at the second-year level in a language other than English	200
or credit for the equivalent as determined by petition	
or two quarters of course work outside the English Department in literature originally written in a language other than English	
or two quarters of a computer language	
A total of 11 additional English courses is required to meet the distribution requirements of the major (one course may satisfy more than one requirement):	1100
One genre fundamentals course or "Approaches to Theater" course	
One English course in fiction	

One English course in poetry	
One English course in drama	
One English course in literature written before 1650	
One English course in literature written between 1650 and 1830	
One English course in literature written between 1830 and 1940	
One English course in literary or critical theory	
One to seven English electives (may include ENGL 29900)	
Statement of Concentration in the Major *	000
BA Project (optional)	000
Total Units	1300

* The Statement of Concentration in the Major must be submitted by the end of the third week of Spring Quarter of a student's third year. This requirement is worth 000 units. See the section Statement of Concentration in the Major above for details.

Courses Outside the Department Taken for Program Credit

A maximum of three courses outside the Department of English may count toward the total number of courses required by the major. The student, after discussion with the Student Affairs Assistant, may submit a petition for course approval to the Director of Undergraduate Studies before taking courses outside the English Department for credit toward the major. Such courses may be selected from related areas in the University (history, philosophy, religious studies, social sciences, etc.) or they may be taken from a study abroad program.

Four total Creative Writing (CRWR) courses may be counted toward the elective requirement without a petition. However, students double majoring in English and Creative Writing must adhere to a different policy. Please see the Double Majors in English Language and Literature and Creative Writing section below for further details.

Transfer credits for courses taken at another institution are subject to approval by the Director of Undergraduate Studies and are limited to a maximum of three courses. Transferred courses do not contribute to the student's University of Chicago grade point average for the purpose of computing an overall GPA, dean's list, or honors. NOTE: The Office of the Dean of Students in the College must approve the transfer of all courses taken at other institutions, with the exception of courses taken as part of a University-sponsored study abroad program. For details, visit the Transfer Credit page.

CREATIVE WRITING

Undergraduate students may also declare a major in Creative Writing. Students who are not majoring in English Language and Literature or Creative Writing may declare the minor in English and Creative Writing. Students interested in pursuing these options should contact the Program Coordinator for Creative Writing for further information. Please note that there is no minor solely in English. The minor in English and Creative Writing for non-English majors is the only minor available through the Department of English Language and Literature.

Double Majors in English Language and Literature and Creative Writing

When students choose a double major in Creative Writing and English Language and Literature, they may count up to four courses towards both majors. These four courses will typically include the three Literature Courses and the Literary Genre course, but in some cases one of these slots might be filled by a CRWR course (with Director of Undergraduate Studies approval). However, the two Research Background Electives required for the Creative Writing major should be taken outside of the Department of English Language and Literature.

This means that a maximum of four English Language and Literature courses, including the Literary Genre course, can count towards the Creative Writing major.

Students who are pursuing **only** the English Language and Literature major may count up to four CRWR courses towards the major in English as electives without a petition. However, when students are pursuing a double major in English Language and Literature and Creative Writing, they must observe the shared four-course maximum, so any eligible CRWR courses beyond this cap must be counted towards English only.

MINOR IN ENGLISH AND CREATIVE WRITING

Students who are not English Language and Literature or Creative Writing majors may complete a minor in English and Creative Writing. Such a minor requires six courses plus a portfolio of creative work. At least two of the required courses must be Creative Writing (CRWR) workshop courses, with at least one being an Advanced Workshop. Three of the remaining required courses may be taken in either the Department of English Language and Literature (ENGL) or the Program in Creative Writing (CRWR). This may include CRWR Technical Seminars or general education courses, as long as they are not already counted toward the general education requirement in the arts.

In addition, students must enroll in one of the following workshops offered during the Winter Quarter: CRWR 29200 (<http://collegecatalog.uchicago.edu/search/?P=CRWR%2029200>) Thesis/Major Projects: Fiction; CRWR 29300 (<http://collegecatalog.uchicago.edu/search/?P=CRWR%2029300>) Thesis/Major Projects: Poetry; CRWR 29400 (<http://collegecatalog.uchicago.edu/search/?P=CRWR%2029400>) Thesis/Major Projects: Creative Nonfiction. Finally, students must submit a portfolio of their work (e.g., a selection of poems, one or two short stories or chapters from a novel, two or three nonfiction pieces) to the Creative Writing program coordinator by the end of the fifth week in the quarter in which they plan to graduate. Students will work with a graduate student preceptor to compile and refine their final portfolios.

Students who elect the minor program in English and Creative Writing must meet with the program administrator for Creative Writing before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the administrator. The administrator's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

Students completing this minor will be given enrollment preference for CRWR Advanced Workshops and Thesis/Major Projects Workshops, and they must follow all relevant admission procedures described at the Creative Writing (<https://creativewriting.uchicago.edu>) website. For details, see Enrolling in Creative Writing Courses (<http://collegecatalog.uchicago.edu/thecollege/creativewriting/#Enrolling%20in%20Creative%20Writing%20Courses>).

Courses in the minor (1) may not be doubly counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades (not P/F), and at least half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Summary of Requirements for the Minor Program in English and Creative Writing

Two CRWR workshop courses *	200
Three CRWR or ENGL electives	300
One Thesis/Major Projects Workshop +	100
A portfolio of the student's work	
Total Units	600

* At least one must be an Advanced Workshop.

+ CRWR 29200 (<http://collegecatalog.uchicago.edu/search/?P=CRWR%2029200>) Thesis/Major Projects: Fiction, CRWR 29300 (<http://collegecatalog.uchicago.edu/search/?P=CRWR%2029300>) Thesis/Major Projects: Poetry, or CRWR 29400 (<http://collegecatalog.uchicago.edu/search/?P=CRWR%2029400>) Thesis/Major Projects: Creative Nonfiction.

Minor to Major and Major to Minor

Student circumstances change, and thus a transfer between the major and minor programs may be desirable to students who begin a course of study in either program. Workshop courses (including Beginning Workshops) and one Technical Seminar may count towards the minor, but Fundamentals in Creative Writing will not. The Thesis/Major Projects Workshop will also function as a portfolio workshop for minors. Students should consult with their College adviser if considering such a change and must update their planned program of study with the Program Coordinator or Director of Undergraduate Studies in Creative Writing.

Sample Plan of Study for the Minor

CRWR 10200	Beginning Fiction Workshop	100
CRWR 22110	Advanced Fiction: Exploring Your Boundaries	100
ENGL 16500	Shakespeare I: Histories and Comedies	100
ENGL 10706	Introduction to Fiction	100
CRWR 29200	Thesis/Major Projects: Fiction	100
ENGL 10703	20th-Century American Short Fiction	100
A portfolio of the student's work (two short stories)		
Total Units		600

READING COURSES

ENGL 29700	Reading Course	100
ENGL 29900	Independent BA Paper Preparation	100

Enrollment in ENGL 29700 Reading Course or ENGL 29900 Independent BA Paper Preparation requires approval from the Director of Undergraduate Studies. They may be eligible to fulfill requirements for the major if they are taken for a quality grade (not P/F) and include a final paper assignment. No student may use more than two reading courses in the major. Critical BA writers who wish to register for ENGL 29900 Independent BA

Paper Preparation must arrange for appropriate faculty supervision and obtain the permission of the Director of Undergraduate Studies. ENGL 29900 Independent BA Paper Preparation counts as an English elective but not as one of the courses fulfilling distribution requirements for the major.

NOTE: Reading courses are special research opportunities that must be justified by the quality of the proposed plan of study; they also depend upon the availability of faculty supervision. No student can expect a reading course to be arranged automatically.

GRADING

Students majoring in English must receive quality grades (not P/F) in all 13 courses taken to meet the requirements of the program. Non-majors may take English courses for P/F grading with consent of instructor.

ADVISING

Students are encouraged to declare a major in English as early as possible, **ideally before the end of their second year**. Students who declare the major after their second year must notify the Student Affairs Assistant to ensure that departmental advising assignments are arranged. After declaring the major, students should arrange a meeting with the Student Affairs Assistant, who will help students fill out the English Requirements Worksheet. Students should also subscribe to the departmental email list for majors (ugrad-english@lists.uchicago.edu) to ensure that they do not miss important communications from the undergraduate office.

Third-year students will be assigned a departmental faculty advisor. Students should meet with their faculty advisor at least twice a year to discuss their academic interests, progress in the major, and long-term career goals. The Student Affairs Assistant and Director of Undergraduate Studies are also available to assist students. Students should meet with the Student Affairs Assistant early in their final quarter to be sure they have fulfilled all requirements.

THE LONDON PROGRAM

This program, offered in Autumn Quarter, provides students with an opportunity to study British literature and history in the cultural and political capital of England in the Autumn Quarter. In the ten-week program, students take four courses, three of which are each compressed into approximately three weeks and taught in succession by Chicago faculty. The fourth, project-oriented, course is conducted at a less intensive pace. The program includes a number of field trips (e.g., Cornwall, Bath, Canterbury, Cambridge). The London program is designed for third- and fourth-year students with a strong interest and some course work in British literature and history. Applications are available on the University of Chicago's Study Abroad home page (study-abroad.uchicago.edu) and typically are due in mid-Winter Quarter.

ENGLISH LANGUAGE AND LITERATURE COURSES

ENGL 10200. Problems In the Study of Gender. 100 Units.

This course will explore interdisciplinary debates in the analysis of gender and feminism in a transnational perspective. Course readings will primarily traverse the twentieth century encompassing Africa, Europe, and the Americas. We will consider how understandings of gender intersect with categories of ethnicity, race, class, and sexuality. Topics to be covered include gendered experiences of: colonial encounters; migration and urbanization; transformations in marriage and family life; medicine, the body, and sexual health; and decolonization and nation-building, religion, and masculinity. Materials will include theoretical and empirical texts, fiction, memoirs, and films.

Instructor(s): N. Atkinson, Autumn; J. Cole, Spring Terms Offered: Autumn, Spring 2013 2014

Note(s): May be taken in sequence or individually.

Equivalent Course(s): GNSE 10101, CRES 10101, HIST 29306, SOSC 28200

ENGL 10403. Genre Fundamentals: Poetry: Rhythm and Myth. 100 Units.

This course is an introduction to poetry that is focused on two core elements of poetry: rhythm and myth. We will consider how rhythm is an experience of time that the patterned language of poetry produces. And myth here refers to the persistent present of the poem, which wishes to be the event that it describes, rather than just a representation of it. With these elements in tension, a poem is a complex temporal system, simultaneously pulsing with the changing rhythms of everyday life and timeless-dynamic and resonant across histories, languages, and cultures. In this class we will read poetry from a variety of genres as well as cultures and languages (ancient and modern, western and non-western, oral and written) to better understand this lasting poetic tension. Along the way, we will take into account key theorists on poetic form and the function and meaning of myth. (Genre Fundamentals [formerly Gateway], Poetry)

Instructor(s): Edgar Garcia Terms Offered: Winter

ENGL 10709. Genre Fundamentals: Fiction. 100 Units.

What are basics of complex storytelling? What are its conventions and deviations? This course explores fiction by focusing on specific narrative strategies and how they change over time. Authors will most likely include Herman Melville, Henry James, Edith Wharton, William Faulkner, Toni Morrison, and Ali Smith, among others. (Genre Fundamentals [formerly Gateway], Fiction)

Instructor(s): Sianne Ngai Terms Offered: Spring

ENGL 10800. Introduction to Film Analysis. 100 Units.

This course introduces basic concepts of film analysis, which are discussed through examples from different national cinemas, genres, and directorial oeuvres. Along with questions of film technique and style, we consider the notion of the cinema as an institution that comprises an industrial system of production, social and aesthetic norms and codes, and particular modes of reception. Films discussed include works by Hitchcock, Porter, Griffith, Eisenstein, Lang, Renoir, Sternberg, and Welles.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Note(s): Required of students taking a major or minor in Cinema and Media Studies.

Equivalent Course(s): ARTH 20000, CMST 10100, ARTV 20300

ENGL 11004. History of the Novel. 100 Units.

We will read one or more novels and novellas from each of the last four centuries and also study movie adaptations of these works. Likely novelists to be studied include Miguel de Cervantes, Samuel Richardson, Henry Fielding, Choderlos de Laclos, Jane Austen, Gustave Flaubert, Charles Dickens, George Eliot, Henry James, Vladimir Nabokov, Franz Kafka, Tom McCarthy, and Zadie Smith. Film screenings will be scheduled and will also be available for watching in the library. (Fiction, 1650-1830, 1830-1940, Theory) Requirements: one paper of 5-6 pages, one paper of 7-8 pages, regular postings to the online discussion board, and in-class exercises.

Instructor(s): Maud Ellmann Terms Offered: Autumn

ENGL 12001. The Literature of Riot: The Red Summer of 1919 and African American Literary History. 100 Units.

The Red Summer of 1919" was a series of race riots that swept the U.S. at the end of WWI, marking a confluence of social tensions around race, labor, and migration with a wider crisis of the world imperial system. This course takes the centenary of 1919 as an opportunity to explore the Red Summer's legacies in African American literature and political thought. Working in tandem with a series of public programs that aim to "confront the race riots," we will examine how Black writers have responded directly and obliquely to the upheavals of 1919. Our archive, which includes selections from the early 20th century Black press, important literary treatments, and primary historical documents from <http://chicago1919.org>, will facilitate a geographically and temporally layered understanding of the Red Summer. Moving from Chicago to D.C. to the seaports of Britain, and from 1919 to the present, we will engage multiple scales of the Red Summer's significance for racial capitalist modernity.

At stake conceptually in the course are questions of historical interpretation and cultural memory: How does one "read" the events of 1919, both as inscriptions of social tensions in their own time, and in relation to the succeeding historical developments that have shaped their memorialization? How do we, and how can we, read 1919 in 2019? Readings include Claude McKay, Cyril Briggs, W.E.B. Du Bois, Marcus Garvey, Alain Locke, Toni Morrison, and Eve Ewing (1830-1940; Fiction; Poetry).

Instructor(s): Noah Hansen Terms Offered: Autumn

Equivalent Course(s): CRES 27528

ENGL 12002. Critique of Humanism. 100 Units.

This course will provide a rapid-fire survey of the philosophical sources of contemporary literary and critical theory. We will begin with a brief discussion of the sort of humanism at issue in the critique-accounts of human life and thought that treat the individual human being as the primary unit for work in the humanities and the humanistic social sciences. This kind of humanism is at the core of contemporary common sense. It is, to that extent, indispensable in our understanding of how to move around in the world and get along with one another. That is why we will conduct critique, rather than plain criticism, in this course: in critique, one remains indebted to the system under critical scrutiny, even while working to understand its failings and limitations. Our tour of thought produced in the service of critique will involve work by Hegel, Marx, Gramsci, Freud, Fanon, Lacan, and Althusser. We will conclude with a couple of pieces of recent work that draws from these sources. The aim of the course is to provide students with an opportunity to engage with some extraordinarily influential work that continues to inform humanistic inquiry.

Instructor(s): C. Vogler Terms Offered: Spring

Equivalent Course(s): PHIL 21225, PHIL 31225, ENGL 34407

ENGL 12003. How to Do Things with Books in Britain, 1910-1960: Modernism, War, & After. 100 Units.

This course examines the many forms and functions of the common reader in British literary history. Beginning with a look back at the early life of this reader, and especially at the purchase their literacies afford them within a burgeoning material culture, we then consider how these literacies and their material dependencies—their reading habits, spaces, and objects—are imperiled as variations of this reader live through experiences of total war, women's suffrage, interwar anxiety, Blitzing, unhousing, reconstruction, postcolonial displacement, and other moments of profound social change. Readings will include novels, short stories, and essays by Virginia Woolf, E. M. Forster, Graham Greene, Elizabeth Taylor, Elizabeth Bowen, and George Lamming, alongside other contemporary cultural documents—magazines, films, Mass-Observation records—and select pieces of theory and criticism. Assignments include weekly posts, reading surveys, an autoethnography of your own reading habits, and a final paper. (Theory, Fiction, 1830-1940)

Instructor(s): Zachary Hope Terms Offered: Autumn

ENGL 12004. Manifesto! Art, Politics, Utop. 100 Units.

The manifesto exploded in the 20th Century, spanning aesthetic and political spectrums in order to consolidate groups, challenge dominant structures, and otherwise make claims for how the future should look. This course will examine the genre of the manifesto from Marx to cyborgs by looking at its use by writers, thinkers, and activists, asking about representation (both in how artists represent subjects, and how speakers represent their constituents), identity, the avant-garde, modernity/modernism, and the implied suggestions of utopian worlds. By examining such a specifically action-oriented genre, we will explore just what connection, if any, art and literature have to the political, real, everyday, whatever-we-call-it, shared world and our abilities to craft its future. (Theory)

Instructor(s): Timothy DeMay Terms Offered: Spring

ENGL 12320. Critical Videogame Studies. 100 Units.

Since the 1960s, games have arguably blossomed into the world's most profitable and experimental medium. This course attends specifically to video games, including popular arcade and console games, experimental art games, and educational serious games. Students will analyze both the formal properties and sociopolitical dynamics of video games. Readings by theorists including Ian Bogost, Roger Caillois, Nick Dyer-Witthford, Mary Flanagan, Jane McGonigal, Lisa Nakamura, and Katie Salen will help us think about the growing field of video game studies. This is a 2019-20 Signature Course in the College. (Theory)

Instructor(s): Patrick Jagoda Terms Offered: Autumn

Equivalent Course(s): MAAD 12320, CMST 27916, GNSE 22320, SIGN 26038

ENGL 13000. Academic and Professional Writing (The Little Red Schoolhouse) 100 Units.

Academic and Professional Writing, a.k.a. "The Little Red Schoolhouse" or "LRS" (English 13000/33000) is an advanced writing course for third- and fourth-year undergraduates who are taking courses in their majors or concentrations, as well as graduate students in all of the divisions and university professional programs. LRS helps writers communicate complex and difficult material clearly to a wide variety of expert and non-expert readers. It is designed to prepare students for the demands of academic writing at various levels, from the B.A. thesis to the academic article or book--and for the tasks of writing in professional contexts.

Instructor(s): L. McEnerney, K. Cochran, T. Weiner Terms Offered: Spring Winter

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not count towards the ISHU program requirements. May be taken for P/F grading by students who are not majoring in English. Materials fee \$20.

Equivalent Course(s): ENGL 33000

ENGL 13002. A Still Life: Feminists and Objects in Modernity. 100 Units.

Modernity has always been fascinated by the fantasy of objects coming to life. Feminist theory, by contrast, has often been fixated on the reverse: "objectification," or the process of human beings becoming like objects. This course puts into conversation these two different ways of imagining animate object-ness in order to assemble a critical archive on one of modernity's foundational binaries: the "subject-object" dichotomy. We will examine a series of genres that prominently feature objects, including it-narratives, narratives about robotic women, and video games, while consider these texts in relation to prominent feminist writings about objectification. (Theory, Fiction)

Instructor(s): Katherine Nolan Terms Offered: Spring

Equivalent Course(s): GNSE 18302

ENGL 13512. The Future. 100 Units.

This course focuses on the future as imagined by American science fiction of the 20th century. On the one hand, we will pay attention to the scientific, political, and cultural contexts from which particular visions of the future emerged; on the other, we will work to develop an overarching sense of science fiction as a genre. We will deploy different analytical paradigms (Formalist, Marxist, Feminist, &c.) to apprehend the stakes and the strategies for imagining future worlds. After some initial attention to the magazine and pulp culture that helped to establish the genre, we will spotlight major SF movements (Afro Futurism, Cyberpunk, Biopunk, etc.) and major authors (including Robert Heinlein, Philip K. Dick, Ursula K. Le Guin, Samuel R. Delaney, William Gibson, and Octavia Butler). Finally, we will use this 20th-century history to think about 21st-century SF work in different media (e.g., film, radio, graphic narrative). (Fiction, Theory)

Instructor(s): Bill Brown Terms Offered: Winter

ENGL 14001. Anglophone Immigrant Literature: Narratives of Displacement, Deprivation, and Consumption. 100 Units.

In anglophone immigrant literary narratives, there is a place of particular poignancy and longing reserved for meditations upon food. What is the role, the space, and the import of food in immigrant lives? What diminution accompanies the loss of your own food, and what desire attaches to the rediscovery, or the replication of it in a foreign land? What are the stakes involved in charting out a dominion of your own familiar flavors or adapting to a new palate in an unfamiliar milieu? This course charts a few of these concerns and uses food writing as a point of entry into modes of being and making in immigrant literature, considering that emigration is a displacement that is sometimes impelled and accompanied by trauma, and characterized by rapid modes of adaptation to an unfamiliar and frequently hostile environment. Readings are likely to include fiction and poetry by Chimamanda Ngozi Adichie, Amy Tan, Intiaz Dharker, Amarjit Chandan, Monique Truong, and Cristina Henríquez. These primary texts will be supplemented by critical and analytical readings about patterns of displacement and consumption in immigrant lives and literature. (Fiction, Theory)
Instructor(s): Upasana Dutta Terms Offered: Spring

ENGL 14002. Postmodernism/Postmodernity. 100 Units.

Postmodernism is a late-twentieth century movement in literature, art, and philosophy that insists on the difference between the objective, or scientific, and lived, or experienced, world. This course introduces students to the central tenets of postmodernism by way of its predecessor, modernism. Is postmodernism a distinct movement or just a kind of modernism? To answer this question, students will engage in comparative analyses of paradigmatic modernist and postmodernist texts. Authors include Samuel Beckett, Octavia Butler, Jeanette Winterson, and Mark Danielewski. Topics include philosophies of art; inheritances of genres/forms, worlds, and technologies; and engagement with issues of race, gender, and sexuality. For the final, students will produce a postmodernist poem or short story or an essay explaining how a text of their choosing reflects and/or deviates from postmodernist norms. (Fiction, 1830-1940, Theory)
Instructor(s): Zoe Hughes Terms Offered: Autumn

ENGL 14320. Witnessing War. 100 Units.

War is a defining phenomenon of the twentieth century, yet there is no consensus on how to represent it. How can the experience of extremity or atrocity be described? Who might provide a more trustworthy account of events—a soldier, civilian eyewitness, news reporter, or philosopher? How do political bias and propaganda complicate our understanding of the reliability of war stories? We begin by evaluating arguments about war and its representation by a range of international writers including Wilfred Owen, W.B. Yeats, and Tim O'Brien. Next, we explore the intellectual's role in witnessing war by reading Primo Levi's autobiographical account of Auschwitz, *The Drowned and the Saved*, alongside critical texts by thinkers such as Giorgio Agamben, Jean-Paul Sartre, Edward Said, Susan Sontag, and Judith Butler. We'll examine a range of classic writings on war by Karl von Clausewitz, Immanuel Kant, Sigmund Freud, Hannah Arendt, and others. In the last part of the course, we consider responses to U.S. involvement in the wars in Iraq and Afghanistan. Texts may include Nick Flynn's memoir *The Ticking Is the Bomb* and poetry from writers such as Don Mee Choi, Mónica de la Torre, Philip Metres, Solmaz Sharif, Juliana Spahr, and C.D. Wright. We conclude with a look at representations of war in painting and photography, and a discussion of Sontag's controversial *New York Times* article about the American use of torture at Abu Ghraib prison. (1830-1940, Fiction, Poetry, Theory)
Instructor(s): Rachel Galvin Terms Offered: Autumn
Equivalent Course(s): SIGN 26056

ENGL 15001. Secrets and Spies: Espionage Fiction in the 20th Century. 100 Units.

Following a few decades of low interest after the end of the Cold War, spy fiction experienced a resurgence after 9/11 with popular shows like *Homeland*, *The Americans*, and *Archer*. It would seem that we find espionage most interesting in times when we can envision a concrete enemy. This course will explore how tensions between the ethos and the practice of espionage produce changing and often contradictory views of nationhood. Who is included or excluded in national identity is inextricably bound to sites of difference like race, gender, class, sexuality, ability, and religion. How does espionage, which is premised both on closeness to the enemy and immaculate patriotism, show up in the way the nation constructs itself and its others? Spies and spying offer unique lenses through which to examine how nations grapple with the project of distinguishing the us from the them. We will begin with the Dreyfus Affair in 1894, and then move on to Rudyard Kipling's *Kim* (1901), W. Somerset Maugham's *Ashenden: Or the British Agent* (1928), Helen MacInnes's *While Still We Live* (1944), Odell Bennett Lee's *The Formative Years of an African-American Spy: A Memoir* (2012), as well as movies *The Spy Who Came in from the Cold* (1965), *The Lives of Others* (2006), and *Casino Royale* (2006). (Fiction, 1830-1940, Theory)
Instructor(s): Jennifer Pan Terms Offered: Spring

ENGL 15005. Political Rhetoric: Speeches, Campaigns, and Protests. 100 Units.

By critically examining historical and contemporary political discourse the class will attempt to elucidate how symbolic action creates meaning and shapes political positions as well as policy decisions. Utilizing rhetorical theory, students will analyze oral, written, and digital public communication aimed at influencing social, political, legal, and religious issues and institutions. It will explore topics such as the role of power and identity in political communication, the ethical dimension of public discourse, and the concept of a free and open public sphere. Through readings, discussions, case studies, and analytical assignments, students will learn to critically examine as well as to produce effective public discourse.

Instructor(s): L. Brammer Terms Offered: Winter

Equivalent Course(s): FNLD 20199, PARR 15000

ENGL 15320. Witnessing Medieval Evil: Literature, Art, and the Politics of Observation. 100 Units.

Seeing hell for oneself, watching the torture of a saint, looking at illustrations of violence: these profoundly terrible experiences, narrated and drawn, shaped the way medieval readers took in the world around them, its violence, its suffering, its preponderance of evils. But how exactly does literature allow readers to witness and process such horrors? How is the observation of violence transformed by art? What is unique about the medieval experience of these artistic and literary forms of mediation? What can they teach us about our own contemporary cultural encounters with the sights and stories of atrocity? By exploring questions like these, this course will consider the didactic, religious, and epistemological functions of witnessing in a variety of early medieval texts such as illustrated copies of Prudentius's *Psychomachia* (in which the Virtues engage in a gruesome battle against the Vices), the Apocalypse of Paul (in which Paul sees hell and lives to tell about it), early medieval law codes, the Life of St. Margaret, the Old English Genesis, and the heroic poem Judith. These medieval texts will be read alongside thinkers like Giorgio Agamben, W.J.T. Mitchell, and Susan Sontag, whose work on images of atrocity in the modern world will both inform our critical examination of the Middle Ages while opening up the possibility for rethinking literature and art in relation to contemporary experiences of violence. (Fiction, Poetry, Pre-1650, Theory).

Instructor(s): Benjamin Saltzman Terms Offered: Spring

Equivalent Course(s): SIGN 26057, MDVL 15320, LLSO 25320

ENGL 15620. Imagining Pagans in the Middle Ages. 100 Units.

This undergraduate course investigates what became of classical paganism during the Christian Middle Ages. How did medieval writers portray Greek and Roman practices of worship and its pantheon of gods? For medieval literate culture, classical myths were both an index of historical difference - 'we no longer believe what they believed' - and an ongoing source of poetic, narrative, and symbolic potency. Through the close-reading of a variety of source texts, the course examines what classical myths and pagan belief means to late-medieval poets and thinkers. In particular, we'll look to how 'imagining pagans' incited the medieval historical imagination; inspired cosmological or proto-scientific thought experiments; disrupted orthodox theology; and finally, worked to establish fiction as a domain of literature. The poetry of Geoffrey Chaucer will be at the heart of the class, but we will also read widely across medieval culture. No previous experience with Middle English is necessary. (Pre-1650)

Instructor(s): Julie Orlemanski; Joe Stadolnik Terms Offered: Winter

Equivalent Course(s): MDVL 15620, KNOW 15620

ENGL 16002. Genealogies of the Early Novel. 100 Units.

This course introduces students to the English novel in the long eighteenth century, a period when the genre was new and its narrative techniques, representational strategies, and formal and ethical investments were still coming into focus. We will read novels by Behn, Defoe, Haywood, Richardson, Fielding, Sterne, Radcliffe, and Austen to get a sense of the form's fluidity, and we will also be interested in the way scholars have made this fluidity legible through critical narratives of progress, inheritance, and descent, beginning with Watt's seminal articulation of the novel's "rise," and moving through its revisions, reassessments, and rejections in McKeon, Armstrong, Gallagher, Lynch, and Moretti. (Fiction, 1650-1830)

Instructor(s): Javier Ibanez Terms Offered: Winter

ENGL 16003. Ventriloquism in Literature and Culture. 100 Units.

In this class we will collectively identify the conventions that have come to define theatrical tradition known as ventriloquism. While this course will be rooted in the study of performance, we will also look at instances when ventriloquism appears in literature and film as a metaphor and as a trope. By looking at ventriloquism both in its technique and its thematics we will investigate the extent to which the ventriloquist and the dummy are sexed and racialized categories. Our texts will span from the recorded performances of famous ventriloquists such as Edgar Bergen and Charlie McCarthy, episodes of *The Twilight Zone*, horror films like *Dead of Night* and popular fiction. We will also consult several theoretical texts such as Freud on the uncanny and Winnicott on transitional objects. (Fiction, Drama, Theory)

Instructor(s): Marissa Fenley Terms Offered: Spring

Equivalent Course(s): TAPS 16003

ENGL 16600. Shakespeare II: Tragedies and Romances. 100 Units.

This course explores mainly major plays representing the genres of tragedy and romance; most (but not all) date from the latter half of Shakespeare's career. After having examined how Shakespeare develops and deepens the conventions of tragedy in *Hamlet*, *Othello*, *Macbeth*, *King Lear*, and *Antony and Cleopatra*, we will turn our attention to how he complicates and even subverts these conventions in *The Winter's Tale* and *The Tempest*. Throughout, we will treat the plays as literary texts, performance prompts, and historical documents. Section attendance is required. This course is part of the College Course Cluster, The Renaissance. (Pre-1650, Drama)
 Instructor(s): Timothy Harrison Terms Offered: Autumn
 Equivalent Course(s): TAPS 28406, FNDL 21404

ENGL 17002. Early Modern Love. 100 Units.

This course focuses on an age-old problem of erotic love: though it is considered a central component of the well-lived life, love is also often celebrated precisely for its departure from reason, even to the point of madness. Our discussion will draw on the literature of early modern England, the philosophy of love, the history of emotions, and psychology to explore the phenomenon of erotic love and the problems it presents for human knowledge and ethics. We will begin with the nature of erotic desire and its relation to the self, and then move on to reflect on the reasons for love and its causes, finally leading us to the question: what does it mean to love well? Readings will include works of poetry, prose, and drama from the period, with authors such as William Shakespeare, John Milton, Margaret Cavendish, and Anne Killigrew, as well as works theorizing love and the emotions throughout the ages. (Poetry, Pre-1650)

Instructor(s): Michal Zechariah Terms Offered: Spring

ENGL 17440. August and After: Contemporary Black Drama and Performance. 100 Units.

The American stage has seen an explosion of black playwrights since the 1990s. From the verbatim theater of Anna Deavere Smith to the cagey narrators of Branden Jacobs-Jenkins, these playwrights have reimagined and reworked American drama's conventions of form and mood. Performers like Ralph Lemon and Jennifer Kidwell are devising work at theater's intersection with dance, media, and visual art, and playwright Adrienne Kennedy has returned after a decade-long hiatus. This course surveys the landscape of contemporary black theater-makers and performance artists (and includes, where relevant, the historical predecessors they explicitly invoke or work against). What forces animate works of contemporary black theater and performance? What tropes or conventions do they jettison, and which do they keep? Is there enough uniting these works that an underlying coherence prevails, or does studying them alongside one another instead reveal the dissolution of a racial center? (Drama)

Instructor(s): Tina Post Terms Offered: Winter

Equivalent Course(s): CRES 17440, TAPS 17440

ENGL 18600. Zizek on Film. 100 Units.

Slavoj Zizek has used film as the great expositor of his theories of ideology, perversion, sexuality, politics, nostalgia, and otherness. In this discussion-heavy course we will watch a lot of film from the directorial subjects of his main discussions (Chaplin, Rossellini, Lynch, Haneke, Kieslowski, Tarkovsky, von Trier, Hitchcock, and others) alongside Zizek's theoretical writings on their film. The course examines why for the man who has been called the "Elvis of cultural theory" film is such a perfect lens through which to examine social situatedness and intersubjective "aporia." There is no "paperwork" assigned for the course. The course is conducted seminar style and participants are expected to be vocal, prepared, and somewhat ornery.

Instructor(s): M. Sternstein

Equivalent Course(s): CMST 27201

ENGL 19205. Poetry in the Land of Childhood. 100 Units.

Cupboards and attics, nests and shells, the inside of a bush, the bottom of a rowboat: this course applies Gaston Bachelard's phenomenology of the poetic image as a way of compassing the intimate "fibred space" of childhood as it is constituted by Romantic poems. (Poetry, 1650-1830)

Instructor(s): Alexis Chema Terms Offered: Spring

ENGL 19880. Inhabiting the Borderlands: Latinx Embodiment in Literature, Art, and Popular Culture. 100 Units.

How does a Latinx cultural identity become legible? What are the conditions of its recognition? What kinds of embodied practices and performances serve to point to the particular intersections of race, ethnicity, class, sexuality, and gender that can be termed "Latinx"? To approach these questions, this course will explore critical texts by Diana Taylor, Gloria Anzaldúa, Julia Alvarez, Coco Fusco, José Esteban Muñoz, and Tomás Ybarra-Frausto, among others, as well as performances, artwork, and literature by La Lupe, Walter Mercado, Yalitza Aparicio, Cherríe Moraga, Judith Baca, Carmen Maria Machado, and more. (Theory)

Instructor(s): Carmen Merport Terms Offered: Winter

ENGL 19890. Portrait of the Artist as ____: Twentieth-Century Authorship in Theory and Practice. 100 Units.

Close your eyes and imagine an artist. What or who do you see? This course will explore the theories and representations of authorship and artistry that have shaped the way most of us imagine such figures. We will also discuss works of criticism, literature, and art that seek to counter or transform this tradition from a variety of angles and positionalities. Figures we will attend to include James Joyce, Virginia Woolf, Frida Kahlo, Zora Neale Hurston, Vincent Van Gogh, and Andy Warhol. (Theory)

Instructor(s): Carmen Merport Terms Offered: Spring

ENGL 20001. Theories of Sexuality and Gender. 100 Units.

This is a one-quarter, seminar-style introductory course for undergraduates. Its aim is triple: to engage scenes and concepts central to the interdisciplinary study of gender and sexuality; to provide familiarity with key theoretical anchors for that study; and to provide skills for deriving the theoretical bases of any kind of method. Students will produce descriptive, argumentative, and experimental engagements with theory and its scenes as the quarter progresses. Prior course experience in gender/sexuality studies (by way of the general education civilization studies courses or other course work) is strongly advised.

Instructor(s): L. Berlant, K. Schilt Terms Offered: Autumn

Prerequisite(s): Prior course experience in gender/sexuality studies (by way of the general education civilization studies courses or other course work) is strongly advised.

Equivalent Course(s): GNSE 20001, CHDV 20001, SOCI 20290, LLSO 20001

ENGL 20046. Introduction to Caribbean Studies. 100 Units.

Why have critics, writers, and artists described the Caribbean as "ground zero" of Western modernity? Beginning with the period before European settlement, we will study slavery and emancipation, Asian indentureship, labor and social movements, decolonization, debt and tourism, and today's digital Caribbean. We will survey literary and visual cultures, primary source documents, and thought across the English, French, Spanish, and Dutch-speaking Caribbean. All readings will be available in translation. (Fiction, Theory)

Instructor(s): Kaneesha Parsard Terms Offered: Spring

Equivalent Course(s): CRES 20046

ENGL 20050. Narrating Diaspora. 100 Units.

This course explores how Black writers in the twentieth century variously crafted and defined the African Diaspora while actively navigating this diaspora. Alongside scholarly works in African diaspora theory, readings will include essays and novels by Black writers from the Americas, Europe, and Africa. (Fiction, Theory)

Instructor(s): Sophia Azeb Terms Offered: Autumn

ENGL 20152. London Program: London's Water Stories: Representations of the Thames in Literature, Art and Film. 100 Units.

his course will consider representations of urban experience in 19th, 20th and 21st-century London through focusing on the river. As one of the main points of entry to Britain for people and goods throughout the 19th and much of the 20th century, the river and especially the London docks, loom large in many of the mythologies of London as an imperial center, a destination for immigrants, and, with the redevelopment of Canary Wharf in the 1980s, a center of global finance. We will think about the licit and illicit traffic of the river, the various cultures and counter cultures that have emerged along it, and the ways in which it figures in literary and other texts. Students will travel on the river, visit relevant museums and exhibitions, including the Docklands Museum and the Tate, and they may have a guided walking tour on the Isle of Sheppey. Texts may include works by Dickens, Oscar Wilde, Woolf, Conrad, and James Berry, and films by Derek Jarman and John Mackenzie. (Fiction, 1830-1940)

Instructor(s): Josephine McDonagh Terms Offered: Autumn

Prerequisite(s): Admission to the London Program (study abroad) is required.

ENGL 20153. London Program: Postcolonial England: Migration, Race, Nation. 100 Units.

This course will examine how ideas of English identity and nationhood have been transformed by postwar migration and diaspora, as well as by political and cultural contestations over race, racial representation, and the legacies of the British Empire. We will ask how the decline and overthrow of Britain's influence and rule in the colonies after WWII gave rise to not just postcolonial nation-states overseas, but also to a postcolonial England. Our focus will be on the discourses and cultural production of migrant and diasporic communities. But we will also consider the historical context in which our authors and artists worked, and the various forms of imperial amnesia and nostalgia, as well as nativist and xenophobic political currents, against which they struggled. We will examine literary texts, cultural criticism, and film, music and visual culture from the early postwar period (Windrush Generation and the Suez Crisis) up to the present. Authors we might study include Sam Selvon, Kazuo Ishiguro, Salman Rushdie, Bhanu Kapil, and Kamila Shamsie, with films by Isaac Julien and Hanif Kureishi. We will also make use of London's historical and cultural offerings, with a possible trip to the Black Cultural Archives, among other outings. (Fiction)

Instructor(s): Sonali Thakkar Terms Offered: Autumn

Prerequisite(s): Admission to the London Program (study abroad) is required.

ENGL 20154. London Program: The Country and the City. 100 Units.

Following loosely in the track of Raymond Williams's 1973 book of the same title, this course will consider the interplay of urban and rustic life in literary productions of the early British Industrial Revolution. Writers we read will include William Blake, William Wordsworth, Samuel Taylor Coleridge, Jane Austen, and possibly Charles Dickens. We will take advantage of the major exhibition of William Blake that will be on offer at London's spectacular Tate Britain gallery (the first there in two decades), and we will probably make an excursion to Chawton, about 40 miles outside of London, to see Jane Austen's village, including the 16th-century country house where her brother Edward presided.

Instructor(s): James Chandler Terms Offered: Autumn

Prerequisite(s): Admission to the London Program (study abroad) is required.

ENGL 20155. London Program: Surveilling London: Sexuality, Race, and Power. 100 Units.

This course investigates the experience of watching and being watched in London while giving students the opportunity to pursue a quarter-long individual research project. Through texts ranging in genre, medium and period, we will explore explicit and implicit surveillance in London: the formal modes of observing and regulating people in public (government CCTV, private security technology), and informal instances of overseeing and overhearing. How has London's literature, history, and culture registered its status as a site of particularly intense surveillance? We begin the quarter with theoretical (Lauren Berlant, Michael Warner, Jeremy Bentham) and imaginative texts (Daniel Defoe, Oscar Wilde) alongside film and television (Francis Ford Coppola, *Bodyguard*) which illuminate the key paradox of how surveillance blatantly regulates public identities while, paradoxically, encouraging voyeurism of bodies labeled other or perverse. Fieldtrips to related historical and cultural sites will contextualize student research aims as we shift to independent projects in the second half of the course. Students will pursue archival and fieldwork opportunities in London with freedom to select topics under the umbrella of surveillance. Through rigorous engagement with course texts and individual research, students will strengthen textual analysis skills, become better acquainted with the city, and develop a reflexive relationship to their embodied and intellectual journey through London.

Instructor(s): Madison Chapman Terms Offered: Autumn

Prerequisite(s): Admission to the London Program (study abroad) is required.

ENGL 20228. William Blake: Poet, Painter, and Prophet. 100 Units.

William Blake is arguably the most unusual figure in the history of English poetry and visual art. Recognized now as an essential part of the canon of Romantic poetry, he was almost completely unknown in his own time. His paintings, poems, and illuminated books were objects of fascination for a small group of admirers, but it was not until the late 19th century that his work began to be collected by William Butler Yeats, and not until the 1960s that he was recognized as a major figure in the history of art and literature. Dismissed as insane in his own time, his prophetic and visionary works are now seen as anticipating some of the most radical strands of modern thought, including Freud, Marx, and Nietzsche. We will study Blake's work from a variety of perspectives, placing his poetry in relation to the prophetic ambitions of Milton and his visual images in the European iconographic tradition of Michelangelo and Durer, Goya and Fuseli. The course will emphasize close readings of his lyric poems, and attempt to open up the mythic cosmology of his allegorical, epic, and prophetic books. (Poetry, 1650-1830, Theory; 18th/19th)

Instructor(s): W. J. T. Mitchell Terms Offered: Winter

Equivalent Course(s): ENGL 30228, ARTH 30228, ARTH 20228, FNDL 20228

ENGL 20560. The Rise of Prose: Composition, Criticism, and Constitutions. 100 Units.

This course will focus on writings of the late 18th century and early 19th century that aimed to prepare lawyers, doctors, and ministers to convey information and opinion to others. We'll look at writings by Adam Smith, Hugh Blair, and Joseph Priestley to consider the challenges of persuading people in writing (instead of in public speeches and sermons); and we'll conclude by considering Jeremy Bentham's discussions of the principles that someone should take into account in preparing a constitution that would bear a meaningful relation to people's future behavior. (Theory)

Instructor(s): Frances Ferguson Terms Offered: Autumn

ENGL 20603. Adapting the Unadaptable. 100 Units.

Fiction has always provided rich source material for drama. But much 20th and 21st century fiction can seem unadaptable—it is often sprawling, poetic, interior, fragmentary, or cerebral (or all of the above!). This hands-on course will challenge students to approach modern and contemporary literature with unconventional tools of staging, editing, and design. Students will also be introduced to the work of contemporary theater companies and productions that have taken on seemingly impossible adaptation projects, and closely study adaptations of Jorge Luis Borges, Franz Kafka, Virginia Woolf and others.

Instructor(s): S. Bockley Terms Offered: TBD

Note(s): Attendance at first class is mandatory.

Equivalent Course(s): TAPS 20600

ENGL 20666. Wallace Stevens and the Poetry of Modern Reality. 100 Units.

After one has abandoned a belief in god, poetry is that essence which takes its place as life's redemption" - so wrote Wallace Stevens in one of his aphoristic "Adagia." A giant of modernist English poetry, Stevens grappled deeply and protractedly in both his poetry and prose with the particular character and problems of the modern situation - what he called "modern reality" - particularly the need, as he saw it, for a new "supreme fiction" giving meaning and purpose to human life, a fiction he sought to rediscover or recreate in and through (his) poetry. We will read widely from Stevens' poems, essays and aphorisms with a view to comprehending and evaluating his poetics of modern reality.

Instructor(s): Lindsay Atnip Terms Offered: Winter
Equivalent Course(s): FNDL 20666, SETH 20666

ENGL 20710. Dramaturgy and Dramatic Criticism. 100 Units.

This course is an orientation and practicum in contemporary dramaturgy. After surveying Enlightenment treatises that occasioned Western dramaturgical practices, students will critically engage present-day writings that consider the objectives and ultimate *raison d'être* for the production dramaturg. Students then undertake dramaturgical research, exploring different methodologies and creative mind-sets for four representative performance genres: period plays; new plays; operas or musicals; and installations or performance art. Special attention will be given to cultivating skills for providing constructive feedback and practicing dramaturgy as an artistic collaborator and fellow creator. The class culminates in the design and compilation of a sourcebook for actors, directors, and designers, followed by a dramaturgical presentation intended for a professional rehearsal room.

Instructor(s): D. Matson Terms Offered: Winter
Note(s): Attendance at first class is mandatory.
Equivalent Course(s): TAPS 20700, TAPS 30710

ENGL 20720. Film and Fiction. 100 Units.

This course addresses three distinct but related critical problems in the contemporary understanding of film and fiction. The most general is the question of how we might go about linking the practice of criticism in the literary arts with that of the screen arts. Where are the common issues of structure, form, narration, point of view management, and the like? Where, on the other hand, are the crucial differences that lie in the particularities of each domain—the problem that some have labeled "medium specificity" in the arts? The second problem has to do more specifically with questions of adaptation. Adaptation is a fact of our cultural experience that we encounter in many circumstances, but perhaps in non more insistently as when we witness the reproduction of a literary narrative in cinematic or televisual form? Adaptation theory has taught us to look beyond the narrow criterion of "fidelity" a far too limiting in scope? But when we look beyond, what do we look for, and what other concepts guide our exploration? The third and final problem has to do with the now rampant genre of the "film based on fact," especially when the facts derive from a particular source text, as in the recent case of Spike Lee's *BlacKkKlansman*? What has this genre become so popular? What are its particular genre markings (e.g., excessive stylization, the use of documentary footage of the actual persons and events involved)? How does fictionalization operate on the facts in particular cases?

Instructor(s): James Chandler Terms Offered: Spring
Prerequisite(s): Students enrolled in the course will be expected to attend screenings and participate in class discussions. There will be written exercise at midterm (3-4 pp.) and a longer final paper (12pp.).
Equivalent Course(s): CMST 25820

ENGL 20750. The Adventures of Augie March. 100 Units.

Court Theatre has commissioned Pulitzer Prize and Tony Award-winning playwright David Auburn, AB'91, to write a stage adaptation of Saul Bellow's novel of mid-century Chicago, *The Adventures of Augie March*. Students in this course will assist in the dramaturgical preparations for the Spring 2019 premiere of Auburn's work, and in so doing acquire hands-on experience of the techniques involved in bringing literary works to stage. They will engage in close readings of the novel and its relationship to drafts of the script, examine how Bellow drew from his own coming-of-age experiences as an immigrant in Depression-era Chicago to create the character of Augie March, and seek out primary source materials at libraries and museums throughout the city to help contextualize the work for the director, actors, costume and sound designers. Guest lectures will include David Auburn, Court Theatre Artistic Director Charles Newell, and Dr. Peter Alter, Curator of the Studs Terkel Oral History Center.

Instructor(s): N. Titone Terms Offered: Autumn
Note(s): Attendance at first class is mandatory.
Equivalent Course(s): TAPS 20750

ENGL 20806. British Drama, 1660-1830. 100 Units.

This survey of British drama during the long eighteenth century ranges from Restoration sexual comedy and civic drama of political virtue and self-sacrifice to popular spectacles of criminal justice and early Gothic theater of passionate hatred. Alongside the plays, we will consider theatrical history (including Shakespearean legacies and significant actors of the period like David Garrick, Mary Robinson, and Sarah Siddons) together with criticism and theory, past and present. (Drama, 1650-1830; 18th/19th)

Instructor(s): Timothy Campbell Terms Offered: Spring
Equivalent Course(s): ENGL 30806

ENGL 21006. Joseph Conrad's Secret Agent: (In)action, Surveillance, Terrorism. 100 Units.

Course centers on Joseph Conrad's *The Secret Agent*: A Simple Tale. Contemporary critics often consider this novel the archetypal fictional work about terrorism, as it is based on the bomb attack that occurred in Greenwich in 1888. *The Secret Agent* demonstrates, however, much more than its prophetic significance rediscovered after 9/11. Therefore, the course seeks how the novel's relevance stems in equal measure from Conrad's interest in a wider political process and his distrust of state power; in particular, the course explores how these forces determine the individual caught in a confining situation. We read *The Secret Agent* as a political novel, that struggle for solutions defies chaos as well as an imposition of a single ideology or one authorial point of view. Its ambiguities and political antinomies allow for interdisciplinary readings that also present an opportunity to critically overview the established approaches to main Conradian themes. In analyzing the formation of the narrative's ideology we discuss Conrad's historical pessimism that demonstrates with sustained irony how capitalism breeds social injustice that, in turn, breeds anarchism. The class also focuses on how the novel exposes duplicity in staging surveillance, terrorism, as well as adjacent forms of violence or sacrifice. Critical texts include several older but still influential readings (Jameson, Eagleton) and the most recent.

Equivalent Course(s): REES 21006, FNDL 21006, REES 31006, ENGL 31006

ENGL 21112. Nudes, Princesses and Cyborgs : Gender, Violence, and Biblical Fiction. 100 Units.

To many, Bathsheba is simply the nude who seduced David. The connotations of being a Jezebel are strong enough that a popular feminist website re-appropriates the insult. Yet the biblical texts themselves make it difficult to imagine female characters as types, or the violence with which they are often associated as comprehensible. Furthermore, Hebrew Bible figures have often been taken up as sites to explore contemporary questions relating to gender and violence. Did Dinah 'ask for it'? Does Ruth's story celebrate the refugee and mother or justify a colonial politics of assimilation? In this course, students will examine literary works that reuse difficult portions of biblical narrative and challenge readers to reassess biblical violence and its legacies. By engaging with both more popular extended rewritings like *The Red Tent* and world-literary political works like *A Grain of Wheat*, this course will reconsider biblical women and the variety of problematic and productive ways they may be appropriated in fiction and in popular culture.

Instructor(s): Chloe Blackshear Terms Offered: Spring

Equivalent Course(s): GNSE 21112, CMLT 21112

ENGL 21202. The Brontes and the 'Psychological Novel' 100 Units.

This course takes the novels of Emily and Charlotte Bronte as a case study for novel theory and criticism. In particular we will consider what it has meant to claim that the Brontes' novels have a special relationship to or claim on the psychological. What is at stake in the critical interest in subjectivity, interiority and depth in these novels? What might it mean to read these (or any) novels without or against a privileging of the psychological? We will look at significant critical movements in Victorian novel studies (ideology critique; gender theory; historicism; etc.) that have taken the Brontes' novels as their objects while we read *Wuthering Heights*, *Jane Eyre*, *Shirley*, *Villette* and other nineteenth century texts.

Instructor(s): Strang, Hilary

Note(s): Current MAPH students and 3rd and 4th years in the College. All others by instructor consent only.

Equivalent Course(s): GNSE 41200, ENGL 41202, MAPH 41200, GNSE 21210

ENGL 21210. The Enterprise of Middlemarch. 100 Units.

Students will begin by taking up the Norton edition and reading the novel through; discussion will then proceed by re-reading (along with some other materials from that edition) taking up various topics, e.g. Eliot's self-presentation of her authorial aims, some important fictional choices (e.g. why a provincial town? why set the novel in 1832? etc.). Then we will consider the complex set of plots and their relation to each other. Other questions: how does the book represent itself as a model for the novel as a genre? Where does it fit in Eliot's career? "There will be unexpected questions. This is the sort of course in which it is important to follow where the class leads."

Equivalent Course(s): GNSE 21211, FNDL 21210

ENGL 21215. Hamlet: Adventures of a Text. 100 Units.

After a lifetime with *Hamlet*, I've become increasingly interested by the fluidity of the text: not only is there much too much of it, but there are also significant differences between the 2nd Quarto and the Folio-to say nothing of the 1st quarto. Nevertheless, there is (in my mind at least) no question that we have *Hamlet*! I intend with this class to explore the play in quest (as it were) of the essential *Hamlet*, reflecting on its contradictions, shifting perspectives, puzzles. For instance: why doesn't *Hamlet* go back to Wittenburg-is it his ambition, his mother, his sense that he has to deal with his uncle, or is it something else? Is *Hamlet* mad or feigning or something in between? Is he changed by his adventure with the pirates? Etc. We will use both volumes of the Arden 3rd edition. First, we'll spend some weeks going through the Folio text scene by scene, then we'll tackle the 1st Quarto, inquiring into Shakespeare's creative process and his relation to actual production. Some attention will be given also to the history of the reception of *Hamlet*. Instruction by discussion; final paper preceded by required submission of a project and opportunity to submit a draft for comments.

Instructor(s): J. Redfield Terms Offered: Spring

Prerequisite(s): Graduate Students by Consent Only

Equivalent Course(s): FNDL 21215

ENGL 21277. Literature and Technology: Machines, Humans, and the Novel. 100 Units.

What is technology? What impact did it have on human beings and on the writing of literature as the Industrial Revolution exploded onto the European continent? In this course, we will trace the ecological, economical, and emotional footprints of various machines and technological devices (automata, trains, phonographs, cameras) in the European novel, from Frankenstein to the Futurists. We will delve into the topic with a discussion of Charlie Chaplin's *Modern Times*, continue with a reflection on the human being as a machine and vice versa (Frankenstein and Pinocchio), transition to accounts on cities, progress, death, and machines (Dickens, Zola, *Eça de Queirós*), and end with the Futurists' technological extravaganzas that will include a visit to Chicago's Art Institute. Other readings include texts by Marx, Raymond Williams, Heidegger, Leo Marx, Deleuze & Guattari, etc.

Instructor(s): Ana Ilievska Terms Offered: Winter

Equivalent Course(s): CMLT 21200, ITAL 28818, PORT 28818

ENGL 21310. Our biopolitics, ourselves: feminist science fiction. 100 Units.

1970s feminist theory made a significant conceptual move in provisionally bracketing off biological sex from the historical/cultural work of gender. Feminist science fiction (in contrast), in its brief flourishing in the 70s and early 80s, finds its utopian moments in the biological, in genetic manipulation, reproductive technology, ecological forms of being and new bodies of a variety of kinds. This class will read science fiction, feminist theory and current critical work that concerns itself with biopolitics in order to ask questions about the divide between nature and culture, what's entailed in imagining the future, what gender and genre might have to do with each other, and just what science fiction is and does anyway. Authors include: Le Guin, Russ, Butler, Piercy, Haraway, Rubin, Firestone.

Instructor(s): Hilary Strang Terms Offered: Spring

Equivalent Course(s): ENGL 41310, MAPH 41300, GNSE 21310, GNSE 41300

ENGL 21401. Advanced Theories of Gender and Sexuality. 100 Units.

Zerilli: This course examines contemporary theories of sexuality, culture, and society. We then situate these theories in global and historical perspectives. Topics and issues are explored through theoretical, ethnographic, and popular film and video texts. Simon: Our itinerary in this course will be interdisciplinary, ranging from political theory to science studies. Topics for discussion will likely include: the gendering of reason and passion in the history of philosophy; the power, persistence, and flexibility of norms; the relationship between eros and other forms of desire; the division of labor and other economic tributaries to gendered experience; openings for and challenges to the political aspirations of sexual (and other) minorities; and the pressures exerted by technology on erotic life. Students will engage key concepts in the field, and will be encouraged to experiment with new ones.

Terms Offered: Winter

Equivalent Course(s): GNSE 21400, ENGL 30201, PLSC 31410, PLSC 21410, GNSE 31400, MAPH 36500

ENGL 21420. Futures Other Than Ours: Science Fiction and Utopia. 100 Units.

Science fiction is often mistaken for a variety of futurism, extrapolating what lies ahead. This class will consider what kind of relationship science fiction might have to the future other than prediction, anticipation, optimism or pessimism. How might science fiction enable thinking or imagining futures in modes other than those available to liberalism (progress, reproduction, generation) or neoliberalism (speculation, anticipation, investment)? This class asks how science fiction constitutes its horizons, where and how difference emerges in utopias, and what it might be to live in a future that isn't ours. Readings may include SF works by Delany, Le Guin, Russ, Butler, Robinson, Banks, Ryman, Jones; theoretical and critical readings by Bloch, Jameson, Suvin, Munoz, Murphy, and others.

Instructor(s): Hilary Strang Terms Offered: Winter

Note(s): Email the instructor directly for consent.

Equivalent Course(s): MAPH 41400, ENGL 41420

ENGL 21785. Black in Colonial America: Three Women. 100 Units.

Through a survey of texts by and about Sally Hemings, Phillis Wheatley and Tituba, "the Indian," we will consider the lives of three black women in colonial America. In this period of expansion and contraction of the concepts of race and bondage, what kind of "tellings" were possible for these women? By reading texts written as early as 1692 and as late as 2008, we will also consider how representations of these women have changed over time. Simplified by history as a witch, a poet and a mistress, the details of the lives of Tituba, Phillis and Sally resists these epithets. This course will ask why and how they remain present in the written record today, and what this teaches us about the formation of literary and historical canons. (Fiction, 1650-1830)

Instructor(s): Sarah Johnson Terms Offered: Spring

Equivalent Course(s): CRES 21785, GNSE 21725

ENGL 21855. The Literary Hebrew Bible: An Introduction. 100 Units.

What does it mean for a biblical character to be "fraught with background," in Erich Auerbach's evocative phrase? How can we approach the Bible's dense, terse, paratactic prose as literary interpreters? What are the conventions and restrictions of biblical poetry, and how does the text move within these rules? In this course, students will read key narrative and poetic texts from the Hebrew Bible, de-familiarize traditional stories, acquire tools of literary analysis particular to biblical poetics, and ask questions about the literary legacy of this complicated, messy collection. Along the way, we will treat important comparative literary issues the Hebrew Bible highlights, including distinctions between history and fiction, literary genre, biblical translation, and notions of canon and tradition. Though our primary focus will be on the biblical text itself, our reading will be aided by foundational texts on biblical poetics (including works by Auerbach, Alter, Sternberg and Kawashima) and more recent examples of feminist, queer-theoretical, postmodern and postcolonial biblical criticism.

Instructor(s): Chloe Blackshear Terms Offered: Winter

Equivalent Course(s): JWSC 21855, CMLT 21855, FNDL 21855, RLST 21855

ENGL 21926. People, Places, Things: Victorian Novel Survey. 100 Units.

Quarter Systems and the Victorian novel do not mix well, which is only to say that this course cannot aspire to a comprehensive accounting of the Victorian novel, or the myriad forms of the novel that emerged during Victoria's reign (1837-1901). What it does seek to do, however, is give you some little sense of the Victorian novel's formal and thematic range in a few of the uncharacteristically shorter novels of the period, and-in the bargain-give you a few critical tools and concepts to better figure out what these novels are and what they might be doing. Critical approaches to the Victorian novel are as varied as the novels themselves, perhaps, but I've tried to give you access to some of the more recent interventions that centrally query character and characterization (people), things and the circulation of things, and location and spatialization (places). Jane Eyre, *Hard Times*, *Lady Audley's Secret*, *The Warden*, *Jude the Obscure*, *The Hound of the Baskervilles*. (Fiction, 1830-1940)

Instructor(s): Elaine Hadley Terms Offered: Winter

ENGL 22351. The Sonic Image. 100 Units.

The Sonic Image offers a unique opportunity to work with three senior researchers exploring the bridge-making and sense delimiting articulations of sound & sight together. We will examine the potency of sound in a world largely understood through its visualization as a world picture. Readings in sound studies, visual studies & media studies explore sound, sounds that evoke pictures, the forensics of sound, sound art, & films including *The Conversation*, *Blow Out & Amour*. Each faculty collaborator brings distinct interests to the course. WJT Mitchell's renowned theorization of images naturally extends to his theorizing the possibility of the sonic image. Artist Lawrence Abu Hamdan's commitment to the value of earwitnessing asks the listener to extend forensic knowledge to the very core of what it means to be a human being in the world. For the course, Hamdan will develop a workshop comprising a series of practical exercises that experiment with the conditions of testimony or claim making, enabling an exploration of how the law come to its truths and how can we use sonic imagination to trouble & contest established modes of enacting justice. Performance scholar, Hannah B Higgins, examines how musical notation, performance & sound bear on the relationships between sound & vision in recent art practices. An intervention from composer Janice Misurell-Mitchell will add a dimension of musical testimony to our investigation.

Instructor(s): W.J.T. Mitchell, Hannah Higgins, Lawrence Abu Hamdan Terms Offered: Autumn

Prerequisite(s): Open to all levels with consent of the instructors.

Equivalent Course(s): ENGL 42351

ENGL 22402. Perspective as a Challenge to Art History. 100 Units.

Equivalent Course(s): ENGL 42412, SETH 32402, ARTH 22402, ARTH 32402

ENGL 22817. Pale Fire. 100 Units.

This course is an intensive reading of *Pale Fire* by Nabokov.

Equivalent Course(s): REES 30020, FNDL 25311, REES 20020, GNSE 29610, GNSE 39610

ENGL 22903. Literature of the City: Between Utopia and Dystopia, Design and Occupation. 100 Units.

This seminar to be taught in conjunction with the 2019 Chicago Architecture Biennial will allow students to explore the material repercussions of built, neglected, and mythologized environments on those who imagine and inhabit them, and to consider the way the literary arts not only respond to, but contribute to their shape. We will place the literature of the metropolis into dialogue with the writings and plans of architects and urbanists on the one hand, occupant-activists on the other. We will study the creation (and sporadic dismantling) of the city from the perspective of its builders and inhabitants-moving from the nineteenth-century flaneur through Situationism, to the utopian schemes and conceptual architectures of the '60s and 70s, and contemporary protest movements. A range of cities, visible and invisible, will be under consideration, with Chicago as our immediate case study. In lieu of a standard research paper, students will be given the opportunity to produce a collaborative atlas of Chicago. They must make time for field trips to the Biennial and to select monuments around the city. (1830-1940, Theory) This is a featured Makers Seminar for English majors, but is open to all students.

Instructor(s): Jennifer Scappettone Terms Offered: Autumn

ENGL 23112. Trans Performativity. 100 Units.

In this course we will explore how these dialogues and conflicts between gender studies, queer theory, and trans studies have developed and transformed our understandings of categories like "gender," "sex" and "trans." Some guiding questions will be: how do we, and should we, conceive the materiality of the body? How do assumptions about 'nature' and the 'natural' determine how we view categories of identity, and what are the political ramifications of these determinations? Why, within certain discourses, has the fluidity of gender been promoted, while the fluidity of race remains controversial and generally unsupported? How do we account for these different receptions, and what kind of opportunities do they make available for politically engaged communities? How can we simultaneously value performative theories of gender, while also maintaining a certain stability of identity as developed within trans criticism, even when these two discourses seem in direct conflict?

Equivalent Course(s): CMLT 23112, GNSE 23112

ENGL 23123. Cybernetics and Trans Identities. 100 Units.

This course is an examination into the ways in which theorizations of trans identity have been bound to discourses concerning cyborgs and cybernetics. On one hand, we will look into the ways in which medico-technological discourses have inscribed and produced the limits for conceptualizing trans-ness. On the other, we will examine how trans self-narratives have mobilized cybernetic language to parasitically produce autonomous discourses. The over-arching questions of this class will be: how should we engage concepts, such as the cybernetic and the prosthetic, that have been used towards the disenfranchisement of trans identities, while simultaneously have been re-inscribed as emancipatory concepts? How should we tell the histories of these discourses? How do they affect, produce, contain, and enliven contemporary worlds of trans identities and existences? This course will, from its onset, be interdisciplinary in nature, both in terms of the academic disciplines from which we choose our texts (trans theory, queer theory, critical race theory, psychoanalysis, philosophy, new media theory, literary criticism, etc.) and also through an engagement with various genres and media, engaging fiction, film and visual art, as ways to further expand and develop our critical investigations. Readings will include works by figures such as Karen Barad, Jean Baudrillard, Mel Chen, Gilles Deleuze, Donna Haraway, Beatriz Preciado, Jasbir Puar, Gayle Salamon, Sandy Stone, Alexander Weheliye.

Instructor(s): Alex Wolfson Terms Offered: Autumn

Note(s): This course will count as a Concepts course for GNSE majors

Equivalent Course(s): CMLT 23123, GNSE 23123

ENGL 23708. The Poetry and Prose of Thomas Hardy. 100 Units.

A Victorian and a Modernist, a rare master of the arts of fiction and poetry, Thomas Hardy outraged Victorian proprieties and helped to make 20th century literature in English possible. Close reading of four novels and selected early middle, and late poems by Hardy, with attention to the contexts of Victorian and Modern literary culture and society.

Instructor(s): Rosanna Warren Terms Offered: Winter. Course to be taught winter 2020

Note(s): For graduate students and advanced undergraduates.

Equivalent Course(s): ENGL 43708, SCTH 46011

ENGL 24119. Literature and Citizenship. 100 Units.

What we think of as modernity can be said to begin with the birth (or rebirth) of the citizen. During the 17th and 18th centuries, revolutions in Britain, France, and North America sought to recast political society as a structure built upon social contracts and natural rights of the people rather than the divine right of kings. Yet the category of citizen was (and remains) exclusionary as well as inclusive, frequently deployed to mark those outside its boundaries and protections. During the 19th and 20th centuries, the constructions of race, gender, and nation continued to shift into new forms, and many literatures of these centuries focus on how "the citizen" is conceived and reinvented into the present. This interdisciplinary, trans-historical, and transatlantic course will discuss how these tensions and debates influence literature and political discourse over four centuries, a breadth that will allow us to trace the concepts and critiques of citizenship as they have come to shape our contemporary world. Primary readings will include William Shakespeare, Tobias Smollett, Olaudah Equiano, Anna Laetitia Barbauld, Herman Melville, Frederick Douglass, Richard Wright, Miné Okubo, and Claudia Rankine. Secondary and theoretical readings will include Michel Foucault, Raymond Williams, Benedict Anderson, Ian Baucom, Lord Mansfield, C. L. R. James, Paul Gilroy, John Locke, Thomas Jefferson, Achille Mbembe, Emma Goldman, and Harry Harootunian.

Equivalent Course(s): ENGL 40110, MAPH 40110

ENGL 24255. America's Literary Scientists. 100 Units.

This course targets in on the entanglements between science and literature during the nineteenth and early twentieth century in America—a historical moment when these realms did not appear nearly as divided as they do now. In particular, we attend to the period's exciting developments in biology, which promised to revolutionize contemporary notions of human being. Our analysis of American fiction will center on the subjects and methods that writers adopted (imaginatively and often critically) from fields like evolutionary science, microbiology, and experimental psychology. But the course syllabus also includes American scientists who wrote fiction: What types of knowledge did they hope to produce in becoming literary? The aim of our inquiry will, in large part, be to examine the role of literature in shaping the significance of science in American culture, as well as the role of science in helping to build an American literary canon. Along the way, we will track the kinds of experiments in form and genre that such literary-scientific hybrids might produce. Readings may include works by Henry Adams, W.E.B. Du Bois, Charlotte Perkins Gilman, Oliver Wendell Holmes, William James, Silas Weir Mitchell, Mark Twain, and Edith Wharton. Theoretical and critical works will be drawn from the history of science, science and technology studies, and nonhuman studies.

Instructor(s): Agnes Malinowska Terms Offered: Spring

Note(s): Open to 3rd and 4th years in the College and MA students

Equivalent Course(s): MAPH 34255, ENGL 34255

ENGL 24422. The Science of Literature. 100 Units.

This course examines the modern history of literature as an object of scientific study. In particular, it introduces key moments in the conversation between quantitative methods and literary interpretation from the late-19th century to today. These include physiological theories of the novel; stylistics; book history; sociologies of reading; distant reading; and cultural analytics. At each moment we consider the intellectual contexts that encouraged dialogue between the sciences and literature; probe the theories and models by which this dialogue was framed; and consider its relevance to the practice of literary criticism today.

Instructor(s): H. Long Terms Offered: Spring

Equivalent Course(s): ENGL 34422, EALC 24411, EALC 34411

ENGL 24503. 20th Century American Drama. 100 Units.

Equivalent Course(s): ARTH 25885, TAPS 20110

ENGL 24515. Introduction to Videogame Studies: Art, Play, and Society. 100 Units.

This course is intended as an introduction to the study of videogames in the humanities. Topics include videogame form (visual style, spatial design, sound, and genre); videogames as a narrative medium; embodiment and hapticity in videogame play; issues of identity/identification, performance, and access related to gender, sexuality, race and ethnicity, ability, and class; and rhetorical, educational, and political uses of videogames. Just as the videogame medium has drawn from older forms of art and play, so the emerging field of videogame studies has grown out of and in conversation with surrounding disciplines. With this in mind, readings and topics of discussion will be drawn both from videogame studies proper and from other fields in the humanities - including, but not limited to, English, art history, and cinema and media studies. Undergraduates should be prepared for an MA-level reading load but will write final papers of the standard length for upper-level undergraduate courses (8-10 pages versus 12-15 for MA students). MA students interested in pursuing a particular research topic in-depth will be given supplemental readings. This course will also be designed to take advantage of the University of Chicago's videogame collection, and will require game play both individually and as part of group play sessions.

Instructor(s): Christopher Carloy Terms Offered: Spring

Note(s): Email for instructor consent

Equivalent Course(s): DIGS 30010, CMST 27915, CMST 37915, MAAD 27915, DIGS 20010, ENGL 34515, MAPH 34515

ENGL 24540. Islands and Otherness. 100 Units.

The island as a space of possibility - of discovery, of (re)imagination, and of otherness - is a concept with a very long history in Anglophone literature. Indeed, Britain's own archipelagic geography (a landscape unique among Europe's imperial powers) has often been invoked for a range of rhetorical ends. John of Gaunt's famous speech in Richard II uses the idea of Britain as the "scepter'd isle" as both a source of comfort (England as especially favored) and the foundation of critique (favor squandered). With the rise of transoceanic empires, writers throughout Great Britain, its colonial dominions, and other literary traditions imbued the symbol of the island with ever-increasing layers of meaning. Yet the island was also always already a location of anxiety, hostility, and liminality - of alternate cultural practices and systems of belief, of indigenous peoples who refused the claims of the colonizer, and where the meaning of Europe itself was destabilized in the colonial encounter. While eighteenth- and nineteenth-century European writers often deployed the island to think through the implications of empire for the metropole, anticolonial writers turned to the island as a site of resistance and recuperation. This transhistorical course will discuss the many significations of the island in metropolitan, colonial, and postcolonial literature as a lens into the conflicts and debates of imperialism.

Instructor(s): Tristan Schweiger Terms Offered: Spring

Note(s): Open to MAPH students and 3rd and 4th years in the College

Equivalent Course(s): ENGL 34540, MAPH 34540

ENGL 24610. Uncanny Encounters in Global Medieval Literature. 100 Units.

Meetings with ghosts, dragons, elves, and jinn - violent or erotic, compassionate or unsettling - animate many key texts of the Middle Ages. Unlike in our stereotypes of a past when people blamed their daily problems on witches or demons, medieval literature depicts strange beings, dangerous monsters, and otherworld realms as anything but quotidian. Rather, medieval protagonists regularly find their lives changed by experiences with the strange. In this course, we will interrogate the literary and cultural meanings of these uncanny encounters through close readings of primary texts in translation from across medieval Eurasia - including Norse sagas, Persian epics, Celtic legends, Tibetan hagiographies, and Japanese drama. We will draw on comparative methods in responding analytically and creatively to these underappreciated works.

Instructor(s): Sam Lasman Terms Offered: Autumn

Equivalent Course(s): MDVL 24610, CMLT 24610, RLST 28450

ENGL 24750. Imperialism and the Intimate Self. 100 Units.

Equivalent Course(s): MAPH 34750

ENGL 24950. Animal Studies: A Theoretical Introduction. 100 Units.

Equivalent Course(s): MAPH 34950

ENGL 24951. Animals, Ethics and Religion. 100 Units.

Why are some animals considered food and others objects of religious devotion? Why do we treat dogs like family and kill flies without a second thought? Why do animals appear so frequently as metaphors in our everyday speech? In this course, students will explore these questions by reading texts featuring animals in literature, scripture, and theory, ranging from the Bible, Zora Neale Hurston, and Franz Kafka to Flannery O'Connor and J.M. Coetzee. We will bring these diverse texts together in order to investigate how animals illuminate religious questions about the relationship among humans, animals, and the divine.

Equivalent Course(s): RLST 28020

ENGL 24960. California Fictions: Literature and Cinema 1945-2018. 100 Units.

This course uses the cases of the Los Angeles and San Francisco areas to track the entanglement of literature and critical space studies. We will engage with critical geography studies, considerations of everyday life, and cultural studies of urbanism to interrogate the relationship of literature and cinema to the politics of space.

Students will learn to read contemporary literature through the political construction of the lived world, and to think with current scholarship on race, space, gender, sexuality, and ordinary life. Includes fiction by Chester Himes, Michelle Tea, and Oscar Zeta Acosta, and theoretical and critical works by Karen Tongson, Sara Ahmed, Michel de Certeau, and Nigel Thrift.

Instructor(s): Megan Tusler Terms Offered: Winter

Note(s): Open to MAPH students: 3rd and 4th years in the College email 2-3 sentences about why you want to take the course for consent.

Equivalent Course(s): ENGL 34960, MAPH 34960

ENGL 25208. Literature and Human Rights. 100 Units.

Equivalent Course(s): HMRT 25108

ENGL 25509. Psychoanalytic Theory: Freud and Lacan. 100 Units.

For this course, we will read major texts by Freud and Lacan. Freud readings will include "Beyond the Pleasure Principle," "Note on a Mystic Writing Pad," "The Uncanny," "Jensen's Gradiva," the Dora case, and a selection of texts from other works. Lacan readings: "Seminar on the Purloined Letter," Poe's "The Purloined Letter," "God and the Jouissance of the Woman: A love letter," and parts of the *Écrits*. We will also read excerpts from a variety of texts that use the writings of Freud and Lacan for theoretical purposes: Derrida, Sarah Kristeva, Irigaray, Zizek, and others.

Instructor(s): Françoise Meltzer Terms Offered: Winter

Equivalent Course(s): ENGL 35509, CMLT 25551, FREN 35551, CMLT 35551, FREN 25551

ENGL 25801. Cowboys and Tramps in Film and Literature. 100 Units.

The late 19th and early 20th centuries saw the invention of two distinctly American literary archetypes: the cowboy and the hobo. Based on historical conditions of labor, economics, and westward expansion, the cowboy and the hobo, though both itinerant workers primarily employed seasonally in agriculture and ranching, were depicted very differently in literature and, later, film, during the decades in which they held influence over America's imagination and mythologization of itself. Evoking responses from fear to admiration and pity to envy, the cowboy and the hobo, both as historical figures and as fictional types, reflected the evolving realities of—and the broad range of attitudes toward—labor, masculinity, and place in a modernizing America. This course will examine literary and cinematic representations of hoboes, tramps, cowboys, and gunslingers from the late 1800s to the mid-1900s, tracing their historical and cultural contexts. We will address pulp and dime novels as well as literary masterpieces, stage plays, poems, and feature films from the silent and sound eras, paying special attention to the effects of different media and art forms on the depiction and mythologization of these figures. Other themes include violence and the state, the American West, technology (trains, automation in agriculture, weapons), immigration and migration, race, and material culture. Authors and directors include Jack London, Charlie Chaplin, John Ford, Preston Sturges, Jack Kerouac, Hart Crane, Bret Harte, Terrence Malick, and Martin Scorsese.

Instructor(s): Matt Hauske Terms Offered: Spring 2014

Note(s): Current MAPH students and 3rd and 4th years in the College. All others by instructor consent only.

Screenings Thursday 3:30-6:30.

Equivalent Course(s): CMST 24530, MAPH 34510, CMST 34520

ENGL 25805. Popol Vuh, Epic of the Americas. 100 Units.

One of the oldest and grandest stories of world creation in the native Americas, the Mayan Popol Vuh has been called "the Bible of America." It tells a story of cosmological origins and continued historical change, spanning mythic, classic, colonial, and contemporary times. In this class, we'll read this full work closely (in multiple translations, while engaging its original K'iche' Mayan language), attending to the important way in which its structure relates myth and history, or foundations and change. In this light, we'll examine its mirroring in Genesis, Odyssey, Beowulf, Ovid's Metamorphoses, and Diné Bahane' to consider how epics struggle with a simultaneity of origins and historiography. In highlighting this tension between cosmos and politics, we'll examine contemporary adaptations of the Popol Vuh by Miguel Ángel Asturias, Ernesto Cardenal, Diego Rivera, Dennis Tedlock, Humberto Ak'ab'al, Xpetra Ermandex, Patricia Amlin, Gregory Nava, and Werner Herzog. As we cast the Guatemalan Popol Vuh as a contemporary work of hemispheric American literature (with North American, Latin American, Latinx, and Indigenous literary engagement), we will take into account the intellectual contribution of Central America and the diaspora of Central Americans in the U.S. today. As a capstone, we will visit the original manuscript of the Popol Vuh held at the Newberry Library in Chicago, thinking about how this story of world creation implicates us to this day. (Poetry, Fiction)

Instructor(s): Edgar Garcia Terms Offered: Autumn

Prerequisite(s): Note: students who cross-list from RLL will read Spanish-language texts in their original Spanish

ENGL 25850. What was Cultural Studies. 100 Units.

This course examines the origins and development of cultural studies in Britain, between 1956-1978. We will be reading texts by Stuart Hall, E.P. Thompson, Angela McRobbie, and Raymond Williams (among others) as well as engaging with art and journalism from the period. The problems that compelled these writers to develop new ways to study culture were political: they were responding to changes in the traditional working-class, the shifting role of the 'mass media' in modern democracies, and the 'moral panic' that many Britons felt when faced with new immigrants and rebellious youth in weird clothes. By the end of the course we may hope to gain both a deeper understanding not only of what cultural studies meant in Britain before Thatcher but also what it might be and become now, in America under Trump. Course intended as an introduction.

Equivalent Course(s): HIST 21502, SCTH 20603

ENGL 26002. Literature and Hunger. 100 Units.

This course pursues themes of hunger the consumption of food, the formation of community, and relation to the sacred, through a sequence of readings in the Western tradition. By reading classic works (The Odyssey, selections from the Hebrew Bible and Christian Scriptures, selections from The Divine Comedy, the Letters of St. Catherine of Siena, Paradise Lost), and modern works by Kafka, Simone Weil, and Louise Gluck, we will examine how different philosophies have imagined the acceptance or rejection of love, life, and the sacred in terms of the symbolism of food. Class work will involve close analysis of literary works, even those in translation; intensive critical writing; and secondary readings in literary criticism, anthropology, theology, and psychology.

Instructor(s): Rosanna Warren Terms Offered: Autumn

Note(s): Open to grads

Equivalent Course(s): RLST 26002, SCTH 26002

ENGL 26249. Literature and the Financial Crisis of 2008. 100 Units.

In this course we will look at 2008 stock market crash as an event within literary fiction among writers in the US, the UK, and South Asia. (Fiction, Theory)

Instructor(s): Kenneth Warren Terms Offered: Winter

Equivalent Course(s): LLSO 26249, SIGN 26064

ENGL 26250. Richer and Poorer: Income Inequality. 100 Units.

Current political and recent academic debate has centered on income or wealth inequality. Data suggests a rapidly growing divergence between those earners at the bottom and those at the top. This course seeks to place that current concern in conversation with a range of moments in nineteenth and twentieth century history when literature and economics converged on questions of economic inequality. In keeping with recent political economic scholarship by Thomas Piketty, we will be adopting a long historic view and a somewhat wide geographic scale as we explore how economic inequality is represented, measured, assessed, and addressed. Readings will include some of the following literature: *Hard Times*, *Le Pere Goriot*, *The Jungle*, *The Time Machine*, *Native Son*, *Landscape for a Good Woman*, *White Tiger*; and some of the following economic and political texts: *Principles of Political Economy*, *The Acquisitive Society*, *The Theory of the Leisure Class*, *Capital* (Marx and Piketty), *The Price of Inequality*, and *Inequality Re-examined*. (B, G, H)

Instructor(s): Elaine Hadley Terms Offered: Spring
Equivalent Course(s): SIGN 26004, LLSO 26250

ENGL 26522. Biography, History, Art: Documenting Blakelock. 100 Units.

This Gray Center sponsored research practicum is tied to a film project with documentary-maker and Mellon Collaborative Fellow Ric Burns about outsider artist Ralph Blakelock. America's van Gogh, Blakelock created art far ahead of his time, went mad, and spent nearly twenty years in an asylum before emerging into the glare of flashbulbs as the most sought-after painter of the 1910s, only to end his life as victim of a con game. In between, he sojourned with the Sioux, hobnobbed with Gilded Age millionaires, channeled Longfellow and Mendelssohn in his art, struggled in the emergent New York "art world", played vaudeville piano, and became one of the first major figures in modern celebrity-driven mass media. How best to capture this kaleidoscopic life and Blakelock's dizzying art in a documentary is the creative challenge of the seminar. Our focus will be on Blakelock's *Ghost Dance/The Vision of Life*. Art Institute conservators, assisted by chemistry department Professor Steven Sibener, will use scientific imaging to see inside the painting, whose provenance and context of production and reception need to be researched. Participants will be assigned to specific topics based on area of expertise. The course should be of particular interest to students in DOVA, Art History, History, English, Psychology, Chemistry, Cinema Studies, and Anthropology.

Instructor(s): Lawrence Rothfield; Ric Burns Terms Offered: Spring

Prerequisite(s): Instructor consent required. Open to students at all levels, undergraduate and graduate. Email a letter of interest to Professor Rothfield: lary@uchicago.edu.

Equivalent Course(s): ARTV 30203, ARTV 20203, ENGL 36522

ENGL 26614. T.S. Eliot. 100 Units.

With the major new edition of Eliot's poems by Jim McCue and Christopher Ricks, the new volumes of Eliot's letters, and two separate new editions of Eliot's complete prose, we are in a position to rethink the meanings and force of Eliot's life work. The class will be devoted to careful reading of his poems, essays, plays, and correspondence, with attention to his literary, cultural, and political contexts.

Equivalent Course(s): FNDL 26614, SCTH 36014, ENGL 34850

ENGL 26660. The Rise of the Global New Right. 100 Units.

This course traces the intellectual genealogies of the rise of a Global New Right in relation to the contexts of late capitalist neoliberalism, the fall of the Soviet Union, as well as the rise of social media. The course will explore the intertwining political and intellectual histories of the Russian Eurasianist movement, Hungarian Jobbik, the American Traditional Workers Party, the French GRECE, Greek Golden Dawn, and others through their published essays, blogs, vlogs and social media. Perhaps most importantly, the course asks: can we use *f*-word (fascism) to describe this problem? In order to pose this question we will explore the aesthetic concerns of the New Right in relation to postmodern theory, and the affective politics of nationalism. This course thus frames the rise of a global new right interdisciplinary and comparatively as a historical, geopolitical and aesthetic problem.

Instructor(s): Leah Feldman Terms Offered: Autumn

Equivalent Course(s): SIGN 26050, CRES 26660, CMLT 36660, REES 36661, CMLT 26660, CRES 36660, ENGL 36661, REES 26660

ENGL 26900. Late 20th Century U.S. Literature and Culture. 100 Units.

Ranging across genres and media platforms, this survey course covers the major aesthetic innovations of the late 20th century in their historical context. Beginning with the end of World War II and ending at 9/11, each week will contain one major reading and several smaller ones as well as samplings of other arts (photography, film, performance art, etc.) relevant or analogous to the readings.

Instructor(s): Deborah L. Nelson Terms Offered: Spring

ENGL 26901. Narratives Suspense in European/Russian Lit/Film. 100 Units.

This course examines the nature and creation of suspense in literature and film as an introduction to narrative theory. We will question how and why stories are created, as well as what motivates us to continue reading, watching, and listening to stories. We will explore how particular genres (such as detective stories and thrillers) and the mediums of literature and film influence our understanding of suspense and narrative more broadly. Close readings of primary sources will be supplemented with critical and theoretical readings. Literary readings will include work by John Buchan, Arthur Conan Doyle, Feodor Dostoevsky, Graham Greene, Bohumil Hrabal, and J.M. Coetzee. We will also explore Alfred Hitchcock's take on 39 Steps and the Czech New Wave manifesto film, *Pearls of the Deep*. With theoretical readings by: Roland Barthes, Viktor Shklovsky, Erich Auerbach, Paul Ricoeur, and others.

Equivalent Course(s): CMST 35102, HUMA 26901, CMLT 22100, REES 23137, REES 33137, CMST 25102, ENGL 46901

ENGL 26912. Literature and Critical Debates at Midcentury. 100 Units.

This course serves as an introduction to three different critical fields in the United States between 1930 and 1960: the black literary-political debate, the New Critical movement, and the New York Intellectuals. It tracks the canonization of American modernism as well as renewed interest in literary figures of the 19th century. In this class, we will ask important critical questions like, under what circumstances is a text taken to be part of a significant movement or historical moment? How do novels and short fiction come to be seen as "dominant" or "minor"? How do critical communities make sense of a novel's politics? What is the relationship between institutional intellectuals and the creation of modes of reading? Primary texts will include novels by William Faulkner, James Baldwin, and Mary McCarthy and short fiction by Carson McCullers, Flannery O'Connor, and Jean Toomer. Secondary texts will include works by Ralph Ellison, Lionel Trilling, Leslie Fiedler, John Crowe Ransom, and Robert Penn Warren.

Equivalent Course(s): MAPH 34550

ENGL 27012. Reading the Known World: Medieval Travel Genres. 100 Units.

This course will consider how medieval English readers came to knowledge of their world, and imagined a place within it, through genres of travel narrative such as the pilgrim's itinerary, the merchant manual, and the saint's life. We will reflect on genre as concept en route: how did generic conventions and strategies organize this knowledge of unknown lands, other peoples, and distant marvels? We will read medieval texts like *Book of Margery Kempe*, *Mandeville's Travels*, and the Digby play of *Mary Magdalene*, along with medieval and modern literary theory, to survey how vernacular literature presented a picture of the world and charted paths across it. Students will leave the class proficient in reading Middle English (the precursor of modern English). No previous experience with the language is required, and an optional weekly reading group will meet to work through passages in this half-new language.

Instructor(s): Joe Stadolnik Terms Offered: Winter

Equivalent Course(s): HIPS 27012, KNOW 27012

ENGL 27013. Being Corporate. 100 Units.

Corporations suffuse our lives. We study with them, work with them, consume their products-even become part of them through the purchase of stock. But what, exactly, is a corporation? In this course, we will trace the evolution of the US corporation from its historical roots through the present day. Our focus will be twofold: the evolving rights and responsibilities of the corporate person in law, and the ways that individual humans both inside and outside the corporate structure have imagined that person in a wider social context. Texts will include US court cases, legal treatises, historical analyses, novels, and cultural ephemera. By the end of the course, students will have a deeper understanding of the persistent and evolving problems of corporate personhood and corporate social responsibility, both from a business and a consumer perspective.

Instructor(s): Nicolette I. Bruner Terms Offered: Spring

Equivalent Course(s): KNOW 27013, HIPS 27006

ENGL 27015. Graphic Medicine. 100 Units.

What do comics add to the discourse on health, illness, and disease? What insight do comics provide about the experience of illness? Can comics improve health? *Graphic Medicine: Concepts and Practice* is a course designed to introduce students to the basic concepts and practices of the emerging field of graphic medicine. Broadly defined as the "intersection between the medium of comics and the discourse of healthcare," graphic medicine allows for a unique exploration of health, disease, and illness through the narrative use of graphic and textual elements. Following a life-cycle framework, this course will examine the range of graphic medicine works that address topics such as pregnancy, abortion, mental health, sexuality, chronic medical diseases, HIV/AIDS, dementia, and end-of-life issues. Students will learn about conceptual and practical aspects of the field and be exposed to a variety of styles and genres that capture its breadth and diversity. In addition to reading, analyzing, and discussing the works, an important component of the class will be exercises during which students will create their own graphic medicine works. Taught by a nurse cartoonist (also a founding figure in the field) and a physician, the course also provides a perspective of the field from within the practice of medicine. Through didactics, discussion, and practice, this course will provide students with a thorough understanding of the field of graphic medicine.

Instructor(s): Brian Callender, MK Czerwiec Terms Offered: Winter

Prerequisite(s): No prior knowledge or experience of graphic novels, comics, drawing, or medicine required.

Equivalent Course(s): CHSS 37015, KNOW 27015, HIPS 27015, KNOW 37015

ENGL 27017. Passing. 100 Units.

In this course, we examine how people move within and between categories of identity, with particular attention to boundary crossings of race and gender in U.S. law and literature from the nineteenth century to the present. Law provides a venue and a language through which forces of authority police categories of identity that, at Jean Stefancic and Richard Delgado observe, "society invents, manipulates, or retires when convenient." Readings will include theoretical texts as well as court rulings, cultural ephemera, and literary texts.

Instructor(s): Nicolette I. Bruner Terms Offered: Spring

Equivalent Course(s): GNSE 27017, CRES 27017, KNOW 27017

ENGL 27102. Dissident Lit. 100 Units.

This seminar will explore the literature and history of "the dissident," a central figure of late 20th-century and 21st-century human rights politics. Through our readings of novels, essays, and criticism drawn from a range of traditions (from the US and Latin America to Russia and East-Central Europe) we will consider both the possibilities and dilemmas of literary dissidence.

Equivalent Course(s): HMRT 37102, ENGL 47102, HMRT 27102

ENGL 27125. Voices of Alterity and the Languages of Immigration. 100 Units.

This course investigates the individual experience of immigration: how do immigrants recreate themselves in this alien world in which they seem to lose part of themselves? How do they find their voice and make a place for themselves in their adoptive homes? If in the new world the immigrant becomes a new person, what meanings are still carried in traditional values and culture? How do they remember their origins and record new experiences?

Instructor(s): Angelina Ilieva Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): CMLT 27125, PBPL 27125, REES 29025, ENST 27125, HIST 27710

ENGL 27451. Stateless Imaginations: Global Anarchist Literature. 100 Units.

Stateless Imaginations: World Anarchist Writing This course examines the literature, aesthetics, and theory of global anarchist movements, from nineteenth-century Russian anarcho-syndicalism to Kurdish stateless democratic movements of today. We will also study the literature of "proto-anarchist" writers, such as William Blake, and stateless movements with anarchist resonances, such as Maroon communities in the Caribbean. Theorists and historians will include Dilar Dirik, Nina Gurianova, Paul Avrich, Luisa Capetillo, Emma Goldman, Maia Ramnath, and Thomas Nail. Particular attention will be given to decolonial thought, religious anarchism, fugitivity and migration, and gender and race in anarchist literature.

Instructor(s): Anna Elena Torres Terms Offered: Spring

Equivalent Course(s): ENGL 37451, CMLT 37450, CMLT 27450

ENGL 27529. Intoxication and Dispossession in Colonialism. 100 Units.

Manhattan, according to one folk etymology, means "the place at which we were drunk." Supposedly the Lenape (Delaware) people named the island after their "general intoxication," in 1609, on wine and aqua vitae offered by the English explorer Henry Hudson. That derivation, though false, nonetheless puts drunkenness intriguingly close to the center of an originary colonial encounter. In this course, students will examine how such scenes were reiterated, transformed, and exploited throughout the 19th century. As we move along these historical itineraries, we will ask how toxic ideology distills and reinforces logics of racial dispossession. But we will also ask how intoxication opens onto altered states, draws out chronic conditions, and expands repertoires of conviviality. Our readings will weave between multiple genres in pursuit of these questions. Juxtaposing antiquarian fines and execution sermons, medical inquiries and autobiographies, bureaucratic reports and romantic episodes, we will retrace scenes of intoxication through the texts, images, and institutions that configured them over time.

Instructor(s): Matthew Boulette Terms Offered: Spring

Equivalent Course(s): CRES 27529

ENGL 27533. Fugitive Poetics: Slaves, Runaways, Exiles, and Nineteenth-Century American Poetry. 100 Units.

This course considers late-eighteenth- and nineteenth-century American poetry from the perspective of the disprized. One central point of discussion will be how slavery and indentured servitude-and the attendant urge for escape and freedom from these and other carceral institutions-shaped the American poetic imaginary. We will take up both the poetry and poetic theory written by fugitives and explore poetry itself as a form of fugitivity for the enslaved, politically exiled, or ideologically confined. Central figures in the traditional canon of nineteenth-century U.S. poetry-Poe, Whitman, and Dickinson-will be considered from this vantage alongside figures like Harriet Jacobs, Frances E. W. Harper, José María Heredia y Heredia, and José Martí, among others. In the process, we will explore the potential connections and collisions between these nineteenth-century literary texts and contemporary lyric and critical race theory. This course is as interested in the nineteenth-century construction of a national American poetics as it is in American poetry itself; equal weight will be given to poetry and prose. Topics will include the poetic imaginary in early American statecraft, prosody and the carceral condition (what Max Cavitch calls "Slavery and its Metrics"), blackface lyrics and class mobility, abolitionism, and inter-American literary exchange.

Instructor(s): Jake Fournier Terms Offered: Spring

Equivalent Course(s): CRES 27533

ENGL 27583. 21st Century American Drama. 100 Units.

This seminar focuses on American contemporary playwrights who have made a significant impact with regard to dramatic form in the past 20 years. Playwrights will include, Tracy Letts, Annie Baker, Lynn Nottage, Quiara Alegria Hudes, Ayad Akhtar, and Amy Herzog. Textual analysis is consistently oriented towards staging, design, and cultural relevancies. Work for the course will include research papers, presentations, and scenework.

Instructor(s): H. Coleman Terms Offered: Spring

Note(s): Attendance at the first class session is mandatory. Questions: contact vwalden@uchicago.edu.

Equivalent Course(s): TAPS 20120

ENGL 27815. Appropriations and Impostures. 100 Units.

What are the different aesthetic and literary uses of appropriation? The editor of a Canadian magazine who set up the Appropriation Prize in 2017, defended the practice of cultural appropriation by insisting that "anyone, anywhere, should be encouraged to imagine other peoples, other cultures, other identities." This case underscores the continuing tension between narrative as a vehicle for imagining and empathizing with distant others, and notions of cultural property. In this course, we look at a selection of literary works that speak to these themes including Diderot, Ern Malley, Patricia Highsmith, Peter Carey, Kenneth Goldsmith, and Sherman Alexie, with particular attention to the work of appropriation in postcolonial contexts. We also touch on appropriation in other media, such as for instance, Richard Prince's "New Portraits," Sherrie Levine's "After Walker Evans", and Ni Haifeng's installations.

Instructor(s): Darrell Chia Terms Offered: Spring

Note(s): Open to MAPH students and 3rd and 4th years in the College

Equivalent Course(s): ENGL 37815, MAPH 37815

ENGL 27904. Climate Change in Media and Design. 100 Units.

If meteorological data and models show us that climate change is real, art and literature explore what it means for our collective human life. This is the premise of many recent films, novels, and artworks that ask how a changing climate will affect human society. In this course, we will examine the aesthetics of climate change across media, in order to understand how narrative, image, and even sound help us witness a planetary disaster that is often imperceptible. Rather than merely analyzing or theorizing various futures, this course will prepare students in hands-on methods of "speculative design" and "critical making." Each Tuesday, we will study how art and literature draw on the specific capacities of written and visual media to represent climate impacts, and how new humanities research is addressing climate change. Each Thursday, we will participate in short artistic exercises that explore futures of each area. These exercises include future object design, bodymapping and story circles, tabletop gameplay, and serious game design. Throughout the quarter, guest speakers from across the humanities, sciences, and social sciences will visit the class to speak about how their disciplines are working to understand and mitigate climate impacts. The most substantial work of the quarter will be an ambitious multimedia or transmedia project about one of the core course topics to be completed in a team.

Instructor(s): P. Jagoda, B. Morgan Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): BPRO 27900, MAAD 21900, ENST 27900

ENGL 28113. The American Novel in History and the Historical Novel. 100 Units.

We will read several American novels—some canonical, others largely forgotten—to explore the relationship between literature and history from the early Republic to the present. A novel like Nathaniel Hawthorne's "The House of the Seven Gables" is both a historical artifact, a rich and suggestive reflection of the world in which it was written and a profound meditation on history itself, on the narratives by which a culture acknowledges and denies its inheritance from the past. Indeed, many novelists have explored dimensions of our collective past that historians, tethered to the surface of recorded fact, cannot reach and should not ignore. From the creation of the American republic to the unraveling of the American working class, from the experience of slavery to the experience of industrialized warfare, we will examine some of the most significant issues in American history through the art of some of the nation's most gifted novelists

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

Equivalent Course(s): HIST 28103

ENGL 28619. Postcolonial Openings. 100 Units.

In this course, we examine the perspectives, debates, and attitudes that characterize the contemporary field of postcolonial theory, with attention to how its interdisciplinary formation contributes to reading literary works. We begin by surveying the development and trajectory of the field, particularly as it develops around debates on revolution and compromise, cosmopolitanism, the psychology of colonialism, and anti-colonial historiography. Alongside this, we consider the recent disciplinary revival of the categories of "global Anglophone" and "world literature" through readings on "literary worlds" to evaluate these categories, and their contributions to ongoing debates about translation/translatibility, vernaculars, rewriting, and mimicry. What are the claims made on behalf of literary texts in orienting us to other lives and possibilities, and in registering the experience of geographic and cultural displacement? To better answer this, we read recent scholarship that engages the field in conversations around intimacy, belonging, and human rights, to think about the impulses that animate the field, and its possible futures. Readings will likely include works by Debjani Ganguly, Kamau Brathwaite, Jean Rhys, Amitava Kumar, Sara Ahmed and Amitav Ghosh.

Equivalent Course(s): MAPH 34520

ENGL 28651. Epic Cosmologies. 100 Units.

Cosmological epic poetry - how things are, and how they have come to be - challenges the human scale of lyric. In its origin story this course tracks recent English-language cosmological epics through Charles Olson as far back as the pre-Socratics and Gilgamesh, with stopping-off points including Milton, Blake and Shelley, while also encountering Victorian cosmic terror. Poetry, Pre-1650, 1650-1830, 1830-1940, Theory)

Instructor(s): John Wilkinson Terms Offered: Spring

ENGL 28710. On Fear and Loathing: Negative Affect and the American Novel. 100 Units.

Equivalent Course(s): MAPH 40120, ENGL 38710

ENGL 28811. The Simple Art of Murder. 100 Units.

Philosophers and literary critics of various stripes have been attracted to the detective story, often taking its intrepid protagonist as a figure for the reader and the genre itself as an exploration into practices of reading and interpretation. This course will examine the form and context of the detective story and some of the key critical and theoretical work the genre has inspired. We will read examples of British and American detective fiction, asking: What is the nature of the pleasure the detective story delivers? How-and why-has this genre become a favorite object of study for some of the most influential theorists of the twentieth century? How does detective fiction, a formula which allows for seemingly endless variety, evoke the ongoing and open-ended dynamic between modern rationality and something like "natural" intuition? We'll consider the answers to these questions proposed by selected theorists of the genre, as well as the critical and self-reflective writings of the detective-story writers themselves.

Instructor(s): Kerri Hunt

Note(s): Current MAPH students and third and fourth years in the College. All others by instructor consent only.

Equivalent Course(s): MAPH 34125

ENGL 28916. Nabokov: Lolita. 100 Units.

Lolita, light of my life, fire of my loins. My sin, my soul, Lolita: the tip of the tongue taking a trip of three steps down the palate, to tap at three on the teeth." Popular as Nabokov's "all-American" novel is, it is rarely discussed beyond its psychosexual profile. This intensive text-centered and discussion-based course attempts to supersede the univocal obsession with the novel's pedophilic plot as such by concerning itself above all with the novel's language: language as failure, as mania, and as conjuration.

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

Equivalent Course(s): GNSE 24900, REES 20004, FNDL 25300, SIGN 26027

ENGL 28918. Comparative Methods in the Humanities. 100 Units.

This course introduces models of comparative analysis across national literatures, genres, and media. The readings pair primary texts with theoretical texts, each pair addressing issues of interdisciplinary comparison. They include Orson Welles's "Citizen Kane" and Coleridge's poem "Kubla Khan"; Benjamin's "The Storyteller," Kafka's "Josephine the Mouse Singer," Deleuze and Guattari, Kafka: Toward a Minor Literature, and Mario Vargas Llosa's The Storyteller; Victor Segalen's Stèles; Fenollosa and Pound's "The Chinese Character as a Medium of Poetry" and Eliot Weinberger's Nineteen Ways of Looking at Wang Wei; Mérimée, "Carmen," Bizet, Carmen, and the film adaptation U-Carmen e-Khayelitsha (South Africa, 2005); Gorky's and Kurosawa's The Lower Depths; Molière, Tartuffe, Dostoevsky, The Village Stepanchikovo and its Inhabitants, and Bakhtin, "Discourse in the Novel"; Gogol, The Overcoat, and Boris Eikhenbaum, "How Gogol's Overcoat Is Made."

Instructor(s): Olga Solovieva Terms Offered: Autumn

Equivalent Course(s): CMLT 20109

ENGL 29101. Archive [Yellow] Fever. 100 Units.

This course examines slavery in the 18th and 19th-century Caribbean through the lens of maladies within and of the archive. The course also provides an introduction in methods of working in historical and contemporary archives. We will read fictional, archival, methodological and theoretical texts to examine fears of contagion and disease on the Middle Passage and plantations of the Caribbean, as well as scholarship on the difficulty of working in archives, especially those of slavery. The class will make two trips to special collections, one to view archival texts from the period and another to find an archival object of the student's choosing (relevant to their own research interests) that will provide the topic of their final paper. Texts in this course include the work of Saidiya Hartman, Marisa Fuentes, Jacques Derrida, Carolyn Steedman, Christina Sharpe, Simone Browne, Michel Foucault; Richard Ligon, Mary Seacole, Thomas Thistlewood, William Earle. (1650-1830, 1830-1940) This courses is part of the 2019-2020 Undergraduate Research Cluster.

Instructor(s): Sarah Johnson Terms Offered: Autumn

Prerequisite(s): This course is limited to 15 third- and fourth-year students who have already fulfilled the Department's Genre Fundamentals (formerly Gateway) requirement and taken at least two further English courses.

Equivalent Course(s): CRES 29101

ENGL 29102. Mobile Life. 100 Units.

This is a new research-intensive course which aims to provide both theoretical frames and methods for research for exploring topics related to migration and literature in the contemporary world and in historical contexts. We will explore various aspects of the migratory experience; the ways in which literary texts shape or shed light on them; and how contemporary theories help us to understand migration and its literatures. Key terms will include migration, mobility, exile, refugees, settlement, kinship, border crossing, bureaucracy. We will ask questions such as: how do printed and other forms of information enable/regulate movement? What is an imaginative transportation? What happens when we cross a border? What is at stake in settlement? Who is a refugee? How do children function in the migratory imagination? In class we will focus mainly on anglophone texts from the nineteenth century onwards, including novels, short stories, poems and plays, journalism, propaganda, bureaucratic documents, maps, guides, and other kinds of texts. The assessment for the course will include an outline of a research project of your own devising, for which you will develop your own archive of sources. (1830-1940, Theory) This course is part of the 2019-2020 Undergraduate Research Cluster.

Instructor(s): Josephine McDonagh Terms Offered: Winter

Prerequisite(s): This course is limited to 15 third- and fourth-year students who have already fulfilled the Department's Genre Fundamentals (formerly Gateway) requirement and taken at least two further English courses.

ENGL 29103. Representations of Islam in Early Modern England. 100 Units.

This seminar explores the representation of Islam and Islamic cultures in early modern English literature, from the 1580s to the 1650s with a primary but not exclusive focus on drama. What enduring fantasies about the Islamic world does early modern English literature express? How do religion, race, gender, and sexuality intersect in the formation of those fantasies? How do specific English social, political, and cultural issues inform literary representations of Islam? Ultimately, what do texts about Islam tell us about early modern England?

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Limited to 15 students, generally third- and fourth-year English majors; focuses on the analytical, research, and bibliographic skills necessary for producing a substantial seminar paper

ENGL 29120. Renaissance Christian Epic: Tasso, Vida, Milton. 100 Units.

This course will focus upon the two most important Renaissance Christian epics, Torquato Tasso's *La Gerusalemme liberata*/Jerusalem Delivered (first pub. 1581) and John Milton's *Paradise Lost* (first pub. 1667), and two brief Biblical epics, Marco Girolamo Vida's *Christiad* (1535) and Milton's *Paradise Regained* (1671). We will examine these four Renaissance epics as ambitious efforts to revive an ancient and pagan form in order to depict Christian and self-consciously modern visions. We will consider how Renaissance epic poets imitate and emulate both their classical models (primarily Homer's *Iliad* and *Odyssey*, Virgil's *Aeneid*, and Ovid's *Metamorphoses*) and Judeo-Christian sources (primarily the Bible); seek to forge an elevated and appropriate language for epic in Latin, Italian, and English; espouse new visions of the human, the heroic, and gender relations; and adumbrate distinctively modern national, imperial, and global ambitions. All non-English texts will be read in translation, but students who can read Latin or Italian will be encouraged to read the originals.

Instructor(s): Joshua Scodel Terms Offered: Spring

Equivalent Course(s): ENGL 39120, CMLT 39120, CMLT 29120

ENGL 29300-29600. History of International Cinema I-II.

This sequence is required of students majoring in Cinema and Media Studies. Taking these courses in sequence is strongly recommended but not required.

ENGL 29300. History of International Cinema I: Silent Era. 100 Units.

This course provides a survey of the history of cinema from its emergence in the mid-1890s to the transition to sound in the late 1920s. We will examine the cinema as a set of aesthetic, social, technological, national, cultural, and industrial practices as they were exercised and developed during this 30-year span. Especially important for our examination will be the exchange of film techniques, practices, and cultures in an international context. We will also pursue questions related to the historiography of the cinema, and examine early attempts to theorize and account for the cinema as an artistic and social phenomenon.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): This is the first part of a two-quarter course.

Equivalent Course(s): CMLT 32400, ARTV 20002, ARTH 38500, ARTH 28500, MAPH 33600, CMLT 22400, MAAD 18500, CMST 28500, CMST 48500, ENGL 48700

ENGL 29600. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): ARTV 20003, ARTH 38600, CMST 48600, CMLT 32500, MAPH 33700, CMST 28600, ENGL 48900, CMLT 22500, REES 45005, REES 25005, MAAD 18600, ARTH 28600

ENGL 29413. Language is Migrant: Yiddish Poetics of the Border. 100 Units.

This course examines Ashkenazi Jewish literary narratives about geopolitical borders and border-crossing though travel and migration, engaged with questions about the linguistic borders of Yiddish itself. As a diasporic language, Yiddish has long been constructed as subversively internationalist or cosmopolitan, raising questions about the relationships between language and nation, vernacularity and statelessness. This course explores the questions: How do the diasporic elements of the language produce literary possibilities? How do the "borders" of Yiddish shape its poetics? How do Yiddish poets and novelists thematize their historical experiences of immigration and deportation? And how has Yiddish literature informed the development of other world literatures through contact and translation? Literary and primary texts will include the work of Anna Margolin, Alexander Harkavy, Peretz Markish, Dovid Bergelson, Yankev Glatshteyn, Yosef Luden, S. An-sky, and others. Theoretical texts will include writing by Wendy Brown, Dilar Dirik, Gloria Anzaldúa, Wendy Trevino, Agamben, Arendt, Weinreich, and others. The course will incorporate Yiddish journalism and essays, in addition to poetry and prose. All material will be in English translation, and there are no prerequisites.

Instructor(s): Anna Elena Torres Terms Offered: Spring

Equivalent Course(s): CMLT 29402, CMLT 39402, JWSC 29402, ENGL 39413

ENGL 29600. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): ARTV 20003, ARTH 38600, CMST 48600, CMLT 32500, MAPH 33700, CMST 28600, ENGL 48900, CMLT 22500, REES 45005, REES 25005, MAAD 18600, ARTH 28600

ENGL 29700. Reading Course. 100 Units.

An instructor within ENGL agrees to supervise the course and then determines the kind and amount of work to be done. These reading courses must include a final paper assignment to meet requirements for the ENGL major, and students must receive a quality grade. Students may not petition to receive credit for more than two ENGL 29700 courses. Students may register for this course using the College Reading and Research Form, available in the College Advising offices. This form must be signed by the instructor and the Director of Undergraduate Studies and then submitted to the Office of the Registrar.

Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of instructor and Director of Undergraduate Studies

ENGL 29900. Independent BA Paper Preparation. 100 Units.

Senior students completing a Critical BA Project may register for this course using the College Reading and Research Form, available in the College Advising offices. This form must be signed by the faculty BA advisor and the Director of Undergraduate Studies and then submitted to the Office of the Registrar. This course may not be counted toward the distribution requirements for the major, but it may be counted as a departmental elective.

Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of instructor and Director of Undergraduate Studies



ENVIRONMENTAL SCIENCE

Department Website: <http://geosci.uchicago.edu>

PROGRAM OF STUDY

The Department of the Geophysical Sciences offers a BS degree in Environmental Science. The program is intended for students whose interests fall at the intersection of biology, chemistry, and earth sciences, and is designed to prepare them to enter a variety of interdisciplinary fields in the environmental sciences, including the interface of environmental science and public policy. Students are given the opportunity to study such topics as the biogeochemical cycles, environmental chemistry, microbiology, ecology, the chemistry and dynamics of the ocean and atmosphere, climate change, and environmentally relevant aspects of economics and policy. Students are encouraged to participate in the Semester in Environmental Science at the Marine Biological Laboratory, and undergraduate research is also strongly encouraged.

PROGRAM REQUIREMENTS FOR THE BS IN ENVIRONMENTAL SCIENCE

The requirements for the BS degree in Environmental Science involve completion of:

- six required courses that fulfill general education requirements for the physical sciences, biological sciences, and mathematics
- seven required science or mathematics courses
- eleven elective courses pertinent to the major from the electives lists below, which must include
 - four courses designated ENSC or GEOS
 - one course in Statistics, and two more in any of Mathematics, Statistics, or Computing
 - one to three courses in Social Science/Public Policy

Candidates for the BS in Environmental Science complete a year of chemistry, a year of mathematics (including Calculus I-II), and a year of biology (ENSC 24400 Ecology and Conservation, GEOS 27300 Biological Evolution-Advanced, and BIOS 20198 Biodiversity), as well as PHYS 13100 Mechanics or the equivalent. (Note that some advanced chemistry courses require further physics as a prerequisite.)

Students are encouraged to begin discipline-specific courses as early as possible. Required disciplinary courses include ENSC 13300 The Atmosphere, ENSC 23800 Global Biogeochemical Cycles, and ENSC 24500 Environmental Microbiology. (Note that ENSC 23800 Global Biogeochemical Cycles is typically offered every other year.) Of ENSC/GEOS science electives, one can be a field course, and one may be ENSC 29700 Reading and Research in Environmental Science. Students participating in the Semester in Environmental Science receive credit for four courses in environmental science, two of which can be used to substitute for ENSC 24400 Ecology and Conservation and ENSC 24500 Environmental Microbiology.

The major is designed to be flexible enough to accommodate students whose primary interests cover various aspects of environmental science. Sample course schedules below give examples of course plans appropriate to students focusing on climatology, conservation, and biogeochemistry. Students with a focus on policy questions may take up to three courses in social science/public policy. These courses are available through undergraduate programs in Economics, Public Policy Studies, and Environmental and Urban Studies, or through the Harris School of Public Policy.

Because analysis of data and mathematical modeling are fundamental to environmental science, the major requires six courses in quantitative methods: a year of mathematics, one course in statistics, and two additional courses in mathematics, statistics, or computing.

Note that while students taking calculus through the more introductory MATH 13000s sequence are encouraged to complete the third quarter of calculus, MATH 13300 Elementary Functions and Calculus III, in the higher tracks Calculus III (e.g., MATH 15300 Calculus III) is not specifically required or recommended, as the first two courses offer a sufficiently comprehensive calculus training for students to move on to other courses. Depending on the choice of electives, students may credit as many as nine Mathematics/Statistics/Computing courses toward the major.

SUMMARY OF REQUIREMENTS FOR THE BS IN ENVIRONMENTAL SCIENCE

GENERAL EDUCATION

One of the following sequences:	200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II
CHEM 11100-11200	Comprehensive General Chemistry I-II *
CHEM 12100 & CHEM 12200	Honors General Chemistry I and Honors General Chemistry II
One of the following sequences:	200
MATH 13100-13200	Elementary Functions and Calculus I-II *

MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II	
Both of the following: **		200
BIOS 20198	Biodiversity	
GEOS 27300	Biological Evolution-Advanced %	
Total Units		600
MAJOR		
ENSC 13300	The Atmosphere	100
ENSC 23800	Global Biogeochemical Cycles	100
ENSC 23900	Environmental Chemistry	100
ENSC 24400	Ecology and Conservation	100
CHEM 11300	Comprehensive General Chemistry III *	100
or CHEM 12300	Honors General Chemistry III	
One of the following:		100
PHYS 12100	General Physics I * †	
PHYS 13100	Mechanics	
PHYS 14100	Honors Mechanics	
One of the following:		100
MATH 20000	Mathematical Methods for Physical Sciences I	
MATH 20250	Abstract Linear Algebra	
PHYS 22000	Introduction to Mathematical Methods in Physics	
BIOS 20152	Introduction to Quantitative Modeling in Biology (Advanced)	
MATH 13300	Elementary Functions and Calculus III *	
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
Eleven electives as follows:		1100
Four courses designated ENSC or GEOS from List E-1: Physical and Biological Sciences		
One course from List E-2: Social Sciences		
Three courses from List E-3: Computational Sciences, of which one must be under the heading of Statistics		
Three more courses from any of the elective lists, but only up to two of these may be from List E-2: Social Sciences		
Total Units		1800

* Credit may be granted by examination.

** Only students majoring in Environmental Science or Geophysical Sciences may use this pairing toward the general education requirement in the Biological Sciences. Environmental Science and Geophysical Sciences majors can take these courses without the BIOS prerequisites (BIOS 20150-20151/20152) unless they pursue a double major in Biological Sciences. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151/20152.

† PHYS 13100 or PHYS 14100 are the preferred courses. PHYS 12100 is allowable on a case-by-case basis but may not provide adequate preparation to allow for enrollment in higher level PHYS courses. Additionally, PHYS 12100 has a prerequisite of a year of Chemistry. Special petition to the department counselor is required for PHYS 12100 approval.

% Biological Evolution-Advanced has several cross-listings. Environmental Sciences majors *must* register for it under the GEOS 27300 listing.

LISTS OF ELECTIVE COURSES

LIST E-1: PHYSICAL AND BIOLOGICAL SCIENCES

ENVIRONMENTAL SCIENCE

ENSC 21100	Energy: Science, Technology, and Human Usage	100
ENSC 23805	Stable Isotope Biogeochemistry	100
ENSC 24000	Geobiology	100
ENSC 24500	Environmental Microbiology	100
ENSC 29700	Reading and Research in Environmental Science	100

SEMESTER IN ENVIRONMENTAL SCIENCE/MBL

The following courses are the College designations for the Semester in Environmental Science that is taught at the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts. One quarter at MBL counts for four courses: ENSC 23820, ENSC 24100, ENSC 29800, and an elective of ENSC 24200, ENSC 24300, or ENSC 28100. Admission to the Semester in Environmental Science program is by application, which must be received by the MBL generally in March of the year preceding the start of the semester. Admissions decisions will generally be sent in April. Note that these courses start at the beginning of September, typically four weeks prior to the start of the College's Autumn Quarter and are completed by the end of Autumn Quarter. More information on the course content and the application process, and deadlines can be found at college.uchicago.edu/academics/semester-environmental-science. Students participating in the Semester in Environmental Science receive credit for four courses in environmental science, two of which can be used to substitute for ENSC 24400 Ecology and Conservation and ENSC 23900 Environmental Chemistry.

ENSC 23820	Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems # Marine Biological Laboratory	100
ENSC 24100	Ecology - Marine Biological Laboratory	100
ENSC 29800	Independent Undergraduate Research in Environmental Sciences # Marine Biological Laboratory	100
ENSC 24200	Methods in Microbial Ecology - Marine Biological Laboratory	100
ENSC 24300	Roles of Animals in Ecosystems # Marine Biological Laboratory	100
ENSC 28100	Quantitative Environmental Analyses # Marine Biological Laboratory	100

FIELD COURSES IN ENVIRONMENTAL SCIENCE

The department sponsors field trips that range in length from one day to several weeks. Shorter field trips typically form part of lecture-based courses and are offered each year. (The trips are open to all students and faculty if space permits.) Longer trips are designed as undergraduate field courses, and one such course may be used as an elective science course for the major. Destinations of field courses have recently included Baja California and the Bahamas.

ENSC 29002	Field Course in Modern and Ancient Environments	100
------------	---	-----

GEOPHYSICAL SCIENCES

GEOS 21000	Mineralogy	100
GEOS 21400	Thermodynamics and Phase Change	100
GEOS 22060	What Makes a Planet Habitable?	100
GEOS 22200	Geochronology	100
GEOS 22700	Analytical Techniques in Geochemistry	100
GEOS 23205	Introductory Glaciology	100
GEOS 23600	Chemical Oceanography	100
GEOS 24220	Climate Foundations	100
GEOS 24230	Geophysical Fluid Dynamics: Foundations	100
GEOS 24240	Geophysical Fluid Dynamics: Rotation and Stratification	100
GEOS 24250	Geophysical Fluid Dynamics: Understanding the Motions of the Atmosphere and Oceans	100
GEOS 24300	Paleoclimatology	100
GEOS 24750	Humans in the Earth System	100
GEOS 25400	Intro to Numerical Techniques for Geophysical Sciences	100
GEOS 26100	Phylogenetics and the Fossil Record	100
GEOS 26300	Invertebrate Paleobiology and Evolution	100
GEOS 28600	Earth and Planetary Surface Processes	100

CHEMISTRY

CHEM 20100 & CHEM 20200	Inorganic Chemistry I and Inorganic Chemistry II	200
CHEM 22000 & CHEM 22100 & CHEM 22200	Organic Chemistry I and Organic Chemistry II and Organic Chemistry III	300
CHEM 23300	Intermediate Organic Chemistry *	100

CHEM 26100 & CHEM 26200 & CHEM 26300	Quantum Mechanics and Thermodynamics and Chemical Kinetics and Dynamics **	300
--	--	-----

BIOLOGY AND ECOLOGY***

BIOS 20200	Introduction to Biochemistry	100
BIOS 23232	Ecology and Evolution in the Southwest	100
BIOS 23252	Field Ecology	100
BIOS 23254	Mammalian Ecology	100
BIOS 23258	Molecular Evolution I: Fundamentals and Principles	100
BIOS 23266	Evolutionary Adaptation	100
BIOS 23289	Marine Ecology	100
BIOS 23404	Reconstructing the Tree of Life: An Introduction to Phylogenetics	100
BIOS 23406	Biogeography	100
BIOS 25206	Fundamentals of Bacterial Physiology	100

PHYSICS

PHYS 12200 & PHYS 12300	General Physics II and General Physics III †	200
PHYS 13200-13300	Electricity and Magnetism; Waves, Optics, and Heat	200
PHYS 14200-14300	Honors Electricity and Magnetism; Honors Waves, Optics, and Heat	200
PHYS 18500	Intermediate Mechanics	100
PHYS 22500	Intermediate Electricity and Magnetism I	100
PHYS 22600	Electronics	100
PHYS 22700	Intermediate Electricity and Magnetism II	100

* Enrollment in CHEM 23300 requires a grade of C or higher in CHEM 22200 or 23200

** Prerequisites include MATH 20100 and PHYS 13300

*** ENSC majors can take these courses without the BIOS prerequisites (20150-20151) unless they pursue a double major in biology. Students are expected to show competency in the mathematical modeling of biological phenomena covered in BIOS 20151.

† PHYS 13200-13300 or PHYS 14200-14300 are the preferred sequences. PHYS 12200-12300 is allowable on a case-by-case basis but may not provide adequate preparation to allow for enrollment in higher level PHYS courses. Special petition to the department counselor is required for PHYS 12100-12200-12300 approval.

LIST E-2: SOCIAL SCIENCES

MICROECONOMICS FOUNDATIONS

Students may take one of the following:

ECON 19800	Introduction to Microeconomics	100
ECON 20000	The Elements of Economic Analysis I *	100
ECON 20100	The Elements of Economic Analysis II *	100
PBPL 20000	Economics for Public Policy	100
PPHA 32300	Principles of Microeconomics and Public Policy I *	100
PPHA 32400	Principles of Microeconomics and Public Policy II *	100

OTHER SOCIAL SCIENCE ELECTIVES

(Note that many courses below require microeconomics as a prerequisite)

ECON 19900	Introduction to Macroeconomics **	100
ECON 26500	Environmental Economics	100
ENST 23550	Urban Ecology and the Nature of Cities	100
ENST 24102	Environmental Politics	100
ENST 28220	Global Energy & Climate Challenge: Economics, Science & Policy	100
PBPL 21800	Economics and Environmental Policy	100
PBPL 23100	Environmental Law	100
PBPL 24701	U.S. Environmental Policy	100
PBPL 26530	Environment, Agriculture, and Food: Economic and Policy Analysis	100
PBPL 26531	Environment, Agriculture, and Food: Advanced Economic and Policy Analysis	100

PPHA 36921	Energy Economics and Policy	100
PPHA 36930	Environmental Economics: Theory and Applications	100
PPHA 38900	Environmental Science/Policy	100
PPHA 39901	Policy Approaches to Mitigating Climate Change	100

* Must be taken in sequence

** Acceptable only if a microeconomics course is also taken

LIST E-3: COMPUTATIONAL SCIENCES

MATHEMATICS

MATH 15300	Calculus III	100
or MATH 16300	Honors Calculus III	
MATH 15910	Introduction to Proofs in Analysis	100
or STAT 24300	Numerical Linear Algebra	
MATH 20000-20100	Mathematical Methods for Physical Sciences I-II *	200
MATH 21100	Basic Numerical Analysis	100
MATH 20250	Abstract Linear Algebra	100
BIOS 20152	Introduction to Quantitative Modeling in Biology (Advanced)	100
BIOS 26210 & BIOS 26211	Mathematical Methods for Biological Sciences I and Mathematical Methods for Biological Sciences II	200

PHYSICS

PHYS 22000	Introduction to Mathematical Methods in Physics **	100
PHYS 22100	Mathematical Methods in Physics ***	100

STATISTICS

Students may take any course in statistics at the 22000 level or higher, but recommended courses are shown below. Some courses require one of the first three as a prerequisite.

Students may take one of the following:

PPHA 31200 & PPHA 31300	Mathematical Statistics for Public Policy I and Mathematical Statistics for Public Policy II †	
STAT 22000	Statistical Methods and Applications ^{§§}	
STAT 23400	Statistical Models and Methods ^{‡‡}	
STAT 24400 & STAT 24500	Statistical Theory and Methods I and Statistical Theory and Methods II [§]	200
STAT 22400	Applied Regression Analysis	100
STAT 22600	Analysis of Categorical Data	100
STAT 26100	Time Dependent Data	100
PPHA 34600	Program Evaluation	100

The 30000 (and above) level courses listed below are a joint offering of the Department of Statistics and the Department of Public Health Studies, and may be suitable for Environmental Science majors.

STAT 31900	Introduction to Causal Inference	100
STAT 35800	Statistical Applications	100
STAT 36900	Applied Longitudinal Data Analysis	100

COMPUTING

CMSC 12100	Computer Science with Applications I [†]	100
CMSC 12200	Computer Science with Applications II	100
CMSC 12300	Computer Science with Applications III	100
CMSC 23710	Scientific Visualization	100

* Recommended prerequisite is MATH 19620 or MATH 15300 or MATH 16300

** Would generally substitute for MATH 20000-20100

*** Recommended in addition to MATH 20000-20100 for advanced students—covers partial differential equations

† Must be taken as a sequence

‡‡ Higher programming component than STAT 22000

- § Recommended for advanced students. Must be taken as a sequence to be credited. STAT 24400-24500 have no prerequisite but it is possible to take both STAT 23400 and STAT 24400-24500.
- §§ AP credit for STAT 22000 does not count toward the major requirements. Students with AP credit for STAT 22000 should plan to take at least three other courses from List E-3: Computational Sciences, one of which must be under the heading of Statistics.
- + Students seeking to double major in Computer Science must complete CMSC 12100-12200-12300 as a sequence per the Computer Science rule.

GRADING

Students majoring in Environmental Science must receive quality grades in all courses taken to meet requirements in the major.

HONORS

The BS degree with honors is awarded to students who meet the following requirements: (1) a GPA of 3.25 or higher in the major and of 3.0 or higher overall; (2) completion of a paper based on original research, supervised and approved by a faculty member in geophysical sciences; (3) an oral presentation of the thesis research. All theses will be examined by the supervisor and a second reader from the faculty. Manuscript drafts will generally be due in the sixth week of the quarter in which the student will graduate (fifth week in Summer Quarter), and final manuscripts and oral presentations in the eighth week (seventh week in Summer Quarter).

Students are strongly encouraged to reach out to potential faculty supervisors no later than their third year, since theses generally arise out of research projects already begun with faculty members. When a thesis topic is determined, students should notify the undergraduate adviser of their intent to complete a thesis and confirm their eligibility. ENSC 29700 Reading and Research in Environmental Science can be devoted to the preparation of the required paper; however, students using this course to meet a requirement in the major must take it for a quality grade.

Students who wish to submit a single paper to meet the honors requirement in Environmental Science and the BA paper requirement in another major should discuss their proposals with the undergraduate advisers from both programs no later than the end of third year. Certain requirements must be met. A consent form, to be signed by the undergraduate advisers, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

SAMPLE BS PROGRAMS

Each student will design an individual plan of course work, choosing from a wide range of selections that take advantage of rich offerings from a variety of subdisciplines. The sample programs that appear below are merely for the purpose of illustration; many other variations would be possible. NOTE: Courses that meet general education requirements and are required for the major are not listed.

ENVIRONMENTAL GEOCHEMISTRY

ENSC 23805	Stable Isotope Biogeochemistry	100
ENSC 23820	Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems # Marine Biological Laboratory	100
ENSC 28100	Quantitative Environmental Analyses # Marine Biological Laboratory	100
ENSC 29800	Independent Undergraduate Research in Environmental Sciences # Marine Biological Laboratory	100
BIOS 20200	Introduction to Biochemistry	100
BIOS 26210 & BIOS 26211	Mathematical Methods for Biological Sciences I and Mathematical Methods for Biological Sciences II	200
CHEM 22000 & CHEM 22100	Organic Chemistry I and Organic Chemistry II	200
PBPL 20000	Economics for Public Policy	100
STAT 22000	Statistical Methods and Applications	100

ENVIRONMENTAL MICROBIOLOGY

ENSC 23820	Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems # Marine Biological Laboratory	100
ENSC 24000	Geobiology	100
ENSC 24100	Ecology - Marine Biological Laboratory	100
ENSC 24200	Methods in Microbial Ecology - Marine Biological Laboratory	100
ENSC 24500	Environmental Microbiology	100
ENSC 29800	Independent Undergraduate Research in Environmental Sciences # Marine Biological Laboratory	100
BIOS 23404	Reconstructing the Tree of Life: An Introduction to Phylogenetics	100

BIOS 25206	Fundamentals of Bacterial Physiology	100
BIOS 26210 & BIOS 26211	Mathematical Methods for Biological Sciences I and Mathematical Methods for Biological Sciences II	200
PBPL 20000	Economics for Public Policy	100
STAT 22000	Statistical Methods and Applications	100
ENVIRONMENTAL SCIENCE AND PUBLIC POLICY		
ENSC 21100	Energy: Science, Technology, and Human Usage	100
ENSC 23805	Stable Isotope Biogeochemistry	100
ENSC 25200	Global Warming: Understanding the Forecast	100
ENSC 29002	Field Course in Modern and Ancient Environments	100
BIOS 23406	Biogeography	100
PBPL 21800	Economics and Environmental Policy	100
PPHA 31301	Statistical Theory and Applications for Public Policy II	100
PPHA 32300 & PPHA 32400	Principles of Microeconomics and Public Policy I and Principles of Microeconomics and Public Policy II	200
STAT 22400	Applied Regression Analysis	100

ENVIRONMENTAL SCIENCE COURSES

ENSC 13300. The Atmosphere. 100 Units.

This course introduces the physics, chemistry, and phenomenology of the Earth's atmosphere, with an emphasis on the fundamental science that underlies atmospheric behavior and climate. Topics include (1) atmospheric composition, evolution, and structure; (2) solar and terrestrial radiation in the atmospheric energy balance; (3) the role of water in determining atmospheric structure; and (4) wind systems, including the global circulation, and weather systems.

Instructor(s): D. Abbot Terms Offered: Spring

Prerequisite(s): MATH 13100-MATH 13200

Equivalent Course(s): ENST 13300, GEOS 13300

ENSC 13400. Global Warming: Understanding the Forecast. 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; an overview of the carbon cycle in its role as a global thermostat; predictions and reliability of climate model forecasts of the greenhouse world. This course is part of the College Course Cluster program, Climate Change, Culture, and Society. (L)

Instructor(s): D. MacAyeal Terms Offered: Autumn

Prerequisite(s): Some knowledge of chemistry or physics helpful.

Equivalent Course(s): PHSC 13400, ENST 12300, GEOS 13400

ENSC 20209. An Environmental History of Africa, 1800-2016. 100 Units.

For much of the twentieth century the African environment has been a story of decline and degradation—a narrative of how Africans have consistently destroyed their pristine environments. Images of soil erosion, desiccation, deforestation, and famines have, in part, shaped Western perceptions of Africa. This course will consider an alternative perspective of Africa's environment by focusing on the dynamic and complex processes of environmental change from the precolonial period to the present. We will draw on historical texts, novels, and films from multiple regions on the continent to explore how Africans understood, exploited, and managed their natural environments. By adopting an African "point of view," this course will attempt to address some of the grave misconceptions that have led so many to believe that Africa was and continues to be a "Dark Continent." Students will be encouraged to think critically about the meaning of "environmental crisis" and how that trope has served various political and cultural projects over time. But we will also seriously consider the ways in which human beings have taxed natural resources in ways that have produced profound short- and long-term consequences.

Equivalent Course(s): HIST 20209

ENSC 21100. Energy: Science, Technology, and Human Usage. 100 Units.

This course covers the technologies by which humans appropriate energy for industrial and societal use, from steam turbines to internal combustion engines to photovoltaics. We also discuss the physics and economics of the resulting human energy system: fuel sources and relationship to energy flows in the Earth system; and modeling and simulation of energy production and use. Our goal is to provide a technical foundation for students interested in careers in the energy industry or in energy policy. Field trips required to major energy converters (e.g., coal-fired and nuclear power plants, oil refinery, biogas digester) and users (e.g., steel, fertilizer production). This course is part of the College Course Cluster program: Climate Change, Culture and Society.

Instructor(s): E. Moyer

Prerequisite(s): Knowledge of physics or consent of instructor.

Note(s): Not offered in Spring 2019. See GEOS 24750/ENSC 21150.

Equivalent Course(s): GEOS 24705, ENST 24705, GEOS 34705

ENSC 21150. Humans in the Earth System. 100 Units.

Human activities now have global-scale impact on the Earth, affecting many major biogeochemical cycles. One third of the Earth's surface is now used for production of food for humans, and CO₂, the waste product of human energy use, now substantially affects the Earth's radiative balance. This course provides a framework for understanding humanity as a component of Earth system science. The course covers the Earth's energy flows and cycles of water, carbon, and nitrogen; their interactions; and the role that humans now play in modifying them. Both agriculture and energy technologies can be seen as appropriation of natural energy flows, and we cover the history over which human appropriations have become globally significant. The course merges geophysical and biological sciences and engineering, and includes lab sessions and field trips to agriculture, water management, and energy facilities to promote intuition. One year of university-level science is recommended.

Terms Offered: Spring

Equivalent Course(s): ENST 24750, GEOS 34750, GEOS 24750

ENSC 23600. Chemical Oceanography. 100 Units.

This course explores the chemistry of the ocean system and its variations in space and time. The oceans play an essential role in most (bio)geochemical cycles, interacting in various ways with the atmosphere, sediments, and crust. These interactions can be understood through studying the geochemical and isotopic properties of the ocean, its inputs and outputs, and its evolution as recorded in marine sediments and sedimentary rocks. Topics include: the marine carbon cycle, nutrient cycling, chemical sediments, and hydrothermal systems.

Instructor(s): Clara Blättler Terms Offered: Spring

Prerequisite(s): Completion of one of the following Chemistry Sequences: CHEM 10100-10200-11300 Introductory General Chemistry I-II; Comprehensive General Chemistry III or CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III or CHEM 12100-12200-12300 Honors General Chemistry I-II-III AND either GEOS 13100 or GEOS 13200.

Equivalent Course(s): GEOS 33600, GEOS 23600

ENSC 23800. Global Biogeochemical Cycles. 100 Units.

This survey course covers the geochemistry of the surface of the Earth, focusing on biological and geological processes that shape the distributions of chemical species in the atmosphere, oceans, and terrestrial habitats. Budgets and cycles of carbon, nitrogen, oxygen, phosphorous, and sulfur are discussed, as well as chemical fundamentals of metabolism, weathering, acid-base and dissolution equilibria, and isotopic fractionation. The course examines the central role that life plays in maintaining the chemical disequilibria that characterize Earth's surface environments. The course also explores biogeochemical cycles change (or resist change) over time, as well as the relationships between geochemistry, biological (including human) activity, and Earth's climate.

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

Prerequisite(s): CHEM 11100-11200 or consent of instructor

Equivalent Course(s): GEOS 33800, GEOS 23800

ENSC 23820. Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems # Marine Biological Laboratory. 100 Units.

This course examines the interface of biological processes with chemical processes in ecological systems. Course content emphasizes aquatic chemistry and the role of microbes in the cycling of nitrogen, carbon, and other elements. Effects of global changes on chemical cycling are emphasized.

Instructor(s): Marine Biological Laboratory Staff. Terms Offered: Autumn. L.

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710 and BIOS 27712 along with one of BIOS 27713, BIOS 27714 or BIOS 27715.

Equivalent Course(s): BIOS 27711

ENSC 23900. Environmental Chemistry. 100 Units.

The focus of this course is the fundamental science underlying issues of local and regional scale pollution. In particular, the lifetimes of important pollutants in the air, water, and soils are examined by considering the roles played by photochemistry, surface chemistry, biological processes, and dispersal into the surrounding environment. Specific topics include urban air quality, water quality, long-lived organic toxins, heavy metals, and indoor air pollution. Control measures are also considered. This course is part of the College Course Cluster program: Climate Change, Culture, and Society.

Instructor(s): A. Colman, D. Archer Terms Offered: Autumn

Prerequisite(s): CHEM 11101-11201 or equivalent, and prior calculus course

Equivalent Course(s): ENST 23900, GEOS 33900, GEOS 23900

ENSC 24000. Geobiology. 100 Units.

Geobiology seeks to elucidate the interactions between life and its environments that have shaped the coevolution of the Earth and the biosphere. The course will explore the ways in which biological processes affect the environment and how the evolutionary trajectories of organisms have in turn been influenced by environmental change. In order to reconstruct the history of these processes, we will examine the imprints they leave on both the rock record and on the genomic makeup of living organisms. The metabolism and evolution of microorganisms, and the biogeochemistry they drive, will be a major emphasis.

Instructor(s): M. Coleman, J. Waldbauer

Prerequisite(s): GEOS 13100-13200-13300 or college-level cell & molecular biology

Equivalent Course(s): GEOS 26600, GEOS 36600

ENSC 24100. Ecology - Marine Biological Laboratory. 100 Units.

This course examines the structure and functioning of terrestrial and aquatic ecosystems including the application of basic principles of community and ecosystem ecology. The course also examines contemporary environmental problems such as the impacts of global and local environmental change on community composition and food webs within forest, grassland, marsh and nearshore coastal ecosystems on Cape Cod. This course examines the structure and functioning of terrestrial and aquatic ecosystems including the application of basic principles of community and ecosystem ecology. The course also examines contemporary environmental problems such as the impacts of global and local environmental change on community composition and food webs within forest, grassland, marsh and nearshore coastal ecosystems on Cape Cod.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn, L.

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27711 and BIOS 27712 along with one of BIOS 27713, BIOS 27714 or BIOS 27715.

Equivalent Course(s): BIOS 27710

ENSC 24200. Methods in Microbial Ecology - Marine Biological Laboratory. 100 Units.

This course explores the biology of microbes found in the environment, including relationships with the physical, chemical, and biotic elements of their environment. Emphasis is placed on understanding the science underlying the various methodologies used in the study of these organisms and systems. In the laboratory, students will work with the latest techniques to measure microbial biomass, activity, extracellular enzymes, and biogeochemical processes. Students are also introduced to molecular methods for assessing microbial genomic diversity.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn, L.

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710, BIOS 27711 and BIOS 27712.

Equivalent Course(s): BIOS 27714

ENSC 24300. Roles of Animals in Ecosystems # Marine Biological Laboratory. 100 Units.

This course addresses the question, How do animals, including man, affect the structure and function of ecosystems. The course takes an interdisciplinary approach focused on the interactions of animal diversity, migration patterns, population dynamics, and behavior with biogeochemical cycles, productivity, and transport of materials across ecosystems. This course is an elective option within the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710, BIOS 27711, and BIOS 27712.

Equivalent Course(s): BIOS 27715

ENSC 24400. Ecology and Conservation. 100 Units.

This course focuses on the contribution of ecological theory to the understanding of current issues in conservation biology. We emphasize quantitative methods and their use for applied problems in ecology (e.g., risk of extinction, impact of harvesting, role of species interaction, analysis of global change). Course material is drawn mostly from current primary literature; lab and field components complement concepts taught through lecture. Overnight field trip required. Prerequisite(s): BIOS 20150, BIOS 20151 or BIOS 20152 Note(s): BIOS 20196 is identical to the previously offered BIOS 23251. Students who have taken BIOS 23251 should not enroll in BIOS 20196. Equivalent Course(s): ENSC 24400

Instructor(s): C. Pfister, E. Larsen Terms Offered: Autumn. L.

Prerequisite(s): BIOS 20150, BIOS 20151 or BIOS 20152

Note(s): BIOS 20196 is identical to the previously offered BIOS 23251. Students who have taken BIOS 23251 should not enroll in BIOS 20196.

Equivalent Course(s): BIOS 20196

ENSC 24500. Environmental Microbiology. 100 Units.

The objective of this course is to understand how microorganisms alter the geochemistry of their environment. The course will cover fundamental principles of microbial growth, metabolism, genetics, diversity, and ecology, as well as methods used to study microbial communities and activities. It will emphasize microbial roles in elemental cycling, bioremediation, climate, and ecosystem health in a variety of environments including aquatic, soil, sediment, and engineered systems.

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

Prerequisite(s): CHEM 11100-11200 and BIOS 20186 or BIOS 20197 or BIOS 20198

Equivalent Course(s): GEOS 36650, GEOS 26650

ENSC 28100. Quantitative Environmental Analyses # Marine Biological Laboratory. 100 Units.

This course emphasizes the application of quantitative methods to answering ecological questions. Students apply mathematical modeling approaches to simulating biological and chemical phenomena in terrestrial and marine ecosystems.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn. L.

Prerequisite(s): Consent Only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710, BIOS 27711 and BIOS 27712.

Equivalent Course(s): BIOS 27713

ENSC 29002. Field Course in Modern and Ancient Environments. 100 Units.

This course uses weekly seminars during Winter Quarter to prepare for a one-week field trip over spring break, where students acquire experience with sedimentary rocks and the modern processes responsible for them. Destinations vary; past trips have examined tropical carbonate systems of Jamaica and the Bahamas and subtropical coastal Gulf of California. We usually consider biological, as well as physical, processes of sediment production, dispersal, accumulation, and post-depositional modification.

Instructor(s): S. Kidwell, M. LaBarbera Terms Offered: Winter

Note(s): Organizational meeting and deposit usually required in Autumn Quarter; interested students should contact an instructor in advance.

Equivalent Course(s): GEOS 39002, GEOS 29002

ENSC 29700. Reading and Research in Environmental Science. 100 Units.

Independent study; regular meetings with Geophysical Sciences faculty member required. Register by section corresponding to faculty supervisor.

Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): Consent of instructor and departmental counselor

Note(s): Students are required to submit the College Reading and Research Course Form. Available to nonmajors for P/F grading. Must be taken for a quality grade when used to meet a requirement in the major.

ENSC 29800. Independent Undergraduate Research in Environmental Sciences # Marine Biological Laboratory. 100 Units.

This course is the culmination of the Semester in Environmental Science at the Marine Biological Laboratory. An independent research project, on a topic in aquatic or terrestrial ecosystem ecology, is required. Students will participate in a seminar for scientific communication as well as submit a final paper on their project.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn. L.

Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710 and BIOS 27711 along with one of BIOS 27713, BIOS 27714 or BIOS 27715.

Equivalent Course(s): BIOS 27712



ENVIRONMENTAL AND URBAN STUDIES

Department Website: <http://environmentalstudies.uchicago.edu>

Urban and environmental issues are interconnected. Urbanization, climate change, habitat loss, pollution, food and energy needs, and issues of social justice and economic stability are among the most pressing issues facing contemporary societies. Environmental and urban processes operate at multiple scales, involving natural and human consequences that cannot be addressed solely from within a single discipline. Students will gain an understanding of the interconnected natural and urban realms, building their understanding of what sustainable development means and how opportunities and challenges can be met. The major motivates a deeper theoretical understanding of urbanism and nature, as well as practical strength in addressing urban and environmental challenges. It brings a spatial and place-based perspective to the study of these challenges, using built form and environmental context as key, conceptual lenses to investigate the social, cultural, economic, and humanistic dimensions of urbanism.

PROGRAM OF STUDY

The Environmental and Urban Studies program encourages interdisciplinary approaches to the complex interactions and intersections of urbanism, environment, and society by incorporating frameworks, theories, models, and methods from the humanities, social sciences, natural sciences, urban planning and design, and urban science. Students can choose to focus on either the Environmental Track or the Urban Track. A student interested in urban environmental topics can design a program of study through either track.

- The **Environmental Track** of the major emphasizes critical thinking and rigorous applications to the study of the environment through the social sciences and humanities. Central concepts to this track include human behavior and its relationship to the environment, moral and ethical dimensions of environmental preservation and conservation, the evolution of environmental discourse, communications, and media, and cultural and historical constructions of nature and the human. The track provides emphases in environmental economics and policy, law and politics, sustainable development, human ecology, environmental ethics and justice, and the social and humanistic study of climate change.
- The **Urban Track** of the major emphasizes perspectives on human interaction with the urban, built environment. The track encourages a spatial and place-based urban perspective, meaning that built form and environmental context provide the conceptual core through which the social, economic, and political understanding of urbanism is pursued. The track approaches the nature, dynamics, and human experience of cities by capitalizing on the growth of interest in urban design, urban planning, and emerging urban science.

Students in other fields of study may also complete a minor in Environmental and Urban Studies with an emphasis on one of these tracks. Requirements for the minor follow the description of the major.

Note: Students who matriculated before July 2016 and have questions about Environmental Studies courses that they have already taken should contact the program director of Environmental and Urban Studies, Sabina Shaikh (773.834.4405, sabina@uchicago.edu), to devise their program of study.

ENVIRONMENTAL AND URBAN STUDIES MAJOR REQUIREMENTS

Students in the Class of 2021 and beyond will follow the requirements for the Environmental and Urban Studies major, as described below. Students in the Class of 2020 may continue under the previous requirements appropriate to their chosen track, but they may also choose to complete the updated major requirements, provided that they fit within the student's graduation plan. The previous requirements may be found on the program website.

Students in the major must complete thirteen courses:

Environmental and Urban Studies Core Sequence

Students are required to take the two-course core sequence in Environmental and Urban Studies: ENST 21201 Human Impact on the Environment and ENST 20150 Sustainable Urban Development. These courses provide an overview of contemporary environmental issues and the theoretical and empirical approaches used to understand and address them.

Quantitative Requirements

Students in both tracks of the major will take ENST 28702 Introduction to GIS and Spatial Analysis (or equivalent), which provides the conceptual and analytics tools for space-based approaches to environmental and urban study. The course is designed to incorporate applications from the social sciences and humanities. Other GIS courses may satisfy this requirement by petition. Students in the major also have a statistics requirement of STAT 22000 Statistical Methods and Applications or an equivalent course, approved by petition to the program director.

Requirements for All Majors

(13 total courses: 4 common courses, 8 in the chosen track, and BA Colloquium)

ENST 21201	Human Impact on the Environment	100
ENST 20150	Sustainable Urban Development	100
ENST 28702	Introduction to GIS and Spatial Analysis	100
STAT 22000	Statistical Methods and Applications (or equivalent)	100
Chosen Track Courses		800
ENST 29801	BA Colloquium I	100
Internship/field studies experience		
<hr/>		
Total Units		1300

Thematic Tracks in Environmental and Urban Studies

Environmental Track

Students in the Environmental Track will take ENST 21301 Making the Natural World: Foundations of Human Ecology, a course which considers the conceptual underpinnings of contemporary notions of ecology, environment, and balance through the examination of historical trajectories of anthropogenic landscape modification and human society.

The Environmental Track requires completion of three elective courses from an approved list of Environmental Track courses and one elective course from an approved list of Urban Track courses. There is significant overlap in the tracks and many approved courses will be counted towards either track.

Students in the Environmental Track will also complete an experiential learning, practicum, or studio course from an approved list or through petition to the program director. The remaining two courses required for the Environmental Track must come from an approved list of Environmental Science courses, which are focused on physical and natural sciences.

The list of approved courses can be found on the department's website. Please click here (https://docs.google.com/spreadsheets/d/1WDErGwY498DXKgzNihqfr-W95pGVpDG3_Mvr4VuLDck/edit/#gid=0) for a full list of approved courses.

Environmental Track Requirements

(8 additional courses)

ENST 21301	Making the Natural World: Foundations of Human Ecology	100
Three Environmental Track elective courses from approved list*		300
One Urban Track elective course from approved list*		100
One experiential learning course from approved list*		100
Two Environmental Science courses from approved list*		200
Internship/field studies experience		
<hr/>		
Total Units		800

* Must come from approved lists, found on the department's website (<http://environmentalstudies.uchicago.edu/page/courses-offered>).

Urban Track

Students in the Urban Track are required to take ENST 24600 Introduction to Urban Sciences, a course that provides a grand tour of conceptual frameworks, general phenomena, emerging data and policy applications that define a growing scientific integrated understanding of cities and urbanization.

The Urban Track requires completion of four elective courses from an approved list of Urban Track courses and one elective course from an approved list of Environmental Track courses. There is significant overlap in the tracks and many approved courses will be counted towards either track.

Students in the Urban Track will choose one elective course from an approved list of courses in urban social science. The Urban Track also requires the completion of an experiential learning, practicum, or studio course from an approved list or through petition to the program director.

The list of approved courses can be found on the department's website. Please click here (https://docs.google.com/spreadsheets/d/1WDErGwY498DXKgzNihqfr-W95pGVpDG3_Mvr4VuLDck/edit/#gid=0) for a full list of approved courses.

Urban Track Requirements (8 additional courses)

ENST 24600	Introduction to Urban Sciences	100
Four Urban Track elective courses from approved list*		400
One urban social science course from approved list*		100
One Environmental Track elective course from approved list*		100
One experiential learning course from approved list*		100
Internship/field studies experience		
Total Units		800

* *Must come from approved lists, found on the department's website (<http://environmentalstudies.uchicago.edu/page/courses-offered>).

BA Thesis

All students in the major are expected to develop significant independent research projects in close consultation with their preceptor and faculty adviser. In their third year, students must meet with an Environmental and Urban Studies preceptor by fourth week of Spring Quarter and submit a detailed topic page by eighth week of Spring Quarter. At this time, students are also required to secure a faculty adviser. The thesis adviser may be chosen from among the faculty teaching in Environmental and Urban Studies (<http://environmentalstudies.uchicago.edu/directories/full/faculty-and-staff>), members of the Program on Global Environment faculty advisory committee (<http://environmentalstudies.uchicago.edu/page/faculty-advisory-committee>), or from relevant outside departments. An assigned preceptor will serve as a second reader on all theses. Where appropriate, outside scholars, scientists, or policy experts may be added as additional readers with the approval of the program director.

In their fourth year, students register for ENST 29801 BA Colloquium I (Autumn) or ENST 29802 BA Colloquium II (Winter), which are designed to teach research skills and more generally to aid the research and writing process. Students interested in dedicating more time to the BA process can register for both the Autumn and Winter sections. The final version of the BA thesis is due by the second Friday of the quarter in which the student plans to graduate. Students who have a BA thesis requirement for another major may petition to the program director to count that program's BA Colloquium towards their Environmental and Urban Studies requirement. Students wishing to build additional time for research or writing into their schedules may speak with their thesis adviser about potentially taking ENST 29900 B. A. Thesis (Reading and Research).

All students graduating in Spring Quarter are required to participate in the BA presentation session during reading period following Spring Quarter of the year they plan to graduate.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program director. Approval from both program directors is required. Students should consult with the directors by the earliest BA proposal deadline (or by the end of their third year, when neither program publishes a deadline). A consent form, to be signed by the directors, is available from the College adviser and on the program website. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Required BA Timeline

Third years:

- Attend third year BA meeting at the end of week 7 of Winter Quarter
- Meet with BA preceptor by the end of week 4 of Spring Quarter
- Submit BA Topic Form by the end of week 8 of Spring Quarter

Fourth years:

- Register for either ENST 29801 in Autumn Quarter or ENST 29802 in Winter Quarter
- Submit final BA thesis to preceptor and faculty adviser by the end of week 2 of Spring Quarter
- Submit bound copy of final thesis to the department by the end of week 7 of Spring Quarter
- Attend BA Thesis Poster Presentation during reading period of Spring Quarter

Forms can be found here (<http://environmentalstudies.uchicago.edu/content/program-forms>).

Internship or Field Studies Program

In addition to course work, students will be required to participate in an approved internship or field studies program with significant links to their program of study. Activities that fulfill the internship requirement include summer or academic year internships of varying lengths, research assistantships, fellowships or field studies with faculty or other academic staff, participation in working groups or the program Student Advisory and Research Council, completion of the Chicago Studies Certificate Program, or other sustained

engagements relating to environmental and urban studies. Participation in recognized student organizations, while encouraged, does not count towards the internship requirement. Students must complete the internship evaluation form available on the program website before week 2 of Spring Quarter in the year they plan to graduate. See below for more on the Chicago Studies Certificate Program.

ADVISING

Application for admission to the Environmental and Urban Studies program should be made to the program preceptor, who explains requirements and arranges a preliminary program of study. Admission to the major or minor is complete when a program of study has been approved by the program director. This program of study, which the student formulates in consultation with both the program preceptor and the program director, should be in place by a student's third year. The contact information for the current program preceptors is available on the program website at environmentalstudies-sites.uchicago.edu.

Environmental and Urban Studies majors and minors must submit the Intent to Graduate form no later than the first week of the quarter in which they intend to graduate. The form is available online (<https://registrar.uchicago.edu/graduation/application-to-graduate>) and must be submitted electronically.

Students will need to formalize their declaration of the major on my.uchicago.edu and provide regular documentation of any program approvals from the department to their College adviser for the requisite processing.

GRADING

Students who are majoring or minoring in Environmental and Urban Studies must receive quality grades in courses taken to meet the requirements of the program.

HONORS

Eligibility for honors requires an overall GPA of 3.0 or higher, a GPA of 3.5 or higher in the courses taken to meet the requirements of the program, and a BA thesis that is judged to be a high pass by the faculty and preceptor readers.

MINOR PROGRAM IN ENVIRONMENTAL AND URBAN STUDIES

Students who are not Environmental and Urban Studies majors may complete a minor in Environmental and Urban Studies. Such a minor requires six courses be taken according to the following guidelines:

Tracks

- Environmental
- Urban

Requirements for Both Minor Tracks (2 courses)

ENST 21201	Human Impact on the Environment	100
ENST 20150	Sustainable Urban Development	100
Total Units		200

Additional Requirements for Minor Environmental Track (4 additional courses)

ENST 21301	Making the Natural World: Foundations of Human Ecology	100
Three courses in the Environmental Track*		300
Total Units		400

Additional Requirements for Minor Urban Track (4 additional courses)

ENST 24600	Introduction to Urban Sciences	100
One course in urban social sciences*		100
Two Urban Track elective courses*		200
Total Units		400

Students who elect the minor program in Environmental and Urban Studies should meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the minor and select appropriate courses. The approval of the program director for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and at least half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

EXPERIENTIAL LEARNING OPPORTUNITIES

The Environmental and Urban Studies major offers experiential learning opportunities through practicum courses, the Chicago Studies Quarter, and the Chicago Studies Certificate Program. Students are encouraged to enroll in these programs, which offer immersion in the academic, experiential, interdisciplinary study of Chicago and its region. For more information about these programs, please see the listing in this catalog or visit chicagostudies.uchicago.edu.

Chicago Studies Quarter

Each spring, a small cohort of students studies the culture, politics, and history of the city through a curriculum of three interrelated courses with a common theme through the Chicago Studies Quarter. Admission to the program is competitive. Courses are taught by Chicago specialists from a variety of disciplines and join classroom instruction with weekly excursions and co-curricular activities.

All courses in the Chicago Studies Quarter will have an Environmental and Urban Studies course number. They are also listed in all three tracks of the major and can therefore be taken to satisfy requirements either within or outside the student's primary track.

Chicago Studies Quarter: Calumet

Since 2012, the Calumet Quarter has offered a one-quarter, intensive, experience-based program focused on human land use in the Calumet Region just south and east of the city. As of 2017–18, it has merged with the Chicago Studies Quarter and is officially known as the Chicago Studies Quarter: Calumet. It features integrated courses, projects, field trips, guest lectures, and presentations, and integrates perspectives from the sciences, humanities, and social sciences in the study of local environments and communities.

Chicago Studies Quarter: Calumet is offered every other year. The next offering will be in Spring Quarter 2020. Courses taken as part of this program can be used to satisfy requirements in all three tracks of the major.

Chicago Studies Certificate

The Chicago Studies Certificate, launched in 2017–18, is designed for students who wish to integrate their academic inquiry with positive impact in Chicago through sustained community engagement, urban scholarship, and creative expression. The certificate is overseen by the University Community Service Center in collaboration with the Environmental and Urban Studies program, which supervises the program's academic requirements.

Completion of the *Chicago Studies Certificate* will satisfy the internship/field study requirement for the Environmental and Urban Studies major.

ENVIRONMENTAL STUDIES COURSES

ENST 10050. Pathways in Urban Studies. 100 Units.

The world is urbanizing at an increasing rate, and the idea of the city remains a potent one for community builders, policy makers, and researchers of all kinds. This course explores the work of city-building through public policy, placemaking, and urban planning and design. Students will read from fundamental writings in urbanism and policy, and then hear directly from practitioners in the field - community organizers, social entrepreneurs, and other urban actors - to understand how theory meets practice in the form and function of the city, as well as visit local organizations and sites of urban intervention. While the course will focus on American cities, students will also have an opportunity to read and think globally about urbanism, and to learn from guest speakers who work in the field of international urban development. Many consider Chicago a paradigmatic American city, and there is much to learn simply from experiencing the boundaries of our campus and the ways in which our campus touches and changes the city. Students in this course will join the university's long history of urban research that continues to this day, across disciplines.

Terms Offered: Summer

ENST 12002. Jewish Civilization III - Jews and the City: Migration and Urbanization in the Modern Jewish Diaspora. 100 Units.

Why are Jews often referred to as "the people of the city," and how did this ethnic group become one of the most urbanized in the world? This course explores the multifaceted relationship between Jews and cities over the course of the long 19th century. Through critical reading of primary sources (in translation) and discussion of modern research, we will investigate the experiences of and connections between two formative processes—migration and urbanization—in the modern Jewish world. The course is transnational in focus, structured thematically around major global urban centers which absorbed Jewish migrants in the late 19th and early 20th centuries. Particular focus will be paid to Jewish encounters with and experience in Berlin, Vienna, Paris, Warsaw, Odessa, Kiev, London, New York, and Chicago. We will investigate how modern Jewish identities are produced both in and through urban space, and we will analyze how Jewish migration has in turn shaped urban and city life.

Instructor(s): Anna Band Terms Offered: Spring

Note(s): In order for the Spring course to qualify as a civilization course for the general education requirement, the student must have completed Jewish Civilization I and II. The Spring course, however, may also be taken as an independent elective.

Equivalent Course(s): JWSC 12002, HIST 17205

ENST 12105. Sex and Gender in The City. 100 Units.

This course is designed to introduce students to some of the key concerns at the intersection of gender studies and urban studies. In this course, we will take gender relations and sexuality as our primary concern and as a constitutive aspect of social relations that vitally shape cities and urban life. We will examine how gender is inscribed in city landscapes, how it is lived and embodied in relation to race, class, and sexuality, and how it is (re)produced through violence, inequality, and resistance. Over the course of the quarter, we will draw on an interdisciplinary scholarship that approaches the central question of how and why thinking about urban life in relation to gender and sex matters.

Instructor(s): Sneha Annavarapu Terms Offered: Winter

Note(s): This course counts as a Foundations course for GNSE majors

Equivalent Course(s): GNSE 12105

ENST 12300. Global Warming: Understanding the Forecast. 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; an overview of the carbon cycle in its role as a global thermostat; predictions and reliability of climate model forecasts of the greenhouse world. This course is part of the College Course Cluster program, Climate Change, Culture, and Society. (L)

Instructor(s): D. MacAyeal Terms Offered: Autumn

Prerequisite(s): Some knowledge of chemistry or physics helpful.

Equivalent Course(s): PHSC 13400, ENSC 13400, GEOS 13400

ENST 12402. Life Through a Genomic Lens. 100 Units.

The implications of the double helical structure of DNA triggered a revolution in cell biology. More recently, the technology to sequence vast stretches of DNA has offered new vistas in fields ranging from human origins to the study of biodiversity. This course considers a set of these issues, including the impact of a DNA perspective on the legal system, on medicine, and on conservation biology.

Instructor(s): A. Turkewitz, M. Nobrega Terms Offered: Winter

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

Equivalent Course(s): BIOS 11125

ENST 13300. The Atmosphere. 100 Units.

This course introduces the physics, chemistry, and phenomenology of the Earth's atmosphere, with an emphasis on the fundamental science that underlies atmospheric behavior and climate. Topics include (1) atmospheric composition, evolution, and structure; (2) solar and terrestrial radiation in the atmospheric energy balance; (3) the role of water in determining atmospheric structure; and (4) wind systems, including the global circulation, and weather systems.

Instructor(s): D. Abbot Terms Offered: Spring

Prerequisite(s): MATH 13100-MATH 13200

Equivalent Course(s): GEOS 13300, ENSC 13300

ENST 16603. Rome: The Eternal City. 100 Units.

The city of Rome was central to European culture in terms both of its material reality and the models of political and sacred authority that it provided. Students in this course will receive an introduction to the archaeology and history of the city from the Iron Age to the early medieval period (ca. 850 BCE-850 CE) and an overview of the range of different intellectual and scientific approaches by which scholars have engaged with the city and its legacy. Students will encounter a broad range of sources, both textual and material, from each period that show how the city physically developed and transformed within shifting historical and cultural contexts. We will consider how various social and power dynamics contributed to the formation and use of Rome's urban space, including how neighborhoods and residential space developed beyond the city's more famous monumental areas. Our main theme will be how Rome in any period was, and still is, a product of both its present and past and how its human and material legacies were constantly shaping and reshaping the city's use and space in later periods.

Instructor(s): Margaret Andrews Terms Offered: Spring

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): ANTH 26115, CLCV 24119, HIST 16603

ENST 20150. Sustainable Urban Development. 100 Units.

The course covers concepts and methods of sustainable urbanism, livable cities, resiliency, and smart growth principles from a social, environmental and economic perspective.

Terms Offered: Winter

ENST 20250. Introduction to Statistical Concepts and Methods. 100 Units.

Psychological research is a project of understanding the ways in which people are similar while grappling with the ways in which they are different. Statistical methods are a powerful tool for managing the tension between the two. This course introduces the statistical methods most commonly used in psychology, as well as their use in the R programming language. Topics involve exploratory data analysis, sampling and randomization, and hypothesis testing.

Instructor(s): D. Yurovsky Terms Offered: Winter

Prerequisite(s): It is recommended that students complete MATH 13100 and MATH 13200 (or higher) before taking this course.

Equivalent Course(s): PSYC 20250

ENST 20300. The Science, History, Policy, and Future of Water. 100 Units.

Water is shockingly bizarre in its properties and of unsurpassed importance throughout human history, yet so mundane as to often be invisible in our daily lives. In this course, we will traverse diverse perspectives on water. The journey begins with an exploration of the mysteries of water's properties on the molecular level, zooming out through its central role at biological and geological scales. Next, we travel through the history of human civilization, highlighting the fundamental part water has played throughout, including the complexities of water policy, privatization, and pricing in today's world. Attention then turns to technology and innovation, emphasizing the daunting challenges dictated by increasing water stress and a changing climate as well as the enticing opportunities to achieve a secure global water future.

Instructor(s): Seth Darling Terms Offered: Winter

Prerequisite(s): None

Equivalent Course(s): HIPS 20301, GLST 26807, MENG 20300, ANTH 22131, HIST 25426

ENST 20500. Introduction to Population. 100 Units.

This course provides an introduction to the field of demography, which examines the growth and characteristics of human populations. It also provides an overview of our knowledge of three fundamental population processes: fertility, mortality, and migration. We cover marriage, cohabitation, marital disruption, aging, and population and environment. In each case we examine historical trends. We also discuss causes and consequences of recent trends in population growth, and the current demographic situation in developing and developed countries.

Instructor(s): L. Waite Terms Offered: Winter

Equivalent Course(s): SOCI 20122, CHDV 20122, GNSE 20120

ENST 20510. Introduction to Spatial Data Science. 100 Units.

Spatial data science consists of a collection of concepts and methods drawn from both statistics and computer science that deal with accessing, manipulating, visualizing, exploring and reasoning about geographical data. The course introduces the types of spatial data relevant in social science inquiry and reviews a range of methods to explore these data. Topics covered include formal spatial data structures, geovisualization and visual analytics, rate smoothing, spatial autocorrelation, cluster detection and spatial data mining. An important aspect of the course is to learn and apply open source software tools, including R and GeoDa.

Instructor(s): L. Anselin and M. Kolak Terms Offered: Autumn

Prerequisite(s): STAT 22000 (or equivalent), familiarity with GIS is helpful, but not necessary

Equivalent Course(s): GEOG 20500, MACS 54000, GEOG 30500, SOCI 20253, SOCI 30253

ENST 20540. The Chicago Climate Change & Culture Institute-I. 100 Units.

Climate change is arguably the greatest environmental, political and cultural challenge of our times. We are already beginning to feel its impacts in changing weather patterns and rising temperatures. In the years to come, Earth scientists tell us that climate change will impact every human being on the planet. We need to become informed and engaged about what awaits us and what we can do to avoid worst - case scenarios. This 3 - week intensive course of study focuses on three key questions: Why did climate change happen? How is it impacting different communities across the world? What can be done to prepare the world for a more environmentally secure future? The 4CI program features lectures by leading experts on climate change from the Social Sciences, Earth Sciences, Humanities, Art and Architecture. Seminar discussions and site visits to a variety of local initiatives working toward clean energy and sustainability goals round out the program. 4CI will give you the answers you want about climate change and the tools you need to start making a positive difference, whether that is on your campus, in your community or at your workplace. The program leverages the intellectual resources of one of the world's most prestigious research universities and will acquaint you with a city that proudly stands on the cutting edge of sustainable urbanism.

Terms Offered: Summer

Equivalent Course(s): ANTH 20540, ANTH 30540

ENST 20805. Cities and Urban Space in the Ancient World. 100 Units.

Cities have been features in human landscapes for nearly six thousand years. This course will explore how cities became such a dominant feature of settlement patterns in the ancient Mediterranean and Near East, ca. 4,000 BCE-350 CE. Was there an "Urban Revolution," and how did it start? What various physical forms did cities assume, and why did cities physically differ (or not) from each other? What functions did cities have in different cultures of the past, and what cultural value did "urban" life have? How do past perspectives on cities compare with contemporary ones? Working thematically and using theoretical and comparative approaches, this course will address various aspects of ancient urban space and its occupation, with each topic backed up by in-depth analysis of concrete case studies.

Instructor(s): M. Andrews Terms Offered: Spring

Equivalent Course(s): CLCV 26618, HIST 20805, HIST 30805, ANCM 36618, CLAS 36618

ENST 21201. Human Impact on the Environment. 100 Units.

Students will analyze the impact of the human enterprise on the world that sustains it. Topics include human population dynamics, historical trends in human well-being, our use of natural resources-especially in relation to the provision of energy, water, and food-and the impacts these activities have on the range of goods and services provided by geological/ecological systems. Students will read and discuss diverse sources and write short weekly papers.

Instructor(s): Alison Anastasio Terms Offered: Autumn

Note(s): ENST 21201 and 21301 are required of students who are majoring in Environmental Studies and may be taken in any order.

Equivalent Course(s): NCDV 21201

ENST 21301. Making the Natural World: Foundations of Human Ecology. 100 Units.

Humans have "made" the natural world both conceptually, through the creation of various ideas about nature, ecosystem, organism, and ecology, and materially, through millennia of direct action in and on the landscape. In this course we will consider the conceptual underpinnings of contemporary Western notions of nature, environment, and balance, through the examination of specific historical trajectories of anthropogenic landscape modification and human society. Taking examples from current events we will evaluate the extent and character of human entanglement with the environment. ENST 21201 and 21301 are required of students who are majoring in Environmental and Urban Studies and may be taken in any order.

Instructor(s): Alison Anastasio Terms Offered: Winter

Note(s): ENST 21201 and 21301 are required of students who are majoring in Environmental Studies and may be taken in any order.

Equivalent Course(s): ANTH 21303

ENST 21341. Making Plants Work: Anthropology of Human-Plant Relationships. 100 Units.

Food, drink, fuel, pharmaceuticals, clothing, cosmetics, construction material, furniture... Plants and their byproducts are everywhere we look. How have plants become so ubiquitous to human life? How have plants been used, adapted, processed, and sold over the course of history? How can studying plants and their interactions with humans provide a different perspective on the past, and insight into the future? This course explores how humans have made plants "work," and how these working plants have, in turn, shaped the world in which we live. While often perceived as passive in comparison to human and animal counterparts, plants have played a critical role in shaping global social, economic, ecological, and political dynamics. As desired products, plants have entangled far-flung individuals and societies into complex relationships that reverberate across time and space. This course will survey the history of human-plant interactions through three units: domestication, colonialism, and modern technologies. We will examine a wide range of case studies, in an effort to gain comparative and multivocal understanding of human-plant relationships. In doing so, course materials touch on topics of general anthropological interest: political ecology, agency, social inequality, labor, global processes, the impacts of colonialism, the production of knowledge, and human/non-human relationships.

Instructor(s): Pacyga, Johanna Terms Offered: Spring

Equivalent Course(s): ANTH 21341

ENST 21440. (Re)constructing Nature: Restoration Ecology in a Time of Climate Change. 100 Units.

Restoration ecologists, environmental professionals, and average citizens all participate in the process of habitat restoration. How does this interdisciplinary practice balance the priorities of ecosystem function and services, conservation of imperiled species and habitats, aesthetic appeal, and human use in a dynamic climate? In this course students will gain a broad overview of the field of restoration ecology and approach it from scientific, practical, and humanistic perspectives using scientific literature, case studies, and planning documents.

ENST 21500. Environmental Justice. 100 Units.

The effects of environmental pollution are not evenly distributed and are more likely to be experienced by low-income and minority communities. The location of toxic waste sites (both manufacturing plants and dump sites), the persistence of brownfields locations, and a lack of parks and open space are some of the conditions that have led to an ongoing effort to expand the focus of environmental advocacy to the pursuit of equitable and just outcomes in disadvantaged neighborhoods. This course will examine the history of the environmental justice, the efforts to pursue more equitable outcomes, and the prospect for such efforts in the face of global challenges such as climate change. The course will include class visits to sites in Chicago where environmental justice efforts are being undertaken as well as speakers from environmental justice organizations.

Instructor(s): Raymond Lodato Terms Offered: Autumn

Equivalent Course(s): PBPL 21501

ENST 21730. Science, Technology and Media via Japan. 100 Units.

This course will explore issues of culture, technology, and environment in Japan through the lens of Science and Technology Studies (STS) and Media Studies. The course is designed for undergraduate students. Its overall aim is to introduce students to some of the fundamental concepts, themes, and problematics in these fields via the particular social and historical circumstances in Japan. Some of the central concerns will be around issues of environment, disaster, gender, labor, media theory, gaming, and animation. In addition, we will devote attention to the recent emergence of the term media ecology as a framework problematizing technologically engineered environments.

Instructor(s): M. Fisch Terms Offered: Winter

Note(s): This course qualifies as a "Discovering Anthropology" selection for Anthropology majors.

Equivalent Course(s): MAAD 11730, EALC 21730, ANTH 21730

ENST 22209. Philosophies of Environmentalism and Sustainability. 100 Units.

Many of the toughest ethical and political challenges confronting the world today are related to environmental issues: for example, climate change, loss of biodiversity, the unsustainable use of natural resources, pollution, and other threats to the well-being of both present and future generations. Using both classic and contemporary works, this course will highlight some of the fundamental and unavoidable philosophical questions presented by such environmental issues. What do the terms "nature" and "wilderness" even mean, and can "natural" environments as such have ethical and/or legal standing? Does the environmental crisis demand radically new forms of ethical and political philosophizing and practice? Must an environmental ethic reject anthropocentrism? If so, what are the most plausible non-anthropocentric alternatives? What counts as the proper ethical treatment of non-human animals, living organisms, or ecosystems? What fundamental ethical and political perspectives inform such approaches as the "Land Ethic," ecofeminism, and deep ecology? Is there a plausible account of justice for future generations? Are we now in the Anthropocene? Is "adaptation" the best strategy at this historical juncture? How can the wild, the rural, and the urban all contribute to a better future for Planet Earth? (A)

Instructor(s): B. Schultz Terms Offered: Autumn

Note(s): Field trips, guest speakers, and special projects will help us philosophize about the fate of the earth by connecting the local and the global. Please be patient with the flexible course organization! Some rescheduling may be necessary in order to accommodate guest speakers and the weather!

Equivalent Course(s): HMRT 22201, GNSE 22204, PHIL 22209, PLSC 22202

ENST 22300. South Side Ecologies. 100 Units.

South Side Ecologies is a project based course offered every other spring on an environmental topic of concern to communities on the South Side of Chicago. During the first half of the class we will use scholarly and popular sources to understand the background and extent of the issue, while the second half will engage with expert partners to execute a project in their area of need. Due to the experiential nature of this course, while we will strive to have class meetings in the official time and place, students should expect they may need to attend meetings, interviews, guest lectures, or other activities at other times and locations during the week. Every effort will be made to accommodate the needs and schedules of students in the course. In 2019, we will focus on the confluence of history, culture, industry, nature, recreation, and the narratives that weave them together, on the South East Side of Chicago. In particular, we will be collaborating with the Chicago Park District and community stakeholders to research and develop interpretive materials for parks in the Calumet region, including Steelworkers Park and Big Marsh.

Instructor(s): Alison Anastasio Terms Offered: Spring. Every other spring

ENST 22611. Paris from "Les Misérables" to the Liberation, c. 1830-1950. 100 Units.

Starting with the grim and dysfunctional city described in Victor Hugo's "Les Misérables," the course will examine the history of Paris over the period in which it became viewed as the city par excellence of urban modernity through to the testing times of Nazi occupation and then liberation (c. 1830-1950). As well as focussing on architecture and the built environment, we will examine the political, social, and especially cultural history of the city. A particular feature of the course will be representations of the city-literary (Victor Hugo, Baudelaire, Zola, etc.) and artistic (impressionism and postimpressionism, cubism, surrealism). We will also examine the city's own view of itself through the prism of successive world fairs (expositions universelles).

Instructor(s): C. Jones Terms Offered: Spring

Prerequisite(s): Students taking FREN 22620/32620 must read texts in French.

Equivalent Course(s): FREN 32620, HIST 32611, HIST 22611, FREN 22620

ENST 22708. Planetary Britain, 1600-1900. 100 Units.

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

Equivalent Course(s): KNOW 32808, HIPS 22708, CHSS 32708, HIST 32708, KNOW 22708, HIST 22708

ENST 23100. Environmental Law. 100 Units.

This course will examine the bases and assumptions that have driven the development of environmental law, as well as the intersection of this body of law and foundational legal principles (including standing, liability, and the Commerce Clause). Each form of lawmaking (statutes, regulations, and court decisions) will be examined, with emphasis on reading and understanding primary sources such as court cases and the laws themselves. The course also analyzes the judicial selection process in order to understand the importance of how the individuals who decide cases that determine the shape of environmental law and regulations are chosen.

Instructor(s): R. Lodato Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing, or consent of instructor

Equivalent Course(s): LLSO 23100, PBPL 23100

ENST 23289. Marine Ecology. 100 Units.

This course provides an introduction into the physical, chemical, and biological forces controlling the function of marine ecosystems and how marine communities are organized. The structures of various types of marine ecosystems are described and contrasted, and the lectures highlight aspects of marine ecology relevant to applied issues such as conservation and harvesting.

Instructor(s): T. Wootton Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and prior introductory course in ecology or consent of instructor.

Equivalent Course(s): BIOS 23289

ENST 23500. Political Sociology. 100 Units.

This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. These competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored. The course covers readings for the Sociology Ph.D Prelim exam in political sociology.

Instructor(s): E. Clemens Terms Offered: Autumn

Prerequisite(s): Completion of the general education requirement in the social sciences

Equivalent Course(s): SOCI 20106, PBPL 23600, SOCI 30106

ENST 23505. Environmental Ethics. 100 Units.

This course examines foundational issues of environmental ethics. What kind of values (economic, aesthetic, existence) are important? What kind of value do individual biota, humans, other species, ecosystems, humans, or inorganic entities have? What is the relationship of humans to the rest of the world? What should it be? Do religious and philosophical traditions contribute to or help address environmental degradation?

Instructor(s): S. Fredericks Terms Offered: Winter

Equivalent Course(s): RLST 23505

ENST 23550. Urban Ecology and the Nature of Cities. 100 Units.

Urban ecology is an interdisciplinary field derived from the academic discipline of ecology. How well does classical ecological theory, typically formed from reductionist views of nature without humans, describe and predict patterns in human-dominated landscapes? Students will learn fundamental concepts in ecological theory, examine how these concepts apply to urban systems, and explore the paradigms of ecology in, of, and for cities. Readings and discussions will focus on classical research papers from the ecological literature, history of modern ecology, and contemporary approaches to studying biotic systems in cities.

Instructor(s): Alison Anastasio Terms Offered: Winter

Equivalent Course(s): PBPL 23550

ENST 23640. Fruited Plains and Scarred Mountains: The Environmental History of Work in the United States. 100 Units.

Ask most people to name an ecosystem, and they'll probably talk about mountains, beaches, plains, or forests. But most of us spend nearly a third of our adult lives in another ecosystem we often don't think about: our workplace. In fact, one of the most common ways humans interact with the environment in our modern world is by working—from farming and mining to housekeeping and coding. This course will examine the environmental history of work in the United States from the colonial era to the present through lectures, discussion, and other forms of active learning. We will cover a range of topics including racialized and gendered labors, the work of empire, energy workplaces, industrialization, agriculture, the information revolution, and climate adaptation. By engaging this history, we will also consider broader interdisciplinary questions: how should environmental concerns shape labor policy and organizing? What workplace considerations must be incorporated into the development of climate adaptation strategies and just transition programs? Why do the stories that we tell ourselves about the meaning of work matter for climate justice? What is the future of work in a climate-changed world?

Instructor(s): Trish Kahle Terms Offered: Winter

Note(s): Prize lecture for 18-19 AY. Not offered 19-20.

Equivalent Course(s): HIST 27208

ENST 23650. Revolutionizing Agriculture: Early Modern Technologies for the New Millennium. 100 Units.

Based on a wave of sustainable and organic farming technologies that have reinvented early modern growing practices, this course integrates USDA reports and modern field and lab studies into the historiography of The British Agricultural Revolution. We explore primary historical sources and historiography to better understand the environmental limits of the technologies used by organic and sustainable farmers today. By bringing the science and history into discourse, we will take a critical look at the British Agricultural Revolution, which is thought to have facilitated the Industrial Revolution by accumulating capital for investment and by allowing England to feed a growing urban population and manufacturing sector without a significant increase in arable acres.

Note(s): Prize lecture for 17-18 AY.

Equivalent Course(s): PBPL 23650, HIST 25015

ENST 23900. Environmental Chemistry. 100 Units.

The focus of this course is the fundamental science underlying issues of local and regional scale pollution. In particular, the lifetimes of important pollutants in the air, water, and soils are examined by considering the roles played by photochemistry, surface chemistry, biological processes, and dispersal into the surrounding environment. Specific topics include urban air quality, water quality, long-lived organic toxins, heavy metals, and indoor air pollution. Control measures are also considered. This course is part of the College Course Cluster program: Climate Change, Culture, and Society.

Instructor(s): A. Colman, D. Archer Terms Offered: Autumn

Prerequisite(s): CHEM 11101-11201 or equivalent, and prior calculus course

Equivalent Course(s): ENSC 23900, GEOS 33900, GEOS 23900

ENST 24020. The Place of the Intellectual: Civic Life in Italian Literature and Theory. 100 Units.

This course offers a survey of the notion of civic life in Italian literature and theory, from its beginning(s) to contemporary authors. The topic will be explored through some of the major representatives in Italian intellectual history, actively concerned with the life of the community at the urban, national and transnational level. From Dante to Petrarch, from Renaissance Civic Humanism to Machiavelli, from Vico to Gramsci, from Esposito to Agamben, the focus of the class will be on human sociability and on the forces that enhance or hinder the constitution of communities and collective life. Italy offers a privileged entry point into the issue of civic life due to its belated national unification and richness in local cultural varieties, traits that makes Italy unique in the European cultural and political landscape. Thematically, the class will look at the relationship between Church and Empire; at forms of communality beyond political institutions, such as friendship and family; at the imagination of ideal cities and utopias; at the effects of disruptive natural and human events on the making/unmaking of human sociability; at literature and popular culture in the constitution of regional and national identities.

Instructor(s): M. Muccione Terms Offered: Spring

Note(s): Taught in English.

Equivalent Course(s): ITAL 24020

ENST 24102. Environmental Politics. 100 Units.

This course examines the different theoretical underpinnings of environmental activism and elucidates the manner in which they lead to different ends. We explore several contrasting views of environmentalism, including the land ethic, social ecology, and deep ecology. Discussions are based on questions posed about the readings and the implications they suggest. Class participation is required.

Instructor(s): R. Lodato Terms Offered: Spring

Equivalent Course(s): LLSO 24102, PBPL 24102

ENST 24190. Imagining Chicago's Common Buildings. 100 Units.

This class is an architectural studio based in the common residential buildings of Chicago and the city's built environment. While design projects and architectural skills will be the focus of the class, it will also incorporate readings, a small amount of writing, some social and geographical history, and several explorations around Chicago. The studio will: (1) give students interested in pursuing architecture or the study of cities experience with a studio class and some skills related to architectural thinking, (2) acquaint students intimately with Chicago's common residential buildings and built fabric, and (3) situate all this within a context of social thought about residential architecture, common buildings, housing, and the city. Please note: the class has required meetings on both Tuesdays (5-6:20) and Fridays (2:30-5:50, with a break) beginning on Tuesday October 2nd. This course is part of the College Course Cluster program: Urban Design.

Instructor(s): L. Joyner Terms Offered: Autumn

Note(s): Consent is required to enroll in this class. Interested students should email the instructor (Luke Joyner, lukejoy@uchicago.edu) to briefly explain their interest and any previous experience with the course topics. Please note: The course has required meetings on both Tuesdays (5-6:20 p.m.) and Fridays (2:30-5:50 p.m., with a break) beginning on Tuesday October 1. Students must attend first class to confirm enrollment.

Equivalent Course(s): ARTH 24190, ARTV 20210, AMER 24190, ARCH 24190, GEOG 24190

ENST 24191. City Imagined, City Observed. 100 Units.

This urban design studio course takes two distinct notions of the city as its starting point: grand, imaginative plans -- utopian, unbuilt, semi-realized, real... both as aesthetic objects, and as ideas -- and how the minute flows of day-to-day life, up from the smallest scale, enter into dialogue with little built and lived details, intended or not. With Chicago as context and canvas, we will dream both big and small, search both present and past, and draw precisely on both what we dream and what we experience... seeking not to dictate what the city will be, but to expand our sense of what a city can be. The studio work will proceed in two stages: individually developing ideal city plans, then breaking each others' plans, using real observations and factors (and even spontaneous impulse) to complicate and rebuild them into something lovelier.

Instructor(s): L. Joyner Terms Offered: Winter

Note(s): Consent is required to enroll in this class. Priority will be given to students who have completed ARTH 24190.

Equivalent Course(s): ARTH 24191, ARCH 24191

ENST 24196. Second Nature: New Models for the Chicago Park District. 100 Units.

The Chicago Park District seems to preserve "first nature" within the metropolitan field. But the motive for establishing this sovereign territory was hardly natural. Today, cultural change raises questions about the significance and operation of this immense network of civic spaces. What opportunities emerge as we rethink them? While this design studio focuses on the development of new model parks for Chicago, it can support students coming from a broad range of disciplines. Texts, seminar discussions, and field trips will complement and nourish the development of architectural proposals.

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

Equivalent Course(s): ARTH 24196, ARCH 24196, ARTH 34196

ENST 24201. China's Eco-Environmental Challenges and Society's Responses. 100 Units.

In nearly four decades of reform and opening policies, China's economic achievements have come at a high cost for its ecological environment; air pollution, water pollution, and soil contamination, among other problems, are facts of life for most Chinese citizens. In addition, China is now the world's biggest emitter of carbon dioxide and has recently acknowledged its contributions to global warming and the need for drastic mitigation of greenhouse gases. Facing these tremendous challenges, remarkable shifts in the way that Chinese society communicates and tackles these problems are occurring. This seminar will look, in particular, at relevant public debates, crucial policies, as well as popular initiatives and protest, to approach this wide topic. How is the relationship between humans/society and nature/environment conceptualized and communicated? Can we detect shifts from traditional to modern, even contemporary 'Chinese approaches'? And to what extent and how do political authorities, media, the general population and scientists in China interact in the face of the acknowledged risks that environmental pollution poses to communities, to China's (economic) development and, not least, to individual health and well-being. Basic knowledge about modern Chinese society and politics as well as Chinese reading skills are helpful, but not a strict requirement for participation in this course.

Instructor(s): A.L. Ahlers Terms Offered: Autumn

Equivalent Course(s): EALC 24201, EALC 34201

ENST 24600. Introduction to Urban Sciences. 100 Units.

This course is a grand tour of conceptual frameworks, general phenomena, emerging data and policy applications that define a growing scientific integrated understanding of cities and urbanization. It starts with a general outlook of current worldwide explosive urbanization and associated changes in social, economic and environmental indicators. It then introduces a number of historical models, from sociology, economics and geography that have been proposed to understand how cities operate. We will discuss how these and other facets of cities can be integrated as dynamical complex systems and derive their general characteristics as social networks embedded in structured physical spaces. Resulting general properties of cities will be illustrated in different geographic and historical contexts, including an understanding of urban resource flows, emergent institutions and the division of labor and knowledge as drivers of innovation and economic growth. The second part of the course will deal with issues of inequality, heterogeneity and (sustainable) growth in cities. We will explore how these features of cities present different realities and opportunities to different individuals and how these appear as spatially concentrated (dis)advantage that shape people's life courses. We will show how issues of inequality also have consequences at more macroscopic levels and derive the general features of population and economic growth for systems of cities and nations.

Instructor(s): Luis Bettencourt Terms Offered: Autumn

Prerequisite(s): STAT 22000

Equivalent Course(s): SOCI 20285, GEOG 24600, GEOG 34600, PBPL 24605

ENST 24660. Urban Geography. 100 Units.

This course examines the spatial organization and current restructuring of modern cities in light of the economic, social, cultural, and political forces that shape them. It explores the systematic interactions between social process and physical system. We cover basic concepts of urbanism and urbanization, systems of cities urban growth, migration, centralization and decentralization, land-use dynamics, physical geography, urban morphology, and planning. Field trip in Chicago region required. This course is part of the College Course Cluster, Urban Design.

Instructor(s): M. Conzen Terms Offered: Winter

Note(s): This course offered in even years.

Equivalent Course(s): GEOG 23500, GEOG 33500

ENST 24680. Introduction to Urban Planning. 100 Units.

The academic study of urban planning encompasses a range of issues dealing with cities, from urban design to governance, economic development, local politics, and place. The goal of this course is to provide a broad overview of urban planning theory and history while at the same time introducing students to basic GIS applications for urban planners. This format provides students with a better contextual understanding of the wide range of issues currently facing 21st century cities, and at the same time serves as an introduction to the everyday practice of urban planning. The course includes readings from prominent urban theorists, a discussion of the historical development of the urban planning profession in the US, and GIS exercises that allow students to apply their theoretical urban knowledge to real-world planning problems.

Instructor(s): Kevin Credit Terms Offered: Autumn

Equivalent Course(s): GEOG 34700, GEOG 24700

ENST 24701. U.S. Environmental Policy. 100 Units.

Making environmental policy is a diverse and complex process. Environmental advocacy engages different governmental agencies, congressional committees, and courts, depending on the issue. This course examines how such differentiation has affected policy making over the last several decades.

Instructor(s): R. Lodato Terms Offered: Autumn

Equivalent Course(s): PBPL 24701, LLSO 24901

ENST 24705. Energy: Science, Technology, and Human Usage. 100 Units.

This course covers the technologies by which humans appropriate energy for industrial and societal use, from steam turbines to internal combustion engines to photovoltaics. We also discuss the physics and economics of the resulting human energy system: fuel sources and relationship to energy flows in the Earth system; and modeling and simulation of energy production and use. Our goal is to provide a technical foundation for students interested in careers in the energy industry or in energy policy. Field trips required to major energy converters (e.g., coal-fired and nuclear power plants, oil refinery, biogas digester) and users (e.g., steel, fertilizer production). This course is part of the College Course Cluster program: Climate Change, Culture and Society.

Instructor(s): E. Moyer

Prerequisite(s): Knowledge of physics or consent of instructor.

Note(s): Not offered in Spring 2019. See GEOS 24750/ENSC 21150.

Equivalent Course(s): GEOS 24705, ENSC 21100, GEOS 34705

ENST 24750. Humans in the Earth System. 100 Units.

Human activities now have global-scale impact on the Earth, affecting many major biogeochemical cycles. One third of the Earth's surface is now used for production of food for humans, and CO₂, the waste product of human energy use, now substantially affects the Earth's radiative balance. This course provides a framework for understanding humanity as a component of Earth system science. The course covers the Earth's energy flows and cycles of water, carbon, and nitrogen; their interactions; and the role that humans now play in modifying them. Both agriculture and energy technologies can be seen as appropriation of natural energy flows, and we cover the history over which human appropriations have become globally significant. The course merges geophysical and biological sciences and engineering, and includes lab sessions and field trips to agriculture, water management, and energy facilities to promote intuition. One year of university-level science is recommended.

Terms Offered: Spring

Equivalent Course(s): ENSC 21150, GEOS 34750, GEOS 24750

ENST 24756. Exploring the Resilient City. 100 Units.

In recent years, sub-national units of government have enacted meaningful policy plans in the wake of the ongoing failure of the international community to address global climate change. Cities in particular have shaped their plans to address the now-inevitable effects of climate change by adopting policies that emphasize resilience and environmental protection, without sacrificing economic growth, and with attention to the ongoing challenges of poverty and inequality. This course will take a comparative look at the policies adopted by cities on an international basis, while defining what it means to be a resilient city and how much the built environment can be adjusted to limit the environmental impact of densely populated metropolises. It will also consider what impact citizen activism and input had upon the shape of each plan and the direction that its policies took. Students will also be asked to consider what might be missing from each plan and how each plan could be improved to foster greater resiliency.

Instructor(s): R. Lodato Terms Offered: Winter

Equivalent Course(s): PBPL 24756

ENST 24776. International Environmental Policy. 100 Units.

Environmental issues have become a prominent part of the work of international organizations and their member nations. The international community has recognized the efficacy of multi-national agreements as a method for comprehensive solutions to problems that were once dealt with on a nation-by-nation basis. This course will address such topics as the Montreal Protocol, climate change agreements, and the Law of the Sea treaty, as well as the efforts being undertaken by some leading nations to address present-time environmental challenges.

Instructor(s): R. Lodato Terms Offered: Spring

Equivalent Course(s): PBPL 24776

ENST 25000. The Amazon: Literature, Culture, Environment. 100 Units.

This course proposes a cultural history of the Amazonian region. Through films, novels, visual arts, essays, manifestos, and works on cultural and environmental history, we will explore the history of Amazon from a range of perspectives. We will examine indigenous cultures and epistemologies, extractivist activities, environmental policies, contemporary literature and film, and a global imagination of the Amazon. Authors and projects may include Claudia Andujar, Gaspar de Carvajal, Bernardo Carvalho, Euclides da Cunha, Heitor Dhalia, Ciro Guerra, Milton Hatoum, Susanna Hecht, Alexander von Humboldt, Davi Kopenawa, Ailton Krenak, Chico Mendes, Daniel Munduruku, Lúcia Sá, Silvino Santos, Candance Slater, Mario Vargas Llosa, Eduardo Viveiros de Castro, Video in the Villages, among others.

Instructor(s): V. Saramago Terms Offered: Spring

Note(s): Taught in English. Materials available in English, Portuguese and Spanish.

Equivalent Course(s): PORT 35000, PORT 25000, LACS 25005, LACS 35005, SIGN 26059

ENST 25006. How Things Get Done in Cities and Why. 100 Units.

Innovation. Prosperity. Democracy. Diversity. Cities long have been lauded as unique incubators of these social features. In contrast to the national level, the smaller scale and dense diversity of cities is thought to encourage the development of civic solutions that work for the many. But cities are inhabited by distinct groups of people with divergent interests and varied beliefs about how to address countless urban issues, such as creating jobs, delivering education, ensuring safe neighborhoods, promoting environmental sustainability, and taking care of the vulnerable. Many groups and organizations have an interest in the outcomes of these processes. Some take action to try to shape them to their own advantage, while others have few chances to make themselves heard. This course examines dynamics of interest representation, decision-making, and inclusion/exclusion in the contemporary city, drawing insights from multiple disciplines and substantive domains. This course is part of the College Course Cluster program: Urban Design.

Terms Offered: TBD

Equivalent Course(s): SSAD 21100, SOSC 25006

ENST 25014. Introduction to Environmental History. 100 Units.

How have humans interacted with the environment over time? This course introduces students to the methods and topics of environmental history by way of classic and recent works in the field: Crosby, Cronon, Worster, Russell, and McNeill, etc. Major topics of investigation include preservationism, ecological imperialism, evolutionary history, forest conservation, organic and industrial agriculture, labor history, the commons and land reform, energy consumption, and climate change. Our scope covers the whole period from 1492 with case studies from European, American, and British imperial history.

Instructor(s): F. Albritton Jonsson Terms Offered: Winter

Equivalent Course(s): HIST 35014, HIST 25014, HIPS 25014, CHSS 35014

ENST 25114. Natural History and Empire, circa 1500-1800. 100 Units.

This course will examine natural history—broadly defined as a systematic, observational body of knowledge devoted to describing and understanding the physical world of plants, animals, natural environments, and (sometimes) people—in the context of European imperial expansion during the early modern era. Natural history was upended by the first European encounters with the New World. The encounter with these new lands exposed Europeans for the first time to unknown flora and fauna, which required acute empirical observation, collection, cataloguing, and circulation between periphery and metropole in order to understand their properties and determine their usefulness. As the Spanish, Portuguese, British, French, and Dutch competed with one another to establish overseas trade and military networks in the sixteenth, seventeenth, and eighteenth centuries, they also competed over and shared information on natural resources. The course will combine lecture and discussion and mix primary source readings on natural history in the early modern world with modern historical writings. Though the readings skew a bit toward Britain and the British Atlantic world, every effort has been made to include texts and topics from multiple European and colonial locales. Topics and themes will include early modern sources of natural history from antiquity and their (re)interpretation in imperial context; early modern collecting cultures and cabinets of curiosities; Linnaeus and the origins of

Instructor(s): J. Niermeier-Dohoney Terms Offered: Autumn

Equivalent Course(s): HIST 25114, HIPS 25114

ENST 25115. Francis Bacon's Philosophy of Nature. 100 Units.

Historians of science have traditionally regarded Francis Bacon (1561-1626) as one of the most prominent seventeenth-century champions of induction, empiricism, and experimental methodology. While these are perhaps his most important contributions to natural philosophy, Bacon and his adherents also exerted a profound influence on Western notions of power over nature and of the possibilities of alteration, manipulation, and exploitation of the natural world. This course will examine some of Bacon's principal works ("The New Organon", "The Advancement of Learning", "The New Atlantis", and "The Great Instauration") in order to first develop an understanding of Bacon's philosophical positions and the changing landscape of natural philosophy in the seventeenth century. Then, we will examine the implications of Bacon's philosophy from his lifetime to the present, focusing particularly on the rise of artisanal and craft knowledge; the emergence of civil institutions for cooperative knowledge making; utopian and cornucopian conceptions of the natural economy; science as the manipulation of nature; the competing and complementary notions of dominion over nature versus environmental stewardship; the practical uses of natural materials during European imperial expansion; the origins of industrialization and technological development; and his influence on modern science, politics, economics, and environmentalism.

Instructor(s): J. Niermeier-Dohoney Terms Offered: Winter

Equivalent Course(s): HIST 25115, HIPS 25115

ENST 25116. Utopia, Dystopia, and the Apocalypse in Western Culture. 100 Units.

This course will examine how Western society has asked and answered questions about potential futures throughout its history. We will look especially at ways in which these questions have been explored through utopian, dystopian, and apocalyptic scenarios within religious, scientific, and political cultures. These narratives have denoted moral righteousness, critiqued the hubris of science and industrialization, and advocated or denounced systems of governance and social organization. They also reveal historical assumptions about human nature, progress, and the relationship between rationality and irrationality. Topics will include Biblical apocalypticism and its influence in the medieval and modern worlds; medieval and early modern millenarianism or the active pursuit of the apocalypse; early modern utopianism and its influence on later utopian writing; modern economic prognostication; modern utopian and dystopian science fiction in literature, film, and television; nineteenth- and twentieth-century socialist and nationalist utopianism and totalitarianism; global catastrophic risks such as asteroid impacts, pandemics, climate change, ecological degradation, and nuclear war; and the increasing importance of science in "futurology" or "future studies," a burgeoning field in the postwar era.

Instructor(s): J. Niermeier-Dohoney Terms Offered: Spring

Equivalent Course(s): RLST 25116, HIPS 25116, HIST 25116

ENST 25117. Natural History of Humans/Human History of Nature. 100 Units.

In this course we will think broadly about human history as a type of natural history and the recent history of nature as a part of the human narrative. Students will be introduced to the concept of "deep time," its discovery by geologists and biologists in the 18th and 19th centuries, and its impact on human history. Topics will include 16th- and 17th-century historiography and Biblical exegesis, geological theories of Hutton, Cuvier, and Lyell, and biological theories of Lamarck and Darwin. We will examine how certain modern sciences have affected historians' approaches. Topics will include how the structure and function of the brain affected kinship development, language acquisition, and social bonding; interpretations of "human nature" by theology, philosophy, anthropology, and psychology; massive time scales and intergenerational governing, justice, and ethics; and geography's role in shaping civilizational development. Finally, we will consider how the rising human impact over natural earth systems may change the way human and civilizational history will be studied going forward. Topics include anthropogenic changes to the biosphere through hunting and agriculture in the ancient world and the globalization of communicable diseases and invasive plant and animal species after 1492; the impact of climate change on modern civilization; the potential that humans are responsible for a new geological epoch; and what "history" looks like without humans.

Instructor(s): J. Niermeier-Dohoney Terms Offered: Spring

Equivalent Course(s): HIST 25117, HIPS 25117

ENST 25460. Environmental Effects on Human Health. 100 Units.

Given the increasing human population in urban areas, the effects of urbanization and the urban environment on human health can be particularly profound. In this course, students will be introduced to environmental health issues, research, policy and advocacy. An overview of fundamental concepts in environmental health will be paired with case studies based on current local issues and topical research. Guest-led lectures and discussions will connect biological, chemical, and physical exposures to their real effects on human communities.

ENST 25500. Biogeography. 100 Units.

This course examines factors governing the distribution and abundance of animals and plants. Topics include patterns and processes in historical biogeography, island biogeography, geographical ecology, areography, and conservation biology (e.g., design and effectiveness of nature reserves).

Instructor(s): B. Patterson (odd years, lab). L., Heaney (even years, discussion) Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and a course in either ecology, evolution, or earth history; or consent of instructor

Equivalent Course(s): GEOG 35500, EVOL 45500, BIOS 23406, GEOG 25500

ENST 25910. Introduction to Location Analysis. 100 Units.

Understanding the location of business activities - agricultural, industrial, retail, and knowledge-based - has long been a focus for economic geographers, regional scientists, and urban planners. This course traces the key theories and conceptual models that have been developed over time to explain why economic activities tend to locate where they do. To introduce and explain these theories, this course covers several foundational concepts in economic geography and urban planning, such as: bid-rent theory, locational triangulation, various models of urban structure and growth, urban market areas, transportation, economic restructuring, and the "back-to-the-city" movement. This course incorporates several GIS exercises to teach students the basic principles of location optimization and to help illuminate the foundational theoretical principles of economic geography.

Instructor(s): K. Credit Terms Offered: Spring

Equivalent Course(s): GEOG 35900, GEOG 25900

ENST 26003. Chicago by Design. 100 Units.

This course examines the theory and practice of urban design at the scale of block, street, and building-the pedestrian realm. Topics include walkability; the design of streets; architectural style and its effect on pedestrian experience; safety and security in relation to accessibility and social connection; concepts of urban fabric, repair, and placemaking; the regulation of urban form; and the social implications of civic spaces. Students will analyze normative principles and the debates that surround them through readings and discussion as well as firsthand interaction with the urbanism of Chicago. This course is part of the College Course Cluster, Urban Design.

Instructor(s): E. Talen Terms Offered: Spring

Equivalent Course(s): GEOG 24300, SOSC 26003, PBPL 26003

ENST 26005. Cities by Design. 100 Units.

TBD

Instructor(s): Emily Talen Terms Offered: Autumn

ENST 26100. Roots of the Modern American City. 100 Units.

This course traces the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We emphasize evolving regional urban systems, the changing spatial organization of people and land use in urban areas, and the developing distinctiveness of American urban landscapes. All-day Illinois field trip required. This course is part of the College Course Cluster, Urban Design.

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

Note(s): This course offered in odd years.

Equivalent Course(s): GEOG 36100, HIST 28900, HIST 38900, GEOG 26100

ENST 26433. Practicum in Environmental Management. 100 Units.

Students in this course will explore and evaluate aspects of environmental sustainability on campus, through scholarly research, interviews, surveys and data collection and analysis. Students will apply concepts and tools from environmental studies, public policy and economics to evaluate and make recommendations for enhancing the environmental performance of campus athletics operations and events. The research will be conducted in collaboration with the Office of Sustainability and Department of Physical Education and Athletics. Prerequisite: PBPL 200 or ECON 198 or equivalent

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

Prerequisite(s): Prerequisite: PBPL 200 or ECON 198 or equivalent

Note(s): Not offered in 19-20

Equivalent Course(s): PBPL 26433

ENST 26500. Environmental Economics. 100 Units.

This course applies theoretical and empirical economic tools to environmental issues. We discuss broad concepts such as externalities, public goods, property rights, market failure, and social cost-benefit analysis. These concepts are applied to areas that include nonrenewable resources, air and water pollution, solid waste management, and hazardous substances. We emphasize analyzing the optimal role for public policy.

Instructor(s): S. Shaikh

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 26500, PBPL 32631

ENST 26511. Cities from Scratch: The History of Urban Latin America. 100 Units.

Latin America is one of the world's most urbanized regions, and its urban heritage long predates European conquest. And yet the region's cities are most often understood through the lens of North Atlantic visions of urbanity, many of which fit poorly with Latin America's historical trajectory, and most of which have significantly distorted both Latin American urbanism and our understandings of it. This course takes this paradox as the starting point for an interdisciplinary exploration of the history of Latin American cities in the nineteenth and twentieth centuries, focusing especially on issues of social inequality, informality, urban governance, race, violence, rights to the city, and urban cultural expression. Readings will be interdisciplinary, including anthropology, sociology, history, fiction, film, photography, and primary historical texts.

Instructor(s): B. Fischer Terms Offered: Spring

Prerequisite(s): Some knowledge of Latin America or urban studies helpful.

Equivalent Course(s): HIST 26511, LACS 26510, LACS 36510, HIST 36511

ENST 26530. Environment, Agriculture, and Food: Economic and Policy Analysis. 100 Units.

The connections between environment, agriculture, and food are inherent in our social, cultural, and economic networks. Land use, natural resource management, energy balances, and environmental impacts are all important components in the evolution of agricultural systems. Therefore it is important to develop ways in which to understand these connections in order to design effective agricultural programs and policies. This course is designed to provide students with guidance on the models and tools needed to conduct an economic research study on the intersecting topics of environment, agriculture, and food. Students learn how to develop original research ideas using a quantitative and applied economic policy analysis for professional and scholarly audiences. Students collect, synthesize, and analyze data using economic and statistical tools. Students provide outcomes and recommendations based on scholarly, objective, and policy relevant research rather than on advocacy or opinions, and produce a final professional-quality report for a workshop presentation and publication. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

Instructor(s): S. Shaikh Terms Offered: Winter

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400
Equivalent Course(s): PBPL 26530, PPHA 32510, ECON 26530

ENST 26531. Environment, Agriculture, and Food: Advanced Economic and Policy Analysis. 100 Units.

This course is an extension of ENST 26530 but also stands alone as a complete course itself. Students don't need to take ENST 26530 to enroll in this course. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

Instructor(s): S. Shaikh Terms Offered: Spring

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400
Equivalent Course(s): ECON 26540, PBPL 26531, PPHA 32520

ENST 27125. Voices of Alterity and the Languages of Immigration. 100 Units.

This course investigates the individual experience of immigration: how do immigrants recreate themselves in this alien world in which they seem to lose part of themselves? How do they find their voice and make a place for themselves in their adoptive homes? If in the new world the immigrant becomes a new person, what meanings are still carried in traditional values and culture? How do they remember their origins and record new experiences?

Instructor(s): Angelina Ilieva Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): ENGL 27125, CMLT 27125, PBPL 27125, REES 29025, HIST 27710

ENST 27150. Urban Design with Nature: Assessing Social and Natural Realms in the Calumet Region. 100 Units.

This course will use the Calumet region as a laboratory for evaluating the social, environmental, and economic effects of alternative forms of human settlement. Students will be introduced to the basics of geographic information systems (GIS) and use GIS to map the Calumet region's "place types" - human habitats that vary along an urban-to-rural transect, as well as the ecosystem services provided by the types. They will then evaluate these place types using a range of social, economic and environmental criteria. In this way, students will evaluate the region's potential to simultaneously realize economic potential, protect environmental health, and provide social connectivity.

Terms Offered: Spring

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program. Not offered in 19-20.

ENST 27155. Urban Design with Nature. 100 Units.

This course will use the Chicago region as a laboratory for evaluating the social, environmental, and economic effects of alternative forms of human settlement. Students will be introduced to the basics of geographic information systems (GIS) and use GIS to map Chicago's "place types" - human habitats that vary along an urban-to-rural transect, as well as the ecosystem services provided by the types. They will then evaluate these place types using a range of social, economic and environmental criteria. In this way, students will evaluate the region's potential to simultaneously realize economic potential, protect environmental health, and provide social connectivity. This course is part of the College Course Cluster program: Urban Design.

Instructor(s): Sabina Shaikh and Emily Talen Terms Offered: Autumn

Prerequisite(s): Third or fourth-year standing

Note(s): Students who have taken ENST 27150: Urban Design with Nature: Assessing Social and Natural Realms in the Calumet Region in the Spring of 2018 may not enroll in this course.

Equivalent Course(s): BPRO 27155, GEOG 27155, PBPL 27156

ENST 27210. Where We Come From: Methods & Materials in the Study of Immigration. 100 Units.

This course provides an interactive survey of methodologies that engage the experiences of immigrants in Chicago. Exploring practices ranging from history to fiction, activism to memorialization, this course will introduce students to a variety of the ways that immigrants and scholars have approached the Second City. Instructor(s): William Nickell Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): REES 24417, PBPL 27210, HIST 27712

ENST 27221. Sustainable Urbanism. 100 Units.

This course explores cutting-edge solutions to today's interrelated challenges of decarbonizing the economy, reversing the obesity epidemic, and replacing sprawl. In addition to learning about the current state of sustainable urban planning and design, students will apply to the Calumet region a collection of future-forward urban design strategies to build prosperous and sustainable urban communities that can thrive for years to come. Topics include community organizing; public health, safety, and welfare; governance; neighborhood planning and design; stormwater management; density, and net-zero-energy building design. While not a studio class, there will be opportunities to practice spatial design drawing, community engagement tactics, and sustainability metrics.

Instructor(s): Doug Farr Terms Offered: TBD

Prerequisite(s): Enrollment is based on acceptance into the Calumet Quarter Program.

Note(s): Calumet Quarter course for 17-18 AY. Not offered 18-19 or 19-20.

ENST 27325. Urban Ecology in the Calumet Region. 100 Units.

This course will give students a strong foundation in the local ecology of the Calumet. Students will use local research and habitats to understand fundamental concepts in ecology and the scientific method. Students will explore some of these habitats during field trips with scientists and practitioners. The course focus will be on urban ecology in the region, whether these fundamental ecological concepts are applicable, what other factors need to be considered in the urban ecosystem, and the role humans have in restoring natural and managing novel ecosystems, among other topics.

Terms Offered: TBD

Note(s): Enrollment is based on acceptance into the Calumet Quarter program. Not offered in 2019-20.

Equivalent Course(s): PBPL 27325, GEOG 27325

ENST 27330. Spaces of Hope: The City and Its Immigrants. 100 Units.

The city is the site where people of all origins and classes mingle, however reluctantly and agonistically, to produce a common if perpetually changing and transitory life." (David Harvey) This course will use the urban studies lens to explore the complex history of immigration to Chicago, with close attention to communities of East European origin. Drawing on anthropological theory and ethnographic materials, we will study the ways in which the city and its new citizens transform one another.

Instructor(s): Nada Petkovic Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): PBPL 27330, HIST 27713, REES 21500

ENST 27400. Epidemiology and Population Health. 100 Units.

This course does not meet requirements for the biological sciences major. Epidemiology is the study of the distribution and determinants of health and disease in human populations. This course introduces the basic principles of epidemiologic study design, analysis, and interpretation through lectures, assignments, and critical appraisal of both classic and contemporary research articles.

Equivalent Course(s): PBHS 30910, STAT 22810, PPHA 36410

ENST 27900. Climate Change in Media and Design. 100 Units.

If meteorological data and models show us that climate change is real, art and literature explore what it means for our collective human life. This is the premise of many recent films, novels, and artworks that ask how a changing climate will affect human society. In this course, we will examine the aesthetics of climate change across media, in order to understand how narrative, image, and even sound help us witness a planetary disaster that is often imperceptible. Rather than merely analyzing or theorizing various futures, this course will prepare students in hands-on methods of "speculative design" and "critical making." Each Tuesday, we will study how art and literature draw on the specific capacities of written and visual media to represent climate impacts, and how new humanities research is addressing climate change. Each Thursday, we will participate in short artistic exercises that explore futures of each area. These exercises include future object design, bodymapping and story circles, tabletop gameplay, and serious game design. Throughout the quarter, guest speakers from across the humanities, sciences, and social sciences will visit the class to speak about how their disciplines are working to understand and mitigate climate impacts. The most substantial work of the quarter will be an ambitious multimedia or transmedia project about one of the core course topics to be completed in a team.

Instructor(s): P. Jagoda, B. Morgan Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): BPRO 27900, ENGL 27904, MAAD 21900

ENST 28601. Ideas of Nature I. 100 Units.

Nature is, and has been, a fundamental category in human thought. Yet Arthur Lovejoy (1935) enumerated sixty-six senses in which the word had been used in European literature and philosophy. We examine the roles that the (nominally continuous) category of "nature" played in sources such as ancient religious texts, Greek and Roman philosophical writings, and medieval poetry and theology.

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

Prerequisite(s): ECON 20900, 21000, or 26500; or ENST 26500

Note(s): ENST 28601 and 28602 may be taken individually in any order. This course is offered in alternate years.

Equivalent Course(s): MDVL 28601, HIPS 29001

ENST 28702. Introduction to GIS and Spatial Analysis. 100 Units.

This course provides an introduction and overview of how spatial thinking is translated into specific methods to handle geographic information and the statistical analysis of such information. This is not a course to learn a specific GIS software program, but the goal is to learn how to think about spatial aspects of research questions, as they pertain to how the data are collected, organized and transformed, and how these spatial aspects affect statistical methods. The focus is on research questions relevant in the social sciences, which inspires the selection of the particular methods that are covered. Examples include spatial data integration (spatial join), transformations between different spatial scales (overlay), the computation of "spatial" variables (distance, buffer, shortest path), geovisualization, visual analytics, and the assessment of spatial autocorrelation (the lack of independence among spatial variables). The methods will be illustrated by means of open source software such as QGIS and R.

Instructor(s): M. Kolak Terms Offered: Spring

Equivalent Course(s): GEOG 28702, GEOG 38702

ENST 28800. Readings in Spatial Analysis. 100 Units.

This independent reading option is an opportunity to explore special topics in the exploration, visualization and statistical modeling of geospatial data.

Instructor(s): K. Credit and M. Kolak Terms Offered: Autumn Spring Winter. Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.

Note(s): By permission of instructor only.

Equivalent Course(s): GEOG 28700, GEOG 38700

ENST 28900. Environmental and Science Policy. 100 Units.

With a strong emphasis on the fundamental physics and chemistry of the environment, this course is aimed at students interested in assessing the scientific repercussions of various policies on the environment. The primary goal of the class is to assess how scientific information, the economics of scientific research, and the politics of science interact with and influence public policy development and implementation.

Equivalent Course(s): PBPL 28900

ENST 28925. Health Impacts of Transportation Policies. 100 Units.

Governments invest in transport infrastructure because it encourages economic growth and mobility of people and goods, which have direct and indirect benefits to health. Yet, an excessive reliance on motorized modes of transport harms population health, the environment and social well-being. The impact on population health is substantial: Globally, road traffic crashes kill over 1.3 million annually. Air pollution, to which transport is an important contributor, kills another 3.2 million people. Motorized modes of transport are also an important contributor to sedentary lifestyles. Physical inactivity is estimated to cause 3.2 million deaths every year, globally. This course will introduce students to thinking about transportation as a technological system that affects human health and well-being through intended and unintended mechanisms. The course will examine the complex relationship between transportation, land use, urban form, and geography, and explore how decisions in other sectors affect transportation systems, and how these in turn affect human health. Students will learn to recognize how the system level properties of a range of transportation systems (such as limited-access highways, urban mass transit, inter-city rail) affect human health.

Instructor(s): Bhalla, K Terms Offered: Spring

Equivalent Course(s): PBPL 28925, PPHA 41021

ENST 28980. Readings in Urban Planning and Design. 100 Units.

This independent reading option is an opportunity to explore contemporary debates and theoretical arguments involved in the planning and design of cities.

Instructor(s): E. Talen Terms Offered: Autumn Spring Winter. Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.

Note(s): By permission of instructor only.

Equivalent Course(s): GEOG 38900, GEOG 28900

ENST 29000. Energy and Energy Policy. 100 Units.

This course shows how scientific constraints affect economic and other policy decisions regarding energy, what energy-based issues confront our society, how we may address them through both policy and scientific study, and how the policy and scientific aspects can and should interact. We address specific technologies, both those now in use and those under development, and the policy questions associated with each, as well as with more overarching aspects of energy policy that may affect several, perhaps many, technologies.

Instructor(s): S. Berry, G. Tolley Terms Offered: TBD. May be offered 2019-20

Prerequisite(s): PQ: Third- or fourth-year standing. For ECON majors who want ECON credit for this course (ECON 26800): PQ is ECON 20100.

Equivalent Course(s): PBPL 29000, BPRO 29000, PSMS 39000, ECON 26800, CHSS 37502, PPHA 39201

ENST 29525. The Global Life of Things. 100 Units.

We are often told that the market has taken over all aspects of our social lives. The effects of this process can be seen in the financialization of the economy, the deregulation of labor, and the exploitation of natural resources. Goods are produced on one side of the world and consumed in another. Even college students are seen as investments that accrue value. How did this happen? This course will examine the deep history of how so much of the world became commodities. Focussing primarily on the seventeenth to the nineteenth centuries, we will ask how work, time, land, money, and people were commodified. We will also consider how historians and anthropologists have told the history of global capitalism through particular commodities, including sugar, cotton, meat, grain and mushrooms. Readings will span western Europe, India, the Atlantic World, Chicago, and contemporary Japan. Periodically, we will reflect on how these histories bear on questions of labor, gender, and the environment in the present day.

Instructor(s): O. Cussen Terms Offered: Spring

Equivalent Course(s): GLST 29525, HIST 29525

ENST 29527. The Spatial History of Nineteenth-Century Cities: Tokyo, London, New York. 100 Units.

The late-nineteenth century saw the transformation of cities around the world as a result of urbanization, industrialization, migration, and the rise of public health. This course will take a spatial history approach; that is, we will explore the transformation of London, Tokyo, and New York over the course of the nineteenth century by focusing on the material "space" of the city. For example, where did new immigrants settle and why? Why were there higher rates of infectious disease in some areas than in others? How did new forms of public transportation shape the ability to move around the city, rendering some areas more central than others? To explore questions such as these, students will be introduced to ArcGIS in four lab sessions and asked to develop an original research project that integrates maps produced in Arc. No prior ArcGIS experience is necessary, although students will be expected to have familiarity with Microsoft Excel and a willingness to experiment with digital methods. Assignments: Discussion posts, homework (mapping), and a final research project.

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

Note(s): Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. Open to students at all levels, but especially recommended for 3rd- and 4th-yr students.

Equivalent Course(s): HIST 39527, HIST 29527, EALC 39527, EALC 29527, GLST 29527

ENST 29700. Reading and Research. 100 Units.

This course is a reading and research course for independent study not related to BA research or BA paper preparation. Prerequisite(s): Consent of faculty supervisor and program director Note(s): Students are required to submit the College Reading and Research Course Form. This course may be counted as one of the electives required for the major.

Terms Offered: Autumn, Spring, Winter

Prerequisite(s): Consent of faculty supervisor and program director

Note(s): Students are required to submit the College Reading and Research Course Form. This course may be counted as one of the electives required for the major.

ENST 29701. Readings and Research: Working Group in Environment, Agriculture, and Food (EAF) 100 Units.

This course consists of participation in the Environment, Agriculture, and Food Group in a role assigned by the instructor.

Instructor(s): S. Shaikh Terms Offered: Winter

Prerequisite(s): Registration by instructor consent only

Note(s): Please email Sabina Shaikh at sabina@uchicago.edu.

Equivalent Course(s): PBPL 29701

ENST 29720. Reading and Research: Calumet. 100 Units.

The Program on the Global Environment will be hosting many interesting guest speakers during the Calumet Quarter, and this readings course will be dedicated primarily to the discussion of relevant articles written by the speakers. This will acquaint students with literature on a variety of topics ranging from food security to wetlands ecology to conservation theory. Students will be expected to discuss the articles, drawing on knowledge gained in the three core Calumet courses. Students will also attend the guest presentations and write short responses to the lectures.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 29801. BA Colloquium I. 100 Units.

This colloquium is designed to aid students in their thesis research. Students are exposed to different conceptual frameworks and research strategies. The class meets weekly.

Instructor(s): Suchismita Das Terms Offered: Autumn

Prerequisite(s): Students must have an approved topic proposal and a faculty reader

Note(s): Required of students with fourth-year standing who are majoring in Environmental Studies.

ENST 29802. BA Colloquium II. 100 Units.

This colloquium assists students in conceptualizing, researching, and writing their BA theses.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Open only to students with fourth-year standing who are majoring in Environmental Studies

ENST 29900. B. A. Thesis (Reading and Research) 100 Units.

This is a reading and research course for independent study related to BA research and BA thesis preparation.

Instructor(s): Staff Terms Offered: Winter, Spring

Prerequisite(s): Consent of instructor and program director

Note(s): Students are required to submit the College Reading and Research Course Form.



FUNDAMENTALS: ISSUES AND TEXTS

Department Website: <http://fundamentals.uchicago.edu>

ABOUT FUNDAMENTALS

The Fundamentals program enables students to concentrate on fundamental questions by reading classic texts that articulate and speak to these questions. It seeks to foster precise and thoughtful pursuit of basic questions by means of (1) rigorous training in the interpretation of important texts, supported by (2) extensive training in at least one foreign language, and by (3) the acquisition of the knowledge, approaches, and skills of conventional disciplines: historical, religious, literary, scientific, political, and philosophical.

RATIONALE

A richly informed question or concern formulated by each student guides the reading of texts. Classic texts are also informed by such questions; for example, Socrates asks: What is virtue? What is the good? What is justice? Aristotle and Cicero explore the relation of civic friendship to society. Freud asks: What is happiness? Can humans be happy? Milton investigates how poetic vocation may be related to political responsibility. Students who are engaged by these questions and others like them, and who find them both basic and urgent, may wish to continue to explore them more thoroughly and deeply within the structure of the program which provides the wherewithal to address them on a high level.

That wherewithal is to be found in the fundamental or classic *texts* (historical, religious, literary, scientific, political, and philosophical) in which the great writers articulate and examine questions in different and competing ways. These books illuminate the persisting questions and speak to contemporary concerns because they are both the originators and exacting critics of our current opinions. These texts serve as colleagues who challenge us to think that something else might actually be the case than what we already think. The most important questions may, at bottom, be the most contested, and those most susceptible to, and most requiring, sustained, probing engagement.

This program emphasizes the firsthand experience and knowledge of major texts, read and reread and reread again. Because they are difficult and complex, only a small number of such works can be studied. Yet the program proposes that intensively studying a profound work and incorporating it into one's thought and imagination prepares one for reading any important book or reflecting on any important issue. Read rapidly, such books are merely assimilated into preexisting experience and opinions; read intensively, they can transform and deepen experience and thought.

Studying fundamental texts is, by itself, not enough. Even to understand the texts themselves, supporting studies and training are necessary: a solid foundation in at least one foreign language and in disciplines and subject matters pertinent to the main questions of students are essential parts of the major. Students benefit from knowledge of the historical contexts out of which certain problems emerged or in which authors wrote; knowledge of specific subject matters and methods; knowledge of the language in which a text was originally written, as well as an understanding of the shape a given language imparts to a given author; fundamental skills of analysis, gathering evidence, reasoning, and criticism; different approaches and perspectives of conventional disciplines. All these are integral parts of the educational task.

INDIVIDUAL PROGRAM DESIGN

Genuine questions cannot be assigned to a student; they must arise from within. For this reason, a set curriculum is not imposed upon students. Each student's course of study must answer to his or her interests and concerns, and must begin from a distinctive concern. One student may be exercised about questions of science and religion; another about freedom and determinism; another about friendship and conversation; another by prudence, romance, and marriage; a fifth about distributive justice. Through close work with a suitably chosen faculty adviser, a student determines texts, text and author courses, and supporting courses as appropriate to address the student's Fundamentals question. Beginning with a student's questions and interests does not, however, imply an absence of standards or rigor; this program is most demanding.

ACTIVITIES OF GRADUATES

The Fundamentals program serves the purposes of liberal education, regarded as an end in itself, and offers no specific pre-professional training; yet Fundamentals graduates have successfully prepared for careers in the professions and in scholarship. Some are now pursuing work in law, medicine, journalism, ministry, government service, business, veterinary medicine, and secondary school teaching. Others have gone on to graduate schools in numerous fields, including classics, English, comparative literature, Slavic, history, philosophy, social thought, theology, religious studies, clinical psychology, political science, development economics, mathematics, film studies, and education.

FACULTY

The faculty of the Fundamentals program comprises humanists and social scientists, representing interests and competencies in both the East and the West and scholarship in matters ancient and modern. This diversity and pluralism exists within a common agreement about the primacy of fundamental questions and the centrality of important books and reading them well. The intention is for the students to see and work with a variety of

scholars presenting their approaches to and understanding of books that they love, that they know well, and that are central to their ongoing concerns.

APPLICATION TO THE PROGRAM

Students should apply in Spring Quarter of their first year to enter the program in their second year; the goals and requirements of the program are best met if students spend three years in the major. Students are interviewed and counseled in order to discover whether or not their interests and intellectual commitments would be best served by this program. Admissions are decided on the basis of the application statement, interviews, and previous academic performance.

PROGRAM REQUIREMENTS

The Fundamentals program comprises (a) **13 courses**, (b) the **Junior Paper**, and (c) the **Senior Exam**, for a total of 1500 units.

A. Course Work

Gateway Course (1 course) (Autumn Quarter or Winter Quarter): This course is specifically designed for the incoming cohort of Fundamentals students and is a mandatory part of the program. It is devoted to the close reading of one or two texts or the works of a single author, chosen because they raise challenging questions and present important and competing answers. Through this course, students will study a variety of ways in which a text can respond to their concerns and can compel consideration of its own questions.

1. **Text/Author Courses (7 courses).** The seven Text/Author courses are devoted to the study of one or two particular texts or the work of a particular author. Text/Author courses are generally cross-listed as FNDL courses in Class Search (<http://registrar.uchicago.edu/classes>); if a relevant course is not cross-listed, the student should contact the coordinator to see if it can be counted towards the major. In years when the Gateway Course is offered in Autumn Quarter, entering students are required to take at least one Text/Author course in Winter Quarter; in years when the Gateway Course is offered in Winter Quarter, entering students are expected to take at least one Text/Author course in Autumn Quarter.

The Text/Author Courses and the Gateway Course—eight courses total—give each student the opportunity to develop a list of **six texts** that will become the basis of his or her Senior Exam (see below). This list should contain works in the area of the student's primary interest that examine that interest from diverse perspectives. One of the six must be studied in an original language other than English, the same language in which the student establishes competency (any exceptions must be approved by the chair).

2. **Supporting Courses (4 courses).** These are courses that complement the student's program, providing historical context, theoretical and methodological training, or other complements. They do not have to be listed as FNDL to satisfy this requirement, but they must be explicitly identified as supporting courses in consultation with the student's adviser.
3. **Foreign Language (1 course).** Students in the program are expected to achieve a level of proficiency in a foreign language sufficient to enable them to study in the original language (other than English) one of the texts on their examination list. Such training ordinarily requires two years of formal language instruction or its equivalent. The third quarter of the second year of the language is counted toward the major. In addition, students are required to take a course where they study a text in that language; the instructor of the course may be asked to provide an evaluation of the student's linguistic proficiency on the basis of this work. Students and instructors should work closely together in determining how the student will demonstrate competency in the language. As the achievement of proficiency may differ *vis-à-vis* length of study from language to language, it may prove harder for students of some languages to read a text in its entirety even after completing two years of instruction. Any students who believe that their language is so difficult that doing so is unrealistic may petition to have the requirement met by reading a clearly marked-out portion of the text—perhaps a chapter or two, or series of smaller sections. To be considered, the petition must set out a clear plan and must be signed by the instructor of the text in question.

B. The Junior Paper

In the Winter or Spring Quarter of their junior year, students write an extended essay called the Junior Paper. This project provides the opportunity for students to originate and formulate a serious inquiry into an important issue arising out of their work and to pursue the inquiry extensively and in depth in a paper of about twenty to twenty-five pages (roughly 8,000 to 10,000 words). At every stage in the preparation of the paper, students work closely with their Fundamentals faculty adviser. Students register in the independent study course FNDL 29901 in the quarter in which they write the paper; they are also expected to participate in the Junior Paper Colloquium that takes place in the Winter Quarter. Acceptance of a successful Junior Paper is a prerequisite for admission to the senior year of the program.

C. The Senior Exam

At the end of Week Six in the Spring Quarter of their senior year, students are examined on six texts they have studied in the context of their Text/Author courses and approved independent study courses. Preparation for this examination allows students to review and integrate their full course of study. During a three-day period,

students write two substantial essays on questions designed for them by the associated faculty. The examination has a pedagogical intention, more than a qualifying one; its purpose is to allow students to demonstrate how they have related and integrated their questions, texts, and disciplinary studies. To take the exam, students register in FNDL 29902 in the Spring Quarter (or, with the consent of the chair, in the Autumn or Winter Quarters if there are scheduling issues).

SUMMARY OF REQUIREMENTS

The Gateway Course	100	
Seven Text/Author Courses	700	
Four Supporting Courses	400	
Third quarter of second-year foreign language *	100	
FNDL 29901	Independent Study: Junior Paper	100
FNDL 29902	Independent Study: Senior Examination	100
Total Units	1500	

* or credit for the equivalent, determined by petition

GRADING, ADVISING, AND HONORS

Grading. The Junior Paper and Senior Examination (FNDL 29901 and FNDL 29902) are graded Pass/Fail; all other courses within the major must be taken for quality grades. Independent study courses must include a term paper, and students should be prepared to request statements of reference or evaluation from faculty with whom they have worked in this capacity.

Advising. Each student has a faculty adviser who is assigned to the student on the basis of their mutual interests and areas of expertise. The adviser closely monitors the student's choice of texts, courses, and language studies, allowing for the gradual development of a fitting and coherent program. The faculty adviser may also oversee the student's Junior Paper and is responsible for approving the final list of texts for the Senior Exam. In addition, the program coordinator is available for advice and consultation on all aspects of the program.

Honors. Honors are awarded by the Fundamentals faculty to students who have performed with distinction in the program. An overall GPA of 3.5 is necessary to be considered for honors, and special attention is paid to both the Junior Paper and the Senior Exam.

Academic Year 2019–20 Courses

Gateway Course (required for all incoming Fundamentals majors)

FNDL 20200. Dostoevsky's Brothers Karamazov. 100 Units.

We will read and interpret *The Brothers Karamazov* by Dostoevsky. Among major themes are the relation to God and religion to the larger society and state; the problem of evil; and the nature of sin and how it enters into religious beliefs; human "freedom," and what the word might have meant to Dostoevsky; and love.

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

Prerequisite(s): Required of new Fundamentals majors; open to others with consent of instructor.

Note(s): Fundamentals majors get first priority

Equivalent Course(s): REES 20200, RLST 28206

INDEPENDENT STUDY (FOR REGISTERING FOR THE JUNIOR PAPER AND SENIOR EXAMINATION)

FNDL 29901. Independent Study: Junior Paper. 100 Units.

Students who are on campus will be required to attend a series of colloquium meetings in Winter Quarter, but should enroll in the quarter that they will write the Junior Paper. Students are required to submit the College Reading and Research Course Form. Must be taken for P/F grading.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open only to Fundamentals students with consent of faculty supervisor and program chair.

FNDL 29902. Independent Study: Senior Examination. 100 Units.

Students should expect to register for this independent study in the Spring of their final year, the quarter in which they will take their Senior Exam. Exceptions to this can only be made with the consent of the program chair. Students are required to submit the College Reading and Research Course Form. Must be taken for P/F grading.

Terms Offered: Spring

Prerequisite(s): Open only to Fundamentals students with consent of faculty supervisor and program chair.

AUTUMN QUARTER

FNDL 20210. Kant's Ethics. 100 Units.

In this course we will read, write, and think about Kant's ethics. After giving careful attention to the arguments in the Second Critique, portions of the Third Critique, the Groundwork of the Metaphysics of Morals, the Metaphysics of Morals, and several other primary texts, we will conclude by working through some contemporary neo-Kantian moral philosophy, paying close attention to work by Christine Korsgaard, David Velleman, Stephen Engstrom, and others. (A) (I)

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

Equivalent Course(s): PHIL 20210, PHIL 30210

FNDL 21404. Shakespeare II: Tragedies and Romances. 100 Units.

This course explores mainly major plays representing the genres of tragedy and romance; most (but not all) date from the latter half of Shakespeare's career. After having examined how Shakespeare develops and deepens the conventions of tragedy in Hamlet, Othello, Macbeth, King Lear, and Antony and Cleopatra, we will turn our attention to how he complicates and even subverts these conventions in The Winter's Tale and The Tempest.

Throughout, we will treat the plays as literary texts, performance prompts, and historical documents. Section attendance is required. This course is part of the College Course Cluster, The Renaissance. (Pre-1650, Drama)

Instructor(s): Timothy Harrison Terms Offered: Autumn

Equivalent Course(s): ENGL 16600, TAPS 28406

FNDL 21603. Machiavelli and Machiavellism. 100 Units.

This course is a comprehensive introduction to Machiavelli's The Prince in light of his vast and varied literary corpus and European reception. The course includes discussion of Machiavelli as playwright ("The Mandrake"), fiction writer ("Belfagor," "The Golden Ass"), and historian ("Discourses," "Florentine Histories"). We will also closely investigate the emergence of myths surrounding Machiavelli (Machiavellism and anti-Machiavellism) in Italy (Guicciardini, Botero, Boccacini), France (Bodin and Gentillet), Spain (Ribadeneyra), and Northern Europe (Hobbes, Grotius, Spinoza) during the Counter Reformation and beyond.

Instructor(s): R. Rubini Terms Offered: Autumn

Note(s): Course conducted in English. Those seeking Italian credit will do all work in Italian.

Equivalent Course(s): ITAL 23000, CMLT 25801, CMLT 35801, ITAL 33001

FNDL 22001. Foucault and The History of Sexuality. 100 Units.

This course centers on a close reading of the first volume of Michel Foucault's "The History of Sexuality", with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed.

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

Prerequisite(s): One prior philosophy course is strongly recommended.

Equivalent Course(s): CMLT 25001, KNOW 27002, FREN 24801, GNSE 23100, PHIL 24800, HIPS 24300

FNDL 22901. Dracula: History and Legend. 100 Units.

Since the publication of Bram Stoker's novel "Dracula" in 1897, his story of a vampire from Transylvania has often been linked to the history of Vlad III Dracula, also known as Vlad the Impaler or Vlad Tepes (died 1476 or 1477). Vlad earned a reputation as a bloodthirsty and cruel warrior (even during his own lifetime) as he fought to rule along the dangerous political and military frontier between the Hungarians and the Ottoman Turks. His savage reputation is the reason why he has been identified as the inspiration for the cold-blooded vampire count, but there is much more to the stories of both the historical and the fictional Dracula. In this course, we will examine the life and career of Vlad III Dracula, setting him in the context of the world of fifteenth-century Christian-Muslim interactions in Eastern Europe, before turning to the later Dracula legend as depicted in Stoker's novel and subsequent films. Throughout the course, we will examine the ways in which Transylvania and neighboring regions have straddled the divide between East and West, Christian Europe and mysterious/violent "other" in both history and popular culture. Open to all undergraduates.

Instructor(s): J. Lyon Terms Offered: Autumn

Note(s): History Gateways are introductory courses meant to appeal to first- through third-year students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HIST 11901

FNDL 23915. Plato's Republic. 100 Units.

This course is devoted to reading and discussion of Plato's Republic and some secondary work with attention to justice in the city and the soul, war and warriors, psychology, education, theology, poetry, gender, eros, and cities in speech and actually existing cities. (A)

Instructor(s): N. Tarcov

Prerequisite(s): Consent of instructor required.

Equivalent Course(s): CLCV 23915, CLAS 33915, PLSC 23915, PLSC 33915

FNDL 24001. James Joyce: Ulysses. 100 Units.

This course takes students through Joyce's novel and exposes them to various recent critical approaches, with some excursions also into materials contemporary to Ulysses that can be placed in dialogue with the novel.

Instructor(s): L. Ruddick Terms Offered: Spring

Equivalent Course(s): ENGL 24000

FNDL 24406. Heidegger's Being and Time Division I. 100 Units.

We propose a cursive reading of the section I of the masterpiece of Heidegger *Being and Time* looking for the very connection, as our very leading question, between the idea of being in general and the discovery of the being of human being named by Heidegger - Dasein.

Instructor(s): R. Moati Terms Offered: Autumn

Equivalent Course(s): PHIL 24400

FNDL 24419. Kafka: Acrobatics of Reading. 100 Units.

In a universe determined by power such as Kafka's - patriarchal, legal, governmental, colonial power, but also physical constraints such as gravity and entropy - everything depends on one's ability or inability to perform. Against such determination, Kafka's texts work as exercises in self-empowerment, acts that constitute their power to perform through their very performance. Taking Kafka's short prose as a test case, the course investigates the relationship between two things: First, the acrobatics performed in and by the texts that not only feature a cast of tightrope walkers, hunger artists, bucket riders, and other performers, but can more generally be read as a series of kinetic experiments involving plot, description, imagery, sound, or grammar. Second, the acrobatics it takes us, the audience, to engage these texts-demanding a similar artistry of performance that includes casting highly flexible, improbable, and often risky readerly strategies in response. From the short prose, the course broadens its focus to include the longer texts and the diary, as well as excerpts from the fragments *Amerika*, *The Trial*, and *The Castle*. Readings and discussion in English.

Instructor(s): Florian Klinger Terms Offered: Autumn

Equivalent Course(s): GRMN 24419

FNDL 26206. Gramsci. 100 Units.

In this course we read selections from Antonio Gramsci's *Letters and Prison Notebooks* side by side with their sources. Gramsci's influential interpretations of the Italian Renaissance, *Risorgimento*, and Fascism are reviewed *testi alla mano* with the aim of reassessing some major turning points in Italian intellectual history. Readings and notions introduced include, for the Renaissance, Petrarch (the cosmopolitan intellectual), Savonarola (the disarmed prophet), Machiavelli (the modern prince), and Guicciardini (the particulare; for Italy's long *Risorgimento*, Vico (living philology), Cuoco (passive revolution), Manzoni (questione della lingua), Gioberti (clericalism), and De Sanctis (the Man of Guicciardini); and Croce (the anti-Croce) and Pirandello (theater and national-popular literature), for Italy's twentieth century.

Instructor(s): R. Rubini Terms Offered: Autumn

Equivalent Course(s): CMLT 36002, ITAL 26000, CMLT 26002, ITAL 36000

FNDL 27800. Kant: Critique of Pure Reason. 100 Units.

This will be a careful reading of what is widely regarded as the greatest work of modern philosophy, Immanuel Kant's *Critique of Pure Reason*. Our principal aims will be to understand the problems Kant seeks to address and the significance of his famous doctrine of "transcendental idealism". Topics will include: the role of mind in the constitution of experience; the nature of space and time; the relation between self-knowledge and knowledge of objects; how causal claims can be justified by experience; whether free will is possible; the relation between appearance and reality; the possibility of metaphysics. (B) (V)

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

Equivalent Course(s): HIPS 25001, PHIL 27500, CHSS 37901, PHIL 37500

WINTER QUARTER**FNDL 20107. Introduction to Sartre. 100 Units.**

This course will be devoted to Jean-Paul Sartre as a philosopher, as a writer, as a literary essayist and as an existential psychoanalyst. Sartre exposed most of his « existentialist » philosophy, based on the discovery of the absolute freedom of the human being and of her being-thrown in an meaningless world, through philosophical dry treatises, but also in using more accessible literary forms, like novels and theaters plays. In exploring Sartre's multiple ways of dealing with abstract philosophical thesis (contingency of being, thrownness of the human being, absolute practical responsibility of individuals), we will raise with Sartre the question about the relation between the form mobilized and the metaphysical content deployed in each case and show in which way the first is never optional to the second. Another aspect of our exploration will be to make sense of Sartre's practice of the literary essay about other writers through the form of the portrait. That practice is related and works as exemplifications of what Sartre calls « Existential psychoanalysis ». The main idea of Sartre's practice of the « portrait » is to discover « modes of phenomenization » of the contingent thing-in-itself, specific to each individual. By that means, Sartre's Existential psychoanalysis is supposed to lead us to the discovery of the main specific world of each other writers Sartre writes about in order to make sense of the hidden meaning of their literary works.

Instructor(s): R. Moati Terms Offered: Winter

Equivalent Course(s): PHIL 20107

FNDL 20228. William Blake: Poet, Painter, and Prophet. 100 Units.

William Blake is arguably the most unusual figure in the history of English poetry and visual art. Recognized now as an essential part of the canon of Romantic poetry, he was almost completely unknown in his own time. His paintings, poems, and illuminated books were objects of fascination for a small group of admirers, but it was not until the late 19th century that his work began to be collected by William Butler Yeats, and not until the 1960s that he was recognized as a major figure in the history of art and literature. Dismissed as insane in his own time, his prophetic and visionary works are now seen as anticipating some of the most radical strands of modern thought, including Freud, Marx, and Nietzsche. We will study Blake's work from a variety of perspectives, placing his poetry in relation to the prophetic ambitions of Milton and his visual images in the European iconographic tradition of Michelangelo and Durer, Goya and Fuseli. The course will emphasize close readings of his lyric poems, and attempt to open up the mythic cosmology of his allegorical, epic, and prophetic books. (Poetry, 1650-1830, Theory; 18th/19th)

Instructor(s): W. J. T. Mitchell Terms Offered: Winter

Equivalent Course(s): ENGL 30228, ARTH 30228, ARTH 20228, ENGL 20228

FNDL 20301. Beginning the Chinese Novel. 100 Units.

This course will look at four of the most famous novels of pre-modern China: Romance of the Three Kingdoms, Water Margin, Journey to the West, and Dream of the Red Chamber. Deeply self-conscious about the process of their own creation and their place within the larger literary canon, these novels deploy multiple frames, philosophical disquisitions, authorial ciphers, invented histories, and false starts before the story can properly begin. By focusing on the first ten chapters of each novel, this course will serve as both an introduction to the masterworks of the Chinese novel and an exploration of the fraught beginnings of a new genre. All readings available in English. Equivalent Course(s): FNDL 20301

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

Note(s): Open to MAPH and MAPSS students

Equivalent Course(s): EALC 15100, EALC 35100

FNDL 20801. Machiavelli's Literary Works. 100 Units.

A reading of THE PRINCE as literature and of Machiavelli's plays, poetry, novella and a selection of his letters with attention to his great themes of politics, love, and war.

Instructor(s): Nathan Tarcov and Christopher Lynch Terms Offered: Winter. course will be taught winter 2020

Prerequisite(s): Consent of instructor required.

Equivalent Course(s): PLSC 20801, SCTH 31701, PLSC 32101, LLSO 20802

FNDL 21005. Greek Philosophy. 100 Units.

The Phaedrus is one of the most fascinating and compelling of Plato's Dialogues. Beginning with a playful treatment of the theme of erotic passion, it continues with a consideration of the nature of inspiration, love, and knowledge. The centerpiece is one of the most famous of the Platonic myths, the moving description of the charioteer and its allegory of the vision, fall, and incarnation of the soul.

Instructor(s): E. Asmis Terms Offered: Spring

Equivalent Course(s): RLST 21200, BIBL 31200, GREK 21216, GREK 31216

FNDL 21403. Shakespeare I: Histories and Comedies. 100 Units.

An exploration of some of Shakespeare's major plays from the first half of his professional career when the genres in which he primarily worked were comedies and (English) histories. Plays to be studied include The Comedy of Errors, The Taming of the Shrew, A Midsummer Night's Dream, Twelfth Night, Richard III, Richard II, Henry IV Parts 1 and 2, and Henry V. A shorter and a longer paper will be required. (Pre-1650, Drama)

Instructor(s): Richard Strier Terms Offered: Winter

Prerequisite(s): general education requirement in the humanities

Equivalent Course(s): TAPS 28405, ENGL 16500

FNDL 21714. Boccaccio's Decameron. 100 Units.

One of the most important and influential works of the middle ages-and a lot funnier than the "Divine Comedy." Written in the midst of the social disruption caused by the Black Death (1348), the "Decameron" may have held readers attention for centuries because of its bawdiness, but it is also a profound exploration into the basis of faith and the meaning of death, the status of language, the construction of social hierarchy and social order, and the nature of crisis and historical change. Framed by a storytelling contest between seven young ladies and three young men who have left the city to avoid the plague, the one hundred stories of Boccaccio's "Decameron" form a structural masterpiece that anticipates the Renaissance epics, Chaucer's "Canterbury Tales," and the modern short story. Students will be encouraged to further explore in individual projects the many topics raised by the text, including (and in addition to the themes mentioned above) magic, the visual arts, mercantile culture, travel and discovery, and new religious practices.

Instructor(s): H.J. Steinberg Terms Offered: Winter

Equivalent Course(s): ITAL 33502, ITAL 23502

FNDL 23608. Aristophanes's Athens. 100 Units.

The comedies of Aristophanes are as uproarious, biting, and ribald today as they were more than 2,400 years ago. But they also offer a unique window onto the societal norms, expectations, and concerns as well as the more mundane experiences of Athenians in the fifth century BCE. This course will examine closely all eleven of Aristophanes's extant plays (in translation) in order to address topics such as the performative, ritual, and political contexts of Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and the limits of dissent. Please note that this course is rated Mature for adult themes and language.

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

Equivalent Course(s): ANCM 33900, CLCV 23608, HIST 20803, LLSO 20803, HIST 30803, CLAS 33608

FNDL 25311. Pale Fire. 100 Units.

This course is an intensive reading of *Pale Fire* by Nabokov.

Equivalent Course(s): REES 30020, ENGL 22817, REES 20020, GNSE 29610, GNSE 39610

FNDL 26580. Le rouge et le noir de Stendhal. 100 Units.

Ce cours portera sur *Le Rouge et le noir* de Stendhal vu romancier et comme témoin de son temps. À cheval sur les Lumières et l'époque romantique, à la fois inspiré et hanté par la figure de Napoléon, cet auteur à mille masques ne cesse de se déguiser pour s'imposer aux "Happy few". A travers ses personnages il rêve d'une grandeur qu'il sait impossible et en même temps il formule un commentaire puissant sur son époque.

Instructor(s): R. Morrissey Terms Offered: Winter

Note(s): Readings and discussion in French; writing in French or English.

Equivalent Course(s): FREN 26580, FREN 36580

FNDL 27301. Weimar Political Theology: Schmitt and Strauss. 100 Units.

This course is devoted to the idea of "political theology" that developed during the interwar period in twentieth-century Central Europe, specifically Germany's Weimar Republic. The course's agenda is set by Carl Schmitt, who claimed that both serious intellectual endeavors and political authority require extra-rational and transcendent foundations. Along with Schmitt's works from the period, such as *Political Theology* and *The Concept of the Political*, we read and discuss the related writings of perhaps his greatest interlocutor, Leo Strauss.

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

Prerequisite(s): Consent of instructor.

Equivalent Course(s): PLSC 27301, PLSC 37301

SPRING QUARTER**FNDL 21650. Kafka's The Trial. 100 Units.**

This very close reading of Kafka's arguably most well known unfinished novel means to move away from megalithic glosses of Kafka as a writer of allegory-of bureaucratic oppression, social alienation, and a world abandoned by God, etc.-instead to look deeply at Kafka's precision, and strategic imprecision, of language, language as trauma, wound, and axe. Knowledge of German is not necessary.

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

FNDL 21722. Thomas Aquinas's Commentary on Aristotle's Nicomachean Ethics. 100 Units.

We will read through and discuss the commentary, looking at it both as an interpretation of the *Ethics* and as a philosophical work in its own right. (A) (IV)

Instructor(s): S. Brock Terms Offered: Spring

Prerequisite(s): For the undergraduates, those who are not Philosophy or Fundamentals majors should seek permission to enroll.

Equivalent Course(s): PHIL 21722, PHIL 31722

FNDL 23710. Rousseau's Confessions: Texte et Contexte. 100 Units.

Les *Confessions* de Rousseau est un texte-clé pour comprendre la constitution du moi moderne. Comme personne avant lui, Rousseau décrit tout ce qui est en jeu dans la définition et l'affirmation de soi. "Les *Confessions*" brossent un vaste tableau critique de la société française à l'Âge des Lumières. Dans ce cours nous lirons cette œuvre fondamentale en dialogue avec les textes théoriques de Rousseau afin de mieux comprendre la place à la fois centrale et paradoxale qu'il occupe dans la pensée des Lumières.

Instructor(s): R. Morrissey Terms Offered: Spring

Prerequisite(s): Open to advanced undergraduates with consent of instructor.

Note(s): Readings in French; discussion in French or English. Papers in French or English, depending on student's field of study.

Equivalent Course(s): FREN 23710, FREN 33710

FNDL 24901. Tolkien: Medieval and Modern. 100 Units.

J. R. R. Tolkien's "The Lord of the Rings" is one of the most popular works of imaginative literature of the twentieth century. This course seeks to understand its appeal by situating Tolkien's creation within the context of Tolkien's own work as both artist and scholar alongside its medieval sources and modern parallels. Themes to be addressed include the problem of genre and the uses of tradition; the nature of history and its relationship to place; the activity of creation and its relationship to language, beauty, evil, and power; the role of monsters in imagination and criticism; the twinned challenges of death and immortality, fate and free will; and the interaction between the world of "faerie" and religious belief.

Instructor(s): R. Fulton Brown Terms Offered: Spring

Prerequisite(s): Must have read "The Lord of the Rings" prior to first day.

Equivalent Course(s): MDVL 29902, RLST 22400, HIST 29902

FNDL 25331. Beauvoir: The Second Sex. 100 Units.

In 1949, Simone de Beauvoir's *Le Deuxième Sexe* took up the old question of sexual difference; it was never the same question again. Her attention to the situation and "situatedness" of women resulted in new ways of thinking about freedom, destiny, reciprocity, and subjectivity; it brought literature, autobiography, and cultural studies into philosophical reflection; and it contributed significantly to twentieth century transformations of women's social, political, and cultural situations. We will engage a close reading of *The Second Sex* in English translation and with some reference to the original French.

Instructor(s): K. Culp Terms Offered: Spring

Equivalent Course(s): GNSE 25302

FNDL 27202. Dante's Divine Comedy II: Purgatorio. 100 Units.

This course is an intense study of the middle cantica of the "Divine Comedy" and its relationship with Dante's early masterpiece, the "Vita Nuova." The very middle-ness of the *Purgatorio* provides Dante the opportunity to explore a variety of problems dealing with our life here, now, on earth: contemporary politics, the relationship between body and soul, poetry and the literary canon, art and imagination, the nature of dreams, and, of course, love and desire. The *Purgatorio* is also Dante's most original contribution to the imagination of the underworld, equally influenced by new conceptualizations of "merchant time" and by contemporary travel writing and fantastic voyages.

Instructor(s): H.J. Steinberg Terms Offered: Spring

Equivalent Course(s): ITAL 22000, ITAL 32000

FNDL 27322. Jerusalem and Athens - On the Conflict between Revelation and Philosophy. 100 Units.

I shall discuss the subject on the basis of 4 lectures Leo Strauss gave on "Jerusalem and Athens" and "Reason and Revelation" in the period 1946-1967.

Instructor(s): Heinrich Meier Terms Offered: Spring, course will be taught spring 2020

Note(s): Open to undergrads by consent only.

Equivalent Course(s): PHIL 37322, PLSC 37322, SCTH 37322

POSSIBLE SUPPORTING COURSES

Supporting Courses are intended to provide further methodological training, historical context, and conceptual frameworks to enrich the student's engagement with the texts, topics, and ideas relevant to his or her project; the selection of such courses will therefore vary considerably from person to person. The list below is a selection of what Fundamentals students might consider as their Supporting Courses, but it is by no means an exhaustive or prescriptive list. Students are encouraged to make a habit of reading the catalogs of other relevant departments and to comb through Class Search (<https://coursesearch.uchicago.edu>) to locate courses that speak to their interests. The program coordinator and the student's advisers are also valuable resources to consult when planning out the academic year.

ANTH 20003	Discovering Anthropology: Reading Race	100
ANTH 20009	Embodiment: Governance, Resistance, Ethics	100
ANTH 20701	Introduction to African Civilization I	100
ANTH 20702	Introduction to African Civilization II	100
ANTH 20703	Introduction to African Civilization III	100
ANTH 21015	Media, Culture & Society	100
ANTH 21107	Anthropological Theory	100
ANTH 21333	The Lived Body: Anthropology, Materiality, Meaningful Practice	100
ANTH 22129	The Vocation of a Scientist	100
ANTH 23101	Introduction to Latin American Civilization I	100
ANTH 23102	Introduction to Latin American Civilization II	100
ANTH 23103	Introduction to Latin American Civilization III	100
ANTH 24101	Introduction to the Civilizations of South Asia I	100
ANTH 24102	Introduction to the Civilizations of South Asia II	100

ANTH 24105	Rethinking the Middle East	100
ANTH 24307	Lab, Field, and Clinic: History and Anthropology of Medicine and the Life Sciences	100
ANTH 24312	Body & Soul: The Anthropology of Religion, Health, & Healing	100
ANTH 24315	Culture, Mental Health, and Psychiatry	100
ANTH 24316	Thinking Psychoanalytically: From the Sciences to the Arts	100
ANTH 24345	Anthropology and 'The Good Life': Ethics, Morality, Well-Being	100
ARTH 10100	Introduction to Art	100
ARTH 18000	Photography and Film	100
CLCV 21500	Medieval Book: History, Typology, Function	100
CLCV 22117	Fate and Duty: European Tragedy from Aeschylus to Brecht	100
CLCV 26037	Myth and Its Critics	100
CMST 10100	Introduction to Film Analysis	100
CMST 14502	Cinema and Poetry: The Modern City	100
CMST 24414	Soviet Science Fiction	100
CMST 27205	Film Aesthetics	100
EALC 10600	Topics in EALC: Ghosts & the Fantastic in Literature and Film	100
EALC 10704	Topics in EALC: The Modern Short Story in East Asia	100
EALC 24310	Nature in Korean Literature and Visual Culture	100
EALC 24626	Japanese Cultures of the Cold War: Literature, Film, Music	100
EALC 26800	Korean Literature, Foreign Criticism	100
ENGL 10400	Introduction to Poetry	100
ENGL 10600	Introduction to Drama	100
ENGL 10706	Introduction to Fiction	100
ENGL 12300	Poetry And Being	100
ENGL 15107	Some Versions of Apocalypse	100
ENGL 21102	Introduction to Postcolonial Literature and Theory	100
ENGL 23413	Introduction to Literary Theory	100
ENGL 23808	Sonnets from Wyatt to Yeats and Beyond	100
ENGL 26300	The Literature of Disgust, Rabelais to Nausea	100
FREN 21719	Histoire, Superstitions et Croyances dans le roman francophone des XXe et XXIe siècles	100
FREN 21903	Introduction à la littérature française III: Littérature à l'Age des Révolutions	100
FREN 24301	Le Regne Des Passions Au XVII	100
GNSE 10310	Theories of Gender and Sexuality	100
GRMN 27717	Opera in the Age of Its Mechanical Reproducibility	100
HIST 25425	Censorship, Info Control, & Revolutions in Info Technology from the Printing Press to the Internet	100
HIST 26129	Paris Noir: African American Refuge in the City of Light	100
HIST 27705	Introduction to Black Chicago, 1893 to 2010	100
ITAL 22560	Poetic Postures of the Twentieth Century	100
ITAL 29600	The Worlds of Harlequin: Commedia Dell'arte	100
NEHC 20215	Babylon and the Origins of Knowledge	100
NEHC 20504	Introduction to the Hebrew Bible	100
NEHC 20630	Introduction to Islamic Philosophy	100
NEHC 20745	A Social History of the Poet in the Arab and Islamic World	100
PHIL 20000	Introduction to Philosophy of Science	100
PHIL 21002	Human Rights: Philosophical Foundations	100
PHIL 21600	Introduction to Political Philosophy	100
PHIL 21620	The Problem of Evil	100
PHIL 21834	Self-Creation as a Literary and Philosophical Problem	100
PHIL 21901	Feminist Philosophy	100
PHIL 22209	Philosophies of Environmentalism and Sustainability	100
PHIL 23000	Introduction to Metaphysics and Epistemology	100

PHIL 23205	Introduction to Phenomenology	100
PHIL 25000	History of Philosophy I: Ancient Philosophy	100
PHIL 26000	History of Philosophy II: Medieval and Early Modern Philosophy	100
PHIL 27000	History of Philosophy III: Kant and the 19th Century	100
PHIL 29411	Consequentialism from Bentham to Singer	100
PLSC 21802	Global Justice and the Politics of Empire	100
PLSC 22700	Happiness	100
PLSC 23313	Democracy and Equality	100
PLSC 24201	Liberalism	100
PLSC 26152	A Right to Belong	100
PLSC 26615	Democracy's Life and Death	100
PLSC 28102	Political Theory in Dark Times	100
PLSC 28620	The Intelligible Self	100
PLSC 28701	Introduction to Political Theory	100
PLSC 28800	Introduction to Constitutional Law	100
PSYC 21950	Language, Culture, and Thought	100
PSYC 23000	Cultural Psychology	100
PSYC 23860	Beyond Good and Evil: The Psychology of Morality	100
PSYC 24055	The Psychological Foundations of Wisdom	100
PSYC 25901	Psychology for Citizens	100
REES 22008	The Fact of the Prague Spring: 1949-1989	100
REES 25602	Russian Short Fiction: Experiments in Form	100
REES 29010	20th Century Russian & South East European Emigre Literature	100
REES 29018	Imaginary Worlds: The Fantastic and Magic Realism in Russia and Southeastern Europe	100
RLST 10100	Introduction to Religious Studies	100
RLST 11030	Introduction to the Qur'an	100
RLST 23026	Suffering, Tragedy, and the Human Condition	100
RLST 24105	Religion, Ethics, War, and Resistance	100
SALC 20901	Indian Philosophy I: Origins and Orientations	100
SALC 20902	Indian Philosophy II: The Classical Traditions	100
SOCI 20002	Social Structure and Change	100
SOCI 20005	Sociological Theory	100
SOCI 20242	States, Markets, and Bodies	100
SPAN 21703	Introducción a las literaturas hispánicas: textos españoles clásicos	100
SPAN 21803	Introducción a las literaturas hispánicas: textos españoles contemporáneos	100
SPAN 21903	Intro. a las lit. hispánicas: textos hispanoamericanos desde la colonia a la independencia	100
SPAN 21910	Contemporary Catalan Literature	100
SPAN 22003	Introducción a las literaturas hispánicas: del modernismo al presente	100
SPAN 22218	De capa y espada: Martial Arts Culture in the Spanish Golden Age	100
SPAN 26210	Witches, Sinners, and Saints	100



GENDER AND SEXUALITY STUDIES

Department Website: <http://gendersexuality.uchicago.edu>

PROGRAM OF STUDY

Gender and Sexuality Studies at the University of Chicago encompasses diverse disciplines, modes of inquiry, and objects of knowledge. Gender and Sexuality Studies allows undergraduates the opportunity to shape a disciplinary or interdisciplinary plan of study focused on gender and sexuality. Students can thus create a cluster of courses linked by their attention to gender or sexuality as an object of study or by their use of gender/sexuality categories to investigate topics in sexuality, social life, science, politics and culture, literature and the arts, or systems of thought.

Students in other fields of study may also complete a minor in Gender and Sexuality Studies. Information follows the description of the major.

PROGRAM REQUIREMENTS

The requirements listed here apply to students in the Classes of 2022 and beyond. Students in the Classes of 2021 and before should consult the Archived Catalogs and may direct any questions to bonniek@uchicago.edu.

The major is designed with flexibility in mind and is meant to provide students with the opportunity to design a course of study tailored to their particular concentrations. The major requires a total of thirteen courses — eleven courses plus a BA Seminar (GNSE 29800) and BA research project or essay (GNSE 29900). The eleven courses consist of a combination of courses from within Gender and Sexuality Studies and supporting courses in a different discipline (or further GNSE courses if the student chooses).

Students are required to take one Foundations course (GNSE 12000–14999), one Problems course (GNSE 11000–11199 or 20100–20399), and one Concepts course (GNSE 23101–23399). The Foundations courses are designed to provide an introduction to theories in the field of Gender and Sexuality Studies and are recommended as an entry point for the major. Concepts and Problems courses delve further in to a specific subject area and are a way to build upon prior knowledge in the field. Additionally, students must take GNSE 20001 Theories of Sexuality and Gender (or an approved substitute). This course is recommended for third- and fourth-year students following enrollment in other GNSE courses.

To complete the major requirements, students must take three or four additional GNSE courses and three or four supporting courses that can be further GNSE course work or courses in a different discipline that provide training in the methodological, technical, or scholarly skills needed to pursue research in the student's primary field. Within the GNSE course requirement, students must enroll in at least one course that is grounded in the social sciences and one course that is grounded in the humanities in order to explore how gender and sexuality work across different disciplines. All Gender and Sexuality Studies majors are advised, but not required, to take GNSE 15002-15003 Gender and Sexuality in World Civilizations I-II to fulfill their general education requirement in civilization studies. They may fulfill this general education requirement with another sequence and count GNSE 15002-15003 in the major.

Research Project or Essay

A substantial essay or project is to be completed in the student's fourth year under the supervision of a Gender Studies Adviser who is a member of the Gender and Sexuality Studies Affiliated Faculty (<https://gendersexuality.uchicago.edu/research/faculty.shtml>) in the student's primary field of interest. Majors will attend two workshops during the Spring Quarter of their third year at which point they will create a proposal for their thesis. (If students are studying abroad, they should meet with the BA preceptor individually in the quarter prior to departure.) Students are also required to attend a BA Seminar in Autumn and Winter Quarters of their fourth year. Enrollment in the corresponding course (GNSE 29800 B.A. Paper Seminar) can occur in either Autumn or Winter but attendance is required through both quarters. Registration for GNSE 29900 BA Essay is also required in any quarter during the student's fourth year. Students must submit the completed thesis by fifth week of their quarter of graduation.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program chair. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

SUMMARY OF REQUIREMENTS

MAJOR

One Foundations course (GNSE 12000–14999)	100
One Problems course (GNSE 11000-11199 or 20100–20399)	100
One Concepts course (GNSE 23100–23399)	100
GNSE 20001 Theories of Sexuality and Gender *	100

Seven additional courses		700
Three to four additional GNSE courses (at least one course in humanities and one in social sciences)		
Three to four supporting courses (can be further GNSE course work or other courses with approval)		
GNSE 29800	B.A. Paper Seminar	100
GNSE 29900	BA Essay	100
Total Units		1300

The requirements listed here apply to students in the Classes of 2022 and beyond. Students in the Classes of 2020 and 2021 should consult Archived Catalogs and meet with the Student Affairs Administrator.

- * GNSE 10310 (taught in previous academic years) is an automatically approved substitute. Other courses may be considered but need individual approval.

GRADING

Two of the supporting field courses may be taken for P/F grading. All other courses must be taken for a quality grade.

HONORS

Students with a 3.0 or higher overall GPA and a 3.5 or higher GPA in the major are eligible for honors. Students must also receive a grade of A on their BA project or essay with a recommendation for honors from their faculty adviser.

ADVISING

Each student chooses a faculty adviser for their BA project from among the Gender and Sexuality Studies Affiliated Faculty (<https://gendersexuality.uchicago.edu/research/faculty.shtml>). At the beginning of their third year, students are encouraged to design their program of study with the assistance of the Director of Undergraduate Studies.

MINOR PROGRAM IN GENDER AND SEXUALITY STUDIES

Gender and Sexuality Studies at the University of Chicago encompasses diverse disciplines, modes of inquiry, and objects of knowledge. A minor in Gender and Sexuality Studies allows students in other major fields to shape a disciplinary or interdisciplinary plan of study that will provide a competence in gender and sexuality studies. Such a minor requires a total of six courses:

GNSE 20001	Theories of Sexuality and Gender *	100
Five additional courses in Gender and Sexuality Studies		500
Total Units		600

- * GNSE 10310 (taught in previous academic years) is an automatically approved substitute. Other courses may be considered but need individual approval.

It is recommended, but not required, that students who minor in Gender and Sexuality Studies take GNSE 15002-15003 Gender and Sexuality in World Civilizations I-II to fulfill their general education requirement. Students who elect the minor program in Gender and Sexuality Studies must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the Director of Undergraduate Studies. The chair's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and at least four of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Nonmajors are encouraged to use the lists of faculty and course offerings as resources for the purpose of designing programs within disciplines, as an aid for the allocation of electives, or for the pursuit of a BA project. For further work in Gender and Sexuality Studies, students are encouraged to investigate other courses taught by resource faculty. For more information about Gender and Sexuality Studies, visit the Center for the Study of Gender and Sexuality website at gendersexuality.uchicago.edu or contact the Student Affairs Administrator at 773.702.2365.

GENDER AND SEXUALITY STUDIES COURSES

GNSE 11005. Problems in the Study of Gender and Sexuality: Media Wars. 100 Units.

In our contemporary moment, we have become accustomed to terms such as 'counter-terrorism' that signal an effort to resist internal and external threats, and those suggesting that we live in an age of 'post-truth' dominated by 'corporate-media,' 'fake news,' and 'fact-challenged' journalism. Taking this platform as our starting place, this class explores how these terms and their use have been gendered; have situated both gender and sexuality as either weapons of resistance or objects of destruction. This class will be historically organized insofar as we will begin our discussion with ways that media - broadly conceived to include cinema, print and visual-cultural forms, television, and the internet - have aimed to 'counter' patriarchal, heteronormative, and hegemonic systems of representation of gender and sexuality.

Instructor(s): J. Wild; L. Janson Terms Offered: Spring

Equivalent Course(s): MAAD 11005, CMST 40400, CMST 20400, GNSE 31105

GNSE 11008. Problems in the Study of Gender and Sexuality: Gender and Religion. 100 Units.

In what ways are notions of ideas about religion and the sacred gendered and what are the consequences of this for how we live our lives? This class will be an introduction to the study of the relationships between religion and gender and the way these relationships play out in specific historical situations. Attention will also be paid to the relationships between religions and sexualities. Examples will be drawn from medieval to modern periods, and our attention will primarily be on Judaism, Christianity and Islam.

Instructor(s): Kelli Gardner Terms Offered: Autumn

Equivalent Course(s): RLST 27614, MDVL 11008

GNSE 11009. Problems in the Study of Gender and Sexuality: The Big Issues. 100 Units.

This course will address contemporary major issues in feminist and queer theory.

Instructor(s): Linda Zerilli, Amanda Blair Terms Offered: Winter

GNSE 12100. Out of Order: Feminism and Problems of Freedom, Power, and Authority. 100 Units.

The critique of power stands at the heart of the feminist project. As one of modernity's preeminent liberation movements, feminism has developed a repertoire of theories and methods to challenge authority, question hierarchy, and upend institutions. The movement also faced internal challenges and critiques, which forced it to grapple with its own blind spots and inherited traditions. Today, feminism is again at a crossroads, as demands to protect women from abuse are cast as 'feminist policing' or as moralistic regulation of sexual norms. One of the urgent questions of our time concerns, therefore, the very possibility of feminist authority, both as a potent ideal and as an oxymoron. Out of Order is designed to tackle this problem by thinking through the relationship between power, authority, and freedom in feminist thought. The course examines how feminists addressed these interrelated notions from a variety of standpoints, in philosophy and critical theory, psychoanalysis, social history, and anthropology. What does this diverse body of knowledge teach us about the ways we relate to ourselves and to others, about our desires, our interests, and the ways we become political subjects? What do feminists have to say about ordering and regulating life in common? How do we square our concerns about power with our demands for justice? How might we rethink these problems anew, in light of emergent ways of being, feeling, thinking, and acting in the present historical moment?

Instructor(s): Eilat Maoz Terms Offered: Autumn

Note(s): This course counts as a Foundations course for GNSE majors.

Equivalent Course(s): ANTH 25260

GNSE 12101. Gendered Inheritances: Uses of the Past, Orientations Toward the Future. 100 Units.

Gender and sexuality studies has long entailed a heightened attention to, if not a critique of, normative orientations toward time. In her 1979 essay "Women's Time," Julia Kristeva famously distinguished between linear, historical time and the cyclical and monumental time associated with women. More recently, Lee Edelman has called our attention to the ways in which politics orients itself in relation to an imagined (better) future for our children—a so-called "reproductive futurism" that he seeks to repudiate. Likewise, Anna Tsing considers how we might imagine alternative futures out of the ecological ruins of an ever more precarious present. In this seminar, we will explore how time and temporality figure in theories of gender and sexuality, both in relation to recovered and reclaimed pasts and toward uncertain, risky, and potentially foreclosed futures. Beginning with an overview of foundational feminist and queer engagements with time and temporality, we will then explore the significance of the archive, both as an arbiter of what (and who) gets to count as worthy of scholarly consideration, and as a political act of creation. We will proceed by considering how the past appears in and is mobilized by the present, before examining what it means to imagine a future defined by ecological crisis. Readings will include works by Lauren Berlant, Lee Edelman, Saidiya Hartman, Julia Kristeva, José Muñoz, and Ann Laura Stoler, among others.

Instructor(s): Ann Heffernan Terms Offered: Spring

Note(s): This course counts as a Foundations course for GNSE majors

Equivalent Course(s): PLSC 20210

GNSE 12102. Defining the 4th Wave. 100 Units.

Intersectionality, Breaking the Binary, Hashtag Feminism, TERFs, SWERFs, Whimpsters, Woke Misogynists, Commodity Feminists, & Femocracies, Oh My! If contemporary feminism is characterized by its diversity of purpose, then what defines the current, so-called "fourth wave" of feminism? Students in this course will explore precisely that question and - in keeping with one characteristic of contemporary feminists, namely their resurged interest in learning about past feminist efforts - will examine the history of feminist movements in the United States. As an intellectual community, we will work together to consider and analyze contemporary writings about fourth wave feminist movements and build our own timeline and analytical and conceptual terminology for studying defining features of "the fourth wave." Each student will explore their own independent research project about some facet of the fourth wave that interests them, culminating in a research symposium and final paper that could contribute to the emerging academic literature about this new phase of feminist activism.

Instructor(s): Lara Janson Terms Offered: Autumn

Note(s): This course counts as a Foundations course for GNSE majors.

GNSE 12103. Treating Trans-: Practices of Medicine, Practices of Theory. 100 Units.

Medical disciplines from psychiatry to surgery have all attempted to identify and to treat gendered misalignment, while queer theory and feminisms have simultaneously tried to understand if and how trans-theories should be integrated into their respective intellectual projects. This course looks at the logics of the medical treatment of transgender (and trans- more broadly) in order to consider the mutual entanglement of clinical processes with theoretical ones. Over the quarter we will read ethnographic accounts and theoretical essays, listen to oral histories, discuss the intersections of race and ability with gender, and interrogate concepts like "material bodies" and "objective science". Primary course questions include: 1.

Terms Offered: Spring

Note(s): This course counts as a Foundations Course for GNSE majors

Equivalent Course(s): ANTH 25212, CHDV 12103, HIPS 12103

GNSE 12104. Foundations in Masculinity Studies. 100 Units.

In recent years, the term "toxic masculinity" has been used in contexts from the #MeToo movement to the rise of Donald Trump, from Gillette advertisements to the behavior of men on the reality show *The Bachelorette*. Why is the conversation around "toxic masculinity" taking place in the United States at this moment? In this course, we will go beyond banal statements like "toxic masculinity" and "men are trash" to critically ask, What role does masculinity play in social life? How is masculinity produced, and are there different ways to be masculine? This course provides students with an intensive introduction to the foundational theory and research in the field of masculinities studies. We will use an intersectional lens to study the ways in which the concept and lived experience of masculinity are shaped by economic, social, cultural, and political forces. We will examine how the gendered social order influences the way people of all genders perform masculinity as well as the ways men perceive themselves and other men, women, and social situations. Verbally and in writing, students will develop an argument about the way contemporary masculinity is constructed and performed.

Instructor(s): Rebecca Ewert Terms Offered: Winter

Note(s): This class counts as a Foundations course for GNSE majors.

GNSE 12105. Sex and Gender in The City. 100 Units.

This course is designed to introduce students to some of the key concerns at the intersection of gender studies and urban studies. In this course, we will take gender relations and sexuality as our primary concern and as a constitutive aspect of social relations that vitally shape cities and urban life. We will examine how gender is inscribed in city landscapes, how it is lived and embodied in relation to race, class, and sexuality, and how it is (re)produced through violence, inequality, and resistance. Over the course of the quarter, we will draw on an interdisciplinary scholarship that approaches the central question of how and why thinking about urban life in relation to gender and sex matters.

Instructor(s): Sneha Annavarapu Terms Offered: Winter

Note(s): This course counts as a Foundations course for GNSE majors

Equivalent Course(s): ENST 12105

GNSE 15002-15003. Gender and Sexuality in World Civilizations I-II.

This two-quarter sequence aims to expand students' exposure to an array of texts—theoretical, historical, religious, literary, visual—that address the fundamental place of gender and sexuality in the social, political, and cultural creations of different civilizations. This sequence meets the general education requirement in civilization studies.

GNSE 15002. Gender and Sexuality in World Civilizations I. 100 Units.

The first quarter offers a theoretical framing unit that introduces concepts in feminist, gender, and queer theory, as well as two thematic clusters, "Kinship" and "Creativity and Cultural Knowledge." The "Kinship" cluster includes readings on such topics as marriage, sex and anti-sex, love and anti-love, and reproduction. The "Creativity and Cultural Knowledge" cluster addresses the themes of authorship and authority, fighting and constructing the canon, and the debates over the influence of "difference" on cultural forms.

Instructor(s): Staff Terms Offered: Autumn

Note(s): This sequence meets the general education requirement in civilization studies.

GNSE 15003. Gender and Sexuality in World Civilizations II. 100 Units.

Three thematic clusters make up the second quarter. "Politics" focuses on texts related to activism/movement politics and women's rights as human rights and the question of universalism. "Religion" contextualizes gender and sexuality through examinations of a variety of religious laws and teachings, religious practices, and religious communities. "Economics" looks at slavery, domestic service, prostitution as labor, consumption, and the gendering of labor in contemporary capitalism.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): GNSE 15002

Note(s): This sequence meets the general education requirement in civilization studies.

GNSE 15003. Gender and Sexuality in World Civilizations II. 100 Units.

Three thematic clusters make up the second quarter. "Politics" focuses on texts related to activism/movement politics and women's rights as human rights and the question of universalism. "Religion" contextualizes gender and sexuality through examinations of a variety of religious laws and teachings, religious practices, and religious communities. "Economics" looks at slavery, domestic service, prostitution as labor, consumption, and the gendering of labor in contemporary capitalism.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): GNSE 15002

Note(s): This sequence meets the general education requirement in civilization studies.

GNSE 17001. Introduction to Women and Gender in the Ancient World. 100 Units.

This course provides an introduction to aspects of women's lives in the cultures of the ancient Mediterranean: primarily Greece and Rome, but drawing occasionally on examples also from the Near East and Egypt. We will examine not only what women actually did and did not do in these societies, but also how they were perceived by their male contemporaries and what value to society they were believed to have. The course will focus on how women are reflected in the material and visual cultures, but it will also incorporate historical and literary evidence, as well. Through such a comparative and interdisciplinary approach, we will examine the complexities and ambiguities of women's lives in the ancient Mediterranean and begin to understand the roots of modern conceptions and perceptions of women in the Western world today.

Instructor(s): M. Andrews Terms Offered: Winter

Equivalent Course(s): CLCV 26518, HIST 17001

GNSE 18302. A Still Life: Feminists and Objects in Modernity. 100 Units.

Modernity has always been fascinated by the fantasy of objects coming to life. Feminist theory, by contrast, has often been fixated on the reverse: "objectification," or the process of human beings becoming like objects. This course puts into conversation these two different ways of imagining animate object-ness in order to assemble a critical archive on one of modernity's foundational binaries: the "subject-object" dichotomy. We will examine a series of genres that prominently feature objects, including it-narratives, narratives about robotic women, and video games, while consider these texts in relation to prominent feminist writings about objectification. (Theory, Fiction)

Instructor(s): Katherine Nolan Terms Offered: Spring

Equivalent Course(s): ENGL 13002

GNSE 18500. American Horrors. 100 Units.

This course is a survey of horror in American literature and film, with a special focus on the genre's relation to racial and sexual violence. How does horror reflect, contribute to, or intervene into structures of racism, sexism, xenophobia, and queerphobia? How do fictional texts represent or transform non-fictional horrors, from lynching to rape to police brutality? And what is the status of horror as an emotion that structures relations of power and privilege in the United States? Together, we will gain a historical perspective on the genre, for instance tracking the figure of the zombie from its birth in Haitian folklore as a projection of the horrors of slavery, through 20th century works like George Romero's film *Night of the Living Dead*, and into present day works including Colson Whitehead's novel *Zone One*. We will pay special attention to the present moment, interrogating a renaissance of horror tropes in, for instance, feminist fiction (Karen Russell and Carmen Maria Machado), television (*American Horror Story* and *Stranger Things*), and cinema (*It* and *Get Out*).

Instructor(s): Michael Dango Terms Offered: Autumn

Equivalent Course(s): CRES 18500, ENGL 18500

GNSE 20001. Theories of Sexuality and Gender. 100 Units.

This is a one-quarter, seminar-style introductory course for undergraduates. Its aim is triple: to engage scenes and concepts central to the interdisciplinary study of gender and sexuality; to provide familiarity with key theoretical anchors for that study; and to provide skills for deriving the theoretical bases of any kind of method. Students will produce descriptive, argumentative, and experimental engagements with theory and its scenes as the quarter progresses. Prior course experience in gender/sexuality studies (by way of the general education civilization studies courses or other course work) is strongly advised.

Instructor(s): L. Berlant, K. Schilt Terms Offered: Autumn

Prerequisite(s): Prior course experience in gender/sexuality studies (by way of the general education civilization studies courses or other course work) is strongly advised.

Equivalent Course(s): CHDV 20001, SOCI 20290, ENGL 20001, LLSO 20001

GNSE 20036. Making Sex and Race on the Renaissance Stage. 100 Units.

This course examines some of the greatest hits of the non-Shakespearean repertoire to discuss the central role of the raced and sexed body on the Renaissance stage. We will put under special scrutiny the tendency of playwrights to dramatize for display virginity, pregnancy, and venereal disease as they intersect with a wide spectrum racial difference. Social, medical, and ecclesiastical history will be important to our discussions, but the aim of the course is to investigate the theatrical implications of this raced and sexed dramaturgy; in particular, we will consider how the plays of the Tudor-Stuart era that hinge on biological 'facts' call for exhibitions of anatomical proof that they would seem to be entirely incapable of mustering. Students should expect extensive (but lively) weekly reading assignments, preparation for which includes participation in a calendar of class responses; a presentation to the class of a self-selected primary text; and a culminating research essay. (Pre-1650, Drama)

Instructor(s): Ellen MacKay Terms Offered: Autumn

Equivalent Course(s): ENGL 20036, CRES 20036, TAPS 20036

GNSE 20072. Frankenstein at 200: Hideous Progeny. 100 Units.

2018 marks the 200th anniversary of the publication of Mary Shelley's *Frankenstein*, or the Modern Prometheus, arguably the most famous horror story ever written. *Frankenstein* is also a mythopoetic tour de force whose searching moral and ethical questions-at what cost should we pursue scientific advances, or seek knowledge more generally? What are the effects of social marginalization? Where is the boundary between the drive to create and the desire for power?-command more attention today than ever. In this seminar we will examine the novel both as it engaged earlier cultural works (Plutarch's *Lives*, Milton's *Paradise Lost*, Godwin's *Political Justice*, Wollstonecraft's *Vindication of the Rights of Woman*, Goethe's *Sorrows of Young Werther*), and as it morphed over the course of two centuries into a full-blown modern myth. Indeed, its adaptations, scholarly editions, imitations, and parodies are legion, spanning nineteenth-century melodramas, popular songs, numerous blockbuster films (including the prequel to Ridley Scott's *Aliens* saga), comic books, a new Netflix miniseries, and even, rather amazingly, at least one children's book series. We will have the unique opportunity of attending the world premier of the newest stage interpretation of Shelley's novel at the Court Theatre and discussing the projects of adaptation and remediation with its director and cast. Students will have the option of producing their own creative adaptation as their culminating project for the course.

Instructor(s): Alexis Chema Terms Offered: Autumn

Equivalent Course(s): ENGL 20072

GNSE 20102. Problems in the Study of Gender and Sexuality: On "Women's Writing" 100 Units.

This course interrogates "women's writing" as a historical, theoretical, and literary category. Since the 1970s, feminist scholarship has used the category "women's writing" to recuperate texts by historically marginalized female authors. This practice has led to a reconsideration of the role of gender in literary production, authorship, and canon formation. Focusing on the context of modern Europe, and the genre of narrative prose, this course aims to reevaluate the classification "women's writing." Is "women's writing," to borrow a phrase from Joan Scott, a "useful category of analysis" in the 21st century? Can it help us account for how gendered subjects have been constructed through narrative? To what extent do traditional generic and disciplinary divisions limit our understanding of women's texts? Does the concept "women's writing" allow for intersectional approaches to the study of gender and sexuality? Course readings will include literary texts from the 18th-21st centuries (works by Jane Austen, Annette von Droste-Hülshoff, Elfriede Jelinek, and Marjane Satrapi, among others), as well as theoretical approaches from feminist, queer, and transgender studies.

Instructor(s): Sophie Salvo Terms Offered: Winter

Note(s): Readings and discussions in English. This course counts as a "Problems" course for GNSE majors.

Equivalent Course(s): GNSE 30102, GRMN 23119, GRMN 33119

GNSE 20103. Trans-bodies in Horror Cinema. 100 Units.

Films presenting trans bodies or "psyches" have historically often othered these as "monstrous," and compelled a sense of the inevitable tragedy of living in sexual fluidity. To fully contemplate such expressions of horror, tragedy, or pity, the course will screen and discuss films such as *Psycho* (Alfred Hitchcock, 1960), *Dressed to Kill* (Brian DePalma, 1980), *Sleepaway Camp* (Robert Hiltzick, 1983), *Silence of the Lambs* (Jonathan Demme, 1991), *The Skin I Live In* (Pedro Almadovar, 2011), *Predestination* (Michael and Peter Spierig, 2014) but also considers films of the trans body made ostensibly more calculable, at least in terms of moral and ethical stability, such as *Robocop*, the *Alien* films of Ridley Scott, *Ghost in the Shell* (Sanders, 2017), and the online choice map game *Detroit Become Human*. The course is dedicated foremost to rupturing binary thinking (as a form of nonage) and the critical theory that will ballast our readings includes selections from Haraway, Halberstam, Garber, Benschoff, Reese's *The Fourth Age*, Schelde's *Androids, Humanoids, and Other Science Fiction Monsters*, and Foucault's *Abnormal*.

Instructor(s): Malynne Sternstein Terms Offered: Spring

Note(s): This course counts as a "Problems" course for GNSE majors.

GNSE 20111. History of Death. 100 Units.

From the treatment of mortal remains to the built environment of cemeteries, tombs, and memorials, the dead have always played a role in the lives of the living. This course examines how beliefs and practices surrounding death have been a source of meaning making for individuals, institutions, religious communities, and modern nations. It will ask students to consider how examining death makes it possible to better understand the values and concerns of societies across time and space. This course will consider case studies from Africa, the Middle East, the Caribbean, North America, Europe, and Asia, from the Middle Ages to the Vietnam War. It introduces students to the methods and debates that animate the historical study of death-coming from histories of the body, social history, and the study of slavery-and ends by asking the question: "Is it possible to have a global history of death?"

Instructor(s): K. Hickerson

Equivalent Course(s): HIST 20111, RLST 20111, CRES 20111

GNSE 21001. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.

Instructor(s): R. Shweder Terms Offered: Autumn

Prerequisite(s): Undergraduates must be in third or fourth year.

Note(s): CHDV Distribution: B, C

Equivalent Course(s): PSYC 23000, GNSE 31000, ANTH 24320, CHDV 31000, ANTH 35110, CHDV 21000, AMER 33000, PSYC 33000

GNSE 21112. Nudes, Princesses and Cyborgs : Gender, Violence, and Biblical Fiction. 100 Units.

To many, Bathsheba is simply the nude who seduced David. The connotations of being a Jezebel are strong enough that a popular feminist website re-appropriates the insult. Yet the biblical texts themselves make it difficult to imagine female characters as types, or the violence with which they are often associated as comprehensible. Furthermore, Hebrew Bible figures have often been taken up as sites to explore contemporary questions relating to gender and violence. Did Dinah 'ask for it'? Does Ruth's story celebrate the refugee and mother or justify a colonial politics of assimilation? In this course, students will examine literary works that reuse difficult portions of biblical narrative and challenge readers to reassess biblical violence and its legacies. By engaging with both more popular extended rewritings like *The Red Tent* and world-literary political works like *A Grain of Wheat*, this course will reconsider biblical women and the variety of problematic and productive ways they may be appropriated in fiction and in popular culture.

Instructor(s): Chloe Blackshear Terms Offered: Spring

Equivalent Course(s): ENGL 21112, CMLT 21112

GNSE 21310. Our biopolitics, ourselves: feminist science fiction. 100 Units.

1970s feminist theory made a significant conceptual move in provisionally bracketing off biological sex from the historical/cultural work of gender. Feminist science fiction (in contrast), in its brief flourishing in the 70s and early 80s, finds its utopian moments in the biological, in genetic manipulation, reproductive technology, ecological forms of being and new bodies of a variety of kinds. This class will read science fiction, feminist theory and current critical work that concerns itself with biopolitics in order to ask questions about the divide between nature and culture, what's entailed in imagining the future, what gender and genre might have to do with each other, and just what science fiction is and does anyway. Authors include: Le Guin, Russ, Butler, Piercy, Haraway, Rubin, Firestone.

Instructor(s): Hilary Strang Terms Offered: Spring

Equivalent Course(s): ENGL 41310, MAPH 41300, ENGL 21310, GNSE 41300

GNSE 21400. Advanced Theories of Gender and Sexuality. 100 Units.

Zerilli: This course examines contemporary theories of sexuality, culture, and society. We then situate these theories in global and historical perspectives. Topics and issues are explored through theoretical, ethnographic, and popular film and video texts. Simon: Our itinerary in this course will be interdisciplinary, ranging from political theory to science studies. Topics for discussion will likely include: the gendering of reason and passion in the history of philosophy; the power, persistence, and flexibility of norms; the relationship between eros and other forms of desire; the division of labor and other economic tributaries to gendered experience; openings for and challenges to the political aspirations of sexual (and other) minorities; and the pressures exerted by technology on erotic life. Students will engage key concepts in the field, and will be encouraged to experiment with new ones.

Terms Offered: Winter

Equivalent Course(s): ENGL 21401, ENGL 30201, PLSC 31410, PLSC 21410, GNSE 31400, MAPH 36500

GNSE 21416. Reproduction and Motherhood in Multimedia (1800-present) 100 Units.

What do artificial wombs, monstrous creations, and dystopian medical landscapes have in common? Answers to these questions are the subject of this interdisciplinary course in which we explore the many ways in which human reproduction has entered multimedia from the eighteenth century through present. In our course, the concept of "reproduction" will be problematized through film, advertising, texts, literature, and objects. Through these sources, we will critically explore how popular representations of human reproduction have shaped the status of the female body and notions of motherhood over time. We will also see how the liberating potential of new forms of multimedia have often served to reinforce—rather than resist or re-imagine—longstanding motifs and beliefs surrounding the maternal body and womanhood, from the image of the hysterical woman to that of the monstrous mother. Themes covered include the science of reproduction, hysteria, monstrosities, maternal imagination, artificial life, race, contraception, in/fertility, and sex education.

Instructor(s): Margaret Carlyle Terms Offered: Autumn

Equivalent Course(s): CRES 21416, KNOW 21416, HIPS 21416

GNSE 21601. Introduction to Political Philosophy. 100 Units.

In this class we will investigate what it is for a society to be just. In what sense are the members of a just society equal? What freedoms does a just society protect? Must a just society be a democracy? What economic arrangements are compatible with justice? In the second portion of the class we will consider one pressing injustice in our society in light of our previous philosophical conclusions. Possible candidates include, but are not limited to, racial inequality, economic inequality, and gender hierarchy. Here our goal will be to combine our philosophical theories with empirical evidence in order to identify, diagnose, and effectively respond to actual injustice. (A)

Instructor(s): B. Laurence Terms Offered: Spring

Equivalent Course(s): LLSO 22612, PLSC 22600, PHIL 21600

GNSE 22110. Excrement and Ecstasy: The Devotional Body in Early Modern Literature. 100 Units.

This class asks why writers in the seventeenth century turn to bodily metaphor and erotic language to describe their interactions with the divine. We will investigate the materiality of the body in early modern poetry—where it is frequently depicted as in orgasmic frenzy, failing, and even producing excrement—and its involvement with religious devotional practice. Authors of focus will likely include William Shakespeare, John Donne, George Herbert, John Milton, and Margaret Cavendish. (Poetry, Pre-1650, 1650-1830)

Instructor(s): Beatrice Bradley Terms Offered: Autumn

Equivalent Course(s): ENGL 22110

GNSE 22204. Philosophies of Environmentalism and Sustainability. 100 Units.

Many of the toughest ethical and political challenges confronting the world today are related to environmental issues: for example, climate change, loss of biodiversity, the unsustainable use of natural resources, pollution, and other threats to the well-being of both present and future generations. Using both classic and contemporary works, this course will highlight some of the fundamental and unavoidable philosophical questions presented by such environmental issues. What do the terms "nature" and "wilderness" even mean, and can "natural" environments as such have ethical and/or legal standing? Does the environmental crisis demand radically new forms of ethical and political philosophizing and practice? Must an environmental ethic reject anthropocentrism? If so, what are the most plausible non-anthropocentric alternatives? What counts as the proper ethical treatment of non-human animals, living organisms, or ecosystems? What fundamental ethical and political perspectives inform such approaches as the "Land Ethic," ecofeminism, and deep ecology? Is there a plausible account of justice for future generations? Are we now in the Anthropocene? Is "adaptation" the best strategy at this historical juncture? How can the wild, the rural, and the urban all contribute to a better future for Planet Earth? (A)

Instructor(s): B. Schultz Terms Offered: Autumn

Note(s): Field trips, guest speakers, and special projects will help us philosophize about the fate of the earth by connecting the local and the global. Please be patient with the flexible course organization! Some rescheduling may be necessary in order to accommodate guest speakers and the weather!

Equivalent Course(s): HMRT 22201, PHIL 22209, PLSC 22202, ENST 22209

GNSE 23002. Workshop: Regulation of Family, Sex, and Gender. 50 Units.

This workshop exposes students to recent academic work in the regulation of family, sex, gender, and sexuality and in feminist theory. Workshop sessions are devoted to the presentation and discussion of papers from outside speakers and University faculty. The substance and methodological orientation of the papers will both be diverse. Continuing students only.

Equivalent Course(s): GNSE 33002

GNSE 23004. The Poetics of Life in Modern Latin America. 100 Units.

How do Latin American authors imagine humans, animals, and other nonhuman lives? In what ways do considerations of race, gender, and species determine their cultural imaginary? This course will explore representations of life in Latin American fiction from the nineteenth century to the present. Paying special attention to subjects that are considered "other" (women, indigenous people, animals, cyborgs), we will reflect on the ways in which bodies are valued, ordered, and discarded in stories and novels. Through this examination of the hierarchies of life, we will gain insights into the major shifts in Latin American politics of the past two centuries. Moreover, we will see how literature, often considered to simply "mirror" contemporary values, may become a locus of resistance against racist, speciesist, and gender-based oppression and violence. Our readings will be complemented by excerpts from major cultural theorists and critics including Michel Foucault, Donna Haraway, and Gabriel Giorgi.

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

Note(s): Taught in Spanish.

Equivalent Course(s): SPAN 23020, LACS 23020

GNSE 23100. Foucault and The History of Sexuality. 100 Units.

This course centers on a close reading of the first volume of Michel Foucault's "The History of Sexuality", with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed.

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

Prerequisite(s): One prior philosophy course is strongly recommended.

Equivalent Course(s): CMLT 25001, FNLD 22001, KNOW 27002, FREN 24801, PHIL 24800, HIPS 24300

GNSE 23123. Cybernetics and Trans Identities. 100 Units.

This course is an examination into the ways in which theorizations of trans identity have been bound to discourses concerning cyborgs and cybernetics. On one hand, we will look into the ways in which medico-technological discourses have inscribed and produced the limits for conceptualizing trans-ness. On the other, we will examine how trans self-narratives have mobilized cybernetic language to parasitically produce autonomous discourses. The over-arching questions of this class will be: how should we engage concepts, such as the cybernetic and the prosthetic, that have been used towards the disenfranchisement of trans identities, while simultaneously have been re-inscribed as emancipatory concepts? How should we tell the histories of these discourses? How do they affect, produce, contain, and enliven contemporary worlds of trans identities and existences? This course will, from its onset, be interdisciplinary in nature, both in terms of the academic disciplines from which we choose our texts (trans theory, queer theory, critical race theory, psychoanalysis, philosophy, new media theory, literary criticism, etc.) and also through an engagement with various genres and media, engaging fiction, film and visual art, as ways to further expand and develop our critical investigations. Readings will include works by figures such as Karen Barad, Jean Baudrillard, Mel Chen, Gilles Deleuze, Donna Haraway, Beatriz Preciado, Jasbir Puar, Gayle Salamon, Sandy Stone, Alexander Weheliye.

Instructor(s): Alex Wolfson Terms Offered: Autumn

Note(s): This course will count as a Concepts course for GNSE majors

Equivalent Course(s): CMLT 23123, ENGL 23123

GNSE 23124. Prostitution in Global Perspective. 100 Units.

Prostitution has been a site of multiple regulations-whether institutional, social, or spatial. This course aims to examine various regimes and expressions of prostitution, and their transformations, from the eighteenth to the twentieth century in global perspective. We will consider the categories of gender, sex, and race, together with the processes of colonization, nation-building, and migration in order to uncover the norms and regulatory regimes that undergirded the historical life of prostitution. Readings will include area case-studies alongside comparative and transnational histories ranging from East-Asia to Latin America. We will discuss what kinds of evidence can be marshaled in service of writing these histories, and how historians of prostitution have approached archives limited by state-centric and official perspectives. Students in this course will develop the critical tools to interrogate the evolving practices of an everyday activity, and assess the possibilities and limitations of producing a global history of prostitution.

Instructor(s): Zoya Sameen Terms Offered: Spring

Prerequisite(s): Prior coursework in GNSE is preferred, but not required

Note(s): This course counts as a Concepts course for GNSE majors.

Equivalent Course(s): HIST 29424

GNSE 23125. The Life and Afterlife of Cleopatra. 100 Units.

Cleopatra is one of the most notorious women in history. The quintessential femme fatale, she has permeated Western cultural imagination for more than 2,000 years. Born of a bastard king, she rose to power in one of the most turbulent times in human history - Rome was waging bloody civil war, the empires of Alexander the Great's legacy were falling, and Egypt was in revolt and uprising. Her story is one of political intrigue, sex, power, murder, war, and suicide. But her story was never her story alone. Once the asp took its fatal bite, Cleopatra's story was co-opted by her enemies and her legacy was built at the intersections of gender, sexuality, and race over the last two millennia. This course has two main objectives: 1. to strip back the Western, male gaze of Cleopatra's legacy and evaluate Cleopatra's reign within its own context; and 2. to interrogate Cleopatra's constructed identities and the role they have played and still play in society. In this course, students will take a critical look at the life and legacy of Cleopatra VII, queen of Egypt, through a wide-array of primary source materials and a selection of her vast reception, including Roman, Arabic, and Renaissance literature; Shakespeare; Afrocentric art, literature, and pop culture; film; comedy; advertising; and popular music.

Instructor(s): Jordan Johansen Terms Offered: Winter

Note(s): This course counts as a Concepts Course for GNSE majors.

Equivalent Course(s): CLCV 22519

GNSE 23400. Virginia Woolf. 100 Units.

Along with a number of Woolf's major works, students read theoretical and critical texts that give a sense of the range of contemporary approaches to Woolf. (1830-1940, Fiction)

Instructor(s): Lisa Ruddick Terms Offered: Winter

Equivalent Course(s): ENGL 23400, FNDL 24011

GNSE 25302. Beauvoir: The Second Sex. 100 Units.

In 1949, Simone de Beauvoir's *Le Deuxième Sexe* took up the old question of sexual difference; it was never the same question again. Her attention to the situation and "situatedness" of women resulted in new ways of thinking about freedom, destiny, reciprocity, and subjectivity; it brought literature, autobiography, and cultural studies into philosophical reflection; and it contributed significantly to twentieth century transformations of women's social, political, and cultural situations. We will engage a close reading of *The Second Sex* in English translation and with some reference to the original French.

Instructor(s): K. Culp Terms Offered: Spring

Equivalent Course(s): FNDL 25331

GNSE 25600. Gender and Modernity in Colonial Korea. 100 Units.

What are the salient forms, manifestations, and performances that can be discussed as aspects found at the intersection between gender experience and Korean colonial modernity? This seminar aims at identifying the characteristics of Japanese or colonially mediated modernization that Koreans experienced in the first half of the twentieth century in order to ultimately generate a broadly meaningful discussion on the texture of colonial cultural experience under its abiding colonial legacy. At the core of the class is a concern with gender. While considering the universal questions of modernized gender, gendered consciousness, and personal/private spaces, discussions will respond to the diverse interests and backgrounds of student participants so as to best facilitate comparative and theoretical discussions on colonial modernity and its postcolonial manifestations.

Instructor(s): K. Choi Terms Offered: Autumn

Equivalent Course(s): EALC 25600, EALC 35600, GNSE 35600

GNSE 27013. Woman/Native. 100 Units.

This course reads works of postcolonial literature and theory in order to consider the entanglements of the figures of "women" and "natives" in colonial as well as postcolonial discourse. We will discuss topics such as the persistent feminization of the profane, degraded, and contagious bodies of colonized natives; representations of women as both the keepers and the victims of "authentic" native culture; the status (symbolic and otherwise) of women in anti-colonial resistance and insurgency; and the psychic pathologies (particularly nervous conditions of anxiety, hysteria, and madness) that appear repeatedly in these works as states to which women and/as natives are especially susceptible. Authors may include Ama Ata Aidoo, Hélène Cixous, J.M Coetzee, Maryse Condé, Tsitsi Dangarembga, Mahasweta Devi, Assia Djebar, Frantz Fanon, Sigmund Freud, Silvia Federici, Nuruddin Farah, Bessie Head, V.S. Naipaul, Jean Rhys, Tayeb Salih, Ousmane Sembène, Gayatri Chakravorty Spivak. (Fiction, Theory)

Instructor(s): Sonali Thakkar Terms Offered: Winter

Equivalent Course(s): CRES 27013, CMLT 27003, ENGL 27003

GNSE 27017. Passing. 100 Units.

In this course, we examine how people move within and between categories of identity, with particular attention to boundary crossings of race and gender in U.S. law and literature from the nineteenth century to the present. Law provides a venue and a language through which forces of authority police categories of identity that, at Jean Stefancic and Richard Delgado observe, "society invents, manipulates, or retires when convenient." Readings will include theoretical texts as well as court rulings, cultural ephemera, and literary texts.

Instructor(s): Nicolette I. Bruner Terms Offered: Spring

Equivalent Course(s): ENGL 27017, CRES 27017, KNOW 27017

GNSE 27100. Sociology of Human Sexuality. 100 Units.

After briefly reviewing several biological and psychological approaches to human sexuality as points of comparison, this course explores the sociological perspective on sexual conduct and its associated beliefs and consequences for individuals and society. Substantive topics include gender relations; life-course perspectives on sexual conduct in youth, adolescence, and adulthood; social epidemiology of sexually transmitted infections (including AIDS); sexual partner choice and turnover; and the incidence/prevalence of selected sexual practices. Network analytic approaches will be introduced.

Instructor(s): E. Laumann Terms Offered: Spring
Prerequisite(s): Introductory social sciences course
Equivalent Course(s): SOCI 20107, SOCI 30107

GNSE 27530. (Re)Producing Race and Gender through American Material Culture. 100 Units.

This course introduces students to the role of the material world in the production and reproduction of ideologies of race, gender, and their intersections. Objects around us are imbued with meaning through their design, construction, use, and disuse. Architecture, art, photography, clothing, quilts, toys, food, and even the body have all been used to define groups of people. Combining secondary literature, theory, documentary evidence, and material culture, this course guides students as they ask questions about how ideologies of race and gender are produced, how they are both historically specific and constantly in flux, and how human interaction with the material world creates, challenges, and changes their construction. The primary course objectives are to (1) provide students with an introduction to material culture as a theory and methodology and (2) teach them how to apply it to research on ideologies of gender and race in history.

Terms Offered: Winter
Equivalent Course(s): HIST 27414, ANTH 25214, CRES 27530

GNSE 28110. Queer Jewish Literature. 100 Units.

Spanning medieval Hebrew to contemporary Yiddish, this course will explore the intersections of Jewish literature and queer theory, homophobia and antisemitism. While centered on literary studies, the syllabus will also include film, visual art, and music. Literary authors will include Bashevis Singer, Qalonymus ben Qalonymus, Irena Klepfisz, and others. Theorists will include Eve Sedgwick, Zohar Weiman-Kelman, Sander Gilman, and others. Readings will be in English translation.

Instructor(s): Anna Elena Torres Terms Offered: Winter
Equivalent Course(s): GNSE 38110, CMLT 38110, CRES 28110, CMLT 28110, JWSC 28110

GNSE 28202. United States Latinos: Origins and Histories. 100 Units.

An examination of the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. Particular emphasis will be placed on the formative historical experiences of Mexican Americans and mainland Puerto Ricans, although some consideration will also be given to the histories of other Latino groups, i.e., Cubans, Central Americans, and Dominicans. Topics include cultural and geographic origins and ties; imperialism and colonization; the economics of migration and employment; legal status; work, women, and the family; racism and other forms of discrimination; the politics of national identity; language and popular culture; and the place of Latinos in US society. Equivalent Course(s): AMER 28001, CRES 28000, GNSE 28202, HIST 38000, LACS 28000, LACS 38000, CRES 38000, GNSE 38202, AMER 38001

Instructor(s): R. Gutiérrez
Equivalent Course(s): LACS 38000, CRES 38000, AMER 38001, LACS 28000, HIST 28000, AMER 28001, CRES 28000, GNSE 38202, HIST 38000

GNSE 28401. Gender in the Classroom. 100 Units.

No inherent difference in general intelligence or academic ability have been found between males and females, despite extensive research on the topic. However, gendered patterns of learning and achievement persist. In the US, girls outperform boys on tests of reading and literacy, earn better grades, and are more likely to graduate high school and enroll in college. At the same time, while boys and girls now perform similarly on most tests of math and science achievement, boys are still more likely than girls to take Advanced Placement tests in STEM-related fields during high school, and ultimately to pursue STEM Careers. This course focuses on the ways in which gender shapes student's classroom experiences, and how these gendered interactions may contribute to the persistence of gendered patterns of achievement outcomes, within the context of US K-12 classrooms.

We will draw on perspectives from several disciplines, including Psychology, Anthropology and Sociology. Because this course provides a context for students to explore and critically reflect on the ways in which gender shapes student experiences within the context of US K-12 classrooms, the course may hold particular appeal for undergraduates considering pursuing careers as educators, and for those who desire a space to explore and reflect on the role of gender in shaping their own educational experiences thus far.

Instructor(s): E. Lyons Terms Offered: Autumn
Prerequisite(s): N/A
Note(s): CHDV Distribution: B, C
Equivalent Course(s): PSYC 28401, CHDV 28400, PBPL 28401

GNSE 28600. Pasolini. 100 Units.

This course examines each aspect of Pasolini's artistic production according to the most recent literary and cultural theories, including Gender Studies. We shall analyze his poetry (in particular "Le Ceneri di Gramsci" and "Poesie informi di rosa"), some of his novels ("Ragazzi di vita," "Una vita violenta," "Teorema," "Petrolino"), and his numerous essays on the relationship between standard Italian and dialects, semiotics and cinema, and the role of intellectuals in contemporary Western culture. We shall also discuss the following films: "Accattone," "La ricotta," "Edipo Re," "Teorema," and "Salo".

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

Equivalent Course(s): CMST 33500, FNDL 28401, ITAL 28400, CMST 23500, ITAL 38400

GNSE 29419. Writing Women: Feminist History and Feminist Historiography. 100 Units.

This course is an introduction to both the lived experience of feminist history and feminist historiography—the ways in which that lived experience has been written and remembered. Although this course specifically focuses on US feminism in the late twentieth century, it aims to place this history in a broader, transnational context, while paying close attention to the intersections of race, class, gender, and sexuality. We will think critically about how the waves of feminism swelled and crested across the twentieth century's latter decades and about how narratives about those waves were, and are, constructed. We will examine a wide range of material, including archival documents, historical analyses, theoretical texts,

Instructor(s): P. O'Donnell Terms Offered: Spring

Equivalent Course(s): HIST 29419

GNSE 29700. Readings in Gender Studies. 100 Units.

This is a general reading and research course for independent study not related to the BA thesis or BA research. Terms Offered: Autumn, Spring, Winter

Prerequisite(s): Consent of instructor and director of undergraduate studies

Note(s): Students are required to submit the College Reading and Research Course Form. May be taken for P/F grading with consent of instructor. With prior approval, students who are majoring in Gender Studies may use this course to satisfy program requirements.

GNSE 29800-29900. BA Seminar; BA Essay.

GNSE 29800 and 29900 form a two-quarter sequence for seniors who are writing a BA essay.

GNSE 29800. B.A. Paper Seminar. 100 Units.

GNSE 29800 and 29900 form a two-quarter sequence for seniors who are writing a BA essay. This seminar provides students with the theoretical and methodological grounding in gender and sexuality studies needed to formulate a topic and conduct the independent research and writing of their BA essay.

Prerequisite(s): Consent of instructor and program chairman Note(s): May be taken for P/F grading with consent of instructor.

Instructor(s): Jennifer Wild Terms Offered: Autumn

Prerequisite(s): Consent of instructor and program chairman

Note(s): May be taken for P/F grading with consent of instructor.

GNSE 29900. BA Essay. 100 Units.

The purpose of this course is to assist students in the preparation of drafts of their BA essay. An approved GNSE course may be substituted.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and program chairman

Note(s): Students are required to submit the College Reading and Research Course Form signed by the faculty BA essay reader.

GNSE 29900. BA Essay. 100 Units.

The purpose of this course is to assist students in the preparation of drafts of their BA essay. An approved GNSE course may be substituted.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and program chairman

Note(s): Students are required to submit the College Reading and Research Course Form signed by the faculty BA essay reader.



GEOGRAPHICAL SCIENCES

Department Website: <http://geography.uchicago.edu>

PROGRAM OF STUDY

The discipline of geography contributes to an understanding of society by exploring the Earth's environment and its interactions with human life, by inquiring into cultures and societies from the perspective of area study, and by investigating problems of spatial organization. The BA program in geographical sciences offers a distinctive focus for general education and provides a background both for advanced specialization in the discipline and for study in other fields. Solid grounding in modern geography can lead to careers in government service, environmental consulting, marketing, publishing, planning, and teaching at all levels.

PROGRAM REQUIREMENTS

The BA degree in geographical sciences calls for the satisfactory completion of eleven courses, at least eight of which must be in geographical sciences. These include an introduction to Geographic Information Systems/ GIS (GEOG 28202 Geographic Information Science I); the senior seminar (GEOG 29800 Senior Seminar); and at least nine additional geography courses, up to three of which may be in approved related fields. A BA thesis is prepared in connection with the senior seminar.

Summary of Requirements: BA in Geographical Sciences

GEOG 28202	Geographic Information Science I	100
Nine additional geographical sciences courses; up to three may be in approved related fields		900
GEOG 29800	Senior Seminar	100
BA thesis		100
Total Units		1100

GRADING

All courses counted toward the geographical sciences major must be taken for quality grades.

RESEARCH GRANTS

Geographical sciences students may apply for small grants from the Ada Espenshade Wrigley Fund in support of extraordinary expenses connected with research leading to their BA thesis.

HONORS

Honors are awarded to students with an overall GPA of 3.0 or higher who submit a BA thesis that is judged to be outstanding.

AWARDS

Each year the Committee on Geographical Sciences nominates fourth-year students for an Outstanding Senior in Geography Award from the Illinois Geographical Society and an Award for Excellence from the National Council for Geographic Education and the Association of American Geographers.

MINOR IN GEOGRAPHIC INFORMATION SCIENCE

Spatial thinking deals with the fundamental role of space, place, location, distance, and interaction—crucial to tackling many research questions in the social and physical sciences. The minor in geographic information science provides a coherent exposure to rigorous spatial thinking and its expression through the theories and methods of geographic information science.

Geographic information science covers all aspects pertaining to accessing, storing, transforming, manipulating, visualizing, exploring, and reasoning about information where the locational component is important (spatial data). This includes the technical and computational aspects of geographic information systems, the methodologies of spatial analysis and spatial statistics, mapping, and geo-visualization, as well as societal aspects related to the use of geographic data.

The minor serves as a complement to other majors, such as computer science, statistics, economics, public policy studies, sociology, anthropology, political science, or environmental and urban studies, but would also be of value to majors in the humanities and physical sciences interested in the spatial aspects of their field.

The courses in the minor are open to geographical sciences majors, but the minor cannot be taken concurrently with a geographical sciences major.

Program Requirements for the Minor

The minor consists of six core courses and one elective from a series of offerings. The core courses provide a coherent exposure to rigorous spatial thinking and its incorporation into the methodologies of geographic information systems, spatial analysis, and spatial data science.

The electives consist of courses that touch upon various aspects of spatial thinking, with different degrees of technical materials, and are intended to either act as “gateways” into the minor or to provide the opportunity for the application of spatial analysis in a range of fields.

The sequencing of courses is designed such that students can complete all requirements for the minor in one year of study (provided the statistics prerequisite has been taken prior).

The capstone course for the minor is GEOG 28000 GIScience Practicum, which may be taken concurrently with GEOG 28602 Geographic Information Science III. Students will develop a multifaceted GIS project incorporating spatial thinking in design, infrastructure, and implementation. Projects could include the development of a web application, dynamic dashboard, interactive storytelling map, infographic-driven policy brief, or research article, and can be carried out in conjunction with a thesis requirement of the student's major.

Summary of Requirements: Minor in Geographic Information Science

GEOG 28202	Geographic Information Science I	100
GEOG 28402	Geographic Information Science II	100
GEOG 28602	Geographic Information Science III	100
GEOG 28000	GIScience Practicum	100
GEOG 20500	Introduction to Spatial Data Science	100
STAT 22000	Statistical Methods and Applications (or equivalent)	100
Any elective from the list of courses below		100
Total Units		700

Note: many GEOG courses are also cross-listed with SOCI and ENST.

Elective Options for the Minor in Geographic Information Science

One of the following courses may be taken to fulfill the elective course option for the minor in geographic information science.

GEOG 20273	Urban Spatial Archaeology I	100
GEOG 24600	Introduction to Urban Sciences	100
GEOG 24700	Introduction to Urban Planning	100
GEOG 25900	Introduction to Location Analysis	100
GEOG 27155	Urban Design with Nature	100
GEOG 28700	Readings in Spatial Analysis	100
GEOG 28702	Introduction to GIS and Spatial Analysis	100
GEOG 28800	History of Cartography	100
GEOG 28900	Readings in Urban Planning and Design	100

Note: many GEOG courses are also cross-listed with SOCI and ENST.

Advising and Grading

Courses in the minor may not be double counted with the student's major(s), other minors, or general education requirements. For students who have taken STAT 22000 (or equivalent) as a requirement for another major, minor, or general education requirement, an approved elective must replace that requirement.

Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

The courses in the minor are open to geographical sciences majors, but the minor cannot be taken concurrently with a geographical sciences major.

Students who elect the minor must meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the minor. The director's approval for the minor program should be submitted to a student's College adviser by the deadline above using a form available from the adviser.

Students may petition the program director to have a course counted as an elective that is not included on the current list of electives.

GEOGRAPHICAL STUDIES COURSES

GEOG 20500. Introduction to Spatial Data Science. 100 Units.

Spatial data science consists of a collection of concepts and methods drawn from both statistics and computer science that deal with accessing, manipulating, visualizing, exploring and reasoning about geographical data. The course introduces the types of spatial data relevant in social science inquiry and reviews a range of methods to explore these data. Topics covered include formal spatial data structures, geovisualization and visual analytics, rate smoothing, spatial autocorrelation, cluster detection and spatial data mining. An important aspect of the course is to learn and apply open source software tools, including R and GeoDa.

Instructor(s): L. Anselin and M. Kolak Terms Offered: Autumn

Prerequisite(s): STAT 22000 (or equivalent), familiarity with GIS is helpful, but not necessary

Equivalent Course(s): MACS 54000, GEOG 30500, ENST 20510, SOCI 20253, SOCI 30253

GEOG 21900. Historical Geography of the United States. 100 Units.

This course explores the spatial dynamics of empire, the frontier, regional development, the social character of settlement patterns, and the evolution of the cultural landscapes of America from pre-European times to 1900. All-day northern Illinois field trip required.

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

Note(s): This course offered in even years.

Equivalent Course(s): HIST 28800, HIST 38800, GEOG 31900

GEOG 22101. Changing America in the Last 100 Years. 100 Units.

This course explores the regional organization of U.S. society and its economy during the pivotal twentieth century, emphasizing the shifting dynamics that explain the spatial distribution of people, resources, economic activity, human settlement patterns, and mobility. We put special focus on the regional restructuring of industry and services, transportation, city growth, and cultural consumption. Two-day weekend field trip to the Mississippi River required. This course is part of the College Course Cluster program: Urban Design.

Instructor(s): M. Conzen Terms Offered: Winter

Equivalent Course(s): GEOG 32101, HIST 27506, HIST 37506

GEOG 22700. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

Instructor(s): M. Garrido Terms Offered: Spring

Equivalent Course(s): GEOG 32700, CRES 20104, SOCI 20104, SOCI 30104, SOSC 25100

GEOG 23003. Urban Europe, 1600-present. 100 Units.

This course examines the growth, structure, and, on occasion, decline of European towns and cities from the seventeenth century to the present. The focus throughout is on questions directly related to the positioning, form, and function of urban communities and to the efforts of interest groups and policy makers to shape and promote the fortunes of these communities. The course is interdisciplinary in spirit and content, drawing on the contributions of historians, geographers, sociologists, economists, demographers, political scientists, urban planners, and others. There are no prerequisites; the readings and lectures cover whatever needs to be known about theories, methods, and the European context.

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

Equivalent Course(s): HIST 23003, HIST 33003, GEOG 33003

GEOG 23500. Urban Geography. 100 Units.

This course examines the spatial organization and current restructuring of modern cities in light of the economic, social, cultural, and political forces that shape them. It explores the systematic interactions between social process and physical system. We cover basic concepts of urbanism and urbanization, systems of cities urban growth, migration, centralization and decentralization, land-use dynamics, physical geography, urban morphology, and planning. Field trip in Chicago region required. This course is part of the College Course Cluster, Urban Design.

Instructor(s): M. Conzen Terms Offered: Winter

Note(s): This course offered in even years.

Equivalent Course(s): ENST 24660, GEOG 33500

GEOG 23700. Geographical Issues in Housing and Community Development. 100 Units.

This course is part of the College Course Cluster, Urban Design.

Instructor(s): M. Conzen Terms Offered: Spring. This course offered in even years.

Prerequisite(s): Open to Chicago Studies Program students.

Equivalent Course(s): PBPL 23700, GEOG 33700

GEOG 24100. Urban Design: The Chicago Experience. 100 Units.

This course examines the theory and practice of urban design at the scale of block, street, and building--the pedestrian realm. Topics include walkability, the design of streets, architectural style and its effect on pedestrian experience, safety and security in relation to accessibility and social connection, concepts of urban fabric, repair and placemaking, the regulation of urban form, and the social implications of civic spaces. Students will analyze normative principles and the debates that surround them through readings and discussion, as well as firsthand interaction with the urbanism of Chicago.

Equivalent Course(s): PBPL 24105, SOSC 36001, SOSC 26001, GEOG 34100

GEOG 24190. Imagining Chicago's Common Buildings. 100 Units.

This class is an architectural studio based in the common residential buildings of Chicago and the city's built environment. While design projects and architectural skills will be the focus of the class, it will also incorporate readings, a small amount of writing, some social and geographical history, and several explorations around Chicago. The studio will: (1) give students interested in pursuing architecture or the study of cities experience with a studio class and some skills related to architectural thinking, (2) acquaint students intimately with Chicago's common residential buildings and built fabric, and (3) situate all this within a context of social thought about residential architecture, common buildings, housing, and the city. Please note: the class has required meetings on both Tuesdays (5-6:20) and Fridays (2:30-5:50, with a break) beginning on Tuesday October 2nd. This course is part of the College Course Cluster program: Urban Design.

Instructor(s): L. Joyner Terms Offered: Autumn

Note(s): Consent is required to enroll in this class. Interested students should email the instructor (Luke Joyner, lukejoy@uchicago.edu) to briefly explain their interest and any previous experience with the course topics. Please note: The course has required meetings on both Tuesdays (5-6:20 p.m.) and Fridays (2:30-5:50 p.m., with a break) beginning on Tuesday October 1. Students must attend first class to confirm enrollment.

Equivalent Course(s): ARTH 24190, ARTV 20210, ENST 24190, AMER 24190, ARCH 24190

GEOG 24300. Chicago by Design. 100 Units.

This course examines the theory and practice of urban design at the scale of block, street, and building--the pedestrian realm. Topics include walkability; the design of streets; architectural style and its effect on pedestrian experience; safety and security in relation to accessibility and social connection; concepts of urban fabric, repair, and placemaking; the regulation of urban form; and the social implications of civic spaces. Students will analyze normative principles and the debates that surround them through readings and discussion as well as firsthand interaction with the urbanism of Chicago. This course is part of the College Course Cluster, Urban Design.

Instructor(s): E. Talen Terms Offered: Spring

Equivalent Course(s): ENST 26003, SOSC 26003, PBPL 26003

GEOG 24600. Introduction to Urban Sciences. 100 Units.

This course is a grand tour of conceptual frameworks, general phenomena, emerging data and policy applications that define a growing scientific integrated understanding of cities and urbanization. It starts with a general outlook of current worldwide explosive urbanization and associated changes in social, economic and environmental indicators. It then introduces a number of historical models, from sociology, economics and geography that have been proposed to understand how cities operate. We will discuss how these and other facets of cities can be integrated as dynamical complex systems and derive their general characteristics as social networks embedded in structured physical spaces. Resulting general properties of cities will be illustrated in different geographic and historical contexts, including an understanding of urban resource flows, emergent institutions and the division of labor and knowledge as drivers of innovation and economic growth. The second part of the course will deal with issues of inequality, heterogeneity and (sustainable) growth in cities. We will explore how these features of cities present different realities and opportunities to different individuals and how these appear as spatially concentrated (dis)advantage that shape people's life courses. We will show how issues of inequality also have consequences at more macroscopic levels and derive the general features of population and economic growth for systems of cities and nations.

Instructor(s): Luis Bettencourt Terms Offered: Autumn

Prerequisite(s): STAT 22000

Equivalent Course(s): SOCI 20285, GEOG 34600, ENST 24600, PBPL 24605

GEOG 24700. Introduction to Urban Planning. 100 Units.

The academic study of urban planning encompasses a range of issues dealing with cities, from urban design to governance, economic development, local politics, and place. The goal of this course is to provide a broad overview of urban planning theory and history while at the same time introducing students to basic GIS applications for urban planners. This format provides students with a better contextual understanding of the wide range of issues currently facing 21st century cities, and at the same time serves as an introduction to the everyday practice of urban planning. The course includes readings from prominent urban theorists, a discussion of the historical development of the urban planning profession in the US, and GIS exercises that allow students to apply their theoretical urban knowledge to real-world planning problems.

Instructor(s): Kevin Credit Terms Offered: Autumn

Equivalent Course(s): GEOG 34700, ENST 24680

GEOG 25500. Biogeography. 100 Units.

This course examines factors governing the distribution and abundance of animals and plants. Topics include patterns and processes in historical biogeography, island biogeography, geographical ecology, areography, and conservation biology (e.g., design and effectiveness of nature reserves).

Instructor(s): B. Patterson (odd years, lab), L., Heaney (even years, discussion) Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and a course in either ecology, evolution, or earth history; or consent of instructor

Equivalent Course(s): ENST 25500, GEOG 35500, EVOL 45500, BIOS 23406

GEOG 25900. Introduction to Location Analysis. 100 Units.

Understanding the location of business activities - agricultural, industrial, retail, and knowledge-based - has long been a focus for economic geographers, regional scientists, and urban planners. This course traces the key theories and conceptual models that have been developed over time to explain why economic activities tend to locate where they do. To introduce and explain these theories, this course covers several foundational concepts in economic geography and urban planning, such as: bid-rent theory, locational triangulation, various models of urban structure and growth, urban market areas, transportation, economic restructuring, and the "back-to-the-city" movement. This course incorporates several GIS exercises to teach students the basic principles of location optimization and to help illuminate the foundational theoretical principles of economic geography.

Instructor(s): K. Credit Terms Offered: Spring

Equivalent Course(s): ENST 25910, GEOG 35900

GEOG 26100. Roots of the Modern American City. 100 Units.

This course traces the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We emphasize evolving regional urban systems, the changing spatial organization of people and land use in urban areas, and the developing distinctiveness of American urban landscapes. All-day Illinois field trip required. This course is part of the College Course Cluster, Urban Design.

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

Note(s): This course offered in odd years.

Equivalent Course(s): GEOG 36100, ENST 26100, HIST 28900, HIST 38900

GEOG 26400. Frontiers and Borders in South Asia. 100 Units.

Sometimes the frontline of empires and nation-states, sometimes neglected or inaccessible, peripheral spaces are often of core concern to the central state. The aim of this upper-level undergraduate seminar is to examine the history of borders, borderlands, and frontiers as political and social concepts and as produced spaces. We will examine an array of case studies in addition to more theoretical scholarship that spans the disciplines of history, environmental studies, political science, anthropology, and geography. While using South Asia (itself a rather recently invented "area") as the primary geographic and historical focus this course will not be bound exclusively to it. The first goal of the course is to explore the evolution of key concepts such as space, territory, frontier, and borders/borderlands. The second goal is to develop methods for analyzing subjects that are simultaneously physical spaces and political, social, and historical ideas. Finally, it seeks to introduce students to areas that often fall beyond the penumbra of historical surveys centered on the nation-state. No prior knowledge of South Asian history is assumed. Weekly readings will average 150 pages. Note: No prior knowledge of South Asian history is assumed.

Equivalent Course(s): SALC 26804, HIST 26804, GLST 26804

GEOG 26500. Transportation Geography. 100 Units.

Transportation is one of the most important issues facing regions today, due in large part to a host of recent concerns - the "back to the city" movement, sustainability, freight traffic, autonomous vehicles - and some older ones, like suburban sprawl and aging infrastructure. This course introduces these issues in a GIScience framework by teaching students both the theory of transportation geography and empirical methods for analyzing transportation patterns in GIS. Methods covered include: network analysis, accessibility (walkability) analysis, spatial interaction models, and the economic analysis of transportation systems in GIS.

Instructor(s): K. Credit Terms Offered: Winter

GEOG 27155. Urban Design with Nature. 100 Units.

This course will use the Chicago region as a laboratory for evaluating the social, environmental, and economic effects of alternative forms of human settlement. Students will be introduced to the basics of geographic information systems (GIS) and use GIS to map Chicago's "place types" - human habitats that vary along an urban-to-rural transect, as well as the ecosystem services provided by the types. They will then evaluate these place types using a range of social, economic and environmental criteria. In this way, students will evaluate the region's potential to simultaneously realize economic potential, protect environmental health, and provide social connectivity. This course is part of the College Course Cluster program: Urban Design.

Instructor(s): Sabina Shaikh and Emily Talen Terms Offered: Autumn

Prerequisite(s): Third or fourth-year standing

Note(s): Students who have taken ENST 27150: Urban Design with Nature: Assessing Social and Natural Realms in the Calumet Region in the Spring of 2018 may not enroll in this course.

Equivalent Course(s): BPRO 27155, ENST 27155, PBPL 27156

GEOG 27325. Urban Ecology in the Calumet Region. 100 Units.

This course will give students a strong foundation in the local ecology of the Calumet. Students will use local research and habitats to understand fundamental concepts in ecology and the scientific method. Students will explore some of these habitats during field trips with scientists and practitioners. The course focus will be on urban ecology in the region, whether these fundamental ecological concepts are applicable, what other factors need to be considered in the urban ecosystem, and the role humans have in restoring natural and managing novel ecosystems, among other topics.

Terms Offered: TBD

Note(s): Enrollment is based on acceptance into the Calumet Quarter program. Not offered in 2019-20.

Equivalent Course(s): ENST 27325, PBPL 27325

GEOG 27600. Hist Coll: Chicago South Side. 100 Units.

No description available.

Instructor(s): K. Conzen Terms Offered: Autumn

Equivalent Course(s): HIST 29603

GEOG 27601. Colloquium: Hyde Park and Chicago's South Side as Historic Laboratory. 100 Units.

This colloquium uses Hyde Park and Chicago's South Side as a case study to introduce students to issues and methodologies in the history and historical geography of American urban life during the past century and a half. Discussions will focus on both primary and secondary source readings, and each participant will design and carry out an original research project.

Instructor(s): K. Conzen Terms Offered: Autumn

Equivalent Course(s): HIST 29613

GEOG 28000. GIScience Practicum. 100 Units.

This applied course in geographic information science builds upon and refines knowledge and geocomputational expertise gained in the GIScience sequence. Students will develop multifaceted GIS project incorporating spatial thinking in design, infrastructure, and implementation. Projects could include the development of a web application, dynamic dashboard, interactive storytelling map, infographic-driven policy brief, or research article and are encouraged to link additional disciplines like health, sociology, economics, or political science.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Prerequisites GIS I and GIS II

Equivalent Course(s): GEOG 38000

GEOG 28202. Geographic Information Science I. 100 Units.

This course introduces students to a wide range of geospatial technologies and techniques in order to explain the basic theory and application of geographic information systems (GIS). To do this, students will use open source or free software such as QGIS and Google Earth Pro to complete GIS lab exercises that cover a range of topics, including an introduction to different types of geospatial data, geographic measurement, GIS, principles of cartography, remote sensing, basic GIS mapping and spatial analysis techniques, remote sensing, and specific geospatial applications such as 3D modeling and geodesign. By providing a general overview of geospatial technologies, this course provides students with a broad foundational knowledge of the field of GIScience that prepares them for more specialized concepts and applications covered in future GIS courses.

Instructor(s): Kevin Credit Terms Offered: Autumn

Equivalent Course(s): GEOG 38202

GEOG 28402. Geographic Information Science II. 100 Units.

This course investigates the theory and practice of infrastructure and computational approaches in spatial analysis and GIScience. Geocomputation is introduced as a multidisciplinary systems paradigm necessary for solving complex spatial problems and facilitating new understandings. Students will learn about the elements of spatial algorithms and data structures, geospatial topologies, spatial data queries, and the basics of geodatabase architecture and design.

Instructor(s): M. Kolak Terms Offered: Winter

Prerequisite(s): Prerequisites: GIS I

Equivalent Course(s): GEOG 38402

GEOG 28602. Geographic Information Science III. 100 Units.

This advanced course extends and connects both foundational and functional GIScience concepts. Students will be introduced to advanced programming and scripting languages necessary for spatial analysis and GIScience applications. Additional topics include customization, enterprise GIS, web GIS, and advanced visualization and analytic techniques.

Instructor(s): M. Kolak Terms Offered: Spring

Prerequisite(s): Prerequisites GIS I and GIS II

Equivalent Course(s): GEOG 38602

GEOG 28700. Readings in Spatial Analysis. 100 Units.

This independent reading option is an opportunity to explore special topics in the exploration, visualization and statistical modeling of geospatial data.

Instructor(s): K. Credit and M. Kolak Terms Offered: Autumn Spring Winter. Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.

Note(s): By permission of instructor only.

Equivalent Course(s): ENST 28800, GEOG 38700

GEOG 28702. Introduction to GIS and Spatial Analysis. 100 Units.

This course provides an introduction and overview of how spatial thinking is translated into specific methods to handle geographic information and the statistical analysis of such information. This is not a course to learn a specific GIS software program, but the goal is to learn how to think about spatial aspects of research questions, as they pertain to how the data are collected, organized and transformed, and how these spatial aspects affect statistical methods. The focus is on research questions relevant in the social sciences, which inspires the selection of the particular methods that are covered. Examples include spatial data integration (spatial join), transformations between different spatial scales (overlay), the computation of "spatial" variables (distance, buffer, shortest path), geovisualization, visual analytics, and the assessment of spatial autocorrelation (the lack of independence among spatial variables). The methods will be illustrated by means of open source software such as QGIS and R.

Instructor(s): M. Kolak Terms Offered: Spring

Equivalent Course(s): GEOG 38702, ENST 28702

GEOG 28800. History of Cartography. 100 Units.

This course offers a grand overview of the key developments in mapmaking throughout history worldwide, from pre-literate cartography to the modern interactive digital environment. It looks at the producers, their audience, the technologies and artistic systems used, and the human and global contexts in which they developed. The course also draws on the extensive map collections of Regenstein Library.

Instructor(s): Staff Terms Offered: TBD

Equivalent Course(s): GEOG 38800

GEOG 28900. Readings in Urban Planning and Design. 100 Units.

This independent reading option is an opportunity to explore contemporary debates and theoretical arguments involved in the planning and design of cities.

Instructor(s): E. Talen Terms Offered: Autumn Spring Winter. Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.

Note(s): By permission of instructor only.

Equivalent Course(s): ENST 28980, GEOG 38900

GEOG 29100. Undergraduate Tutorial. 100 Units.

This course is intended for individual study of selected geographical problems.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor.

Note(s): Available for either quality grades or for P/F grading.

GEOG 29700. Readings in Special Topics in Geography. 100 Units.

A program of supervised reading of a special topic in geography. Students will meet periodically with the instructor to discuss the readings, and submit a final paper critically reviewing the conceptual orientation and substantive content of the readings.

Instructor(s): M. Conzen, L. Anselin, E. Talen. Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of instructor.

Note(s): Consent of instructor. Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.

GEOG 29800. Senior Seminar. 100 Units.

This course is designed for development of the BA thesis.

Instructor(s): M. Conzen Terms Offered: Winter

Prerequisite(s): Open to students with fourth-year standing who are majoring in geographical studies.

Note(s): Must be taken for a quality grade.



GEOPHYSICAL SCIENCES

Department Website: <http://geosci.uchicago.edu>

PROGRAM OF STUDY

The Department of the Geophysical Sciences (GEOS) offers unique programs of study in the earth, atmospheric, and planetary sciences. Topics include the physics, chemistry, and dynamics of the atmosphere, oceans, and ice sheets; past and present climate change; the origin and history of the Earth, moon, and meteorites; properties of the deep interior of the Earth and the dynamics of crustal movements; and the evolution and geography of life and the Earth's surface environments through geologic time. These multidisciplinary topics require an integrated approach founded on mathematics, physics, chemistry, and biology.

Both the BA and BS programs prepare students for careers that draw upon the earth, atmospheric, and planetary sciences. However, the BS degree provides a more focused and intensive program of study for students who intend to pursue graduate work in these disciplines. The BA degree also offers thorough study in the geophysical sciences, but it provides a wide opportunity for elective freedom to pursue interdisciplinary interests, such as environmental policy, law, medicine, business, and precollege education.

PROGRAM REQUIREMENTS FOR THE BA IN GEOPHYSICAL SCIENCES

The requirements for the BA in Geophysical Sciences involve completion of:

- six required courses that fulfill general education requirements for the physical sciences, biological sciences, and mathematics
- eight required science or mathematics courses
- seven elective courses pertinent to the major from the electives lists below, which must include:
 - one course in Computational Sciences (List 2)
 - four 20000-level courses designated GEOS in List 1
 - two more 20000-level science courses from any of Lists 1–2

Candidates for the BA in Geophysical Sciences complete a year of chemistry, a year of physics, a year of mathematics (including Calculus I-II), and a year of biology, GEOS 27300 Biological Evolution-Advanced and BIOS 20198 Biodiversity).

The requirement for the third quarter of mathematics may be satisfied by either completing the calculus sequence (recommended for students taking the more introductory MATH 13000s sequence but not specifically required or recommended for the higher tracks such as MATH 15000s, as the first two quarters offer a sufficiently comprehensive calculus training for students to move on to other courses) or taking one of the designated mathematical methods courses instead. In addition, students must complete one elective course from Computational Sciences (List 2).

Students are encouraged to begin discipline-specific courses as early as possible. Required disciplinary courses include GEOS 13100 Physical Geology, GEOS 13200 Earth History, and GEOS 13300 The Atmosphere. With prior consent of the departmental counselor, students with the appropriate background may substitute a 20000-level course, which may be taken during or after the third year.

A minimum of six additional 20000-level science courses are required. At least four must be GEOS courses from List 1. Up to two may be chosen from other science courses in List 1. Up to two may be chosen from Computational Sciences (List 2). One may be a field course.

Summary of Requirements for the BA in Geophysical Sciences

GENERAL EDUCATION

One of the following sequences:	200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II
CHEM 11100-11200	Comprehensive General Chemistry I-II *
CHEM 12100 & CHEM 12200	Honors General Chemistry I and Honors General Chemistry II
One of the following sequences:	200
MATH 13100-13200	Elementary Functions and Calculus I-II *
MATH 15100-15200	Calculus I-II
MATH 16100-16200	Honors Calculus I-II
Both of the following: **	200
BIOS 20198	Biodiversity

GEOS 27300	Biological Evolution-Advanced [%]	
Total Units		600
MAJOR		
GEOS 13100 & GEOS 13200 & GEOS 13300	Physical Geology and Earth History and The Atmosphere	300
CHEM 11300 or CHEM 12300	Comprehensive General Chemistry III [*] Honors General Chemistry III	100
One of the following sequences:		300
PHYS 12100-12200-12300	General Physics I-II-III [§]	
PHYS 13100-13200-13300	Mechanics; Electricity and Magnetism; Waves, Optics, and Heat	
PHYS 14100-14200-14300	Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat	
One of the following:		100
MATH 20000	Mathematical Methods for Physical Sciences I	
MATH 20250	Abstract Linear Algebra	
PHYS 22000	Introduction to Mathematical Methods in Physics	
MATH 13300	Elementary Functions and Calculus III [*]	
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
One Computational Sciences course (List 2)		100
Six electives as follows: [†]		600
Four courses designated GEOS from List 1: Physical and Biological Sciences		
Two additional courses from List 1: Physical and Biological Sciences and/or from List 2: Computational Sciences		
Total Units		1500

* Credit may be granted by examination.

** Only Environmental Science and Geophysical Sciences majors may use this pairing to satisfy the general education requirement in the biological sciences. Geophysical Sciences majors can take these courses without the Biological Sciences prerequisites (BIOS 20153-20151) unless they pursue a double major in Biological Sciences. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151.

† Only one of these electives may be a field course (GEOS 29001, GEOS 29002, GEOS 29005) and only one of these electives may be GEOS 29700 Reading and Research in the Geophysical Sciences.

§ PHYS 13100-13200-13300 or PHYS 14100-14200-14300 are the preferred courses. PHYS 12100-12200-12300 is allowable on a case-by-case basis but may not provide adequate preparation to allow for enrollment in higher level PHYS courses. Additionally, PHYS 12100 has a prerequisite of a year of chemistry. Special petition to the department counselor is required for PHYS 12100-12200-12300 approval.

% Biological Evolution-Advanced has several cross-listings. Geophysical Sciences majors *must* register for it under the GEOS 27300 listing.

PROGRAM REQUIREMENTS FOR THE BS IN GEOPHYSICAL SCIENCES

The requirements for the BS degree in Geophysical Sciences involve completion of:

- six required courses that fulfill general education requirements for the physical sciences, biological sciences, and mathematics
- eight required science or mathematics courses
- ten elective courses pertinent to the major from the electives lists below, which must include:
 - two courses in Computational Sciences (List 2)
 - four 20000-level courses designated GEOS in List 1
 - four more 20000-level science courses from any of Lists 1–2: up to three non-GEOS courses from List 1, up to two from List 2

Candidates for the BS in Geophysical Sciences complete a year of chemistry, a year of physics, a year of mathematics (including Calculus I-II), and a year of biology, GEOS 27300 Biological Evolution-Advanced and BIOS 20198 Biodiversity).

The requirement for the third quarter of mathematics may be satisfied by either completing the calculus sequence (recommended for students taking the more introductory MATH 13000s sequence but not specifically required or recommended for the higher tracks such as MATH 15000s, as the first two quarters offer a sufficiently comprehensive calculus training for students to move on to other courses) or taking one of the designated mathematical methods courses instead. In addition, students must complete two elective courses from Computational Sciences (List 2). The requirements are structured to allow and encourage students to complete sequences that extend through the study of differential equations.

Students are encouraged to begin discipline-specific courses as early as possible. Required disciplinary courses include GEOS 13100 Physical Geology, GEOS 13200 Earth History, and GEOS 13300 The Atmosphere, which is the introductory sequence. With prior consent of the departmental counselor, students with the appropriate background may substitute a 20000-level course, which may be taken during or after the third year.

A minimum of eight additional 20000-level science courses are required. At least four must be GEOS courses from List 1. Up to three may be chosen from other science courses in List 1. Up to two may be chosen from Computational Sciences (List 2). One may be a field course. One may be GEOS 29700 Reading and Research in the Geophysical Sciences.

Summary of Requirements for the BS in Geophysical Sciences

GENERAL EDUCATION

One of the following sequences:		200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II	
CHEM 11100-11200	Comprehensive General Chemistry I-II *	
CHEM 12100 & CHEM 12200	Honors General Chemistry I and Honors General Chemistry II	
One of the following sequences:		200
MATH 13100-13200	Elementary Functions and Calculus I-II *	
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II	
Both of the following: **		200
BIOS 20198	Biodiversity	
GEOS 27300	Biological Evolution-Advanced %	

Total Units		600
-------------	--	-----

MAJOR

GEOS 13100 & GEOS 13200 & GEOS 13300	Physical Geology and Earth History and The Atmosphere	300
CHEM 11300 or CHEM 12300	Comprehensive General Chemistry III * Honors General Chemistry III	100
One of the following sequences:		300
PHYS 12100-12200-12300	General Physics I-II-III *§	
PHYS 13100-13200-13300	Mechanics; Electricity and Magnetism; Waves, Optics, and Heat	
PHYS 14100-14200-14300	Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat	
One of the following:		100
MATH 20000	Mathematical Methods for Physical Sciences I	
MATH 20250	Abstract Linear Algebra	
PHYS 22000	Introduction to Mathematical Methods in Physics	
BIOS 20152	Introduction to Quantitative Modeling in Biology (Advanced)	
MATH 13300	Elementary Functions and Calculus III *	
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
Two Computational Sciences courses from List 2		200

Eight electives as follows: † 800

Four courses designated GEOS from List 1: Physical and Biological Sciences

Four additional courses from List 1: Physical and Biological Sciences and/or List 2: Computational Sciences, but only up to three courses may be non-GEOS courses from List 1 and only up to two courses may be from List 2.

Total Units 1800

* Credit may be granted by examination.

** Only Environmental Science and Geophysical Sciences majors may use this pairing to satisfy the general education requirement in the biological sciences. Geophysical Sciences majors can take these courses without the Biological Sciences prerequisites (BIOS 20153-20151) unless they pursue a double major in Biological Sciences. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151.

† Only one of these electives may be a field course (GEOS 29001, GEOS 29002, GEOS 29005) and only one of these electives may be GEOS 29700 Reading and Research in the Geophysical Sciences.

§ PHYS 13100-13200-13300 or PHYS 14100-14200-14300 are the preferred courses. PHYS 12100-12200-12300 is allowable on a case-by-case basis but may not provide adequate preparation to allow for enrollment in higher level PHYS courses. Additionally, PHYS 12100 has a prerequisite of a year of chemistry. Special petition to the department counselor is required for PHYS 12100-12200-12300 approval.

% Biological Evolution-Advanced has several cross-listings. Geophysical Science majors *must* register for it under the GEOS 27300 listing.

LISTS OF ELECTIVE COURSES 1–2

LIST 1: PHYSICAL AND BIOLOGICAL SCIENCES

Geophysical Sciences

GEOS 21000	Mineralogy	100
GEOS 21005	Mineral Science	100
GEOS 21100	Introduction to Petrology	100
GEOS 21200	Physics of the Earth	100
GEOS 21205	Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity	100
GEOS 21400	Thermodynamics and Phase Change	100
GEOS 22000	Origin and Evolution of the Solar System	100
GEOS 22040	Planet Formation in the Galaxy I: From Dust to Planetesimals	100
GEOS 22050	Planet Formation in the Galaxy II: From Planetesimals to Planets	100
GEOS 22060	What Makes a Planet Habitable?	100
GEOS 22200	Geochronology	100
GEOS 22600	Topics in Earth Science: The Accretion of Extraterrestrial Matter Throughout Earth's History	100
GEOS 22700	Analytical Techniques in Geochemistry	100
GEOS 23205	Introductory Glaciology	100
GEOS 23600	Chemical Oceanography	100
GEOS 23800	Global Biogeochemical Cycles	100
GEOS 23805	Stable Isotope Biogeochemistry	100
GEOS 23900	Environmental Chemistry	100
GEOS 24220	Climate Foundations	100
GEOS 24230	Geophysical Fluid Dynamics: Foundations	100
GEOS 24240	Geophysical Fluid Dynamics: Rotation and Stratification	100
GEOS 24250	Geophysical Fluid Dynamics: Understanding the Motions of the Atmosphere and Oceans	100
GEOS 24300	Paleoclimatology	100
GEOS 24705	Energy: Science, Technology, and Human Usage	100
GEOS 24750	Humans in the Earth System	100
GEOS 25400	Intro to Numerical Techniques for Geophysical Sciences	100
GEOS 26100	Phylogenetics and the Fossil Record	100
GEOS 26300	Invertebrate Paleobiology and Evolution	100
GEOS 26600	Geobiology	100
GEOS 26650	Environmental Microbiology	100

GEOS 26905	Topics in Conservation Paleobiology	100
GEOS 28000	Introduction to Structural Geology	100
GEOS 28100	Global Tectonics	100
GEOS 28300	Principles of Stratigraphy	100
GEOS 28600	Earth and Planetary Surface Processes	100
GEOS 29700	Reading and Research in the Geophysical Sciences	100

Field Courses in Geophysical Sciences

The department sponsors field trips that range in length from one day to several weeks. Shorter field trips typically form part of lecture-based courses and are offered each year. (The trips are open to all students and faculty if space permits.) Longer trips are designed as undergraduate field courses, and one such course may be used as an elective science course for the major. Destinations of field courses have recently included Baja California, Death Valley, Nevada, Salton Trough, Newfoundland, and the Bahamas.

GEOS 29001	Field Course in Geology	100
GEOS 29002	Field Course in Modern and Ancient Environments	100

Astronomy and Astrophysics

ASTR 24100	The Physics of Stars	100
------------	----------------------	-----

Biological Sciences

BIOS 20188	Fundamentals of Physiology	100
BIOS 20189	Fundamentals of Developmental Biology	100
BIOS 20196	Ecology and Conservation	100
BIOS 20200	Introduction to Biochemistry	100
BIOS 21208	Fundamentals of Molecular Biology	100
BIOS 22250	Chordates: Evolution and Comparative Anatomy	100
BIOS 23262	Mammalian Evolutionary Biology	100
BIOS 23266	Evolutionary Adaptation	100
BIOS 23289	Marine Ecology	100
BIOS 23404	Reconstructing the Tree of Life: An Introduction to Phylogenetics	100
BIOS 23406	Biogeography	100
BIOS 25206	Fundamentals of Bacterial Physiology	100

Semester in Environmental Science/MBL

The following courses are the College designations for the Semester in Environmental Science that is taught at the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts. Registration in ENSC 23820 Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems # Marine Biological Laboratory, ENSC 24100 Ecology - Marine Biological Laboratory, and ENSC 29800 Independent Undergraduate Research in Environmental Sciences # Marine Biological Laboratory, plus one of ENSC 24200 Methods in Microbial Ecology - Marine Biological Laboratory, ENSC 24300 Roles of Animals in Ecosystems # Marine Biological Laboratory, or ENSC 28100 Quantitative Environmental Analyses # Marine Biological Laboratory is required. Admission to the Semester in Environmental Science program is by application, which must be received by the MBL generally in March of the year preceding the start of the semester. Admissions decisions will generally be sent in April. Note that these courses start at the beginning of September, typically four weeks prior to the start of the College's Autumn Quarter, and are completed by the end of Autumn Quarter. More information on the course content, the application process, and deadlines can be found at college.uchicago.edu/academics/semester-environmental-science. Students participating in the Semester in Environmental Science receive credit for four courses in environmental science.

ENSC 23820	Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems # Marine Biological Laboratory	100
ENSC 24100	Ecology - Marine Biological Laboratory	100
ENSC 24200	Methods in Microbial Ecology - Marine Biological Laboratory	100
ENSC 24300	Roles of Animals in Ecosystems # Marine Biological Laboratory	100
ENSC 28100	Quantitative Environmental Analyses # Marine Biological Laboratory	100
ENSC 29800	Independent Undergraduate Research in Environmental Sciences # Marine Biological Laboratory	100

Chemistry

CHEM 20100 & CHEM 20200	Inorganic Chemistry I and Inorganic Chemistry II	200
CHEM 22000 & CHEM 22100 & CHEM 22200	Organic Chemistry I and Organic Chemistry II and Organic Chemistry III	300
CHEM 26100 & CHEM 26200 & CHEM 26300	Quantum Mechanics and Thermodynamics and Chemical Kinetics and Dynamics	300
CHEM 26700	Experimental Physical Chemistry [†]	100

[†] requires CHEM 26100

Physics

PHYS 18500	Intermediate Mechanics	100
PHYS 22500	Intermediate Electricity and Magnetism I	100
PHYS 22600	Electronics	100
PHYS 22700	Intermediate Electricity and Magnetism II	100

LIST 2: COMPUTATIONAL SCIENCES

Mathematics

MATH 20000-20100	Mathematical Methods for Physical Sciences I-II [§]	200
MATH 15910 or STAT 24300	Introduction to Proofs in Analysis Numerical Linear Algebra	100
MATH 20250	Abstract Linear Algebra	100
MATH 20300	Analysis in \mathbb{R}^n I	100
MATH 20400	Analysis in \mathbb{R}^n II	100
MATH 20500	Analysis in \mathbb{R}^n III	100
MATH 21100	Basic Numerical Analysis	100
MATH 27000	Basic Complex Variables	100
MATH 27300	Basic Theory of Ordinary Differential Equations	100
MATH 27500	Basic Theory of Partial Differential Equations	100
MATH 38300	Numerical Solutions to Partial Differential Equations	100

Biological Sciences

BIOS 20152	Introduction to Quantitative Modeling in Biology (Advanced)	100
------------	---	-----

Physics

PHYS 22000	Introduction to Mathematical Methods in Physics ^{§§}	100
PHYS 22100	Mathematical Methods in Physics ^{§§§}	100

Statistics

Any course in statistics at the 22000 level or higher. Some recommendations follow:

STAT 22000 or STAT 23400	Statistical Methods and Applications ^{††} Statistical Models and Methods	100
STAT 22400	Applied Regression Analysis	100
STAT 22600	Analysis of Categorical Data	100
STAT 24400 & STAT 24500	Statistical Theory and Methods I and Statistical Theory and Methods II ^{†††}	200
STAT 26100	Time Dependent Data	100

Computing

CMSC 12100	Computer Science with Applications I [†]	100
CMSC 12200	Computer Science with Applications II	100
CMSC 12300	Computer Science with Applications III	100
CMSC 23710	Scientific Visualization	100
CMSC 28510	Introduction to Scientific Computing	100
CMSC 34200	Numerical Hydrodynamics	100

- * AP credit for STAT 22000 does not count toward the major requirements. Students with AP credit for STAT 22000 should plan to take at least one other course from List 2 (BA program) or two other courses from List 2 (BS program).
- § Recommended prerequisite is MATH 19620 or MATH 15300 or MATH 16300
- §§ Would generally substitute for MATH 20000-20100
- §§§ Recommended in addition to MATH 20000-20100 for advanced students—covers partial differential equations
- ‡‡ STAT 23400 has a higher programming component than STAT 22000
- ‡‡‡ Recommended for advanced students. Must be taken as a sequence to be credited. STAT 24400-24500 have no prerequisite but it is possible to take both STAT 23400 and STAT 24400-24500.
- + Students seeking to double major in Computer Science must complete CMSC 12100-1220-12300 as a sequence per the Computer Science rule.

GRADING

Students majoring in geophysical sciences must receive quality grades in all courses taken to meet requirements in the major.

HONORS

The BA or BS degree with honors is awarded to students who meet the following requirements: (1) a GPA of 3.25 or higher in the major and of 3.0 or higher overall; (2) completion of a paper based on original research, supervised and approved by a faculty member in geophysical sciences; (3) an oral presentation of the thesis research. All theses will be examined by the supervisor and a second reader from the faculty. Manuscript drafts will generally be due in the sixth week of the quarter in which the student will graduate (fifth week in Summer Quarter), and final manuscripts and oral presentations in the eighth week (seventh week in Summer Quarter).

Students are strongly encouraged to reach out to potential faculty supervisors no later than their third year, since theses generally arise out of research projects already begun with faculty members. When a thesis topic is determined, students should notify the undergraduate adviser of their intent to complete a thesis and confirm their eligibility. GEOS 29700 Reading and Research in the Geophysical Sciences can be devoted to the preparation of the required paper; however, students using this course to meet a requirement in the major must take it for a quality grade.

Students who wish to submit a single paper to meet the honors requirement in geophysical sciences and the BA paper requirement in another major should discuss their proposals with the undergraduate advisers from both programs no later than the end of third year. Certain requirements must be met. A consent form, to be signed by the undergraduate advisers, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

SAMPLE BS PROGRAMS

Each student will design an individual plan of course work, choosing from a wide range of selections that take advantage of rich offerings from a variety of subdisciplines. The sample programs that appear below are merely for the purpose of illustration; many other variations would be possible. NOTE: Courses that meet general education requirements and are required for the major are not listed.

Environmental Geochemistry

CHEM 26200 & CHEM 26300	Thermodynamics and Chemical Kinetics and Dynamics	200
GEOS 21000	Mineralogy	100
GEOS 23800	Global Biogeochemical Cycles	100
GEOS 23805	Stable Isotope Biogeochemistry	100
GEOS 23900	Environmental Chemistry	100
GEOS 26650	Environmental Microbiology	100
GEOS 28300	Principles of Stratigraphy	100
GEOS 25400	Intro to Numerical Techniques for Geophysical Sciences	100
STAT 23400	Statistical Models and Methods	100

Geochemistry

CHEM 26100 & CHEM 26200 & CHEM 26300	Quantum Mechanics and Thermodynamics and Chemical Kinetics and Dynamics	300
GEOS 21000	Mineralogy	100
GEOS 21100	Introduction to Petrology	100
GEOS 22200	Geochronology	100

GEOS 23800	Global Biogeochemical Cycles	100
GEOS 23900	Environmental Chemistry	100
MATH 20000-20100	Mathematical Methods for Physical Sciences I-II	200
Geophysics		
CMSC 12100-12200-12300	Computer Science with Applications I-II-III	300
GEOS 21000	Mineralogy	100
GEOS 21100	Introduction to Petrology	100
GEOS 21200	Physics of the Earth	100
GEOS 21205	Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity	100
GEOS 28100	Global Tectonics	100
PHYS 18500	Intermediate Mechanics	100
PHYS 22100	Mathematical Methods in Physics	100
Paleontology		
BIOS 23289	Marine Ecology	100
BIOS 23404	Reconstructing the Tree of Life: An Introduction to Phylogenetics	100
GEOS 21000	Mineralogy	100
GEOS 26300	Invertebrate Paleobiology and Evolution	100
GEOS 26600	Geobiology	100
GEOS 28000	Introduction to Structural Geology	100
GEOS 28300	Principles of Stratigraphy	100
STAT 22400	Applied Regression Analysis	100
STAT 23400	Statistical Models and Methods	100
Physics of Climate		
GEOS 22060	What Makes a Planet Habitable?	100
GEOS 23800	Global Biogeochemical Cycles	100
GEOS 24220	Climate Foundations	100
GEOS 24230	Geophysical Fluid Dynamics: Foundations	100
GEOS 24240	Geophysical Fluid Dynamics: Rotation and Stratification	100
GEOS 24250	Geophysical Fluid Dynamics: Understanding the Motions of the Atmosphere and Oceans	100
MATH 20000-20100	Mathematical Methods for Physical Sciences I-II	200
GEOS 25400	Intro to Numerical Techniques for Geophysical Sciences	100
STAT 23400	Statistical Models and Methods	100
Planetary Science		
GEOS 21200	Physics of the Earth	100
GEOS 22000	Origin and Evolution of the Solar System	100
GEOS 22060	What Makes a Planet Habitable?	100
GEOS 22200	Geochronology	100
GEOS 24220	Climate Foundations	100
GEOS 25400	Intro to Numerical Techniques for Geophysical Sciences	100
GEOS 28600	Earth and Planetary Surface Processes	100
ASTR 24100	The Physics of Stars	100
PHYS 18500	Intermediate Mechanics	100
PHYS 22100	Mathematical Methods in Physics	100
Structure/Tectonics		
GEOS 21000	Mineralogy	100
GEOS 21100	Introduction to Petrology	100
GEOS 21200	Physics of the Earth	100
GEOS 21205	Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity	100
GEOS 28000	Introduction to Structural Geology	100
GEOS 28100	Global Tectonics	100

MATH 20000	Mathematical Methods for Physical Sciences I	100
PHYS 18500	Intermediate Mechanics	100
PHYS 22500	Intermediate Electricity and Magnetism I	100
STAT 23400	Statistical Models and Methods	100

GEOPHYSICAL SCIENCES COURSES

GEOS 13100. Physical Geology. 100 Units.

This course introduces plate tectonics; the geologic cycle; and the internal and surface processes that make minerals and rocks, as well as that shape the scenery. Topics include: planetary geophysics; evidence leading to the theory of plate tectonics; natural hazards including earthquakes and volcanoes; economic geology including energy resources, ores, and mineral resources; crustal deformation and mountain building; and surface processes (erosion, groundwater). Laboratory exercises introduce identifying features of rocks and minerals, and interpreting geological maps. Biweekly writing assignments explore topics in geology that are supplemental to the lecture material. (L)

Instructor(s): D. Rowley Terms Offered: Autumn

GEOS 13200. Earth History. 100 Units.

This courses covers principles of historical inference in Earth science; the physical, chemical, and biological data that are used to reconstruct Earth history; and the geographic, biotic, and environmental development of Earth. Weekly labs focus on observation and interpretation of sedimentary rocks and fossil assemblages in hand samples. (L)

Instructor(s): M. Foote Terms Offered: Winter

Prerequisite(s): GEOS 13100

GEOS 13300. The Atmosphere. 100 Units.

This course introduces the physics, chemistry, and phenomenology of the Earth's atmosphere, with an emphasis on the fundamental science that underlies atmospheric behavior and climate. Topics include (1) atmospheric composition, evolution, and structure; (2) solar and terrestrial radiation in the atmospheric energy balance; (3) the role of water in determining atmospheric structure; and (4) wind systems, including the global circulation, and weather systems.

Instructor(s): D. Abbot Terms Offered: Spring

Prerequisite(s): MATH 13100-MATH 13200

Equivalent Course(s): ENST 13300, ENSC 13300

GEOS 13400. Global Warming: Understanding the Forecast. 100 Units.

This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; an overview of the carbon cycle in its role as a global thermostat; predictions and reliability of climate model forecasts of the greenhouse world. This course is part of the College Course Cluster program, Climate Change, Culture, and Society. (L)

Instructor(s): D. MacAyeal Terms Offered: Autumn

Prerequisite(s): Some knowledge of chemistry or physics helpful.

Equivalent Course(s): PHSC 13400, ENST 12300, ENSC 13400

GEOS 13606. Natural Disasters: Science, Statistics, and Minimizing Risk. 100 Units.

This course investigates the mechanisms behind hurricanes, floods, earthquakes, and other natural hazards, and how to minimize the risks they can pose. First, we will apply the fundamental principles of physics, chemistry, and biology to understand the earth's climate, geology, and oceans, and how their conditions can become hazardous. Then we will apply this knowledge through physical experiments in the lab, 2D and 3D plots of data fields, and computer-assisted mathematical analysis. We will also explore how to use statistics to assess risk when we analyze data collected about hazards. By the end of the course, students will understand the nature of natural hazards as well as basic strategies for tackling complex scientific problems. Taught by two leading professors in the field, this will be an ideal course for students considering a STEM career, especially those wanting to apply hard science to real-world problems.

GEOS 13900. Biological Evolution. 100 Units.

This course is an introduction to evolutionary processes and patterns in present-day organisms and in the fossil record and how they are shaped by biological and physical forces. Topics emphasize evolutionary principles. They include DNA and the genetic code, the genetics of populations, the origins of species, and evolution above the species level. We also discuss major events in the history of life, such as the origin of complex cells, invasion of land, and mass extinction. This course is part of the College Course Cluster program: Climate Change, Culture and Society. (L)

Instructor(s): D. Jablonski Terms Offered: Winter

Prerequisite(s): BIOS 10130; No Biological Sciences majors except by petition to the BSCD Senior Advisers.

Note(s): Due to significant overlap of course content, students may register for only one of PHSC 11000, BIOS 12117, or GEOS 13900/BIOS 13123. Students using this course for credit in the GEOS or ENSC major register for GEOS 27300; additional work, including a term paper, will be required.

Equivalent Course(s): BIOS 13123

GEOS 21000. Mineralogy. 100 Units.

This course covers structure, chemical composition, stability, and occurrence of major rock-forming minerals.

Labs concentrate on mineral identification with the optical microscope. (L)

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

Equivalent Course(s): GEOS 31000

GEOS 21005. Mineral Science. 100 Units.

This course examines the relationship between the structure of minerals, their chemistry, and their physical properties. Topics include crystallography, defect properties, phase transitions, and analytical tools, followed by detailed study of specific mineral groups.

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

Prerequisite(s): GEOS 21000 or consent of instructor.

Equivalent Course(s): GEOS 31005

GEOS 21100. Introduction to Petrology. 100 Units.

Students in this course learn how to interpret observable geological associations, structures, textures, and mineralogical and chemical compositions of rocks so as to develop concepts of how they form and evolve. Our theme is the origin of granitic continental crust on the only planet known to have oceans and life. Igneous, sedimentary, and metamorphic rocks; ores; and waste disposal sites are reviewed. (L)

Instructor(s): N. Dauphas Terms Offered: Spring

Prerequisite(s): GEOS 21000

GEOS 21200. Physics of the Earth. 100 Units.

This course considers geophysical evidence bearing on the internal makeup and dynamical behavior of the Earth, including seismology (i.e., properties of elastic waves and their interpretation, and internal structure of the Earth); mechanics of rock deformation (i.e., elastic properties, creep and flow of rocks, faulting, earthquakes); gravity (i.e., geoid, isostasy); geomagnetism (i.e., magnetic properties of rocks and history, origin of the magnetic field); heat flow (i.e., temperature within the Earth, sources of heat, thermal history of the Earth); and plate tectonics and the maintenance of plate motions. (L)

Equivalent Course(s): GEOS 31200

GEOS 21205. Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity. 100 Units.

This course introduces the mechanics and phenomenology of elastic waves in the Earth and in the fluids near the Earth's surface (e.g., S and P waves in the solid earth, acoustic waves in the ocean and atmosphere). Topics include stress and strain, constitutive equations, elasticity, seismic waves, acoustic waves, theory of refraction/reflection, surface waves, dispersion, and normal modes of the Earth. Phenomenology addressed includes exploration geophysics (refraction/reflection seismology), earthquakes and earthquake source characterization, seismograms as signals, seismometers and seismological networks, and digital seismogram analysis.

Instructor(s): D. Heinz Terms Offered: Winter

Equivalent Course(s): GEOS 31205

GEOS 21400. Thermodynamics and Phase Change. 100 Units.

This course develops the mathematical structure of thermodynamics with emphasis on relations between thermodynamic variables and equations of state. These concepts are then applied to homogeneous and heterogeneous phase equilibrium, culminating in the construction of representative binary and ternary phase diagrams of petrological significance.

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

Prerequisite(s): MATH 20000-20100-20200 and college-level chemistry and calculus, or consent of instructor.

Equivalent Course(s): GEOS 31400

GEOS 22040. Plant Formation in the Galaxy I: From Dust to Planetesimals. 100 Units.

This course examines the physical and chemical processes that operate during the earliest stages of planet formation when dust in a protoplanetary disk aggregates into bodies 1 to 10 km in size. Topics include the physical and chemical evolution of protoplanetary disks, radial transport of dust particles, transient heating events, and the formation of planetesimals. We discuss the evidence of these processes found in meteorites and observed in disks around young stars. Chemical and physical models of dust evolution are introduced, including an overview of basic numerical modeling techniques.

Instructor(s): F. Ciesla

Prerequisite(s): One year of college-level calculus and physics or chemistry, or consent of instructor.

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 32040

GEOS 22050. Plant Formation in the Galaxy II: From Planetesimals to Planets. 100 Units.

This course explores the stage of planet formation during which 1 to 10 km planetesimals accrete to form planets. Topics include heating of planetesimals, models of giant planet formation, the delivery of water to terrestrial planets, and the impact that stellar mass and external environment have on planet formation. We also discuss what processes determine the properties (mass, composition, and orbital parameters) of a planet and its potential for habitability. Basic modeling techniques and current research papers in peer-reviewed journals are also discussed.

Instructor(s): F. Ciesla

Prerequisite(s): Consent of instructor

Equivalent Course(s): GEOS 32050

GEOS 22060. What Makes a Planet Habitable? 100 Units.

This course explores the factors that determine how habitable planets form and evolve. We will discuss a range of topics, from the accretion and loss of atmospheres and oceans, to the long-term carbon cycle, climate dynamics, and the conditions that sustain liquid water on a planet's surface over timescales relevant to the origin and evolution of life. Students will be responsible for reading and discussing papers in peer-reviewed journals each meeting and for periodically preparing presentations and leading the discussion. This course is part of the College Course Cluster program: Climate Change, Culture and Society.

Instructor(s): Edwin Kite Terms Offered: Winter

Equivalent Course(s): GEOS 32060, ASTR 45900

GEOS 22200. Geochronology. 100 Units.

This course covers the duration of planetary differentiation and the age of the Earth (i.e., extinct and extant chronometers); timescales for building a habitable planet (i.e., the late heavy bombardment, the origin of the atmosphere, the emergence of life, and continent extraction); dating mountains (i.e., absolute ages, exposure ages, and thermochronology); the climate record (i.e., dating layers in sediments and ice cores); and dating recent artifacts (e.g., the Shroud of Turin). Prerequisite(s): Background in college-level geology, physics, and mathematics. Equivalent Course(s): GEOS 32200

Equivalent Course(s): GEOS 32200

GEOS 22600. Topics in Earth Science: The Accretion of Extraterrestrial Matter Throughout Earth's History. 100 Units.

This course will provide a discussion of the nature and variability of extraterrestrial (ET) matter accreted throughout Earth's history that is preserved in the geological record. This record is a rich archive of ET matter whose study not only provides unique insight into the origin and evolution of different Solar System objects but also enables a better understanding of delivery mechanisms. The course will highlight periods of dramatically increased accretion rates and important impact events. This includes events such as the recent Chelyabinsk and Tunguska air blasts, the "global killer" Chicxulub impact 66 Ma ago, the Ordovician meteorite showers, all the way to cataclysmic events that occurred on early Earth. The course will also provide an introduction to related key techniques such as classification with material from the meteorite collection, the identification of impact craters, and the use of tracers of ET material in the geological record.

Instructor(s): P. Heck Terms Offered: Autumn

Prerequisite(s): Background in college-level geology and mineralogy or consent of instructor

Equivalent Course(s): GEOS 32600

GEOS 22700. Analytical Techniques in Geochemistry. 100 Units.

Modern geochemistry requires the use of many sophisticated laboratory instruments. The idea behind GEOS 32700 is to survey the major types of instrumentation used in geochemistry laboratories, including mass spectrometers, electron microscopes, x-ray microanalysis, DNA sequencing, etc. Students should come away from the course with a better appreciation of the inner workings of these instruments rather than treating them as black boxes. As a laboratory portion of the course, students will be trained and do a project using the TESCAN SEM-FIB in the Department of the Geophysical Sciences. The course is open to graduate students and advanced undergraduates.

Instructor(s): Andrew M. Davis & Michael J. Pellin Terms Offered: Autumn

Equivalent Course(s): GEOS 32700

GEOS 23205. Introductory Glaciology. 100 Units.

The fundamentals of glacier and ice-sheet dynamics and phenomenology will be covered in this introductory course (snow and sea ice will be excluded from this course, however may be taken up in the future). Emphasis will be placed on developing the foundation of continuum mechanics and viscous fluid flow as a means of developing the basic equations of glacier deformation, ice-sheet and -shelf flow, basal processes, glacier hydrology, and unstable modes of flow. This course is intended for advanced undergraduate students in physics, math, geophysical sciences, and related fields as well as graduate students considering research in glaciology and climate dynamics. This course is part of the College Course Cluster program: Climate Change, Culture, and Society.

Instructor(s): D. MacAyeal Terms Offered: Winter

Prerequisite(s): Knowledge of vector calculus, linear algebra, and computer programming.

Equivalent Course(s): GEOS 33205

GEOS 23600. Chemical Oceanography. 100 Units.

This course explores the chemistry of the ocean system and its variations in space and time. The oceans play an essential role in most (bio)geochemical cycles, interacting in various ways with the atmosphere, sediments, and crust. These interactions can be understood through studying the geochemical and isotopic properties of the ocean, its inputs and outputs, and its evolution as recorded in marine sediments and sedimentary rocks. Topics include: the marine carbon cycle, nutrient cycling, chemical sediments, and hydrothermal systems.

Instructor(s): Clara Blättler Terms Offered: Spring

Prerequisite(s): Completion of one of the following Chemistry Sequences: CHEM 10100-10200-11300 Introductory General Chemistry I-II; Comprehensive General Chemistry III or CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III or CHEM 12100-12200-12300 Honors General Chemistry I-II-III AND either GEOS 13100 or GEOS 13200.

Equivalent Course(s): ENSC 23600, GEOS 33600

GEOS 23800. Global Biogeochemical Cycles. 100 Units.

This survey course covers the geochemistry of the surface of the Earth, focusing on biological and geological processes that shape the distributions of chemical species in the atmosphere, oceans, and terrestrial habitats. Budgets and cycles of carbon, nitrogen, oxygen, phosphorous, and sulfur are discussed, as well as chemical fundamentals of metabolism, weathering, acid-base and dissolution equilibria, and isotopic fractionation. The course examines the central role that life plays in maintaining the chemical disequilibria that characterize Earth's surface environments. The course also explores biogeochemical cycles change (or resist change) over time, as well as the relationships between geochemistry, biological (including human) activity, and Earth's climate.

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

Prerequisite(s): CHEM 11100-11200 or consent of instructor

Equivalent Course(s): ENSC 23800, GEOS 33800

GEOS 23900. Environmental Chemistry. 100 Units.

The focus of this course is the fundamental science underlying issues of local and regional scale pollution. In particular, the lifetimes of important pollutants in the air, water, and soils are examined by considering the roles played by photochemistry, surface chemistry, biological processes, and dispersal into the surrounding environment. Specific topics include urban air quality, water quality, long-lived organic toxins, heavy metals, and indoor air pollution. Control measures are also considered. This course is part of the College Course Cluster program: Climate Change, Culture, and Society.

Instructor(s): A. Colman, D. Archer Terms Offered: Autumn

Prerequisite(s): CHEM 11101-11201 or equivalent, and prior calculus course

Equivalent Course(s): ENSC 23900, ENST 23900, GEOS 33900

GEOS 24200. Fundamentals of Geophysical Fluid Dynamics. 100 Units.

This course is an introduction to geophysical fluid dynamics for upper-level undergraduates and starting graduate students. The topics covered will be the equations of motion, the effects of rotation and stratification, shallow water systems and isentropic coordinates, vorticity and potential vorticity, and simplified equations for the ocean and atmosphere.

Instructor(s): D. Abbot Terms Offered: Winter

Prerequisite(s): Knowledge of vector calculus, linear algebra, or consent of instructor

Equivalent Course(s): GEOS 34200

GEOS 24220. Climate Foundations. 100 Units.

This course introduces the basic physics governing the climate of planets, the Earth in particular but with some consideration of other planets. Topics include atmospheric thermodynamics of wet and dry atmospheres, the hydrological cycle, blackbody radiation, molecular absorption in the atmosphere, the basic principles of radiation balance, and diurnal and seasonal cycles. Students solve problems of increasing complexity, moving from pencil-and-paper problems to programming exercises, to determine surface and atmospheric temperatures and how they evolve. An introduction to scientific programming is provided, but the fluid dynamics of planetary flows is not covered. This course is part of the College Course Cluster program: Climate Change, Culture and Society. (L)

Instructor(s): Liz Moyer Terms Offered: Autumn

Prerequisite(s): Prior physics course (preferably PHYS 13300 and 14300) and knowledge of calculus required; prior geophysical sciences course not required.

Note(s): Prior programming experience helpful but not required.

Equivalent Course(s): GEOS 34220

GEOS 24230. Geophysical Fluid Dynamics: Foundations. 100 Units.

This course is for incoming graduate students in physical sciences intending to take further courses in geophysical fluid dynamics, fluid dynamics, condensed matter physics, and other areas requiring this fundamental skill set. It sets the stage for follow-on courses that present the detail of the behavior of fluids and continuums in geophysical, physical, chemical, and other settings. The material may be a student's first contact with continuum mechanics or a remedial or review for students who have previously taken similar courses. Topics include description of material properties in a continuum, including displacement, velocity, and strain rate; scalar, vector, and tensor properties of continuums, strain, strain rate, and stress; derivations and understanding of mass, momentum, and energy conservation principles in a continuum; applications of conservation principles to simple rheological idealizations, including ideal fluids and potential flow, viscous fluids and Navier-Stokes flow, elasticity and deformation; introductory asymptotic analysis, Reynolds number; heat transfer by conduction and convection, convective instability, Rayleigh number; fluids in gravitational fields, stratification, buoyancy; elliptic, parabolic, and hyperbolic partial differential equations, typical properties of each. Prerequisite(s): Vector calculus, linear algebra, advanced classical mechanics, basic knowledge of computing. Undergrads who take this course should intend to complete a second fluid-dynamics course in Geophysical Sciences.

Instructor(s): D. MacAyeal Terms Offered: Autumn

Prerequisite(s): Vector calculus, linear algebra, advanced classical mechanics, basic knowledge of computing.

Undergrads who take this course should intend to complete a second fluid-dynamics course in Geophysical Sciences.

Equivalent Course(s): GEOS 34230

GEOS 24240. Geophysical Fluid Dynamics: Rotation and Stratification. 100 Units.

This course is an introduction to geophysical fluid dynamics for upper-level undergraduates and starting graduate students. The topics covered will be the equations of motion, the effects of rotation and stratification, shallow water systems and isentropic coordinates, vorticity and potential vorticity, and simplified equations for the ocean and atmosphere.

Instructor(s): T. Shaw Terms Offered: Winter

Prerequisite(s): PQ: GEOS 24230 or equivalent; Knowledge of mechanics (PHYS 13100 or equivalent), thermodynamics (PHYS 19700 or equivalent), vector calculus and linear algebra (MATH 20000-20100-20200 or equivalent)

Equivalent Course(s): GEOS 34240

GEOS 24250. Geophysical Fluid Dynamics: Understanding the Motions of the Atmosphere and Oceans. 100 Units.

This course is part of the atmospheres and oceans sequence (GEOS 24220, 24230, 24240, 24250) and is expected to follow Geophysical Fluid Dynamics: Rotation and Stratification (GEOS 24240). The course demonstrates how the fundamental principles of geophysical fluid dynamics are manifested in the large-scale circulation of the atmosphere and oceans and their laboratory analogs. Topics include: balance of forces and the observed structure of the atmospheric and oceanic circulations, statistical description of the spatially and temporally varying circulation, theory of Hadley circulation, waves in the atmosphere and oceans, baroclinic instability, wind-driven ocean circulation.

Instructor(s): N. Nakamura Terms Offered: Spring

Prerequisite(s): GEOS 24230 and 24240, or consent of the instructor. Knowledge of vector calculus, linear algebra, and ordinary differential equations is assumed.

Equivalent Course(s): GEOS 34250

GEOS 24260. Radiation. 100 Units.

Develops the theory of radiation emission, absorption, and scattering by planetary atmospheres. Emphasis on the derivation and solution of the radiative transfer equation for plane parallel, horizontally homogeneous atmospheres.

Instructor(s): D. Abbot

Prerequisite(s): Advanced undergraduate level knowledge of electromagnetic theory, atomic structure, and differential equations.

Equivalent Course(s): GEOS 34260

GEOS 24300. Paleoclimatology. 100 Units.

This class will cover the theory and reconstruction of the evolution of Earth's climate through geologic time. After reviewing fundamental principles that control Earth's climate, the class will consider aspects of the climate reconstructions that need to be explained theoretically, such as the faint young sun paradox, snowball Earth episodes, Pleistocene glacial / interglacial cycles, and long-term Cenozoic cooling. Then we will switch to a temporal point of view, the history of Earth's climate as driven by plate tectonics and biological evolution, and punctuated by mass extinctions. This will allow us to place the theoretical ideas from the first part of the class into the context of time and biological progressive evolution.

Terms Offered: Winter

Prerequisite(s): One quarter of chemistry

Note(s): D. Archer

Equivalent Course(s): GEOS 34300

GEOS 24550. Ocean Circulation. 100 Units.

In this course we discuss the dynamics of the global-scale ocean circulation, which plays an important role in the climate system via the transport and storage of heat and carbon. Topics include the wind-driven ocean gyres, the ocean's thermocline, the turbulent Antarctic Circumpolar Current as a critical connector of the major ocean basins, as well as the meridional overturning circulation. The course aims to promote a fundamental understanding of ocean dynamics, rather than a purely empirical treatment, and hence builds on the fluid dynamical equations that govern the oceanic motions. The structure of the course includes a combination of lectures, in-class exercises, and discussion of material read by the students at home. The course is suitable for graduate students and upper-level undergraduates.

Instructor(s): Malte Jansen Terms Offered: Spring

Prerequisite(s): Prerequisite(s): GEOS 24230, or consent of instructor. Knowledge of vector calculus, linear algebra, and ordinary differential equations is assumed. GEOS 24240 or equivalent is recommended but not required.

Equivalent Course(s): GEOS 34550

GEOS 24705. Energy: Science, Technology, and Human Usage. 100 Units.

This course covers the technologies by which humans appropriate energy for industrial and societal use, from steam turbines to internal combustion engines to photovoltaics. We also discuss the physics and economics of the resulting human energy system: fuel sources and relationship to energy flows in the Earth system; and modeling and simulation of energy production and use. Our goal is to provide a technical foundation for students interested in careers in the energy industry or in energy policy. Field trips required to major energy converters (e.g., coal-fired and nuclear power plants, oil refinery, biogas digester) and users (e.g., steel, fertilizer production). This course is part of the College Course Cluster program: Climate Change, Culture and Society.

Instructor(s): E. Moyer

Prerequisite(s): Knowledge of physics or consent of instructor.

Note(s): Not offered in Spring 2019. See GEOS 24750/ENSC 21150.

Equivalent Course(s): ENST 24705, ENSC 21100, GEOS 34705

GEOS 24750. Humans in the Earth System. 100 Units.

Human activities now have global-scale impact on the Earth, affecting many major biogeochemical cycles. One third of the Earth's surface is now used for production of food for humans, and CO₂, the waste product of human energy use, now substantially affects the Earth's radiative balance. This course provides a framework for understanding humanity as a component of Earth system science. The course covers the Earth's energy flows and cycles of water, carbon, and nitrogen; their interactions; and the role that humans now play in modifying them. Both agriculture and energy technologies can be seen as appropriation of natural energy flows, and we cover the history over which human appropriations have become globally significant. The course merges geophysical and biological sciences and engineering, and includes lab sessions and field trips to agriculture, water management, and energy facilities to promote intuition. One year of university-level science is recommended.

Terms Offered: Spring

Equivalent Course(s): ENSC 21150, ENST 24750, GEOS 34750

GEOS 25400. Intro to Numerical Techniques for Geophysical Sciences. 100 Units.

This class provides an introduction to different types of numerical techniques used in developing models used in geophysical science research. Topics will include how to interpolate and extrapolate functions, develop functional fits to data, integrate a function, or solve partial differential equations. Students are expected to have some familiarity with computers and programming-programming methods will not be discussed in detail. While techniques will be the focus of the class, we will also discuss the planning needed in developing a model as well as the limitations inherent in such models.

Instructor(s): Ciesla, F. Terms Offered: Winter

Equivalent Course(s): GEOS 35400

GEOS 26100. Phylogenetics and the Fossil Record. 100 Units.

Phylogenies are branching diagrams that reflect evolutionary relationships. In addition to providing information on the history of life, phylogenies are fundamental to modern methods for studying macroevolutionary and macroecological pattern and process. In the biological sciences, phylogenies are most often inferred from genetic data. In paleobiology, phylogenies can only be inferred from the fossilized remains of morphological structures, and collecting and analyzing morphological data present a different set of challenges. In this course, students will study both traditional and state-of-the-art approaches to inferring phylogenies in the fossil record, from data collection to interpretation. Lectures will explore the statistical underpinnings of phylogenetic methods, as well as their practical implementation in commonly used software. Topics will include: identifying and coding morphological characters, models of morphological evolution, parsimony, maximum likelihood, and bayesian methods, supertree approaches, and integrating time into phylogenetic inference. Fifty percent of the final assessment will come from a research paper due at the end of the quarter.

Instructor(s): G. Slater Terms Offered: Autumn. Course is offered every other year. Not offered in 2019-20

Prerequisite(s): BIOS 20197 or equivalent.

Equivalent Course(s): GEOS 36100

GEOS 26300. Invertebrate Paleobiology and Evolution. 100 Units.

This course provides a detailed overview of the morphology, paleobiology, evolutionary history, and practical uses of the invertebrate and microfossil groups commonly found in the fossil record. Emphasis is placed on understanding key anatomical and ecological innovations within each group and interactions among groups responsible for producing the observed changes in diversity, dominance, and ecological community structure through evolutionary time. Labs supplement lecture material with specimen-based and practical application sections. An optional field trip offers experience in the collection of specimens and raw paleontological data. Several "Hot Topics" lectures introduce important, exciting, and often controversial aspects of current paleontological research linked to particular invertebrate groups. (L)

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

Prerequisite(s): GEOS 13100 and 13200, or equivalent. Students majoring in Biological Sciences only; Completion of the general education requirement in the Biological Sciences, or consent of instructor.

Equivalent Course(s): EVOL 32400, GEOS 36300, BIOS 23261

GEOS 26600. Geobiology. 100 Units.

Geobiology seeks to elucidate the interactions between life and its environments that have shaped the coevolution of the Earth and the biosphere. The course will explore the ways in which biological processes affect the environment and how the evolutionary trajectories of organisms have in turn been influenced by environmental change. In order to reconstruct the history of these processes, we will examine the imprints they leave on both the rock record and on the genomic makeup of living organisms. The metabolism and evolution of microorganisms, and the biogeochemistry they drive, will be a major emphasis.

Instructor(s): M. Coleman, J. Waldbauer

Prerequisite(s): GEOS 13100-13200-13300 or college-level cell & molecular biology

Equivalent Course(s): ENSC 24000, GEOS 36600

GEOS 26650. Environmental Microbiology. 100 Units.

The objective of this course is to understand how microorganisms alter the geochemistry of their environment. The course will cover fundamental principles of microbial growth, metabolism, genetics, diversity, and ecology, as well as methods used to study microbial communities and activities. It will emphasize microbial roles in elemental cycling, bioremediation, climate, and ecosystem health in a variety of environments including aquatic, soil, sediment, and engineered systems.

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

Prerequisite(s): CHEM 11100-11200 and BIOS 20186 or BIOS 20197 or BIOS 20198

Equivalent Course(s): GEOS 36650, ENSC 24500

GEOS 26905. Topics in Conservation Paleobiology. 100 Units.

Paleobiological data from very young sedimentary records, including skeletal 'death assemblages' actively accumulating on modern land surfaces and seabeds, provide unique information on the status of present-day populations, communities, and biomes and their responses to natural and anthropogenic stress over the last few decades to millennia. This course on the emerging discipline of 'conservation paleobiology' uses weekly seminars and individual research projects to introduce how paleontologic methods, applied to modern samples, can address critical issues in the conservation and restoration of biodiversity and natural environments, including such basic questions as 'has a system changed, and if so how and when relative to suspected stressors?'. The course will include hands-on experience, either in the field or with already-collected marine benthic samples, to assess societally relevant ecological change in modern systems over time-frames beyond the reach of direct observation. Enrollment limited.

Instructor(s): S. Kidwell Terms Offered: Winter

Prerequisite(s): Additional Notes For undergraduates: completion of GEOS 13100-13200-13300 or equivalent or completion of a 20000 level course in Paleontology.

Equivalent Course(s): GEOS 36905, EVOL 36905

GEOS 27300. Biological Evolution-Advanced. 100 Units.

This course is an overview of evolutionary processes and patterns in present-day organisms and in the fossil record and how they are shaped by biological and physical forces. Topics emphasize evolutionary principles. They include DNA and the genetic code, the genetics of populations, the origins of species, and evolution above the species level. We also discuss major events in the history of life, such as the origin of complex cells, invasion of land, and mass extinctions. Aimed at GEOS and ENSC majors, this course differs from GEOS 13900 in requiring a term paper, topic chosen from a list provided by the instructor (L).

Instructor(s): D. Jablonski Terms Offered: Winter

Prerequisite(s): Prerequisite(s): BIOS 10130; No Biological Sciences majors except by petition to the BSCD Senior Advisers.

Note(s): Terms Offered: Winter

GEOS 28000. Introduction to Structural Geology. 100 Units.

This course explores the deformation of the Earth materials primarily as observed in the crust. We emphasize stress and strain and their relationship to incremental and finite deformation in crustal rocks, as well as techniques for inferring paleostress and strain in deformed crustal rocks. We also look at mesoscale to macroscale structures and basic techniques of field geology in deformed regions.

Instructor(s): D. Rowley Terms Offered: Winter

Prerequisite(s): GEOS 13100

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 38000

GEOS 28100. Global Tectonics. 100 Units.

This course reviews the spatial and temporal development of tectonic and plate tectonic activity of the globe. We focus on the style of activity at compressive, extensional, and shear margins, as well as on the types of basin evolution associated with each. (L)

Instructor(s): D. Rowley Terms Offered: Autumn

Prerequisite(s): GEOS 13100 or consent of instructor

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 38100

GEOS 28300. Principles of Stratigraphy. 100 Units.

This course introduces principles and methods of stratigraphy. Topics include facies analysis, physical and biostratigraphic correlation, and development and calibration of the geologic time scale. We also discuss controversies concerning the completeness of the stratigraphic record; origin of sedimentary cycles; and interactions between global sea level, tectonics, and sediment supply. (L)

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

Prerequisite(s): GEOS 13100-13200 or equivalent required; GEOS 23500 and/or 28200 recommended

Note(s): This course is offered in alternate years.

Equivalent Course(s): GEOS 38300

GEOS 28600. Earth and Planetary Surface Processes. 100 Units.

The focus of this course is geomorphology, both of the Earth and other planets. Moving from the controls on planetary-scale topography down to the scale of individual streams and hillslopes, the course will emphasize fluvial and aeolian sediment transport, and landscape evolution.

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

GEOS 29001. Field Course in Geology. 100 Units.

Students in this course visit classic locations to examine a wide variety of geological environments and processes, including active tectonics, ancient and modern sedimentary environments, and geomorphology.

Prerequisite(s): GEOS 13100-13200 and consent of instructor

Note(s): Interested students should contact the departmental counselor.

Equivalent Course(s): GEOS 39001

GEOS 29002. Field Course in Modern and Ancient Environments. 100 Units.

This course uses weekly seminars during Winter Quarter to prepare for a one-week field trip over spring break, where students acquire experience with sedimentary rocks and the modern processes responsible for them. Destinations vary; past trips have examined tropical carbonate systems of Jamaica and the Bahamas and subtropical coastal Gulf of California. We usually consider biological, as well as physical, processes of sediment production, dispersal, accumulation, and post-depositional modification.

Instructor(s): S. Kidwell, M. LaBarbera Terms Offered: Winter

Note(s): Organizational meeting and deposit usually required in Autumn Quarter; interested students should contact an instructor in advance.

Equivalent Course(s): GEOS 39002, ENSC 29002

GEOS 29003. Field Course in Oceanography. 100 Units.

Students in this course spend roughly a week sailing a tall ship from the SEA education program, learning oceanographic sampling techniques and data interpretation as well as principles of navigation and seamanship.

Prerequisite(s): Consent of instructor

Note(s): Interested students should contact the departmental counselor.

GEOS 29600. Science Writing Practicum. 100 Units.

Writing is fundamental to science and to the careers of scientists -- even a brilliant scientific idea has no impact if no one understands the paper describing it. In this practicum, students will learn to write papers that communicate their work clearly to the scientific community, that attract citations, and that are compelling even for experts from other fields and members of the general public. The course is intended for students engaged in research and at the stage of working on a paper intended for publication in a peer-reviewed journal, and students are expected to bring their work in progress. Students will learn to evaluate their writing to anticipate its effectiveness with different audiences, and to organize and revise it for maximal impact, using techniques from academic writing and science journalism and insights from cognitive theories of reading. Students from diverse backgrounds will read and critique one another's work weekly, learning to overcome barriers to communication between different communities of scholars and the public. We will also discuss techniques for effective science graphics and oral presentations. The course culminates in a practicum research presentation and production by each student of a final or near-final draft of a manuscript for submission.

Instructor(s): Jeff McMahon Terms Offered: Spring

Prerequisite(s): Consent only. Priority enrollment is given to students in UChicago's NRT research traineeship program on computational environmental sciences (nrt.geosci.uchicago.edu), PI Elisabeth Moyer. Write to jmcmahon@uchicago.edu to request consent to enroll.

Equivalent Course(s): GEOS 39600

GEOS 29700. Reading and Research in the Geophysical Sciences. 100 Units.

Independent study; regular meetings with Geophysical Sciences faculty member required. Topics available include, but are not limited to: Mineralogy, Petrology, Geophysics, High Pressure Geophysics, Geodynamics, Volcanology, Cosmochemistry, Geochemistry, Atmospheric Dynamics, Paleoclimatology, Physical Oceanography, Chemical Oceanography, Paleoceanography, Atmospheric Chemistry, Fluid Dynamics, Glaciology, Climatology, Radiative Transfer, Cloud Physics, Morphometrics, Phylogeny, Analytical Paleontology, Evolution, Taphonomy, Macroevolution, Paleobiology, Paleobotany, Biomechanics, Paleoecology, Tectonics, Stratigraphy.

Instructor(s): Staff Terms Offered: Autumn, Spring, Summer, Winter

Prerequisite(s): Consent of instructor and departmental counselor

Note(s): Students are required to submit the College Reading and Research Course Form. Available to nonmajors for P/F grading. Must be taken for a quality grade when used to meet a requirement in the major.



GERMANIC STUDIES

Department Website: <http://german.uchicago.edu>

PROGRAM OF STUDY

The program for the BA degree in Germanic Studies is intended to provide students with a wide ranging and highly personalized introduction to the language, literature, and culture of German-speaking countries and to various methods of approaching and examining these areas. It is designed to be complemented by other areas of study (e.g., anthropology, art history, comparative literature, economics, film studies, history, philosophy, political science, sociology).

Students in other fields of study may also complete a minor in Germanic Studies. Information follows the description of the major.

PROGRAM REQUIREMENTS

Students majoring in Germanic Studies typically register for six German language courses at the second-year level and above, plus six courses in German literature and culture, including three literature or culture courses taken in German, and GRMN 29900 BA Paper. With prior approval of the Director of Undergraduate Studies (DUS), students may count up to two relevant German-oriented courses from other departments in the humanities or social sciences toward the requirements of the major in Germanic Studies. Students must meet with the Director of Undergraduate Studies to discuss a plan of study as soon as they declare their major and no later than the end of Spring Quarter of their third year. Students must have their programs approved by the DUS before the end of their third year.

BA PAPER

The BA paper typically is a research paper of a minimum of twenty-five pages. While the paper may be written in either English or German, it must include a bibliography that makes ample use of German-language sources. Students must submit a proposal for their BA paper to their faculty adviser by the beginning of the eighth week of Autumn Quarter in their senior year. A first draft of the paper is due on the first day of Spring Quarter, and the completed paper must be submitted by the beginning of the sixth week of Spring Quarter.

Germanic Studies will accept a paper or project used to meet the BA requirement in another major, under the condition that original German sources are used. Students should consult with both chairs by the earliest BA proposal deadline (or by the end of their third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

SUMMARY OF REQUIREMENTS

Second-Year German: One of the following three-course sequences:		300
GRMN 20100-20200-20300	Deutsche Märchen; Deutsch-Amerikanische Themen; Kurzprosa aus dem 20. Jahrhundert*	
GRMN 12001-12002-12003	Intensive German I-II-III	
Third-Year German: Any three of the following courses:		300
GRMN 21103	Erzaehlen	
GRMN 21303	Gedicht	
GRMN 21403	Philosophie	
GRMN 21503	Film	
GRMN 21603	Drama	
GRMN 21703	Medien und Gesellschaft	
Three courses in literature or culture taken in German †		300
Three courses in German literature and culture §		300
GRMN 29900	BA Paper	100
Total Units		1300

* Or credit for the equivalent as determined by petition.

† One may be a course with a Languages Across Chicago (LxCh) session taught within the Department of Germanic Studies; one may be an additional third-year course.

§ Two may be courses in other departments.

GRADING

Students who are majoring in Germanic Studies must receive a quality grade in all courses taken to meet requirements in the major. Non-majors have the option of taking courses for P/F grading (except for language courses, which must be taken for quality grades).

HONORS

Honors are reserved for students who achieve overall excellence in grades for courses in the College and within the major, as well as complete a BA paper that shows proof of original research or criticism. Students with an overall GPA of at least 3.0 for College work and a GPA of at least 3.5 in classes within the major, and whose GRMN 29900 BA Paper is judged superior by two readers, will be recommended to the Master of the Humanities Collegiate Division for honors.

STUDY ABROAD

As early in their course of study as possible, interested students are encouraged to take advantage of one of the study abroad options that are available in the College. The five options are:

1. A program in Vienna, which is offered each Autumn Quarter, includes three courses of European Civilization, as well as German language instruction on several levels.
 - Vienna program: contact Lauren Schneider, lschneider12@uchicago.edu and consult <https://study-abroad.uchicago.edu/programs/vienna-western-civilization>
2. The College also co-sponsors, with the Berlin Consortium for German Studies, a yearlong program at the Freie Universität Berlin. Students register for regular classes at the Freie Universität or at other Berlin universities. To be eligible, students must have completed the second year of German language courses or an equivalent, and should have completed all general education requirements.
 - Berlin Consortium: contact Elana Kranz, ekranz@uchicago.edu and consult <https://study-abroad.uchicago.edu/programs/berlin-freie-universität-berlin>
3. Third-year majors can apply for a Romberg Summer Research Grant to do preparatory work for the BA paper.
 - Romberg research grant: consult <https://ccrf.uchicago.edu/undergraduate-research/funding-undergraduate-research>
4. Students who wish to do a summer study abroad program can apply for a Foreign Language Acquisition Grant (FLAG) that is administered by the College and provides support for a minimum of eight weeks of study at a recognized summer program abroad. Students must have completed GRMN 10300 Elementary German For Beginners-3 or its equivalent to be eligible for FLAG support for the study of German. For more information, visit study-abroad.uchicago.edu/sitg.
 - FLAG program: consult <https://study-abroad.uchicago.edu/programs/foreign-language-acquisition-grant-flag>
5. DAAD (German Academic Exchange Service) Programs
 - *DAAD German Studies Research Grant*: Supports third- or fourth-year students seeking a 1-2 month research experience in Germany
 - *DAAD Research Internships in Science and Engineering (RISE)*: Offers a stipend of 650 Euros per month for up to three months to conduct research in Germany over the summer
 - *DAAD Undergraduate Scholarship* (Supports second- and third-year students who wish to study and conduct research in Germany for 4 to 10 months)
 - *DAAD University Summer Course Grant* (Summer courses at German universities to help build your language skills while studying anything from film to politics to engineering)
 - *UA7 Study & Internship Program (SIP) in Germany* (Provides support for study at a German university, followed by an internship (including applied science research))

For other opportunities, details, and updates, visit <https://ccrf.uchicago.edu/scholarships-and-fellowships/daad-german-academic-exchange-programs>.

More than half of the requirements for the major must be met by registering for courses bearing University of Chicago course numbers.

PROFICIENCY CERTIFICATE

It is recommended that all students majoring in Germanic Studies complete the College's Advanced Language Proficiency Certificate in German as documentation of advanced functional ability in reading, writing, listening to, and speaking German. Students are eligible to take the examinations that result in the awarding of this certificate after they have completed courses beyond the second year of language study and subsequently have spent a minimum of one quarter abroad in an approved program; FLAG students are also eligible. For more information, visit college.uchicago.edu/academics/advanced-language-proficiency.

MINOR PROGRAM IN GERMANIC STUDIES

Students in other fields of study may complete a minor in Germanic Studies. The minor in Germanic Studies requires a total of six courses in addition to the second-year language sequence (GRMN 20100 Deutsche

Märchen/GRMN 20200 Deutsch-Amerikanische Themen/GRMN 20300 Kurzprosa aus dem 20. Jahrhundert) (or credit for the equivalent as determined by petition). These six courses usually include the third-year sequence and three literature/culture courses. Two of the literature/culture courses must be taken in German. Note that credit toward the minor for courses taken abroad must be determined in consultation with the director of undergraduate studies.

Students who elect the minor program in Germanic Studies must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor and must submit a form obtained from their College adviser. Students choose courses in consultation with the director of undergraduate studies. The director's approval for the minor program should be submitted to the student's College adviser by the deadline above on the form.

Courses in the minor may not be double counted with the student's major(s) or with other minors and may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

The following group of courses would comprise a minor in Germanic Studies. Other programs may be designed in consultation with the director of undergraduate studies. Minor program requirements are subject to revision.

Germanic Studies Sample Minor

GRMN 21103	Erzaehlen	100
GRMN 21503	Film	100
GRMN 21303	Gedicht	100
Three courses in German literature and culture *		300
Total Units		600

* At least two must be taken in German. Of these, one may be a course with a Languages Across Chicago (LxC) session, and one may be an additional third-year course.

MINOR PROGRAM IN NORWEGIAN STUDIES

See the Norwegian Studies page in this catalog for program requirements and courses for the minor in Norwegian Studies.

GERMAN COURSES (LANGUAGE)

FIRST-YEAR SEQUENCE

GRMN 10100-10200-10300. Elementary German for Beginners I-II-III.

This sequence develops proficiency in reading, writing, listening, and speaking for use in everyday communication. Knowledge and awareness of the different cultures of the German speaking countries is also a goal.

GRMN 10100. Elementary German For Beginners-1. 100 Units.

This sequence develops proficiency in reading, writing, listening, and speaking for use in everyday communication. Knowledge and awareness of the different cultures of the German speaking countries is also a goal. No auditors permitted. Must be taken for quality grade.

Terms Offered: Autumn

Note(s): No auditors permitted. Must be taken for quality grade.

GRMN 10200. Elementary German For Beginners-2. 100 Units.

Terms Offered: Winter

Prerequisite(s): GRMN 10100 or placement

Note(s): No auditors permitted. Must be taken for quality grade.

GRMN 10300. Elementary German For Beginners-3. 100 Units.

This sequence develops proficiency in reading, writing, listening, and speaking for use in everyday communication. Knowledge and awareness of the different cultures of the German speaking countries is also a goal. Prerequisite(s): GRMN 10200 or 10201, or placement. No auditors permitted. Must be taken for quality grade.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 10200 or 10201, or placement

Note(s): No auditors permitted. Must be taken for quality grade.

GRMN 10200. Elementary German For Beginners-2. 100 Units.

Terms Offered: Winter

Prerequisite(s): GRMN 10100 or placement

Note(s): No auditors permitted. Must be taken for quality grade.

GRMN 10300. Elementary German For Beginners-3. 100 Units.

This sequence develops proficiency in reading, writing, listening, and speaking for use in everyday communication. Knowledge and awareness of the different cultures of the German speaking countries is also a goal. Prerequisite(s): GRMN 10200 or 10201, or placement. No auditors permitted. Must be taken for quality grade.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 10200 or 10201, or placement

Note(s): No auditors permitted. Must be taken for quality grade.

GRMN 10201. Elementary German 2. 100 Units.

This is an accelerated version of the GRMN 10100-10200 sequence intended for students with previous knowledge of the language. Prerequisite(s): Placement or consent of language coordinator. No auditors permitted. Must be taken for a quality grade.

Terms Offered: Autumn, Winter

Prerequisite(s): Placement or consent of language coordinator

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 12001-12002-12003. Intensive German I-II-III.

This intensive, three-quarter sequence brings students to high-intermediate levels in all four skills: reading, writing, speaking, and listening so that students can enter third-year level courses in German. Learners who are starting German late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study. NOTE: Each course is 200 units and corresponds in workload to taking two courses.

GRMN 12001. Intensive German I. 200 Units.

This intensive, three-quarter sequence brings students to high-intermediate levels in all four skills: reading, writing, speaking, and listening so that students can enter third-year level courses in German. Learners who are starting German late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study. NOTE: Each course is 200 units and corresponds in workload to taking two courses.

Instructor(s): Staff Terms Offered: TBD

GRMN 12002. Intensive German II. 200 Units.

This intensive, three-quarter sequence brings students to high-intermediate levels in all four skills: reading, writing, speaking, and listening so that students can enter third-year level courses in German. Learners who are starting German late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study. NOTE: Each course is 200 units and corresponds in workload to taking two courses.

Instructor(s): Staff Terms Offered: TBD

GRMN 12003. Intensive German III. 200 Units.

This intensive, three-quarter sequence brings students to high-intermediate levels in all four skills: reading, writing, speaking, and listening so that students can enter third-year level courses in German. Learners who are starting German late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study. NOTE: Each course is 200 units and corresponds in workload to taking two courses.

Instructor(s): Staff Terms Offered: TBD

GRMN 12002. Intensive German II. 200 Units.

This intensive, three-quarter sequence brings students to high-intermediate levels in all four skills: reading, writing, speaking, and listening so that students can enter third-year level courses in German. Learners who are starting German late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study. NOTE: Each course is 200 units and corresponds in workload to taking two courses.

Instructor(s): Staff Terms Offered: TBD

GRMN 12003. Intensive German III. 200 Units.

This intensive, three-quarter sequence brings students to high-intermediate levels in all four skills: reading, writing, speaking, and listening so that students can enter third-year level courses in German. Learners who are starting German late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study. NOTE: Each course is 200 units and corresponds in workload to taking two courses.

Instructor(s): Staff Terms Offered: TBD

GRMN 13100. Reading German. 100 Units.

This course prepares students to read a variety of German texts. By the end of the quarter, students should have a fundamental knowledge of German grammar and a basic vocabulary. While the course does not teach conversational German, the basic elements of pronunciation are introduced.

Terms Offered: Spring

Note(s): Prior knowledge of German not required. No auditors permitted. This course does not prepare students for the competency exam. Must be taken for a quality grade.

SECOND-YEAR SEQUENCE

GRMN 20100-20200-20300. Deutsche Märchen; Deutsch-Amerikanische Themen; Kurzprosa aus dem 20. Jahrhundert.**GRMN 20100. Deutsche Märchen. 100 Units.**

This course is a comprehensive look at German fairy tales, including structure and role in German nineteenth-century literature, adaptation as children's books in German and English, and film interpretations. This course also includes a review and expansion of German grammar.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 10300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 20200. Deutsch-Amerikanische Themen. 100 Units.

Issues may range from social topics such as family roles or social class, to literary genres such as exile or immigrant literature. Review and expansion of German grammar continues. Prerequisite(s): GRMN 20100 or placement Note(s): No auditors permitted. Must be taken for a quality grade.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 20100 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 20300. Kurzprosa aus dem 20. Jahrhundert. 100 Units.

This course is a study of descriptive and narrative prose through short fiction and other texts, as well as media from the twentieth century, with a focus on grammatical issues that are designed to push toward more cohesive and idiomatic use of language.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 20200 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 20200. Deutsch-Amerikanische Themen. 100 Units.

Issues may range from social topics such as family roles or social class, to literary genres such as exile or immigrant literature. Review and expansion of German grammar continues. Prerequisite(s): GRMN 20100 or placement Note(s): No auditors permitted. Must be taken for a quality grade.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 20100 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 20300. Kurzprosa aus dem 20. Jahrhundert. 100 Units.

This course is a study of descriptive and narrative prose through short fiction and other texts, as well as media from the twentieth century, with a focus on grammatical issues that are designed to push toward more cohesive and idiomatic use of language.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): GRMN 20200 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

THIRD-YEAR SEQUENCE**GRMN 21103-21303-21403-21503-21603-21703. Drama; Erzählen; Film; Gedichte; Medien und Gesellschaft; Philosophie.**

It is not necessary to take these courses in sequence. These courses serve as preparation for seminar-style classes. Students work with a variety of texts and learn to present and participate in instructor- and student-led discussions of relevant issues and topics. Student also write short essays and longer research papers. Work in grammar, structure, and vocabulary moves students toward more idiomatic use of German.

GRMN 21103. Erzaehlen. 100 Units.

It is not necessary to take these courses in sequence, but three of the four courses are required for the major. These courses serve as preparation for seminar-style classes. Students work with a variety of texts and learn to present and participate in instructor- and student-led discussions of relevant issues and topics. Student also write short essays and longer research papers. Work in grammar, structure, and vocabulary moves students toward more idiomatic use of German. This course develops advanced German skills through the study of narratives of various authors from different periods. Prerequisite(s): GRMN 20300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

Terms Offered: Autumn

Prerequisite(s): GRMN 20300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 21303. Gedicht. 100 Units.

This course develops advanced German skills through the study of poetry of various authors from different periods.

Terms Offered: Spring

Prerequisite(s): GRMN 20300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 21403. Philosophie. 100 Units.

This course develops advanced German skills through the study of philosophical texts of various authors from different periods.

Terms Offered: Spring. Offered in even-numbered years.

Prerequisite(s): GRMN 20300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 21503. Film. 100 Units.

Instructor(s): Staff Terms Offered: TBD

GRMN 21603. Drama. 100 Units.

This course develops advanced German skill through the study of dramas and/or films of various authors/directors from different eras.

Instructor(s): Staff Terms Offered: TBD

GRMN 21703. Medien und Gesellschaft. 100 Units.

Instructor(s): Staff Terms Offered: TBD

GRMN 21203. Drama und Film. 100 Units.

This course develops advanced German skills through the study of dramas and/or films of various authors/directors from different eras.

Terms Offered: Winter

Prerequisite(s): GRMN 20300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 21303. Gedicht. 100 Units.

This course develops advanced German skills through the study of poetry of various authors from different periods.

Terms Offered: Spring

Prerequisite(s): GRMN 20300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 21403. Philosophie. 100 Units.

This course develops advanced German skills through the study of philosophical texts of various authors from different periods.

Terms Offered: Spring. Offered in even-numbered years.

Prerequisite(s): GRMN 20300 or placement

Note(s): No auditors permitted. Must be taken for a quality grade.

GRMN 21503. Film. 100 Units.

Instructor(s): Staff Terms Offered: TBD

GRMN 21603. Drama. 100 Units.

This course develops advanced German skill through the study of dramas and/or films of various authors/directors from different eras.

Instructor(s): Staff Terms Offered: TBD

GRMN 21703. Medien und Gesellschaft. 100 Units.

Instructor(s): Staff Terms Offered: TBD

Languages Across Chicago (LxC)

LxC courses have two possible formats: (1) an additional course meeting during which students read and discuss authentic source material and primary texts in German; or (2) a course in another discipline (such as history) that is taught entirely in German. Prerequisite German language skills depend on the course format and content. LxC courses maintain or improve students' German language skills while giving them a unique and broadened perspective into the regular course content.

GERMAN COURSES (LITERATURE AND CULTURE)

All literature and culture courses are conducted in German unless otherwise indicated. Students who are majoring or minoring in German and take courses taught in English are expected to do the majority of their course work in German.

GRMN 22519. Schlechte Zeit für Lyrik: Poetry and Crisis. 100 Units.

What is the place of poetry in our modern world? Is it an outdated form? Or can poetry uncover truths that other literary genres cannot? In this course, we will examine German poetry from the eighteenth through the twenty-first century, with special attention to works written in times of crisis and destabilization (such as the French Revolution, the Revolutions of 1848, World War I, World War II and the Holocaust, the division of Germany, and the fall of the Berlin Wall). How do authors use poetry to respond to disaster and trauma, both personal and political? How do they understand the relationship between poetry and politics? Is our current era a "schlechte Zeit für Lyrik," as one of Bertolt Brecht's poems puts it? Readings from: Hölderlin, Heine, Trakl, Brecht, Celan, Eich, Bachmann, Braun, H. Müller, and others. Readings and discussions in German.

Instructor(s): Sophie Salvo Terms Offered: Autumn

GRMN 23119. Problems in the Study of Gender and Sexuality: On "Women's Writing" 100 Units.

This course interrogates "women's writing" as a historical, theoretical, and literary category. Since the 1970s, feminist scholarship has used the category "women's writing" to recuperate texts by historically marginalized female authors. This practice has led to a reconsideration of the role of gender in literary production, authorship, and canon formation. Focusing on the context of modern Europe, and the genre of narrative prose, this course aims to reevaluate the classification "women's writing." Is "women's writing," to borrow a phrase from Joan Scott, a "useful category of analysis" in the 21st century? Can it help us account for how gendered subjects have been constructed through narrative? To what extent do traditional generic and disciplinary divisions limit our understanding of women's texts? Does the concept "women's writing" allow for intersectional approaches to the study of gender and sexuality? Course readings will include literary texts from the 18th-21st centuries (works by Jane Austen, Annette von Droste-Hülshoff, Elfriede Jelinek, and Marjane Satrapi, among others), as well as theoretical approaches from feminist, queer, and transgender studies.

Instructor(s): Sophie Salvo Terms Offered: Winter

Note(s): Readings and discussions in English. This course counts as a "Problems" course for GNSE majors.

Equivalent Course(s): GNSE 30102, GRMN 33119, GNSE 20102

GRMN 24419. Kafka: Acrobatics of Reading. 100 Units.

In a universe determined by power such as Kafka's - patriarchal, legal, governmental, colonial power, but also physical constraints such as gravity and entropy - everything depends on one's ability or inability to perform. Against such determination, Kafka's texts work as exercises in self-empowerment, acts that constitute their power to perform through their very performance. Taking Kafka's short prose as a test case, the course investigates the relationship between two things: First, the acrobatics performed in and by the texts that not only feature a cast of tightrope walkers, hunger artists, bucket riders, and other performers, but can more generally be read as a series of kinetic experiments involving plot, description, imagery, sound, or grammar. Second, the acrobatics it takes us, the audience, to engage these texts-demanding a similar artistry of performance that includes casting highly flexible, improbable, and often risky readerly strategies in response. From the short prose, the course broadens its focus to include the longer texts and the diary, as well as excerpts from the fragments *Amerika*, *The Trial*, and *The Castle*. Readings and discussion in English.

Instructor(s): Florian Klingner Terms Offered: Autumn

Equivalent Course(s): FNLD 24419

GRMN 24519. Vienna around 1900 and the Making of the 20th Century. 100 Units.

In 1910, Vienna, with a population of 2 million was the 6th largest city in the world; it was the capital of the Austro-Hungarian Empire, a multiethnic and multilingual state. As the "cradle of modernism and fascism, liberalism and totalitarianism" (to use a phrase from *The Economist*), Vienna around 1900 has fundamentally altered the way we understand ourselves in the West. In this course, we will examine the cultural currents that came together in the city and have since determined our self-image as psychological, sexual, gendered, and political beings. We will explore these revolutions in our sense of identity through the lens of literature and art in conjunction with historical and scientific materials.

Instructor(s): Margareta Ingrid Christian Terms Offered: Spring

Equivalent Course(s): SIGN 26063

GRMN 24719. Vaterfiktionen: Patriarchy and Nature in German Literature. 100 Units.

Around 1800, the antithesis of patriarchy was not patriarchy but the modern, bureaucratic state. The "patriarchalische Idee" celebrated by Goethe's Werther was a nostalgic idea of an "original" form of authority rooted in familiar relations, hence in Nature. In this course we explore the peculiar growth, development, crisis and critique of this idea in German literature of the 19th and 20th centuries, alternating between works of literature (drama and narrative prose) and recent films (e.g. *Das dunkle Tal*, *Revanche*) that respond to this literary tradition. Authors include G. E. Lessing, Friedrich Schiller, Max Weber, Adalbert Stifter, Gerhardt Hauptmann, Franz Kafka, Ingeborg Bachmann, Elfriede Jelinek.

Instructor(s): Colin Benert Terms Offered: Winter

GRMN 24819. Maniacs, Specters, Automata: The Tales of E.T.A. Hoffmann. 100 Units.

In this course we will read stories by one of the most prominent representatives of Romanticism, the German writer, composer, and painter E.T.A. Hoffmann who wrote "The Nutcracker and the Mouse King" on which Tchaikovsky would later base his ballet. His stories of bizarre yet psychologically compelling characters will introduce us to the "dark side" of Romanticism as well as to its fantastical aspects. Students will read Hoffmann's extraordinary stories, develop skills of literary analysis, and engage in historical inquiry by tracing the way in which Hoffmann's texts engage with the context of their time, in particular with the history of medicine (mesmerism, early psychiatry) and law (Hoffmann worked as a legal official). Those with reading knowledge of German can read the texts in the original, otherwise readings and discussions will be in English.

Instructor(s): Margareta Ingrid Christian Terms Offered: Autumn

Equivalent Course(s): GRMN 34819

GRMN 27517. Metaphysics, Morbidity, & Modernity: Mann's *The Magic Mountain*. 100 Units.

Our main task in this course is to explore in detail one of the most significant novels of the twentieth century, Thomas Mann's *The Magic Mountain*. But this novel is also a window onto the entirety of modern European thought, and it provides, at the same time, a telling perspective of the crisis of European culture prior to and following on World War I. It is, in Thomas Mann's formulation, a time-novel: a novel about its time, but also a novel about human being in time. For anyone interested in the configuration of European intellectual life in the nineteenth and twentieth centuries, Mann's great (and challenging) novel is indispensable reading. Lectures will relate Mann's novel to its great European counterparts (e.g., Proust, Joyce, Musil), to the traditions of European thought from Voltaire to Georg Lukacs, from Schopenhauer to Heidegger, from Marx to Max Weber.

Instructor(s): David Wellbery

Equivalent Course(s): CMLT 27517, FNLD 27517

GRMN 29700. Reading and Research Course in German. 100 Units.

No description available. Prerequisite(s): Consent of instructor and director of undergraduate studies Note(s): Students must consult with the instructor by the eighth week of the preceding quarter to determine the subject of the course and the work to be done. Students are required to submit the College Reading and Research Course Form.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and director of undergraduate studies

Note(s): Students must consult with the instructor by the eighth week of the preceding quarter to determine the subject of the course and the work to be done. Students are required to submit the College Reading and Research Course Form.

GRMN 29900. BA Paper. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Fourth-year standing. Consent of instructor and director of undergraduate studies.

Note(s): Students are required to submit the College Reading and Research Course Form.

YIDDISH COURSES**YDDH 10100-10200-10300. Elementary Yiddish for Beginners I-II-III.**

The goal of this sequence is to develop proficiency in Yiddish reading, writing, listening, and speaking skills.

Touchstones of global Yiddish culture are also introduced through song, film, and contemporary Yiddish websites.

YDDH 10100. Elementary Yiddish I. 100 Units.

The goal of this sequence is to develop proficiency in Yiddish reading, writing, listening, and speaking skills.

Touchstones of global Yiddish culture are also introduced through song, film, and contemporary Yiddish websites.

Instructor(s): Jessica Kirzane Terms Offered: Autumn

Equivalent Course(s): JWSC 20300

YDDH 10200. Elementary Yiddish for Beginners-II. 100 Units.

In this course, students will extend basic Yiddish speaking, listening, reading, and writing skills. By the end of the course, students should have a basic understanding of regional Yiddish variations in pronunciation and spelling, be able to understand and participate in a conversation in an increasingly comfortable and complex way, read simple texts with ease, have experience tackling more complex texts with the aid of a dictionary, and write short compositions with grammatical complexity. In the course of language study, students will also be exposed to key topics in the history of the Yiddish language and culture.

Instructor(s): Jessica Kirzane Terms Offered: Winter

Prerequisite(s): Yiddish 10100

Equivalent Course(s): YDDH 37400, JWSC 20400

YDDH 10300. Elementary Yiddish III. 100 Units.

In this course, students will extend basic Yiddish speaking, listening, reading, and writing skills.

By the end of the course, students should be able to conduct a conversation on a wide range of topics, be comfortable tackling complex texts with the aid of a dictionary, and write short compositions with grammatical complexity. In the course of language study, students will also be exposed to key topics in the history of the Yiddish language and culture. Students will also be introduced to basic Yiddish research skills.

Equivalent Course(s): JWSC 20500, YDDH 37500

YDDH 10200. Elementary Yiddish for Beginners-II. 100 Units.

In this course, students will extend basic Yiddish speaking, listening, reading, and writing skills. By the end of the course, students should have a basic understanding of regional Yiddish variations in pronunciation and spelling, be able to understand and participate in a conversation in an increasingly comfortable and complex way, read simple texts with ease, have experience tackling more complex texts with the aid of a dictionary, and write short compositions with grammatical complexity. In the course of language study, students will also be exposed to key topics in the history of the Yiddish language and culture.

Instructor(s): Jessica Kirzane Terms Offered: Winter

Prerequisite(s): Yiddish 10100

Equivalent Course(s): YDDH 37400, JWSC 20400

YDDH 20100. Intermediate Yiddish I. 100 Units.

This course offers students the opportunity to study the Yiddish language at the intermediate level. It reviews and extends students' knowledge of the grammar of the Yiddish language, enhances vocabulary, and includes literary and cultural readings. Designed to further develop listening, speaking, reading comprehension, and writing skills.

Instructor(s): Jessica Kirzane Terms Offered: Autumn

Prerequisite(s): YDDH 10300 or consent of instructor. No auditors.

Equivalent Course(s): JWSC 27301

YDDH 20200. Intermediate Yiddish II: Archival Skills. 100 Units.

This course offers students the opportunity to study the Yiddish language at the intermediate level. The focus of this course is learning to navigate and study from a variety of archival materials including newspapers, music archives, and historical texts. The course is designed to further develop listening, speaking, reading comprehension, and writing skills and to give students tools to continue Yiddish reading and research independently.

Instructor(s): Jessica Kirzane Terms Offered: Winter

Prerequisite(s): YDDH 10300 or consent of instructor. No auditors.

Equivalent Course(s): YDDH 39600, JWSC 27401

YDDH 10300. Elementary Yiddish III. 100 Units.

In this course, students will acquire intermediate Yiddish speaking, listening, reading, and writing skills. By the end of the course, students should be able to conduct a conversation on a wide range of topics, be comfortable tackling complex texts with the aid of a dictionary, and write short compositions with grammatical complexity. In the course of language study, students will also be exposed to key topics in the history of the Yiddish language and culture. Students will also be introduced to basic Yiddish research skills.

Equivalent Course(s): JWSC 20500, YDDH 37500



GLOBAL STUDIES

Department Website: <http://globalstudies.uchicago.edu>

PROGRAM OF STUDY

The Global Studies major is an interdisciplinary major concerned with the interconnected and interdependent nature of the contemporary world. Its main task is to understand how sites, objects, and concepts contribute to worldwide connections, from ecological concerns to human rights campaigns. Students majoring in Global Studies will take courses throughout the College, often with particular interests in Anthropology, Environmental Studies, History, or a specific regional study.

Instead of beginning with “global” and “local,” the typical categories of globalization studies, the Global Studies program contends that the distinctions between sites and trends, between objects far and near, and between the cosmopolitan and the vernacular emerge from empirical studies. Students are encouraged to exercise close attention to mundane practices, everyday materialities, and lived experiences. With a good grounding in case studies, students in the program are expected to be able to reflect upon the implications of their research interests, both inside and outside the classroom. Students carry these interests on to a variety of careers and professional opportunities following graduation.

PROGRAM REQUIREMENTS

Students must complete a total of 13 courses (including one approved elective and two BA seminars), a research activity, and a language requirement, broken down in the following manner:

Introductory Courses (2 courses)

All students are required to take the two-quarter introductory sequence to the major, 2 Course Seq Code Title not found for GLST 23101. These courses are offered annually and in sequence in the Autumn and Winter Quarters. Students are expected to complete the sequence in their second year, if possible, especially if they plan to study abroad during their third year.

Thematic Tracks (8 courses)

The body of the major (eight courses in all) is comprised of courses selected from four overlapping thematic tracks of study. Students will select two tracks, a primary and a secondary one, and complete five courses in the former and three in the latter. The selection of the primary and secondary tracks should be linked to the student’s BA research interests. The tracks are outlined below with *sample classes that might fall within each category*, but more detailed information about these tracks may be found on the Global Studies website (<http://globalstudies.uchicago.edu>).

Bodies and Nature

This track focuses on bodily nature (broadly construed) and ecological relationships. Particular attention is paid to environmental and health-related topics, and not always with a focus on human beings. Themes could range from sustainability, ecotourism, and pandemics to modern beauty practices, health movements, and animal studies.

BIOS 13140 The Public and Private Lives of Insects
GRMN 24416 Biocentrism: The Concept of Life in German Literature and Art
ANTH 28210 Colonial Ecologies

Knowledge and Practice

This track focuses on the production and circulation of knowledge, with an eye towards how that process is situated. Often there will be a science and technology component, but other times habitual/instinctual know-how will be highlighted. Themes could range from regulatory standards, countercultural movements, and cultural artifacts to consumer politics and media studies.

HIST 24206 Medicine and Culture in Modern East Asia
ENGL 29202 Objects, Things, and Other Things
SOCL 20208 Internet and Society

Cultures at Work

This track focuses on the entanglements of culture, economics, and politics. It focuses on cultural production, often of a physical nature, as well as cultural modes of reception. Themes could range from global brands, sweatshops, and rituals of food production/consumption to gaming and consumer politics. Much of “everyday life” would also apply.

ANTH 21725 Mass Mediated Society and Japan
GLST 24101 Paperwork
ECON 22650 Creativity

Governance and Affiliations

This track focuses on politics and claims to authority within power relations. It tries to stand a middle ground between extremes of privileging nation-states and solely valuing micro-sites of governance.

Themes could range from UN agencies to online protests, humanitarian intervention to surveillance and corporate governance.

CRES 22150 Contemporary African American Politics
 PLSC 27016 Popular Culture, Art, and Autocracy
 PLSC 29500 Drugs, Guns, and Money: The Politics of Criminal Conflict

Elective (1 course)

Students will select one elective course to further their BA research, often late in their third or early in their fourth year. This course should be chosen after discussion with the program administrator, and can include:

- A regional studies course that furthers the student's cultural and historical knowledge in their BA research topic
- A research methodology course (e.g., ANTH 21420 Ethnographic Methods) that will equip the student for better collection of primary source materials
- An introductory course in another major that has a direct connection to the BA research topic
- A language course that will help the student read texts or interact with persons pertaining to their BA research topic

These options are not exhaustive and should only be used as guiding ideas for the elective requirement. Students should seek program approval for their choice of elective course before registering, and the elective should be completed before the Winter Quarter of the student's fourth year.

Research Activity Requirement

Students will be expected to complete a structured activity or program exploring global issues related to their intended BA project, often in an international setting.

This major activity might be:

- An internship (academic year or summer)
- Select study abroad programs, often through the Study Abroad office
- A volunteer opportunity
- A well-defined field research project

Students should work with the program administrator to identify appropriate opportunities and should have their activity approved ahead of the experience itself. Most activities should last no less than six weeks, though intensive programs with shorter durations may be considered.

The research activity should be linked to the student's BA thesis and serve as an introduction to that topic. International experiences are encouraged for the completion of this requirement, but the requirement may be met with domestic projects dealing with global issues (for example, an internship with a domestic NGO).

BA Seminars and Thesis (2 courses)

Students are required to take the two-quarter BA seminar (GLST 29800 BA Thesis Seminar I and GLST 29801 BA Thesis Seminar II) in Autumn and Winter Quarters of their fourth year. The first BA deadline occurs during the Spring Quarter of a student's third year. At that time, students must have submitted a topic proposal, secured a faculty reader, and completed a faculty reader form. The final version of the BA thesis is due by the second Friday of the quarter in which the student plans to graduate. Successful completion of the thesis requires a passing grade from the faculty reader.

The Global Studies major thesis must be clearly organized around a contemporary global issue. *Students may double-major*, but double-majoring with another program that also requires a BA thesis would entail (a) the second major's program accepting the Global Studies thesis as fulfilling that program's BA requirements or (b) the student completing an additional BA thesis for the second major.

Regardless of the requirements of the second major, Global Studies majors are required to complete both quarters of the fourth-year BA seminar. Thesis seminars from other major programs will *not* count toward the Global Studies BA Thesis Seminar requirement.

Foreign Language Requirement

The Global Studies language requirement can be completed in two ways:

1. Students may complete the equivalent of a seventh quarter of language study in a single language. Credit for the seventh and final quarter of the language must be earned by University of Chicago course registration. If the final term of study in a foreign language focuses on cultural studies, it may be used in an appropriate primary or secondary thematic track, as outlined above.
2. Students may obtain an Advanced Language Proficiency Certification, which is documentation of advanced functional ability in reading, writing, listening, and speaking. For details, visit the Foreign Language Proficiency Certifications (<https://languageassessment.uchicago.edu/page/foreign-language-proficiency-certifications>) page.

SUMMARY OF REQUIREMENTS

GLST 23101 & GLST 23102	Global Studies I and Global Studies II	200
Five courses in a primary thematic track		500
Three courses in a secondary thematic track		300
GLST 29800	BA Thesis Seminar I	100
GLST 29801	BA Thesis Seminar II	100
One program elective		100
Total Units		1300

HONORS

Students with an overall GPA of 3.2 or higher and an in-major GPA of 3.5 or higher will be eligible for honors. For the awarding of honors, the BA thesis must also be judged "high pass" by the faculty reader.

ADVISING

Students should select their courses for the Global Studies major in close consultation with the program administrator. The Global Studies program publishes a list of courses approved for the major each quarter, both online and outside the Global Studies program office, Gates-Blake 119.

Students should meet with the program administrator early in their final year to be sure they have fulfilled all requirements.

GRADING

Students who are majoring in Global Studies must receive quality grades in all courses meeting the requirements of the degree program (i.e., they cannot use Pass/Fail or audited courses for major requirements).

GLOBAL STUDIES COURSES

GLST 23101-23102. Global Studies I-II.

This is the Global Studies program's core sequence, typically taken during a student's second year. Global Studies I is an orientation course for students interested in majoring in Global Studies, while Global Studies II seeks to impart important theories and research practices through intensive, critical readings.

GLST 23101. Global Studies I. 100 Units.

The first course in the two-quarter Global Studies core sequence.

Instructor(s): Larisa Jasarevic Terms Offered: Autumn

GLST 23102. Global Studies II. 100 Units.

The second course in the two-quarter Global Studies core sequence.

Terms Offered: Winter

Prerequisite(s): GLST 23101

GLST 23102. Global Studies II. 100 Units.

The second course in the two-quarter Global Studies core sequence.

Terms Offered: Winter

Prerequisite(s): GLST 23101

GLST 23403. Borders, (Im)mobilities and Human Rights. 100 Units.

What is the human cost of border control? To what extent do individuals possess the right to move to other states? How do different states with large populations of refugees and asylum seekers develop and enforce migration policies, and what do the differences in these policies reveal about the social histories and futures of these states? To address these questions, we will consider how borders, institutions, and categories of migrant groups mutually shape one another. We will explore the interrelationships between categories of migration—forced, economic, regular, and irregular—in order to understand the multiple and unequal forms of mobility experienced by those who inhabit these categories. By utilizing a framework of human rights, this course will investigate how contemporary issues in migration—such as border management, illicit movement, and the fuzzy distinction between forced and economic migration—raise and reopen debates concerning the management of difference. We will draw on the work of anthropologists, sociologists, and geographers, as well as journalists, legal, and medical professionals. Our readings each week will include a mix of conceptual, ethnographic, long-form journalism, and policy texts. When possible, we will also invite representatives from different Chicago-based organizations that promote and protect the rights of people in various situations of migration to come to our class to discuss their work.

Equivalent Course(s): CHDV 23403, ANTH 25255, HMRT 23403

GLST 23404. Forced Exile: Displacement, Development and Disaster. 100 Units.

According to the International Organization for Migration (IOM), forced migration involves coercion, including threats to life and livelihood that arise from natural or human-induced causes. What constitutes coercion, and who deserves to migrate? How are threats to life and livelihood recognized and to what extent can they be minimized? In this course, we will examine the conditions of forced exile, ranging from violence and persecution, to environmental degradation and climate change, to the economic decimation of local communities. Moreover, we will critically examine how governments and international organizations respond to forced exile through securitization techniques and long term development projects to reduce the so called "push factors" that compel people to migrate. We will draw on a range of materials, including ethnographies, policy documents, documentaries, and the perspectives of course visitors, to examine cases of forced migration in Syria, El Salvador, Bangladesh, Eritrea, Haiti, and elsewhere.

Instructor(s): D. Ansari Terms Offered: Winter

Prerequisite(s): N/A

Note(s): CHDV Distribution Area: C

Equivalent Course(s): CHDV 23404, HMRT 23404

GLST 23406. Migration Trajectories: Ethnographies of Place and the Production of Diasporas. 100 Units.

Global movements of people have resulted in a substantial number of immigrant communities whose navigation of various facets of everyday life has been complicated by restrictive citizenship regimes and immigration policies, as well as linguistic and cultural differences. The experiences of a wide range of individuals involved in migration raise the following questions: what strategies do immigrants use to negotiate transnational identities and what are the implications of these strategies? How do future generations manage simultaneous and intersectional forms of belonging? To address these questions, we will draw on ethnographic texts that explore various facets of transnational migration, such as diasporas, place, citizenship, mobility, and identities. The term "trajectories," reflects different situations of migration that are not necessarily linear or complete. Moreover, term "place" is meant to capture the continuity between displacement and emplacement, and to critically analyze the durability associated with notions of 'sending' and 'receiving' countries. Lastly, rather than take diasporas as a given, we will explore the ways that they are produced and enacted in a variety of geographic contexts.

Instructor(s): D. Ansari Terms Offered: Spring

Note(s): CHDV Distribution Areas: B, C

Equivalent Course(s): CRES 23406, CHDV 23406

GLST 24110. In the Beginning': Origin Stories in Science and Religion. 100 Units.

What is the origin of the universe? What is the origin of humanity? These questions have generated a plethora of answers, many of which fall within domains of what we now consider to be science and religion. However, as we will see through our readings, these two categories are hard to define; classifications often overlap, and science and religion intertwine throughout history and until today. What do we call "myth," and what do we term "theory"? In this class, we will focus on not only the cultural embeddedness of religious and scientific narratives, but also the cultural implications of these texts. The course begins with origin stories and asks students to consider their power in shaping our world and perspectives, focusing on the ethical dimensions and implications of these narratives. What kind of relationships do we imagine among human beings, and between human and nonhuman beings in this world, given particular origin stories as our starting point? Finally, in relation to this goal of interrogating the ethical import of origin narratives, this course will close by asking whether we can imagine other kinds of origin stories (such as in the genre of science fiction), and what implications these imaginal narratives hold.

Instructor(s): Sartell, Elizabeth Terms Offered: Winter

Equivalent Course(s): RLST 28110

GLST 24111. A Sense of Humour: Medicine between India, Antiquity, and Islam. 100 Units.

In this course we will examine the medical body from its appearance as a humoral entity - embedded in culturally specific relationships to the natural world, non-human agents, institutions of state power, and moral imaginaries - to its formation as an object of professional medicine under the reign of experts. This examination will involve reading medical texts in translation from Greece, India and the Islamic world, as well as ethnographic and historical commentary on these medical discourses. We will work in roughly in chronological order from ancient India through the period 'When Asia Was the World', to the height of European empires. And we will attend to the specific sites which mediate the production and practice of humoral medical knowledge: textual conventions, institutions of medical care, patient-healer relationships, and political forms. Our reading will revolve around some central questions: What are humors, and what kinds of social and medical work do they do? How does humoral medicine transcend questions of medical efficacy and imply theories of personhood and ethics? How does humoral medical knowledge transform across cultural spaces? How and why does it survive the formation of positivist medicine in the nineteenth and twentieth century? By investigating the cultural and historical variation in the meaning of medical knowledge, students will better perceive the social meaning of medicine, and better appraise public issues related to medicine and well-being.

Instructor(s): Datto, Sabrina Terms Offered: Spring

GLST 24112. Taste and Technoscience. 100 Units.

This course examines the politics of food in the age of mass production, taking the sensory dimension of food as its orienting lens. From artificial flavors to molecular gastronomy, the 20th Century has been marked by technological innovations in our food. These changes have not only transformed what we eat but also how our food is made and how we think about what it does to our bodies, shifting the meaning of ideas about what constitutes "taste," "flavor," and even "food" itself. We will discuss what role scientific expertise has played in shaping how taste is produced as an intimate bodily experience. On the one hand, we will read historical and ethnographic accounts of the work of technoscientific professionals responsible for the design, analysis and production of the tastes and flavors of foods. Rarely rising to the level of explicit marketing, the scientific design of tastes and flavors forms the invisible infrastructure behind the dependable, even pleasurable, routines of everyday life: from the satisfying crunch of morning cereal to the indulgent sweet midnight snack. We will read social scientific literature examining the sites and methods for making and measuring the taste, flavor, texture and smell of food. We will situate ethnographic and historical readings within broader cultural discussions about the role and form of mass commodity production in contemporary life, the social life of chemicals, and the history and anthropology of the senses.

Instructor(s): Butler, Ella Terms Offered: Spring

Equivalent Course(s): ANTH 22170

GLST 25311. Imperialism, Anti-colonialism, and Decolonization. 100 Units.

This course examines the impetus toward decolonization and the aftermath of independence of former British and French colonies. The course seeks to grasp decolonization as ambivalent and contradictory, that is, as simultaneously (if unexpectedly) the culmination of both imperialist ambitions and anti-colonial politics. It will consider: How and when did the demand for decolonization first come to be articulated? What underlying circumstances shaped the decolonization in the twentieth century? How are we to make sense of the "post-coloniality" that resulted after decolonization? The syllabus, which moves chronologically (with some exceptions), starts with India, privileging it as the first and, in some respects, exemplary instance of the ideological debates on imperialism, but will also touch on examples from Africa and the Caribbean. The course will register the significance of the rise of the Soviet Union after World War I in shaping the development of nationalist movements worldwide in the twentieth century. It will conclude on the melancholic notes that express the failure of anti-colonial movements to secure their stated objectives of democratic self-determination and economic independence.

Instructor(s): Sunit Singh Terms Offered: Winter

Equivalent Course(s): CRES 25311

GLST 26804. Frontiers and Borders in South Asia. 100 Units.

Sometimes the frontline of empires and nation-states, sometimes neglected or inaccessible, peripheral spaces are often of core concern to the central state. The aim of this upper-level undergraduate seminar is to examine the history of borders, borderlands, and frontiers as political and social concepts and as produced spaces. We will examine an array of case studies in addition to more theoretical scholarship that spans the disciplines of history, environmental studies, political science, anthropology, and geography. While using South Asia (itself a rather recently invented "area") as the primary geographic and historical focus this course will not be bound exclusively to it. The first goal of the course is to explore the evolution of key concepts such as space, territory, frontier, and borders/borderlands. The second goal is to develop methods for analyzing subjects that are simultaneously physical spaces and political, social, and historical ideas. Finally, it seeks to introduce students to areas that often fall beyond the penumbra of historical surveys centered on the nation-state. No prior knowledge of South Asian history is assumed. Weekly readings will average 150 pages. Note: No prior knowledge of South Asian history is assumed.

Equivalent Course(s): GEOG 26400, SALC 26804, HIST 26804

GLST 26807. The Science, History, Policy, and Future of Water. 100 Units.

Water is shockingly bizarre in its properties and of unsurpassed importance throughout human history, yet so mundane as to often be invisible in our daily lives. In this course, we will traverse diverse perspectives on water. The journey begins with an exploration of the mysteries of water's properties on the molecular level, zooming out through its central role at biological and geological scales. Next, we travel through the history of human civilization, highlighting the fundamental part water has played throughout, including the complexities of water policy, privatization, and pricing in today's world. Attention then turns to technology and innovation, emphasizing the daunting challenges dictated by increasing water stress and a changing climate as well as the enticing opportunities to achieve a secure global water future.

Instructor(s): Seth Darling Terms Offered: Winter

Prerequisite(s): None

Equivalent Course(s): HIPS 20301, MENG 20300, ENST 20300, ANTH 22131, HIST 25426

GLST 27702. About Nature: From Science to Sense. 100 Units.

Consider mushrooms," Anna Tsing (2012) suggests to those who are curious about human nature and she points to the relational and biological diversity found at the unruly edges of the global empire—the governmentalized, politicized, commoditized culture nature of capitalism. This class follows the suit, tracking the scent of what evidently remains, thrives, withdraws, overwhelms, and inspires wonder in the guises of the natural, wild, organic, or awesome.

Instructor(s): L. Jasarevic Terms Offered: Winter

Equivalent Course(s): INST 27702, ANTH 25117

GLST 27703. Earthbound Metaphysics: Speculations on Earths and Heavens. 100 Units.

Social thought has recently reopened the subject matter of the "world": what is it made of, how does it hold together, who and what inhabits it? Proposals and inquiries generated in response are as imaginative as they are self-consciously urgent: written on the crest of the global ecological disaster, from within the zones of disturbance or the sites of extreme intervention into the living matter and forms of life, contemplating the end of the world and possibilities of extinction, redemption, cohabitation, or "collateral survival" (Tsing 2015). All are variously political. Foregrounding the plurality of the material worlds and lived worldviews on the one hand, and of the shared historical predicament on the other, social thinkers question universal values and conceivable relations, and search for alternate forms of grasping, engaging, and representing the pluriverse. This course goes along with such interests in the "worlds" and collects a number of compelling, contemporary texts that are variously oriented towards cosmopolitics, "minimalist metaphysics," "new materialisms," speculative realisms, ecotology, and multispecies coexistence. Readings will stretch out to examine some classic ethnographic texts and past theoretical excursions into the perennial problem of how to know and tell the unfamiliar, native, worlds, which are swept by, mingling with, or standing out in the more globalizing trends of capitalist, scientific, and secular materialism.

Terms Offered: Spring

Equivalent Course(s): ANTH 25118

GLST 27704. The End Tales: Recounting, Retrieving the Altering Worlds. 100 Units.

The class seeks to explore diverse modes of recounting contemporary more-than-human worlds in the face of the dire future of the planet. Working under the rubrics of "environmental tragedy" (Foster 2015), Anthropocene (Nimmo 2015), the "catastrophic times," (Stengers 2015), and the "death of a civilization" (Dibley 2015), thinkers across the humanities and social sciences are honing conceptual resources for comprehending and communicating the consequences of the global political economy and lifestyle that destabilizes the biosphere, endangers wildlife, and fails to instill genuine changes in the face of the "dangerous, unpredictable, and potentially catastrophic climate change" (Foster 2015). The class joins the cause but shifts attention to the empirical materials that insistently thread together the ecological with cosmological, practical with eschatological and metaphysical concerns. How can scholars listen to these overtones with a fresh attention? Could we repurpose them responsibly and productively for the task of telling and teaching about the present and contemplating the future? The class endeavors to find room for the vernacular and textual reservoirs of compelling storytelling about metaphysical meaning and cosmological relations that make-up and ruin the Earth that might be otherwise (dis)missed.

Instructor(s): Jasarevic, Larisa Terms Offered: Autumn Spring

GLST 29524. Approaches to World History. 100 Units.

What is world history? This seemingly simple question is a source of great debate, such as the heated responses to the College Board's recent decision to cut material prior to 1450 from AP World History. How we answer it says a great deal about how we view the world and history generally. This course introduces answers to this question by previous scholars and challenges students to assess how these answers relate to their own education and intellectual interests at the University of Chicago. We will touch on major approaches and trends in the growing field of world history, including civilizational studies, the "great divergence" or "rise of the West," world-systems theory, environmental history, "big history," and the study of specific people, places, and objects in the context of world history. Students will leave with a solid grounding in one of the most vibrant and contentious fields of history today and a better understanding of the diversity of ways to situate historical narratives and current events into a global perspective.

Instructor(s): D. Knorr Terms Offered: Spring

Equivalent Course(s): HIST 29524

GLST 29525. The Global Life of Things. 100 Units.

We are often told that the market has taken over all aspects of our social lives. The effects of this process can be seen in the financialization of the economy, the deregulation of labor, and the exploitation of natural resources. Goods are produced on one side of the world and consumed in another. Even college students are seen as investments that accrue value. How did this happen? This course will examine the deep history of how so much of the world became commodities. Focussing primarily on the seventeenth to the nineteenth centuries, we will ask how work, time, land, money, and people were commodified. We will also consider how historians and anthropologists have told the history of global capitalism through particular commodities, including sugar, cotton, meat, grain and mushrooms. Readings will span western Europe, India, the Atlantic World, Chicago, and contemporary Japan. Periodically, we will reflect on how these histories bear on questions of labor, gender, and the environment in the present day.

Instructor(s): O. Cussen Terms Offered: Spring

Equivalent Course(s): ENST 29525, HIST 29525

GLST 29526. Politics of Commemoration. 100 Units.

Most of the time we pass in front of the statues, commemorative museums, monuments, and flags that inhabit our cities without noticing them. In recent years, however, they (along with pre-college history curricula) have become controversial across the globe. This course addresses those controversies primarily in Europe and the United States, but also in Latin America, West Africa, and South Africa. Through a series of case studies we will analyze the conditions of the creation of statues, monuments, and museums. Who conceptualized them and lobbied for their creation? Who paid for them? For whom were they originally intended? What message did they convey? What happened over time? How did their message change? Did they provoke controversy at the moment of their planning or inauguration or later and, if so, from whom? Equal attention will be paid to scholars' efforts to address the question of what these commemorative works actually do. If they really become unnoticeable, then why does the threat of their removal so often spark such intense controversy? Assignments: Active participation in class, one secondary text analysis, one analysis of a controversy, and one proposal for a monument, museum, or school curriculum.

Instructor(s): L. Auslander Terms Offered: Spring

Equivalent Course(s): HIST 29421, HIST 39421, JWSC 29421, CRES 39421, LLSO 29421, CRES 29421

GLST 29527. The Spatial History of Nineteenth-Century Cities: Tokyo, London, New York. 100 Units.

The late-nineteenth century saw the transformation of cities around the world as a result of urbanization, industrialization, migration, and the rise of public health. This course will take a spatial history approach; that is, we will explore the transformation of London, Tokyo, and New York over the course of the nineteenth century by focusing on the material "space" of the city. For example, where did new immigrants settle and why? Why were there higher rates of infectious disease in some areas than in others? How did new forms of public transportation shape the ability to move around the city, rendering some areas more central than others? To explore questions such as these, students will be introduced to ArcGIS in four lab sessions and asked to develop an original research project that integrates maps produced in Arc. No prior ArcGIS experience is necessary, although students will be expected to have familiarity with Microsoft Excel and a willingness to experiment with digital methods. Assignments: Discussion posts, homework (mapping), and a final research project.

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

Note(s): Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. Open to students at all levels, but especially recommended for 3rd- and 4th-yr students.

Equivalent Course(s): HIST 39527, ENST 29527, HIST 29527, EALC 39527, EALC 29527

GLST 29610. Cultures and Politics of Water. 100 Units.

This course investigates the relationship between water, culture, and society in the global past. Instead of studying water from the natural science perspective, it places the cultural and political aspects of water at the center of the analysis, and posits the need for a long-term understanding of our contemporary water problems in a global context. The seminar draws on much empirical literature on the cultural and political dimensions of water in local contexts, and aims to relate them through the concept of globalization.

Instructor(s): James Hevia Terms Offered: Spring

GLST 29700. Reading/Research: Global Studies. 100 Units.

This is a reading and research course for independent study not related to BA research or BA paper preparation. Note/Prerequisite: College Reading and Research Course form required, along with consent of instructor and program director.

Terms Offered: Autumn Spring Winter

Prerequisite(s): GLST 23101, GLST 23102; consent of instructor and program director

Note(s): Students are required to submit the College Reading and Research Course Form.

GLST 29800. BA Thesis Seminar I. 100 Units.

This weekly seminar, taught by graduate student preceptors in consultation with faculty readers, is designed to aid students in their thesis research. Students are exposed to different conceptual frameworks and research strategies. Students must have approved topic proposals and faculty readers to participate in the seminar.

Terms Offered: Autumn

Prerequisite(s): GLST 23101 and GLST 23102

Note(s): Required of students with fourth-year standing who are majoring in Global Studies, but enrollment not permitted in quarter of graduation.

GLST 29801. BA Thesis Seminar II. 100 Units.

This weekly seminar, taught by graduate student preceptors in consultation with faculty readers, offers students continued BA research and writing support. Students present drafts of their work and critique the work of their peers.

Terms Offered: Winter

Prerequisite(s): GLST 29800

Note(s): Required of students with fourth-year standing who are majoring in Global Studies, but enrollment not permitted in quarter of graduation.

GLST 29900. BA Thesis: Global Studies. 100 Units.

This is a reading and research course for independent study related to BA research and BA thesis preparation.

Note/Prerequisite: College Reading and Research Course form required, along with consent of instructor and program director.

Prerequisite(s): Consent of instructor and program director

Note(s): Students are required to submit the College Reading and Research Course Form.



HEALTH AND SOCIETY

Department Website: <https://voices.uchicago.edu/healthandsocietyminor/>

PROGRAM OF STUDY

The Health and Society minor explores the social, political, and economic processes that shape individual and population health. Disability, experiences of illness, categories of disorder, ideals of well-being, and models of medical intervention can all vary between cultural settings and across history. Rapid changes in medicine and biotechnology create new understandings and expectations about illness, health, and well-being. At the same time, inequalities in access to care and in health outcomes across populations, in the United States and globally, have become important to conversations in policy and practice alike. At the individual level, how and where one lives may influence a range of conditions and outcomes including mental health, the onset of diabetes, and the length of life. Health is also influenced—in both positive and negative ways—by our relationships and social networks. Finally, people's life chances and health trajectories form within frameworks of health care policy and systems of provision and exposure to environments that reflect historical legacies, economic activity, and political choices. To understand health in its broader contexts, this minor encompasses a range of disciplines and methods in the social sciences, and differential emphases on theory, practice, and policy implications.

A minor in Health and Society will provide a background for medical school, the allied health professions, public health, health policy, health advocacy, the study of law with an emphasis on health, and doctoral work in a range of social science disciplines.

APPLICATION TO THE HEALTH AND SOCIETY MINOR

College students in any field of study may complete a minor in Health and Society. The flexibility of this minor complements majors in any of the disciplines. Students who elect the minor program in Health and Society must contact the program administrator before the end of Spring Quarter of their third year to declare their intention to complete the minor. The program administrator must submit approval on the form provided by the College for the minor to a student's College adviser by the Spring Quarter of a student's third year.

SUMMARY OF MINOR REQUIREMENTS

The Health and Society minor requires a total of five courses, including HLTH 17000 Introduction to Health and Society, which provides exposure to a range of approaches and perspectives in the social sciences, and four approved courses designated as counting toward the Health and Society minor. Please see the Approved Courses list below.

HLTH 17000	Introduction to Health and Society	100
Four electives chosen from the list of Approved Courses *		400
Total Units		500

* Students may only include one of the following methods courses toward the minor: ANTH 21420 Ethnographic Methods, CHDV 20100 Human Development Research Design, CHDV 20101 Applied Statistics in Human Development Research, ECON 21010 Statistical Methods in Economics, SOCI 20001 Sociological Methods, or SOCI 20004 Statistical Methods of Research.

APPROVED COURSES

These courses may be used to satisfy the minor course requirements. Additional approved courses will be updated annually. Please check the Health and Society website (<https://voices.uchicago.edu/healthandsocietyminor/>) for complete listings and for information about current course offerings.

Up to one of the following:

ANTH 21420	Ethnographic Methods
CHDV 20100	Human Development Research Design
CHDV 20101	Applied Statistics in Human Development Research
ECON 21010	Statistical Methods in Economics
SOCI 20001	Sociological Methods
SOCI 20004	Statistical Methods of Research

Any of the following:

ANTH 20405	Anthropology of Disability
ANTH 21333	The Lived Body: Anthropology, Materiality, Meaningful Practice
ANTH 23906	Magic, Science, and Religion
ANTH 24302	Disability in Local and Global Contexts
ANTH 24307	Lab, Field, and Clinic: History and Anthropology of Medicine and the Life Sciences
ANTH 24309	Reproductive Worlds

ANTH 24312	Body & Soul: The Anthropology of Religion, Health, & Healing
ANTH 25100	Anthropology of the Body
CHDV 20000	Introduction to Human Development
CHDV 20440	Inequality, Health and the Life Course
CHDV 21500	Darwinian Health
CHDV 23204	Medical Anthropology
CHDV 23301	Culture, Mental Health, and Psychiatry
CHDV 23440	Health, Medicine, and Human Rights
CHDV 27860	History of Evolutionary Behavioral Sciences
CHDV 28301	Disability and Design
ECON 24450	Inequality and the Social Safety Net: Theory, Empirics, and Policies
ECON 24720	Inequality: Origins, Dimensions, and Policy
ECON 27720	Economics and Regulation of Health Care Markets: Theory and Empirics
HIPS 21911	Medical Ethics: Who Decides and on What Basis?
HIPS 22001	Introduction to Science Studies
HIPS 22800	Experiencing Madness: Empathic Methods in Cultural Psychiatry
HIPS 29629	Tutorial: Romantic Bodies: Theater in the History of Science and Medicine
HIST 17300	Science, Culture, and Society in Western Civilization I
HIST 17402	Science, Culture, and Society in Western Civilization II: History of Medicine I
HIST 17403	Science, Culture, and Society in Western Civilization II: Early Modern Period
HIST 17501	Science, Culture, and Society in Western Civilization III
HIST 20111	History of Death
HIST 25314	History of Medicine
HIST 29678	History Colloquium: Medicine and Society
HLTH 17000	Introduction to Health and Society
PBPL 21425	Health in a Changing America: Social Context and Human Rights
PBPL 26690	The Politics of Health Care
PBPL 27905	Global Health Metrics
PBPL 28300	Health Economics and Public Policy
PBPL 28310	Healthcare and Healthcare Reform
PSYC 21750	Biological Clocks and Behavior
PSYC 22350	Social Neuroscience
PSYC 22580	Child Development in the Classroom
PSYC 23800	Introduction to Learning and Memory
SOCI 20107	Sociology of Human Sexuality
SOCI 20215	Urban Health
SOCI 20275	Sociology of Health and Aging
SOCI 28080	Sociology of Medicine
SOSC 18100	Topics in Behavioral and Social Sciences Relevant to Medicine
SSAD 46622	Key Issues in Healthcare: An Interdisciplinary Case Studies Approach
SSAD 49032	Health and Aging Policy
SSAD 60100	Drugs: Culture and Context

ADVISING AND GRADING

Students who elect the minor program in Health and Society must meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the minor. The director's approval for the minor program should be submitted to a student's College adviser by the Spring Quarter of a student's third year.

Courses in the minor may not be double counted with the student's major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

HEALTH AND SOCIETY COURSES

HLTH 17000. Introduction to Health and Society. 100 Units.

Disability, experiences of illness, categories of disorder, ideals of well-being, and models of medical intervention can all vary between cultural settings and across history. Rapid changes in medicine and biotechnology create new understandings and expectations about illness, health, and well-being. At the same time, inequalities in access to care and in health outcomes across populations, in the United States and globally, have become important to conversations in policy and practice alike. This course introduces students to the social, political, and economic processes that shape individual and population health, as well as to a range of concepts and methods which social scientists use to study these processes. A requirement for students undertaking the "Health and Society" minor, the class will also serve as an introduction to the faculty researching and teaching on issues of health and society in the Social Sciences Division and beyond.

Instructor(s): Raikhel, Eugene Terms Offered: Autumn



HISTORY

Department Website: <https://history.uchicago.edu/content/undergraduate-programs>

PROGRAM OF STUDY

For decades the University of Chicago has been a leader in the study of history, through its pioneering civilization studies programs, its intensive research-based undergraduate curriculum, and its training of academic historians as both researchers and teachers. Majoring in history not only enables you to become a consumer of academic knowledge, it also prepares you to become a producer of knowledge. Undergraduate history courses first train you to explore large-scale social, cultural, and political processes by defining concrete, researchable questions. Subsequently, as a history major, you are taught how to locate the primary and secondary sources necessary to develop answers to these questions. Finally, faculty assist you in transforming your research into historical arguments that shed light on the multiple ways in which our world, our very reality, has transformed over time. History is excellent preparation for a wide field of endeavors—from law, government, and public policy to the arts and business.

Students interested in a history major should consult the associate director before the end of their second year; it is, however, possible to join the major as a third-year student.

PROGRAM REQUIREMENTS

In addition to the civilization sequences, students can choose from more than eighty history courses that are offered each year to undergraduates. Some of these are introductory lectures ("Gateway courses"), others are small seminars devoted to the intense study of a particular historical moment, theme, or event. Students must take twelve courses for the history major.

Courses without a HIST number may be used only with departmental permission; students should submit a petition before the end of Winter Quarter of the fourth year to the associate director to have them considered (see Petitioning for Outside Credit). Students may use one civilization sequence (up to three courses in the same sequence) to count toward history major requirements, but only if these courses are not also being used to count toward general education requirements.

History majors currently have the option of pursuing one of two tracks: the Regular Track or the Research Track. Beginning with the cCass of 2021, history majors will have the choice of three tracks: the Colloquium Track, the Capstone Track, and the BA Thesis Track. The Class of 2020 is not affected by this change.

CLASS OF 2020 REQUIREMENTS

Regular Track

Six courses in a major field	600
Six electives	600
One of the twelve courses above must be a Research Colloquium (HIST 29600s)	
Total Units	1200

Research Track

Six courses in a major field	600	
Four electives	400	
One of the ten courses above must be a Research Colloquium (HIST 29600s) §		
HIST 29801	BA Thesis Seminar I	100
HIST 29802	BA Thesis Seminar II	100
Total Units	1200	

§ Students on the Research Track should complete their Research Colloquium before Spring Quarter of their third year.

Students wishing to pursue the Research Track must officially declare their intention to do so with the associate director by sixth week of Winter Quarter during their third year. Only students in the Research Track are eligible for honors.

CLASSES OF 2021+ REQUIREMENTS

Colloquium Track

Six courses in a major field	600
Five electives	500
One of the eleven courses above must be a Research Colloquium (HIST 29600s)§	

HIST 29803	Historiography	100
Total Units		1200
Capstone Track		
Six courses in a major field		600
Four electives		400
One of the ten courses above must be a Research Colloquium (HIST 29600s)§		
HIST 29803	Historiography	100
HIST 29804	Capstone Seminar	100
Total Units		1200
BA Thesis Track		
Six courses in a major field		600
Three electives		300
One of the nine courses above must be a Research Colloquium (HIST 29600s) §		
HIST 29803	Historiography	100
HIST 29801	BA Thesis Seminar I	100
HIST 29802	BA Thesis Seminar II	100
Total Units		1200

§ Students on the BA Thesis Track should complete their Research Colloquium before Spring Quarter of their third year.

Students wishing to pursue the Capstone Track or the BA Thesis Track must officially declare their intention to do so with the associate director by sixth week of Winter Quarter during their third year. Only students in the BA Thesis Track are eligible for honors.

MAJOR FIELD

Students in all tracks are required to take six courses in, or directly related to, their chosen main field. Students construct the main field and choose their other courses in close consultation with the associate director, subject to final approval by the faculty chair of the Undergraduate Studies Committee.

The major field is usually defined by time and space. Examples are nineteenth- or twentieth-century US history, colonial Africa, the Atlantic world in the early modern or modern period, ancient Greece, or medieval Europe. Thematic major fields are also possible: for example, African American, Jewish, or gender history. Major fields may also be methodologically defined: for example, intellectual, economic, gender, political, or urban history. Students pursuing a major field in urban history might take courses ranging from "Rome: The Eternal City" to "Cities from Scratch: The History of Urban Latin America"; a focus on economic history might include "Economic Change in China" and "The History of US Capitalism." In the case of thematically or methodologically defined major fields, it is particularly important to consult closely with the associate director to ensure coherence.

ELECTIVES

In addition to the six courses in the main field, students must also take a number of elective courses, which vary by track (see the summaries of requirements above). Electives should complement the main field, extend the range of your historical awareness, and explore varying approaches to historical analysis and interpretation. You are encouraged to take courses that introduce significant civilizational or chronological breadth into your studies, or a different methodology or theme than you are studying in your major field.

RESEARCH COLLOQUIUM (HIST 29600S)

Students who major in history must take at least one history colloquium, though they are welcome to take more than one. Depending on the topic, the colloquium may count as one of the six courses comprising the student's major field or as one of the history electives, depending on the relevance of the colloquium to the student's major field. Students interested in pursuing the Research/BA Thesis Track should take a colloquium prior to Spring Quarter of their third year, while those pursuing other tracks can take a colloquium at any point prior to graduation. The colloquia are offered on a variety of topics each year and enable advanced College students to pursue research projects.

These courses expose students to the methods and practice of historical research and writing. Students are required to compose an original research paper that is at least fifteen pages in length. For students who are planning to begin graduate study the year following graduation, the colloquium provides them with the opportunity to produce a writing sample based on primary sources that they can use for their applications.

HISTORIOGRAPHY (HIST 29803)

Beginning with the Class of 2021, all majors are required to take Historiography. This course provides disciplinary training for majors and will be offered at least twice each academic year to ensure students are able

to fulfill the requirement. It is recommended that students pursuing the Capstone Track or Research/BA Thesis Track take this course by the end of their third year. The Class of 2020 is not affected by this change.

TRACK OPTIONS

Regular Track (Class of 2020)/Colloquium Track (Classes of 2021+)

Students in the Class of 2020 who choose the Regular Track are required to complete twelve courses: six in a major field, and six electives. Students in the Classes of 2021+ also complete twelve courses: six in a major field, five electives, and Historiography. The Research Colloquium may count toward either the major field or the electives. These tracks are designed for students with broad-ranging interests who want to take more electives. These tracks also offer greater flexibility to take the Research Colloquium at any time before graduation.

Capstone Track

Students who choose the Capstone Track are required to complete twelve courses: six in a major field, four electives, Historiography, and one Capstone Seminar. The Research Colloquium may count toward either the major field or the electives. Capstone Track students develop and carry out an original research project that does not take the form of a BA thesis. This Capstone project allows students to draw on innovative trends within the historical discipline, such as digital history, spatial history, and public history. Projects such as a podcast, an online exhibit, or a documentary "short" will cultivate new skills as well as new modes of communication and presentation with an eye to engaging wider audiences for students' scholarship.

Capstone Seminar (HIST 29804)

The Capstone Seminar is a one-quarter course spread out over Autumn and Winter Quarters of the fourth year. Like in the BA Thesis Track, students find and research a historical topic they find compelling, but Capstone students also determine and create the form in which they want to explore it. The seminar encourages students to think in the broadest possible terms about what form this project might take, by introducing them to historians and organizations that work in public history, documentary filmmaking, podcasts, museums, data, etc. The seminar will then guide students in the development of their individual Capstone projects.

Research Track (Class of 2020)

Students admitted to the Research Track are required to complete twelve courses for the major: six in a major field, four electives, and two BA seminars. The Research Colloquium may count toward either the major field or the elective field requirement. Students planning to pursue graduate study in history or those wishing to go into a research-intensive career, such as journalism, law, or policy analysis, are encouraged to pursue the Research Track.

BA Thesis Track (Classes of 2021+)

Students admitted to the BA Thesis Track are required to complete twelve courses for the major: six in a major field, three electives, Historiography, and two BA seminars. The Research Colloquium may count toward either the major field or the elective field requirement. Students planning to pursue graduate study in history or those wishing to go into a research-intensive career, such as journalism, law, or policy analysis, are encouraged to pursue the BA Thesis Track.

BA Thesis Seminars (HIST 29801 and HIST 29802)

With the approval of the faculty chair of the Undergraduate Studies Committee, the committee places students into a Spring Quarter BA thesis seminar before the end of Winter Quarter. In the seminar students develop a research proposal, which they submit at the end of Spring Quarter.

Students pursuing the Research/BA Thesis Track are required to take two BA thesis seminars and complete a BA thesis. The BA thesis is a three-quarter-long research project in which students develop a significant and original interpretation of a historical issue of their choosing. These are the culmination of the history program and range from forty to sixty pages in length. The BA thesis seminars assist students in formulating approaches and developing their research and writing skills, while providing a forum for group discussion and critiques.

Students formally register for two quarters, during the Spring Quarter of their third year (HIST 29801 BA Thesis Seminar I) and Winter Quarter of their fourth year (HIST 29802 BA Thesis Seminar II), though they are also expected to be actively engaged during the intervening Autumn Quarter. Students who are out of residence in Spring Quarter of their third year take BA Seminar I in Autumn Quarter of their fourth year (see Study Abroad below). BA Thesis Seminar I meets weekly in the Spring Quarter of the third year, but only every other week during the autumn and winter terms of the fourth year. Throughout the period of researching and writing the thesis, students benefit from the company of their peers and the guidance of their preceptor. A preceptor is an advanced history graduate student who serves as the seminar instructor and as the second reader of the thesis. The student must receive a B grade in BA Seminar I to continue in the Research/BA Thesis Track and enroll in BA Seminar II.

BA Thesis

The deadline for submission of the BA thesis is the second Friday of Spring Quarter. Students who wish to complete their papers in a quarter other than Spring Quarter must petition the department through the associate director. Students graduating in a quarter other than Spring Quarter must turn in their theses by Friday of seventh week of their final quarter. When circumstances justify it, the department establishes individual deadlines and procedures.

With approval from the undergraduate faculty chairs in two departments, history students may be able to write a BA thesis that meets requirements for a dual major. Students must consult with both chairs before the end of Spring Quarter of their third year. A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

APPLICATION TO RESEARCH, CAPSTONE, OR BA THESIS TRACK

Students wishing to pursue one of these tracks must submit a major form indicating their plans as well as a short description of their proposed Capstone or BA thesis topic to the associate director by sixth week of Winter Quarter during their third year.

Students are eligible to apply for research funding for summer research from the Department of History and the PRISM (Planning Resources and Involvement for Students in the Majors) program. Students are also encouraged to take advantage of funding that is available for language study abroad through the Foreign Language Acquisition Grant (FLAG) program. For details on available funding, students should consult the associate director.

OTHER COURSE INFORMATION

Course Numbering

History courses numbered 10000 to 29999 are intended primarily for College students; 10000-level courses are introductory. Some 20000-level courses have 30000-level equivalents when they are open to graduate students. To register for 20000/30000 cross-listed courses, undergraduates must use the undergraduate number (20000). History courses numbered 40000 to 49999 are intended primarily for graduate students, but are open to advanced College students with the consent of the instructor. Undergraduates registered for 40000-level courses are held to the graduate-level requirements.

Reading and Research Courses

Students interested in pursuing a program of study that cannot be met by means of regular courses have the option of devising a reading and research course (HIST 29700 Readings in History) that is taken individually and supervised by a member of the Department of History faculty. Such a course requires the approval of the associate director and the prior consent of the instructor with whom the student would like to study. Note: Enrollment in HIST 29700 is open only to students who are doing independent study that is not related to the research or writing of the BA thesis. As a general rule, only one reading and research course can be counted towards the history major.

Petitioning for Outside Credit

The Department of History offers a wide variety of courses each quarter, and majors are strongly encouraged to take history courses to fulfill the requirements of the major. In some instances, courses that originate outside the department can be used to fulfill the course requirements of the major. To receive history credit for nondepartmental courses, you must petition the Undergraduate Studies Committee for approval. A few things to keep in mind:

- Petitions must include a course description, a syllabus, and a statement of purpose that addresses the value of the course for your proposed course of study.
- Students should submit a petition before the end of Winter Quarter of the fourth year to the associate director.
- Courses taken abroad may also be used towards the major, pending approval of the petition, however more than half of the requirements for the major must be met by registering for courses bearing University of Chicago course numbers.
- Petitions for courses abroad must include course syllabi, descriptions, and course work.
- Generally, no more than two petitions per student will be approved.
- Documentation of approved petitions must be provided to the College adviser in a timely fashion for processing.

GRADING

Courses counting towards the history major are normally taken for quality grades. The History Research Colloquium (HIST 29600s), HIST 29801 BA Thesis Seminar I, and HIST 29802 BA Thesis Seminar II must be taken for quality grades. In exceptional circumstances, students who are majoring in history may petition to allow a course taken for a pass/fail grade to count towards the requirements of the major. Students wishing to do so should consult with the associate director. A pass grade is to be given only for work of C- quality or higher.

Students should also consult with their College adviser about the appropriateness of pass/fail grading options in their larger program of study.

HONORS

Students pursuing the Research/BA Thesis Track who have done exceptionally well in their course work and have written an outstanding BA thesis are recommended for honors. Candidates must have an overall GPA of 3.0 or higher and a GPA of 3.7 or higher in the twelve courses counting towards the major. Readers submit BA theses for departmental honors that they judge to be of particular distinction. If the department concurs, the student is awarded honors. Students who fail to meet the deadline for submission of the BA thesis are not eligible for honors consideration.

DOUBLE MAJOR

Students planning to double major in history and another discipline are encouraged to do so, with the following stipulations:

- Double counting: Courses that are cross-listed with another department may be used for both majors.
- BA thesis and seminar: Double majors pursuing the Research Track must fulfill the requirements pertaining to the BA thesis, including taking part in the BA seminar.

MINOR IN HISTORY

Students specializing in all disciplines are welcome to minor in history. Majors in such fields as global studies, political science, public policy studies, economics, and philosophy find that a history minor complements their major by providing a historical understanding of social, cultural, political, and economic issues, while those majoring in such disciplines as mathematics and the sciences use the minor to explore a different area of interest and to develop their humanistic understanding of the world. Students may choose to take courses in a variety of fields, time periods, and thematic topics, with the aim of developing a broad understanding of historical change across time and space, or they may choose to focus specifically on a more narrowly defined field of interest.

Students wishing to pursue the minor should contact the associate director and complete the minor declaration form no later than the end of the third year. The associate director's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

Requirements

The history minor requires a total of six courses chosen in consultation with the associate director. All minors beginning with the Class of 2021 are required to take HIST 29803 Historiography, as one of their six courses. Courses in the minor (1) may not be double counted with the student's major(s) or with other minors; (2) may not be counted toward general education requirements; (3) may not be petitioned in from other departments; (4) must be taken for quality grades; and (5) must consist of more than half of the courses bearing University of Chicago course numbers.

STUDY ABROAD

The Department of History strongly supports study abroad. We have arranged the course work requirement to make that possible, but a little prior planning is required, especially for those pursuing the Research Track. If at all possible, it is best to study abroad during Autumn and/or Winter Quarters of the third year. However, if a full-year study abroad experience is desired, that is still compatible with the Research/BA Thesis Track. One section of the BA seminar (combining requirements of BA Seminar I and II in an accelerated manner) meets in Autumn Quarter to accommodate fourth-year students who have been abroad third year; these students register for BA Seminar II with the rest of their third-year cohort. All Research/BA Thesis Track history majors are required to be on campus for Autumn and Winter Quarters of their fourth year in order to complete the BA thesis.

HISTORY COURSES

HIST 10101-10102-10103. Introduction to African Civilization I-II-III.

Introduction to African Civilization introduces students to African history in a three-quarter sequence. Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies.

HIST 10101. Introduction to African Civilization I. 100 Units.

Part one of the sequence takes a historical approach. We consider how different types of historical evidence—documentary, oral, and material—can be used to investigate processes of change and transformation in Africa from the early Iron Age through the emergence of the Atlantic world in the fifteenth century. We will investigate state formation in comparative perspective and examine case studies from the Swahili coast, the empires of Ghana and Mali, and Great Zimbabwe. The course also examines the diffusion of Islam, European contact, and the trans-Atlantic slave trade.

Instructor(s): E. Osborn Terms Offered: Autumn

Equivalent Course(s): ANTH 20701, MDVL 10101, CRES 20701

HIST 10102. Introduction to African Civilization II. 100 Units.

The second segment of the African Civilization sequence uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with particular focus on Southern Africa. The course is centered on the 20th and 21st Centuries. The course begins with an examination of colonialism, the institutionalization of racism, and dispossession, before examining anti-colonialism and the postcolonial period. Over the course of the quarter, students will learn about forms of personhood, subjectivity, kinship practices, governance, migration and the politics of difference.

Instructor(s): K. Hickerson Terms Offered: Winter

Prerequisite(s): Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies.

Note(s): CHDV Distribution, C

Equivalent Course(s): CRES 20802, CHDV 21401, ANTH 20702

HIST 10103. Introduction to African Civilization III. 100 Units.

Part Three investigates the long nineteenth century. It considers the Egyptian conquest of Sudan, Omani colonialism on the Swahili coast, and Islamic reform movements across the Sahara. It will also explore connections between the end of the transatlantic slave trade and the formal colonization of the African continent.

Instructor(s): K. Hickerson

Equivalent Course(s): ANTH 20703, CRES 20303

HIST 10102. Introduction to African Civilization II. 100 Units.

The second segment of the African Civilization sequence uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with particular focus on Southern Africa. The course is centered on the 20th and 21st Centuries. The course begins with an examination of colonialism, the institutionalization of racism, and dispossession, before examining anti-colonialism and the postcolonial period. Over the course of the quarter, students will learn about forms of personhood, subjectivity, kinship practices, governance, migration and the politics of difference.

Instructor(s): K. Hickerson Terms Offered: Winter

Prerequisite(s): Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies.

Note(s): CHDV Distribution, C

Equivalent Course(s): CRES 20802, CHDV 21401, ANTH 20702

HIST 10103. Introduction to African Civilization III. 100 Units.

Part Three investigates the long nineteenth century. It considers the Egyptian conquest of Sudan, Omani colonialism on the Swahili coast, and Islamic reform movements across the Sahara. It will also explore connections between the end of the transatlantic slave trade and the formal colonization of the African continent.

Instructor(s): K. Hickerson

Equivalent Course(s): ANTH 20703, CRES 20303

HIST 10800-10900. Introduction to the Civilizations of South Asia I-II.

This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

HIST 10800. Introduction to the Civilizations of South Asia I. 100 Units.

The first quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.

Instructor(s): M. Alam Terms Offered: Winter

Equivalent Course(s): MDVL 20100, SOSC 23000, SALC 20100, ANTH 24101

HIST 10900. Introduction to the Civilizations of South Asia II. 100 Units.

The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.

Instructor(s): Dipesh Chakrabarty Terms Offered: Spring

Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000

Equivalent Course(s): SALC 20200, SOSC 23100, ANTH 24102

HIST 10900. Introduction to the Civilizations of South Asia II. 100 Units.

The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.

Instructor(s): Dipesh Chakrabarty Terms Offered: Spring

Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000

Equivalent Course(s): SALC 20200, SOSC 23100, ANTH 24102

HIST 12001. Medieval History: Theories & Methods. 100 Units.

This course will introduce students to research methods and historical theories that are central to the field of medieval European history (500-1500 AD). The first section of the course is designed to give students a grounding in some of the most important historical narratives (political, social, economic, religious, intellectual, cultural) about the medieval period. Students will then spend the middle weeks of the quarter exploring the different types of original sources (written and non-written) that historians use to conduct research on the Middle Ages. This section of the course will include class time at the Regenstein Library's Special Collections Research Center. In the final weeks, we will concentrate on some of the scholarly debates that have shaped the modern field of medieval history. Grades will be determined on the basis of a midterm exam, a final exam, two short papers, and classroom discussion.

Instructor(s): J. Lyon

Note(s): No prior knowledge of medieval European history is required; the course is open to all undergraduates.
Equivalent Course(s): MDVL 12001

HIST 12700-12800. Music in Western Civilization I-II.

This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

HIST 12700. Music In Western Civilization I: To 1750. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our first quarter (MUS 12100 etc.) spans roughly the period between Charlemagne's coronation as Holy Roman Emperor (800 CE) and the dissolution of the Empire (1806) with the triumph of Napoleon across Western Europe.

Instructor(s): R. Kendrick Terms Offered: Autumn

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.
Equivalent Course(s): SOSC 21100, MUSI 12100

HIST 12800. Music In Western Civ II. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our second quarter (MUS 12200 etc.) runs from the beginning of European Romanticism around 1800 to the turn of the 21st century.

Terms Offered: Spring

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.
Equivalent Course(s): MUSI 12200, SOSC 21200

HIST 12800. Music In Western Civ II. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our second quarter (MUS 12200 etc.) runs from the beginning of European Romanticism around 1800 to the turn of the 21st century.

Terms Offered: Spring

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.
Equivalent Course(s): MUSI 12200, SOSC 21200

HIST 13001-13002-13003. History of European Civilization I-II-III.

History of European Civilization I-II is a two-quarter sequence designed to use close readings of primary sources to enrich our understanding of Europeans of the past. As we examine the variety of their experiences, we will often call into question what we mean in the first place by "Europe" and "civilization." Rather than providing a narrative of high politics, the sequence will emphasize the contested geographic, religious, social, and racial boundaries that have defined and redefined Europe and its people over the centuries. We will read and discuss sources covering the period from the early Middle Ages to the present, from a variety of genres: saga, biography, personal letters, property records, political treatises, memoirs, and government documents, to name only a few. Individual instructors may choose different sources and highlight different aspects of European civilization, but some of the most important readings will be the same in all sections. The two-quarter sequence may also be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization. This sequence meets the general education requirement in civilization studies.

HIST 13001. History of European Civilization I. 100 Units.

History of European Civilization is a two-quarter sequence designed to use close readings of primary sources to enrich our understanding of Europeans of the past. As we examine the variety of their experiences, we will often call into question what we mean in the first place by "Europe" and "civilization." Rather than providing a narrative of high politics, the sequence will emphasize the contested geographic, religious, social, and racial boundaries that have defined and redefined Europe and its people over the centuries. We will read and discuss sources covering the period from the early Middle Ages to the present, from a variety of genres: saga, biography, personal letters, property records, political treatises, memoirs, and government documents, to name only a few. Individual instructors may choose different sources and highlight different aspects of European civilization, but some of the most important readings will be the same in all sections. The two-quarter sequence may also be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization. This sequence meets the general education requirement in civilization studies.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): Students must take a minimum of two quarters of Civ. to fulfill general education requirement; register for same section each quarter.

HIST 13002. History of European Civilization II. 100 Units.

History of European Civilization is a two-quarter sequence designed to use close readings of primary sources to enrich our understanding of Europeans of the past. As we examine the variety of their experiences, we will often call into question what we mean in the first place by "Europe" and "civilization." Rather than providing a narrative of high politics, the sequence will emphasize the contested geographic, religious, social, and racial boundaries that have defined and redefined Europe and its people over the centuries. We will read and discuss sources covering the period from the early Middle Ages to the present, from a variety of genres: saga, biography, personal letters, property records, political treatises, memoirs, and government documents, to name only a few. Individual instructors may choose different sources and highlight different aspects of European civilization, but some of the most important readings will be the same in all sections. The two-quarter sequence may also be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization. This sequence meets the general education requirement in civilization studies.

Instructor(s): Staff Terms Offered: Spring Winter

Prerequisite(s): Students must take a minimum of two quarters of Civ. to fulfill general education requirement; register for same section each quarter.

HIST 13003. History of European Civilization III. 100 Units.

The two-quarter History of European Civilization sequence may be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization. The third quarter explores focused topics on cultural, economic, social, political, or religious aspects of European history. Refer to <https://history.uchicago.edu/> for course titles and topic descriptions.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HIST 13001 and HIST 13002

Note(s): Students who plan to complete a three-quarter sequence register for HIST 13003 in Spring Quarter after completing HIST 13001-13002. Students may not combine HIST 13003 with one other quarter of European Civilization to construct a two-quarter sequence. SPR 19 Themes: Sect 2 (Crusades: History and Imagination) and Sect 4 (Crossing the Channel: England and France).

HIST 13002. History of European Civilization II. 100 Units.

History of European Civilization is a two-quarter sequence designed to use close readings of primary sources to enrich our understanding of Europeans of the past. As we examine the variety of their experiences, we will often call into question what we mean in the first place by "Europe" and "civilization." Rather than providing a narrative of high politics, the sequence will emphasize the contested geographic, religious, social, and racial boundaries that have defined and redefined Europe and its people over the centuries. We will read and discuss sources covering the period from the early Middle Ages to the present, from a variety of genres: saga, biography, personal letters, property records, political treatises, memoirs, and government documents, to name only a few. Individual instructors may choose different sources and highlight different aspects of European civilization, but some of the most important readings will be the same in all sections. The two-quarter sequence may also be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization. This sequence meets the general education requirement in civilization studies.

Instructor(s): Staff Terms Offered: Spring Winter

Prerequisite(s): Students must take a minimum of two quarters of Civ. to fulfill general education requirement; register for same section each quarter.

HIST 13003. History of European Civilization III. 100 Units.

The two-quarter History of European Civilization sequence may be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization. The third quarter explores focused topics on cultural, economic, social, political, or religious aspects of European history. Refer to <https://history.uchicago.edu/> for course titles and topic descriptions.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): HIST 13001 and HIST 13002

Note(s): Students who plan to complete a three-quarter sequence register for HIST 13003 in Spring Quarter after completing HIST 13001-13002. Students may not combine HIST 13003 with one other quarter of European Civilization to construct a two-quarter sequence. SPR 19 Themes: Sect 2 (Crusades: History and Imagination) and Sect 4 (Crossing the Channel: England and France).

HIST 13100-13200-13300. History of Western Civilization I-II-III.

Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. The purpose of this sequence is threefold: (1) to introduce students to the principles of historical thought, (2) to acquaint them with some of the more important epochs in the development of Western civilization since the sixth century BC, and (3) to assist them in discovering connections between the various epochs. The purpose of the course is not to present a general survey of Western history. Instruction consists of intensive investigation of a selection of original documents bearing on a number of separate topics, usually two or three a quarter, occasionally supplemented by the work of a modern historian. The treatment of the selected topics varies from section to section. This sequence is currently offered twice a year. The amount of material covered is the same whether the student enrolls in the Autumn-Winter-Spring sequence or the Summer sequence.

HIST 13100. Western Civilization-1. 100 Units.

Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies.

The purpose of this sequence is threefold: (1) to introduce students to the principles of historical thought, (2) to acquaint them with some of the more important epochs in the development of Western civilization since the sixth century BC, and (3) to assist them in discovering connections between the various epochs. The purpose of the course is not to present a general survey of Western history. Instruction consists of intensive investigation of a selection of original documents bearing on a number of separate topics, usually two or three a quarter, occasionally supplemented by the work of a modern historian. The treatment of the selected topics varies from section to section. This sequence is currently offered twice a year. The amount of material covered is the same whether the student enrolls in the Autumn-Winter-Spring sequence or the Summer sequence. This sequence meets the general education requirement in civilization studies.

Instructor(s): K. Weintraub, Autumn; J. Boyer, Summer Terms Offered: Autumn Summer

Prerequisite(s): These courses must be taken in sequence.

HIST 13200. Western Civilization-2. 100 Units.

Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. The purpose of this sequence is threefold: (1) to introduce students to the principles of historical thought, (2) to acquaint them with some of the more important epochs in the development of Western civilization since the sixth century BC, and (3) to assist them in discovering connections between the various epochs. The purpose of the course is not to present a general survey of Western history. Instruction consists of intensive investigation of a selection of original documents bearing on a number of separate topics, usually two or three a quarter, occasionally supplemented by the work of a modern historian. The treatment of the selected topics varies from section to section. This sequence is currently offered twice a year. The amount of material covered is the same whether the student enrolls in the Autumn-Winter-Spring sequence or the Summer sequence. This sequence meets the general education requirement in civilization studies.
 Instructor(s): K. Weintraub, Winter, Summer Terms Offered: Summer Winter
 Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.

This third course of the History of Western Civilization undertakes a detailed study of the French Revolution and charts the rise of liberal, anti-liberal, and post-liberal states and societies in nineteenth- and twentieth-century European history. The sequence closes with an appraisal of the condition of European politics, culture, and society at the end of the twentieth century
 Instructor(s): K. Weintraub, Spring; D. Koehler, Summer Terms Offered: Spring Summer
 Prerequisite(s): These courses must be taken in sequence.

HIST 13200. Western Civilization-2. 100 Units.

Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. The purpose of this sequence is threefold: (1) to introduce students to the principles of historical thought, (2) to acquaint them with some of the more important epochs in the development of Western civilization since the sixth century BC, and (3) to assist them in discovering connections between the various epochs. The purpose of the course is not to present a general survey of Western history. Instruction consists of intensive investigation of a selection of original documents bearing on a number of separate topics, usually two or three a quarter, occasionally supplemented by the work of a modern historian. The treatment of the selected topics varies from section to section. This sequence is currently offered twice a year. The amount of material covered is the same whether the student enrolls in the Autumn-Winter-Spring sequence or the Summer sequence. This sequence meets the general education requirement in civilization studies.
 Instructor(s): K. Weintraub, Winter, Summer Terms Offered: Summer Winter
 Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.

This third course of the History of Western Civilization undertakes a detailed study of the French Revolution and charts the rise of liberal, anti-liberal, and post-liberal states and societies in nineteenth- and twentieth-century European history. The sequence closes with an appraisal of the condition of European politics, culture, and society at the end of the twentieth century
 Instructor(s): K. Weintraub, Spring; D. Koehler, Summer Terms Offered: Spring Summer
 Prerequisite(s): These courses must be taken in sequence.

HIST 13500-13600-13700. America in World Civilization I-II-III.

The America in World Civilization sequence is nothing like your high school history class, for here we examine America as a contested idea and a contested place by reading and writing about a wide array of primary sources. In the process, students gain a new sense of historical awareness and of the making of America. The course is designed both for history majors and non-majors who want to deepen their understanding of the nation's history, encounter some enlightening and provocative voices from the past, and develop the qualitative methodology of historical thinking. It is recommended that students take this course in chronological sequence: HIST 13500-13600 (I and II) or HIST 13600-13700 (II and III). This sequence meets the general education requirement in civilization studies.

HIST 13500. America In World Civilization I. 100 Units.

America in World Civilization I examines foundational texts and moments in American culture, society, and politics, from early European incursions into the New World through the early republic of the United States, roughly 1500-1800. We will examine encounters between Native Americans and representatives of imperial powers (Spain, France, and England) as well as the rise of African slavery in North America before 1700. We will consider the development of Anglo-American society and government in the eighteenth century, focusing especially on the causes and consequences of the American Revolution.
 Instructor(s): Staff Terms Offered: Autumn
 Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500-13600 (I and II) or HIST 13600-13700 (II and III).

HIST 13600. America in World Civilization II. 100 Units.

The nineteenth-century segment of America in World Civilizations asks: What happens when democracy confronts inequality? We focus on themes that include indigenous-US relations; religious revivalism and reform; slavery, the Civil War, and emancipation; the intersection between women's rights and antislavery; the development of industrial capitalism; urbanism and social inequality.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III).

HIST 13700. America in World Civilization-III. 100 Units.

What conditions have shaped inclusion and exclusion from the category "American" in the twentieth century? Who has claimed rights, citizenship, and protection, and under what conditions? The third quarter of America in World Civilization focuses on multiple definitions of Americanism in a period characterized by empire, transnational formations, and America's role in the world. We explore the construction of social order in a multicultural society; culture in the shadow of war; the politics of race, ethnicity, and gender; the rise and fall of new social movements on the left and the right; the emergence of the carceral state and militarization of civil space; and the role of climate change and the apocalyptic in shaping imagined futures.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III).

HIST 13600. America in World Civilization II. 100 Units.

The nineteenth-century segment of America in World Civilizations asks: What happens when democracy confronts inequality? We focus on themes that include indigenous-US relations; religious revivalism and reform; slavery, the Civil War, and emancipation; the intersection between women's rights and antislavery; the development of industrial capitalism; urbanism and social inequality.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III).

HIST 13700. America in World Civilization-III. 100 Units.

What conditions have shaped inclusion and exclusion from the category "American" in the twentieth century? Who has claimed rights, citizenship, and protection, and under what conditions? The third quarter of America in World Civilization focuses on multiple definitions of Americanism in a period characterized by empire, transnational formations, and America's role in the world. We explore the construction of social order in a multicultural society; culture in the shadow of war; the politics of race, ethnicity, and gender; the rise and fall of new social movements on the left and the right; the emergence of the carceral state and militarization of civil space; and the role of climate change and the apocalyptic in shaping imagined futures.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III).

HIST 13803. The Soviet Union. 100 Units.

This lecture course surveys the making and unmaking of the Soviet Union as a society, culture, economy, superpower, and empire from 1917 to 1991. The Soviet Union began as an unprecedented radical experiment in remaking society and economy, ethnic and gender relations, personal identities, even human nature. In the course of its history, it came to resemble other (capitalist) societies, sharing, in turn, their violence, welfare provisions, and consumerism. The story of this transformation—from being unique and exhilarating to being much like everyone else, only poorer and more drab—will be at the center of our exploration. The main themes of the course include social and cultural revolutions; ideology and the role of Marxism; political violence from the birth of the socialist state to the end of the Stalin terror; Stalinism, its origins, practices, aesthetics, legacies, and critiques; law, dissent, and human rights; nationality policies and the role of ethnic minorities; the economy of shortages and the material culture it created; institutions of daily life (communal apartments, courtyards, peasant markets, dachas, and boiler rooms); socialist realism and the Soviet dreamworld.

Instructor(s): E. Gilburd

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): REES 13803

HIST 13900-14000. Introduction to Russian Civilization I-II.

This two-quarter sequence, which meets the general education requirement in civilization studies, provides an interdisciplinary introduction to Russian civilization. The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual, and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

HIST 13900. Introduction to Russian Civilization I. 100 Units.

The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): F. Hillis, W. Nickell Terms Offered: Autumn

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): SOSC 24000, REES 26011

HIST 14000. Introduction to Russian Civilization II. 100 Units.

The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual, and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): F. Hillis, W. Nickell Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): REES 26012, SOSC 24100

HIST 14000. Introduction to Russian Civilization II. 100 Units.

The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual, and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): F. Hillis, W. Nickell Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): REES 26012, SOSC 24100

HIST 14204. History of the Present. 100 Units.

This Gateway course takes a reverse approach to the study of history, defining issues relevant to the current moment—some determined by the students—and exploring the long stories required to understand the present. We might examine the election of 2016, social movements, climate change, debt, gun ownership, statelessness, and other issues. Each topic will occupy one week of the course. Students will learn historical thinking skills, critical reading, and argumentation, and will complete a final assignment geared towards providing historical context for an ongoing debate in the public sphere. This lecture course is an elective open to non-majors and to first- and second-year students, although upper-year students and History majors and minors are welcome. No previous history course work is required.

Instructor(s): K. Belew

Prerequisite(s): To ensure registration after pre-registration, consider picking a W or F disc section other than sect 1 or 2. Or, after registration is complete, add the course and pick an open discussion section.

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): SIGN 26019

HIST 14701. Human Rights in Chinese History. 100 Units.

This Gateway course will introduce students to China's contentious rights environment and both domestic and international ideas of human rights. The course will consider social movements, dissent, the role of the press, environmentalism, and debates over "Asian values." While the course surveys the modern period we will also discuss legacies of China's philosophical traditions.

Instructor(s): J. Ransmeier

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HMRT 14701, EALC 14701

HIST 15100-15200-15300. Introduction to the Civilizations of East Asia I-II-III.

This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present. Taking these courses in sequence is not required.

HIST 15100. Introduction to the Civilizations of East Asia I. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): G. Alitto Terms Offered: Autumn Summer

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): SOSC 23500, EALC 10800, CRES 10800

HIST 15200. Introduction to the Civilizations of East Asia II. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): M. Fisch Terms Offered: Summer Winter

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): SOSC 23600, EALC 10900, CRES 10900

HIST 15300. Introduction to the Civilizations of East Asia III. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): EALC 11000, SOSC 23700, CRES 11000

HIST 15200. Introduction to the Civilizations of East Asia II. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): M. Fisch Terms Offered: Summer Winter

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): SOSC 23600, EALC 10900, CRES 10900

HIST 15300. Introduction to the Civilizations of East Asia III. 100 Units.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): EALC 11000, SOSC 23700, CRES 11000

HIST 15602-15603-15604. Ancient Empires I-II-III.

This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

HIST 15602. Ancient Empires I. 100 Units.

The first course of this three-course sequence focuses on the Hittite Empire.

Instructor(s): Hakan Karateke Terms Offered: Autumn

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): CLCV 25700, NEHC 20011

HIST 15603. Ancient Empires-II. 100 Units.

This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world's first recorded Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of "empire" itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?

Instructor(s): James Osborne Terms Offered: Winter

Equivalent Course(s): CLCV 25800, NEHC 20012

HIST 15604. Ancient Empires-3. 100 Units.

For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.

Instructor(s): Brian Muhs Terms Offered: Spring

Equivalent Course(s): CLCV 25900, NEHC 20013

HIST 15603. Ancient Empires-II. 100 Units.

This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world's first recorded Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of "empire" itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?

Instructor(s): James Osborne Terms Offered: Winter

Equivalent Course(s): CLCV 25800, NEHC 20012

HIST 15604. Ancient Empires-3. 100 Units.

For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.

Instructor(s): Brian Muhs Terms Offered: Spring

Equivalent Course(s): CLCV 25900, NEHC 20013

HIST 16101-16102-16103. 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 16101. 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 Terms Offered: Autumn

Equivalent Course(s): HIST 36101, ANTH 23101, LACS 34600, SOSC 26100, LACS 16100, CRES 16101

HIST 16102. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

Instructor(s): D. Borges Terms Offered: Winter

Equivalent Course(s): CRES 16102, SOSC 26200, LACS 16200, PPHA 39770, HIST 36102, LACS 34700, ANTH 23102

HIST 16103. 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 34800, PPHA 39780, LACS 16300, SOSC 26300, CRES 16103, ANTH 23103, HIST 36103

HIST 16102. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

Instructor(s): D. Borges Terms Offered: Winter

Equivalent Course(s): CRES 16102, SOSC 26200, LACS 16200, PPHA 39770, HIST 36102, LACS 34700, ANTH 23102

HIST 16103. 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 34800, PPHA 39780, LACS 16300, SOSC 26300, CRES 16103, ANTH 23103, HIST 36103

HIST 16602. Markets Before Capitalism. 100 Units.

Is the market system a new invention linked to the recent development of modern European societies? Is the market the hero or the villain of the story? Is everything marketable? Is the market the driver for economic development? We will address these and other questions in a deliberately comparative way, focusing on the cases of ancient Mesopotamia, ancient Greece and Rome, and medieval and early modern Europe. We will read excerpts from Smith, Ricardo, Marx, Weber, Polanyi, Braudel, Wallerstein, Geertz, Horden, and Purcell. We will examine the controversies in which these scholars were involved and the echoes they still have in our own contemporary debates. Assignments: Two papers, two quizzes.

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

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): CLCV 16619, NEHC 26602

HIST 16603. Rome: The Eternal City. 100 Units.

The city of Rome was central to European culture in terms both of its material reality and the models of political and sacred authority that it provided. Students in this course will receive an introduction to the archaeology and history of the city from the Iron Age to the early medieval period (ca. 850 BCE-850 CE) and an overview of the range of different intellectual and scientific approaches by which scholars have engaged with the city and its legacy. Students will encounter a broad range of sources, both textual and material, from each period that show how the city physically developed and transformed within shifting historical and cultural contexts. We will consider how various social and power dynamics contributed to the formation and use of Rome's urban space, including how neighborhoods and residential space developed beyond the city's more famous monumental areas. Our main theme will be how Rome in any period was, and still is, a product of both its present and past and how its human and material legacies were constantly shaping and reshaping the city's use and space in later periods.

Instructor(s): Margaret Andrews Terms Offered: Spring

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): ANTH 26115, CLCV 24119, ENST 16603

HIST 16700-16800-16900. Ancient Mediterranean World I-II-III.

Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. This sequence surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 BC), the Roman Republic (509 to 27 BC), and late antiquity (27 BC to the fifth century AD).

HIST 16700. Ancient Mediterranean World I. 100 Units.

This course surveys the social, economic, and political history of Greece from prehistory to the Hellenistic period. The main topics considered include the development of the institutions of the Greek city-state, the Persian Wars and the rivalry of Athens and Sparta, the social and economic consequences of the Peloponnesian War, and the eclipse and defeat of the city-states by the Macedonians.

Instructor(s): Staff Terms Offered: Autumn

Equivalent Course(s): CLCV 20700

HIST 16800. Ancient Mediterranean World II: Rome. 100 Units.

This quarter surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the end of the Severan dynasty in 235 CE. Throughout, the focus is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community. Instructor(s): C. Ando, Staff Terms Offered: Winter Note(s): This sequence meets the general education requirement in civilization studies.

Instructor(s): Staff Terms Offered: Winter

Equivalent Course(s): CLCV 20800

HIST 16900. Ancient Mediterranean World III. 100 Units.

This course will survey the social, political, and cultural history of the late antique Mediterranean from Constantine I to Charlemagne. Through close reading and discussion of primary sources, we will examine (among other topics) the rise and spread of Christianity and Islam, changing conceptions of Roman identity, and the inheritance of the classical world, as well as some implications of these topics for subsequent European history.

Instructor(s): Staff Terms Offered: Spring
Equivalent Course(s): CLCV 20900, MDVL 16900

HIST 16800. Ancient Mediterranean World II: Rome. 100 Units.

This quarter surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the end of the Severan dynasty in 235 CE. Throughout, the focus is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community. Instructor(s): C. Ando, Staff Terms Offered: Winter Note(s): This sequence meets the general education requirement in civilization studies.

Instructor(s): Staff Terms Offered: Winter
Equivalent Course(s): CLCV 20800

HIST 16900. Ancient Mediterranean World III. 100 Units.

This course will survey the social, political, and cultural history of the late antique Mediterranean from Constantine I to Charlemagne. Through close reading and discussion of primary sources, we will examine (among other topics) the rise and spread of Christianity and Islam, changing conceptions of Roman identity, and the inheritance of the classical world, as well as some implications of these topics for subsequent European history.

Instructor(s): Staff Terms Offered: Spring
Equivalent Course(s): CLCV 20900, MDVL 16900

HIST 17000. Myth and Its Critics. 100 Units.

Myth is essential to how humans make sense of the world: our foundational stories explain the nature of the world; they justify and explore social and sexual difference; they teach and test the limits of human agency. The course will survey contexts and uses of myth-making in the ancient Mediterranean world. We will also explore the many traditions of critique and anxiety about myth-making, among philosophers, literary critics and religious authorities.

Instructor(s): C. Ando Terms Offered: Spring
Equivalent Course(s): CLCV 15000, SIGN 26037

HIST 17410–17411, HIST 17510–17512 (HIPS 18300, HIPS 18400–18403, and HIPS 18500–18503) Science, Culture, and Society in Western Civilization

These courses focus on the origins and development of science in the West. They aim to trace the evolution of the biological, psychological, natural, and mathematical sciences as they emerge from the culture and social matrix of their periods and, in turn, affect culture and social. In order to satisfy the general education requirement in civilization studies, students must take a course in two or three of the following chronological periods: ancient (numbered HIPS 18300), early modern (HIPS 18400–18403), and modern (HIPS 18500–18503). Taking these courses in sequence is recommended but not required. Only one course per category may count toward the requirement unless special approval is granted.

HIST 17410. Science, Culture, and Society in Western Civilization II: Renaissance to Enlightenment. 100 Units.

This lecture-discussion course examines the development science and scientific philosophy from the mid-fifteenth to the mid-nineteenth centuries. The considerations begin with the recovery of an ancient knowledge in the works of Leonardo, Vesalius, Harvey, and Copernicus. Thereafter the course will focus on Enlightenment science, as represented by Galileo, Descartes, Newton, and Hume. The course will culminate with the work of Darwin, who utilized traditional concepts to inaugurate modern science. For each class, the instructor will provide a short introductory lecture on the texts, and then open discussion to pursue with students the unexpected accomplishments of the authors under scrutiny.

Instructor(s): R. Richards Terms Offered: Autumn. Offered in Autumn 2019.
Equivalent Course(s): KNOW 18400, HIPS 18400

HIST 17411. Science, Culture, and Society in Western Civilization II: History of Medicine 1500 to 1900. 100 Units.

This course examines the theory and practice of medicine between 1500 and 1900. Topics include traditional early modern medicine; novel understandings of anatomy, physiology, and disease from the Renaissance on; and new forms of medical practice, training, and knowledge-making that developed in the eighteenth and nineteenth centuries.

Instructor(s): M. Rossi Terms Offered: Autumn. Offered in Autumn 2019
Equivalent Course(s): HIPS 18401

HIST 17510. Science, Culture, and Society in Western Civilization III: Modern Period. 100 Units.

The course is organized around a series of broad questions about science. These questions are addressed by means of examples drawn from both the past and the present. The historical cases arise in chronological sequence, ranging from the development of experimental methods in the late seventeenth century to the advent of biotechnology in the modern era. They furnish a selective set of materials for a history of scientific practice. Their other purpose here, however, is to highlight the depth and importance of many problems still confronting the world of science today - problems that are cultural as well as scientific, and that demand of us an understanding of what science is and how it works.

Instructor(s): J. Evans (Winter 2020) and A. Johns (Spring 2020) Terms Offered: Spring Winter. Offered in Winter 2020 by James Evans and in Spring 2020 by Adrian Johns

Equivalent Course(s): HIPS 18500

HIST 17511. Science, Culture, and Society in Western Civilization III: History of Medicine 1900-Present. 100 Units.

This course is an examination of various themes in the history of medicine in Western Europe and America since 1900. Topics include key developments of medical theory (e.g., the circulation of the blood and germ theory), relations between doctors and patients, rivalries between different kinds of healers and therapists, and the development of the hospital and laboratory medicine.

Instructor(s): M. Rossi Terms Offered: Winter. Offered in Winter 2020

Equivalent Course(s): HIPS 18501

HIST 17512. Science, Culture, and Society in Western Civilization III: The Environment. 100 Units.

This course charts the development of modern science and technology with special reference to the environment. Major themes include natural history and empire, political economy in the Enlightenment, the discovery of deep time and evolutionary theory, the dawn of the fossil fuel economy, Malthusian anxieties about overpopulation, the birth of ecology, the Cold War development of climate science, the postwar debates about the limits to growth, and the emergence of modern environmentalism. We will end with the new science of the Anthropocene.

Instructor(s): F. Albritton Jonsson Terms Offered: Spring. Offered in Spring 2020.

Equivalent Course(s): HIPS 18502

HIST 17704. The Old History of Capitalism. 100 Units.

What is the relationship between race and capitalism? This course introduces students to the concept of "racial capitalism," which rejects treatments of race as external to a purely economic project and counters the idea that racism is an externality, acultural overflow, or an aberration from the so-called real workings of capitalism.

Spanning the colonization of North America to the era of mass incarceration, topics include the slave trade, indigenous dispossession, antebellum slavery, the Mexican-American War, "new imperialism," the welfare state, and civil rights. This course neither presumes a background in economics nor previous coursework in history.

Instructor(s): D. Jenkins

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): CRES 17704

HIST 17805. America in the Twentieth Century. 100 Units.

This is a thematic lecture course on the past 115 years of US history. The main focus of the lectures will be politics, broadly defined. The readings consist of novels and nonfiction writing, with a scattering of primary sources. Assignments: Three 1,500-word papers.

Instructor(s): J. Dailey Terms Offered: Spring

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): LLSO 25904, AMER 17805

HIST 18101. Democracy in America? 100 Units.

This course will explore the unlikely career of democracy in US history. Throughout its past, the United States has been defined by endless and unpredictable struggles to establish and extend self-government of one kind or another—even as those struggles have encountered great resistance and relied on the exclusion or subordination of some portion of society to underwrite expanding freedom and equality for those enjoying the fullest benefits of citizenship. American democracy has also relied on a conceptual separation between state and society that has necessarily broken down in practice, as political institutions produced and sustained economic forms like slavery or the corporation, social arrangements like the family, and cultural values such as freedom—even as private interests worked their reciprocal influence over public institutions. Over the course of the quarter we will explore this contested history of democracy in America through a close reading of classic texts, including Tocqueville's famous study, contextualized by the most current historical scholarship. Small, incremental writing assignments and individual presentations will culminate in a final essay that can emphasize philosophical/theoretical or historical/empirical questions according to students' interests. Students will also have the option of conducting their own original research to satisfy some portion of the coursework, which may lead to subsequent internship opportunities with relevant faculty.

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

Note(s): History in the World courses use history as a valuable tool to help students critically exam our society, culture, and politics. Preference given to 1st- and 2nd-yr students.

Equivalent Course(s): LLSO 28101

HIST 18301-18302-18303. Colonizations I-II-III.

This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world.

HIST 18301. Colonizations I. 100 Units.

This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world. Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter. Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Terms Offered: Autumn

Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Equivalent Course(s): CRES 24001, SOSC 24001, ANTH 24001

HIST 18302. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): CRES 24002, SOSC 24002, ANTH 24002

HIST 18303. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): CRES 24003, SOSC 24003, ANTH 24003, SALC 20702

HIST 18302. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Winter

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): CRES 24002, SOSC 24002, ANTH 24002

HIST 18303. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): CRES 24003, SOSC 24003, ANTH 24003, SALC 20702

HIST 18702. Race, Politics, and Sports in the United States. 100 Units.

Kneeling or standing for the national anthem? Breaking the glass ceiling, coming out of the closet, or crossing the color line in sports? This course will take up the question of why sports are so central to American identity and what historic role sports and athletes have played in American political life. Muhammad Ali, Billie Jean King, Jackie Robinson, and Bill Russell are only a few of the athletes who fought for freedom, inclusion, and equality in sports and American life. Through close critical readings of popular and scholarly writing, memoirs, and visual culture (film and television), we will examine the seminal overlapping events in sports history and American history to understand the collision and convergence of our politics and sports culture.

Instructor(s): M. Briones Terms Offered: Spring

Note(s): History in the World courses use history as a valuable tool to help students critically exam our society, culture, and politics. Preference given to 1st- and 2nd-yr students.

Equivalent Course(s): CRES 18702

HIST 19402. Economic History II: The Early Modern World, circa 1300-1800. 100 Units.

This course both describes preindustrial economic life and weighs the models used to explain fundamental changes to it. We will begin by describing some of the basic structures that determined patterns of production, exchange, and consumption in a period of low and easily reversible growth. These include agricultural productivity, demographic constraints, modes of transportation, and the social structures that governed the distribution of what little surplus premodern societies produced. Turning to the sources of economic dynamism that may have contributed to later industrialization, we will first examine the growth of long-distance trade networks starting in the late fourteenth century. How were traditional economies characterized by limited movement stimulated by the circulation of people, goods, and money from afar? We will then move to a discussion of the factors leading to (or frustrating) transformational patterns of economic growth: agricultural productivity, institutions, "proto-industrial" production in an era of limited urban growth, and changing norms of consumption. This course is part of the College Course Cluster program: Economic History, from Sumer to the Global World.

Instructor(s): P. Cheney & K. Pomeranz

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): ECON 12210

HIST 20011. Intertwined Histories: Africa and France. 100 Units.

This class explores the entangled histories of Africa and France, from the deep past through the twentieth century, through three case studies. We will start by studying ancient Egypt and consider Napoleon's later conquest of Egypt and the enduring legacies of that occupation. We will then investigate the transatlantic slave trade, and France's role in the forced migration of African peoples to the Americas. Finally, we will trace France's nineteenth-century formal colonization of West Africa, the twentieth-century independence movements, and the complex conflicts and connections that these processes produced. Readings will consist of primary sources and secondary texts, and students will be expected to employ material culture, art, urban forms, and other cultural artifacts to study the past. The class will make several outings: a city exploration at the beginning of the course; a visit to the Louvre to view Egyptian art and objects; an excursion to Nantes, a major port city in the transatlantic slave trade; and a walking tour of the Château Rouge neighborhood, home to a marketplace that features consumables and products from across the African continent.

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

Prerequisite(s): Admission to the Paris Social Sciences Program.

HIST 20110. Trans-Saharan Africa. 100 Units.

This course will deal with various developments (trade, politics, religion, slavery, voluntary migration) linking the Maghrib/North Africa with the great African desert and the "Sudanic" lands to its south. Along with lectures and discussions of readings we will visit an exhibit, Caravans of Gold, Fragments in Time: Art, Culture, and Medieval Trans-Saharan Exchange, at the Block Museum of Art in Evanston.

Instructor(s): R. Austen

Equivalent Course(s): HIST 30110, CRES 30110, CRES 20110

HIST 20111. History of Death. 100 Units.

From the treatment of mortal remains to the built environment of cemeteries, tombs, and memorials, the dead have always played a role in the lives of the living. This course examines how beliefs and practices surrounding death have been a source of meaning making for individuals, institutions, religious communities, and modern nations. It will ask students to consider how examining death makes it possible to better understand the values and concerns of societies across time and space. This course will consider case studies from Africa, the Middle East, the Caribbean, North America, Europe, and Asia, from the Middle Ages to the Vietnam War. It introduces students to the methods and debates that animate the historical study of death-coming from histories of the body, social history, and the study of slavery-and ends by asking the question: "Is it possible to have a global history of death?"

Instructor(s): K. Hickerson

Equivalent Course(s): GNSE 20111, RLST 20111, CRES 20111

HIST 20210. History Lab: Migration and Mobility in Human History. 100 Units.

This Making History course will explore different episodes of human mobility. We will study forced and voluntary migrations by considering the earliest movements of people out of Africa, the transatlantic slave trade, the displacements in Europe produced by World War II, and the current flows of people from Africa and the Middle East across the Mediterranean. These wide-ranging topics necessarily demand that students use a variety of primary sources and methodologies; assigned readings will thus be supplemented by documentaries, audio recordings, artistic renditions, and material culture. For their final project students will be required to work individually or in teams to investigate an example of human migration. Student may present the results of this research as a formal academic essay, may create a website or video, or use some other medium.

Instructor(s): E. Osborn

Note(s): Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. Open to students at all levels, but especially recommended for 3rd- and 4th-yr students.

HIST 20404. Troy and Its Legacy. 100 Units.

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

Instructor(s): M. Andrews Terms Offered: Spring

Equivalent Course(s): HIST 30404, ANTH 26120, CLAS 30404, CLCV 20404, ANTH 36120

HIST 21006. The Present Past in Greece Since 1769. 100 Units.

This discussion-based course will explore how conceptions of the ancient past have been mobilized and imagined in the political, social, and cultural discourses of modern Greece from the lead up to the War of Independence through to the present day. Among the themes that will be addressed are ethnicity and nationalism, theories of history, the production of archaeological knowledge, and the politics of display.

Instructor(s): J. Hall

Equivalent Course(s): CLAS 31915, CLCV 21915, ANCM 31915, HIST 31006

HIST 21903. Medieval Christian Mythology. 100 Units.

Heaven and hell, angels and demons, the Virgin Mary and the devil battling over the state of human souls, the world on the edge of apocalypse awaiting the coming of the Judge and the resurrection of the dead, the transubstantiation of bread and wine into body and blood, the great adventures of the saints. As Rudolf Bultmann put it in his summary of the "world picture" of the New Testament, "all of this is mythological talk," arguably unnecessary for Christian theology. And yet, without its mythology, much of Christianity becomes incomprehensible as a religious or symbolic system. This course is intended as an introduction to the stories that medieval Christians told about God, his Mother, the angels, and the saints, along with the place of the sacraments and miracles in the world picture of the medieval church. Sources will range from Hugh of St. Victor's *summa* on the sacraments to Hildegard of Bingen's visionary "Scivias," the Pseudo-Bonaventuran "Meditations on the Life of Christ," and Jacobus de Voragine's "Golden Legend," along with handbooks on summoning angels and cycles of mystery plays.

Instructor(s): R. Fulton Brown

Equivalent Course(s): HCHR 31903, HIST 31903, MDVL 21903, RLST 21903

HIST 22102. Medieval Travelers. 100 Units.

Why did Europeans respond as they did to the opportunities opened to them with Columbus's discovery of a "new world" in the late fifteenth century? What precedents and preconceptions did they have for their encounter with this "new world"? This course seeks to answer these questions by looking to the accounts of those who traveled both within and beyond Europe, in fact and in imagination, during the centuries preceding Columbus's voyage. Its argument will be that to understand what Columbus and his contemporaries found when they arrived in the "new world," we must first understand what they thought they were looking for--and that what they were looking for is not necessarily what we might expect. The course gives students the opportunity to write a significant research paper, written in the character of a medieval traveler, whether a merchant, pilgrim, crusader, missionary, geographer, or conquistador.

Instructor(s): R. Fulton Brown

Equivalent Course(s): HIST 32102, MDVL 22102

HIST 22203. 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

Equivalent Course(s): HIST 32203, MDVL 22203

HIST 22610. 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

Prerequisite(s): Students taking FREN 22619/32619 must read French texts in French.

Equivalent Course(s): ENST 22610, FREN 32619, FREN 22619, HIST 32610

HIST 22611. Paris from "Les Misérables" to the Liberation, c. 1830-1950. 100 Units.

Starting with the grim and dysfunctional city described in Victor Hugo's "Les Misérables," the course will examine the history of Paris over the period in which it became viewed as the city par excellence of urban modernity through to the testing times of Nazi occupation and then liberation (c. 1830-1950). As well as focussing on architecture and the built environment, we will examine the political, social, and especially cultural history of the city. A particular feature of the course will be representations of the city-literary (Victor Hugo, Baudelaire, Zola, etc.) and artistic (impressionism and postimpressionism, cubism, surrealism). We will also examine the city's own view of itself through the prism of successive world fairs (expositions universelles).

Instructor(s): C. Jones Terms Offered: Spring

Prerequisite(s): Students taking FREN 22620/32620 must read texts in French.

Equivalent Course(s): ENST 22611, FREN 32620, HIST 32611, FREN 22620

HIST 23008. Montesquieu's "The Spirit of the Laws" 100 Units.

From its publication in 1748, "The Spirit of the Laws" has been interpreted, among other things, as a foundational work of method in historical jurisprudence; a paean to the English constitution and an inspiration for that of the future United States; a precocious call for penal reform and the abolition of slavery; a monument to the Enlightenment's capacity for cultural relativism that laid the groundwork for the discipline of sociology; a historical treatise on the rise of globalized commerce and its political effects in Europe; and a manifesto for a reactionary feudal aristocracy. We will read "The Spirit of the Laws" with attention to these and other possible interpretations. This course is mainly an exercise in close reading, but we will also think about the contexts for the writing and reception of this landmark work of Enlightenment social and political thought.

Instructor(s): P. Cheney

Prerequisite(s): Completion of one of these Core sequences: "Classics of Social and Political Thought," "Power, Identity, Resistance" or "Self, Culture, and Society."

Equivalent Course(s): LLSO 23008, FNLD 23008

HIST 23306. Europe, 1914 to Present. 100 Units.

This lecture course will provide an introductory survey to European history in the twentieth century. It aims to provide a critical overview of political, economic, social, and cultural developments. Topics covered will include the rise of mass politics and the conflict between Bolshevism and fascism; the causes, experiences, and effects of the First and Second World Wars in Western and Eastern Europe; the transformation of Eastern Europe's multinational empires into nationalizing states; interwar democratization and economic crisis; ethnic cleansing and population displacement; decolonization and the Cold War; the challenges of postcolonial migration; transformations in society and economy, including changes in class and gender relations; new social and protest movements in the 1960s and 1970s; mass culture and consumption; the collapse of Communism; and European integration at the end of the twentieth century.

Instructor(s): T. Zahra

Note(s): Open to first-year students.

Equivalent Course(s): HIST 33306

HIST 23610. Modern German History I, 1740-1866. 100 Units.

What is German history before the foundation of the German state? This course introduces students to a broad perspective on this question, taking up the monumental shifts in borders, citizenship, social hierarchies, economic development, and political orientation from the War of Austrian Succession to the Austro-Prussian War. While the course will focus on the cultural, social, political, and intellectual histories of these transformations in the kleindeutsch states, we will be concerned throughout with the larger Habsburg empire and with Germans' place in the world as we consider the relationship of the German lands to eastern and western Europe and German participation in international commerce, imperial networks, and global migration. Course materials will emphasize primary sources, including written documents, music, works of art, literature, and historical artifacts as we approach the central themes of the period from a variety of registers of experience.

Instructor(s): A. Goff

Note(s): No background in German or European history is required.

HIST 23611. Modern German History II, 1866-Present. 100 Units.

This course introduces students to German history from the unification of Germany through the Kaiserreich, the Weimar Republic, the Third Reich, the East and West German states, and reunification. Throughout, our focus will be on the political, social, economic, cultural, and intellectual life of the period, including such themes as German colonialism, industrialization, the First World War, cultural modernism, the rise of National Socialism, the Holocaust, the Cold War, migration, the environmental movement, the European Union, and the rise of the far right in contemporary German politics. As we approach these themes from a variety of registers of experience, course materials will emphasize primary sources, including written documents, music, works of art, literature, and historical artifacts.

Instructor(s): A. Goff

Note(s): No background in German or European history is required.

HIST 24310. China: Rise or Return? Historical Perspectives on Chinese Culture. 100 Units.

This course addresses the development through time of the Chinese state, society, and culture from its beginning to the present. Only the most general of treatments is possible in addressing such an enormous subject, but the course provides an opportunity for individual research on a specialized topic of the student's choosing within this framework. No background in Chinese studies is required. The class discusses and critiques the weekly readings. Each set of readings centers on a broad historical question of crucial historical significance.

Instructor(s): G. Alitto

Equivalent Course(s): EALC 24302

HIST 24311. Hong Kong and Human Rights in Asia. 100 Units.

The dynamic city of Hong Kong—a multicultural, special economic zone and a contested democracy with a vibrant popular press and a long history of support for regional grassroots politics—provides the setting for three weeks of investigation of human rights locally and across Asia. Students will become familiar with the human rights challenges facing Hong Kong and the region today. Topics as diverse as labor rights, gender and sexuality, democracy, access to health care and education, and freedom of expression will command our attention. We will also explore the relationship between art, exhibition practices, the media, and human rights. The University of Chicago's new Hong Kong campus will serve as our home base, but much of our time will be spent undertaking short field excursions to speak with human rights actors, journalists, curators, and artists in Hong Kong along with a tentative short trip to southern China. As the capstone of this intensive course, students will create digital, multimedia documentary projects to showcase their engagement with a particular regional or local human rights problem. These projects may combine interviews, photographs and videos, and the production of an original text or artwork.

Instructor(s): M. Bradley & J. Ransmeier Terms Offered: Autumn

Prerequisite(s): Admission to the September Hong Kong: Human Rights in Asia program

Note(s): Course schedule: Sept. 2–20, 2019.

Equivalent Course(s): EALC 24311, HMRT 25203

HIST 24500. Reading Qing Documents. 100 Units.

This course introduces Chinese documents of the Qing (1644-1912) and the Republican (1912-1949) periods, with an emphasis upon critical use of these documents and the related historiography. Students read a wide variety of genres, including imperial edicts, secret memorials, local gazetteers, newspapers, funeral essays, as well as selections from the Qing "Veritable Records" (Qing Shilu) and the Draft History of the Qing Dynasty (Qing Shigao). We first translate the documents into English and then analyze them.

Instructor(s): G. Alitto Terms Offered: Winter

Prerequisite(s): Third-year Chinese level or approval of instructor.

Equivalent Course(s): EALC 34500, EALC 24500, HIST 34500

HIST 24612. Chinese Frontier History, circa 1600-Present. 100 Units.

A study of frontier regions, migration, and border policies in Qing (1644-1912) and twentieth-century China, focusing on selected case studies. Cases will include both actual border regions (where the Qing/China was adjacent to some other polity it recognized), ethnically diverse internal frontiers, and places where migrants moved into previously uninhabited regions (e.g., high mountains). Topics include the political economy and geopolitics of migration and frontier regions, the formation of ethnic and national identities in frontier contexts, borderland society (e.g., marriage, social stratification, and social mobility), and the environmental effects of migration.

Instructor(s): K. Pomeranz

Note(s): Assignments for undergraduates are two short papers, a midterm (which can be waived under certain circumstances), a final, and class participation; requirements for graduate students are negotiable, but will include roughly twenty pages of writing (and no in-class exams).

Equivalent Course(s): EALC 24712, EALC 34712, HIST 34612

HIST 24803. Histories in Japan. 100 Units.

An examination of the discipline of history as practiced in Japan from ancient times to the modern. Readings in translation of works such as the *Kojiki*, *Okagami*, *Taiheiki*, and others will be used to explore both the Japanese past and the manner of interpretation of that past.

Instructor(s): J. Ketelaar

Equivalent Course(s): HIST 34803, EALC 24803, EALC 34803

HIST 25017. Tutorial: Antiquity, Archaeology, and Anthropology: Humanism and the Rise of Science in Germany. 100 Units.

What do Homeric poetry and human skulls have in common? What about the Old Testament and Mycenaean pottery shards? Or Roman ruins and entomology? They were all used to illuminate the course of human history and they all transformed pre-existing conceptions about the past. This course traces the development of the human sciences from a general and preparatory program of humanistic study into specialized research disciplines focused on the production of new knowledge. Through a focus on the study of antiquity, archaeology, and anthropology in Germany, students will examine how information about the humanity and its past was produced, what the function or purpose of such knowledge was, and how this changed over time. They will also investigate the ways in which broader political, social, and cultural concerns shaped scientific research and were, in turn, shaped (or not) by it. In so doing this class explores how, why, and in what ways the development of German science was fundamentally and intrinsically shaped by humanistic inquiries about history and humanity. It also challenges linear notions of disinterested, secular, scientific progress as well as the modern division between natural sciences, human sciences, and the humanities.

Instructor(s): K. Palmieri Terms Offered: Autumn. Autumn 2019

Equivalent Course(s): HIPS 29633, KNOW 28000

HIST 25308. 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

Note(s): This course fulfills part of the KNOW core seminar requirement. PhD students should register for KNOW 40202 to be eligible to apply for the SIFK dissertation fellowship.

Equivalent Course(s): ANTH 34307, ANTH 24307, KNOW 40202, HIST 35308, CHSS 35308, KNOW 25308, HIPS 25808

HIST 25425. Censorship, Info Control, & Revolutions in Info Technology from the Printing Press to the Internet. 100 Units.

The digital revolution is triggering a wave of new information control efforts and censorship attempts, ranging from monopolistic copyright laws to the "Great Firewall" of China. The print revolution after 1450 was a moment like our own, when the explosive dissemination of a new information technology triggered a wave of information control efforts. Many of today's attempts at information control closely parallel early responses to the printing press, so the premodern case gives us centuries of data showing how diverse attempts to control or censor information variously incentivized, discouraged, curated, silenced, commodified, or nurtured art, thought, and science. This unique course is part of a collaborative research project funded by the Neubauer Collegium for Culture and Society and is co-organized with digital information expert Cory Doctorow. The course will bring pairs of experts working on the print and digital revolutions to campus to discuss parallels between their research with the class. Classes will be open to the public, filmed, and shared on the Internet to create an international public conversation. This is also a Department of History "Making History" course: rather than writing traditional papers, students will create web resources and publications (print and digital) to contribute to the ongoing collaborative research project.

Instructor(s): A. Johns & A. Palmer

Note(s): Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. Open to students at all levels, but especially recommended for 3rd- and 4th-yr students. This course fulfills part of the KNOW core seminar requirement. PhD students should register for KNOW 40103 to be eligible to apply for the SIFK dissertation fellowship.

Equivalent Course(s): HIST 35425, CHSS 35425, SIGN 26035, KNOW 25425, HREL 35425, KNOW 40103, HIPS 25425, BPRO 25425, MAAD 15425

HIST 25426. The Science, History, Policy, and Future of Water. 100 Units.

Water is shockingly bizarre in its properties and of unsurpassed importance throughout human history, yet so mundane as to often be invisible in our daily lives. In this course, we will traverse diverse perspectives on water. The journey begins with an exploration of the mysteries of water's properties on the molecular level, zooming out through its central role at biological and geological scales. Next, we travel through the history of human civilization, highlighting the fundamental part water has played throughout, including the complexities of water policy, privatization, and pricing in today's world. Attention then turns to technology and innovation, emphasizing the daunting challenges dictated by increasing water stress and a changing climate as well as the enticing opportunities to achieve a secure global water future.

Instructor(s): Seth Darling Terms Offered: Winter

Prerequisite(s): None

Equivalent Course(s): HIPS 20301, GLST 26807, MENG 20300, ENST 20300, ANTH 22131

HIST 25704-25804-25904. Islamic History and Society I-II-III.

This sequence meets the general education requirement in civilization studies. This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history. Taking these courses in sequence is recommended but not required.

HIST 25704. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.

This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.

Instructor(s): Fred Donner Terms Offered: Autumn

Equivalent Course(s): RLST 20501, NEHC 30501, CMES 30501, NEHC 20501, ISLM 30500, MDVL 20501, HIST 35704

HIST 25804. Islamic History and Society II: The Middle Period. 100 Units.

This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

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

Prerequisite(s): Not open to first-year students

Equivalent Course(s): HIST 35804, ISLM 30600, NEHC 20502, MDVL 20502, CMES 30502, NEHC 30502

HIST 25904. Islamic History and Society III: The Modern Middle East. 100 Units.

This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.

Instructor(s): Holly Shissler Terms Offered: Spring

Prerequisite(s): Not open to first-year students

Note(s): This course does not apply to the medieval studies major or minor.

Equivalent Course(s): HIST 35904, NEHC 20503, NEHC 30503

HIST 26129. Paris Noir: African American Refuge in the City of Light. 100 Units.

This course explores the phenomenal history of Paris as a place of refuge for people of African descent, focusing especially on black Americans during the middle decades of the 20th century. Beginning in the years when the US Jim Crow regime was being consolidated and continuing through the era of the civil rights movement, when that regime was being contested, black Americans considered Paris a place of refuge. Novelists, musicians, and sports and political figures all found opportunity for creativity and freedom of expression in the "city of light," notwithstanding the fact that France had itself been one of the principal slave powers in the Americas and remained a major colonial empire--all of which complicated its image of racial liberalism. How both French people and African American sojourners negotiated that apparent contradiction will be the principal issues addressed in course readings and discussions, which will focus on political activists like W. E. B. Du Bois and Black Panther member Elaine Brown; literary figures like Richard Wright and James Baldwin; and sports and entertainment personalities like Jack Johnson and Josephine Baker. Course readings will be a mix of primary and secondary sources, including James Baldwin, "Notes of a Native Son"; Richard Wright, "I Choose Exile"; Hazel Rowley, "Richard Wright: The Life and Times"; Tyler Stovall, "Paris Noir: African Americans in the City of Light"; Brent Hayes Edwards, "The Practice of Diaspora"; James Campbell,

Instructor(s): T. Holt

Prerequisite(s): Admission to the Paris Humanities Program.

HIST 26418. The Mexican Political Essay. 100 Units.

Alfonso Reyes famously described the essay as a centaur. A hybrid form of expression: part literature and part science. This course introduces students to the rich tradition of the Mexican political essay. Students will discover the value of these open approximations to history, institutions, culture, identity. As a literary form, it may elude the methodological rigours of political science, but it represents a peculiar perspective to understand change and continuity in Mexican history, to question authority and tradition, to offer guidelines to action. We will discuss the value of the essay form as opposed to the academic production of political science. Identity and democracy, the meaning of history and the urgency of action; the role of intellectuals and the nature of Mexico's contradictions will be considered in the course through the imaginative observations of Emilio Rabasa, Luis Cabrera, Jorge Cuesta, Alfonso Reyes, Octavio Paz, Rosario Castellanos, Gabriel Zaid and other Mexican essayists.

Instructor(s): Jesús Silva-Herzog Márquez Terms Offered: Autumn

Equivalent Course(s): LACS 25123, HIST 36418, LACS 35123

HIST 26515. Political and Cultural History of Modern Mexico. 100 Units.

This course is not a survey of Mexican history but a discussion of the recent contributions to the cultural and political historiography of modern Mexico. It will blend lectures and discussion of such topics as the new meanings of citizenship, peace, war, national culture, violence, avant-garde art, and cinema.

Instructor(s): M. Tenorio

Equivalent Course(s): PPHA 37004, LACS 26515, LACS 36515, HIST 36515

HIST 26516. The United States and Latin America, a History from 1840s to Trump. 100 Units.

Over the second half of the twentieth century, it became a cliché that the United States was an empire and that the so-called Latin America was its backyard, the region where the empire paraded, with largesse, its mighty will. And yet, on one hand, over the last 150 years both the United States and "Latin America" have had variegated forms of interactions, which cannot be easily characterized as one single historical constant; on the other, in today's world the question seems unavoidable: is "Latin America" still a homogenous unique region with which the United States interacts collectively in the same ways whether in political, economic, or military terms? Making use of historical analysis in tandem with constant discussions of current events in the United States and "Latin America," the course seeks to invite students to add a disciplined historical imagination to the historian/political scientist/analyst toolbox. The course will consist of lectures, student presentations, and class discussions. Each student will be required to introduce readings in class at least once, depending on the number of students. In addition, there will be two take-home essays over the semester. The essay questions will be distributed a week in advance of the due dates.

Instructor(s): M. Tenorio

Equivalent Course(s): LACS 36516, LACS 26516, HIST 36516, PPHA 37006

HIST 27006. 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

Prerequisite(s): Open to upper-level undergraduates.

Equivalent Course(s): AMER 27006, LLSO 25411

HIST 27414. (Re)Producing Race and Gender through American Material Culture. 100 Units.

This course introduces students to the role of the material world in the production and reproduction of ideologies of race, gender, and their intersections. Objects around us are imbued with meaning through their design, construction, use, and disuse. Architecture, art, photography, clothing, quilts, toys, food, and even the body have all been used to define groups of people. Combining secondary literature, theory, documentary evidence, and material culture, this course guides students as they ask questions about how ideologies of race and gender are produced, how they are both historically specific and constantly in flux, and how human interaction with the material world creates, challenges, and changes their construction. The primary course objectives are to (1) provide students with an introduction to material culture as a theory and methodology and (2) teach them how to apply it to research on ideologies of gender and race in history.

Terms Offered: Winter

Equivalent Course(s): GNSE 27530, ANTH 25214, CRES 27530

HIST 27508. Conspiracy Theory in American History. 100 Units.

This course examines conspiracy theories in American history--and some actual conspiracies--ranging from the seventeenth century to the 1990s. The alleged conspiracies that we will study include slave uprisings, monarchical plots against liberty, Catholic secret agents, Freemasons and other secret societies, the abolitionist movement and the Southern "Slave Power," the JFK assassination, and the modern fascination with UFOs, among others. What ties these diverse topics together is a sense that hidden forces are pulling the strings behind the scenes, exercising power in secret to control the course of events, invariably with sinister agendas. We will examine these conspiracy theories not to prove or disprove them, but to understand how such beliefs come about, why they become popular, and how even paranoid fantasies can exert a decisive influence on culture and politics in America.

Instructor(s): M. Krueger

HIST 27709. Soul and the Black Seventies. 100 Units.

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

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

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

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

HIST 28000. United States Latinos: Origins and Histories. 100 Units.

An examination of the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. Particular emphasis will be placed on the formative historical experiences of Mexican Americans and mainland Puerto Ricans, although some consideration will also be given to the histories of other Latino groups, i.e., Cubans, Central Americans, and Dominicans. Topics include cultural and geographic origins and ties; imperialism and colonization; the economics of migration and employment; legal status; work, women, and the family; racism and other forms of discrimination; the politics of national identity; language and popular culture; and the place of Latinos in US society. Equivalent Course(s): AMER 28001, CRES 28000, GNSE 28202, HIST 38000, LACS 28000, LACS 38000, CRES 38000, GNSE 38202, AMER 38001

Instructor(s): R. Gutiérrez

Equivalent Course(s): LACS 38000, CRES 38000, AMER 38001, LACS 28000, GNSE 28202, AMER 28001, CRES 28000, GNSE 38202, HIST 38000

HIST 28607. War, Diplomacy, and Empire in US History. 100 Units.

World politics have profoundly shaped the United States from its colonial origins to the war on terror. Yet only recently have US historians made a sustained effort to relate the foreign relations of the country to its domestic history. For a century and a half prior to independence, empire, trade, great-power politics, and violent conflict with Native Americans formed the large structures of power and meaning within which colonists pursued their everyday lives. In violently repudiating the claims of the British Empire, the revolutionaries commenced a political tradition that sought to avoid the perils of great-power statecraft for roughly the next century and a half. Yet even as it lent a distinctive cast to US politics and society, this pursuit of exceptionalism had to reckon with the requirements of state power and geopolitics from the Civil War onward. With its sudden embrace of great-power politics and the "rise to globalism" from WWII onward the United States became increasingly like the European societies it had repudiated at the founding, even as its exceptional military and economic power set it apart as a "unipolar power" by the turn of the millennium. To understand these developments in depth students will write two modest-length "deep-dive" analytical essays and three brief reports on targeted expeditions into primary materials, while reading broadly across the historiography of the new diplomatic and international history.

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

Note(s): Undergraduates register for one Friday discussion section (1-3); grad students register for section 4.

Equivalent Course(s): HIST 38607, LLSO 28607

HIST 29000. Latin American Religions, New and Old. 100 Units.

This course will consider select pre-twentieth-century issues, such as the transformations of Christianity in colonial society and the Catholic Church as a state institution. It will emphasize twentieth-century developments: religious rebellions; conversion to evangelical Protestant churches; Afro-diasporan religions; reformist and revolutionary Catholicism; new and New Age religions.

Instructor(s): D. Borges

Equivalent Course(s): CRES 29000, HIST 39000, LACS 39000, MAPS 39200, LACS 29000, CRES 39000, HCHR 39200, RLST 21401

HIST 29324. Slavery and Capitalism. 100 Units.

The course examines how the interrelated transnational forces of slavery and capitalism shaped our modern world from the 1400s to the present. We will examine the history of this relationship and the living legacy of that history in the narratives of everyday people. Are recent frameworks theorizing a global hegemonic system of "slavery and racial capitalism" really our ultimate horizon? Are there any redemptive possibilities in older renderings committed to a more distinctive and disaggregated parsing of slavery and capitalism? Critical to approaching these questions are how people of African descent have themselves remembered slavery, experienced capitalism, and marshalled those memories in the service of emancipatory political movements. As such this course will focus on primary documents that give voice to enslaved peoples as well as secondary literature written by black historians attempting to shape international thought on this question. The ultimate aim is a wider understanding of the rise of Western modernity and how peoples of the African diaspora navigated and, at times, contested its consequences.

Instructor(s): G. Mount

Prerequisite(s): Prior undergraduate course on the African diaspora.

Equivalent Course(s): CRES 29324

HIST 29325. A Transnational History of Reparative Justice. 100 Units.

In light of recent revelations tying the University of Chicago to slavery, this course will explore the long history of reparations as a global, national, and local set of questions. How does a given polity go about repairing the un-repairable and forgiving the unforgivable? Are the discursive norms of reparations irredeemably bound to our current conceptualizations of politics, governance, private-property rights, individualism, and the law or can reparations, and how we talk about them, serve as a means of reimagining these categories? How might the practice and performance of reparations actually be structured to foster both intra-group and inter-group unity while avoiding a potentially divisive backlash? Beginning with ancient forms of restorative justice and proceeding briskly into more recent attempts at truth and reconciliation, this course aims to take a transnational and comparative approach to exploring the history of reparations from an interdisciplinary perspective. The ultimate aim is a greater understanding of the possibilities of reparations as they relate to slavery, Jim Crow, and post-1968 discrimination against people of African descent in the United States, which constitutes the second half of this course.

Instructor(s): G. Mount

Prerequisite(s): Prior or concurrent enrollment in a college-level African American history course; instructor may waive PQ on a case by case basis.

Equivalent Course(s): CRES 29325

HIST 29412. The Face in Western Culture from the Mona Lisa to the Selfie. 100 Units.

The course will approach the history of the human face from a variety of disciplinary perspectives, ranging across art history through to the history of science and technology. Topics will include the Mona Lisa and Renaissance portraiture; early modern identity and identity documents; the discipline of physiognomy; Johann Kaspar Lavater and the makings of racial science; the impact of photography; Alphonse Bertillon and the "mug shot"; smiles in advertisements; biometrics to facial recognition technologies; and the art and science of the selfie. The course will draw on specialized readings from secondary literature alongside a wide range of literary and visual primary sources, including scientific texts, paintings, drawings, identity documents, photographs, advertisements, cosmetics, and prosthetic parts. The subject offers a great deal of room for the selection of a topic for a research paper on a subject of students' choices.

Prerequisite(s): Open to upper-level undergraduates.

Equivalent Course(s): HIPS 29412

HIST 29413. The Politics of Memory in Modern France. 100 Units.

Most of a nation's past is forgotten, and even momentous, heroic, or villainous events fade from memory within a generation or two. Governments, organized groups, and individuals often do not agree about what should be remembered and what forgotten, nor is there consensus concerning appropriate forms of and audiences for commemoration. Does everyone see commemorations the same? How effective is naming of a street sign or a métro stop? Do people see statues or just walk past? Is it legitimate to shock with graphic representations of violence? What memorial work do histories, novels, poems, films, and museums do? We will analyze French, starting with the heart of state commemoration—the Pantheon—where those deemed of the highest national service are interred. Next, we focus on revolution, such as the Place de la Bastille column, the Mur des Fédérés, or the Sorbonne amphitheater, occupied in 1968. Regarding WW2, while the government and civil society accepted responsibility for the deportation and murder of some 76,000 Jews quite late. There are now, however, numerous monuments to their lives and deaths across Paris. Concerning France's imperial past, we will focus on debates over remembering metropolitan France's long and fraught relationship with North Africa and North Africans. Our approach will be multidisciplinary: secondary readings will be drawn from anthropology, sociology, and history, and primary sources will include poetry, novels, memoirs, film, and site visits.

Instructor(s): L. Auslander

Prerequisite(s): Admission to the Paris Social Sciences program.

HIST 29419. Writing Women: Feminist History and Feminist Historiography. 100 Units.

This course is an introduction to both the lived experience of feminist history and feminist historiography—the ways in which that lived experience has been written and remembered. Although this course specifically focuses on US feminism in the late twentieth century, it aims to place this history in a broader, transnational context, while paying close attention to the intersections of race, class, gender, and sexuality. We will think critically about how the waves of feminism swelled and crested across the twentieth century's latter decades and about how narratives about those waves were, and are, constructed. We will examine a wide range of material, including archival documents, historical analyses, theoretical texts,

Instructor(s): P. O'Donnell Terms Offered: Spring

Equivalent Course(s): GNSE 29419

HIST 29522. 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

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

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

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

HIST 29525. The Global Life of Things. 100 Units.

We are often told that the market has taken over all aspects of our social lives. The effects of this process can be seen in the financialization of the economy, the deregulation of labor, and the exploitation of natural resources. Goods are produced on one side of the world and consumed in another. Even college students are seen as investments that accrue value. How did this happen? This course will examine the deep history of how so much of the world became commodities. Focussing primarily on the seventeenth to the nineteenth centuries, we will ask how work, time, land, money, and people were commodified. We will also consider how historians and anthropologists have told the history of global capitalism through particular commodities, including sugar, cotton, meat, grain and mushrooms. Readings will span western Europe, India, the Atlantic World, Chicago, and contemporary Japan. Periodically, we will reflect on how these histories bear on questions of labor, gender, and the environment in the present day.

Instructor(s): O. Cussen Terms Offered: Spring

Equivalent Course(s): ENST 29525, GLST 29525

HIST 29533. Economic History III: The Global Economy from Great Depression to Great Recession. 100 Units.

This is the third part in the economic history sequence. Topics include the second Industrial Revolution and the new imperialism, the Great Depression and World War II, the American postwar world economic order, communism, and third-world development; globalization, growth, inequality, and climate change; the great recession. This course is part of the College Course Cluster program: Economic History, from Sumer to the Global World.

Instructor(s): J. Levy

Equivalent Course(s): ECON 12220, HIST 39533

HIST 29663. History Colloquium: The American Vigilante. 100 Units.

From the Regulators to Rambo, the vigilante has played a leading role in the history and culture of the United States. This junior colloquium traces a long history of the American vigilante as a character, as well as episodes of vigilante violence from early America to the present. We will focus on the questions central to this history: What is the relationship between the vigilante and the state? Where can we draw distinctions between vigilantism, terrorism, and rebellion? How has the vigilante contributed to nation-building? We will also explore the predominance of the vigilante in popular culture, focusing on figures such as Jesse James, Dirty Harry, Machete, the Punisher, superheroes, the movies of John Wayne, and the lyrics of Toby Keith. Students will write substantial final papers based on primary sources that explore one element of this discussion.

Instructor(s): K. Belew Terms Offered: Winter

Prerequisite(s): Priority registration is given to History majors.

HIST 29673. History Colloquium: The Politics of Housing. 100 Units.

This course examines the struggle of Americans to find and access housing from the first Gilded Age of the late nineteenth century to the Gilded Age of the present. Conceptualizing housing as more than a place where people live, we address the ways in which shelter is bound up with race, gender, labor, law, consumption, and immigration. Topics include company towns, homelessness, redlining, public housing, suburbanization, and gentrification. This course exposes students to the methodologies of writing history (social, architectural, intellectual, cultural, and political economy). We will also engage with historical documents such as maps, magazines, census records, congressional documents, rental listings, music, and films. Students will be expected to conduct original research and produce a fifteen- to twenty-page research paper.

Instructor(s): D. Jenkins

Prerequisite(s): Priority registration is given to History majors

HIST 29674. History Colloquium: American Indian History. 100 Units.

This colloquium will explore the history of the indigenous peoples of North America from the century before contact with Europeans to the present day. Topics will range from early encounters between American Indians and European colonists, the contested creation of a shared world in the seventeenth and eighteenth centuries, the Native struggle for independence in the early United States, the nineteenth-century subjugation of Indian tribes in the west, and the twentieth-century indigenous resurgence of "Red Power" movements and other groups advocating for self-determination. Readings are primarily scholarly monographs, which provide examples for discussion, and guidebooks on project design and writing techniques. Readings will also include theoretical pieces on the development of the field and methodological discussions of scholarly practice, with the aim of "decolonizing" the study of Native American societies and their histories. Students are expected to plan, research, and write an original paper using resources available through the University of Chicago libraries and the special collections of the Newberry Library, a national center for the study of Native American history.

Instructor(s): M. Kruer

Prerequisite(s): Priority registration is given to History majors

HIST 29675. History Colloquium: Urban History. 100 Units.

According to Hank V. Savitch and Paul Kantor, "cities are the crucibles through which radical experiments become convention. They are concentrated environments in which people adapt and their resilience is tested. They are the world's incubators of innovation-made possible by critical mass, diversity, and rich interaction." This undergraduate research colloquium will explore American cities and their influence on United States history, with an emphasis on the nineteenth century. We will discuss a range of secondary historical monographs and will examine primary sources, including print culture, material objects, images, architecture, and the built environment. Requirements include careful reading, active and thoughtful participation, and a fifteen-page work of original research that will be presented in class.

Instructor(s): A. Lippert

Prerequisite(s): Priority registration is given to History majors; consent of instructor

HIST 29677. History Colloquium: Religion and History. 100 Units.

The study of religion presents an enormous challenge to the historian. On the one hand, religious beliefs typically posit a reality beyond that accessible to the tools of analysis employed by most historians; on the other, such beliefs and their associated practices have given shape and purpose to human society and psyches throughout human history, making them one of the most important drivers of human thought and behavior. In this colloquium, we will wrestle with the question of how, as historians, it is possible to make sense of the role of religion in history. We will explore different methodologies for thinking about religion and test them with specific examples of belief and practice across various religious traditions. To ensure a variety of perspectives, students will be able to choose the tradition they want to focus on for their class presentations and final projects.

Instructor(s): R. Fulton Brown

Prerequisite(s): Priority registration is given to History majors.

HIST 29678. History Colloquium: Medicine and Society. 100 Units.

How does medical knowledge change? How do medical practices transform over time? What factors influence the ways in which doctors and patients-and scientists, artists, politicians, legislators, activists, and educators, among others-understand matters of health and disease, of proper and improper interventions, of the rights of individuals and the needs of communities? This course treats these questions as a starting point for exploring the interactions of medicine and society from 1800 to the present. Through a combination of primary and secondary sources we will examine changing causes of morbidity and mortality, the development of new medical technologies and infrastructures, shifting patterns of disease and shifting ideas about bodies, and debates about health care policy, among other topics. Assignment: Students will be expected to conduct original research and produce an original research paper of fifteen to twenty pages.

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

Prerequisite(s): Priority registration is given to History majors.

Equivalent Course(s): HIPS 29678

HIST 29700. Readings in History. 100 Units.

Students are required to submit the College Reading and Research Course Form. Prerequisite(s): Consent of instructor and the History undergraduate advisor.

Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): Consent of instructor and the associate director of History's Undergraduate Studies Committee.

HIST 29801-29802. BA Thesis Seminar I-II.

History students in the research track are required to take HIST 29801-29802. Third-year students in the research track and in residence in Chicago take BA Thesis Seminar I in Spring Quarter. Those who are out of residence take the seminar in Autumn Quarter of their fourth year.

HIST 29801. BA Thesis Seminar I. 100 Units.

History majors are required to take HIST 29801-29802. BA Thesis Seminar I provides a systematic introduction to historical methodology and approaches (e.g., political, intellectual, social, cultural, economic, gender, environmental history), as well as research techniques. It culminates in students' submission of a robust BA thesis proposal that will be critiqued in class. Guidance will also be provided for applications for research funding.

Instructor(s): P. O'Donnell (autumn) & S. Burns (spring) Terms Offered: Autumn Spring

Prerequisite(s): All third-year history students in the research track and in residence in Chicago take HIST 29801 in spring quarter. Those who are out of residence take it in autumn quarter of their fourth year. You must receive a B grade in BA Seminar I to continue in the research track and enroll in BA Seminar II.

HIST 29802. BA Thesis Seminar II. 100 Units.

BA Thesis Seminar II is a forum to discuss and critique BA theses. Ideally, students will have completed most of their research for the thesis and will use this quarter to produce a complete draft. Early weeks of the seminar will be devoted to writing strategies and discussion of the introduction. Sections of the theses will be critiqued in the middle weeks of term, while in the final weeks of the quarter full rough drafts will be read. The final deadline for submission of the BA thesis is second week of Spring Quarter.

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

Prerequisite(s): HIST 29801

HIST 29802. BA Thesis Seminar II. 100 Units.

BA Thesis Seminar II is a forum to discuss and critique BA theses. Ideally, students will have completed most of their research for the thesis and will use this quarter to produce a complete draft. Early weeks of the seminar will be devoted to writing strategies and discussion of the introduction. Sections of the theses will be critiqued in the middle weeks of term, while in the final weeks of the quarter full rough drafts will be read. The final deadline for submission of the BA thesis is second week of Spring Quarter.

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

Prerequisite(s): HIST 29801

HIST 29803. Historiography. 100 Units.

The course provides a systematic introduction to historical methodology and approaches (e.g., political, intellectual, social, cultural, economic, gender, environmental history), as well as research techniques. Students will gain analytical, research, and writing tools that will assist them in their research colloquia and their BA theses.

Instructor(s): P. O'Donnell Terms Offered: Autumn Spring Winter

Prerequisite(s): Historiography is required for all majors beginning with the class of 2021, but open to all students.

HIST 29804. Capstone Seminar. 100 Units.

This seminar culminates the Capstone Track of the History major. Students conduct their own historical research on a topic of their choice, engage with primary sources and with the work of historians on that topic, think in broad terms about the forms history can take, and ultimately create a project that analyses, presents, showcases, or interprets their topic in an original way. We encourage students to think in the broadest possible terms about what form this project might take. That could include public history installations; short documentary films; oral histories; podcasts; art; works of historical fiction, nonfiction, or graphic novels; engagement with a community; engagement with architectural or historic sites; online or digital projects; data analysis and infographics; genealogical projects, etc. Capstone projects make use of the skills we aim to cultivate in our majors, while also allowing students to consider new modes of analysis, communication, and presentation with an eye to engaging different kinds of audiences.

Terms Offered: TBD. The seminar will first be offered in 2020–21.



HISTORY, PHILOSOPHY, AND SOCIAL STUDIES OF SCIENCE AND MEDICINE (HIPS)

PROGRAM OF STUDY

The BA program in the History, Philosophy, and Social Studies of Science and Medicine (HIPS) is designed for College students interested in studying science in terms of its historical development, conceptual structure, and social role. Students in the program must do sufficient work in one or more sciences to acquire a sound foundation for studying the nature of science. After securing this basis, they are expected to gain an understanding of how science arose, as well as how the content of scientific thought has changed and is changing, because of both its own internal dynamic and its interaction with the larger society in which it is embedded.

The HIPS program is designed to make possible the study of a wide range of social, historical, and conceptual issues relating to science. Students completing the program follow a number of different careers. Some pursue graduate study in the history and philosophy of science or in some field of science. Others find the program valuable preparation for the study of medicine, law, public policy, or science journalism. More generally, the goal of the program is to provide students with a sound basis on which to interpret and evaluate science and science policy. Some students choose to construct a degree program combining the requirements for the HIPS major with those for a major in the physical or biological sciences. Others, having met the HIPS program requirements, use electives to broaden their liberal arts education.

Students in other fields of study may also complete a minor in HIPS. Information follows the description of the major.

HIPS Sponsor

The Morris Fishbein Center for the History of Science and Medicine sponsors the HIPS program. Further information can be obtained in the center's office (SS 207) and at fishbein.uchicago.edu.

PROGRAM REQUIREMENTS

Elements of the Curriculum. The curriculum of the program contains five principal elements:

1. The Foundation.

All students must:

- a. complete an approved sequence that fulfills the biological sciences general education requirement;
- b. complete the general education requirement in the physical sciences with a physics sequence (PHYS 12100-12200 General Physics I-II or equivalent) or a chemistry sequence (CHEM 11100-11200 Comprehensive General Chemistry I-II, CHEM 10100 Introductory General Chemistry I and CHEM 10200 Introductory General Chemistry II, or equivalent), or have earned a score of 5 on the AP Chemistry or Physics test or a score of 4 or 5 on the AP Physics C Mechanics and E&M test;
- c. complete a calculus sequence (MATH 13100-13200 Elementary Functions and Calculus I-II or higher), or have earned a score of 5 on the AP Calculus BC test;
- d. complete three courses on the origins and development of science in the West: one course in each of the following three chronological periods: ancient, early modern, and modern.

2. Advanced Science. In addition to the science courses typically taken as part of the general education requirements, students are expected to take three courses in science, social sciences, or mathematics beyond the introductory level. They select these advanced courses according to their special aims, their area of concentration, and the subject of their bachelor's thesis.

3. Areas of Concentration. All students in the program determine an area of concentration in the anthropology, ethics, history, philosophy, or sociology of science and medicine. In consultation with the program director and their program adviser, students select five courses to constitute this concentration area. For example, some students may be particularly interested in the intellectual and social interactions between changing scientific knowledge and institutions, on the one hand, and evolving social institutions, on the other; a second group may be concerned with either epistemological issues related to the growth of science or moral and political problems attending the employment of technology; and a third group may wish to emphasize the study of science as a social or cultural activity.

4. Tutorials. Students are required to take two tutorial courses; this is typically done early in their program. With a specific focus that changes each year, these tutorials are small classes (from three to ten students) that emphasize discussion and writing. An updated list of courses is available in the HIPS office (SS 207) or at registrar.uchicago.edu/classes.

5. Bachelor's Thesis and Junior Seminar. Third-year students enroll in a designated one-quarter seminar (HIPS 29800 Junior Seminar: My Favorite Readings in the History and Philosophy of Science) that deals with general aspects of history, philosophy, and social studies of science and medicine. In Spring Quarter of their third

year, students must discuss their proposal for their bachelor's thesis with the program director. In consultation with the program director, students then sign up for a reading and research course (HIPS 29700 Readings and Research in History, Philosophy, and Social Studies of Science and Medicine) with an appropriate faculty member. In their fourth year, this research course should lead to a bachelor's thesis (HIPS 29900 Bachelor's Thesis) that integrates each student's academic studies, bringing them to bear on a significant question related to some historical, conceptual, ethical, or social aspect of science. Fourth-year students also enroll in a two-quarter HIPS 29810 Bachelor's Thesis Workshop, which is comprised of meetings that focus on organizing, researching, writing, and revising the thesis.

SUMMARY OF REQUIREMENTS

GENERAL EDUCATION

Three courses: one from each of the following chronological periods:	300
Ancient: HIPS 18300	
Early Modern: HIPS 18400-18403	
Modern: HIPS 18500-18503	
An approved sequence that fulfills the biological sciences general education requirement	200
One of the following sequences:	200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II (or equivalent) *
CHEM 11100-11200	Comprehensive General Chemistry I-II (or equivalent) *
PHYS 12100-12200	General Physics I-II (or higher) *
MATH 13100-13200	Elementary Functions and Calculus I-II (or higher) *
Total Units	900

MAJOR

Three courses in science, social sciences, or mathematics beyond the introductory level	300	
Five courses in an area of concentration	500	
Two tutorials	200	
HIPS 29700	Readings and Research in History, Philosophy, and Social Studies of Science and Medicine	100
HIPS 29800	Junior Seminar: My Favorite Readings in the History and Philosophy of Science	100
HIPS 29900	Bachelor's Thesis	100
HIPS 29810	Bachelor's Thesis Workshop	100
Total Units	1400	

* Credit may be granted by examination.

EXAMPLES OF CONCENTRATIONS

The following are meant to illustrate areas of concentration. They are not prescriptive, only suggestive. For the particular courses that might constitute their area of concentration, students should consult with the director of the program, examine this course catalog, and visit registrar.uchicago.edu/classes.

History and Philosophy of Biological Science

HIPS 23600	History and Theory of Human Evolution	100
BIOS 29321	Problem of Evil: Disease?	100
HIPS 23900	Biological and Cultural Evolution	100
HIPS 25801	Evolutionary Theory and Its Role in the Human Sciences	100
HIPS 27860	History of Evolutionary Behavioral Sciences	100
Total Units		500

Philosophy of Science

HIPS 20300	Scientific/Technological Change	100
HIPS 22000	Introduction to Philosophy of Science	100
HIPS 22708	Planetary Britain, 1600-1900	100
HIPS 24900	Natural Philosophy 1200-1800	100
HIPS 25400	Philosophy of Mind and Science Fiction	100
Total Units		500

History of Medicine and Medical Ethics

HIPS 21600	Advanced Medical Ethics: Health Care	100
HIPS 21911	Medical Ethics: Who Decides and on What Basis?	100
HIPS 25900	Darwinian Medicine	100
HIPS 26901	History and Philosophy of Psychology	100
HIPS 27300	Medicine and Culture	100
Total Units		500

ADMISSION

To be eligible for admission, students should have completed at least two of the four foundation course sequences listed in the preceding section and should have maintained a 3.2 GPA or higher in previous course work. Students should apply for admission no later than Autumn Quarter of their third year to the director of the program. The director advises students about the requirements, arranges a preliminary plan of study, and discusses scheduling conflicts and special cases. Thereafter, a student chooses, in consultation with the director, a BA adviser from the staff.

HONORS

Students who meet the following criteria are considered for graduation with honors: (1) overall GPA of 3.3 or higher, (2) completion of a bachelor's thesis of A quality, and (3) a majority vote by the faculty in favor of honors.

GRADING

Students majoring in HIPS must receive quality grades in all courses meeting the requirements of the degree program, except HIPS 29810 Bachelor's Thesis Workshop, must be taken for Pass/Fail grading. Nonmajors may take courses for Pass/Fail grading with consent of instructor.

ADVISERS

Drawn from many parts of the University, those listed in the Faculty Section of the HIPS program have direct responsibility for admitting students, formulating curriculum, and advising students.

MINOR PROGRAM IN HISTORY, PHILOSOPHY, AND SOCIAL STUDIES OF SCIENCE AND MEDICINE

Students in other fields of study may complete a minor in HIPS, in particular, the minor program in HIPS offers students who are majoring in science the opportunity to gain an understanding of the conceptual, historical, and social contexts in which their disciplines are situated.

The minor requires a total of six courses. Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Students should take at least two courses focusing on the origins and development of science in the West (one course in each of two of the following chronological periods: ancient, early modern, and modern) to meet the general education requirement in civilization studies. Additional courses in these sequences that are not used to meet the general education requirement can count toward courses required for the minor.

Students must complete one tutorial course.

The remaining five courses for the minor program should constitute an area of concentration in the anthropology, ethics, history, philosophy, or sociology of science and medicine. Students select the courses that constitute this concentration in consultation with the program director and their program adviser.

Students who elect the minor program in HIPS should meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the program. The director's approval for the minor program should be submitted to the student's College adviser by the deadline above on a form obtained from the adviser.

The following groups of courses would satisfy the requirements for a minor in HIPS. They are only meant to illustrate possible plans of study; they are not prescriptive.

Group 1

Tutorial:		100
HIPS 29405	Tutorial: Evolution and Pragmatism	
Concentration in History and Philosophy of Biology:		500
HIPS 22700	Philosophical Problems in the Biological Sciences	
HIPS 23600	History and Theory of Human Evolution	
HIPS 23900	Biological and Cultural Evolution	

HIPS 25801	Evolutionary Theory and Its Role in the Human Sciences	
BIOS 29321	Problem of Evil: Disease?	
Total Units		600
Group 2		
Tutorial:		100
HIPS 29606	Tutorial: Medicine, Disease, and Death in American History	
Concentration in History of Medicine and Medical Ethics:		500
HIPS 21400	Intro To Medical Ethics	
HIPS 21600	Advanced Medical Ethics: Health Care	
HIPS 24800	Gender: Hist of Sci Tech Med	
HIPS 25900	Darwinian Medicine	
HIPS 27300	Medicine and Culture	
Total Units		600

HISTORY, PHILOSOPHY, AND SOCIAL STUDIES OF SCIENCE AND MEDICINE COURSES

HIPS 14903. History of Information. 100 Units.

Information" in all its forms is perhaps the defining phenomenon of our age. But although we tend to think of it as something distinctively modern, in fact it came into being through a long history of thought, practice, and technology. This course will therefore suggest how to think historically about information. Using examples that range from the Middle Ages to the twenty-first century, we shall explore how different societies have conceptualized the subject and how they have sought to control it. We shall address how information has been collected, classified, circulated, contested, and destroyed. The aim is to provide a different kind of understanding of information practices--one that can be put to use in other historical inquiries, as well as casting an unfamiliar light on our own everyday lives.

Instructor(s): A. Johns

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HIST 14903

HIPS 18300, HIPS 18400–18403, and HIPS 18500–18503 Science, Culture, and Society in Western Civilization

These courses focus on the origins and development of science in the West. They aim to trace the evolution of the biological, psychological, natural, and mathematical sciences as they emerge from the culture and social matrix of their periods and, in turn, affect culture and social. In order to satisfy the general education requirement in civilization studies, students must take a course in two or three of the following chronological periods: ancient (numbered HIPS 18300), early modern (HIPS 18400–18403), and modern (HIPS 18500–18503). Taking these courses in sequence is recommended but not required. Only one course per category may count toward the requirement unless special approval is granted.

HIPS 18300. Science, Culture, and Society in Western Civilization I: Greek & Roman Science. 100 Units.

This undergraduate core course represents the first quarter of the Science, Culture, and Society in Western Civilization sequence. Taking these courses in sequence is recommended but not required. This quarter will focus on aspects of ancient Greek and Roman intellectual history, their perceived continuities or discontinuities with modern definitions and practices of science, and how they were shaped by the cultures, politics, and aesthetics of their day. Topics surveyed include history-writing and ancient science, the cosmos, medicine and biology, meteorology, ethnography and physiognomics, arithmetic and geometry, mechanics, taxonomy, optics, astronomy, and mechanical computing.

Instructor(s): J. Wee Terms Offered: TBD. Not offered in 2019-2020 academic year

HIPS 18400. Science, Culture, and Society in Western Civilization II: Renaissance to Enlightenment. 100 Units.

This lecture-discussion course examines the development science and scientific philosophy from the mid-fifteenth to the mid-nineteenth centuries. The considerations begin with the recovery of an ancient knowledge in the works of Leonardo, Vesalius, Harvey, and Copernicus. Thereafter the course will focus on Enlightenment science, as represented by Galileo, Descartes, Newton, and Hume. The course will culminate with the work of Darwin, who utilized traditional concepts to inaugurate modern science. For each class, the instructor will provide a short introductory lecture on the texts, and then open discussion to pursue with students the unexpected accomplishments of the authors under scrutiny.

Instructor(s): R. Richards Terms Offered: Autumn. Offered in Autumn 2019.

Equivalent Course(s): KNOW 18400, HIST 17410

HIPS 18401. Science, Culture, and Society in Western Civilization II: History of Medicine 1500 to 1900. 100 Units.

This course examines the theory and practice of medicine between 1500 and 1900. Topics include traditional early modern medicine; novel understandings of anatomy, physiology, and disease from the Renaissance on; and new forms of medical practice, training, and knowledge-making that developed in the eighteenth and nineteenth centuries.

Instructor(s): M. Rossi Terms Offered: Autumn. Offered in Autumn 2019

Equivalent Course(s): HIST 17411

HIPS 18500. Science, Culture, and Society in Western Civilization III: Modern Period. 100 Units.

The course is organized around a series of broad questions about science. These questions are addressed by means of examples drawn from both the past and the present. The historical cases arise in chronological sequence, ranging from the development of experimental methods in the late seventeenth century to the advent of biotechnology in the modern era. They furnish a selective set of materials for a history of scientific practice. Their other purpose here, however, is to highlight the depth and importance of many problems still confronting the world of science today - problems that are cultural as well as scientific, and that demand of us an understanding of what science is and how it works.

Instructor(s): J. Evans (Winter 2020) and A. Johns (Spring 2020) Terms Offered: Spring Winter. Offered in Winter 2020 by James Evans and in Spring 2020 by Adrian Johns

Equivalent Course(s): HIST 17510

HIPS 18501. Science, Culture, and Society in Western Civilization III: History of Medicine 1900-Present. 100 Units.

This course is an examination of various themes in the history of medicine in Western Europe and America since 1900. Topics include key developments of medical theory (e.g., the circulation of the blood and germ theory), relations between doctors and patients, rivalries between different kinds of healers and therapists, and the development of the hospital and laboratory medicine.

Instructor(s): M. Rossi Terms Offered: Winter. Offered in Winter 2020

Equivalent Course(s): HIST 17511

HIPS 18502. Science, Culture, and Society in Western Civilization III: The Environment. 100 Units.

This course charts the development of modern science and technology with special reference to the environment. Major themes include natural history and empire, political economy in the Enlightenment, the discovery of deep time and evolutionary theory, the dawn of the fossil fuel economy, Malthusian anxieties about overpopulation, the birth of ecology, the Cold War development of climate science, the postwar debates about the limits to growth, and the emergence of modern environmentalism. We will end with the new science of the Anthropocene.

Instructor(s): F. Albritton Jonsson Terms Offered: Spring. Offered in Spring 2020.

Equivalent Course(s): HIST 17512

HIPS 20003. Discovering Anthropology: Reading Race. 100 Units.

Before and since Anthropology became a discrete scientific field of study, questions about the biological reality, potential utility and misuse of the concept of race in *Homo sapiens* have been debated. We will read and discuss a sample of writings by 18th, 19th, and 20th century and contemporary authors who attempted to define human races and those who have promoted or debunked the utility of the concept of race with special attention to its role in retarding social progress, and the extermination and exploitation of some populations and individuals.

Instructor(s): R. Tuttle Terms Offered: Winter

Equivalent Course(s): ANTH 20003, CRES 20003, ANTH 38305

HIPS 20300. Scientific/Technological Change. 100 Units.

Equivalent Course(s): PHIL 30300, CHSS 42300, PHIL 20300

HIPS 20301. The Science, History, Policy, and Future of Water. 100 Units.

Water is shockingly bizarre in its properties and of unsurpassed importance throughout human history, yet so mundane as to often be invisible in our daily lives. In this course, we will traverse diverse perspectives on water. The journey begins with an exploration of the mysteries of water's properties on the molecular level, zooming out through its central role at biological and geological scales. Next, we travel through the history of human civilization, highlighting the fundamental part water has played throughout, including the complexities of water policy, privatization, and pricing in today's world. Attention then turns to technology and innovation, emphasizing the daunting challenges dictated by increasing water stress and a changing climate as well as the enticing opportunities to achieve a secure global water future.

Instructor(s): Seth Darling Terms Offered: Winter

Prerequisite(s): None

Equivalent Course(s): GLST 26807, MENG 20300, ENST 20300, ANTH 22131, HIST 25426

HIPS 20401. Philosophy of Mind. 100 Units.

This is a survey of some of the central questions in the philosophy of mind. These questions include: What is consciousness? How can mental states represent things in the world? How do our minds relate to our bodies? Do we have free will? Can we blame someone for the beliefs or desires she has? What are the emotions? To help us with these questions, we will focus on 20th-century analytic work (by Putnam, Nagel, Searle, Jackson, Dennett, Chalmers, Block, Dretske, and others), but we will also read important historical texts on the nature of the mind by Aristotle, Descartes, and Hume.

Instructor(s): B. Callard Terms Offered: Autumn

Equivalent Course(s): PHIL 23501

HIPS 20500. Intermediate Logic. 100 Units.

This course provides a first introduction to mathematical logic. In this course we will prove the soundness and completeness of deductive systems for both propositional and first-order predicate logic. (B) (II)

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

Prerequisite(s): Elementary Logic (PHIL 20100) or its equivalent.

Equivalent Course(s): PHIL 29400, CHSS 33600, PHIL 39600

HIPS 20700. Elementary Logic. 100 Units.

An introduction to the concepts and principles of symbolic logic. We learn the syntax and semantics of truth-functional and first-order quantificational logic, and apply the resultant conceptual framework to the analysis of valid and invalid arguments, the structure of formal languages, and logical relations among sentences of ordinary discourse. Occasionally we will venture into topics in philosophy of language and philosophical logic, but our primary focus is on acquiring a facility with symbolic logic as such.

Instructor(s): G. Schultheis Terms Offered: Autumn

Equivalent Course(s): PHIL 30000, CHSS 33500, PHIL 20100

HIPS 20905. Advanced Logic. 100 Units.

Since Russell's discovery of the inconsistency of Frege's foundation for mathematics, much of logic has revolved around the question of to what extent we can or cannot prove the consistency of the basic principles with which we reason. This course will explore two main efforts in this direction. We will first look at proof-theoretic efforts towards demonstrating the consistency of various foundational systems, discussing the virtues and limitations of this approach. We will then closely examine Godel's theorems, which are famous for demonstrating limits on the extent to which we can formulate consistency proofs. Much has been written on the implications of Godel's theorems, and we will spend some time trying to carefully separate what they really entail from what they do not entail. Assessment will be by regular homework sets. Intermediate logic or prior equivalent required. (II) and (B).

Instructor(s): K. Davey Terms Offered: Spring

Prerequisite(s): Elementary Logic or equivalent

Equivalent Course(s): CHSS 39405, PHIL 39405, PHIL 29405

HIPS 21000. Introduction To Ethics. 100 Units.

In this course, we will read, write, and think about philosophical work meant to provide a systematic and foundational account of ethics. We will focus on close reading of two books, Immanuel Kant's *Groundwork of the Metaphysics of Morals* and John Stuart Mill's *Utilitarianism*, along with a handful of more recent essays. Throughout, our aim will be to engage in serious thought about good and bad in our lives. (A)

Instructor(s): B. Callard Terms Offered: Spring

Equivalent Course(s): PHIL 21000, FNLD 23107

HIPS 21100. Celebrity and Science in Paleoanthropology. 100 Units.

This seminar explores the balance among research, "showbiz" big business, and politics in the careers of Louis, Mary, and Richard Leakey; Alan Walker; Donald Johanson; Jane Goodall; Dian Fossey; and Birutė Galdikas. Information is gathered from films, taped interviews, autobiographies, biographies, pop publications, instructor's anecdotes, and samples of scientific writings.

Instructor(s): R. Tuttle Terms Offered: Autumn

Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): ANTH 38300, ANTH 21406

HIPS 21407. The Vocation of a Scientist. 100 Units.

Max Weber wrote that to be a scientist one needed a "strange intoxication" with scientific work and a "passionate devotion" to research as a calling. And yet, such passion seemed to conflict with the ideal of value-neutral inquiry. This class considers the vocation of science since the turn of the twentieth century. What political, economic, and cultural forces have shaped scientific professions in the United States? How are scientists represented in public culture? How was American science experienced during the colonization of the Philippines? By exploring these questions, this class will examine the values and norms that make science into a meaningful vocation.

Equivalent Course(s): KNOW 21407, ANTH 22129

HIPS 21408. History of Medicine. 100 Units.

This course surveys the history of medicine from the medieval period to the present. How did medicine emerge as a defined body of knowledge? To what extent do diseases and disorders have an independent existence, and to what extent are they cultural constructs? How have social mores—particularly those related to religion, class, nationality, race, and gender—influenced the ways in which health was and is understood and maintained, and illness treated? What does it mean to practice medicine ethically, and how has that changed over time? Topics include the emergence and evolution of the medical profession, the history of medical research and method, the interpretation and treatment of the unhealthy and healthy alike, eugenics, euthanasia, the quest for immortality, and the changing relationship between technology and disease.

Equivalent Course(s): HIST 25314, KNOW 21408, CCTS 21408

HIPS 21409. History of Extraterrestrial Life. 100 Units.

In 2014, the Vatican Radio made a splash when it reported that the pontiff, Pope Francis, condoned the baptism of extraterrestrials—if they so desired it. "Who are we to close doors?" he asked rhetorically. It was both a metaphor for spiritual inclusion and an accurate representation of the modern Vatican's position on the possibilities of modern astrobology and the search for extrasolar planets, fields whose rapid growth over the past two decades make serious consideration of extraterrestrial life seem like a uniquely modern phenomena. Its history, however, is in fact many centuries old. In this course we will examine the development of beliefs concerning life in the universe from the sixteenth century to the present. How did historical actors understand the nature, abilities, and location of extraterrestrial life, and its relationship to man and god? We will analyze connections between these beliefs and contemporary political, social, scientific, and religious developments. These include the role of the plurality of worlds in the debates over heliocentrism, its impact and application in the context of deism and social and political freethought, its literary and artistic depictions and use as a tool of satire and social commentary, its influence on natural philosophy, its decline and the subsequent rise of alien conspiracists and their critics, and how and why conceptions of the extraplanetary other took a dark and sinister turn toward the early-to-mid twentieth century.

Equivalent Course(s): KNOW 21409, HIST 24917, ECEV 31409

HIPS 21410. Politics of Technoscience in Africa. 100 Units.

Euro-American discourse has often portrayed Africa as either a place without science and technology or as the home of deep and ancient wisdom. European imperialists used the alleged absence of science and technology as a justification for colonialism while pharmaceutical companies sought out African knowledge about healing plants. In addition to their practical applications, science and technology carry significant symbolic weight in discussions about Africa. In this class, we examine the politics of scientific and technical knowledge in Africa with a focus on colonialism and its aftermath. How have different people produced and used knowledge about the environment, medicine, and technology? What kinds of knowledge count as indigenous and who gets credit for innovation? How have independent African governments dealt with the imperial legacies of science? From the interpretation of archaeological ruins to the design of new medical technologies, this class will examine science and technology as political practice in Africa.

Equivalent Course(s): CRES 21410, ANTH 22165, KNOW 21410

HIPS 21411. Sex, Race, and Empire. 100 Units.

This course surveys how science, race, and gender interacted in the early modern Atlantic world from 1500-1800. We will critically examine how new modes of scientific inquiry brought Africans, Americans, and Europeans into contact and conflict. Along the way, we will ask how, why, and with consequences imperial science created new knowledge claims about human inequality, especially racial and sexual difference. We will draw primarily on British, Iberian, and French imperial agendas in order to track the experiences of men and women from all corners of the Atlantic world, including indigenous peoples, enslaved black Africans, free people of color, and white Europeans. Through a variety of primary and secondary sources, we will uncover European aspirations to curate, control, and exploit the natural world and the agency of subjugated peoples in responding to and resisting these designs. Topics covered include natural history collecting and classification; the invention of racial theory; slavery and maroons; women, gender, and reproduction; consumption; and violence, resistance, and revolution.

Equivalent Course(s): KNOW 21411, HIST 25315, CRES 21411, GNSE 21411

HIPS 21413. Sex and Enlightenment Science. 100 Units.

What do a lifelike wax woman, a birthing dummy, and a hermaphrodite have in common? This interdisciplinary course seeks answers to this question by exploring how eighteenth-century scientific and medical ideas, technologies, and practices interacted with and influenced contemporary notions of sex, sexuality, and gender. In our course, the terms "sex," "Enlightenment," and "science" will be problematized in their historic contexts using a variety of primary and secondary sources. Through these texts, as well as images and objects, we will see how emerging scientific theories about sex, sexuality, and gender contributed to new understandings of the human, especially female, body. We will also see how the liberating potential of Enlightenment thought gave way to sexual and racial theories that insisted on fundamental human difference. Topics to be covered include theories of generation, childbirth, homosexuality, monstrosities, race and procreation, and hermaphrodites and questions about the "sex" of the enlightened scientist and the gendering of scientific practices.

Equivalent Course(s): HIST 22218, CHSS 31413, KNOW 21413, GNSE 21413

HIPS 21414. What is Technology? 100 Units.

In the nineteenth century, the word "technology" referred to the science of the useful and industrial arts. While the term is today synonymous with machinery and other material tools, this contemporary usage dates only to the 1930s. A word once used to describe a specialist mode of writing about applied knowledge has come to refer to tools and their use.

Equivalent Course(s): KNOW 21414

HIPS 21419. Indigenous Knowledge and the Foundations of Modern Social Theory. 100 Units.

Indigenous people are often seen as "objects" of social theory; this course considers their role as subjects of social theory-makers of modern knowledge who made foundational contributions to basic ideas about humanity. We will take up three case studies, each of which highlights an indigenous people who unleashed a cascade of fresh thinking: the Australian Aborigines who influenced the ideas of Émile Durkheim and Sigmund Freud; the Native peoples of the Northwest Coast of America who stimulated Franz Boas to reconstruct the concept of culture; and the indigenous peoples of the Trobriand Islands who shaped Bronisław Malinowski's ideas about gifts, hospitality, and reciprocity. As we will see, much of what we call social theory turns out to rely on a vast archive of nonstate knowledge generated by indigenous intellectuals.

Instructor(s): Isaiah Lorado Wilner Terms Offered: Spring

Equivalent Course(s): KNOW 21419

HIPS 21428. Apes and Human Evolution. 100 Units.

This course is a critical examination of the ways in which data on the behavior, morphology, and genetics of apes have been used to elucidate human evolution. We emphasize bipedalism, hunting, meat eating, tool behavior, food sharing, cognitive ability, language, self-awareness, and sociability. Visits to local zoos and museums, film screenings, and demonstrations with casts of fossils and skeletons required.

Instructor(s): R. Tuttle Terms Offered: Spring

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

Equivalent Course(s): ANTH 21428, BIOS 13253, ANTH 38600, EVOL 38600

HIPS 21609. Medical Ethics: Central Topics. 100 Units.

Decisions about medical treatment, medical research, and medical policy often have profound moral implications. Taught by a philosopher, two physicians, and a medical lawyer, this course will examine such issues as paternalism, autonomy, assisted suicide, kidney markets, abortion, and research ethics. (A)

Instructor(s): D. Brudney; Staff Terms Offered: Winter

Prerequisite(s): Third or fourth year standing. This course does not meet requirements for the Biological Sciences major.

Note(s): Philosophy majors: this course fulfills the practical philosophy (A) requirement.

Equivalent Course(s): BPRO 22612, BIOS 29314, PHIL 31609, PHIL 21609

HIPS 21911. Medical Ethics: Who Decides and on What Basis? 100 Units.

Decisions about medical treatment take place in the context of changing health care systems, changing ideas about rights and obligations, and among doctors and patients who have diverse religious and cultural backgrounds. By means of historical, philosophical, and medical readings, this course examines such issues as paternalism, autonomy, the commodification of the body, and the enhancement of mental and/or physical characteristics. (A)

Instructor(s): D. Brudney, Staff

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not meet requirements for the biological science major.

Equivalent Course(s): PHIL 31610, HIST 35009, BPRO 22610, PHIL 21610, HIST 25009

HIPS 22000. Introduction to Philosophy of Science. 100 Units.

We will begin by trying to explicate the manner in which science is a rational response to observational facts. This will involve a discussion of inductivism, Popper's deductivism, Lakatos and Kuhn. After this, we will briefly survey some other important topics in the philosophy of science, including underdetermination, theories of evidence, Bayesianism, the problem of induction, explanation, and laws of nature. (B) (II)

Instructor(s): T. Pashby Terms Offered: Autumn

Equivalent Course(s): HIST 25109, PHIL 22000

HIPS 22001. 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): A. Johns, K. Knorr Cetina Terms Offered: Autumn. Offered in Autumn 2019.

Equivalent Course(s): HIST 56800, SOCI 40137, KNOW 31408, ANTH 32305, CHSS 32000

HIPS 22401. Darwinian Health. 100 Units.

This course will use an evolutionary, rather than clinical, approach to understanding why we get sick. In particular, we will consider how health issues such as menstruation, senescence, pregnancy sickness, menopause, and diseases can be considered adaptations rather than pathologies. We will also discuss how our rapidly changing environments can reduce the benefits of these adaptations.

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

Prerequisite(s): Permission of instructor only.

Note(s): CHDV Distribution: A

Equivalent Course(s): HLTH 21500, CHDV 21500, GNSE 21500

HIPS 22708. Planetary Britain, 1600-1900. 100 Units.

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

Equivalent Course(s): KNOW 32808, ENST 22708, CHSS 32708, HIST 32708, KNOW 22708, HIST 22708

HIPS 22709. Introduction to Philosophy of Quantum Mechanics. 100 Units.

In this class we examine some of the conceptual problems associated with quantum mechanics. We will critically discuss some common interpretations of quantum mechanics, such as the Copenhagen interpretation, the many-worlds interpretation and Bohmian mechanics. We will also examine some implications of results in the foundations of quantum theory concerning non-locality, contextuality and realism. (B) (II)

Instructor(s): T. Pashby Terms Offered: Spring

Prerequisite(s): Prior knowledge of quantum mechanics is not required since we begin with an introduction to the formalism. Only familiarity with high school geometry is presupposed but expect to be introduced to other mathematical tools as needed.

Equivalent Course(s): PHIL 32709, CHSS 32709, KNOW 22709, PHIL 22709

HIPS 22800. Experiencing Madness: Empathic Methods in Cultural Psychiatry. 100 Units.

This course provides students with an introduction to the phenomenological approach in cultural psychiatry, focusing on the problem of "how to represent mental illness" as a thematic anchor. Students will examine the theoretical and methodological groundings of cultural psychiatry, examining how scholars working in the phenomenological tradition have tried to describe the lived experiences of various forms of "psychopathology" or "madness." By the end of the course, students will have learned how to describe and analyze the social dimension of a mental health experience, using a phenomenologically-grounded anthropological approach, and by adopting a technical vocabulary for understanding the lived experiences of mental illness (for instance, phenomena, life-world, being-in-the-world, intentionality, epoché, embodiment, madness, psychopathology, melancholia/depression, schizophrenia, etc). In addition, given the ongoing problematic of "how to represent mental illness," students will also have the opportunity to think through the different ways of presenting their analysis, both in the form of weekly blog entries and during a final-week mock-workshop, where they will showcase their work in a creative medium appropriate to that analysis.

Equivalent Course(s): ANTH 24355, ANTH 35135, MAPS 32800, CHDV 32822, CHSS 32800

HIPS 24300. Foucault and The History of Sexuality. 100 Units.

This course centers on a close reading of the first volume of Michel Foucault's "The History of Sexuality", with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed.

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

Prerequisite(s): One prior philosophy course is strongly recommended.

Equivalent Course(s): CMLT 25001, FNDL 22001, KNOW 27002, FREN 24801, GNSE 23100, PHIL 24800

HIPS 24341. Topics in Medical Anthropology. 100 Units.

This seminar will review theoretical positions and debates in the burgeoning fields of medical anthropology and science and technology studies (STS). We will begin this seminar exploring how "disease" and "health" in the early 19-century became inseparable from political, economic, and technological imperatives. By highlighting the epistemological foundations of modern biology and medicine, the remainder of this seminar will then focus on major perspectives in, and responses to, critical studies of health and medicine, subjectivity and the body, entanglements of ecology and health, humanitarianism, and psychoanalytic anthropology.

Instructor(s): P. Sean Brotherton Terms Offered: Spring, Spring 2020

Equivalent Course(s): CHSS 40310, CRES 24341, ANTH 40310, ANTH 24341

HIPS 24401. Freud & Psychoan: Lec/Cse Stud. 100 Units.

TBD

Equivalent Course(s): PSYC 28501, PSYC 38501, FNDL 23302

HIPS 24706. Science in the South: Decolonizing the Study of Knowledge in Latin America & the Caribbean. 100 Units.

This seminar will bridge anthropologies and histories of science, technology, and medicine to Latin American decolonial thought. Throughout Latin America, techno-scientific objects and practices, with their presumed origin in the Euro-Atlantic North, are often complexly entangled with neo-imperial projects of development and modernization that elongate social forms of colonization into the present. Technoscience and its objects, however, can also generate new creative, political, and life-enhancing potentials beyond or despite their colonial resonances, or even provide tools to ongoing struggles for decolonization. Together, seminar participants will explore what a decolonial approach to the study of science, technology, and medicine in the Global South, particularly in Latin America, has been and could become and how decolonial theory can infllect our own disciplinary, conceptual, and political commitments as anthropologists of technoscience.

Instructor(s): S. Graeter Terms Offered: Spring

Equivalent Course(s): LACS 24706, ANTH 23026

HIPS 25001. Kant: Critique of Pure Reason. 100 Units.

This will be a careful reading of what is widely regarded as the greatest work of modern philosophy, Immanuel Kant's *Critique of Pure Reason*. Our principal aims will be to understand the problems Kant seeks to address and the significance of his famous doctrine of "transcendental idealism". Topics will include: the role of mind in the constitution of experience; the nature of space and time; the relation between self-knowledge and knowledge of objects; how causal claims can be justified by experience; whether free will is possible; the relation between appearance and reality; the possibility of metaphysics. (B) (V)

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

Equivalent Course(s): PHIL 27500, CHSS 37901, FNDL 27800, PHIL 37500

HIPS 25014. Introduction to Environmental History. 100 Units.

How have humans interacted with the environment over time? This course introduces students to the methods and topics of environmental history by way of classic and recent works in the field: Crosby, Cronon, Worster, Russell, and McNeill, etc. Major topics of investigation include preservationism, ecological imperialism, evolutionary history, forest conservation, organic and industrial agriculture, labor history, the commons and land reform, energy consumption, and climate change. Our scope covers the whole period from 1492 with case studies from European, American, and British imperial history.

Instructor(s): F. Albritton Jonsson Terms Offered: Winter

Equivalent Course(s): HIST 35014, HIST 25014, ENST 25014, CHSS 35014

HIPS 25114. Natural History and Empire, circa 1500-1800. 100 Units.

This course will examine natural history—broadly defined as a systematic, observational body of knowledge devoted to describing and understanding the physical world of plants, animals, natural environments, and (sometimes) people—in the context of European imperial expansion during the early modern era. Natural history was upended by the first European encounters with the New World. The encounter with these new lands exposed Europeans for the first time to unknown flora and fauna, which required acute empirical observation, collection, cataloguing, and circulation between periphery and metropole in order to understand their properties and determine their usefulness. As the Spanish, Portuguese, British, French, and Dutch competed with one another to establish overseas trade and military networks in the sixteenth, seventeenth, and eighteenth centuries, they also competed over and shared information on natural resources. The course will combine lecture and discussion and mix primary source readings on natural history in the early modern world with modern historical writings. Though the readings skew a bit toward Britain and the British Atlantic world, every effort has been made to include texts and topics from multiple European and colonial locales. Topics and themes will include early modern sources of natural history from antiquity and their (re)interpretation in imperial context; early modern collecting cultures and cabinets of curiosities; Linnaeus and the origins of

Instructor(s): J. Niermeier-Dohoney Terms Offered: Autumn

Equivalent Course(s): HIST 25114, ENST 25114

HIPS 25121. The Brazil-Argentina Nuclear Cooperation Agreement and Thermoelectric Transition in Brazil. 100 Units.

In this course we present a history of Brazil-Argentina nuclear cooperation and how Brazil is planning the transition of its electric matrix from predominantly hydraulic towards a mix with increased share of nuclear power. Proliferation risks are a main concern of international community when nuclear programs expansion is considered. The Brazilian-Argentine Agency for Accounting and Control of Nuclear Materials, created in 1991, has been fundamental in assuring the international community (via the International Atomic Energy Agency) that the nuclear materials and facilities of both countries are being used for peaceful purposes. Domestically, the debate has been environmental in nature, and concerns topics ranging from mining to power generation, and from radioactive materials disposal to radiation effects in living organisms and major accidents. These diplomatic, environmental, social and political issues are in turn dependent on technical details of the thermoelectric generating process, and this nexus of issues provides the topics for the course.

Instructor(s): Ramos, Alexandre Terms Offered: Autumn

Note(s): Tinker Visiting Professor Autumn 2018

Equivalent Course(s): LACS 35121, CHSS 35121, PPHA 39921, LACS 25121

HIPS 25205. Computers, Minds, Intelligence & Data. 100 Units.

How are we co-evolving with our machines? How do we teach ourselves and our computers how to learn? What kinds of human intelligences do we promote in liberal education in comparison with artificial intelligence(s)? Through our distributed cognition with tools of all kinds, as we engage in participatory culture using digital computers and networks, we provide information that generates the basis for big (and small) data. At the crux of our investigation-on the one hand into reading and conversation and on the other hand into algorithms and information theory-are issues about human action and the multifaceted agency of the universal Turing machine-as mobile phone, laptop, internet, robot.

Equivalent Course(s): MAAD 14205, HUMA 25205

HIPS 25206. Digital Culture: Artificial Intelligence, Algorithms, and the Web. 100 Units.

In contrast to print culture and electronic culture, yet embedded in them, contemporary digital culture engages us in human-computer systems empowered as media for mobile communication in the global network society. In our conjoined online and offline environments, we inhabit human-computer hybrids in which (for instance) we learn, imagine, communicate, pay attention, and experience affect. How can we understand and critique our theories, concepts, practices, and technologies of intelligence and information in relation to the capacities of these digital machines with which we co-evolve? For exploring this question, our case studies include comparing artificial and natural intelligences, as well as examining algorithms and their socio-political impacts, in current web functionalities such as search (Google) and social media (Facebook, Twitter).

Instructor(s): Browning, Margot Terms Offered: Not offered in 19-20

Equivalent Course(s): HUMA 25206, LLSO 25206

HIPS 25309. History of Perception. 100 Units.

Knowing time. Feeling space. Smelling. Seeing. Touching. Tasting. Hearing. Are these universal aspects of human consciousness, or particular experiences contingent upon time, place, and culture? How do we come to know about our own perceptions and those of others? This course examines these and related questions through detailed readings of primary sources, engagement in secondary scholarship in the history and anthropology of sensation, and through close work with participants' own sensations and perceptions of the world around them. Equivalent Course(s): ANTH 34308, HIST 35309, KNOW 31404, ANTH 24308, HIST 25309, KNOW 21404, CHSS 35309

HIPS 25421. Censorship from the Inquisition to the Present. 100 Units.

Collaborative research seminar on the history of censorship and information control, with a focus on the history of books and information technologies. The class will meet in Special Collections, and students will work with the professor to prepare an exhibit, *The History of Censorship*, to be held in the Special Collections exhibit space in the spring. Students will work with rare books and archival materials, design exhibit cases, write exhibit labels, and contribute to the exhibit catalog. Half the course will focus on censorship in early modern Europe, including the Inquisition, the spread of the printing press, and clandestine literature in the Renaissance and Enlightenment. Special focus on the effects of censorship on classical literature, both newly rediscovered works like Lucretius and lost books of Plato, and authors like Pliny the Elder and Seneca who had been available in the Middle Ages but became newly controversial in the Renaissance. The other half of the course will look at modern and contemporary censorship issues, from wartime censorship, to the censorship of comic books, to digital-rights management, to free speech on our own campus. Students may choose whether to focus their own research and exhibit cases on classical, early modern, modern, or contemporary censorship. This course is part of the College Course Cluster, *The Renaissance*.

Equivalent Course(s): HREL 34309, HIST 35421, KNOW 31403, SIGN 26010, KNOW 21403, HIST 25421, RLST 22121, CLAS 35417, CLCV 25417, CHSS 35421

HIPS 25425. Censorship, Info Control, & Revolutions in Info Technology from the Printing Press to the Internet. 100 Units.

The digital revolution is triggering a wave of new information control efforts and censorship attempts, ranging from monopolistic copyright laws to the "Great Firewall" of China. The print revolution after 1450 was a moment like our own, when the explosive dissemination of a new information technology triggered a wave of information control efforts. Many of today's attempts at information control closely parallel early responses to the printing press, so the premodern case gives us centuries of data showing how diverse attempts to control or censor information variously incentivized, discouraged, curated, silenced, commodified, or nurtured art, thought, and science. This unique course is part of a collaborative research project funded by the Neubauer Collegium for Culture and Society and is co-organized with digital information expert Cory Doctorow. The course will bring pairs of experts working on the print and digital revolutions to campus to discuss parallels between their research with the class. Classes will be open to the public, filmed, and shared on the Internet to create an international public conversation. This is also a Department of History "Making History" course: rather than writing traditional papers, students will create web resources and publications (print and digital) to contribute to the ongoing collaborative research project.

Instructor(s): A. Johns & A. Palmer

Note(s): Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. Open to students at all levels, but especially recommended for 3rd- and 4th-yr students. This course fulfills part of the KNOW core seminar requirement. PhD students should register for KNOW 40103 to be eligible to apply for the SIFK dissertation fellowship.

Equivalent Course(s): HIST 35425, CHSS 35425, SIGN 26035, KNOW 25425, HREL 35425, KNOW 40103, HIST 25425, BPRO 25425, MAAD 15425

HIPS 25600. History of Statistics. 100 Units.

This course covers topics in the history of statistics, from the eleventh century to the middle of the twentieth century. We focus on the period from 1650 to 1950, with an emphasis on the mathematical developments in the theory of probability and how they came to be used in the sciences. Our goals are both to quantify uncertainty in observational data and to develop a conceptual framework for scientific theories. This course includes broad views of the development of the subject and closer looks at specific people and investigations, including reanalyses of historical data.

Instructor(s): S. Stigler Terms Offered: Spring

Prerequisite(s): Prior statistics course

Equivalent Course(s): CHSS 32900, STAT 36700, STAT 26700

HIPS 25808. 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

Note(s): This course fulfills part of the KNOW core seminar requirement. PhD students should register for KNOW 40202 to be eligible to apply for the SIFK dissertation fellowship.

Equivalent Course(s): ANTH 34307, HIST 25308, ANTH 24307, KNOW 40202, HIST 35308, CHSS 35308, KNOW 25308

HIPS 26000. History of Philosophy II: Medieval and Early Modern Philosophy. 100 Units.

A survey of the thought of some of the most important figures of this period, including Anselm, Aquinas, Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume.

Instructor(s): D. Moerner Terms Offered: Winter

Prerequisite(s): Completion of the general education requirement in humanities required; PHIL 25000 recommended.

Equivalent Course(s): PHIL 26000, MDVL 26000

HIPS 26121. Nature, Science, and Empire in the Early Modern Iberian World, 1400-1800. 100 Units.

Full title: "Nature, Science, and Empire in the Early Modern Iberian World, 1400-1800." Historians have often relegated Iberia and its New World domains from accounts of the developments of modern science. They have traditionally claimed that strict censorship and a commitment to orthodox Catholicism prevented Spain, once the most powerful empire of the world, from embarking on the path towards scientific modernity in the eighteenth century. Modern scholars, however, have challenged this narrative by embracing more inclusive concepts of "science" to explain the many ways in which early modern people related to nature. Some of these practices include the writing of natural histories, botanical research, and linguistic studies, all fields that Iberian scholars pioneered in their efforts to govern their vast domains. This course will introduce students to a diversity of scientific practices that flourished in the Hispanic world between 1400 and 1800.

Equivalent Course(s): LACS 26121, HIST 26121

HIPS 26617. Sciences as Solutions to Latin American Challenges, 1500-2000. 100 Units.

Equivalent Course(s): LACS 26617, HIST 26107

HIPS 27004. Babylon and the Origins of Knowledge. 100 Units.

In 1946 the famed economist John Maynard Keynes declared that Isaac Newton "was the last of the magicians, the last of the Babylonians." We find throughout history, in the writings of Galileo, Jorge Luis Borges, Ibn Khaldun, Herodotus, and the Hebrew Bible, a city of Babylon full of contradictions. At once sinful and reverential, a site of magic and science, rational and irrational, Babylon seemed destined to resound in the historical imagination as the birthplace of knowledge itself. But how does the myth compare to history? How did the Babylonians themselves envisage their own knowledge? And is it reasonable to draw, as Keynes did, a line that begins with Babylon and ends with Newton? In this course we will take a cross comparative approach, investigating the history of the ancient city and its continuity in the scientific imagination.

Instructor(s): E. Escobar Terms Offered: Autumn

Equivalent Course(s): KNOW 27004, NEHC 20215, HIST 25617

HIPS 27005. Secrecy and Science. 100 Units.

This course traces the relationship between openness, secrecy, and the construction of scientific knowledge. Our sources span several millennia of intellectual history, from cuneiform tablets containing glassmaking recipes and the "secrets of the gods," to Medieval alchemical recipes, and to the first museums of natural history. We will investigate how and why science shifted from a subject intended for the elite few, to a more democratic ideal that embraced public demonstration. The role of patronage in the development of scientific knowledge, and the complex interaction between science and religion will be central to our discussions. Writing assignments will respond to thematic questions based on the readings.

Equivalent Course(s): HIST 24918, KNOW 27005, RLST 27550

HIPS 27301. Medical Anthropology. 100 Units.

This course introduces students to the central concepts and methods of medical anthropology. Drawing on a number of classic and contemporary texts, we will consider both the specificity of local medical cultures and the processes which increasingly link these systems of knowledge and practice. We will study the social and political economic shaping of illness and suffering and will examine medical and healing systems-including biomedicine-as social institutions and as sources of epistemological authority. Topics covered will include the problem of belief; local theories of disease causation and healing efficacy; the placebo effect and contextual healing; theories of embodiment; medicalization; structural violence; modernity and the distribution of risk; the meanings and effects of new medical technologies; and global health.

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

Prerequisite(s): PQ: Undergraduates must have completed or currently be enrolled in a SOSC sequence. Graduate option is only open to Master's students.

Note(s): CHDV Distribution: C, D; 4

Equivalent Course(s): ANTH 24330, ANTH 40330, HLTH 23204, CHDV 23204, CHDV 43204

HIPS 27302. Culture, Mental Health, and Psychiatry. 100 Units.

While mental illness has recently been framed in largely neurobiological terms as "brain disease," there has also been an increasing awareness of the contingency of psychiatric diagnoses. In this course, we will draw upon readings from medical and psychological anthropology, cultural psychiatry, and science studies to examine this paradox and to examine mental health and illness as a set of subjective experiences, social processes, and objects of knowledge and intervention. On a conceptual level, the course invites students to think through the complex relationships between categories of knowledge and clinical technologies (in this case, mainly psychiatric ones) and the subjectivities of persons living with mental illness. Put in slightly different terms, we will look at the multiple links between psychiatrists' professional accounts of mental illness and patients' experiences of it. Questions explored include: Does mental illness vary across social and cultural settings? How are experiences of people suffering from mental illness shaped by psychiatry's knowledge of their afflictions?

Instructor(s): E. Raikhel Terms Offered: Autumn

Note(s): CHDV Distribution, C, D

Equivalent Course(s): ANTH 35115, CHDV 33301, CHDV 23301, ANTH 24315, HLTH 23301

HIPS 27501. Freud: Human Dev/Personality. 100 Units.

Equivalent Course(s): HUDV 31300

HIPS 27860. History of Evolutionary Behavioral Sciences. 100 Units.

This course will consist in lectures and discussion sessions about the historical and conceptual foundations of evolutionary behavioral sciences (evolutionary anthropology, evolutionary psychology, ethology, comparative behavioral biology), covering the period from the publication of Charles Darwin's *The Origin of Species* up to the present day. Topics will include new theoretical developments, controversies, interdisciplinary expansions, and the relationships between evolutionary behavioral sciences and other disciplines in the sciences and the humanities.

Instructor(s): D. Maestriperi Terms Offered: Autumn

Prerequisite(s): N/A

Equivalent Course(s): KNOW 27860, CHDV 27860, CHSS 37860, HLTH 27860, CHDV 37860

HIPS 28101. Psychoanalysis and Philosophy. 100 Units.

An introduction to psychoanalytic thinking and its philosophical significance. A question that will concern us throughout the course is: What do we need to know about the workings of the human psyche-in particular, the Freudian unconscious-to understand what it would be for a human to live well? Readings from Plato, Aristotle, Freud, Bion, Betty Joseph, Paul Gray, Lacan, Lear, Loewald, Edna O'Shaughnessy, and others.

Equivalent Course(s): FNDL 28210, SCTH 37501, PHIL 28210, PHIL 38209

HIPS 28350. XCAP: The Experimental Capstone - The Art of Healing: Medical Aesthetics in Russia and the U.S. 100 Units.

What makes a medical treatment look like it will work? What makes us feel that we are receiving good care, or that we can be cured? Why does the color of a pill influence its effectiveness, and how do placebos sometimes achieve what less inert medication cannot? In this course we will consider these problems from the vantage points of a physician and a cultural historian. Our methodology will combine techniques of aesthetic analysis with those of medical anthropology, history and practice. We will consider the narratology of medicine as we examine the way that patients tell their stories-and the way that doctors, nurses, buildings, wards, and machines enter those narratives. The latter agents derive their meaning from medical outcomes, but are also embedded in a field of aesthetic values that shape their apperception. We will look closely at a realm of medical experience that continues to evade the grasp of instruments: how the aesthetic experience shapes the phenomenon of medical treatment.

Instructor(s): William Nickell; Brian Callender; Elizabeth Murphy Terms Offered: Autumn

Note(s): This course is one of three offered in The Experimental Capstone (XCAP) in the 2019-20 academic year.

Enrollment in this course is restricted to 3rd and 4th year undergraduates in the College. For more information about XCAP, visit <https://sifk.uchicago.edu/courses/xcap/>

Equivalent Course(s): BIOS 29209, ANTH 24360, ARTV 20014, KNOW 29901

HIPS 29400-29500. Tutorial.

Tutorial

HIPS 29400. Tutorial. 100 Units.

Terms Offered: Autumn

HIPS 29500. Tut: Hist/Bio Of Emotions. 100 Units.**HIPS 29500. Tut: Hist/Bio Of Emotions. 100 Units.****HIPS 29412. The Face in Western Culture from the Mona Lisa to the Selfie. 100 Units.**

The course will approach the history of the human face from a variety of disciplinary perspectives, ranging across art history through to the history of science and technology. Topics will include the Mona Lisa and Renaissance portraiture; early modern identity and identity documents; the discipline of physiognomy; Johann Kaspar Lavater and the makings of racial science; the impact of photography; Alphonse Bertillon and the "mug shot"; smiles in advertisements; biometrics to facial recognition technologies; and the art and science of the selfie. The course will draw on specialized readings from secondary literature alongside a wide range of literary and visual primary sources, including scientific texts, paintings, drawings, identity documents, photographs, advertisements, cosmetics, and prosthetic parts. The subject offers a great deal of room for the selection of a topic for a research paper on a subject of students' choices.

Prerequisite(s): Open to upper-level undergraduates.

Equivalent Course(s): HIST 29412

HIPS 29633. Tutorial: Antiquity, Archaeology, and Anthropology: Humanism and the Rise of Science in Germany. 100 Units.

What do Homeric poetry and human skulls have in common? What about the Old Testament and Mycenaean pottery shards? Or Roman ruins and entomology? They were all used to illuminate the course of human history and they all transformed pre-existing conceptions about the past. This course traces the development of the human sciences from a general and preparatory program of humanistic study into specialized research disciplines focused on the production of new knowledge. Through a focus on the study of antiquity, archaeology, and anthropology in Germany, students will examine how information about the humanity and its past was produced, what the function or purpose of such knowledge was, and how this changed over time. They will also investigate the ways in which broader political, social, and cultural concerns shaped scientific research and were, in turn, shaped (or not) by it. In so doing this class explores how, why, and in what ways the development of German science was fundamentally and intrinsically shaped by humanistic inquiries about history and humanity. It also challenges linear notions of disinterested, secular, scientific progress as well as the modern division between natural sciences, human sciences, and the humanities.

Instructor(s): K. Palmieri Terms Offered: Autumn. Autumn 2019

Equivalent Course(s): KNOW 28000, HIST 25017

HIPS 29678. History Colloquium: Medicine and Society. 100 Units.

How does medical knowledge change? How do medical practices transform over time? What factors influence the ways in which doctors and patients-and scientists, artists, politicians, legislators, activists, and educators, among others-understand matters of health and disease, of proper and improper interventions, of the rights of individuals and the needs of communities? This course treats these questions as a starting point for exploring the interactions of medicine and society from 1800 to the present. Through a combination of primary and secondary sources we will examine changing causes of morbidity and mortality, the development of new medical technologies and infrastructures, shifting patterns of disease and shifting ideas about bodies, and debates about health care policy, among other topics. Assignment: Students will be expected to conduct original research and produce an original research paper of fifteen to twenty pages.

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

Prerequisite(s): Priority registration is given to History majors.

Equivalent Course(s): HIST 29678

HIPS 29700. Readings and Research in History, Philosophy, and Social Studies of Science and Medicine. 100 Units.

Reading and Research for HIPS seniors working on their senior thesis.

Terms Offered: Autumn Spring Winter

Note(s): Students are required to submit the College Reading and Research Course Form.

HIPS 29800. Junior Seminar: My Favorite Readings in the History and Philosophy of Science. 100 Units.

This course introduces some of the most important and influential accounts of science to have been produced in modern times. It provides an opportunity to discover how philosophers, historians, anthropologists, and sociologists have grappled with the scientific enterprise, and to assess critically how successful their efforts have been. Authors likely include Karl Popper, Thomas Kuhn, Robert Merton, Steven Shapin, and Bruno Latour.

Instructor(s): R. Richards Terms Offered: Autumn

Equivalent Course(s): HIST 25503

HIPS 29810. Bachelor's Thesis Workshop. 100 Units.

Thesis writing workshop for HIPS seniors.

Terms Offered: Autumn, Spring, Winter

HIPS 29900. Bachelor's Thesis. 100 Units.

This is a research course for independent study related to thesis preparation.

Terms Offered: Autumn, Winter, Spring

Note(s): Students are required to submit the College Reading and Research Course Form.



HUMAN RIGHTS

Department Website: <http://humanrights.uchicago.edu>

THE POZEN FAMILY CENTER FOR HUMAN RIGHTS

The Pozen Family Center for Human Rights, founded in 1997 as the Human Rights Program, supports innovative, interdisciplinary teaching and research projects that explore the theory and practice of human rights. The Pozen Center advances the global study of human rights through:

- A rigorous liberal arts curriculum that combines humanities and social sciences perspectives and analysis with practice-oriented teaching;
- Research initiatives that bring together faculty and students from across the University to address the challenges of human rights in a global world of diverse histories, politics, religions, and cultures;
- Programs to enhance the University community's engagement with local, national, and international human rights issues, practices, and organizations.

The Human Rights Internship Program (<http://humanrights.uchicago.edu/internships>) provides funded summer fellowships to College, graduate, and professional students to gain hands-on experience at host organizations around the world and in the United States. The Pozen Center also advances human rights research through grants to faculty and doctoral students that support innovative scholarship, as well as conferences and symposia. Multi-year faculty initiatives develop projects such as health and human rights, philosophical approaches to labor rights, and changing norms of refugee protection. The Pozen Center fosters a human rights culture at the University of Chicago and in the broader community with public events (<http://humanrights.uchicago.edu/page/events>) throughout the year. Conferences, lectures, workshops, performances, and exhibitions bring scholars and practitioners from around the world to explore human rights in theory and practice.

HUMAN RIGHTS CURRICULUM

The Human Rights Curriculum (<https://humanrights.uchicago.edu/page/curriculum>) includes a College Human Rights civilization studies sequence, a College minor (<https://humanrights.uchicago.edu/collegeminor>), an introduction to contemporary concepts and issues in human rights, a Spring Human Rights Study Abroad Program in Vienna (<https://study-abroad.uchicago.edu/programs/vienna-human-rights>), and a variety of elective courses with distinct disciplinary, thematic, and/or regional perspectives.

HMRT 10100 Human Rights in World Civilizations I and **HMRT 10200 Human Rights in World Civilizations II** comprise a two-quarter sequence that explores how human rights have been constructed across transnational, imperial, national, and local spaces in a variety of civilizational vernaculars while exposing students to their contested genealogies, limits, and silences. The sequence is primary source driven and discussion based, with readings drawn from a range of texts from the political and the legal to the literary, aural, and visual. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

UNDERGRADUATE MINOR IN HUMAN RIGHTS

College students in any field of study may complete a minor in Human Rights. The minor is an interdisciplinary plan of study that provides students the opportunity to become familiar with the theoretical, historical, and comparative perspectives on human rights. The flexibility of this course of study complements majors in any of the disciplines. A minor in Human Rights will provide a background for graduate study in many disciplines or for careers that incorporate human rights analysis or advocacy, including medicine, law, filmmaking, social work, public policy, teaching, journalism, or government service.

The Human Rights minor requires a total of five courses, including:

1. One introductory course. Choose from one of the following:

HMRT 21001	Human Rights: Contemporary Issues	100
HMRT 21002	Human Rights: Philosophical Foundations	100
HMRT 20101	Human Rights I in Vienna: Philosophical Foundations of Human Rights	100
HMRT 20201	Human Rights II in Vienna: History and Theory	100
HMRT 20301	Human Rights III in Vienna: Contemporary Issues in Human Rights	100

2. Four approved Human Rights (HMRT) courses or cross-listed courses.

It is recommended but not required that students who minor in Human Rights take HMRT 10100-10200 Human Rights in World Civilizations I-II to fulfill their general education requirement in civilization studies.

Summary of Requirements for the Minor in Human Rights

One of the following:		100
HMRT 21001	Human Rights: Contemporary Issues	
HMRT 21002	Human Rights: Philosophical Foundations	
HMRT 20101	Human Rights I in Vienna: Philosophical Foundations of Human Rights	
HMRT 20201	Human Rights II in Vienna: History and Theory	
HMRT 20301	Human Rights III in Vienna: Contemporary Issues in Human Rights	
Four approved HMRT courses or cross-listed courses		400
Total Units		500

To apply for the minor, students must receive the Pozen Center Executive Director's approval on a form obtained from their College adviser. This form must then be returned to the College adviser by the end of Spring Quarter of their third year.

Courses in the minor program may not be (1) double counted with the student's major(s) or with other minors or (2) counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Due to recent changes in the Human Rights minor, students in the Classes of 2017 and 2018 who have enrolled in the minor as of July 1, 2016, can seek approval of other combinations of Human Rights courses from the Pozen Center Executive Director.

HUMAN RIGHTS COURSES

HMRT 10100-10200. Human Rights in World Civilizations I-II.

This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

HMRT 10100. Human Rights in World Civilizations I. 100 Units.

The first quarter begins with a set of conceptual problems and optics designed to introduce students to the critical study of human rights, opening up questions of the universal, human dignity, and the political along with the practices of witness and testimony. It is followed by two thematic clusters. "Anti-Slavery, Humanitarianism, and Rights" focuses on the late eighteenth and early nineteenth centuries to historicize notions of dignity, sympathy, and witness. "Declarations as a Human Rights Genre" examines revolutionary eighteenth-century rights declarations in France, the United States, and Haiti against the aspirations of the 1948 UN Universal Declaration of Human Rights.

Instructor(s): J. Ransmeier, B. Laurence, Staff Terms Offered: Autumn

Note(s): This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

HMRT 10200. Human Rights in World Civilizations II. 100 Units.

Four thematic clusters structure the second quarter. "Migration, Minorities, and Refugees" examines minority rights, the evolution of legal norms around refugees, and human trafficking. "Late Twentieth Century Human Rights Talk" explores the contestations between rights claims in the political-civil and socio-economic spheres, calls for sexual rights, and cultural representations of human rights abuses. "Global Justice" considers forms of international criminal law, transitional justice, and distributive justice. "Indigenous Rights as Human Rights" takes up the relatively new domain of the rights of indigenous peoples and how they relate to contemporary human rights practice.

Instructor(s): B. Laurence, E. Osborn, Staff Terms Offered: Winter

Prerequisite(s): HMRT 10100

Note(s): This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence; students must have taken HMRT 10100 to enroll in this course.

HMRT 10200. Human Rights in World Civilizations II. 100 Units.

Four thematic clusters structure the second quarter. "Migration, Minorities, and Refugees" examines minority rights, the evolution of legal norms around refugees, and human trafficking. "Late Twentieth Century Human Rights Talk" explores the contestations between rights claims in the political-civil and socio-economic spheres, calls for sexual rights, and cultural representations of human rights abuses. "Global Justice" considers forms of international criminal law, transitional justice, and distributive justice. "Indigenous Rights as Human Rights" takes up the relatively new domain of the rights of indigenous peoples and how they relate to contemporary human rights practice.

Instructor(s): B. Laurence, E. Osborn, Staff Terms Offered: Winter

Prerequisite(s): HMRT 10100

Note(s): This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence; students must have taken HMRT 10100 to enroll in this course.

HMRT 20101-20201-20301. Human Rights I in Vienna: Philosophical Foundations of Human Rights; Human Rights II in Vienna: History and Theory; Human Rights III in Vienna: Contemporary Issues in Human Rights.
Human Rights in Vienna

HMRT 20101. Human Rights I in Vienna: Philosophical Foundations of Human Rights. 100 Units.

Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic, and pressing problems, such as global poverty, torture, and genocide. (V) (I)

Instructor(s): D. Brudney Terms Offered: Spring

HMRT 20201. Human Rights II in Vienna: History and Theory. 100 Units.

This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern "human rights" culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.

Instructor(s): T. Zahra Terms Offered: Spring

HMRT 20301. Human Rights III in Vienna: Contemporary Issues in Human Rights. 100 Units.

This interdisciplinary course presents a practitioner's overview of human rights problems as a means to explore the utility of human rights norms and mechanisms, as well as the advocacy roles of civil society organizations, legal and medical professionals, traditional and new media, and social movements. The Vienna edition of the course will expose the students to issues in contemporary human rights relevant to Europe today. Topics will include the relationship between rights and citizenship in contemporary Europe, the balance between rights and security (including the prohibition against torture), and the recognition of children's rights as human rights.

Instructor(s): S. Gzesh Terms Offered: Spring

HMRT 20200. Human Rights II: History and Theory. 100 Units.

This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern "human rights" culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.

Instructor(s): TBA Terms Offered: Winter

Equivalent Course(s): HMRT 30200, CRES 29302, INRE 31700, HIST 39302, LLSO 27100, HIST 29302

HMRT 20201. Human Rights II in Vienna: History and Theory. 100 Units.

This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern "human rights" culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.

Instructor(s): T. Zahra Terms Offered: Spring

HMRT 20301. Human Rights III in Vienna: Contemporary Issues in Human Rights. 100 Units.

This interdisciplinary course presents a practitioner's overview of human rights problems as a means to explore the utility of human rights norms and mechanisms, as well as the advocacy roles of civil society organizations, legal and medical professionals, traditional and new media, and social movements. The Vienna edition of the course will expose the students to issues in contemporary human rights relevant to Europe today. Topics will include the relationship between rights and citizenship in contemporary Europe, the balance between rights and security (including the prohibition against torture), and the recognition of children's rights as human rights.

Instructor(s): S. Gzesh Terms Offered: Spring

HMRT 21001. Human Rights: Contemporary Issues. 100 Units.

This interdisciplinary course presents an overview of several major contemporary human rights problems as a means to explore the use of human rights norms and mechanisms. The course addresses the roles of states, inter-governmental bodies, national courts, civil society actors including NGOs, victims, and their families, and other non-state actors. Topics are likely to include universalism, enforceability of human rights norms, the prohibition against torture, U.S. exceptionalism, and the rights of women, racial minorities, and non-citizens.

Equivalent Course(s): LACS 21001, HMRT 31001, HIST 29304, INRE 31801, LLSO 21001, LACS 31001, HIST 39304

HMRT 21001. Human Rights: Contemporary Issues. 100 Units.

This interdisciplinary course presents an overview of several major contemporary human rights problems as a means to explore the use of human rights norms and mechanisms. The course addresses the roles of states, inter-governmental bodies, national courts, civil society actors including NGOs, victims, and their families, and other non-state actors. Topics are likely to include universalism, enforceability of human rights norms, the prohibition against torture, U.S. exceptionalism, and the rights of women, racial minorities, and non-citizens.

Equivalent Course(s): LACS 21001, HMRT 31001, HIST 29304, INRE 31801, LLSO 21001, LACS 31001, HIST 39304

HMRT 21002. Human Rights: Philosophical Foundations. 100 Units.

Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)

Instructor(s): B. Laurence Terms Offered: Spring

Equivalent Course(s): MAPH 42002, INRE 31602, LLSO 21002, HMRT 31002, HIST 29319, HIST 39319, PHIL 21002, PHIL 31002

HMRT 21002. Human Rights: Philosophical Foundations. 100 Units.

Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)

Instructor(s): B. Laurence Terms Offered: Spring

Equivalent Course(s): MAPH 42002, INRE 31602, LLSO 21002, HMRT 31002, HIST 29319, HIST 39319, PHIL 21002, PHIL 31002

HMRT 21400. Health and Human Rights. 100 Units.

This course attempts to define health and health care in the context of human rights theory and practice. Does a "right to health" include a "right to health care"? We delineate health care financing in the United States and compare these systems with those of other nations. We explore specific issues of health and medical practice as they interface in areas of global conflict: torture, landmines, and poverty. Readings and discussions explore social determinants of health: housing, educational institutions, employment, and the fraying of social safety nets. We study vulnerable populations: foster children, refugees, and the mentally ill. Lastly, does a right to health include a right to pharmaceuticals? What does the big business of drug research and marketing mean for our own country and the world?

Instructor(s): R. Sherer, E. Lyon Terms Offered: Winter

Equivalent Course(s): MEDC 60405, HMRT 31400

HMRT 23412. Police & the Liberal State: Security, Authority, and Rights. 100 Units.

In the course, we will consider the centrality and meaning of the notion of security in the ideal of social contract, the foundation of individual rights in modern polities, the relationship between police and the market economy, and the persistent problem of rule in the face of modern rejection of all traditional authorities. In the course of our investigation, we will pay particular attention the relationship between policing and race, class, race, and gender, asking what it may reveal about the contours and presuppositions of modern social order.

Instructor(s): Eilat Maoz, Graduate Lecturer Terms Offered: Spring

HMRT 24208. Incarceration and Justice. 100 Units.

TBA

Instructor(s): Alice Kim Terms Offered: Autumn

Prerequisite(s): Human Rights in World Civilizations 1 or 2 (HMRT 10100/10200); or Contemporary Issues in Human Rights (HMRT 21001); or an HMRT listed elective course is required as a prerequisite. Instructor consent is required. If interested in applying for instructor consent, please contact Human Rights Director of Practice, Alice Kim alicekim@uchicago.edu and Pozen Center Executive Director, Susan Gzesh sgzesh@uchicago.edu. To obtain consent to enroll, students must bid on the course during preregistration. Undergrads Only.

HMRT 24701. Human Rights: Alien and Citizen. 100 Units.

This course addresses how international human rights doctrines, conventions, and mechanisms can be used to understand the situation of the "alien" (or foreigner) who has left his or her country of origin to work, seek safe haven, or simply reside in another country. If human rights are universal, human rights are not lost merely by crossing a border. We use an interdisciplinary approach to study concepts of citizenship and statelessness, as well as the human rights of refugees and migratory workers.

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

Equivalent Course(s): HMRT 34701, LACS 35303, LACS 25303

HMRT 25002. Queer and Trans Mutual Aid for Survival and Mobilization. 100 Units.

This course will examine contemporary and historical queer and trans-focused mutual aid projects, including support for migrants, prisoners, psychiatric survivors, people with HIV/AIDS, and violence survivors. We will look at why mutual aid projects are often under-celebrated in contemporary narratives of social change, when compared with media advocacy and law and policy reform work. Using materials created by activists engaged in building mutual aid projects, as well as scholarly analysis of such efforts, we will look at what principles and methods characterize politicized survival work and how it intentionally departs from charity frameworks. Instructor(s): Dean Spade, Pozen Visiting Professor Terms Offered: Autumn

HMRT 25203. Hong Kong and Human Rights in Asia. 100 Units.

The dynamic city of Hong Kong—a multicultural, special economic zone and a contested democracy with a vibrant popular press and a long history of support for regional grassroots politics—provides the setting for three weeks of investigation of human rights locally and across Asia. Students will become familiar with the human rights challenges facing Hong Kong and the region today. Topics as diverse as labor rights, gender and sexuality, democracy, access to health care and education, and freedom of expression will command our attention. We will also explore the relationship between art, exhibition practices, the media, and human rights. The University of Chicago's new Hong Kong campus will serve as our home base, but much of our time will be spent undertaking short field excursions to speak with human rights actors, journalists, curators, and artists in Hong Kong along with a tentative short trip to southern China. As the capstone of this intensive course, students will create digital, multimedia documentary projects to showcase their engagement with a particular regional or local human rights problem. These projects may combine interviews, photographs and videos, and the production of an original text or artwork.

Instructor(s): M. Bradley & J. Ransmeier Terms Offered: Autumn

Prerequisite(s): Admission to the September Hong Kong: Human Rights in Asia program

Note(s): Course schedule: Sept. 2–20, 2019.

Equivalent Course(s): EALC 24311, HIST 24311

HMRT 25210. Anthropology of Disability. 100 Units.

This seminar undertakes to explore "disability" from an anthropological perspective that recognizes it as a socially constructed concept with implications for our understanding of fundamental issues about culture, society, and individual differences. We explore a wide range of theoretical, legal, ethical, and policy issues as they relate to the experiences of persons with disabilities, their families, and advocates. The final project is a presentation on the fieldwork.

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

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): ANTH 20405, SOSC 36900, MAPS 36900, ANTH 30405, HMRT 35210, CHDV 30405, CHDV 20505

HMRT 27061. United States Legal History. 100 Units.

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

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

Equivalent Course(s): LLSO 28010, CRES 37605, HMRT 37605, AMER 27605, HIST 27605, HIST 37605, CRES 27605, GNSE 37605, GNSE 27605

HMRT 27306. U.S. Women and Gender. 100 Units.

This course studies the history of women, gender relations, and ideas of sex difference from the emergence of the women's rights movement in the 1840s to the rise of women's liberation in the 1960s. Issues of work, rights, citizenship, race, and sexuality take center stage as we explore the social, political, and cultural forces that shaped women's lives and the aspirations and agency of women who sought to transform the rules and relations of gender in the United States. Readings include primary sources as well as classic and recent historical scholarship.

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

Equivalent Course(s): HIST 27306, LLSO 27306, CRES 23700, GNSE 27306

HMRT 28310. Vulnerability and Human Rights. 100 Units.

The course discusses current theories of vulnerability and passivity in relation to human rights. It pays particular attention how human rights and social justice can be thought of in relation to people with severe disabilities, animals, and others who are not traditionally thought of as subjects of justice. We will discuss philosophical texts by Jacques Derrida, Emmanuel Levinas, John Rawls, Martha Nussbaum, and others, and sociological texts by scholars like Bryan Turner and Tom Shakespeare.

Instructor(s): D. Kulick Terms Offered: Winter

Equivalent Course(s): CHDV 26310, HMRT 38310

HMRT 29120. Poverty Law and Policy Reform. 100 Units.

This seminar seeks to give students a comprehensive understanding of the major anti-poverty programs in the United States with an emphasis on current challenges and reform proposals. We will spend the first half of the course exploring the implementation and evaluation of the programs that make up the traditional safety net for poor Americans: income supports, health insurance, and housing assistance. We will spend the rest of the quarter exploring topics that complicate the traditional social policy regime, including how the safety net is more robust for some groups, such as the elderly and veterans, than others. We will explore how the legal systems of immigration and incarceration hamper anti-poverty policy and how safety net programs address the needs of rural and Native Americans. Finally, we will investigate two recent developments in the field: social entrepreneurship and the critique of procedural rights.

Instructor(s): Andrew Hammond Terms Offered: Spring

Prerequisite(s): No first year students; attendance on the first day of class is required.

Equivalent Course(s): LLSO 29120, PBPL 29120



INEQUALITY, SOCIAL PROBLEMS, AND CHANGE

MINOR IN INEQUALITY, SOCIAL PROBLEMS, AND CHANGE

The Inequality, Social Problems, and Change minor will offer students the opportunity to deepen their understanding of the nature of inequality as it takes shape in pivotal societal institutions and to formulate feasible pathways for reducing inequality and improving quality of life. The minor will prepare students to effect change by learning how to move from theory to action on social challenges related to their chosen profession. Course work in the minor is designed to complement the knowledge base students gain in their majors across disciplines. The minor will provide students with foundational knowledge about the causes and consequences of social inequality in its various forms, including economic, racial, gender, and class. All courses attend to social change, ranging from offering hands-on experience in addressing inequality on the ground level to interrogating the relative merits of concrete and empirical avenues for effecting change. Students will transform conceptual knowledge into action by learning about a range of strategies that can be used to address disparities. The minor will facilitate multilevel, multisystem thinking, with the explicit goal of effecting change to reduce social inequality and social problems.

PROGRAM REQUIREMENTS

Students must take a total of five approved courses to complete the minor in Inequality, Social Problems, and Change, including one foundation course and four elective courses.

1. **One foundation course.** Students are required to take one of two foundation courses: Either SSAD 25810 Social Problems, Social Policy, and Social Change or SSAD 25002 Social Welfare Policy and Services. Both of these foundation courses provide students with an understanding of the historical context giving rise to different forms of inequality and strategies for change. Students are strongly encouraged to take one of these courses before taking elective courses in the minor.
2. **Four elective courses:** Students will take four elective courses chosen from the list below. Elective courses are organized into specific domains of inequality (e.g., communities and cities; global and migration; law and social justice; poverty, family, and work; and health and mental health). In consultation with the faculty director, students may choose to take several courses in one domain to deepen their knowledge in a particular topic or take courses across several domains to broaden their understanding of inequality and social change across multiple areas.

SUMMARY OF REQUIREMENTS

SSAD 25810 or SSAD 25002	Social Problems, Social Policy, and Social Change Social Welfare Policy and Services	100
Four SSAD electives *		400
Total Units		500

* One of these electives may be an SSAD graduate course.

ELECTIVE COURSES

Communities and Cities Domain

SSAD 21000	Race & American Public Schools	100
SSAD 21100	How Things Get Done in Cities and Why	100
SSAD 28112	Community Organizing	100
CHDV 20305	Inequality in Urban Spaces	100
SOCI 20269	Policing the City	100
SOCI 30233	Race in Contemporary American Society *	100

Global and Migration Domain

SSAD 21200	Policing, Citizenship, and Inequality in Comparative Perspective	100
SSAD 21300	Global Mental Health	100
SSAD 25003	Immigration, Law and Society	100
SSAD 25112	Contemporary Immigration Policy and Practice	100
SSAD 26922	Structuring Refuge: U.S. Refugee Policy and Resettlement Practice	100
CHDV 23403	Borders, (Im)mobilities and Human Rights	100
PBPL 27809	Violence in the Early Years	100

Poverty, Family, and Work Domain

SSAD 25005	Inequality at Work: The Changing Nature of Jobs and Prospects for Improvement	100
SSAD 25630	Poverty, Work, and Family Policy	100

Law and Social Justice Domain

SSAD 25004	Punishment and Social Theory	100
PLSC 29500	Drugs, Guns, and Money: The Politics of Criminal Conflict	100

Health and Mental Health Domain

SSAD 25732	Prejudice and Discrimination: Individual Cost and Response	100
------------	--	-----

* Graduate-level course; permission of instructor is required

ADVISING AND GRADING

Courses in the minor may not be double counted with the student's major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Students who elect the minor must meet with the faculty director for the minor before the end of Spring Quarter of their third year to declare their intention to complete the minor. The director's approval for the minor program should be submitted to a student's College adviser by the deadline using a form available from the adviser.

INEQUALITY, SOCIAL PROBLEMS, AND CHANGE COURSES

Communities and Cities Courses

SSAD 21000. Race & American Public Schools. 100 Units.

This course explores the fundamental role that race and racism have played in the structure, stratification, and social functioning of American public schools. Working within and between historical perspectives, contemporary policy challenges, theory, and empirical research, we will explore questions of purpose, identity, otherness, and justice. What can the histories of Black and Indigenous schooling reveal about the educational project of the nation? How does the notion of whiteness as property shape public presumptions about what makes a "good" school? Perhaps most fundamentally, can schools be engines for racial justice, and if so, how? Equivalent Course(s): HMRT 21000, EDSO 21000

SSAD 21100. How Things Get Done in Cities and Why. 100 Units.

Innovation. Prosperity. Democracy. Diversity. Cities long have been lauded as unique incubators of these social features. In contrast to the national level, the smaller scale and dense diversity of cities is thought to encourage the development of civic solutions that work for the many. But cities are inhabited by distinct groups of people with divergent interests and varied beliefs about how to address countless urban issues, such as creating jobs, delivering education, ensuring safe neighborhoods, promoting environmental sustainability, and taking care of the vulnerable. Many groups and organizations have an interest in the outcomes of these processes. Some take action to try to shape them to their own advantage, while others have few chances to make themselves heard. This course examines dynamics of interest representation, decision-making, and inclusion/exclusion in the contemporary city, drawing insights from multiple disciplines and substantive domains. This course is part of the College Course Cluster program: Urban Design.

Terms Offered: TBD

Equivalent Course(s): ENST 25006, SOSO 25006

SSAD 28112. Community Organizing. 100 Units.

This is a class about community organizing and how organizing brings about collective action. Through analysis of both historical and contemporary community organizing efforts, students will learn how organizing mobilizes people to gain power and influence over public policy and decision-making that directly impact them. Students will be introduced to different conceptual models of organizing, as well as how these models employ different theories of social change. The course emphasizes the "nuts-and-bolts" of organizing, ranging from strategic vision formulation to campaign development to one-on-one engagement. Students will have the opportunity to learn, discuss, and employ these different organizing skills and techniques through in-class exercises and group projects.

Equivalent Course(s): SSAD 48112, HMRT 34950

CHDV 20305. Inequality in Urban Spaces. 100 Units.

The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood. This course is part of the College Course Cluster: Urban Design.

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

Note(s): CHDV Distribution: B; 2*

Equivalent Course(s): CHDV 40315, CRES 20305, PBPL 20305

PLSC 38200. Political Socialization. 100 Units.**SOCI 20269. Policing the City. 100 Units.**

This course explores the historical origins, evolution, and current manifestations of policing the United States. Using a political sociological perspective, this course explores policing in ways that will provide broader lessons about societal issues of social control, social order, race, class, crime, social psychology, and politics. The course examines key issues in policing, such as police brutality, racial profiling, and the management of social protest. It also reviews the historical origins of the policy in order to understand that modern day policing issues is much more of a continuation of the past than most think. Reading and course material will be discussed in relation to current events.

Instructor(s): R. Vargas Terms Offered: Autumn

SOCI 30233. Race in Contemporary American Society. 100 Units.

This survey course in the sociology of race offers a socio-historical investigation of race in American society. We will examine issues of race, ethnic and immigrant settlement in the United States. Also, we shall explore the classic and contemporary literature on race and inter-group dynamics. Our investigative tools will include an analysis of primary and secondary sources, multimedia materials, photographic images, and journalism. While our survey will be broad, we will treat Chicago and its environs as a case study to comprehend the racial, ethnic, and political challenges in the growth and development of a city.

Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Spring. Autumn quarter offered at the Undergraduate level only and Spring offered at the Graduate level only

Equivalent Course(s): SOCI 20233, MAPS 30233

Global and Migration Courses**SSAD 21200. Policing, Citizenship, and Inequality in Comparative Perspective. 100 Units.**

Police provide an essential service for citizens - security and protection - without which the exercise of all other rights becomes heavily constrained. Police institutions are also the primary entity of the state with which most citizens come into direct contact. In practice, however, governments throughout the Americas (and beyond) have long struggled to organize police institutions such that they address societal demands for security, and that the deployment of coercion against citizens is applied equitably and constrained by law and external accountability. From São Paulo and Johannesburg to Chicago, police forces engage in widespread extrajudicial killings and torture that largely target marginalized sectors of society, including Afro-descendants, the poor, and those living in the urban periphery. At the same time, these groups are also underserved by their police, leaving them vulnerable to high rates of criminal violence. Through comparative analysis of police institutions in Latin America, the United States, and other regions, this course probes the ways in which police institutions shape the lived experiences of individuals and how police may help reproduce existing social inequalities.

Equivalent Course(s): HMRT 21201

SSAD 21300. Global Mental Health. 100 Units.

Global mental health has emerged as a priority for multilateral institutions like the World Health Organization and World Bank, for international non-governmental organizations, and for academic researchers alike. This course examines the foundations, practices, and critiques of this field. We will explore how sociocultural processes shape the experience of distress and mental illness; various cultures of healing, including Western psychiatry, and their power dynamics; gaps and inequalities in service provision; as well as approaches to and challenges of cross-cultural diagnosis/treatment/epidemiology. Specific attention will be paid to how mental health concerns and interventions affect women, racial/ethnic minorities, and other disadvantaged groups in different societies. Building on these explorations, we will then turn to the tools, programs, and practices that constitute the somewhat amorphous movement called "Global Mental Health." Ongoing debates of this movement will also be examined. This course will take an interdisciplinary approach, with readings drawn from psychiatry, public policy, anthropology, history, sociology, and so on. Through discussions and assignments, students will develop skills to design, evaluate, and critically reflect upon global mental health interventions.

Equivalent Course(s): GNSE 21301

SSAD 25003. Immigration, Law and Society. 100 Units.

Law is everywhere within the social world. It shapes our everyday lives in countless ways by permitting, prohibiting, protecting and prosecuting native-born citizens and immigrants alike. This course reviews the major theoretical perspectives and sociological research on the relationship between law and society, with an empirical focus on immigrants in the United States, primarily from Mexico and Central America. To begin, we explore the permeation of law in everyday life, legal consciousness, and gap between "law on the books" and "law on the ground." The topic of immigration is introduced with readings on the socio-legal construction of immigration status, theories of international migration, and U.S. immigration law at the national and subnational levels. We continue to study the social impact of law on immigrants through the topics of liminal legality; children, families, and romantic partnerships; policing, profiling, and raids; detention and deportation; and immigrants' rights. This course adopts a "law in action" approach centered on the social, political, and cultural contexts of law as it relates to immigration and social change. It is designed to expose you to how social scientists study and think about law, and to give you the analytical skills to examine law, immigration, and social change relationally.

Terms Offered: TBD

Equivalent Course(s): SOCI 28079, LACS 25003, PBPL 25003, CRES 25003, HMRT 25003

SSAD 25112. Contemporary Immigration Policy and Practice. 100 Units.

Today's immigration debates have brought to the fore conflicting visions regarding U.S. immigration policies, including the impacts and inequities faced by an estimated 11 million undocumented immigrants and their families. The debates as well impact who will be welcomed to migrate in the future and under what conditions. This course will start with a historical perspective and then take a deeper look at the ways in which our laws and accompanying systems shape the everyday lives of undocumented individuals and mixed-status families. We will look into the realities and consequences affecting multiple immigrant communities and cultures in the U.S. We will delve into the U.S. immigration policy debates and alternative visions. We'll consider how states and the federal government interface, collaborate and clash. As immigration, immigrants and refugees are today a central focus of U.S. politics and affected by these realities, we will explore related current and future political dynamics, advocacy, research and social movements upon the directions of immigration policies. Finally, we will explore the challenges faced in working within the intersection of immigration policy and people's lives, and how this work shapes our various roles as practitioners, policy makers, advocates and allies, including how social change is achieved at the local, statewide and national levels.

Instructor(s): Jane Ramsey Terms Offered: TBD

Equivalent Course(s): SSAD 45112, HMRT 45112

SSAD 26922. Structuring Refuge: U.S. Refugee Policy and Resettlement Practice. 100 Units.

At the end of 2017 there were over 68.5 million forcibly displaced people around the world, the highest number ever recorded (UNHCR, 2019). The number of newly displaced people in 2017 alone was 16.2 million, which is the equivalent of 44,400 new displacements every single day. Over 25.4 million registered refugees were among those displaced, and of these just 102,800 were admitted to third countries for permanent resettlement. Historically the United States has been the largest resettlement country in the world: since 1975 the US has resettled more than 3 million refugees. Refugees in the U.S. are entitled to an array of federal, state, and local supports that other immigrants must do without. At the same time, refugees in the U.S. are arguably subject to greater scrutiny and systems of social control than most other un-incarcerated domestic populations. However, the terrain of U.S. refugee resettlement has shifted dramatically as a result of the Executive Orders introduced by the Trump Administration. This course asks the central questions: How is refugee status constructed as a political process; what are the interrelationships between institutional actors and refugee policies and what are the implications of these interrelationships for service delivery to refugees in the U.S.; what does research tell us about the resettlement outcomes of refugees in the U.S. and what drives these outcomes; and finally, what are the points of intervention for social workers in the refugee

Equivalent Course(s): SSAD 46922, HMRT 46922

CHDV 23403. Borders, (Im)mobilities and Human Rights. 100 Units.

What is the human cost of border control? To what extent do individuals possess the right to move to other states? How do different states with large populations of refugees and asylum seekers develop and enforce migration policies, and what do the differences in these policies reveal about the social histories and futures of these states? To address these questions, we will consider how borders, institutions, and categories of migrant groups mutually shape one another. We will explore the interrelationships between categories of migration-forced, economic, regular, and irregular-in order to understand the multiple and unequal forms of mobility experienced by those who inhabit these categories. By utilizing a framework of human rights, this course will investigate how contemporary issues in migration-such as border management, illicit movement, and the fuzzy distinction between forced and economic migration-raise and reopen debates concerning the management of difference. We will draw on the work of anthropologists, sociologists, and geographers, as well as journalists, legal, and medical professionals. Our readings each week will include a mix of conceptual, ethnographic, long-form journalism, and policy texts. When possible, we will also invite representatives from different Chicago-based organizations that promote and protect the rights of people in various situations of migration to come to our class to discuss their work.

Equivalent Course(s): GLST 23403, ANTH 25255, HMRT 23403

PBPL 27809. Violence in the Early Years. 100 Units.

This course will address issues related to children's exposure to violence. Classes will cover topics including, but not limited to, the history of violence against children (infanticide, etc), children's literature, parental violence towards children, school-related violence, practices such as female genital mutilation, and other policy-relevant issues related to violence in children's lives. We will analyze policies and reforms, review relevant research on each topic, and examine implications of the findings to policy and practice.

Instructor(s): A. Adukia Terms Offered: TBD

Poverty, Family, and Work Courses

SSAD 25005. Inequality at Work: The Changing Nature of Jobs and Prospects for Improvement. 100 Units.

This course will consider sources of inequality in the labor market and in workplaces. Empirical evidence and theory on labor markets and job conditions will be analyzed to provide insights into the changing nature of work and workplace inequality for the majority of Americans -- who do not hold a four-year college degree. Although the course will consider ways to ready workers for good jobs in the economy, the emphasis will be on improving jobs themselves, through voluntary employer behavior, collective action, and public policy. The assignment for the course involves observing and/or interviewing workers in an occupation chosen by the student.

Instructor(s): Susan Lambert Terms Offered: TBD

Equivalent Course(s): PBPL 25005, LLSO 25005

SSAD 25630. Poverty, Work, and Family Policy. 100 Units.

This course examines contemporary policy questions regarding the dual spheres of work and family life, with a particular focus on economically impoverished families and communities. Students will analyze the relative merits of different policies designed to improve the conditions of work and family life and mitigate the effects of poverty on children's wellbeing. Throughout the ten-week quarter, we will consider demographic, labor market, and policy trends contributing to family poverty and income inequality in American society; interrogate policy debates concerning the responsibility of government, corporate, and informal sectors to address these critical social problems; and examine specific policy and program responses directed at (1) improving employment and economic outcomes and (2) reconciling the competing demands of employment and parenting. Although our primary focus will be on policies that promote the wellbeing of low-income families in the United States, relevant comparisons will be made cross-nationally, across race/ethnicity, and across income. This course is part of the Inequality, Social Problems, and Change minor.

Equivalent Course(s): LLSO 25630

Law and Social Justice Courses

SSAD 25004. Punishment and Social Theory. 100 Units.

In this course, students examine the rise of the penal state, tracing its roots from the birth of the prison to the ascendance of mass imprisonment. The course is organized around five lines of inquiry--(1) How is the power to punish derived? (2) In what ways has the role of punishment in society been conceived? (3) What do the practices of punishment produce? (4) What do they tell us about ourselves? (5) Are there alternatives? Taking up these questions, students will outline the major theories of punishment advanced by classical political philosophers and penologists, and trace the trajectory of our modern impulse to punish through the works of the "masters of suspicion." We will interrogate the political economy, culture, and consequences of punishment through readings on the carceral state and conclude by raising new questions about punishment and its alternatives in an age of mass incarceration.

Equivalent Course(s): PBPL 25004, HMRT 25004

PBPL 29050. Youth Law and Policy: Child Welfare and Juv. Just. in the U.S. 100 Units.

This course explores how legal institutions protect and punish children in the United States. We will spend the first part of the course exploring the child welfare system, which purports to protect children from abuse and neglect through various mechanisms including foster care and the termination of parental rights. We will spend the second part of the course exploring the juvenile justice system, which purports to prosecute and rehabilitate children for their criminal acts in a system separate from the criminal justice system. In the final part of the course, we will consider special topics in this area of law and policy including "cross-over youth" (i.e. children involved in both systems), unaccompanied immigrant children, homeless and runaway youth, and the so-called "school-to-prison-pipeline." This course will place special emphasis on the judges, lawyers, law enforcement officers, and social workers that comprise these legal institutions.

Terms Offered: Autumn

Prerequisite(s): Course limited to 3rd and 4th year students only.

Equivalent Course(s): LLSO 29050, HMRT 29050

PLSC 29500. Drugs, Guns, and Money: The Politics of Criminal Conflict. 100 Units.

This course examines armed conflict between states and criminal groups, with a focus on Latin America's militarized drug wars. Why do states decide to crack down on cartels, and why do cartels decide to fight back? Are drug wars "insurgencies"? If so, can they be won? Why does drug violence vary over time, over space, and between market sectors? We will study these issues from historical, economic, criminological, and cultural perspectives. Throughout, we focus on the interplay of domestic and international politics in formulating and enforcing drug policy.

Instructor(s): B. Lessing Terms Offered: Spring

Equivalent Course(s): LLSO 27307, LACS 29500

Health and Mental Health Courses**SSAD 25732. Prejudice and Discrimination: Individual Cost and Response. 100 Units.**

This foundational diversity class explores the origins and practices of racial/ethnic prejudice, stereotypes, and discrimination, and how demographic factors such as class, gender, sexuality, and nationality intersect to solidify and perpetuate inequality. We will explore the resulting psychological, economic, and sociopolitical tolls on individuals, and also examine various individual responses that can mitigate the negative impacts of or engage in resistance towards such discrimination (such as racial/ethnic identity development, deliberate retention of heritage culture, and social/political mobilization). Moreover, we will examine how these individual responses together with organized and collective efforts can bring about social changes. This class consciously expands a dominant binary discourse of race to develop a more inclusive and complex paradigm that accurately reflects the diversity of contemporary America.

Equivalent Course(s): SSAD 45732

PBPL 21425. Health in a Changing America: Social Context and Human Rights. 100 Units.

In this interdisciplinary course, students will consider the social context of health and the social and political commitments necessary to protect health as a human right. We will analyze recent trends in population health, such as the obesity epidemic, the opioid crisis, and the large gaps in life expectancy between neighborhoods in urban centers. Using case studies, students will envision a human rights-based response to these and other health challenges. We will examine the ways that framing health as personal versus public responsibility is consequential for social policy.

Instructor(s): Alicia Riley, Graduate Lecturer in Human Rights Terms Offered: Spring

Equivalent Course(s): HMRT 21403



INTERDISCIPLINARY STUDIES IN THE HUMANITIES

Department Website: <http://ishum.uchicago.edu>

Please note that the Interdisciplinary Studies in the Humanities major will be under review by a faculty committee during the 2019–20 academic year. While the program structure and curriculum are reevaluated, Interdisciplinary Studies in the Humanities will not be accepting applications to the major. For current program members, those in the Classes of 2019 and 2020, the major requirements will remain the same. Information about the future of the program will be announced upon completion of the review, and no new students will be accepted in the meantime. For discussion of complementary programs of study, please see your College adviser.

PROGRAM OF STUDY

The bachelor of arts degree program in Interdisciplinary Studies in the Humanities (ISHum) offers qualified undergraduates the opportunity to shape an interdisciplinary plan of course work centered in, but not necessarily restricted to, study in the humanities. The program is meant to accommodate a course of study that could not otherwise be carried out easily within the structures of a single disciplinary major.

One of the notable features of the program is the requirement that all ISHum majors complete a formal BA paper at the end of their term of study that integrates the disparate fields of each student's study in a truly interdisciplinary manner. A BA paper will normally consist of an analytical research paper. An alternative option is a creative BA project, which would be accompanied by an analytical write-up of the project's background, conceptual problem(s), and methodology.

To be considered for admission to this BA program, a student must submit an application. This application consists of the student's selection and rationalization of a plan of courses that form a discrete field of interdisciplinary study. (The specific materials and protocol necessary for the application are described below.) The application process is designed to make clear in each individual case what intellectual concerns are to be related to one another through interdisciplinary study and what method of comparative analysis is suited to such an approach.

Students should discuss plans and proposed courses with the ISHum chair. These meetings will help students evaluate the available courses of study to arrive at a balanced and coherent interdisciplinary plan.

Once a student is admitted to ISHum, she or he will come to have the support also of the BA preceptor and, by the end of the third year, a faculty BA adviser. The preceptor is typically a graduate student with interdisciplinary expertise who will help the student to progress towards successful completion of the degree program, including completion of the BA paper. The faculty adviser is a faculty member who has expertise in the student's main field of study, and agrees to supervise the development of the BA paper specifically. (The student is responsible for securing a faculty BA adviser, but can ask the ISHum staff for assistance in doing so.)

A student in the ISHum BA program will take courses in two or more academic departments, and it is common for ISHum majors to have two or three sets of chosen courses that do not intersect with each other at all. (Your program is interdisciplinary; your courses, individually, need not be interdisciplinary.) There is, however, a required structure to the distribution of courses that a student takes, and there are two specific courses that every ISHum major must take. These requirements are explained below.

PROGRAM REQUIREMENTS

Each student's program of study must meet the following six distribution requirements. Students can ensure that these requirements are met by completing the application worksheet that is available from their College adviser or ishum.uchicago.edu:

1. Six courses in a primary field or in closely integrated subject areas in more than one field.
2. Three courses in a first supporting field or in closely integrated subject areas in more than one field.
3. Three courses in a second supporting field or in closely integrated subject areas in more than one field.

A "field" is defined in one of three ways: (a) a selection of courses from a traditional department (such as Near Eastern Languages and Civilizations or Philosophy), (b) a traditional discipline spread over more than one department (such as a "Theater" field containing South Asian Languages and Civilizations and Theater and Performance Studies courses), or (c) an interdisciplinary set of courses under a certain rubric (such as an "American studies" field containing courses from English, History, and Sociology, or a "Narrative/Storytelling" field containing courses from Romance or Slavic Languages and Literatures, Anthropology, and Psychology). Students are encouraged to create their six-course field from a single, traditional discipline, so that, however broad their program, they can also have some depth of learning in a single discipline.

Any one of the fields listed under (1), (2), and (3) may be drawn from outside the humanities.

4. Two courses or one sequence of two courses (drawn from offerings in the humanities) that emphasizes intellectual approaches or critical methods germane to a student's particular interdisciplinary course program.
5. ISHU 29802 The BA Colloquium in the Spring Quarter of the third year, which meets three times over the quarter and is taught by the ISHum BA preceptor. The purpose of this course is for each student to begin working on the structure and argument of the BA paper that he or she will complete the following year. At the end of the course, each student will have written a proposal for the BA paper, which will generally be a précis of the argument that the student anticipates making. Grading for this course is Pass/Fail (P/F) for all students.

Students should note that the course carries no numerical credit towards their degree (it is a "zero-unit" course). It cannot fill any role in the student's degree program other than the one it is designed to fill; it also cannot be an elective. Because it is a noncredit course, students must carry at least three additional courses while registered for ISHU 29802 in order to meet requirements for full-time student status. Regardless of these technical qualifications, the course is compulsory for ISHum majors in their third year unless an exemption is granted for unusual circumstances, such as the student's being in residence at a study-abroad program that quarter.

6. ISHU 29900 Preparation of the BA Project. This course is structured as an independent study. The instructor will be the student's faculty BA adviser. It should be taken in the Autumn or Winter Quarter of fourth year, but in special circumstances may be taken in Spring Quarter of fourth year. The faculty adviser will devise a plan of reading and writing for the student and will critique drafts of the student's BA paper as they develop.

SUMMARY OF REQUIREMENTS

Six primary field courses	600
Three secondary field courses	300
Three supporting field courses	300
Two critical/intellectual methods courses	200
ISHU 29802 The BA Colloquium	000
ISHU 29900 Preparation of the BA Project	100
Total Units	1500

BA PAPER PREPARATION RELATED DEADLINES

In order to maintain good standing in the program, fourth-year ISHum majors are expected to meet certain deadlines as they move toward completing their BA paper: (This schedule is based upon a normal Spring Quarter graduation plan; students planning to graduate in another quarter should adjust the various deadlines accordingly.)

Fourth-year ISHum students will meet with the BA preceptor at least twice during the Autumn Quarter and twice again during the Winter Quarter. In these meetings they will discuss their work with the preceptor and show him or her drafts of the BA paper or, in the minimal case, evidence of their progress toward the completion of the paper. By the end of the Autumn Quarter, fourth-year students will turn in a preliminary draft/first iteration of the BA paper to the preceptor. There will then be a pre-final draft due to the faculty BA adviser, the ISHum chair, and the preceptor for perusal and critique by the end of the Winter Quarter. The final BA paper should be turned in to each of these three people by Friday of fifth week in Spring Quarter.

In addition to these departmental requirements, a student's faculty BA adviser may impose earlier deadlines and further conditions in relation to the work expected of the student in ISHU 29900 Preparation of the BA Project.

SAMPLE PROGRAMS

While the potential for developing individual BA programs in Interdisciplinary Studies is as great as the combined ingenuity, imagination, and interest of each student in consultation with his or her advisers, there are identifiable patterns in the choices of fields and lines of inquiry currently being implemented in the ISHum program. The most prominent of these include the following:

1. Study in philosophy and literature (with either literature or philosophy emphasized) to investigate differences in handling concepts and language in philosophy and literature and/or mutual influence between the two fields.
2. Study in verbal and nonverbal art forms and expressions (art and literature; and music and literature) leading to consideration of the implications of the verbal and nonverbal distinction for interpretation and criticism.
3. Study in the history, philosophy, language, religious expression, and literary and artistic productions of a given culture or of a given historical period within one or more cultures. Examples include American studies, the Renaissance, the Near East, or Greece (and the Mediterranean) in the preclassical and classical ages.

4. Study in humanistic fields (e.g., literature and philosophy) and in a social science field (e.g., sociology, psychology, anthropology, political science). This option is particularly adapted to a focus on gender studies. Please note, however, that the College offers a major in Gender Studies.
5. Study of modern culture in its various aspects of popular and elite forms of cultural expression.
6. Study in humanistic approaches to biological or physical science. This option is particularly adapted to interest in problems or aspects of intellectual and cultural history (e.g., the impact of Newtonian physics on eighteenth-century European thought) or to study of modern society and science's role within it (medical ethics being one possible focus among many).
7. Study in human rights in relation to one or two humanistic disciplines such as philosophy, literature, or history.

APPLICATION

Interested students should make application to the ISHum program as soon as possible upon completion of general education requirements (typically by the end of the second year and, except in extraordinary circumstances, no later than the end of Autumn Quarter of the third year). Transfer students in particular are urged to apply at the earliest point that they can. An application is initiated by securing an interview with the ISHum chair, to discuss the feasibility of shaping and implementing a given set of interdisciplinary concerns into a course of study for the BA.

After consultation, students who wish to pursue an application to the ISHum program must submit a recent course transcript (with a minimum B average in preceding course work) and a two-part written proposal according to the following guidelines:

Personal Statement

The first part of the proposal consists of a personal reflective statement of approximately 500 to 1,000 words in length, explaining the character of their interdisciplinary interests and stating as thoughtfully as possible how they propose to channel and expand them within course offerings currently available. Some consideration of prospects and possibilities for a BA paper or project is a desirable part of these statements, if it can be provided.

Course Prospectus

The second part of the proposal consists of a list of courses to fill the headings given in the above set of guidelines. This list will include courses the student has already taken as well as ones he or she intends to take. While a list of courses the student proposes to take is a required part of the application, it is understood that these will undergo modification. Any changes to the course prospectus should be discussed with (and approved by) the ISHum chair.

After the application materials have been reviewed by the ISHum chair and academic adviser, a twenty-minute interview will be scheduled with the ISHum chair. The ISHum chair will inform the student via email of the result of the application.

GRADING

All courses in the major must be taken for a quality grade (that is, A, B, C, D, or F, with + and – grades), with the exception of the zero-unit course ISHU 29802 The BA Colloquium, for which students will receive a grade of Pass or Fail.

HONORS

To be eligible for honors, a student must maintain an overall GPA of 3.25 or higher and a GPA in the major of 3.5 or higher. Special honors are reserved for the student whose BA project shows exceptional intellectual merit in the judgment of the faculty adviser, ISHum chair, and master of the Humanities Collegiate Division.

ADVISING

Close contact with the faculty and staff relevant to the student's career in ISHum—including the student's College adviser, chair, and preceptor, and the faculty adviser of the BA paper—is essential in a program that involves so much individual initiative and experimentation. Students are encouraged to seek their advice whenever they have an intellectual or practical concern about progress in the major.

FACULTY

Since ISHum is an interdisciplinary major whose field of study encompasses all the offerings in the various departments and programs of the University (particularly in the Humanities Division), all faculty members of these varied departments and programs are related to ISHum. ISHum students may approach any University of Chicago faculty member who works in his or her field of interest with a request to serve as faculty adviser for the BA paper. Similarly, ISHum students may take courses with any faculty member from any department of the University.

COURSES

For the same reason—that ISHum is an interdisciplinary major whose field of study encompasses all the offerings in the various departments and programs of the University (particularly in the Humanities Division)—all substantive and methodology courses offered in these varied departments and programs are viable courses

for the program. ISHum students may take any courses offered in the University that fit in with their program of study, provided these are approved by the ISHum chair.

In addition to the above courses that are grounded in particular fields of study, the program requires all ISHum students to take two courses that are related to the preparation of the BA paper:

ISHU 29802. The BA Colloquium. 000 Units.

The purpose of this course is for each student to begin working on the structure and argument of the BA paper that he or she will complete the following year. At the end of the course, each student will have written a proposal for the BA paper, which will generally be a précis of the argument that the student anticipates making.

Terms Offered: Spring

Prerequisite(s): Consent of IS-Hum chair

Note(s): Required of third-year students who are majoring in IS-Hum. This zero-unit, noncredit course must be taken for P/F grading. To meet requirements for full-time student status, students must carry at least three additional courses while registered for this course.

ISHU 29900. Preparation of the BA Project. 100 Units.

This course is structured as an independent study. The instructor will be the student's faculty BA adviser. It should be taken in the Autumn or Winter Quarter of fourth year, but in special circumstances may be taken in Spring Quarter of fourth year. The faculty adviser will devise a plan of reading and writing for the student and will critique drafts of the student's BA paper as they develop.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of faculty adviser and IS-Hum chair

Note(s): Students are required to submit the College Reading and Research Course Form.

More details of these two courses have been provided earlier in the Program Requirements section.

Moreover, inasmuch as the ability to write clear, effective prose is part of the essential skill set required of the humanist endeavor, ISHum students are encouraged (but not required) to take a course on academic writing such as:

ENGL 13000. Academic and Professional Writing (The Little Red Schoolhouse) 100 Units.

Academic and Professional Writing, a.k.a. "The Little Red Schoolhouse" or "LRS" (English 13000/33000) is an advanced writing course for third- and fourth-year undergraduates who are taking courses in their majors or concentrations, as well as graduate students in all of the divisions and university professional programs. LRS helps writers communicate complex and difficult material clearly to a wide variety of expert and non-expert readers. It is designed to prepare students for the demands of academic writing at various levels, from the B.A. thesis to the academic article or book--and for the tasks of writing in professional contexts.

Instructor(s): L. McEnerney, K. Cochran, T. Weiner Terms Offered: Spring Winter

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not count towards the ISHU program requirements. May be taken for P/F grading by students who are not majoring in English. Materials fee \$20.

Equivalent Course(s): ENGL 33000



JEWISH STUDIES

Department Website: <http://ccjs.uchicago.edu>

PROGRAM OF STUDY

The BA program in Jewish Studies provides a context in which College students may examine the texts, cultures, languages, and histories of Jews and Judaism over three millennia. The perspective is contextual, comparative, and interdisciplinary. The long and diverse history of Jews and Judaism affords unique opportunities to study modes of continuity and change, interpretation and innovation, and isolation and integration of a world historical civilization. Students are encouraged to develop appropriate skills (in texts, languages, history, and culture) for independent work.

Students in other fields of study may also complete a minor in Jewish Studies. Information follows the description of the major.

JEWISH CIVILIZATION SEQUENCE

A two-course Jewish Civilization sequence is offered in the Autumn and Winter Quarters. The first course begins in antiquity and extends to the early medieval period (JWSC 12000 Jewish Civilization I: Ancient Beginnings to Early Medieval Period). The second course begins in the medieval period and extends to the present (JWSC 12001 Jewish Civilization II: Late Medieval to Modern Period). Jewish civilization courses may be used to fulfill the College's general education requirement in civilization studies. It is recommended, though not required, that students take these two courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment.

Note: Jewish Studies revised its civilization studies courses starting in academic year 2018–19. Students who began the requirement prior to Autumn Quarter 2018, under the previous course options, may complete it with those courses that remain available, or they may combine them with the new course options. However, students must have at least one course on the ancient/medieval period (JWSC 20120-20199 or JWSC 12000 Jewish Civilization I: Ancient Beginnings to Early Medieval Period) and at least one on the modern period (JWSC 20220-20299 or JWSC 12001 Jewish Civilization II: Late Medieval to Modern Period). Students who began the requirement in Autumn Quarter 2018 or later may only use the new sequence to meet the general studies requirement in civilization studies.

Students may also fulfill the Jewish civilization requirement by participating in the "Jerusalem in Middle Eastern Civilizations" Study Abroad program, where they can earn credit for three courses in Jewish civilization (ancient, medieval, and modern) and one credit in modern Hebrew. (For more information about this program, please see the Study Abroad page of this catalog.)

PROGRAM REQUIREMENTS

Advising

Students who have not completed the College's general education requirements before starting the major should do so during their first year as Jewish Studies majors. Students are required to meet with the director of undergraduate studies before declaring a major in Jewish Studies. Each student in the major will have as an adviser a faculty member who is affiliated with the Greenberg Center for Jewish Studies.

Major in Jewish Studies

The major requires twelve courses distributed according to the guidelines that follow. A full, constantly updated list of courses approved for the major and minor is available on the Greenberg Center for Jewish Studies website at ccjs.uchicago.edu.

Language

Students must take three quarters of Hebrew (classical or modern) or Yiddish. If the student's research project requires knowledge of a different language, the student may petition the committee to substitute that language in the place of Hebrew or Yiddish.

Jewish Civilization and Electives

Students in the major must take nine additional courses in Jewish Studies, for a total of twelve courses.

Jewish Civilization: Students in the major must complete either the two-quarter Jewish Civilization sequence or the Jerusalem Study Abroad program.

If students take one of these sequences to satisfy the general education requirement in civilization studies, one elective in the major must come from another civilization studies sequence pertinent to the area and period of the student's primary interest in Jewish Studies.

For students who take a sequence outside Jewish Studies to satisfy the general education requirement in civilization studies, the two-course Jewish Civilization sequence (or three-course sequence offered in Jerusalem) will count among the JWSC electives required for the major.

Other Electives: The remaining courses must come from JWSC course offerings. These elective courses should normally focus in a specific area of concentration within Jewish Studies and should be chosen in consultation with the director of undergraduate studies. Students who complete the option BA these (as described under Optional BA Paper) may count JWSC 29900 among these courses.

Beyond the requirements for the major, students are encouraged to take at least one course in method or theory pertaining to their area of concentration in Jewish Studies, whether it is a JWSC course that can count in the major or is simply a general elective credit.

SUMMARY OF REQUIREMENTS

Three courses in Hebrew (or other language, with approval)	300
Nine total JWSC courses	900
Note: Must include 1–3 Jewish civilization courses, as described under the Program Requirements	
Total Units	1200

Optional BA Paper

Students who choose this option are to meet with their advisers by May 15 of their third year to determine the focus of the research project, and they are expected to begin reading and research for the BA paper during the summer before their fourth year. After further consultation, students are to continue guided readings and participate in a (formal or informal) tutorial during Autumn Quarter of their fourth year. Credit toward the major is received only for the Winter Quarter tutorial during which the BA paper is finally written and revised. The BA tutorial may count toward one of the courses related to Jewish Studies. The BA paper must be received by the primary reader by the end of fifth week of Spring Quarter. A BA paper is a requirement for consideration for honors.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program chair. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Honors

Honors are awarded to students who demonstrate excellence in their course work, as well as on the BA paper. To qualify for honors, students must register for JWSC 29900 (<http://collegecatalog.uchicago.edu/search/?P=JWSC%2029900>) BA Paper Preparation Course in addition to the twelve courses required in the general program of study, bringing the total number of courses required to thirteen. Students must maintain an overall GPA of 3.0 or higher and a GPA of 3.5 or higher in the major, and the BA paper must be judged to be at least of A- quality.

Grading

Students take all courses required for the major for quality grades.

MINOR IN JEWISH STUDIES

The minor in Jewish Studies provides a basic introduction to the texts, cultures, languages, and history of the Jews and Judaism. Six courses are required for the minor, two of which are the Jewish Civilization sequence. The other courses may be in any area of Jewish Studies, including languages such as Hebrew and Yiddish; such courses can be identified by their JWSC prefix. Students can earn credit for three courses in Jewish civilization (ancient, medieval, and modern) and one credit in modern Hebrew by participating in the "Jerusalem in Middle Eastern Civilizations" Study Abroad program. (For more information about this program, please see the Study Abroad page of this catalog.)

Students who wish to do a minor in Jewish Studies must meet with the director of undergraduate studies before the end of the Spring Quarter of their third year to declare their intention to complete the minor. The director's approval for the minor program will then be communicated to the student's College adviser.

Courses taken to fulfill the requirements for the minor in Jewish Studies may not be double-counted with courses taken for the student's major(s) or courses taken for other minors. Courses taken for the minor in Jewish Studies must be taken for quality grades.

JEWISH STUDIES COURSES

JWSC 11000-11100-11200. **Biblical Aramaic; Old Aramaic Inscriptions; Imperial Aramaic.**

Three quarter sequence in Aramaic spanning Biblical Aramaic (Autumn), Old Aramaic (Spring), and Imperial Aramaic (Winter).

JWSC 11000. Biblical Aramaic. 100 Units.

This course provides a thorough introduction to the grammar of the Aramaic portions of the Hebrew Bible during the first few weeks. The remainder of the course is spent reading texts from the books of Daniel and Ezra.

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

Prerequisite(s): HEBR 10103 or equivalent.

Equivalent Course(s): ARAM 10101

JWSC 11100. Old Aramaic Inscriptions. 100 Units.

Course in Old Aramaic Inscriptions

Instructor(s): S. Creason Terms Offered: Spring

Prerequisite(s): ARAM 10101 or equivalent.

Equivalent Course(s): ARAM 10102

JWSC 11200. Imperial Aramaic. 100 Units.

Course in Imperial Aramaic

Instructor(s): S. Creason Terms Offered: Winter

Prerequisite(s): ARAM 10101 or equivalent.

Equivalent Course(s): ARAM 10103

JWSC 11100. Old Aramaic Inscriptions. 100 Units.

Course in Old Aramaic Inscriptions

Instructor(s): S. Creason Terms Offered: Spring

Prerequisite(s): ARAM 10101 or equivalent.

Equivalent Course(s): ARAM 10102

JWSC 11200. Imperial Aramaic. 100 Units.

Course in Imperial Aramaic

Instructor(s): S. Creason Terms Offered: Winter

Prerequisite(s): ARAM 10101 or equivalent.

Equivalent Course(s): ARAM 10103

JWSC 12000-12001. Jewish Civilization I-II.

Jewish Civilization is a two-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. Note: Jewish Studies revised its civilization studies courses starting in academic year 2018–19. Students who began the requirement prior to Autumn Quarter 2018, under the previous course options, may complete it with those courses that remain available, or they may combine them with the new course options. However, students must have at least one course on the ancient/medieval period (JWSC 20120-20199 or JWSC 12000 Jewish Civilization I: Ancient Beginnings to Early Medieval Period) and at least one on the modern period (JWSC 20220-20299 or JWSC 12001 Jewish Civilization II: Late Medieval to Modern Period). Students who began the requirement in Autumn Quarter 2018 or later may only use the new sequence to meet the general studies requirement in civilization studies.

JWSC 12000. Jewish Civilization I: Ancient Beginnings to Early Medieval Period. 100 Units.

Jewish Civilization is a two-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Autumn course will deal with antiquity to the early medieval periods. Its readings will include works from the Bible, the Dead Sea Scrolls, Philo, Josephus, the Rabbis, Yehudah Halevy, and Maimonides. All sections of each course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take these two courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment.

Instructor(s): J. Robinson Terms Offered: Autumn

Equivalent Course(s): RLST 22010, MDVL 12000, NEHC 22010

JWSC 12001. Jewish Civilization II: Late Medieval to Modern Period. 100 Units.

Jewish Civilization is a two-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Winter quarter will begin with the late medieval period and continue to the present. It will include discussions of mysticism, the works of Spinoza and Mendelssohn, the nineteenth-century reform, the Holocaust and its reflection in writers such as Primo Levi and Paul Celan, and literary pieces from postwar American Jewish and Israeli authors. All sections of each course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take these two courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment.

Instructor(s): S. Hammerschlag Terms Offered: Winter
Equivalent Course(s): MDVL 12010, RLST 22011, NEHC 22011

JWSC 12001. Jewish Civilization II: Late Medieval to Modern Period. 100 Units.

Jewish Civilization is a two-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Winter quarter will begin with the late medieval period and continue to the present. It will include discussions of mysticism, the works of Spinoza and Mendelssohn, the nineteenth-century reform, the Holocaust and its reflection in writers such as Primo Levi and Paul Celan, and literary pieces from postwar American Jewish and Israeli authors. All sections of each course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take these two courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment.

Instructor(s): S. Hammerschlag Terms Offered: Winter
Equivalent Course(s): MDVL 12010, RLST 22011, NEHC 22011

JWSC 12010. Introduction to the Hebrew Bible. 100 Units.

The Hebrew Bible (Old Testament) is a complex anthology of disparate texts and reflects a diversity of religious, political, and historical perspectives from ancient Israel, Judah, and Yehud. Because this collection of texts continues to play an important role in modern religions, new meanings are often imposed upon it. In this course, we will attempt to read biblical texts apart from modern preconceptions about them. We will also contextualize their ideas and goals through comparison with texts from ancient Mesopotamia, Syro-Palestine, and Egypt. Such comparisons will demonstrate that the Hebrew Bible is fully part of the cultural milieu of the Ancient Near East. To accomplish these goals, we will read a significant portion of the Hebrew Bible in English, along with representative selections from secondary literature. We will also spend some time thinking about the nature of biblical interpretation.

Instructor(s): J. Stackert Terms Offered: Autumn
Equivalent Course(s): NEHC 20504, RLST 11004, BIBL 31000, NEHC 30504

JWSC 20121. The Bible and Archaeology. 100 Units.

In this course we will look at how interpretation of evidence unearthed by archaeologists contributes to a historical-critical reading of the Bible, and vice versa. We will focus on the cultural background of the biblical narratives, from the stories of Creation and Flood to the destruction of the Jerusalem temple by the Romans in the year 70. No prior coursework in archaeology or biblical studies is required, although it will be helpful for students to have taken JWSC 20120 (Introduction to the Hebrew Bible).

Instructor(s): David Schloen Terms Offered: Winter
Equivalent Course(s): NEHC 30121, NEHC 20121, RLST 20121

JWSC 20300-20400-20500. Elementary Yiddish I-II-III.

The goal of this sequence is to develop proficiency in Yiddish reading, writing, listening, and speaking skills. Touchstones of global Yiddish culture are also introduced through song, film, and contemporary Yiddish websites.

JWSC 20300. Elementary Yiddish I. 100 Units.

The goal of this sequence is to develop proficiency in Yiddish reading, writing, listening, and speaking skills. Touchstones of global Yiddish culture are also introduced through song, film, and contemporary Yiddish websites.

Instructor(s): Jessica Kirzane Terms Offered: Autumn
Equivalent Course(s): YDDH 10100

JWSC 20400. Elementary Yiddish for Beginners-II. 100 Units.

In this course, students will extend basic Yiddish speaking, listening, reading, and writing skills. By the end of the course, students should have a basic understanding of regional Yiddish variations in pronunciation and spelling, be able to understand and participate in a conversation in an increasingly comfortable and complex way, read simple texts with ease, have experience tackling more complex texts with the aid of a dictionary, and write short compositions with grammatical complexity. In the course of language study, students will also be exposed to key topics in the history of the Yiddish language and culture.

Instructor(s): Jessica Kirzane Terms Offered: Winter

Prerequisite(s): Yiddish 10100

Equivalent Course(s): YDDH 37400, YDDH 10200

JWSC 20500. Elementary Yiddish III. 100 Units.

In this course, students will acquire intermediate Yiddish speaking, listening, reading, and writing skills. By the end of the course, students should be able to conduct a conversation on a wide range of topics, be comfortable tackling complex texts with the aid of a dictionary, and write short compositions with grammatical complexity. In the course of language study, students will also be exposed to key topics in the history of the Yiddish language and culture. Students will also be introduced to basic Yiddish research skills.

Equivalent Course(s): YDDH 37500, YDDH 10300

JWSC 20400. Elementary Yiddish for Beginners-II. 100 Units.

In this course, students will extend basic Yiddish speaking, listening, reading, and writing skills. By the end of the course, students should have a basic understanding of regional Yiddish variations in pronunciation and spelling, be able to understand and participate in a conversation in an increasingly comfortable and complex way, read simple texts with ease, have experience tackling more complex texts with the aid of a dictionary, and write short compositions with grammatical complexity. In the course of language study, students will also be exposed to key topics in the history of the Yiddish language and culture.

Instructor(s): Jessica Kirzane Terms Offered: Winter

Prerequisite(s): Yiddish 10100

Equivalent Course(s): YDDH 37400, YDDH 10200

JWSC 20500. Elementary Yiddish III. 100 Units.

In this course, students will acquire intermediate Yiddish speaking, listening, reading, and writing skills. By the end of the course, students should be able to conduct a conversation on a wide range of topics, be comfortable tackling complex texts with the aid of a dictionary, and write short compositions with grammatical complexity. In the course of language study, students will also be exposed to key topics in the history of the Yiddish language and culture. Students will also be introduced to basic Yiddish research skills.

Equivalent Course(s): YDDH 37500, YDDH 10300

JWSC 20701. The Jewish Graphic Novel. 100 Units.

Over the past decade, there has been an explosion of "graphic novels" aimed at adult readers concerning Jewish society, history, and religion. This course explores the history of comics through the lens of its Jewish creators and Jewish themes, and the history of twentieth century Jewish culture through the lens of graphic storytelling. We learn to interpret this complex art form that combines words and hand-drawn images, translating temporal progression into a spatial form. Reading American, European, and Israeli narratives, our discussions will focus on autobiographical and journalistic accounts of uprooting, immigration, conflict, and loss. Authors whose work we will study include: Art Spiegelman, Rutu Modan, Leela Corman, Joann Sfar, Joe Sacco, R. Crumb.

Instructor(s): Na'ama Rokem Terms Offered: Spring

Equivalent Course(s): NEHC 26062, SIGN 26062, CMLT 20711

JWSC 20895. The Construction of Jewish History in Israel. 100 Units.

The course concerns the ways Jewish history has been constructed and conceptualized in the State of Israel since 1948. It will examine academic and para academic research, popular history books, TV series, educational programs, national archives and public ceremonies.

Instructor(s): Miriam Frenkel Terms Offered: Autumn

Equivalent Course(s): NEHC 20895

JWSC 21107. Readings in Maimonides' Guide of the Perplexed. 100 Units.

A careful study of select passages in Maimonides' Guide of the Perplexed, focusing on the method of the work and its major philosophical-theological themes, including: divine attributes, creation vs. eternity, prophecy, the problem of evil and divine providence, law and ethics, the final aim of human existence.

Instructor(s): James Robinson Terms Offered: Winter

Equivalent Course(s): RLVC 45400, HREL 45401, RLST 21107, MDVL 25400, NEHC 40470, FNLD 24106, ISLM 45400, HIJD 45400

JWSC 22000-22100-22200. Elementary Classical Hebrew I-II-III.

The purpose of this three-quarter sequence is to enable the student to read biblical Hebrew prose with a high degree of comprehension. The sequence is divided into two segments: (1) the first two quarters are devoted to acquiring the essentials of descriptive and historical grammar (including translation to and from Hebrew, oral exercises, and grammatical analysis); and (2) the third quarter is spent examining prose passages from the Hebrew Bible and includes a review of grammar.

JWSC 22000. Elementary Classical Hebrew I. 100 Units.

The first two quarters are devoted to acquiring the essentials of descriptive and historical grammar (including translation to and from Hebrew, oral exercises, and grammatical analysis).

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

Note(s): This class meets 5 times a week

Equivalent Course(s): JWSC 30101, HEBR 10101

JWSC 22100. Elementary Classical Hebrew II. 100 Units.

The first two quarters are devoted to acquiring the essentials of descriptive and historical grammar (including translation to and from Hebrew, oral exercises, and grammatical analysis).

Instructor(s): S. Creason Terms Offered: Winter

Prerequisite(s): HEBR 10101 or equivalent

Note(s): This class meets 5 times a week

Equivalent Course(s): HEBR 10102

JWSC 22200. Elementary Classical Hebrew III. 100 Units.

The third quarter is spent examining prose passages from the Hebrew Bible and includes a review of grammar.

Instructor(s): S. Creason Terms Offered: Spring

Prerequisite(s): HEBR 10102

Note(s): This class meets 5 times a week

Equivalent Course(s): HEBR 10103, JWSC 30300

JWSC 22100. Elementary Classical Hebrew II. 100 Units.

The first two quarters are devoted to acquiring the essentials of descriptive and historical grammar (including translation to and from Hebrew, oral exercises, and grammatical analysis).

Instructor(s): S. Creason Terms Offered: Winter

Prerequisite(s): HEBR 10101 or equivalent

Note(s): This class meets 5 times a week

Equivalent Course(s): HEBR 10102

JWSC 22200. Elementary Classical Hebrew III. 100 Units.

The third quarter is spent examining prose passages from the Hebrew Bible and includes a review of grammar.

Instructor(s): S. Creason Terms Offered: Spring

Prerequisite(s): HEBR 10102

Note(s): This class meets 5 times a week

Equivalent Course(s): HEBR 10103, JWSC 30300

JWSC 22300-22400-22500. Intermediate Classical Hebrew I-II-III.

A continuation of Elementary Classical Hebrew. The first quarter consists of reviewing grammar, and of reading and analyzing further prose texts. The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

JWSC 22300. Intermediate Classical Hebrew I. 100 Units.

The first quarter consists of reviewing grammar, and of reading and analyzing further prose texts.

Instructor(s): D. Pardee Terms Offered: Autumn

Prerequisite(s): HEBR 10103 or equivalent

Equivalent Course(s): HEBR 20104

JWSC 22400. Intermediate Classical Hebrew II. 100 Units.

The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

Instructor(s): D. Pardee Terms Offered: Winter

Prerequisite(s): HEBR 20104 or equivalent

Equivalent Course(s): HEBR 20105

JWSC 22500. Intermediate Classical Hebrew III. 100 Units.

The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

Instructor(s): D. Pardee Terms Offered: Spring

Prerequisite(s): HEBR 20105 or equivalent

Equivalent Course(s): HEBR 20106

JWSC 22400. Intermediate Classical Hebrew II. 100 Units.

The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

Instructor(s): D. Pardee Terms Offered: Winter

Prerequisite(s): HEBR 20104 or equivalent

Equivalent Course(s): HEBR 20105

JWSC 22500. Intermediate Classical Hebrew III. 100 Units.

The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

Instructor(s): D. Pardee Terms Offered: Spring

Prerequisite(s): HEBR 20105 or equivalent

Equivalent Course(s): HEBR 20106

JWSC 23118. Gender and Sexuality in Jewish Society: Early Modernity through the Present. 100 Units.

In this course, we will examine how gender and sexuality shaped Jewish historical experience, identity, ideology, and imagination from the mid-seventeenth century until today. Using the tools of gender analysis, we will explore the historical realities of women and men in Jewish society through critical reading of primary sources (in translation), and discussion of modern research. No prior background in Jewish Studies is necessary. Topics include: the construction of gender in modern Jewish society; historical intersections of sexuality and Jewish practice; gender and power relations in the Jewish family; emancipation and assimilation; gender and Jewish literature; Jews and the rise of feminist movements; masculinity and Zionism; sex, gender, and the Holocaust.

Instructor(s): Band, Anna Terms Offered: Autumn

Equivalent Course(s): HIST 23415, GNSE 23118

JWSC 24105. Letters to Zion. 100 Units.

This seminar centers the question: what do we mean when we describe Jewish authors and thinkers from the past as Zionist, anti-Zionist, or non-Zionist? We will approach this question by reading three correspondences: Kafka's letters to Felice Bauer, and the correspondences between Gershom Scholem and Hannah Arendt and between Paul Celan and Ilana Shmueli. In each case, the question of Zionism and of Israel looms in the background of the exchange in some way. Our key question is: can we definitively determine the position of each of these letter-writers on the question of Zionism? And do we want to? Or does the form of the correspondence rather open a possibility for a more flexible, complex account of their positions, allowing us to think of them as changing and evolving, indeed as dialogic? In addition to the letters themselves, we will read other texts by these authors and about them, as well as background reading on the letter as genre and as historical document. We will also take note of the fact that these are all exchanges that cross the gender divide and ask how the question of Zionist ideology intersects with issues of gender in Jewish history.

Instructor(s): Na'ama Rokem Terms Offered: Autumn

Equivalent Course(s): CMLT 24105, CMLT 34105

JWSC 24650. Introduction to Kabbalah. 100 Units.

A general introduction to the origins and development of Kabbalah, focusing on the classic period of the twelfth and thirteenth centuries. We will read samples from the major texts and most important movements, including the Bahir and Isaac the Blind in Provence, the Gerona circle (Ezra, Azriel, Nachmanides), and developments in Castile, from Ibn Latif and Ibn Sahula to Abraham Abulafia and Joseph Ibn Gikatilla to Moses de Leon and the Zohar.

Instructor(s): James T. Robinson Terms Offered: Autumn

Equivalent Course(s): MDVL 25500, HIJD 35500, RLST 21205

JWSC 25000-25100-25200. Introductory Modern Hebrew I-II-III.

This three-quarter sequence introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write a short essay.

JWSC 25000. Introductory Modern Hebrew-1. 100 Units.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essay.

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

Equivalent Course(s): HEBR 10501

JWSC 25100. Introductory Modern Hebrew-II. 100 Units.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essay.

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

Prerequisite(s): HEBR 10501 or equivalent

Equivalent Course(s): HEBR 10502

JWSC 25200. Introductory Modern Hebrew III. 100 Units.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essays.

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

Prerequisite(s): HEBR 10502 or equivalent

Equivalent Course(s): HEBR 10503

JWSC 25100. Introductory Modern Hebrew-II. 100 Units.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essay.

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

Prerequisite(s): HEBR 10501 or equivalent

Equivalent Course(s): HEBR 10502

JWSC 25200. Introductory Modern Hebrew III. 100 Units.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essays.

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

Prerequisite(s): HEBR 10502 or equivalent

Equivalent Course(s): HEBR 10503

JWSC 25020. Culture and Zionism. 100 Units.

This seminar will examine the intersection of culture and Zionism. We will begin by considering the historical formation referred to as "cultural Zionism" and examining its ideological underpinnings. Other topics include: Hebrew revival, the role of culture in the Zionist revolution, Israeli culture as Zionist culture. Readings include: Ahad Haam, Haim Nahman Bialik, S.Y. Agnon, Orly Kastel-Blum, Edward Said, Benjamin Harshav.

Instructor(s): Na'ama Rokem Terms Offered: Autumn

Equivalent Course(s): CMLT 25020, NEHC 35020, CMLT 35020, NEHC 25020

JWSC 25149. Anthropology of Israel. 100 Units.

This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities' rights; and Arab-Jewish relations.

Equivalent Course(s): CMES 35150, NEHC 35147, MAPS 35150, ANTH 35150, ANTH 25150, NEHC 25147

JWSC 26210. Oedipus in Zion: The Oedipal Figure in Modern Hebrew Literature. 100 Units.

Historians often refer to the emergence of Zionism as an "Oedipal Revolution. Hence, the secular son's rebellion against his orthodox father is understood as the thrust that triggered the modern Jewish revolution. Alan Mintz aptly described the inter-generational rift between fathers and sons at the turn of the 20th century as a tragic yet inevitable consequence of modernity, underscoring the psychological difficulties and political dilemmas that haunted the sons who were "banished from their father's table. This seminar will focus on the (highly androcentric) oedipal figure in literary theory and explore its prominence in modern Hebrew literature. Freud's preoccupation with the Oedipus complex at the turn of the century coincided with the emergence of a powerful oedipal narrative in modern Hebrew culture. This confluence provides a fascinating backdrop to the "invention" of the Oedipus complex. We will read a variety of literary texts which rework the oedipal figure from the late 19th century to the 1980s and beyond.

Instructor(s): Michael Gluzman

Equivalent Course(s): CMLT 36210, CMLT 26210

JWSC 27029. Survival. 100 Units.

This course will discuss the complex experience of survival, its forms and conceptualizations. Not limited to a historical discourse, the course's content and scope are framed by modernity, beginning in the 19th century biological notion of survival through its subsequent milestone articulation by Franz Rosenzweig and concluding in the selective reading from a plethora of post-Holocaust writings. What does it mean to survive? According to those who during WWII lived on the narrow threshold between life and death and survived its precariousness, survival depended on diverse rational and irrational factors such as faith (extrinsic or intrinsic), health, age, wealth, egoism, coincidence, hope, and luck that often verge on the miraculous; thus, no discursive centrality would be ascribed to any of the forms of survival under our investigation. During the course we will become familiar with historical, philosophical, and biographical accounts of survival.

Instructor(s): Bozena Shallcross Terms Offered: Autumn

Equivalent Course(s): REES 37029, REES 27029

JWSC 27650. Yiddish Literature in America. 100 Units.

This course examines a wide range of Yiddish literary production in America. We will read poetry and prose from authors such as Sholem Aleichem, Isaac Bashevis Singer, Yenta Serdatsky, Morris Rosenfeld, I. J. Schwartz, Moyshe Leyb Halpern, Celia Dropkin, Lamed Shapiro, Joseph Opatoshu, Fraidl Shtok, Jacob Glatstein, and Blume Lempel. We will explore themes of displacement, intergenerational conflict, race, and gender. Readings are in English translation.

Instructor(s): Jessica Kirzane Terms Offered: Winter

Equivalent Course(s): YDDH 32000, YDDH 22000

JWSC 28110. Queer Jewish Literature. 100 Units.

Spanning medieval Hebrew to contemporary Yiddish, this course will explore the intersections of Jewish literature and queer theory, homophobia and antisemitism. While centered on literary studies, the syllabus will also include film, visual art, and music. Literary authors will include Bashevis Singer, Qalonymus ben Qalonymus, Irena Klepfisz, and others. Theorists will include Eve Sedgwick, Zohar Weiman-Kelman, Sander Gilman, and others. Readings will be in English translation.

Instructor(s): Anna Elena Torres Terms Offered: Winter

Equivalent Course(s): GNSE 38110, CMLT 38110, CRES 28110, GNSE 28110

JWSC 28139. Society, Politics and Security in Israel. 100 Units.

This graduate course examines Israel's unique DNA through a thorough examination of its history, society, politics and security challenges. We shall explore these traits as manifested in the defining chapters of Israel's history, since the early stages of the Zionist driven immigration of Jews to the Holy Land, through the establishment of the Jewish State in 1948, until present time. Students will work with primary sources, diverse theoretical perspectives, and rich historiographical material to better understand the Israeli experience, through domestic, regional and international perspectives. Particular attention will be given to the emergence of the Israeli vibrant society and functioning democracy in the background of continuous conflict and wars. The course will explore topics such as: How Israel reconciles between the imperatives and narratives of democracy and Jewishness, between collective ethos and heterogeneous tribalism, and between protracted security challenges and resilience. We will also discuss the multifaceted aspects of the changing Israeli security doctrine and practice, in light of regional threats and international involvement.

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

Equivalent Course(s): PBPL 28139, INRE 36001

JWSC 29550. Cinema and the Holocaust. 100 Units.

Focuses on cinematic responses by several leading film directors from East & Central Europe to a central event of 20th century history -- the Holocaust. Nazis began a cinematic documentation of WWII at its onset, positioning cameras in places of actual atrocities. Documentary footage produced was framed by hostile propagandistic schemes; contrary to this 'method', Holocaust feature films are all but a representation of Jewish genocide produced after the actual traumatic events. This class aims at discussing the challenge of representing the Jewish genocide which has often been defined as un-representable. Because of this challenge, Holocaust films raise questions of ethical responsibility for cinematic production & a search for relevant artistic means with which to engage post-traumatic representation. Therefore, among major tropes we will analyze voyeuristic evocation of death & suffering; a truthful representation of violence versus purported necessity of its cinematic aestheticization; intertwined notions of chance & hope as conditions of survival versus hagiographic representation of victims. The main goal is to grasp the potential of cinema for deepening our understanding of the Holocaust, the course simultaneously explores extensive & continuous cinematic production of the genre & its historical development in various European countries, to mention the impact of censorship by official ideologies in the Soviet Union, Poland, Hungary, & Czechoslovakia during the Cold War.

Instructor(s): Bozena Shallcross Terms Offered: Winter

Note(s): Course requirements: film screenings, class participation, reading assignments, one class presentation, and a final project. All readings for the core texts are in English; they can be downloaded from Canvas.

Equivalent Course(s): REES 37027, REES 27027, CMST 32507, CMST 22507

JWSC 29560. Reckoning With the Holocaust. 100 Units.

In the years since the end of WWII, many thinkers have striven to make sense of the horrors of the Holocaust, interrogating not only its causes but also its enduring effects. In this course, we will grapple with questions and concerns that have emerged through these reflections and have helped shape what might be broadly-termed post-Holocaust thought. How might the Holocaust trouble notions of history, testimony and representation? What kinds of ethical, theological, and philosophical traditions might or ought the Holocaust call into question, and what new concerns arise as a result of the Holocaust? In the wake of the Holocaust, what must be re-thought? We will examine testimonial and documentary works that attempt to bear witness to the Holocaust, as well as works that argue for the necessity of such endeavors. We will read philosophical and theological arguments about how to understand the horrors of the Holocaust, and poetry, literature, and art that ask us to consider the challenges - both practical and ethical - in representing the Holocaust. We will consider the historical contexts in which these works were produced, tracking some of the shifts and developments in scholarship about the Holocaust over the last seventy years and asking what is at stake in studying the Holocaust today. Throughout the term, we will pay particular attention to works by Jewish authors, many of whom offer us complex ruminations on their own relationships to the Holocaust.

Instructor(s): Bevin Blaber Terms Offered: Spring

Equivalent Course(s): HIST 23416

JWSC 29700. Reading and Research Course. 100 Units.

TBD

Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of instructor and Undergraduate Program Adviser

Note(s): Students are required to submit the College Reading and Research Course Form.

JWSC 29900. BA Preparation Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and Undergraduate Program Adviser

Note(s): Students are required to submit the College Reading and Research Course Form. Required of honors candidates. May be taken for P/F grading with consent of instructor.



LATIN AMERICAN AND CARIBBEAN STUDIES

Department Website: <http://clas.uchicago.edu>

MAJOR PROGRAM IN LATIN AMERICAN AND CARIBBEAN STUDIES

Students who major in Latin American and Caribbean Studies gain a thorough grounding in selected aspects of Latin American societies, cultures, histories, politics, and economics through one or more of the social sciences as they deal with Latin American materials, and through competence in Spanish or Portuguese (an added intellectual asset). The BA program in Latin American and Caribbean Studies can provide an appropriate background for careers in business, journalism, government, teaching, or the nonprofit sector, or for graduate studies in one of the social sciences disciplines. Students who are more interested in the languages and/or literatures of Latin America may wish to consider the major in Romance Languages and Literatures. Students in other fields of study may also complete a minor in Latin American and Caribbean Studies. Information about the minor follows the description of the major.

Application to the LACS Major

Students who plan to declare a major in Latin American and Caribbean Studies should follow the guidelines below. An informational meeting is held each autumn to describe the program and its requirements, as well as to explain and facilitate the declaration process.

1. As early as possible in their studies and in consultation with their College adviser and the LACS program adviser, students should prepare a preliminary plan of study that would meet program requirements.
2. Students must meet with the LACS program adviser no later than the Autumn Quarter of their third year to discuss their major progress and to discuss the BA Colloquium and their proposed BA thesis topic and relevant readings and resources. Students will choose a suitable faculty adviser to supervise the development of their BA essay project no later than Autumn Quarter of their fourth year.

NOTE: Students who plan to study abroad during the Winter or Spring Quarter of their third year should meet with the LACS program adviser before leaving campus.

Major Requirements

As early as possible in their studies, students should obtain a worksheet from the LACS program adviser, who will assist them with selecting the five required LACS content courses. For a list of approved courses, visit the LACS website at clas.uchicago.edu or consult with the LACS program adviser.

Depending on whether the student counts two or three Latin American civilization courses toward the general education requirement, the major requires either eleven or twelve courses. Students who use all three quarters of a Latin American civilization sequence to meet the general education requirement will complete an eleven-course major. Students who fulfill the general education requirement with two quarters of the sequence will count the third quarter of the sequence toward the major, for a total of twelve courses in the major.

Students participating in a study abroad program may petition to have courses accepted in partial fulfillment of requirements for the major.

General Education Courses

Students who are majoring in Latin American and Caribbean Studies must complete the general education requirement in civilization studies with LACS 16100-16200-16300 Introduction to Latin American Civilization I-II-III or SOSC 19019-19020-19021 Latin American Civilization in Oaxaca I-II-III. Either of these sequences provides an excellent introduction to the program.

Language Courses

Students should complete three courses in second-year Spanish or Portuguese to meet the language requirement for the major. Eligible students may petition for credit for two of the three courses.

Content Courses and Electives

To meet requirements for the major in Latin American and Caribbean Studies, students must also take five courses that focus on Latin America or the Caribbean and two additional courses that cover any social science topic. Students may find listings of quarterly approved courses on the Center for Latin American Studies website at clas.uchicago.edu.

BA Colloquium

All students who major in Latin American and Caribbean Studies are required to participate in the BA Colloquium and to submit a BA essay. The BA Colloquium in Latin American Studies (LACS 29801 BA Colloquium) is a yearlong course led by the preceptor and BA adviser. Fourth-year students are required to participate in all three quarters, although they register for the colloquium only once in Autumn Quarter.

The colloquium assists students in formulating approaches to the BA essay and developing their research and writing skills, while providing a forum for group discussion and critiques. Graduating students present their BA essays in a public session of the colloquium during Spring Quarter.

BA Essay

All students who are majoring in Latin American and Caribbean Studies are required to write a BA essay under the supervision of a faculty member. The BA essay is due Spring Quarter of the year of graduation. During the Spring Quarter of their third year, all BA majors (double majors included) will be required to participate in a thesis proposal workshop series. This series will help third-year majors develop a thesis topic, find a faculty adviser, and begin conducting thesis research prior to the start of the Autumn Quarter of their fourth year. Students will be contacted in the Winter Quarter of their third year with information regarding the workshop series.

Registration for a BA essay preparation course (LACS 29900 Preparation of the BA Essay) is optional. Students who do register for LACS 29900 Preparation of the BA Essay may count this course as one of the five they must take dealing with Latin America. The grade students will receive for this course depends on the successful completion of the BA essay.

This program may accept a BA essay project used to satisfy the same requirement in another major if certain conditions are met and with the consent of both program chairs. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College advising office. It must be completed and returned to the student's College adviser by the end of Autumn Quarter of the student's year of graduation.

SUMMARY OF REQUIREMENTS: LATIN AMERICAN AND CARIBBEAN STUDIES MAJOR GENERAL EDUCATION

One of the following:		200
LACS 16100 & LACS 16200	Introduction to Latin American Civilization I and Introduction to Latin American Civilization II	
SOSC 19019 & SOSC 19020	Latin American Civilization in Oaxaca I and Latin American Civilization in Oaxaca II	
Total Units		200
MAJOR		
One of the following courses if not taken to meet the general education requirement:		0-100
LACS 16300	Introduction to Latin American Civilization III	
SOSC 19021	Latin American Civilization in Oaxaca III	
One of the following sequences: *		300
SPAN 20100-20200-20300	Spanish Language, History, and Culture I-II-III	
PORT 20100 & PORT 20200 & PORT 21500	Intermediate Portuguese and Advanced Portuguese and Curso de Aperfeiçoamento	
Five courses dealing with Latin America or the Caribbean (four in the social sciences)		500
Two courses in the social sciences **		200
LACS 29801	BA Colloquium	100
BA Essay		
Total Units		1100-1200

* Or credit for the equivalent as determined by petition.

** These courses must be chosen in consultation with the LACS program adviser.

Grading

Each of the required courses for the Latin American and Caribbean Studies major must be taken for a quality grade.

Honors

Students who have done exceptionally well in their course work and on their BA essay are considered for honors. Candidates must have a GPA of 3.0 or higher overall and 3.25 or higher in the major.

MINOR PROGRAM IN LATIN AMERICAN AND CARIBBEAN STUDIES

The minor program in Latin American and Caribbean Studies provides students majoring in other disciplines the opportunity to become familiar with selected aspects of Latin American and Caribbean societies, cultures, histories, politics, and economics through one or more of the social sciences as they deal with Latin American and Caribbean materials, and one or more major language of the region. It can provide an appropriate cultural background for careers in business, journalism, government, teaching, or the nonprofit sector, or for graduate studies in the social sciences. The course of study is designed to be flexible so as to serve students in the humanities, social sciences, biological sciences, and physical sciences. The minor, which can be completed in one year, requires five to six courses depending on how the student meets the general education requirement in civilization studies.

No courses in the minor can be double counted with the student's major(s) or with other minors, nor can they be counted toward general education requirements. They must be taken for quality grades and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

LACS MINOR REQUIREMENTS

Students who elect the minor program should meet with the program adviser before the end of Spring Quarter of their third year to declare their intention to complete the program. The LACS program adviser's approval for the minor must be submitted to the student's College adviser, on a form obtained from the College adviser, no later than the end of the student's third year.

General Education

Students must complete the general education requirement in civilization studies with LACS 16100-16200-16300 Introduction to Latin American Civilization I-II-III or SOSC 19019-19020-19021 Latin American Civilization in Oaxaca I-II-III. Students who use all three quarters of a Latin American civilization sequence to meet the general education requirement will complete a five-course minor. Students who meet the general education requirement with two quarters of the civilization sequence will count the third quarter of the sequence toward the minor, for a six-course minor.

Language

The minor requires two courses in Spanish or Portuguese at the level of the second year or beyond. Credit may be granted by petition for one of these courses.

Content Courses

The minor requires three courses with an emphasis on Latin American and Caribbean themes. Students may find listings of quarterly Latin American and Caribbean-themed courses on the Latin American and Caribbean Studies website at clas.uchicago.edu.

Research Paper

Students must submit a research paper treating a Latin American and Caribbean topic for one of their Latin American and Caribbean content courses. The research paper is of intermediate length (ten to fifteen pages) and written in a course with Latin American and Caribbean content. Each student is responsible for making appropriate arrangements with the course's instructor. Completion of the course research paper must be demonstrated to the program adviser in Latin American and Caribbean Studies.

SUMMARY OF REQUIREMENTS: LATIN AMERICAN AND CARIBBEAN STUDIES MINOR

One of the following if not taken to meet the general education requirement:	0-100
LACS 16300 Introduction to Latin American Civilization III	
SOSC 19021 Latin American Civilization in Oaxaca III	
One of the following sequences: *	200
SPAN 20100 Language, History, and Culture I & SPAN 20200 and Language, History, and Culture II	
PORT 20100-20200 Intermediate Portuguese; Advanced Portuguese	
Three courses dealing with Latin America or the Caribbean	300
Total Units	500-600

* Eligible students may petition for partial credit (for only one language course).

LATIN AMERICAN AND CARIBBEAN STUDIES COURSES

The following courses are for reference only. See Class Search at registrar.uchicago.edu/classes for specific offerings. See the Center for Latin American Studies Courses webpage at clas.uchicago.edu for further information on quarterly offerings.

LACS 12200. Portuguese For Spanish Speakers. 100 Units.

This course is intended for speakers of Spanish to develop competence quickly in spoken and written Portuguese. In this intermediate-level course, students learn ways to apply their Spanish language skills to mastering Portuguese by concentrating on the similarities and differences between the two languages.

Terms Offered: Autumn Spring

Prerequisite(s): SPAN 10300 or consent of instructor

Equivalent Course(s): PORT 12200

LACS 16100-16200-16300. 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).

LACS 16100. 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 Terms Offered: Autumn

Equivalent Course(s): HIST 36101, SOSC 26100, HIST 16101, LACS 34600, CRES 16101, ANTH 23101

LACS 16200. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

Instructor(s): D. Borges Terms Offered: Winter

Equivalent Course(s): PPHA 39770, SOSC 26200, HIST 36102, ANTH 23102, LACS 34700, HIST 16102, CRES 16102

LACS 16300. 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): SOSC 26300, LACS 34800, HIST 36103, PPHA 39780, CRES 16103, HIST 16103, ANTH 23103

LACS 16200. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

Instructor(s): D. Borges Terms Offered: Winter

Equivalent Course(s): PPHA 39770, SOSC 26200, HIST 36102, ANTH 23102, LACS 34700, HIST 16102, CRES 16102

LACS 16300. 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): SOSC 26300, LACS 34800, HIST 36103, PPHA 39780, CRES 16103, HIST 16103, ANTH 23103

LACS 21100. Las regiones del español. 100 Units.

This sociolinguistic course expands understanding of the historical development of Spanish and awareness of the great sociocultural diversity within the Spanish-speaking world and its impact on the Spanish language. We emphasize the interrelationship between language and culture as well as ethno-historical transformations within the different regions of the Hispanic world. Special consideration is given to identifying lexical variations and regional expressions exemplifying diverse sociocultural aspects of the Spanish language, and to recognizing phonological differences between dialects. We also examine the impact of indigenous cultures on dialectical aspects. The course includes literary and nonliterary texts, audio-visual materials, and visits by native speakers of a variety of Spanish-speaking regions.

Terms Offered: Spring Winter

Prerequisite(s): SPAN 20300 or placement

Equivalent Course(s): SPAN 21100

LACS 25122. Historia Cultural: Dinámicas Identitarias y Culturales. 100 Units.

En las últimas décadas, hemos asistido a una transformación radical de los parámetros con los que estábamos acostumbrados a relacionarnos, y que, para lo que nos concierne en esta ocasión, involucran las "representaciones" y las "identidades"; a tal punto que los referentes anteriores resultan generalmente obsoletos para interpretar los actuales procesos de cambio. La compleja relación entre globalización y localismos, la reconversión de las fronteras y los grandes flujos migratorios que han llevado el mundo "subdesarrollado" al corazón de los países centrales de América y Europa, lejos de haber desplazado el paradigma de las "identidades", parecen contribuir a reforzar su importancia: poniendo incluso en entredicho las formas actuales de ciudadanía y de consenso social. El objetivo del curso será revisar el concepto tradicional de "cultura", la historia de los acercamientos antropológicos a las pequeñas comunidades, los cambios planteados por la Antropología "posmoderna" acerca de este concepto, así como los debates actuales que acercan la cultura a la historia ("giro cultural" e "historia de las mentalidades") y a la economía; y que, además, involucran al concepto de "identidad": con el fin de hacer un planteamiento metodológico para el análisis de las "identidades en movimiento" en la fase actual de la mundialización. La dinámica consistirá en varios temas y discusiones subsecuentes.

Instructor(s): Antonio García de León de Griego Terms Offered: Autumn

Note(s): This course will be taught in Spanish

Equivalent Course(s): SPAN 35119, LACS 35122, SPAN 25119

LACS 26416. Latin American Extractivisms. 100 Units.

This course will survey the historical antecedents and contemporary politics of Latin American extractivisms. While resource extraction in Latin America is far from new, the scale and transnational scope of current "neextractivisms" have unearthed unprecedented rates of profit as well as social conflict. Today's oil wells, open-pit mines, and vast fields of industrial agriculture have generated previously unthinkable transformations to local ecologies and social life, while repeating histories of indigenous land dispossession in the present. Yet parallel to neo-extractive regimes, emergent Latin American social movements have unleashed impassioned and often unexpected forms of local and transnational resistance. Readings in the course will contrast cross-regional trends of extractive economic development and governance with fine-grained accounts of how individuals, families, and communities experience and respond to land dispossession, local and transregional conflict, and the ecological and health impacts of Latin American extractivisms.

Equivalent Course(s): ANTH 23093, PBPL 26416

LACS 26417. Toxic States: Corrupted Ecologies in Latin America and the Caribbean. 100 Units.

Concepts of purity and danger, the sacred and profane, and contamination and healing constitute central analytics of anthropological inquiry into religion, medicine, and ecology. This course brings diverse theories of corporeal corruption to bare on contemporary ethnography of toxicity, particularly in order to examine the impact of political corruption on ecological matters in Latin America and the Caribbean. We will both historicize a growing disciplinary preoccupation with materiality, contamination, and the chemical, as well as conceptualize its empirical significance within neo-colonial/liberal states throughout the region.

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

Equivalent Course(s): LACS 36417, ANTH 32330, PPHA 39922, ANTH 23027

LACS 26418. Race, Gender, and Indigeneity in Latin America and the Caribbean. 100 Units.

This entry level course will introduce students to the cultural and scientific politics of difference in the Latin American and Caribbean region. Through historical and ethnographic texts, this course will survey the biological and ideological formation of race, gender/sex, and indigeneity in the colonial period, how these intersectional concepts transformed during state formation, and how theories of human difference impact people in the region today.

Instructor(s): Graeter, Stefanie Terms Offered: Spring

Equivalent Course(s): CRES 26418, GNSE 26418, ANTH 23076

LACS 26419. Latin American Social Movement. 100 Units.

This course introduces students to the historical and contemporary significance of social movements in the Latin American and Caribbean region, including migrant and other latinx politics across the US border. Through anthropological, historical, and theoretical texts, students will gain a strong foundation on topics of social movements, collective action, unions, human rights, environmentalism, and theories of "the political."

Instructor(s): Graeter, Stefanie Terms Offered: Winter

Equivalent Course(s): ANTH 23082, GNSE 26419, CRES 26419

LACS 29700. Reading and Research in Latin American Studies. 100 Units.

Students and instructors can arrange a Reading and Research course in Latin American Studies when the material being studied goes beyond the scope of a particular course, when students are working on material not covered in an existing course or when students would like to receive academic credit for independent research.

Instructor(s): Staff Terms Offered: Autumn, Spring, Summer, Winter

Prerequisite(s): Consent of undergraduate thesis/project adviser required

Note(s): College students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.

LACS 29801. BA Colloquium. 100 Units.

This colloquium, which is led by the LACS BA Preceptor, assists students in formulating approaches to the BA essay and developing their research and writing skills, while providing a forum for group discussion and critiques. Graduating students present their BA essays in a public session of the colloquium during the spring quarter.

Instructor(s): CLAS Staff Terms Offered: Autumn

Prerequisite(s): For fourth year (graduating) students majoring in Latin American and Caribbean Studies.

Note(s): Required of students who are majoring in Latin American Studies. Students must participate in all three quarters but register only in autumn quarter.

LACS 29900. Preparation of the BA Essay. 100 Units.

Independent study course intended to be used by 4th year BA students who are writing the BA thesis.

Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): Consent of undergraduate thesis/project adviser required

Note(s): Typically taken for a quality grade.



LAW, LETTERS, AND SOCIETY

PROGRAM OF STUDY

The program in Law, Letters, and Society is concerned with law in civilian and customary legal systems, both historically and contemporaneously. The program is designed to develop the student's analytical skills to enable informed and critical examination of law broadly construed. The organizing premise of the program is that law is a tool of social organization and control, not simply an expression of will or aspiration, and that it is best understood by careful study of both rhetorical artifacts and empirical consequences of its application. Program requirements are constructed to support the organizing premise, and, because of the nature of the requirements, transfer students are not eligible to register as Law, Letters, and Society majors.

The program requires course work in three areas, although there is a reasonably broad latitude both expected and permitted in satisfaction of the distributional requirement. There is a substantial writing requirement for all majors; majors are expected to produce substantial written work (sometimes called "the BA Paper") under the close supervision of a faculty member whose area of scholarly concern is related to the broad objectives of the program.

APPLICATION TO THE PROGRAM

Students must apply in Spring Quarter of their first year to enter the program in their second year. Autumn Quarter 2018 matriculants **only** are eligible to apply to begin the program in 2019–20. Students who entered the College prior to Autumn Quarter 2018 will not be considered.

Application materials will be made available electronically on Friday of tenth week of Winter Quarter and must be submitted by noon on Friday of the first week of Spring Quarter. No applications will be distributed or accepted during spring break. Students are evaluated on the basis of the application statement and previous performance in the College. Because of the nature of the requirements of the program, a limited number of students can be admitted per year.

PROGRAM REQUIREMENTS

Course work is required in three areas. After successfully completing the Introductory Course, students must take two courses in Letters and two courses in Society. In addition, students must complete six other courses that, while not necessarily offered or listed formally under either rubric, are substantively supportive of the topics, areas, skills, or concerns of the two areas. Courses satisfying the additional requirement are identified on a quarterly basis, and final approval of additional required course work is made by consultation between the student and either the Associate Director or the Faculty Director.

THE INTRODUCTORY COURSE

The Introductory Course establishes the intellectual moorings of the program. The importance of the Introductory Course lies not in its content (indeed, its precise focus and scope may be different from time to time) but on its approach to the nature of law. Recently, for example, the Introductory Course has been LLSO 24200 Legal Reasoning, a study, based primarily on cases, of the classic conventions of legal argument in the Anglo-American legal system. In other years, the Introductory Course might be Roman Law or Greek Law, Medieval Law, or a text-based course on ancient legal philosophy, or a comparison of modern legal categories and policies with those of former societies and cultures. The objective is not so much to establish a historical foundation for modern studies as to demonstrate that legal systems are culturally rooted; that urgent, present concerns may obscure important characteristics of legal ideas and behavior; and that many recurrent themes in Western legal thought are shaped or driven by both common and uncommon features. Unlike many legal studies programs that attempt to orient study of the law primarily in contemporary debates, usually in the field of American constitutional law, the program seeks to organize its exploration of law as a system rather than as a forum or an instrument.

OTHER COURSE WORK

Students must also take two courses each in the Letters and Society divisions of the program, plus six other courses complementary to the required work, as outlined previously (the other six courses may be ones cross listed in the program or may be from other disciplines). Letters and Society are not meant as fixed or self-defining fields, but instead as organizational categories emphasizing two fundamental modes of examining law in a systemic fashion. Courses under the rubric of Letters (whether based in the program or in English, philosophy, or political theory) tend to be based on the study of literary and historical artifacts, such as cases, tracts, conventional literature, or other texts, and emphasize the ways in which law formally constitutes itself. Questions of interpretative and normative theory, rhetorical strategy, and the like are central to such courses. Society serves to organize studies from a variety of different disciplines (including history, political science, economics, and sociology) that try to measure, with different techniques and at different times, the effect of law on society. The combined objective is to treat law as an intellectual activity and as a phenomenon, and to emphasize that both occur in contexts that help to shape them, whether ancient or modern.

RESEARCH

In addition to satisfying the course requirements, each student in the program must produce evidence of sustained research in the form of a substantial research paper during either the junior or senior year and obtain approval of a member of the faculty, although not necessarily a member of the program faculty. Papers may be written in conjunction with Law, Letters, and Society courses, under the auspices of reading and research courses, or in a Research Seminar. (The paper is an independent requirement, however, and need not be accomplished in conjunction with enrollment in a specific course.) The scope, method, and objective of the paper, as well as its length, are subject to negotiation between the student and the instructor.

Summary of Requirements

LLSO 24200	Legal Reasoning (Introductory Course)	100
Two Letters courses		200
Two Society courses		200
Six Complementary courses *		600
Total Units		1100

* Complementary courses are courses from other departments that support work done in the major. Some students prefer to concentrate their work on a specific issue or problem, e.g., urban politics and policy, historic societal discrimination, or the role of international institutions in policy implementation. Other students prefer to examine a series of discrete topics that are not directly related but that concern the operation of regimes of social control. Lists of pre-approved complementary courses are published quarterly, and students who believe that a course not so listed nonetheless supports work in the major may petition the program chair for approval at any time while enrolled in the course or within one quarter of completing the course. Courses taken in Autumn Quarter of the second year simultaneously with the Introductory Course may count as Complementary courses.

HONORS

Students who wish to be considered for honors must notify the Faculty Director, Associate Director, and their faculty supervisor in writing no later than two quarters before the quarter in which they expect to receive their degree. Eligible students must maintain a GPA of at least 3.50 both overall and in the major, and they must write a distinguished research paper. The paper must be submitted by noon on Friday of fifth week in the quarter of proposed graduation (other papers must be submitted by noon on Friday of seventh week), and the student's faculty supervisor and a second reader must agree that honors are merited. It should be noted that honors are awarded sparingly.

READING AND RESEARCH COURSES

For students with a legitimate interest in pursuing study that cannot be met by means of regular courses, there is an option of devising a reading and research course to be supervised by a member of the faculty and taken for a quality grade. Such courses may not be used to satisfy the requirements of either the two-course Letters or two-course Society requirements, but may be used to satisfy part of the other six required courses, with the written permission of the Faculty Director or the Associate Director obtained in advance of initiation of the work. Only two research courses may be used within the major. LLSO 29400 Research Seminar: LLSO may also be used as one of the six Complementary Courses.

GRADING

Two of the six complementary courses required in the program may, with consent of instructor, be taken for Pass/Fail grading. Students who enroll in LLSO 29400 Research Seminar: LLSO, offered annually, beginning Autumn 2010, are graded on a P/F basis, and the seminar counts as one of the two P/F-graded complementary courses.

ADVISING

Students who wish to major in Law, Letters, and Society must register for LLSO 24200 Legal Reasoning in Autumn Quarter of their second year. *This requirement is not negotiable.* Students should note that, as an interdisciplinary major, the program has a strictly limited enrollment and that registration for the Introductory Course is determined during the preceding Spring Quarter. Upon deciding to major in Law, Letters, and Society, students should arrange to consult with the Faculty Director and the Associate Director on their course of study in the program. Students should continue to consult with their College advisers on general education degree requirements.

Please refer to the quarterly Class Search (<http://registrar.uchicago.edu/classes>) for the most up-to-date list of course offerings.

LAW, LETTERS, AND SOCIETY COURSES

LLSO 17705. The American Civil War. 100 Units.

Why did the United States, by some measures the most democratic and prosperous nation of its era, descend into a bloody and destructive civil war? In this introductory lecture course we examine the cause, course, and legacy of the American Civil War. Among the topics covered: the expansion of slavery and the struggle over the West; the rise of the Republican Party; the military conflict; Lincoln; the abolition of slavery; Reconstruction and the meaning of the war. Assignments: Two take-home midterms and a take-home final.

Instructor(s): J. Levy Terms Offered: Spring

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HIST 17705

LLSO 20001. Theories of Sexuality and Gender. 100 Units.

This is a one-quarter, seminar-style introductory course for undergraduates. Its aim is triple: to engage scenes and concepts central to the interdisciplinary study of gender and sexuality; to provide familiarity with key theoretical anchors for that study; and to provide skills for deriving the theoretical bases of any kind of method. Students will produce descriptive, argumentative, and experimental engagements with theory and its scenes as the quarter progresses. Prior course experience in gender/sexuality studies (by way of the general education civilization studies courses or other course work) is strongly advised.

Instructor(s): L. Berlant, K. Schilt Terms Offered: Autumn

Prerequisite(s): Prior course experience in gender/sexuality studies (by way of the general education civilization studies courses or other course work) is strongly advised.

Equivalent Course(s): GNSE 20001, CHDV 20001, SOCI 20290, ENGL 20001

LLSO 20116. Global-Local Politics. 100 Units.

Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.

Instructor(s): T. Clark Terms Offered: Winter

Equivalent Course(s): SOCI 30116, SOCI 20116, HMRT 20116, PBPL 27900, HMRT 30116

LLSO 20601. 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, HIST 35300

LLSO 20602. 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

Equivalent Course(s): HIST 28301, HIST 38301

LLSO 20803. Aristophanes's Athens. 100 Units.

The comedies of Aristophanes are as uproarious, biting, and ribald today as they were more than 2,400 years ago. But they also offer a unique window onto the societal norms, expectations, and concerns as well as the more mundane experiences of Athenians in the fifth century BCE. This course will examine closely all eleven of Aristophanes's extant plays (in translation) in order to address topics such as the performative, ritual, and political contexts of Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and the limits of dissent. Please note that this course is rated Mature for adult themes and language.

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

Equivalent Course(s): ANCM 33900, CLCV 23608, HIST 20803, HIST 30803, FNDL 23608, CLAS 33608

LLSO 21001. Human Rights: Contemporary Issues. 100 Units.

This interdisciplinary course presents an overview of several major contemporary human rights problems as a means to explore the use of human rights norms and mechanisms. The course addresses the roles of states, inter-governmental bodies, national courts, civil society actors including NGOs, victims, and their families, and other non-state actors. Topics are likely to include universalism, enforceability of human rights norms, the prohibition against torture, U.S. exceptionalism, and the rights of women, racial minorities, and non-citizens.

Equivalent Course(s): LACS 21001, HMRT 31001, HIST 29304, HMRT 21001, INRE 31801, LACS 31001, HIST 39304

LLSO 21002. Human Rights: Philosophical Foundations. 100 Units.

Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)

Instructor(s): B. Laurence Terms Offered: Spring

Equivalent Course(s): MAPH 42002, INRE 31602, HMRT 31002, HIST 29319, HIST 39319, HMRT 21002, PHIL 21002, PHIL 31002

LLSO 21212. Roman Law. 100 Units.

The course will treat several problems arising in the historical development of Roman law: the history of procedure; the rise and accommodation of multiple sources of law, including the emperor; the dispersal of the Roman community from the environs of Rome to the wider Mediterranean world; and developments in the law of persons. We will discuss problems like the relationship between religion and law from the archaic city to the Christian empire, and between the law of Rome and the legal systems of its subject communities.

Instructor(s): C. Ando Terms Offered: Spring

Equivalent Course(s): SIGN 26017, CLCV 25808, CLAS 35808, HIST 21004, HIST 31004

LLSO 22209. Introduction to Black Chicago, 1893 to 2010. 100 Units.

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

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

Equivalent Course(s): HIST 37705, CRES 37705, AMER 37705, CRES 27705, HIST 27705, AMER 27705

LLSO 22214. The Legal Tender of Gender: Paradigms of Equality & Realities of Inequality in Gender & the Law. 100 Units.

This course will provide an introduction to the concrete legal contexts in which issues of gender and sexuality have been articulated and contested. Students will be asked to think critically about the intersections of law, society, and gender while considering both the potential and the limitations of our legal system. Students will explore how gender constructs law, and how law constructs gender. Through engaging with readings that span law and society, feminist legal theory, constitutional scholarship, and case law, students will be able to identify, situate, and debate some of the basic premises of what constitutes justice and equality in a liberal democracy. Readings will draw from primary and secondary resources related to gender & law in the US. While some court cases/case law will be read, our focus is on the broader relationship between law and society (no technical legal knowledge is required). We will study the evolution of our legal system's stance on topics including marriage/divorce, violence, discrimination, contraception/abortion, sexual orientation, privacy, Title IX, and more. Students will be invited to bring to bear a variety of feminist, queer, critical race, and intersectional tools on our discussions of the historical evolution of these issues and their current trends. Students will develop an original research paper, which will be workshoped throughout the quarter and will culminate in a symposium of students' original research on gender & law.

Instructor(s): Lara Janson Terms Offered: Spring

Equivalent Course(s): GNSE 22213

LLSO 22401. Topics in Judicial Studies. 100 Units.

This seminar examines three topics in current judicial studies: the appointment process, judicial reputation, and ideological "drift." Two short papers are required.

Instructor(s): Dennis Hutchinson Terms Offered: Spring

Prerequisite(s): Consent only

LLSO 22402. Florentine Political Thought. 100 Units.

This course is devoted to the political writings of the giants of medieval and Renaissance Italian and specifically Florentine political thought: Petrarch, Salutati, Bruni, Bracciolini, Savonarola, Guicciardini and, of course, Machiavelli.

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

Equivalent Course(s): PLSC 22402, PLSC 52402

LLSO 22403. Free Speech and the First Amendment. 100 Units.

This course will examine the Supreme Court's First Amendment jurisprudence, focusing on such issues as speech critical of the government, the hostile audience, classified information, libel, commercial advertising, obscenity, symbolic expression, campaign finance regulation and the freedom of the press
Instructor(s): Geoffrey Stone Terms Offered: Spring

LLSO 22612. Introduction to Political Philosophy. 100 Units.

In this class we will investigate what it is for a society to be just. In what sense are the members of a just society equal? What freedoms does a just society protect? Must a just society be a democracy? What economic arrangements are compatible with justice? In the second portion of the class we will consider one pressing injustice in our society in light of our previous philosophical conclusions. Possible candidates include, but are not limited to, racial inequality, economic inequality, and gender hierarchy. Here our goal will be to combine our philosophical theories with empirical evidence in order to identify, diagnose, and effectively respond to actual injustice. (A)

Instructor(s): B. Laurence Terms Offered: Spring
Equivalent Course(s): GNSE 21601, PLSC 22600, PHIL 21600

LLSO 23100. Environmental Law. 100 Units.

This course will examine the bases and assumptions that have driven the development of environmental law, as well as the intersection of this body of law and foundational legal principles (including standing, liability, and the Commerce Clause). Each form of lawmaking (statutes, regulations, and court decisions) will be examined, with emphasis on reading and understanding primary sources such as court cases and the laws themselves. The course also analyzes the judicial selection process in order to understand the importance of how the individuals who decide cases that determine the shape of environmental law and regulations are chosen.

Instructor(s): R. Lodato Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing, or consent of instructor
Equivalent Course(s): ENST 23100, PBPL 23100

LLSO 23262. International Human Rights. 100 Units.

This course is an introduction to international human rights law, covering the major instruments and institutions that operate on the international plane. It includes discussion of the conceptual underpinnings of human rights, the structure of the United Nations System, the major international treaties, regional human rights machinery, and the interplay of national and international systems in enforcing human rights. There are no prerequisites. Grading will be on the basis of a take-home exam at the end of the quarter. Students who wish to write, in lieu of the exam, a paper sufficient to satisfy the substantial writing requirement, may do so upon approval of the topic in advance.

Equivalent Course(s): PLSC 56101, PPHA 38752, HMRT 37700

LLSO 23501. History of Information. 100 Units.

Information" in all its forms is perhaps the defining phenomenon of our age. But although we tend to think of it as something distinctively modern, in fact it came into being through a long history of thought, practice, and technology. This course will therefore suggest how to think historically about information. Using examples that range from the Middle Ages to the twenty-first century, we shall explore how different societies have conceptualized the subject, and how they have sought to control it. We shall address how information has been collected, classified, circulated, contested, and destroyed. The aim is to provide a different kind of understanding of information practices—one that can be put to use in other historical inquiries, as well as casting an unfamiliar light on our own everyday lives. Assignments: Weekly brief submissions of questions for discussion; research-based term paper.

Instructor(s): A. Johns Terms Offered: Spring
Equivalent Course(s): CHSS 35415, KNOW 25415, KNOW 35415, HIPS 25415, HIST 25415, HIST 35415

LLSO 23901. The Federalist Papers and Anti-Federalist Writings. 100 Units.

This course examines the debate over the ratification of the Constitution through a reading of The Federalist Papers and selected Anti-Federalist writings as works of continuing relevance to current practical and theoretical debates. Issues include war and peace, interests and the problem of faction, commerce, justice and the common good as ends of government, human nature, federalism, republican government, representation, separation of powers, executive power, the need for energy and stability, the need for a bill of rights, and constitutionalism.

Instructor(s): Nathan Tarcov Terms Offered: Winter
Prerequisite(s): Open to undergrads
Equivalent Course(s): PLSC 23901, SCTH 31715, PLSC 33930, FNDL 21719

LLSO 23915. Plato's Republic. 100 Units.

This course is devoted to reading and discussion of Plato's Republic and some secondary work with attention to justice in the city and the soul, war and warriors, education, theology, poetry, gender, eros, and actually existing cities.

Instructor(s): Nathan Tarcov Terms Offered: Autumn. Course will be taught Autumn 2019
Prerequisite(s): Undergrads by consent
Equivalent Course(s): FNDL 29503, SCTH 31770, PLSC 43820

LLSO 24102. Environmental Politics. 100 Units.

This course examines the different theoretical underpinnings of environmental activism and elucidates the manner in which they lead to different ends. We explore several contrasting views of environmentalism, including the land ethic, social ecology, and deep ecology. Discussions are based on questions posed about the readings and the implications they suggest. Class participation is required.

Instructor(s): R. Lodato Terms Offered: Spring

Equivalent Course(s): ENST 24102, PBPL 24102

LLSO 24200. Legal Reasoning. 100 Units.

This course introduces legal reasoning in a customary legal system. The first part examines the analytical conventions that lawyers and judges purport to use. The second part examines fundamental tenets of constitutional and statutory interpretation. Both judicial decisions and commentary are used, although the case method is emphasized.

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

Prerequisite(s): Open only to second-year students who are beginning the LLSO major.

LLSO 24300. American Law and the Rhetoric of Race. 100 Units.

This course presents an episodic study of the ways in which American law has treated legal issues involving race. Two episodes are studied in detail: the criminal law of slavery during the antebellum period and the constitutional attack on state-imposed segregation in the twentieth century. The case method is used, although close attention is paid to litigation strategy as well as to judicial opinions. Undergraduate students registering in the LLSO, PLSC, HIST, AMER cross-listed offerings must go through the undergraduate pre-registration process. Law students do NOT need consent.

Note(s): Not Offered in 2019-20

Equivalent Course(s): PLSC 22300, AMER 49801, HIST 27116

LLSO 24319. The Idea of Freedom in Antiquity. 100 Units.

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

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

Equivalent Course(s): CLCV 24319, CLAS 34319

LLSO 24711. Lincoln: Slavery, War & the Constitution. 100 Units.

This course is a study of Abraham Lincoln's view of the Constitution, based on close readings of his writings, plus comparisons to judicial responses to Lincoln's policies.

Instructor(s): Dennis Hutchinson Terms Offered: Autumn

Note(s): Consent Only

Equivalent Course(s): HIST 27102, FNDL 24411

LLSO 24901. U.S. Environmental Policy. 100 Units.

Making environmental policy is a diverse and complex process. Environmental advocacy engages different governmental agencies, congressional committees, and courts, depending on the issue. This course examines how such differentiation has affected policy making over the last several decades.

Instructor(s): R. Lodato Terms Offered: Autumn

Equivalent Course(s): PBPL 24701, ENST 24701

LLSO 25005. Inequality at Work: The Changing Nature of Jobs and Prospects for Improvement. 100 Units.

This course will consider sources of inequality in the labor market and in workplaces. Empirical evidence and theory on labor markets and job conditions will be analyzed to provide insights into the changing nature of work and workplace inequality for the majority of Americans -- who do not hold a four-year college degree. Although the course will consider ways to ready workers for good jobs in the economy, the emphasis will be on improving jobs themselves, through voluntary employer behavior, collective action, and public policy. The assignment for the course involves observing and/or interviewing workers in an occupation chosen by the student.

Instructor(s): Susan Lambert Terms Offered: TBD

Equivalent Course(s): PBPL 25005, SSAD 25005

LLSO 25206. Digital Culture: Artificial Intelligence, Algorithms, and the Web. 100 Units.

In contrast to print culture and electronic culture, yet embedded in them, contemporary digital culture engages us in human-computer systems empowered as media for mobile communication in the global network society. In our conjoined online and offline environments, we inhabit human-computer hybrids in which (for instance) we learn, imagine, communicate, pay attention, and experience affect. How can we understand and critique our theories, concepts, practices, and technologies of intelligence and information in relation to the capacities of these digital machines with which we co-evolve? For exploring this question, our case studies include comparing artificial and natural intelligences, as well as examining algorithms and their socio-political impacts, in current web functionalities such as search (Google) and social media (Facebook, Twitter).

Instructor(s): Browning, Margot Terms Offered: Not offered in 19-20

Equivalent Course(s): HUMA 25206, HIPS 25206

LLSO 25215. The American Presidency. 100 Units.

This course examines the institution of the American presidency. It surveys the foundations of presidential power, both as the Founders conceived it, and as it is practiced in the modern era. This course also traces the historical development of the institutional presidency, the president's relationships with Congress and the courts, the influence presidents wield in domestic and foreign policymaking, and the ways in which presidents make decisions in a system of separated powers.

Instructor(s): W. Howell Terms Offered: Spring

Equivalent Course(s): AMER 25215, PBPL 25216, PLSC 25215, PLSC 35215

LLSO 25219. Art of Rhetoric from Aristotle to Cicero. 100 Units.

Rhetoric was the supreme technology of the Greco-Roman world, and the principal focus of formal schooling up to the end of antiquity and beyond. The readings for the course show how the psychology of persuasion was reduced to a system, how the system was adapted to political structures of the very different societies in which it flourished, and how orators put it into practice: Aristotle's *Rhetoric*, Cicero's *On the Orator* and *Brutus*, and selected speeches of Demosthenes, Cicero, and others.

Instructor(s): P. White Terms Offered: Spring

Equivalent Course(s): CLAS 35219, CLCV 25219

LLSO 25320. Witnessing Medieval Evil: Literature, Art, and the Politics of Observation. 100 Units.

Seeing hell for oneself, watching the torture of a saint, looking at illustrations of violence: these profoundly terrible experiences, narrated and drawn, shaped the way medieval readers took in the world around them, its violence, its suffering, its preponderance of evils. But how exactly does literature allow readers to witness and process such horrors? How is the observation of violence transformed by art? What is unique about the medieval experience of these artistic and literary forms of mediation? What can they teach us about our own contemporary cultural encounters with the sights and stories of atrocity? By exploring questions like these, this course will consider the didactic, religious, and epistemological functions of witnessing in a variety of early medieval texts such as illustrated copies of Prudentius's *Psychomachia* (in which the Virtues engage in a gruesome battle against the Vices), the *Apocalypse* of Paul (in which Paul sees hell and lives to tell about it), early medieval law codes, the *Life of St. Margaret*, the *Old English Genesis*, and the heroic poem *Judith*. These medieval texts will be read alongside thinkers like Giorgio Agamben, W.J.T. Mitchell, and Susan Sontag, whose work on images of atrocity in the modern world will both inform our critical examination of the Middle Ages while opening up the possibility for rethinking literature and art in relation to contemporary experiences of violence. (Fiction, Poetry, Pre-1650, Theory).

Instructor(s): Benjamin Saltzman Terms Offered: Spring

Equivalent Course(s): SIGN 26057, MDVL 15320, ENGL 15320

LLSO 25630. Poverty, Work, and Family Policy. 100 Units.

This course examines contemporary policy questions regarding the dual spheres of work and family life, with a particular focus on economically impoverished families and communities. Students will analyze the relative merits of different policies designed to improve the conditions of work and family life and mitigate the effects of poverty on children's wellbeing. Throughout the ten-week quarter, we will consider demographic, labor market, and policy trends contributing to family poverty and income inequality in American society; interrogate policy debates concerning the responsibility of government, corporate, and informal sectors to address these critical social problems; and examine specific policy and program responses directed at (1) improving employment and economic outcomes and (2) reconciling the competing demands of employment and parenting. Although our primary focus will be on policies that promote the wellbeing of low-income families in the United States, relevant comparisons will be made cross-nationally, across race/ethnicity, and across income. This course is part of the *Inequality, Social Problems, and Change* minor.

Equivalent Course(s): SSAD 25630

LLSO 25904. America in the Twentieth Century. 100 Units.

This is a thematic lecture course on the past 115 years of US history. The main focus of the lectures will be politics, broadly defined. The readings consist of novels and nonfiction writing, with a scattering of primary sources. Assignments: Three 1,500-word papers.

Instructor(s): J. Dailey Terms Offered: Spring

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HIST 17805, AMER 17805

LLSO 26249. Literature and the Financial Crisis of 2008. 100 Units.

In this course we will look at 2008 stock market crash as an event within literary fiction among writers in the US, the UK, and South Asia. (Fiction, Theory)

Instructor(s): Kenneth Warren Terms Offered: Winter

Equivalent Course(s): ENGL 26249, SIGN 26064

LLSO 26250. Richer and Poorer: Income Inequality. 100 Units.

Current political and recent academic debate has centered on income or wealth inequality. Data suggests a rapidly growing divergence between those earners at the bottom and those at the top. This course seeks to place that current concern in conversation with a range of moments in nineteenth and twentieth century history when literature and economics converged on questions of economic inequality. In keeping with recent political economic scholarship by Thomas Piketty, we will be adopting a long historic view and a somewhat wide geographic scale as we explore how economic inequality is represented, measured, assessed, and addressed.

Readings will include some of the following literature: *Hard Times*, *Le Pere Goriot*, *The Jungle*, *The Time Machine*, *Native Son*, *Landscape for a Good Woman*, *White Tiger*; and some of the following economic and political texts: *Principles of Political Economy*, *The Acquisitive Society*, *The Theory of the Leisure Class*, *Capital* (Marx and Piketty), *The Price of Inequality*, and *Inequality Re-examined*. (B, G, H)

Instructor(s): Elaine Hadley Terms Offered: Spring

Equivalent Course(s): ENGL 26250, SIGN 26004

LLSO 26409. Revolution, Dictatorship, & Violence in Modern Latin America. 100 Units.

This course will examine the role played by Marxist revolutions, revolutionary movements, and the right-wing dictatorships that have opposed them in shaping Latin American societies and political cultures since the end of World War II. Themes examined will include the relationship among Marxism, revolution, and nation building; the importance of charismatic leaders and icons; the popular authenticity and social content of Latin American revolutions; the role of foreign influences and interventions; the links between revolution and dictatorship; and the lasting legacies of political violence and military rule. Countries examined will include Guatemala, Cuba, Chile, Argentina, El Salvador, Nicaragua, Peru, Venezuela, Bolivia, and Mexico.

Instructor(s): B. Fischer Terms Offered: Winter

Note(s): Some familiarity with Latin American history or the history of the global Cold War is helpful.

Equivalent Course(s): HIST 36409, HIST 26409, LACS 36409, LACS 26409

LLSO 26500. 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. Assignments: Class presentations, take-home midterm, and final essays.

Instructor(s): E. Kouri Terms Offered: Autumn

Equivalent Course(s): HIST 36500, LACS 26500, HIST 26500, CRES 26500, LACS 36500, CRES 36500

LLSO 26509. Law and Citizenship in Latin America. 100 Units.

This course will examine law and citizenship in Latin America from the nineteenth to the twenty-first centuries. We will explore the development of Latin American legal systems in both theory and practice, examine the ways in which the operation of these systems has shaped the nature of citizenship in the region, discuss the relationship between legal and other inequalities, and analyze how legal documents and practices have been studied by scholars in order to gain insight into questions of culture, nationalism, violence, inequality, gender, and race.

Instructor(s): B. Fischer Terms Offered: Winter

Prerequisite(s): Some background in either Latin American studies or legal history.

Equivalent Course(s): HIST 36509, HIST 26509, LACS 36509, LACS 26509

LLSO 26613. Courts, Trials, and Controversies in Modern India. 100 Units.

The courtroom is a physical location where judges and juries sit to hear cases and deliver justice. It is also a site of intrigue, drama, controversy, and, as we will consider in this course, a tremendously rich and important source of history. The focus of this course will be the modern legal and political history of colonial and postcolonial India in the nineteenth and twentieth centuries. The course will move through a series of courtroom trials that range from everyday cases that received almost no attention in their time to high-profile cases involving political leaders such as Mahatma Gandhi. Placing these trials in their wider political, social, and cultural context, the course will encourage students to consider the place of law in history, and of history in law. By the end of the course, students will be able to critically interrogate what the purpose of different forms of trials are, what politics undergirds law, and what light the drama of the courtroom can shed upon larger questions of historical interest. Themes will include colonial violence, nationalism, postcolonial state formation, personal law, gender and justice, and history from below.

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

Prerequisite(s): Advanced undergraduate and graduate students with some prior knowledge of South Asian or imperial history.

Equivalent Course(s): HIST 26613, SALC 36613, SALC 26613, HIST 36613

LLSO 26615. Democracy's Life and Death. 100 Units.

How are democracies founded and maintained? What are their advantages and disadvantages with respect to stability, security, liberty, equality, and justice? Why do democracies decline and die? This course addresses these questions by examining democracies, republics, and popular governments in both the ancient and modern worlds. We will read and discuss primary texts from and social scientific analyses of Athenian democracy, the Roman Republic, the United States, and modern representative governments throughout the globe.

Instructor(s): J. McCormick Terms Offered: Autumn

Equivalent Course(s): PLSC 26615

LLSO 26703. Political Parties in the United States. 100 Units.

Political parties are a central feature of American government. In this course we will explore their role in contemporary politics and learn about their development over the course of American history. We will start by asking the following questions: What is a political party? Why do we have a two-party system, and how did that system develop? We will then proceed to study shifts in party coalitions, parties' evolving structures, their role in policymaking, and trends in popular attitudes about parties. Although our primary empirical focus will be on parties in the United States, we will spend some time on comparative approaches to political parties.

Instructor(s): R. Bloch Rubin Terms Offered: Winter

Equivalent Course(s): PLSC 26703

LLSO 26802. Public Opinion. 100 Units.

What is the relationship between the mass citizenry and government in the U.S.? Does the public meet the conditions for a functioning democratic polity? This course considers the origins of mass opinion about politics and public policy, including the role of core values and beliefs, information, expectations about political actors, the mass media, economic self-interest, and racial attitudes. This course also examines problems of political representation, from the level of political elites communicating with constituents, and from the possibility of aggregate representation.

Instructor(s): J. Brehm Terms Offered: Spring

Equivalent Course(s): CRES 22400, PLSC 22400

LLSO 26901. African American History to 1883. 100 Units.

A lecture course discussing selected topics in the African American experience (economic, political, social) from African origins through the Supreme Court decision invalidating Reconstruction Era protections of African American civil rights. Course evaluations via online quizzes and take-home essays.

Instructor(s): T. Holt Terms Offered: Winter

Equivalent Course(s): CRES 37200, CRES 27200, HIST 27200, HIST 37200

LLSO 27100. Human Rights II: History and Theory. 100 Units.

This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern "human rights" culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.

Instructor(s): TBA Terms Offered: Winter

Equivalent Course(s): HMRT 30200, CRES 29302, HMRT 20200, INRE 31700, HIST 39302, HIST 29302

LLSO 27101. Democracy and the Information Technology Revolution. 100 Units.

The revolution in information technologies has serious implications for democratic societies. We concentrate, though not exclusively, on the United States. We look at which populations have the most access to technology-based information sources (the digital divide), and how individual and group identities are being forged online. We ask how is the responsiveness of government being affected, and how representative is the online community. Severe conflict over the tension between national security and individual privacy rights in the U.S., United Kingdom, and Ireland will be explored as well. We analyze both modern works (such as those by Turkle and Gilder) and the work of modern democratic theorists (such as Habermas).

Instructor(s): M. Dawson Terms Offered: Spring

Equivalent Course(s): PLSC 23100

LLSO 27250. Religious Trials. 100 Units.

The rhetoric and practice of "trial" -- as testing and as adjudication -- is central to religious thought and religious practice. This course will examine the idea and the act of "trial" comparatively, via the classics of the religious literatures of Judaism and of Christianity (Genesis 22, Job, the Gospel of Mark, "The Pilgrim's Progress," Kafka), and also cinema (Dreyer's "Joan of Arc," R. & S. Elkabetz's "Gett").

Instructor(s): R. Rosengarten Terms Offered: Winter

Equivalent Course(s): RLST 27250

LLSO 27801. Media Ecology: Embodiment & Software. 100 Units.

Media ecology examines how the structure and content of our media environments-online and offline, in words, images, sounds, and textures-affect human perception, understanding, feeling, and value; or alternatively, media ecology investigates the massive and dynamic interrelation of processes and objects, beings and things, patterns and matter. At stake are issues about agency-human or material-and about determinism-how does society or culture interact with or shape its technologies, or vice versa? This course investigates theories of media ecology by exploring systems of meanings that humans embody (cultural, social, ecological) in conjunction with the emerging field of software studies about the cultural, political, social, and aesthetic impacts of software (e.g., code, interaction, interface). In our actual and virtual environments, how do we understand performing our multiple human embodiments in relation to other bodies (organism or machine) in pursuit of social or political goals?

Instructor(s): M. Browning Terms Offered: Winter

Equivalent Course(s): MAAD 14204, CMST 25204, TAPS 28452, HIPS 25203, HUMA 25202

LLSO 27815. Politics and Public Policy in China. 100 Units.

This course offers a historical and thematic survey of Chinese politics and of salient issues in China's public policy. We review the patterns and dynamics of political development or lack thereof in the Mao and reform eras, including the Great Leap Forward, the Cultural Revolution, and the politics of reforms. Later sections of the course look at China's political institutions, leadership, as well as various issues of governance and public policy, including state-society relations, the relationship between Beijing and the provinces, corruption, population and environment. Emphasis is on how institutions have provided the incentives for change as well as how institutions have been transformed.

Instructor(s): D. Yang Terms Offered: Winter

Equivalent Course(s): PLSC 37815, PLSC 27815

LLSO 28100. Law and Society. 100 Units.

This seminar examines the myriad relationships between courts, laws, and lawyers in the United States. Issues covered range from legal consciousness to the role of rights to access to courts to implementation of decisions to professionalism. (B)

Instructor(s): G. Rosenberg Terms Offered: Autumn

Prerequisite(s): PLSC 28800 or equivalent and consent of instructor.

Equivalent Course(s): PLSC 22510

LLSO 28101. Democracy in America? 100 Units.

This course will explore the unlikely career of democracy in US history. Throughout its past, the United States has been defined by endless and unpredictable struggles to establish and extend self-government of one kind or another—even as those struggles have encountered great resistance and relied on the exclusion or subordination of some portion of society to underwrite expanding freedom and equality for those enjoying the fullest benefits of citizenship. American democracy has also relied on a conceptual separation between state and society that has necessarily broken down in practice, as political institutions produced and sustained economic forms like slavery or the corporation, social arrangements like the family, and cultural values such as freedom—even as private interests worked their reciprocal influence over public institutions. Over the course of the quarter we will explore this contested history of democracy in America through a close reading of classic texts, including Tocqueville's famous study, contextualized by the most current historical scholarship. Small, incremental writing assignments and individual presentations will culminate in a final essay that can emphasize philosophical/theoretical or historical/empirical questions according to students' interests. Students will also have the option of conducting their own original research to satisfy some portion of the coursework, which may lead to subsequent internship opportunities with relevant faculty.

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

Note(s): History in the World courses use history as a valuable tool to help students critically exam our society, culture, and politics. Preference given to 1st- and 2nd-yr students.

Equivalent Course(s): HIST 18101

LLSO 28204. Histories of Racial Capitalism. 100 Units.

What is the relationship between race and capitalism? This course introduces students to the concept of racial capitalism, which rejects treatments of race as external to a purely economic project and counters the idea that racism is an externality, cultural overflow, or aberration from the so-called real workings of capitalism. Spanning the colonization of North America to the era of mass incarceration, topics include the slave trade, indigenous dispossession, antebellum slavery, the Mexican-American War, "new imperialism," the welfare state, and civil rights. This class neither presumes a background in economics, nor previous coursework in history.

Instructor(s): D. Jenkins Terms Offered: Winter

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): AMER 18202, HIST 18202, CRES 18202

LLSO 28607. War, Diplomacy, and Empire in US History. 100 Units.

World politics have profoundly shaped the United States from its colonial origins to the war on terror. Yet only recently have US historians made a sustained effort to relate the foreign relations of the country to its domestic history. For a century and a half prior to independence, empire, trade, great-power politics, and violent conflict with Native Americans formed the large structures of power and meaning within which colonists pursued their everyday lives. In violently repudiating the claims of the British Empire, the revolutionaries commenced a political tradition that sought to avoid the perils of great-power statecraft for roughly the next century and a half. Yet even as it lent a distinctive cast to US politics and society, this pursuit of exceptionalism had to reckon with the requirements of state power and geopolitics from the Civil War onward. With its sudden embrace of great-power politics and the "rise to globalism" from WWII onward the United States became increasingly like the European societies it had repudiated at the founding, even as its exceptional military and economic power set it apart as a "unipolar power" by the turn of the millennium. To understand these developments in depth students will write two modest-length "deep-dive" analytical essays and three brief reports on targeted expeditions into primary materials, while reading broadly across the historiography of the new diplomatic and international history.

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

Note(s): Undergraduates register for one Friday discussion section (1–3); grad students register for section 4.

Equivalent Course(s): HIST 38607, HIST 28607

LLSO 28703. Early America, 1492-1815. 100 Units.

This course explores the development of American culture, society, and politics from the first contact between Native Americans and Europeans to the emergence of a stable American nation by the end of the War of 1812. It emphasizes the diverse experiences of the many kinds of Americans and the different meanings that they attached to the events in their lives. Topics include the meeting of Indigenous, African, and European peoples, the diversity of colonial projects, piracy and the Atlantic slave trade, the surprising emergence of a strong British identity, the coming of the American Revolution, the range of Americans' struggles for independence, and the role of the trans-Appalachian West in shaping the early republic. This lecture course is open to nonmajors and does not presume any previous history coursework. Assignments: Two papers.

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

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): AMER 18703, CRES 18703, HIST 18703

LLSO 28800. African American History since 1883. 100 Units.

A lecture course discussing selected topics in the African American experience (economic, political, social) from Reconstruction Era protections of African American civil rights through social and political movements in the twentieth and twenty-first centuries seeking their restoration. Course evaluations via online quizzes and take-home essays.

Instructor(s): T. Holt Terms Offered: Spring

Equivalent Course(s): HIST 37300, HIST 27300, CRES 27300, CRES 37300

LLSO 29030. Totalitarianism, Law and Revolution. 100 Units.

In the final chapter of her seminal *The Origins of Totalitarianism*, Hannah Arendt argued that, far from being a lawless form of government, totalitarianism is an attempt to impose some notion of ultimate law directly on the world, with no mediation through positive law and no regard for the lived particularity of human communities. In this course we will examine some seminal attempts at theorizing about totalitarianism, as well as primary sources and some secondary sources on the history of totalitarian movements, all with an eye toward understanding what relationship totalitarianism bears both to forms of legality and to attempts at overturning prior legal, social, and political regimes.

Instructor(s): David Lyons Terms Offered: Spring. Spring Quarter

Prerequisite(s): None

LLSO 29040. Wars of Religion and Regimes of Toleration. 100 Units.

There is a standard narrative that the brutality and instability of the sixteenth and seventeenth-century wars of religion gave rise to regimes of religious toleration and, eventually, separation of church and state. This narrative continues, arguing that the civil peace enjoyed today in much of the developed world depends upon barring religious commitments from the political sphere. This course will seek to interrogate this narrative and its assumptions through readings and discussions of primary sources, classic and contemporary historiography, and works of political and social theory. In doing so, students will be exposed not only to alternative understandings of the wars of religions and the origins of regimes of toleration, but will also be asked to consider some possible limits to and blind spots of liberal democracy.

Instructor(s): David Lyons Terms Offered: Winter. Winter Quarter

Prerequisite(s): None

LLSO 29050. Youth Law and Policy: Child Welfare and Juv. Just. in the U.S. 100 Units.

This course explores how legal institutions protect and punish children in the United States. We will spend the first part of the course exploring the child welfare system, which purports to protect children from abuse and neglect through various mechanisms including foster care and the termination of parental rights. We will spend the second part of the course exploring the juvenile justice system, which purports to prosecute and rehabilitate children for their criminal acts in a system separate from the criminal justice system. In the final part of the course, we will consider special topics in this area of law and policy including "cross-over youth" (i.e. children involved in both systems), unaccompanied immigrant children, homeless and runaway youth, and the so-called "school-to-prison-pipeline." This course will place special emphasis on the judges, lawyers, law enforcement officers, and social workers that comprise these legal institutions.

Terms Offered: Autumn

Prerequisite(s): Course limited to 3rd and 4th year students only.

Equivalent Course(s): PBPL 29050, HMRT 29050

LLSO 29060. Freedom of Religion. 100 Units.

This course will consider the place of religious freedom in the modern pluralistic liberal order and introduce students to some of the interpretive issues and legal doctrines associated with the Religion Clauses of the First Amendment to the U.S. Constitution. Readings will come from a mixture of classical writings from Hobbes to Tocqueville on the relationship between religion and civil government, more recent scholarly works on the place of religious commitments and religious diversity in the liberal political order, scholarly works on the Religion Clauses, and U.S. case law on the freedom of religion.

Instructor(s): David Lyons Terms Offered: Not offered 2019-20

Prerequisite(s): none

Equivalent Course(s): RLST 29060

LLSO 29070. Church-State Relations from the Roman Empire to the Early Modern Period. 100 Units.

This course will provide students with a survey of the history of how relations between the church and the secular authorities—loosely understood as the state—have been imagined, negotiated, and structured in the West from the period of the earliest Christian writings up to the threshold of modernity. During this period the features both of secular authority and the Christian Church changed repeatedly, and so, too, did the relations between the two. This course thus aims to make the complexities of these changing features and relations apparent. Topics to be covered include the posture of Christians and Romans toward each other in the first centuries of Christian emergence; the Church's transformation from occasionally persecuted cult to licit religion to the official imperial religion; the dealings between the Church and the Germanic tribes and kingdoms that succeeded the western Empire; the conflicts between the Church and temporal rulers during the High Middle Ages; the relationship between the Inquisition and the secular authorities; the opportunities for both secular rulers and political radicalism opened up by the Protestant Reformation; and the emergence of Erastian forms of Christianity in the early-modern period. Readings will come from both primary and secondary texts, although the emphasis will be on the former.

Instructor(s): David Lyons Terms Offered: Not Offered 2019-20

Prerequisite(s): None

Equivalent Course(s): MDVL 29070, RLST 29070

LLSO 29080. Modernity and Its Discontents from Dawn to Decline. 100 Units.

One need look neither too long nor too hard before recognizing that the project of modernity seems to be under considerable strain: the stability and perhaps even the desirability of secularism, mass democracy, individualism, cosmopolitanism, and technological and bureaucratic rationalism have all been increasingly challenged by worldwide political events and processes as well as by postmodern, radical, conservative, and religious intellectuals. In this course we will read some classical statements of the project as a means of best understanding modernity and its features. We will then move on to a consideration of classical and more contemporary critiques of modernity with an eye toward both identifying the limits of the modern project and possible avenues for the retrieval and reconstitution at least some features of modernity.

Instructor(s): David Lyons Terms Offered: Not Offered in 2019-20

Prerequisite(s): no prerequisites

Equivalent Course(s): HIST 26222, RLST 29080

LLSO 29120. Poverty Law and Policy Reform. 100 Units.

This seminar seeks to give students a comprehensive understanding of the major anti-poverty programs in the United States with an emphasis on current challenges and reform proposals. We will spend the first half of the course exploring the implementation and evaluation of the programs that make up the traditional safety net for poor Americans: income supports, health insurance, and housing assistance. We will spend the rest of the quarter exploring topics that complicate the traditional social policy regime, including how the safety net is more robust for some groups, such as the elderly and veterans, than others. We will explore how the legal systems of immigration and incarceration hamper anti-poverty policy and how safety net programs address the needs of rural and Native Americans. Finally, we will investigate two recent developments in the field: social entrepreneurship and the critique of procedural rights.

Instructor(s): Andrew Hammond Terms Offered: Spring

Prerequisite(s): No first year students; attendance on the first day of class is required.

Equivalent Course(s): HMRT 29120, PBPL 29120

LLSO 29122. Comparative Law and the Welfare State. 100 Units.

How do welfare states, complex public systems of the twentieth century, respond to various challenges of the twenty-first? Drawing on both comparative legal methods and social science, this course explores how contemporary societies manage globalization, population aging and inequality through social welfare law. Specific areas of study may include old age insurance, childcare, healthcare, labor market regulation and immigration law.

Instructor(s): Andrew Hammond Terms Offered: Not offered in 2019-20

Note(s): Not offered in 2019-20.

LLSO 29133. Due Process. 100 Units.

This course will explore how courts interpret the due process clauses of the Fifth and Fourteenth Amendments of the United States Constitution. Drawing predominantly on judicial opinions, topics may include protections for recipients of government services, workers, parents, prisoners, and non-citizens.

Instructor(s): Andrew Hammond Terms Offered: Spring

Prerequisite(s): Not open to first year students.

LLSO 29202. The Secret Side of International Politics. 100 Units.

This course introduces students to the secret side of international politics. The class features weekly lectures and "research/writing lab" meetings. The lecture and associated readings survey a wide range of theoretical approaches for describing and analyzing the causes and consequences of conducting international politics "behind closed doors." We will cover intelligence analysis, secret alliances, secrecy in crisis decision-making, and covert wartime military operations. We will draw on political science but also organization studies, psychology, and anthropology. Questions we will address include: What agreements do diplomats negotiate privately and why? For what ends do state use secrecy in wartime? What do covert cooperative partnerships look like and when do they succeed? What espionage practices do states use and how have they changed over time? The core assignment is an original research paper that draws on archival/declassified materials, due from each student at the end of term. Regular checkpoint assignments will take place during the quarter. In the weekly lab meetings, students will receive guidance in the research and writing process, including how to access relevant archival materials, how to organize your research materials, how to effectively prepare to write, and how to write well. This course is intended for advanced undergraduates (political science majors and non-majors welcome) with a large reading load and a challenging paper assignment.

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

Equivalent Course(s): PLSC 29202

LLSO 29400. Research Seminar: LLSO. 100 Units.

A seminar for students preparing BA papers in LLSO.

Instructor(s): D. Hutchinson Terms Offered: Autumn

Note(s): Not Offered in 2019-20

LLSO 29421. Politics of Commemoration. 100 Units.

Most of the time we pass in front of the statues, commemorative museums, monuments, and flags that inhabit our cities without noticing them. In recent years, however, they (along with pre-college history curricula) have become controversial across the globe. This course addresses those controversies primarily in Europe and the United States, but also in Latin America, West Africa, and South Africa. Through a series of case studies we will analyze the conditions of the creation of statues, monuments, and museums. Who conceptualized them and lobbied for their creation? Who paid for them? For whom were they originally intended? What message did they convey? What happened over time? How did their message change? Did they provoke controversy at the moment of their planning or inauguration or later and, if so, from whom? Equal attention will be paid to scholars' efforts to address the question of what these commemorative works actually do. If they really become unnoticeable, then why does the threat of their removal so often spark such intense controversy? Assignments: Active participation in class, one secondary text analysis, one analysis of a controversy, and one proposal for a monument, museum, or school curriculum.

Instructor(s): L. Auslander Terms Offered: Spring

Equivalent Course(s): GLST 29526, HIST 29421, HIST 39421, JWSC 29421, CRES 39421, CRES 29421

LLSO 29528. Property and the Public Interest. 100 Units.

In this colloquium, drawing from law, history, philosophy, and social science, we examine the conflicted relationship between property and the public interest. Topics include the basis and evolution of private property rights, reasons for the state, and the relationship between property rights and the public interest. Assignments: Two short essays and a final paper.

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

Prerequisite(s): Consent of instructor. Course is required of LLSO juniors.

Equivalent Course(s): HIST 29528



LINGUISTICS

Department Website: <http://linguistics.uchicago.edu>

PROGRAM OF STUDY

The purpose of the BA program in linguistics is to provide a solid, integrated introduction to the scientific study of language through course work in the core subdisciplines of linguistics, as well as to ensure that the student has a language background sufficient to provide a complement to the theoretical parts of the program and for an understanding of the complexities of human language. This program provides students with a general expertise in the field and prepares them for productive advanced study in linguistics.

Students who are majoring in linguistics may visit linguistics.uchicago.edu to learn about events and resources on and off campus and for links to information on employment opportunities.

Students who are majoring in other fields of study may also complete a minor in linguistics. Information follows the description of the major.

PROGRAM REQUIREMENTS

The BA in linguistics requires thirteen courses, which fall into two categories: courses that provide expertise in linguistics and courses that ensure breadth of study in a non-Indo-European language. Students have flexibility to construct a course of study that accords with their interests, but their final tally of thirteen courses must include the following:

LING 20001	Introduction to Linguistics	100
LING 20101	Introduction to Phonetics and Phonology	100
LING 20201	Introduction to Syntax	100
LING 20301	Introduction to Semantics and Pragmatics	100

Study of a non-Indo-European language

The language requirement is designed to ensure breadth of study in a non-Indo-European language. This requirement can be met in four different ways:

1. Registration in a three-quarter course in a non-Indo-European language on campus
2. Examination credit in a non-Indo-European language for which the University offers placement examinations
3. Registration for an intensive one-quarter course in the structure of a non-Indo-European language offered by a member of the linguistics faculty (or by another faculty member upon approval by the director of undergraduate studies)
4. Completion of an approved intensive language program taken elsewhere for languages not offered or tested for at the University of Chicago.

Students who fulfill the non-Indo-European language requirement with fewer than three quarters of study must substitute elective courses for the language course quarters not taken. At least six electives for the major must be courses offered by the Department of Linguistics (i.e., courses whose numbers begin with LING). For any further electives, a student may petition the department to substitute a related course that does not have a LING number.

The complete list of available languages can be viewed at humanities.uchicago.edu/about/languages-uchicago.

SUMMARY OF REQUIREMENTS

LING 20001	Introduction to Linguistics	100
LING 20101	Introduction to Phonetics and Phonology (core course)	100
LING 20201	Introduction to Syntax (core course)	100
LING 20301	Introduction to Semantics and Pragmatics (core course)	100

Nine courses from the following: 900

0-3 courses in a non-Indo-European language *

6-9 Linguistics electives **

Total Units 1300

* Credit may be granted by examination. When any part of the language requirement is met by examination, the equivalent number of electives in linguistics must be substituted for quarter credit granted. With prior approval of the director of undergraduate studies, such electives may be taken in other departments.

** A minimum of six must be courses with LING numbers.

GRADING

All courses used to satisfy requirements for the major and minor must be taken for quality grades. With consent of the instructor, nonmajors may take linguistics courses for P/F grading.

NOTE: Students who entered the University prior to Autumn 2009 may choose to fulfill either the requirements stated here or those that were in place when they entered the University.

HONORS

In order to receive the degree in linguistics with honors, a student must write an honors essay. At the end of a student's third year, any student who has maintained a 3.0 or better overall GPA and a 3.5 or better GPA in linguistics courses may consult with the director of undergraduate studies about submitting an honors essay. The honors essay must be submitted by fifth week of the quarter in which the student plans to graduate. Complete guidelines and requirements for the honors essay can be obtained from the director of undergraduate studies.

Students wishing to write an honors essay are required to take two graduate-level courses (numbered 30000 or above) in areas most relevant to their thesis work, as determined in consultation with their adviser(s) and approved by the director of undergraduate studies.

This program may accept a BA paper or project used to satisfy the same requirement in another major with the consent of both program chairs. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

MINOR PROGRAM IN LINGUISTICS

Students in other fields of study may complete a minor in linguistics. The minor in linguistics requires a total of seven courses, which must include three linguistics electives (courses whose numbers begin with LING) and the following four courses:

LING 20001	Introduction to Linguistics	100
LING 20101	Introduction to Phonetics and Phonology	100
LING 20201	Introduction to Syntax	100
LING 20301	Introduction to Semantics and Pragmatics	100

Students who elect the minor program in linguistics must contact the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. The adviser's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the College adviser. Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades (not P/F), and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

LINGUISTICS COURSES

LING 20001. Introduction to Linguistics. 100 Units.

This course offers a brief survey of how linguists analyze the structure and the use of language. Looking at the structure of language means understanding what phonemes, words, and sentences are, and how each language establishes principles for the combinations of these things and for their use; looking at the use of language means understanding the ways in which individuals and groups use language to declare their social identities and the ways in which languages can change over time. The overarching theme is understanding what varieties of language structure and use are found across the world's languages and cultures, and what limitations on this variety exist.

Terms Offered: Autumn, Spring, Winter

LING 20101. Introduction to Phonetics and Phonology. 100 Units.

This course is an introduction to the study of speech sounds and their patterning in the world's languages. The first half of the course focuses on how speech sounds are described with respect to their articulatory, acoustic, and perceptual structures. There are lab exercises both in phonetic transcription and in the acoustic analysis of speech sounds. The second half focuses on fundamental notions that have always been central to phonological analysis and that transcend differences between theoretical approaches: contrast, neutralization, natural classes, distinctive features, and basic phonological processes (e.g., assimilation).

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): LING 20001

LING 20150. Language and Communication. 100 Units.

This course can also be taken by students who are not majoring in Linguistics but are interested in learning something about the uniqueness of human language, spoken or signed. It covers a selection from the following topics: What is the position of spoken language in the usually multimodal forms of communication among humans? In what ways does spoken language differ from signed language? What features make spoken and signed language linguistic? What features distinguish linguistic means of communication from animal communication? How do humans communicate with animals? From an evolutionary point of view, how can we account for the fact that spoken language is the dominant mode of communication in all human communities around the world? Why cannot animals really communicate linguistically? What do the terms language "acquisition" and "transmission" really mean? What factors account for differences between "language acquisition" by children and by adults? Are children really perfect language learners? What factors bring about language evolution, including language speciation and the emergence of new language varieties? How did language evolve in mankind? This is a general education course without any prerequisites. It provides a necessary foundation to those working on language at the graduate and undergraduate levels.

Instructor(s): Salikoko Mufwene Terms Offered: Autumn

Equivalent Course(s): CHDV 30150, CHDV 20150, LING 30150

LING 20201. Introduction to Syntax. 100 Units.

This course is an introduction to basic goals and methods of current syntactic theory through a detailed analysis of a range of phenomena, with emphasis on argumentation and empirical justification. Major topics include phrase structure and constituency, selection and subcategorization, argument structure, case, voice, expletives, and raising and control structures.

Instructor(s): Chris Kennedy Terms Offered: Winter

Prerequisite(s): LING 20001

LING 20202. Advanced Syntax. 100 Units.

This course is a continuation of Introduction to Syntax (LING 20201). We will discuss movement and agreement phenomena in a variety of constructions, based on selected readings from the primary literature, and data from a number of typologically diverse languages, such as Irish, Wolof, Chamorro, Kinande, Berber, West Germanic languages.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): LING 20201

LING 20301. Introduction to Semantics and Pragmatics. 100 Units.

This course familiarizes students with what it means to study meaning and use in natural language. By "meaning" we refer to the (for the most part, logical) content of words, constituents, and sentences (semantics), and by "use" we intend to capture how this content is implemented in discourse and what kinds of additional dimensions of meaning may then arise (pragmatics). Some of the core empirical phenomena that have to do with meaning are introduced: lexical (i.e., word) meaning, reference, quantification, logical inferencing, presupposition, implicature, context sensitivity, cross-linguistic variation, speech acts. Main course goals are not only to familiarize students with the basic topics in semantics and pragmatics but also to help them develop basic skills in semantic analysis and argumentation.

Instructor(s): Itamar Francez Terms Offered: Spring

Prerequisite(s): LING 20001

Equivalent Course(s): LING 30310

LING 21000. Morphology. 100 Units.

Looking at data from a wide range of languages, we will study the structure of words. We will consider the nature of the elements out of which words are built and the principles that govern their combination. The effects of word structure on syntax, semantics, and phonology will be examined. We will think critically about the concepts of morpheme, inflection, derivation, and indeed, the concept of word itself.

Terms Offered: Winter

Prerequisite(s): LING 20001

LING 21310. Introduction to Indo-European Linguistics. 100 Units.

An introduction to the comparative study of the Indo-European languages. We will survey the major branches of the Indo-European family and discuss various aspects of PIE grammar as it is currently reconstructed.

Instructor(s): Yaroslav Gorbachov Terms Offered: Spring

Equivalent Course(s): LING 31310

LING 21920. The Evolution of Language. 100 Units.

How did language emerge in the phylogeny of mankind? Was its evolution saltatory or gradual? Did it start late or early and then proceed in a protracted way? Was the emergence monogenetic or polygenetic? What were the ecological prerequisites for the evolution, with the direct ecology situated in the hominine species itself, and when did the prerequisites obtain? Did there ever emerge a language organ or is this a post-facto construct that can be interpreted as a consequence of the emergence of language itself? What function did language evolve to serve, to enhance thought processes or to facilitate rich communication? Are there modern "fossils" in the animal kingdom that can inform our scholarship on the subject matter? What does paleontology suggest? We will review some of the recent and older literature on these questions and more.

Instructor(s): Salikoko Mufwene Terms Offered: Winter

Equivalent Course(s): CHSS 41920, EVOL 41920, ANTH 47305, CHDV 41920, LING 41920, CHDV 21920, PSYC 41920

LING 22750. Laboratory Phonology. 100 Units.

This course is intended to provide a foundation for students to pursue the quantitative study of phonology in the context of human interaction, and of speech and perception in the context of language. Specifically, this course focuses on how to design, conduct, and analyze a phonological experiment. We will approach laboratory phonology from the perspectives of both the speaker and the listener, with each perspective constituting roughly half the course. In the process, we will gain and practice skills in experimental phonetic and psycholinguistic work, while testing aspects of current phonological theory.

Instructor(s): Alan Yu Terms Offered: Winter

Equivalent Course(s): LING 32750

LING 23115. Old Church Slavonic. 100 Units.

This course is an introduction to the language of the oldest Slavic texts. It begins with a brief historical overview of the relationship of Old Church Slavonic to Common Slavic and the other Slavic languages. This is followed by a short outline of Old Church Slavonic inflectional morphology. The remainder of the course is spent in the reading and grammatical analysis of original texts in Cyrillic or Cyrillic transcription of the original Glagolitic.

Equivalent Course(s): LING 35100, REES 33115, REES 23115, MDVL 25100

LING 23200. Topics in Semantics and Pragmatics. 100 Units.

This focus of this course is conversational implicature. We will take the classic characterization of implicature in Grice as our starting point, and spend the rest of the quarter working through subsequent proposals that refine, rethink and/or reject it, and the empirical and theoretical concerns that motivate them. Topics to be discussed include: the relation between implicature and semantic composition; the nature and calculation of alternatives to what is said; game theoretic approaches to implicature and their relatives; Bayesian pragmatics; free choice inferences; manner implicature; pragmatic weakening vs. pragmatic strengthening.

Equivalent Course(s): LING 42010

LING 23450. Language and Violence. 100 Units.

Language is generally associated with the abstract realm of thought, representation and expression, a realm that contrasts sharply with the material realm in which we tend to place violence. Language is furthermore often seen as antithetical to violence: violence is outburst that comes when the rational order of language fails. In fact, however, questions of language, and especially of speech, surface in every aspect of thinking about violence. Speech is a medium within which violence is performed, and is part of the modern machinery of war. It is also a medium through which systems of oppression and subordination are articulated and registered by groups and individuals, socially and psychically. Violence relies on speech for its justification, rationalization, and sustention. At the same time, the rawness of violence challenges our fundamental faith in the representational and expressive capacities of language, in both destructive and creative ways. This intensive reading seminar explores the relation between speech and violence through scholarly and literary texts from a variety of humanistic fields and traditions.

Instructor(s): Itamar Francez Terms Offered: Spring

LING 23920. The Language of Deception and Humor. 100 Units.

In this course we will examine the language of deception and humor from a variety of perspectives: historical, developmental, neurological, and cross-cultural and in a variety of contexts: fiction, advertising, politics, courtship, and everyday conversation. We will focus on the (linguistic) knowledge and skills that underlie the use of humor and deception and on what sorts of things they are used to communicate.

Instructor(s): Jason Riggle Terms Offered: Spring

Equivalent Course(s): SIGN 26030, LING 33920

LING 26020. Truth. 100 Units.

One of the salient features of our culture is that there is so much bullshit," says the Princeton philosopher Harry Frankfurt in his 1986 essay, 'On Bullshit.' Frankfurt distinguishes bullshit from lying, and argues that it is the more insidious of the two because it involves not an attempt to conceal the truth, but rather a failure to even care about the truth in the first place. But what exactly is truth, and why should we care so much about it? This course will begin with an examination of the fundamental role of a truth convention in meaning and communication, the way that such a convention makes bullshit possible, and the causes and consequences of bullshit. We will then turn to foundational questions about the nature of truth, criticisms of the value of truth and why they have had such appeal, and expressions of skepticism about the possibility of "objective" truth. Along the way, we will consider whether it makes sense for everyone to agree that something is the case and yet still be wrong; whether our claims to know certain things are always limited because they come from a particular perspective; paradoxes of truth and falsity and their relevance for scientific inquiry; and what value (if any) truth contributes to the well-lived life.

Instructor(s): Chris Kennedy Terms Offered: Winter

Equivalent Course(s): SIGN 26007

LING 26030. American Deaf Community: Language, Culture, and Society. 100 Units.

This course will focus on the Deaf community that uses American Sign Language (ASL) as a lens into the disciplines of linguistics, psychology, and cultural studies, and how the use of ASL contributes to individual identity and identity within society. In addition to these disciplinary foci, topics of Deaf literature and art forms will figure in the discussion and readings, which come from a variety of sources and include seminal works in the field from historical and contemporary perspectives.

Instructor(s): Diane Brentari Terms Offered: Winter

Equivalent Course(s): SIGN 26018

LING 26601. Intro Programming for Linguists. 100 Units.

In this class we will cover computational techniques for collecting linguistic data. We will also cover various methods for using algorithms to analyze that data and some basic computational theory to understand the complexity and efficiency of our algorithms. We will use the programming language Python and focus on real-world applications to gain experience in gathering, manipulating, and analyzing data from sources such as field-work, corpora, or experiments. No previous knowledge of programming is required.

Instructor(s): Jason Riggle

Equivalent Course(s): LING 36601

LING 27010. Psycholinguistics. 100 Units.

This is a survey course in the psychology of language. We will focus on issues related to language comprehension, language production, and language acquisition. The course will also train students on how to read primary literature and conduct original research studies.

Instructor(s): Staff Terms Offered: Autumn

Equivalent Course(s): PSYC 27010

LING 28355. A Linguistic Introduction to Swahili I. 100 Units.

Spoken in ten countries of Eastern and Central Africa, Swahili has more speakers than any other language in the Bantu family, a group of more than 400 languages most prevalent in sub-equatorial Africa. Based on Swahili Grammar and Workbook, this course helps the students master key areas of the Swahili language in a fast yet enjoyable pace. Topics include sound and intonation patterns, noun class agreements, verb moods, and sentence structures. Additionally, this course provides important listening and expressive reading skills. For advanced students, historical interpretations are offered for exceptional patterns observed in Swahili, in relation with other Bantu languages. This is a general introduction course with no specific prerequisites.

Instructor(s): Fidèle Mpiranya Terms Offered: Autumn

Equivalent Course(s): LING 38355

LING 28356. Linguistic Introduction to Swahili II. 100 Units.

Based on Swahili Grammar and Workbook, this course is a continuation of Linguistic Introduction to Swahili I. It addresses complex issues related to grammatical agreement, verb moods, noun and verb derivation, non-typical adjectives and adverbs, double object constructions, subordinate / coordinated clause constructions, and dialectal variation. Additionally, this course provides important listening and expressive reading skills. For advanced students, historical interpretations are offered for exceptional patterns observed in Swahili, in relation with other Bantu languages. This course allows fulfilling the non-Indo-European language requirement.

Instructor(s): Fidele Mpiranya Terms Offered: Spring

Equivalent Course(s): LING 38356

AMERICAN SIGN LANGUAGE COURSES**ASLG 10100-10200-10300. American Sign Language I-II-III.**

American Sign Language is the language of the deaf in the United States and much of Canada. It is a full-fledged autonomous language, unrelated to English or other spoken languages. This introductory course teaches the student basic vocabulary and grammatical structure, as well as aspects of deaf culture.

ASLG 10100. American Sign Language-1. 100 Units.

American Sign Language is the language of the deaf in the United States and much of Canada. It is a full-fledged autonomous language, unrelated to English or other spoken languages. This introductory course teaches the student basic vocabulary and grammatical structure, as well as aspects of deaf culture.

Instructor(s): Drucilla Ronchen Terms Offered: Autumn

ASLG 10200. American Sign Language II. 100 Units.

American Sign Language is the language of the deaf in the United States and much of Canada. It is a full-fledged autonomous language, unrelated to English or other spoken languages. This introductory course teaches the student basic vocabulary and grammatical structure, as well as aspects of deaf culture.

Instructor(s): Drucilla Ronchen Terms Offered: Winter

Prerequisite(s): ASLG 10100

ASLG 10300. American Sign Language-3. 100 Units.

American Sign Language is the language of the deaf in the United States and much of Canada. It is a full-fledged autonomous language, unrelated to English or other spoken languages. This is the third course in the introductory series that teaches the student basic vocabulary and grammatical structure, as well as aspects of deaf culture.

Instructor(s): Drucilla Ronchen Terms Offered: Spring

Prerequisite(s): ASLG 10200

ASLG 10200. American Sign Language II. 100 Units.

American Sign Language is the language of the deaf in the United States and much of Canada. It is a full-fledged autonomous language, unrelated to English or other spoken languages. This introductory course teaches the student basic vocabulary and grammatical structure, as well as aspects of deaf culture.

Instructor(s): Drucilla Ronchen Terms Offered: Winter

Prerequisite(s): ASLG 10100

ASLG 10300. American Sign Language-3. 100 Units.

American Sign Language is the language of the deaf in the United States and much of Canada. It is a full-fledged autonomous language, unrelated to English or other spoken languages. This is the third course in the introductory series that teaches the student basic vocabulary and grammatical structure, as well as aspects of deaf culture.

Instructor(s): Drucilla Ronchen Terms Offered: Spring

Prerequisite(s): ASLG 10200

ASLG 10400-10500-10600. Intermediate American Sign Language I-II-III.

This course continues to increase grammatical structure, receptive and expressive skills, conversational skills, basic linguistic convergence, and knowledge of idioms. Field trip required.

ASLG 10400. Intermediate ASL-1. 100 Units.

This course continues to increase grammatical structure, receptive and expressive skills, conversational skills, basic linguistic convergence, and knowledge of idioms. Field trip required

Instructor(s): Drucilla Ronchen Terms Offered: Autumn

Prerequisite(s): ASLG 10300

ASLG 10500. Intermediate ASL-2. 100 Units.

Instructor(s): Drucilla Ronchen Terms Offered: Winter

Prerequisite(s): ASLG 10400

ASLG 10600. Intermediate American Sign Language III. 100 Units.

This is the third course in the Intermediate series. In this course we continue to increase grammatical structure, receptive and expressive skills, conversational skills, basic linguistic convergence, and knowledge of idioms. Field trip required.

Instructor(s): Drucilla Ronchen Terms Offered: Spring

Prerequisite(s): ASLG 10500

ASLG 10500. Intermediate ASL-2. 100 Units.

Instructor(s): Drucilla Ronchen Terms Offered: Winter

Prerequisite(s): ASLG 10400

ASLG 10600. Intermediate American Sign Language III. 100 Units.

This is the third course in the Intermediate series. In this course we continue to increase grammatical structure, receptive and expressive skills, conversational skills, basic linguistic convergence, and knowledge of idioms. Field trip required.

Instructor(s): Drucilla Ronchen Terms Offered: Spring

Prerequisite(s): ASLG 10500

MODERN GREEK COURSES**MOGK 10100-10200-10300. Elementary Modern Greek I-II-III.**

Sequence description not available.

MOGK 10100. Elementary Modern Greek I. 100 Units.

This course aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge. The course will familiarize the students with the Greek alphabet, Modern Greek pronunciation rules and the basic morphology and syntax, with an emphasis on reading and conversational skills. The students will be able to communicate minimally with formulaic and rote utterances and produce words, phrases and lists.

Instructor(s): Chrysanthi Koutsiviti Terms Offered: Autumn

Equivalent Course(s): MOGK 30100

MOGK 10200. Elementary Modern Greek II. 100 Units.

This course aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge. The course will familiarize the students with the basic morphology and syntax, with an emphasis on reading and conversational skills. The students will be able to handle a variety of tasks and manage an uncomplicated situation using mostly formulaic and rote utterances. They will also be able to express personal meaning forming paragraphs.

Instructor(s): Chrysanthi Koutsiviti Terms Offered: Winter

Prerequisite(s): MOGK 10100/30100 or consent of instructor

Equivalent Course(s): MOGK 30200

MOGK 10300. Elementary Modern Greek III. 100 Units.

This course aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge.

Instructor(s): Chrysanthi Koutsiviti Terms Offered: Spring

Prerequisite(s): MOGK 10200/30200 or consent of instructor

Equivalent Course(s): MOGK 30300

MOGK 10200. Elementary Modern Greek II. 100 Units.

This course aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge. The course will familiarize the students with the basic morphology and syntax, with an emphasis on reading and conversational skills. The students will be able to handle a variety of tasks and manage an uncomplicated situation using mostly formulaic and rote utterances. They will also be able to express personal meaning forming paragraphs.

Instructor(s): Chrysanthi Koutsiviti Terms Offered: Winter

Prerequisite(s): MOGK 10100/30100 or consent of instructor

Equivalent Course(s): MOGK 30200

MOGK 10300. Elementary Modern Greek III. 100 Units.

This course aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge.

Instructor(s): Chrysanthi Koutsiviti Terms Offered: Spring

Prerequisite(s): MOGK 10200/30200 or consent of instructor

Equivalent Course(s): MOGK 30300

MOGK 20100-20200-20300. Intermediate Modern Greek I-II-III.

No sequence description available.

MOGK 20100. Intermediate Modern Greek-1. 100 Units.

This course aims to enable students to attain conversational fluency and to become independent users of the language who deal effectively and with a good deal of accuracy. They are expected to handle successfully a variety of uncomplicated communicative tasks and to express personal meaning by creating with the language; to ask a variety of questions to obtain simple information to satisfy needs, such as directions, prices and services. Overall they are expected to have a significant quantity and quality of language.

Prerequisite(s): MOGK 10300/30300 Equivalent Course(s): NELG 20100

Instructor(s): Chrysanthi Koutsiviti Terms Offered: Autumn

Prerequisite(s): MOGK 10300/30300

MOGK 20200. Intermediate Modern Greek II. 100 Units.

This course aims to enable students to attain conversational fluency and to become independent users of the language who deal effectively and with a good deal of accuracy. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests and areas of competence. They can also speak about some topics related to employment, current events and matters of public and community interest. They are able to create with language, ask questions, narrate and describe in all major time frames using connected discourse of paragraph length.

Instructor(s): Chrysanthi Koutsiviti Terms Offered: Winter

Prerequisite(s): MOGK 20100

MOGK 20300. Intermediate Modern Greek III. 100 Units.

This course aims to enable students to attain conversational fluency and to become independent users of the language who deal effectively and with a good deal of accuracy.

Instructor(s): Chrysanthi Koutsiviti Terms Offered: Spring

Prerequisite(s): MOGK 20200

MOGK 20200. Intermediate Modern Greek II. 100 Units.

This course aims to enable students to attain conversational fluency and to become independent users of the language who deal effectively and with a good deal of accuracy. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests and areas of competence. They can also speak about some topics related to employment, current events and matters of public and community interest. They are able to create with language, ask questions, narrate and describe in all major time frames using connected discourse of paragraph length.

Instructor(s): Chrysanthi Koutsiviti Terms Offered: Winter

Prerequisite(s): MOGK 20100

MOGK 20300. Intermediate Modern Greek III. 100 Units.

This course aims to enable students to attain conversational fluency and to become independent users of the language who deal effectively and with a good deal of accuracy.

Instructor(s): Chrysanthi Koutsiviti Terms Offered: Spring

Prerequisite(s): MOGK 20200

SWAHILI COURSES**SWAH 25200-25300-25400. Swahili I-II-III.**

No sequence description available.

SWAH 25200. Swahili I. 100 Units.

This course is designed to help students acquire communicative competence in Swahili and a basic understanding of its structures. Through a variety of exercises, students develop both oral and writing skills.

Instructor(s): Fidele Mpiranya Terms Offered: Autumn

Equivalent Course(s): SWAH 35200

SWAH 25300. Swahili II. 100 Units.

This course is designed to help students acquire communicative competence in Swahili and a basic understanding of its structures. Through a variety of exercises, students develop both oral and writing skills.

Instructor(s): Fidele Mpiranya Terms Offered: Winter

Prerequisite(s): SWAH 25200 or consent of instructor

Equivalent Course(s): SWAH 35300

SWAH 25400. Swahili III. 100 Units.

This course is designed to help students acquire communicative competence in Swahili and a basic understanding of its structures. Through a variety of exercises, students develop both oral and writing skills.

Instructor(s): F. Mpiranya Terms Offered: Spring

Prerequisite(s): SWAH 25300 or consent of instructor

Equivalent Course(s): SWAH 35400

SWAH 25300. Swahili II. 100 Units.

This course is designed to help students acquire communicative competence in Swahili and a basic understanding of its structures. Through a variety of exercises, students develop both oral and writing skills.

Instructor(s): Fidele Mpiranya Terms Offered: Winter

Prerequisite(s): SWAH 25200 or consent of instructor

Equivalent Course(s): SWAH 35300

SWAH 25400. Swahili III. 100 Units.

This course is designed to help students acquire communicative competence in Swahili and a basic understanding of its structures. Through a variety of exercises, students develop both oral and writing skills.

Instructor(s): F. Mpiranya Terms Offered: Spring

Prerequisite(s): SWAH 25300 or consent of instructor

Equivalent Course(s): SWAH 35400



MATHEMATICS

Department Website: <http://math.uchicago.edu>

PROGRAM OF STUDY

The Department of Mathematics provides an environment of research and comprehensive instruction in mathematics and applied mathematics at both undergraduate and graduate levels. Both a BA and a BS program in mathematics are offered, including a BS degree in applied mathematics and a BS degree in mathematics with a specialization in economics. Students in other fields of study may also complete a minor in mathematics; information follows the description of the major.

The requirements for a degree in mathematics or in applied mathematics express the educational intent of the Department of Mathematics; they are drawn with an eye toward the cumulative character of an education based in mathematics, the present emerging state of mathematics, and the scholarly and professional prerequisites of an academic career in mathematics.

Requirements for each bachelor's degree look to the advancement of students' general education in modern mathematics and their knowledge of its relation with the other sciences (BS) or with the other arts (BA).

Descriptions of the detailed requirements that give meaning to these educational intentions follow. Students should understand that any particular degree requirement can be modified if persuasive reasons are presented to the department; petitions to modify requirements are submitted in person to the director of undergraduate studies or to one of the departmental counselors. Students should note that only one undergraduate degree may be earned from the Department of Mathematics.

PLACEMENT

At what level does an entering student begin mathematics at the University of Chicago? Every entering student must take the mathematics placement test. This online test must be taken during the summer before arrival on campus. Scores on the mathematics placement test, combined with a student's high school record, determine the appropriate beginning mathematics course for each student:

- MATH 11200 Studies In Mathematics I
- MATH 13100 Elem Functions and Calculus I
- MATH 15100 Calculus I
- MATH 15200 Calculus II
- MATH 15300 Calculus III

Students who receive a sufficiently high score on the mathematics placement test may receive an invitation to enroll in MATH 16100 Honors Calculus I /MATH 16110 Honors Calculus I (IBL). On the basis of the online placement exam results, students may also be invited to take an on-campus higher-level mathematics placement test prior to the start of Autumn Quarter, which would allow placement into courses at a higher level than MATH 15300 Calculus III.

Students planning to continue with higher level mathematics or other disciplines requiring advanced mathematics are urged to take this on-campus higher-level exam. On the basis of this exam, a student may receive placement into:

- MATH 15910 Introduction to Proofs in Analysis
- MATH 19520 Mathematical Methods for Social Sciences
- MATH 19620 Linear Algebra
- MATH 20000 Mathematical Methods for Physical Sciences I
- MATH 20250 Abstract Linear Algebra
- MATH 20300 Analysis in Rn I

Students may also be invited to begin MATH 16100 Honors Calculus I/MATH 16110 Honors Calculus I (IBL) or MATH 20700 Honors Analysis in Rn I. Students who are invited to begin Honors Calculus are encouraged to forgo credit in MATH 15100 Calculus I and/or MATH 15200 Calculus II in order to take the full Honors Calculus sequence, MATH 16100-16200-16300 Honors Calculus I-II-III or MATH 16110-16210-16310 Honors Calculus I (IBL); Honors Calculus II (IBL); Honors Calculus III (IBL).

On the basis of the online placement test, or with a score of 5 on the Calculus BC Advanced Placement exam, or with a score of 7 on the International Baccalaureate Higher Level Calculus exam, students may also be invited to begin MATH 16100-16200-16300 Honors Calculus I-II-III or MATH 16110-16210-16310 Honors Calculus I (IBL); Honors Calculus II (IBL); Honors Calculus III (IBL). These sequences build on the sound practical background provided in strong high school calculus courses and best prepare entering students for further study in mathematics. Students who take either version of Honors Calculus forgo placement out of MATH 15100 Calculus I and/or MATH 15200 Calculus II in order to take one of these full Honors Calculus sequences.

A small number of students each year receive placement recommendations beyond Honors Calculus. Admission to MATH 20700 Honors Analysis in Rn I is by invitation only to those first-year students with superior performance on the higher-level mathematics placement test or to those sophomores who receive a strong recommendation from their instructor in MATH 16100-16200-16300 Honors Calculus I-II-III or MATH 16110-16210-16310 Honors Calculus I (IBL); Honors Calculus II (IBL); Honors Calculus III (IBL). Students who are granted three quarters of calculus placement on the basis of the higher-level mathematics placement test and who do not qualify for admission to MATH 20700 Honors Analysis in Rn I will place into MATH 15910 Introduction to Proofs in Analysis or MATH 20250 Abstract Linear Algebra/MATH 20300 Analysis in Rn I. This former option includes the possible starting points of MATH 19520 Mathematical Methods for Social Sciences, MATH 19620 Linear Algebra, or MATH 20000 Mathematical Methods for Physical Sciences I. Such students may also consult with one of the departmental counselors about the option of beginning with MATH 16100 Honors Calculus I/ MATH 16110 Honors Calculus I (IBL) so that they would be eligible for admission to Honors Analysis the following year.

Students who submit a score of 5 on the Calculus AB Advanced Placement exam in mathematics receive placement into MATH 15100 Calculus I. Students who submit scores of 4 or 5 on the AP Calculus BC exam or a 7 on the International Baccalaureate Higher Level Calculus exam receive placement into MATH 15200 Calculus II. Currently no course credit or placement is offered in the Department of Mathematics at the University of Chicago for British A-level or O-level examinations, and students with these backgrounds are strongly encouraged to take the higher-level mathematics placement test.

PROGRAM REQUIREMENTS

Undergraduate Programs

Four bachelor's degrees are available in the Department of Mathematics: the BA in mathematics, the BS in mathematics, the BS in applied mathematics, and the BS in mathematics with specialization in economics. Programs qualifying students for the degree of BA provide more elective freedom. Programs qualifying students for the degrees of BS require more emphasis in the physical sciences, while the BS in mathematics with specialization in economics has its own set of specialized courses with more electives in economics in place of electives in the physical sciences. All degree programs, whether qualifying students for a degree in mathematics or in applied mathematics, require fulfillment of the College's general education requirements. The general education sequence in the physical sciences must be selected from either first-year chemistry or first-year physics.

Except for the BS in mathematics with specialization in economics, each degree requires at least five courses outside mathematics (detailed descriptions follow for each degree). These courses must be within the Physical Sciences Collegiate Division (PSCD) or from Computational Neuroscience (CPNS). One of these courses must complete the three-quarter sequence in basic chemistry or basic physics. At least two of these courses must be from a single department and all must be chosen from among Astronomy (20000 or above), Chemistry, Computer Science (12000s or above), Physics (12000s or above), Geophysical Sciences, Statistics (22000 or above), Computational Neuroscience, or Molecular Engineering. Graduate courses from these departments may also be used to fulfill these requirements. Please note in particular the different requirements outside of mathematics described below in the degree program for the BS in mathematics with specialization in economics.

Degree Programs in Mathematics

Students who are majoring in mathematics are required to complete: a 10000-level sequence in calculus (or to demonstrate equivalent competence on the higher-level mathematics placement test); either MATH 16300 Honors Calculus III or MATH 16310 Honors Calculus III (IBL) as the third quarter of the calculus sequence or MATH 15910 Introduction to Proofs in Analysis; the linear algebra course MATH 20250 Abstract Linear Algebra; a three-quarter sequence in analysis (3 Course Seq Code Title not found for MATH 20300 or MATH 20310-20410-20510 Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated) or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III); and one quarter of an algebra sequence (MATH 25400-25500 Basic Algebra I-II or MATH 25700-25800-25900 Honors Basic Algebra I-II-III). Students may not use both MATH 15910 Introduction to Proofs in Analysis and (MATH 16300 Honors Calculus III/MATH 16310 Honors Calculus III (IBL)) to meet major or minor requirements. For students whose first mathematics course at the University of Chicago is MATH 20700 Honors Analysis in Rn I, the MATH 15910 Introduction to Proofs in Analysis/MATH 16300 Honors Calculus III/MATH 16310 Honors Calculus III (IBL) requirement is waived. For students who complete MATH 20700 Honors Analysis in Rn I, the MATH 20250 Abstract Linear Algebra requirement is waived, but the student must then take an additional course from the List of Approved Courses.

Candidates for the BA and BS in mathematics take at least one course in basic algebra. BA candidates may opt for the first quarter of either the regular or the honors sequence (or MATH 25700-25800-25900 Honors Basic Algebra I-II-III), whereas candidates for the BS degree must take the first two quarters of one of the two sequences. MATH 25700-25800-25900 Honors Basic Algebra I-II-III is designated as an honors version of Basic Algebra. Registration for this course is the option of the individual student, but consultation with one of the departmental counselors is strongly advised.

The remaining mathematics courses needed in the programs (three for the BA, two for the BS) must be selected, with due regard for prerequisites, from the following list of approved mathematics courses. Note that STAT 25100 Introduction to Mathematical Probability or STAT 25150 Introduction to Mathematical Probability-A also meet the requirement. BA candidates may include MATH 25500 Basic Algebra II or MATH 25800 Honors

Basic Algebra II. Mathematics courses in the Paris Mathematics program each Spring Quarter may also be used to meet this requirement.

List of Approved Courses

MATH 17500	Basic Number Theory	100
MATH 17600	Basic Geometry	100
MATH 21100	Basic Numerical Analysis	100
MATH 21200	Advanced Numerical Analysis	100
MATH 23500	Markov Chains, Martingales, and Brownian Motion	100
MATH 24100	Topics in Geometry	100
MATH 24200	Algebraic Number Theory	100
MATH 24300	Intro To Algebraic Curves	100
MATH 24400	Introduction to Algebraic Geometry	100
MATH 25900	Honors Basic Algebra III	100
MATH 26200	Point-Set Topology	100
MATH 26300	Introduction to Algebraic Topology	100
MATH 26700	Introduction to Representation Theory of Finite Groups	100
MATH 26800	Introduction to Commutative Algebra	100
MATH 27000	Basic Complex Variables	100
MATH 27100	Measure and Integration	100
MATH 27200	Basic Functional Analysis	100
MATH 27300	Basic Theory of Ordinary Differential Equations	100
MATH 27400	Introduction to Differentiable Manifolds and Integration on Manifolds	100
MATH 27500	Basic Theory of Partial Differential Equations	100
MATH 27600	Dynamical Systems	100
MATH 27700	Mathematical Logic I	100
MATH 27800	Mathematical Logic II	100
MATH 28000	Introduction to Formal Languages	100
MATH 28100	Introduction to Complexity Theory	100
MATH 28410	Honors Combinatorics	100
MATH 29200	Chaos, Complexity And Computers	100
MATH 29700	Proseminar in Mathematics *	100
MATH 30200	Computability Theory I	100
MATH 30300	Computability Theory II	100
MATH 30900	Model Theory I	100
MATH 31000	Model Theory II	100
MATH 31200	Analysis I	100
MATH 31300	Analysis II	100
MATH 31400	Analysis III	100
MATH 31700	Topology and Geometry I	100
MATH 31800	Topology and Geometry II	100
MATH 31900	Topology and Geometry III	100
MATH 32500	Algebra I	100
MATH 32600	Algebra II	100
MATH 32700	Algebra III	100
STAT 25100	Introduction to Mathematical Probability	100
STAT 25150	Introduction to Mathematical Probability-A	100

* as approved

No course from any professional school or program—including the University of Chicago Booth School of Business, the University of Chicago Harris School of Public Policy, Toyota Technological Institute at Chicago, and Financial Mathematics—may be used to satisfy requirements for the undergraduate degree in mathematics.

BS candidates are further required to select a minor field, which consists of three additional courses that are outside the Department of Mathematics and either are within the same department in the Physical Sciences

Collegiate Division (PSCD) or are among Computational Neuroscience (CPNS) courses. These courses must be chosen in consultation with one of the departmental counselors.

SUMMARIES OF REQUIREMENTS

Summary of Requirements: Mathematics BA

GENERAL EDUCATION

One of the following sequences:	200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II
CHEM 11100-11200	Comprehensive General Chemistry I-II (or equivalent) *
PHYS 12100-12200	General Physics I-II (or higher) * ⁺
One of the following sequences:	200
MATH 13100-13200	Elementary Functions and Calculus I-II
MATH 15100-15200	Calculus I-II
MATH 16100-16200	Honors Calculus I-II *
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL) *
Total Units	400

MAJOR

One of the following:	100
CHEM 11300	Comprehensive General Chemistry III (or equivalent) *
PHYS 12300	General Physics III (or higher) * ⁺
One of the following: **	100
MATH 16300	Honors Calculus III
MATH 16310	Honors Calculus III (IBL)
MATH 15910	Introduction to Proofs in Analysis
MATH 20250	Abstract Linear Algebra
One of the following:	300
MATH 20300 & MATH 20400 & MATH 20500	Analysis in Rn I and Analysis in Rn II and Analysis in Rn III
MATH 20310-20410-20510	Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated)
MATH 20700-20800-20900	Honors Analysis in Rn I-II-III ^

Two mathematics courses chosen from the List of Approved Courses 200

Four courses within the PSCD^{***} or from CPNS but outside of mathematics, at least two of which should be taken in a single department 400

BA Specific

One of the following:	100
MATH 25400	Basic Algebra-I
MATH 25700	Honors Basic Algebra I
One of the following:	100
MATH 25500	Basic Algebra II
MATH 25800	Honors Basic Algebra II
A course from the List of Approved Courses	
Total Units	1400

Summary of Requirements: Mathematics BS

GENERAL EDUCATION

One of the following sequences:	200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II
CHEM 11100-11200	Comprehensive General Chemistry I-II (or equivalent) *
PHYS 12100-12200	General Physics I-II (or higher) * ⁺
One of the following sequences:	200

MATH 13100-13200	Elementary Functions and Calculus I-II	
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II *	
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL)	
Total Units		400
MAJOR		
One of the following:		100
CHEM 11300	Comprehensive General Chemistry III (or equivalent) *	
PHYS 12300	General Physics III (or higher) * +	
One of the following: **		100
MATH 16300	Honors Calculus III	
MATH 16310	Honors Calculus III (IBL)	
MATH 15910	Introduction to Proofs in Analysis	
MATH 20250	Abstract Linear Algebra	100
One of the following:		300
MATH 20300 & MATH 20400 & MATH 20500	Analysis in Rn I and Analysis in Rn II and Analysis in Rn III	
MATH 20310-20410-20510	Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated)	
MATH 20700-20800-20900	Honors Analysis in Rn I-II-III ^	
Two Mathematics courses chosen from the List of Approved Courses		200
Four courses within the PSCD or from CPNS but outside of mathematics, at least two of which should be taken in a single department ***		400
BS Specific		
One of the following:		200
MATH 25400-25500	Basic Algebra I-II	
MATH 25700 & MATH 25800	Honors Basic Algebra I and Honors Basic Algebra II	
Three courses that are not MATH courses but are either from the same PSCD department or CPNS		300
Total Units		1700

* Credit may be granted by examination.

** Students who complete (or receive credit for) MATH 13300 Elementary Functions and Calculus III or MATH 15300 Calculus III must use these courses as general electives, and MATH 15910 Introduction to Proofs in Analysis must be completed for the major.

*** May include ASTR 13300 Introduction to Astrophysics, BIOS 24231 Methods in Computational Neuroscience and BIOS 24232 Computational Approaches to Cognitive Neuroscience, or AP credit for STAT 22000 Statistical Methods and Applications, CHEM 11100 Comprehensive General Chemistry I, and/or PHYS 12100-12200 General Physics I-II. May include any CMSC course numbered 12100 or above. May not include any PHSC course.

+ The sequence PHYS 13100-13200 Mechanics; Electricity and Magnetism is recommended for mathematics majors.

^ Students who complete MATH 20700 Honors Analysis in Rn I will not be required to take MATH 20250 Abstract Linear Algebra; in its place they will take an additional course from the List of Approved Courses.

Degree Program in Applied Mathematics

Candidates for the BS in applied mathematics all take prescribed courses in numerical analysis, algebra, complex variables, ordinary differential equations, and partial differential equations. In addition, candidates are required to select, in consultation with one of the departmental counselors, a secondary field, which consists of three additional courses from a single department that is outside the Department of Mathematics but within the Physical Sciences Collegiate Division or among Computational Neuroscience (CPNS) courses.

Summary of Requirements: BS in Applied Mathematics

GENERAL EDUCATION

One of the following:		200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II	
CHEM 11100-11200	Comprehensive General Chemistry I-II (or equivalent) *	
PHYS 12100-12200	General Physics I-II (or higher) **+	
One of the following:		200
MATH 13100-13200	Elementary Functions and Calculus I-II	
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II *	
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL)	
Total Units		400

MAJOR

One of the following:		100
CHEM 11300	Comprehensive General Chemistry III (or equivalent) *	
PHYS 12300	General Physics III (or higher) **+	
One of the following:**		100
MATH 16300	Honors Calculus III	
MATH 16310	Honors Calculus III (IBL)	
MATH 15910	Introduction to Proofs in Analysis	
MATH 20250	Abstract Linear Algebra	100
One of the following:		300
MATH 20300 & MATH 20400 & MATH 20500	Analysis in Rn I and Analysis in Rn II and Analysis in Rn III	
MATH 20310-20410-20510	Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated)	
MATH 20700-20800-20900	Honors Analysis in Rn I-II-III	
One of the following:		100
MATH 21100	Basic Numerical Analysis	
MATH 21200	Advanced Numerical Analysis	
One of the following:		100
MATH 25400	Basic Algebra-1	
MATH 25700	Honors Basic Algebra I	
All three of the following courses:		300
MATH 27000	Basic Complex Variables	
MATH 27300	Basic Theory of Ordinary Differential Equations	
MATH 27500	Basic Theory of Partial Differential Equations	
Six courses that are not MATH courses but are either within the PSCD or from CPNS, at least three of which should be taken in a single department **		600
Total Units		1700

* Credit may be granted by examination.

** See restrictions on certain courses listed under previous summary.

+ The sequence PHYS 13100-13200 Mechanics; Electricity and Magnetism is recommended for mathematics majors.

Degree Program in Mathematics with Specialization in Economics

This program is a version of the BS in mathematics. The BS degree is in mathematics with the designation "with specialization in economics" included on the final transcript. Candidates are required to complete a yearlong sequence in calculus, MATH 15910 Introduction to Proofs in Analysis if the calculus sequence did not terminate with MATH 16300 Honors Calculus III/MATH 16310 Honors Calculus III (IBL), the one-quarter course MATH 20250 Abstract Linear Algebra, a yearlong sequence in analysis (3 Course Seq Code Title not found for MATH 20300 or MATH 20310-20410-20510 Analysis in Rn I (accelerated); Analysis in Rn II (accelerated);

Analysis in Rn III (accelerated) or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III), and one quarter of abstract algebra (MATH 25400 Basic Algebra-1 or MATH 25700 Honors Basic Algebra I), and earn a grade of at least C- in each course. Students must also take STAT 25100 Introduction to Mathematical Probability or STAT 25150 Introduction to Mathematical Probability-A. The remaining two mathematics courses must be among the following five: MATH 27000 Basic Complex Variables, MATH 27100 Measure and Integration, MATH 27200 Basic Functional Analysis, MATH 27300 Basic Theory of Ordinary Differential Equations, or MATH 23500 Markov Chains, Martingales, and Brownian Motion. A C average or higher must be earned in these two courses.

In addition to the third quarter of basic chemistry or basic physics, the eight courses required outside the Department of Mathematics must include STAT 23400 Statistical Models and Methods or STAT 24400 Statistical Theory and Methods I. The remaining seven courses should be in the Department of Economics and must include ECON 20000-20100-20200 The Elements of Economic Analysis I-II-III or ECON 20010-ECON 20110-ECON 20210 The Elements of Economic Analysis: Honors I-II-III and either ECON 20900 Econometrics: Honors or ECON 21000 Econometrics A. The remaining two courses may be chosen from any undergraduate economics course numbered higher than ECON 20210 The Elements of Economic Analysis III Honors. A University of Chicago Booth School of Business course may be considered for elective credit if the course requires the equivalent of ECON 20100 as a prerequisite and is numbered as a Chicago Booth 40000 or higher course. Additionally, the course needs to pertain to the application of economic theory to a course subject that is not offered by the Department of Economics. Courses such as accounting, investments, and entrepreneurship will not be considered for economics elective credit. Consideration for elective credit must be done by petition before a student registers for the course. There will be no retroactive consideration for credit. Students must earn a grade of C or higher in each course taken in economics to be eligible for this degree.

It is recommended that students considering graduate work in economics use some of their electives to include at least one programming course (CMSC 15100 Introduction to Computer Science I is strongly recommended) and an additional course in statistics (2 Course Seq Code Title not found for STAT 24400 or STAT 24410 Statistical Theory and Methods Ia and STAT 24500 Statistical Theory and Methods II are appropriate two-quarter sequences). Students planning to apply to graduate economics programs are strongly encouraged to meet with one of the economics undergraduate program directors before the beginning of their third year.

Summary of Requirements: BS in Mathematics with Specialization in Economics

GENERAL EDUCATION

One of the following sequences:	200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II
CHEM 11100-11200	Comprehensive General Chemistry I-II (or equivalent) *
PHYS 12100-12200	General Physics I-II (or higher) *+
One of the following sequences:	200
MATH 13100-13200	Elementary Functions and Calculus I-II
MATH 15100-15200	Calculus I-II
MATH 16100-16200	Honors Calculus I-II *
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL)
Total Units	400

MAJOR

One of the following:	100
CHEM 11300	Comprehensive General Chemistry III (or higher) *
PHYS 12300	General Physics III (or higher) *+
One of the following: **	100
MATH 16300	Honors Calculus III
MATH 16310	Honors Calculus III (IBL)
MATH 15910	Introduction to Proofs in Analysis
MATH 20250	Abstract Linear Algebra
One of the following:	300
MATH 20300 & MATH 20400 & MATH 20500	Analysis in Rn I and Analysis in Rn II and Analysis in Rn III
MATH 20310-20410-20510	Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated)
MATH 20700-20800-20900	Honors Analysis in Rn I-II-III

One of the following:		100
MATH 25400	Basic Algebra-1	
MATH 25700	Honors Basic Algebra I	
Two of the following:		200
MATH 27000	Basic Complex Variables	
MATH 27100	Measure and Integration	
MATH 27200	Basic Functional Analysis	
MATH 27300	Basic Theory of Ordinary Differential Equations	
MATH 23500	Markov Chains, Martingales, and Brownian Motion	
One of the following:		100
STAT 25100	Introduction to Mathematical Probability	
STAT 25150	Introduction to Mathematical Probability-A	
One of the following:		100
STAT 23400	Statistical Models and Methods	
STAT 24400	Statistical Theory and Methods I	
STAT 24410	Statistical Theory and Methods Ia	
One of the following:		300
ECON 20000-20100-20200	The Elements of Economic Analysis I-II-III	
ECON 20010-20110-20210	The Elements of Economic Analysis: Honors I-II-III	
One of the following:		100
ECON 21020	Econometrics	
ECON 21030	Econometrics - Honors	
Three Economics courses numbered higher than 20210		300
Total Units		1800

* Credit may be granted by examination.

** See restrictions on certain courses listed under earlier summary.

+ The sequence PHYS 13100-13200 Mechanics; Electricity and Magnetism is recommended for mathematics majors.

GRADING

Subject to College grading requirements and grading requirements for the major and with consent of instructor, students (except students who are majoring in mathematics or applied mathematics) may take any mathematics course beyond the second quarter of calculus for either a quality grade or for P/F grading. A Pass grade is given only for work of C- quality or higher.

All courses taken to meet requirements in the mathematics major must be taken for quality grades. A grade of C- or higher must be earned in each calculus, analysis, or algebra course; and an overall grade average of C or higher must be earned in the remaining mathematics courses that a student uses to meet requirements for the major. Students must earn a grade of C or higher in each course taken in economics for the degree in mathematics with a specialization in economics. Mathematics or applied mathematics students may take any 20000-level mathematics courses elected beyond program requirements for P/F grading.

Incompletes are given in the Department of Mathematics only to those students who have completed most of the course work at passing quality and who are unable to complete some small portion of the course work by the end of the quarter. Arrangements are made between the instructor and the student.

HONORS

The BA or BS with honors is awarded to students who, while meeting requirements for one of the mathematics degrees, also meet the following requirements: (1) a GPA of 3.25 or higher in mathematics courses and a 3.0 or higher overall; (2) no grade below C- and no grade of W in any mathematics course; (3) completion of at least one honors sequence (either MATH 20700-20800-20900 Honors Analysis in \mathbb{R}^n I-II-III or MATH 25700-25800-25900 Honors Basic Algebra I-II-III) with grades of B- or higher in each quarter; and (4) completion with a grade of B- or higher of at least five mathematics courses chosen from the list that follows so that at least one course comes from each group (i.e., algebra, analysis, and topology). No course may be used to satisfy both requirement (3) and requirement (4). If both honors sequences are taken, one sequence may be used for requirement (3) and one sequence may be used for up to three of the five courses in requirement (4).

Algebra Courses

MATH 24100	Topics in Geometry	100
MATH 24200	Algebraic Number Theory	100
MATH 24300	Intro To Algebraic Curves	100
MATH 24400	Introduction to Algebraic Geometry	100
MATH 25700	Honors Basic Algebra I	100
MATH 25800	Honors Basic Algebra II	100
MATH 25900	Honors Basic Algebra III	100
MATH 26700	Introduction to Representation Theory of Finite Groups	100
MATH 26800	Introduction to Commutative Algebra	100
MATH 27700	Mathematical Logic I	100
MATH 27800	Mathematical Logic II	100
MATH 28410	Honors Combinatorics	100
MATH 32500	Algebra I	100
MATH 32600	Algebra II	100
MATH 32700	Algebra III	100

Analysis Courses

MATH 20700	Honors Analysis in Rn I	100
MATH 20800	Honors Analysis in Rn II	100
MATH 20900	Honors Analysis in Rn III	100
MATH 23500	Markov Chains, Martingales, and Brownian Motion	100
MATH 27000	Basic Complex Variables	100
MATH 27100	Measure and Integration	100
MATH 27200	Basic Functional Analysis	100
MATH 27300	Basic Theory of Ordinary Differential Equations	100
MATH 27400	Introduction to Differentiable Manifolds and Integration on Manifolds	100
MATH 27500	Basic Theory of Partial Differential Equations	100
MATH 27600	Dynamical Systems	100
MATH 31200	Analysis I	100
MATH 31300	Analysis II	100
MATH 31400	Analysis III	100

Topology Courses

MATH 26200	Point-Set Topology	100
MATH 26300	Introduction to Algebraic Topology	100
MATH 31700	Topology and Geometry I	100
MATH 31800	Topology and Geometry II	100
MATH 31900	Topology and Geometry III	100

With departmental approval, MATH 29700 Proseminar in Mathematics, or any course(s) in the Paris Mathematics Program, may be chosen so that it falls in one of the three groups. One of the three Paris courses each year will be designated as a replacement for MATH 25500 Basic Algebra II for students wishing to complete the BS degree. Additionally, one of the three Paris courses each year will be designated as a replacement for MATH 25900 Honors Basic Algebra III for candidates who are working toward graduation with honors. Courses taken for the honors requirements (3) and (4) also may be counted toward courses taken to meet requirements for the major. Students who wish to be considered for honors should consult with one of the departmental counselors no later than Spring Quarter of their third year.

MINOR PROGRAM IN MATHEMATICS

The minor in mathematics requires a total of six or seven courses in mathematics, depending on whether or not MATH 15910 Introduction to Proofs in Analysis, MATH 16300 Honors Calculus III or MATH 16310 Honors Calculus III (IBL) is required in another degree program. If it is not used elsewhere, MATH 15910 Introduction to Proofs in Analysis, MATH 16300 Honors Calculus III or MATH 16310 Honors Calculus III (IBL) must be included in the minor, for a total of seven courses. The remaining six courses must include the linear algebra course MATH 20250 Abstract Linear Algebra, a three-course sequence in analysis 3 Course Seq Code Title not found for MATH 20300 or MATH 20310-20410-20510 Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated) or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III), and the first course in one of the algebra sequences (MATH 25400 Basic Algebra-1 or MATH 25700 Honors Basic Algebra I). The sixth course

may be chosen from either the second course in one of the algebra sequences (MATH 25500 Basic Algebra II or MATH 25800 Honors Basic Algebra II) or a mathematics course numbered 23000 or higher chosen in consultation with the director of undergraduate studies or one of the departmental counselors. A student who completes MATH 20700 Honors Analysis in Rn I is not obligated to take MATH 20250 Abstract Linear Algebra, but should instead select another mathematics course numbered 23000 or higher. Under special circumstances and to avoid double counting, students may also use mathematics courses numbered 23000 or higher to substitute for up to two quarters of analysis or algebra, if these are required in another degree program.

No course in the minor can be double counted with the student's major(s) or with other minors; nor can it be counted toward general education requirements. Students must earn a grade of at least C- in each of the courses in the mathematics minor. More than one-half of the requirements for a minor must be met by registering for courses bearing University of Chicago course numbers.

Students must meet with the director of undergraduate studies or one of the departmental counselors by Spring Quarter of their third year to declare their intention to complete a minor program in mathematics and to obtain approval for the minor on a form obtained from their College adviser. Courses for the minor are chosen in consultation with the director of undergraduate studies or one of the departmental counselors.

PARIS MATHEMATICS PROGRAM ([HTTP://STUDY-ABROAD.UCHICAGO.EDU/PROGRAMS/PARIS-MATHEMATICS](http://study-abroad.uchicago.edu/programs/paris-mathematics))

Each Spring Quarter, the Department of Mathematics offers a study abroad opportunity for students to take upper-level mathematics electives at the University's Center in Paris. Departmental faculty offer three successive three-week courses in specialized topics, and students also take a French language course from local French faculty. Students should have completed one of the analysis sequences (3 Course Seq Code Title not found for MATH 20300 or MATH 20310-20410-20510 Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated) or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III) and at least one quarter of one of the algebra sequences (MATH 25400 Basic Algebra-I or MATH 25700 Honors Basic Algebra I) before attending the Paris program. First round applications are due the prior Spring Quarter and should be submitted to the Study Abroad office. If the program does not reach maximum capacity, second round applications will also be accepted in the Autumn Quarter.

JOINT DEGREE PROGRAMS

BA/MS or BS/MS in Mathematics

Qualified College students may receive both a bachelor's and a master's degree in mathematics concurrently at the end of their studies in the College. Qualification consists of satisfying all requirements of each degree in mathematics. To be eligible for the joint program, a student must begin MATH 20700 Honors Analysis in Rn I in the Autumn Quarter of the student's first year. By following a program of prescribed undergraduate course sequences in mathematics and succeeding in all courses with grades no lower than A-, the student becomes eligible to enroll in graduate courses in mathematics in the student's third year. While only a few students complete the joint BA/MS program, many undergraduates enroll in graduate-level mathematics courses. Admission to all mathematics graduate courses requires prior written consent of the director or co-director of undergraduate studies.

Students should submit their application for the joint program to one of the departmental counselors as soon as possible, but no later than the Winter Quarter of their third year.

MATHEMATICS COURSES

MATH 11200-11300. Studies in Mathematics I-II.

MATH 11200 AND 11300 cover the basic conceptual foundations of mathematics by examining the ideas of number and symmetry. MATH 11200 addresses number theory, including a study of the rules of arithmetic, integral domains, primes and divisibility, congruences, and modular arithmetic. MATH 11300's main topic is symmetry and geometry, including a study of polygons, Euclidean construction, polyhedra, group theory, and topology. These courses emphasize the understanding of ideas and the ability to express them through rigorous mathematical arguments. While students may take MATH 11300 without having taken MATH 11200, it is recommended that MATH 11200 be taken first. Either course in this sequence meets the general education requirement in mathematical sciences. These courses are at the level of difficulty of the MATH 13100-13200-13300 calculus sequence.

MATH 11200. Studies In Mathematics I. 100 Units.

MATH 11200 AND 11300 cover the basic conceptual foundations of mathematics by examining the ideas of number and symmetry. MATH 11200 addresses number theory, including a study of the rules of arithmetic, integral domains, primes and divisibility, congruences, and modular arithmetic. These courses emphasize the understanding of ideas and the ability to express them through rigorous mathematical arguments. While students may take MATH 11300 without having taken MATH 11200, it is recommended that MATH 11200 be taken first. Either course in this sequence meets the general education requirement in mathematical sciences. These courses are at the level of difficulty of the MATH 13100-13200-13300 calculus sequence.

Terms Offered: Autumn

MATH 11300. Studies In Mathematics-2. 100 Units.

MATH 11200 AND 11300 cover the basic conceptual foundations of mathematics by examining the ideas of number and symmetry. MATH 11200 addresses number theory, including a study of the rules of arithmetic, integral domains, primes and divisibility, congruences, and modular arithmetic. These courses emphasize the understanding of ideas and the ability to express them through rigorous mathematical arguments. While students may take MATH 11300 without having taken MATH 11200, it is recommended that MATH 11200 be taken first. Either course in this sequence meets the general education requirement in mathematical sciences. These courses are at the level of difficulty of the MATH 13100-13200-13300 calculus sequence.

Terms Offered: Winter

Prerequisite(s): MATH 11200 recommended

MATH 11300. Studies In Mathematics-2. 100 Units.

MATH 11200 AND 11300 cover the basic conceptual foundations of mathematics by examining the ideas of number and symmetry. MATH 11200 addresses number theory, including a study of the rules of arithmetic, integral domains, primes and divisibility, congruences, and modular arithmetic. These courses emphasize the understanding of ideas and the ability to express them through rigorous mathematical arguments. While students may take MATH 11300 without having taken MATH 11200, it is recommended that MATH 11200 be taken first. Either course in this sequence meets the general education requirement in mathematical sciences. These courses are at the level of difficulty of the MATH 13100-13200-13300 calculus sequence.

Terms Offered: Winter

Prerequisite(s): MATH 11200 recommended

MATH 13100-13200-13300. Elementary Functions and Calculus I-II-III.

MATH 13100-13200-13300 is a sequence in calculus for students who need some precalculus reinforcement. The sequence completes the necessary background and covers basic calculus in three quarters. This is achieved through three regular one-hour class meetings and two mandatory one-and-one-half-hour tutorial sessions each week. A class is divided into tutorial groups of about eight students each, and these meet with an undergraduate junior tutor for problem solving related to the course. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in MATH 15100-15200-15300. Students may not take the first two quarters of this sequence for P/F grading. MATH 13100-13200 meets the general education requirement in the mathematical sciences.

MATH 13100. Elem Functions and Calculus I. 100 Units.

MATH 13100 gives a careful treatment of limits, the continuity and differentiability of algebraic functions, and applications of the derivative.

Terms Offered: Autumn Winter

Prerequisite(s): Invitation only, based on adequate performance on the mathematics placement test

MATH 13200. Elem Functions and Calculus II. 100 Units.

Topics examined in MATH 13200 include applications of differentiation; exponential, logarithmic, and trigonometric functions; the definite integral and the Fundamental Theorem of Calculus, and applications of the integral.

Terms Offered: Spring Winter

Prerequisite(s): MATH 13100

MATH 13300. Elementary Functions and Calculus III. 100 Units.

In MATH 13300, subjects include more applications of the definite integral, an introduction to infinite sequences and series and Taylor expansions. MATH 13300 also includes an introduction to multivariable calculus, such as functions of several real variables, partial derivatives, gradients, and the total derivative, and integration of functions of several variables.

Terms Offered: Spring

Prerequisite(s): MATH 13200

MATH 13200. Elem Functions and Calculus II. 100 Units.

Topics examined in MATH 13200 include applications of differentiation; exponential, logarithmic, and trigonometric functions; the definite integral and the Fundamental Theorem of Calculus, and applications of the integral.

Terms Offered: Spring Winter

Prerequisite(s): MATH 13100

MATH 13300. Elementary Functions and Calculus III. 100 Units.

In MATH 13300, subjects include more applications of the definite integral, an introduction to infinite sequences and series and Taylor expansions. MATH 13300 also includes an introduction to multivariable calculus, such as functions of several real variables, partial derivatives, gradients, and the total derivative, and integration of functions of several variables.

Terms Offered: Spring

Prerequisite(s): MATH 13200

MATH 15100-15200-15300. Calculus I-II-III.

This is the regular calculus sequence in the department. Students entering this sequence are to have mastered appropriate precalculus material and, in many cases, have had some previous experience with calculus in high school or elsewhere. All Autumn Quarter offerings of MATH 15100, 15200, and 15300 begin with a rigorous treatment of limits and limit proofs. Students may not take the first two quarters of this sequence for P/F grading. MATH 15100-15200 meets the general education requirement in mathematical sciences.

MATH 15100. Calculus I. 100 Units.

This is the first course in the regular calculus sequence in the department. Students entering this sequence are to have mastered appropriate precalculus material and, in many cases, have had some previous experience with calculus in high school or elsewhere. MATH 15100 undertakes a careful treatment of limits, the differentiation of algebraic and transcendental functions, applications of differentiation, and the Mean Value Theorem. All Autumn Quarter offerings of MATH 15100 begin with a rigorous treatment of limits and limit proofs. Students may not take the first two quarters of this sequence for P/F grading. MATH 15100-15200 meets the general education requirement in mathematical sciences.

Terms Offered: Autumn

Prerequisite(s): Superior performance on the mathematics placement test

MATH 15200. Calculus II. 100 Units.

This is the second course in the regular calculus sequence in the department. Students entering this sequence are to have mastered appropriate precalculus material and, in many cases, have had some previous experience with calculus in high school or elsewhere. MATH 15200 covers integration, techniques of integration, applications of the integral, and transcendental functions. All Autumn Quarter offerings of MATH 15200 begin with a rigorous treatment of limits and limit proofs. Students may not take the first two quarters of this sequence for P/F grading. MATH 15100-15200 meets the general education requirement in mathematical sciences.

Terms Offered: Autumn Winter

Prerequisite(s): MATH 15100; or placement based on the mathematics placement test(s) or appropriate AP score or IB score

MATH 15300. Calculus III. 100 Units.

This is the third course in the regular calculus sequence in the department. MATH 15300 covers applications of integration, an introduction to infinite sequences and series and Taylor expansions, and an introduction to multivariable calculus including functions of several real variables, partial derivatives, gradients, and the total derivative, and integration of functions of several variables. All Autumn Quarter offerings of MATH 15300 begin with a rigorous treatment of limits and limit proofs

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 15200; or placement based on the mathematics placement test(s)

MATH 15200. Calculus II. 100 Units.

This is the second course in the regular calculus sequence in the department. Students entering this sequence are to have mastered appropriate precalculus material and, in many cases, have had some previous experience with calculus in high school or elsewhere. MATH 15200 covers integration, techniques of integration, applications of the integral, and transcendental functions. All Autumn Quarter offerings of MATH 15200 begin with a rigorous treatment of limits and limit proofs. Students may not take the first two quarters of this sequence for P/F grading. MATH 15100-15200 meets the general education requirement in mathematical sciences.

Terms Offered: Autumn Winter

Prerequisite(s): MATH 15100; or placement based on the mathematics placement test(s) or appropriate AP score or IB score

MATH 15300. Calculus III. 100 Units.

This is the third course in the regular calculus sequence in the department. MATH 15300 covers applications of integration, an introduction to infinite sequences and series and Taylor expansions, and an introduction to multivariable calculus including functions of several real variables, partial derivatives, gradients, and the total derivative, and integration of functions of several variables. All Autumn Quarter offerings of MATH 15300 begin with a rigorous treatment of limits and limit proofs

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 15200; or placement based on the mathematics placement test(s)

MATH 15910. Introduction to Proofs in Analysis. 100 Units.

This course is intended for students who are making the transition from MATH 13300 or 15300 to MATH 20250 and MATH 20300, or for students who need more preparation in learning to read and write proofs. This course covers the fundamentals of theoretical mathematics and prepares students for upper-level mathematics courses beginning with MATH 20250 and MATH 20300. Topics include the axioms for the real numbers, completeness and the least upper bound property, the topology of the real line, and sequences and series of real and complex numbers. Students who are majoring or minoring in mathematics may not use both MATH 15910 and MATH 16300 to meet program requirements.

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 15300 or MATH 13300 or superior performance on the mathematics placement test(s)

MATH 16100-16200-16300. Honors Calculus I-II-III.

MATH 16100-16200-16300 is an honors version of MATH 15100-15200-15300. A student with a strong background in the problem-solving aspects of one-variable calculus may, by suitable achievement on the Calculus Accreditation Exam, be invited to register for MATH 16100-16200-16300. This sequence emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system. MATH 16300 also includes an introduction to multivariable calculus. At least one section of this sequence is offered as an inquiry-based learning (IBL) course. Students interested in IBL should have fluency in spoken English and an AP score of 5 on the BC Calculus exam or placement into MATH 15300. Students may not take the first two quarters of this sequence for P/F grading. MATH 16100-16200 meets the general education requirement in mathematical sciences.

MATH 16100. Honors Calculus I. 100 Units.

MATH 16100-16200-16300 is an honors version of MATH 15100-15200-15300. A student with a strong background in the problem-solving aspects of one-variable calculus may, by suitable achievement on the Calculus Accreditation Exam, be invited to register for MATH 16100-16200-16300. This sequence emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system. MATH 16300 also includes an introduction to multivariable calculus. At least one section of this sequence is offered as an inquiry-based learning (IBL) course. Students interested in IBL should have fluency in spoken English and an AP score of 5 on the BC Calculus exam or placement into MATH 15300. Students may not take the first two quarters of this sequence for P/F grading. MATH 16100-16200 meets the general education requirement in mathematical sciences. MATH 16100 emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system. Topics include a rigorous treatment of the real numbers and the least upper bound property, limits, continuity, uniform continuity, and differentiation. Prerequisite(s): Invitation only based on superior performance on the Calculus Accreditation Examination

Terms Offered: Autumn

Prerequisite(s): Invitation only based on superior performance on the mathematics placement test(s) or appropriate AP score or IB score

MATH 16200. Honors Calculus II. 100 Units.

MATH 16200 covers integration, the Fundamental Theorem of Calculus, transcendental functions, and other topics.

Terms Offered: Winter

Prerequisite(s): MATH 16100

MATH 16300. Honors Calculus III. 100 Units.

MATH 16300 covers sequences and series, power series, and Taylor series. It also includes an introduction to multivariable calculus, such as functions of several real variables, partial derivatives, gradients, and the total derivative, and integration of functions of several variables.

Terms Offered: Spring

Prerequisite(s): MATH 16200

MATH 16200. Honors Calculus II. 100 Units.

MATH 16200 covers integration, the Fundamental Theorem of Calculus, transcendental functions, and other topics.

Terms Offered: Winter

Prerequisite(s): MATH 16100

MATH 16300. Honors Calculus III. 100 Units.

MATH 16300 covers sequences and series, power series, and Taylor series. It also includes an introduction to multivariable calculus, such as functions of several real variables, partial derivatives, gradients, and the total derivative, and integration of functions of several variables.

Terms Offered: Spring

Prerequisite(s): MATH 16200

MATH 16110-16210-16310. Honors Calculus I (IBL); Honors Calculus II (IBL); Honors Calculus III (IBL)

This sequence is an Inquiry Based Learning version of MATH 16100-16200-16300 Honors Calculus I-II-III. In this alternate version of Honors Calculus, rather than having lectures from instructors, students are given "scripts" of carefully ordered theorems whose proofs they prepare outside of class and then present in class for comment and discussion. MATH 16110-16210 meets the general education requirement in mathematical sciences.

MATH 16110. Honors Calculus I (IBL) 100 Units.

MATH 16110 gives a rigorous axiomatic treatment of the continuum and its topological properties.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Invitation only based on superior performance on the mathematics placement test(s) or appropriate AP score or IB score

MATH 16210. Honors Calculus II (IBL) 100 Units.

MATH 16210 puts an arithmetic structure on the continuum, and constructs the real numbers via Dedekind cuts. There follows a rigorous treatment of limits, continuity, differentiability, integrability, and the Fundamental Theorem of Calculus.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): MATH 16110

MATH 16310. Honors Calculus III (IBL) 100 Units.

MATH 16310 continues the rigorous treatment of single-variable Calculus with a discussion of infinite series. There follows an introduction to the main ideas of multivariable Calculus, including functions of several real variables, partial derivatives, gradients, the total derivative, and integration of functions of several variables.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 16210

MATH 16210. Honors Calculus II (IBL) 100 Units.

MATH 16210 puts an arithmetic structure on the continuum, and constructs the real numbers via Dedekind cuts. There follows a rigorous treatment of limits, continuity, differentiability, integrability, and the Fundamental Theorem of Calculus.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): MATH 16110

MATH 16310. Honors Calculus III (IBL) 100 Units.

MATH 16310 continues the rigorous treatment of single-variable Calculus with a discussion of infinite series. There follows an introduction to the main ideas of multivariable Calculus, including functions of several real variables, partial derivatives, gradients, the total derivative, and integration of functions of several variables.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 16210

MATH 17500. Basic Number Theory. 100 Units.

This course covers basic properties of the integers following from the division algorithm, primes and their distribution, and congruences. Additional topics include existence of primitive roots, arithmetic functions, quadratic reciprocity, and transcendental numbers. The subject is developed in a leisurely fashion, with many explicit examples.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): MATH 16300 or MATH 16310 or MATH 15910 or MATH 15900 or MATH 19900

MATH 17600. Basic Geometry. 100 Units.

This course covers advanced topics in geometry, including Euclidean geometry, spherical geometry, and hyperbolic geometry. We emphasize rigorous development from axiomatic systems, including the approach of Hilbert. Additional topics include lattice point geometry, projective geometry, and symmetry.

Instructor(s): Staff Terms Offered: Winter. Offered every other year

Prerequisite(s): MATH 16300 or MATH 16310 or MATH 15910 or MATH 15900 or MATH 19900

MATH 19520. Mathematical Methods for Social Sciences. 100 Units.

MATH 19520 is a course in mathematical techniques for students in the social sciences. It covers the basic topics of multivariable calculus including vectors and vector functions, partial derivatives, multiple integrals, and Lagrange multipliers. It also covers an introduction to optimization, including linear programming, the simplex method, the duality theorem, and the Kuhn-Tucker theorem.

Terms Offered: Autumn, Spring, Winter

Prerequisite(s): MATH 13300 or MATH 15300 or MATH 16300 or MATH 16310

MATH 19620. Linear Algebra. 100 Units.

This course takes a concrete approach to the basic topics of linear algebra. Topics include vector geometry, systems of linear equations, vector spaces, matrices and determinants, and eigenvalue problems. Prerequisite(s): MATH 13300 or MATH 15200 or MATH 16200. Note(s): Recommended sequence for ECON majors: MATH 19620, STAT 23400, ECON 21000 in consecutive quarters.

Instructor(s): Staff Terms Offered: Autumn, Spring, Winter

Prerequisite(s): MATH 13200 or MATH 15200 or MATH 16200 or MATH 16210.

Note(s): Recommended sequence for ECON majors: MATH 19620, STAT 23400, ECON 21000 in consecutive quarters.

MATH 20000-20100. Mathematical Methods for Physical Sciences I-II.

This sequence is intended for students who are majoring in a department in the Physical Sciences Collegiate Division other than mathematics.

MATH 2000. Mathematical Methods for Physical Sciences I. 100 Units.

MATH 2000 covers multivariable calculus, including the algebra and geometry of Euclidean space, differentiation and integration of functions of several variables, vector valued functions and the classical theorems of vector analysis (i.e., theorems of Green, Gauss, and Stokes), and sequences and series of numbers and functions, including an introduction to Fourier series.

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 13300 or 15300 or 16300 or 16310; entering students by invitation only, based on superior performance on the mathematics placement tests

MATH 20100. Mathematical Methods for Physical Sciences II. 100 Units.

MATH 20100 introduces ordinary differential equations (e.g., first and second order linear differential equations, series solutions, and the Laplace transform) and complex analysis (i.e., basic properties of the complex plane and analytic functions through Cauchy's theorem).

MATH 20100. Mathematical Methods for Physical Sciences II. 100 Units.

MATH 20100 introduces ordinary differential equations (e.g., first and second order linear differential equations, series solutions, and the Laplace transform) and complex analysis (i.e., basic properties of the complex plane and analytic functions through Cauchy's theorem).

MATH 20250. Abstract Linear Algebra. 100 Units.

This is a theoretical course in linear algebra intended for students taking higher level mathematics courses.

Topics include vector spaces and linear transformations, matrices and the algebra of matrices, determinants and their properties, the geometry of \mathbb{R}^n and \mathbb{C}^n , bases, coordinates and change of basis, eigenvalues, eigenvectors, characteristic polynomial, diagonalization, special forms including QR factorization and Singular Value Decomposition, and applications.

Terms Offered: Autumn, Spring, Winter

Prerequisite(s): MATH 16300 or MATH 16310 or MATH 15910 or MATH 15900 or MATH 19900

MATH 20300. Analysis in \mathbb{R}^n I. 100 Units.

MATH 20300 covers the construction of the real numbers, the topology of \mathbb{R}^n including the Bolzano-Weierstrass and Heine-Borel theorems, and a detailed treatment of abstract metric spaces, including convergence and completeness, compact sets, continuous mappings, and more.

MATH 20400. Analysis in \mathbb{R}^n II. 100 Units.

MATH 20400 covers differentiation in \mathbb{R}^n including partial derivatives, gradients, the total derivative, the Chain Rule, optimization problems, vector-valued functions, and the Inverse and Implicit Function Theorems.

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 20700 or ((MATH 20300 or MATH 20310) AND (MATH 20250 or STAT 24300))

MATH 20500. Analysis in \mathbb{R}^n III. 100 Units.

MATH 20500 covers integration in \mathbb{R}^n including Fubini's Theorem and iterated integration, line and surface integrals, differential forms, and the theorems of Green, Gauss, and Stokes

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 20400 or MATH 20410 or MATH 20800

MATH 20310-20410-20510. Analysis in \mathbb{R}^n I (accelerated); Analysis in \mathbb{R}^n II (accelerated); Analysis in \mathbb{R}^n III (accelerated)

This sequence is an accelerated version of MATH 20300-20400-20500 Analysis in \mathbb{R}^n I-II-III.

MATH 20310. Analysis in \mathbb{R}^n I (accelerated) 100 Units.

This is an accelerated version of MATH 20300.

Instructor(s): Staff Terms Offered: Autumn, Spring, Winter

Prerequisite(s): MATH 16300 or MATH 16310 or MATH 15910 or MATH 15900 or MATH 19900. Students must have received a grade of B+ or better in MATH 16300, 16310, 15900, or 15910 in order to register for the accelerated Analysis sequence.

MATH 20410. Analysis in \mathbb{R}^n II (accelerated) 100 Units.

This is an accelerated version of MATH 20400.

Instructor(s): Staff Terms Offered: Spring Winter

Prerequisite(s): MATH 20700 or (MATH 20310 AND (MATH 20250 or STAT 24300))

MATH 20510. Analysis in \mathbb{R}^n III (accelerated) 100 Units.

This is an accelerated version of MATH 20500.

Instructor(s): Staff Terms Offered: Autumn Spring

Prerequisite(s): MATH 20800 or MATH 20410

MATH 20410. Analysis in \mathbb{R}^n II (accelerated) 100 Units.

This is an accelerated version of MATH 20400.

Instructor(s): Staff Terms Offered: Spring Winter

Prerequisite(s): MATH 20700 or (MATH 20310 AND (MATH 20250 or STAT 24300))

MATH 20510. Analysis in Rn III (accelerated) 100 Units.

This is an accelerated version of MATH 20500.

Instructor(s): Staff Terms Offered: Autumn Spring

Prerequisite(s): MATH 20800 or MATH 20410

MATH 20700-20800-20900. Honors Analysis in Rn I-II-III.

This highly theoretical sequence in analysis is intended for the most able students. Topics include the real number system, metric spaces, basic functional analysis, and the Lebesgue integral.

MATH 20700. Honors Analysis in Rn I. 100 Units.

This is the first course in a highly theoretical sequence in analysis, and is intended for the most able students.

Topics include the real number system, metric spaces, basic functional analysis, and the Lebesgue integral.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Invitation only

MATH 20800. Honors Analysis in Rn II. 100 Units.

This is the second course in a highly theoretical sequence in analysis. Topics include the real number system, metric spaces, basic functional analysis, and the Lebesgue integral.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): MATH 20700

MATH 20900. Honors Analysis in Rn III. 100 Units.

This is the third course in a highly theoretical sequence in analysis. Topics include the real number system, metric spaces, basic functional analysis, and the Lebesgue integral.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 20800

MATH 20800. Honors Analysis in Rn II. 100 Units.

This is the second course in a highly theoretical sequence in analysis. Topics include the real number system, metric spaces, basic functional analysis, and the Lebesgue integral.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): MATH 20700

MATH 20900. Honors Analysis in Rn III. 100 Units.

This is the third course in a highly theoretical sequence in analysis. Topics include the real number system, metric spaces, basic functional analysis, and the Lebesgue integral.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 20800

MATH 21100. Basic Numerical Analysis. 100 Units.

This course covers direct and iterative methods of solution of linear algebraic equations and eigenvalue problems. Topics include numerical differentiation and quadrature for functions of a single variable, approximation by polynomials and piece-wise polynomial functions, approximate solution of ordinary differential equations, and solution of nonlinear equations.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 20000 or 20250 or 20400 or 20410

MATH 21200. Advanced Numerical Analysis. 100 Units.

This course covers topics similar to those of Math 21100 but at a more rigorous level. The emphasis is on proving all of the results. Previous knowledge of numerical analysis is not required. Programming is also not required. The course makes extensive use of the material developed in the analysis sequence (ending in Math 20500 or Math 20900) and provides an introduction to other areas of analysis such as functional analysis and operator theory.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): MATH 20500 or 20510 or 20900

MATH 23500. Markov Chains, Martingales, and Brownian Motion. 100 Units.

This course discusses three of the most important types of stochastic processes: Markov chains (in both discrete and continuous time), martingales (the mathematical model of "fair games"), and Brownian motion (random continuous motion). Applications will include random walk, queueing theory, and branching processes, and may also include other areas such as optimal stopping or stochastic integration.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): STAT 25100 or STAT 25150, or STAT 24400, or MATH 20500/MATH 20510/MATH 20900 and permission of the instructor

MATH 24100. Topics in Geometry. 100 Units.

This course focuses on the interplay between abstract algebra (group theory, linear algebra, and the like) and geometry. Several of the following topics are covered: affine geometry, projective geometry, bilinear forms, orthogonal geometry, and symplectic geometry.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 25500 or 25800

Note(s): This course is offered in alternate years.

MATH 24200. Algebraic Number Theory. 100 Units.

Topics include factorization in Dedekind domains, integers in a number field, prime factorization, basic properties of ramification, and local degree.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 25500 or 25800

MATH 24300. Intro To Algebraic Curves. 100 Units.

This course covers the projective line and plane curves, both affine and projective. We also study conics and cubics, as well as the group law on the cubic. Abstract curves associated to function fields of one variable are discussed, along with the genus of a curve and the Riemann-Roch theorem. Curves of low genus are emphasized. Although the formal prerequisite is MATH 25500 or 25800, MATH 25600 or 25900 is strongly recommended.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 25500 or 25800, or consent of instructor

Note(s): This course is offered in alternate years.

MATH 24400. Introduction to Algebraic Geometry. 100 Units.

This is a first course in algebraic geometry. Topics include: affine and projective varieties; coordinate rings; the Zariski topology; Nullstellensatz; Hilbert basis Theorem; the dictionary between algebraic geometry and commutative algebra; rational functions and morphisms; smoothness; theory of dimension. Other possible topics might include: the classification of plane cubics; elliptic curves; 27 lines on a cubic surface; introduction to the theory of curves (degree, divisors, Bezout's Theorem, etc.). Although the formal algebra prerequisite is MATH 25500 or MATH 25800, in fact MATH 25600 or MATH 25900 is strongly recommended. Additionally, MATH 27000 and MATH 26200 are strongly recommended. Prerequisite(s): (MATH 20500 or MATH 20900) and (MATH 25500 or MATH 25800) Note(s): This course is offered in alternate years.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): (MATH 20500 or MATH 20510 or MATH 20900) and (MATH 25500 or MATH 25800)

Note(s): This course is offered in alternate years.

MATH 25400-25500. Basic Algebra I-II.

This is the sequence in basic algebra. It requires a prior serious treatment of linear algebra and thus has a prerequisite of MATH 20250. MATH 25400 covers groups, subgroups, permutation groups, group actions, and Sylow Theorems. MATH 25500 covers rings and ideals, PIDs, Euclidean domains, UFDs, fields and field extensions, and the fundamentals of Galois theory.

MATH 25400. Basic Algebra-I. 100 Units.

This is the sequence in basic algebra. It requires a prior serious treatment of linear algebra, and thus has a prerequisite of MATH 20250. MATH 25400 covers groups, subgroups, permutation groups, and group actions. MATH 25500 covers rings and ideals, PIDs, Euclidean domains, UFDs, fields and field extensions, and canonical forms of matrices, quadratic forms, and multilinear algebra. MATH 25600 covers the Sylow theorems and the fundamentals of Galois theory. This course covers groups, subgroups, permutation groups, and group actions. Prerequisite(s): MATH 20250 or MATH 20700

Terms Offered: Autumn Winter

Prerequisite(s): MATH 20250 or MATH 20700

MATH 25500. Basic Algebra II. 100 Units.

This course covers rings and ideals, PIDs, Euclidean domains, UFDs, fields and field extensions, modules and canonical forms of matrices, quadratic forms, and multilinear algebra.

Terms Offered: Spring Winter

Prerequisite(s): MATH 25400 or MATH 25700

MATH 25500. Basic Algebra II. 100 Units.

This course covers rings and ideals, PIDs, Euclidean domains, UFDs, fields and field extensions, modules and canonical forms of matrices, quadratic forms, and multilinear algebra.

Terms Offered: Spring Winter

Prerequisite(s): MATH 25400 or MATH 25700

MATH 25700-25800-25900. Honors Basic Algebra I-II-III.

This sequence is an accelerated version of MATH 25400-25500-25600 that is open only to students who have achieved a B- or better in prior mathematics courses. Topics include the theory of finite groups, commutative and noncommutative ring theory, modules, linear and multilinear algebra, and quadratic forms. We also cover basic field theory, the structure of p -adic fields, and Galois theory.

MATH 25700. Honors Basic Algebra I. 100 Units.

Topics in MATH 25700 include the theory of finite groups, up through and including the proofs of the Sylow Theorems.

Terms Offered: Autumn

Prerequisite(s): MATH 20700 or MATH 20250; no entering student may begin this sequence in their first term.

MATH 25800. Honors Basic Algebra II. 100 Units.

Topics in MATH 25800 include commutative and noncommutative ring theory, modules, and field extensions.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): MATH 25700

MATH 25900. Honors Basic Algebra III. 100 Units.

Topics in this course include basic field theory, the structure of p -adic fields, and Galois theory.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 25800

MATH 25800. Honors Basic Algebra II. 100 Units.

Topics in MATH 25800 include commutative and noncommutative ring theory, modules, and field extensions.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): MATH 25700

MATH 25900. Honors Basic Algebra III. 100 Units.

Topics in this course include basic field theory, the structure of p -adic fields, and Galois theory.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 25800

MATH 26200. Point-Set Topology. 100 Units.

This course examines topology on the real line, topological spaces, connected spaces and compact spaces, identification spaces and cell complexes, and projective and other spaces. With MATH 27400, it forms a foundation for all advanced courses in analysis, geometry, and topology.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): MATH 20300 or 20310 or 20700, and 25400 or 25700

MATH 26300. Introduction to Algebraic Topology. 100 Units.

Topics include the fundamental group of a space; Van Kampen's theorem; covering spaces and groups of covering transformation; existence of universal covering spaces built up out of cells; and theorems of Gauss, Brouwer, and Borsuk-Ulam.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 26200

MATH 26700. Introduction to Representation Theory of Finite Groups. 100 Units.

Topics include group algebras and modules, semisimple algebras and the theorem of Maschke; characters, character tables, orthogonality relations and calculation; and induced representations and characters.

Applications to permutation groups and solvability of groups are also included

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): MATH 25800 or 25500

MATH 26800. Introduction to Commutative Algebra. 100 Units.

Topics include basic definitions and properties of commutative rings and modules, Noetherian and Artinian modules, exact sequences, Hilbert basis theorem, tensor products, localizations of rings and modules, associated primes and primary decomposition, Artin-Rees Lemma, Krull intersection theorem, completions, dimension theory of Noetherian rings, integral extensions, normal domains, Dedekind domains, going up and going down theorems, dimension of finitely generated algebras over a field, Affine varieties, Hilbert Nullstellensatz, dimension of affine varieties, product of affine varieties, and the dimension of intersection of subvarieties.

Instructor(s): Staff Terms Offered: Winter. This course is offered in alternate years.

Prerequisite(s): MATH 25800 or 25500

MATH 27000. Basic Complex Variables. 100 Units.

Topics include complex numbers, elementary functions of a complex variable, complex integration, power series, residues, and conformal mapping.

Instructor(s): Staff Terms Offered: Autumn, Spring, Winter

Prerequisite(s): MATH 20500 or 20510 or 20900

MATH 27100. Measure and Integration. 100 Units.

Construction of Lebesgue measure, measurable sets and functions. The Lebesgue integral, convergence theorems. Relationship between Lebesgue and Riemann integral. The L^p spaces, completeness and duality. Other related topics time permitting.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): MATH 20500 or MATH 20510

MATH 27200. Basic Functional Analysis. 100 Units.

Review of metric spaces, normed spaces and inner product spaces. Banach spaces and Hilbert spaces. Bounded linear operators. The 3 basic principles of functional analysis: the closed graph theorem, the open mapping theorem and the uniform boundedness principle. Duality and weak topologies. Weak and weak star compactness. Hilbert spaces, orthogonal expansions and spectral theorem. Applications of these concepts.

Terms Offered: Spring

Prerequisite(s): MATH 27000 and (MATH 20900 or MATH 27100)

MATH 27300. Basic Theory of Ordinary Differential Equations. 100 Units.

This course is an introduction to the theory of ordinary differential equations in Euclidean space. Topics covered include: first-order equations of one variable, solving higher order systems via reduction of order, linear ODEs in arbitrary dimension, real Jordan form and the matrix exponential, variation of parameters, existence and uniqueness of solutions for Lipschitz vector fields, local analysis near equilibria, stability of solutions, introduction to dynamical systems and the global analysis of flows.

MATH 27400. Introduction to Differentiable Manifolds and Integration on Manifolds. 100 Units.

Topics include exterior algebra; differentiable manifolds and their basic properties; differential forms; integration on manifolds; and the theorems of Stokes, DeRham, and Sard. With MATH 26200, this course forms a foundation for all advanced courses in analysis, geometry, and topology.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): MATH 26200

MATH 27500. Basic Theory of Partial Differential Equations. 100 Units.

This course covers classification of second-order equations in two variables, wave motion and Fourier series, heat flow and Fourier integral, Laplace's equation and complex variables, second-order equations in more than two variables, Laplace operators, spherical harmonics, and associated special functions of mathematical physics.

MATH 27600. Dynamical Systems. 100 Units.

An introduction to concepts and examples in the study of dynamical systems. The key notions of recurrence, classification, stability, entropy and chaos will be introduced and illustrated in model examples derived from differential equations, algebra, complex analysis, and modeling. A variety of areas of dynamics will be covered, and may include: topological dynamics, symbolic dynamics, ergodic theory, and smooth and complex dynamics.

Terms Offered: Winter

Prerequisite(s): MATH 20900 OR MATH 27100

MATH 27700-27800. Mathematical Logic I-II.

Mathematical Logic I-II

MATH 27700. Mathematical Logic I. 100 Units.

This course introduces mathematical logic. Topics include propositional and predicate logic and the syntactic notion of proof versus the semantic notion of truth (e.g., soundness, completeness). We also discuss the Gödel completeness theorem, the compactness theorem, and applications of compactness to algebraic problems. Prerequisite(s): MATH 25400 or MATH 25700 or (CMSC 15400 and (MATH 15910 or MATH 15900 or MATH 19900 or MATH 16300)) Equivalent Course(s): CMSC 27700

Terms Offered: Autumn

Prerequisite(s): MATH 25400 or 25700; open to students who are majoring in computer science who have taken CMSC 15400 along with MATH 16300 or MATH 16310 or Math 15910 or MATH 15900 or MATH 19900 Equivalent Course(s): CMSC 27700

MATH 27800. Mathematical Logic II. 100 Units.

Topics include number theory, Peano arithmetic, Turing compatibility, unsolvable problems, Gödel's incompleteness theorem, undecidable theories (e.g., the theory of groups), quantifier elimination, and decidable theories (e.g., the theory of algebraically closed fields).

Terms Offered: Winter

Prerequisite(s): MATH 27700 or equivalent

Equivalent Course(s): CMSC 27800

MATH 27800. Mathematical Logic II. 100 Units.

Topics include number theory, Peano arithmetic, Turing compatibility, unsolvable problems, Gödel's incompleteness theorem, undecidable theories (e.g., the theory of groups), quantifier elimination, and decidable theories (e.g., the theory of algebraically closed fields).

Terms Offered: Winter

Prerequisite(s): MATH 27700 or equivalent

Equivalent Course(s): CMSC 27800

MATH 28000. Introduction to Formal Languages. 100 Units.

This course is a basic introduction to computability theory and formal languages. Topics include automata theory, regular languages, context-free languages, and Turing machines.

Instructor(s): S. Kurtz Terms Offered: Spring

Prerequisite(s): CMSC 12300 or CMSC 15400, or MATH 15900 or MATH 25500.

Equivalent Course(s): CMSC 28000

MATH 28100. Introduction to Complexity Theory. 100 Units.

Computability topics are discussed (e.g., the s - m - n theorem and the recursion theorem, resource-bounded computation). This course introduces complexity theory. Relationships between space and time, determinism and non-determinism, NP-completeness, and the P versus NP question are investigated.

Instructor(s): K. Mulmuley Terms Offered: Autumn

Prerequisite(s): CMSC 27100, or MATH 15900 or MATH 25500; experience with mathematical proofs.

Equivalent Course(s): CMSC 28100

MATH 28410. Honors Combinatorics. 100 Units.

Methods of enumeration, construction, and proof of existence of discrete structures are discussed in conjunction with the basic concepts of probability theory over a finite sample space. Enumeration techniques are applied to the calculation of probabilities, and, conversely, probabilistic arguments are used in the analysis of combinatorial structures. Other topics include basic counting, linear recurrences, generating functions, Latin squares, finite projective planes, graph theory, Ramsey theory, coloring graphs and set systems, random variables, independence, expected value, standard deviation, and Chebyshev's and Chernoff's inequalities.

Instructor(s): L. Babai Terms Offered: Spring

Prerequisite(s): MATH 15900 or MATH 25400, or CMSC 27100, or by consent. Experience with mathematical proofs.

Note(s): This course is offered in alternate years.

Equivalent Course(s): CMSC 27410

MATH 29520. Introduction to Error-Correcting Codes. 100 Units.

Cyclic codes, BCH codes, Golay codes, Shannon's Theorem, and codes approaching Shannon's bounds will be covered. Applications to electrical engineering, combinatorics, and group theory will be discussed.

Instructor(s): Staff Terms Offered: Winter, in alternate years

Prerequisite(s): MATH 25500 or 25800

MATH 29700. Proseminar in Mathematics. 100 Units.

Consent of instructor and departmental counselor. Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.

Instructor(s): Staff Terms Offered: Autumn, Spring, Winter

Prerequisite(s): Completion of general education mathematics sequence



MEDIA ARTS AND DESIGN

In the early twenty-first century, "media" and "design" have become central terms. Media includes a wide range of storage and communication technologies. Design is no longer a term used simply to describe surface aesthetics or ornamentation, but has become a field that now encompasses a wide range of human interactions with the devices, environments, and communities that shape daily life. Overall, designed digital and networked media inspire feelings of attachment as well as frustration with few rivals in any contemporary cultural sphere. If you consider the number of screens in your immediate vicinity, it becomes evident how substantial an impact media arts and design have on the ways we learn, work, play, think, act, and communicate.

This minor focuses on these rapid developments in media and design that have changed the character of contemporary life, opening these phenomena up to historical study, theoretical critique, and hands-on experimentation. The minor offers pathways through video game design, transmedia puzzle development, digital filmmaking, electronic sound design, digital storytelling, algorithmic theater, podcast development, data visualization, computational imaging, speculative design, and media history and theory.

MINOR IN MEDIA ARTS AND DESIGN DISTRIBUTION REQUIREMENT

The minor is comprised of six courses. Of those six courses, students must take at least one course in each of the following core areas: (1) Media Theory, (2) Media History, and (3) Media Practice and Design.

Courses that qualify for each distribution requirement are listed here.

ELECTIVES

Students will also need two elective courses from offerings in such areas as video game design, electronic sound design, computational imaging, or speculative design. Any MAAD course may count; students may use outside courses with approval of the director.

SENIOR COLLOQUIUM AND PORTFOLIO

To complete the minor, students must enroll in MAAD 29400 Media Arts and Design Capstone Colloquium. As part of the colloquium, each member of this student cohort prepares a portfolio of digital media artworks and/or historical and theoretical writing that they submit by the end of Winter Quarter of their final year.

SUMMARY OF REQUIREMENTS

One Media Theory course	100
One Media History course	100
One Media Practice and Design course	100
Two electives	200
MAAD 29400 Capstone Colloquium	100
Portfolio	000
Total Units	600

ADVISING AND GRADING

Prospective minors should meet with the program director as soon as possible to discuss their interests and course plans and to obtain advice and approval. In order to declare the minor, students must complete the Consent to Complete a Minor Program form (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) and have the form signed by the program director. This form must then be returned to the student's College adviser by the end of Spring Quarter of the student's third year.

Courses in the minor program may not be (1) double counted with the student's major(s) or with other minors or (2) counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

MEDIA ARTS AND DESIGN COURSES

MAAD 10430. Gender, Sexuality, Imagination. 100 Units.

This course explores the relationships between theories of the imagination and those of gender and sexuality, with a particular emphasis on the relevance of this exploration to cinema and media studies.

Instructor(s): K.Keeling Terms Offered: Winter

Equivalent Course(s): CMST 20430, GNSE 30430, GNSE 20430, CMST 30430

MAAD 11004. Afrofuturism. 100 Units.

This course focuses on audio-visual cultural productions that have been or might be considered under the rubric of "Africanfuturism," with particular attention to the aesthetic, social, political, and/or cultural contributions and interventions they make.

Instructor(s): K. Keeling Terms Offered: Winter

Equivalent Course(s): CMST 21004

MAAD 11730. Science, Technology and Media via Japan. 100 Units.

This course will explore issues of culture, technology, and environment in Japan through the lens of Science and Technology Studies (STS) and Media Studies. The course is designed for undergraduate students. Its overall aim is to introduce students to some of the fundamental concepts, themes, and problematics in these fields via the particular social and historical circumstances in Japan. Some of the central concerns will be around issues of environment, disaster, gender, labor, media theory, gaming, and animation. In addition, we will devote attention to the recent emergence of the term media ecology as a framework problematizing technologically engineered environments.

Instructor(s): M. Fisch Terms Offered: Winter

Note(s): This course qualifies as a "Discovering Anthropology" selection for Anthropology majors.

Equivalent Course(s): EALC 21730, ENST 21730, ANTH 21730

MAAD 12005. Filming the Police. 100 Units.

Filming the police" as a research topic has been taken up in a range of disciplines and subfields from legal and information studies to surveillance and police studies. In film and media studies, the 1991 George Holliday video of the beating of Rodney King by the LAPD played an important and controversial role in the formation of documentary studies as a subfield and in debates about indexicality, the nature of photographic evidence, and realism-issues at the core of the discipline. While this course will survey the topic of the filming of police from multiple perspectives, it aims to construct a specifically disciplinary framework for research on police violence. Topics to include dashboard and body cameras; surveillance, sousveillance, and the regime of visibility; investigative and citizen journalism; records management and archiving; evidence in court proceedings and in the public sphere; police, media, and ideology; the ethics and politics of looking at black suffering; art about police violence; filming the police in an international frame.

Instructor(s): S. Skvirsky Terms Offered: Winter

Equivalent Course(s): HMRT 37005, CMST 27005, CMST 37005, HMRT 27005

MAAD 12320. Critical Videogame Studies. 100 Units.

Since the 1960s, games have arguably blossomed into the world's most profitable and experimental medium. This course attends specifically to video games, including popular arcade and console games, experimental art games, and educational serious games. Students will analyze both the formal properties and sociopolitical dynamics of video games. Readings by theorists including Ian Bogost, Roger Caillois, Nick Dyer-Witheford, Mary Flanagan, Jane McGonigal, Lisa Nakamura, and Katie Salen will help us think about the growing field of video game studies. This is a 2019-20 Signature Course in the College. (Theory)

Instructor(s): Patrick Jagoda Terms Offered: Autumn

Equivalent Course(s): CMST 27916, GNSE 22320, SIGN 26038, ENGL 12320

MAAD 14110. Digital Cinema. 100 Units.

Since the 1970s, movies have become increasingly dependent on digital technologies. This course explores a range of issues related to the digitization of cinema's production, distribution, and exhibition, including the cultural contexts and aesthetic practices surrounding these technological shifts as well as their experiential and political dimensions. In particular, we will explore such topics as digital cinematography's relation to cinematic realism, emerging trends in editing practices, the political implications of digital special effects, and the ways that other digital media influence cinematic techniques. Texts discussed include works by Lev Manovich, Stephen Prince, Kristen Whissel, Hito Steyerl, Steven Shaviro, and Vivian Sobchack. Screenings include works by Lana and Lilly Wachowski, Agnes Varda, Bong Joon-Ho, Michael Bay, Brad Bird, and Leos Carax.

Note(s): This course does not satisfy the general education requirement in the arts.

Equivalent Course(s): CMST 27110

MAAD 14204. Media Ecology: Embodiment & Software. 100 Units.

Media ecology examines how the structure and content of our media environments-online and offline, in words, images, sounds, and textures-affect human perception, understanding, feeling, and value; or alternatively, media ecology investigates the massive and dynamic interrelation of processes and objects, beings and things, patterns and matter. At stake are issues about agency-human or material-and about determinism-how does society or culture interact with or shape its technologies, or vice versa? This course investigates theories of media ecology by exploring systems of meanings that humans embody (cultural, social, ecological) in conjunction with the emerging field of software studies about the cultural, political, social, and aesthetic impacts of software (e.g., code, interaction, interface). In our actual and virtual environments, how do we understand performing our multiple human embodiments in relation to other bodies (organism or machine) in pursuit of social or political goals?

Instructor(s): M. Browning Terms Offered: Winter

Equivalent Course(s): LLSO 27801, CMST 25204, TAPS 28452, HIPS 25203, HUMA 25202

MAAD 14205. Computers, Minds, Intelligence & Data. 100 Units.

How are we co-evolving with our machines? How do we teach ourselves and our computers how to learn? What kinds of human intelligences do we promote in liberal education in comparison with artificial intelligence(s)? Through our distributed cognition with tools of all kinds, as we engage in participatory culture using digital computers and networks, we provide information that generates the basis for big (and small) data. At the crux of our investigation-on the one hand into reading and conversation and on the other hand into algorithms and information theory-are issues about human action and the multifaceted agency of the universal Turing machine-as mobile phone, laptop, internet, robot.

Equivalent Course(s): HIPS 25205, HUMA 25205

MAAD 14865. Adaptation: Text and Image. 100 Units.

A course concerned with the marriage of image and text that explores films, illuminated manuscripts, comic books/graphic novels, children's picture books and present day (perhaps local) theater productions that deal at their core with the balance and dance between story and picture. Examples of work studied would be Chris Marker's *La jetée*, Alice in Wonderland and its many adaptations, the comics of Winsor McCay, Seth, Chris Ware, etc, and William Blake's engraved poems and images. The theatrical collaborations between the instructors themselves ("The Cabinet" and "Cape and Squiggle," both produced by Chicago's Redmoon Theatre) will be discussed as well.

Instructor(s): M. Maher, F. Maugeri Terms Offered: Spring

Equivalent Course(s): TAPS 28465, ARTV 20215

MAAD 16001. Censorship in East Asia: The Case of Colonial Korea. 100 Units.

This course examines the operation and consequences of censorship in the Japanese Empire, with focus on its effects in colonial Korea. It begins with two basic premises: first, both the Japanese colonial authorities' measures of repression, and the Korean responses to them, can be understood as noticeably more staunch and sophisticated when compared to any other region of the Empire; and second, the censorship practices in Korea offers itself as a case that is in itself an effective point of comparison to better understand other censorship operations in general and the impact of these operations across different regions. With a view to probing an inter- and intra-relationship between censorship practices among a variety of imperial/colonial regions, this course studies the institutions related to censorship, the human agents involved in censorship-both external and internal-and texts and translations that were produced in and outside of Korea, and were subject to censorship. Overall, the course stresses the importance of establishing a comparative understanding of the functions of censorship, and on the basis of this comparative thinking we will strive to conceptualize the characteristics of Japanese colonial censorship in Korea.

Instructor(s): K. Choi Terms Offered: Autumn

Equivalent Course(s): CRES 33001, EALC 23001, EALC 43000

MAAD 16210. Media Art and Design Practice. 100 Units.

This studio-based course explores the practice, conventions, and boundaries of contemporary media art and design. This can encompass areas as diverse as interactive installation, app design, and the Internet meme. Through projects and critical discussion, students engage with the problems and opportunities of digitally-driven content creation. Fundamental elements of digital production are introduced, including basic properties of image, video, and the global network. Further topics as varied as-though not limited to-web production, digital fabrication, interfaces, the glitch, and gaming may be considered. Sections will vary based on the instructor's fields of expertise. This course counts towards the General Education requirement in Art-Music-Drama.

Instructor(s): J. Satrom Terms Offered: Spring

Prerequisite(s): HUMA 16000 and HUMA 16100 or instructor consent

Note(s): This course meets the general education requirement in the arts. This course may not count toward the Media Arts and Design minor.

Equivalent Course(s): ARTV 16210

MAAD 16312. Reforming Religious Media: Martin Luther and the Protestant Reformation. 100 Units.

The Protestant Reformation began with a carefully orchestrated media event, when Martin Luther posted his 95 theses on the door of a church in Wittenberg. Concurrently, he resorted to the still new medium of print to disseminate more widely his scathing critique of the Catholic Church's use of indulgences to communicate God's grace. This was only the beginning of Luther's sweeping attack on the Church's role as the sole mediator of salvation. No religious medium or communicational practice remained unquestioned, resulting in their comprehensive reform. Soon other reformers joined in, pushing the critique even further by questioning the need and validity of all religious mediation. Approaching the Protestant Reformation as a reform of religious media, this lecture course will give particular attention to the congenial alliance between Martin Luther's religious message and the emerging technology of the printing press, the role of Scripture in legitimating Protestant theologies of communication, controversies around particular religious media, like images or the eucharist, and the role of direct inspiration in radical reformers. This research course will be a combination of lecture and discussion. The course will culminate in an exhibition at the Special Collections Research Center of Regenstein Library, which will first take the form of a virtual web exhibit and then an actual, physical exhibition in the Winter Quarter 2020. All students will contribute to the web exhibition

Instructor(s): Christopher Wild Terms Offered: Spring

Equivalent Course(s): RLST 22312, SIGN 26051, RLVC 32312, HCHR 32312, GRMN 22312

MAAD 16600. Chance in Performance. 100 Units.

The course will cover the historical, theoretical and practical issues surrounding the use of chance in artistic production, with an emphasis on how these techniques have been used in live performance. We begin with the historical avant-garde, particularly Dada and Duchamp, continue with mid-century experiments by Cage/Cunningham and Fluxus artists, and finish with contemporary work like "No Dice" of Nature Theatre of Oklahoma and "Algorithmic Noir" by Eve Sussman. By creating performance projects using, or responding to, the techniques studied, students will have an opportunity to develop their own critical and practice-based point of view.

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

Note(s): Attendance at first class meeting is mandatory.

Equivalent Course(s): TAPS 22600, TAPS 32600

MAAD 16718. Approaches to Live Electronics. 100 Units.

Hand-built circuits, tape loops, feedback, filters, ring modulators, turntables, live-processing software environments, microphones, and human-machine interface designs. In this course, we will study current and historical approaches to the performative use of hardware and software environments in music, and will follow the practice as it continues to redefine music composition and improvisation in the 21st century. Study will be repertoire-based, drawing from the work of artists ranging from David Tudor to Herbie Hancock to Grandmaster Flash to Kaija Saariaho.

Instructor(s): Sam Pluta Terms Offered: Autumn

Equivalent Course(s): MUSI 26718, MUSI 36718

MAAD 18500-18600-18700. History of International Cinema I: Silent Era; History of International Cinema II: Sound Era to 1960; History of International Cinema, Part III: 1960 to Present.

This sequence is required of students majoring in Cinema and Media Studies. Taking these courses in sequence is strongly recommended but not required.

MAAD 18500. History of International Cinema I: Silent Era. 100 Units.

This course provides a survey of the history of cinema from its emergence in the mid-1890s to the transition to sound in the late 1920s. We will examine the cinema as a set of aesthetic, social, technological, national, cultural, and industrial practices as they were exercised and developed during this 30-year span. Especially important for our examination will be the exchange of film techniques, practices, and cultures in an international context. We will also pursue questions related to the historiography of the cinema, and examine early attempts to theorize and account for the cinema as an artistic and social phenomenon.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): This is the first part of a two-quarter course.

Equivalent Course(s): CMLT 32400, ARTV 20002, ARTH 38500, ARTH 28500, MAPH 33600, CMLT 22400, CMST 28500, ENGL 29300, CMST 48500, ENGL 48700

MAAD 1860. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): ARTV 20003, ARTH 38600, CMST 48600, CMLT 32500, MAPH 33700, CMST 28600, ENGL 48900, CMLT 22500, REES 45005, REES 25005, ENGL 29600, ARTH 28600

MAAD 1870. History of International Cinema, Part III: 1960 to Present. 100 Units.

This course will continue the study of cinema around the world from the late 1950s through the 1990s. We will focus on New Cinemas in France, Czechoslovakia, Germany, the United States, the United Kingdom, and other countries. We will pay special attention to experimental stylistic developments, women directors, and well-known auteurs. After the New Cinema era we will examine various developments in world cinema, including the rise of Bollywood, East Asian film cultures, and other movements.

Instructor(s): J.Lastra Terms Offered: Spring

Note(s): This course follows the subject matter taught in CMST 28500/48500 and CMST 28600/48600, but these are not prerequisites.

Equivalent Course(s): CMST 38700, CMST 28700

MAAD 1860. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): ARTV 20003, ARTH 38600, CMST 48600, CMLT 32500, MAPH 33700, CMST 28600, ENGL 48900, CMLT 22500, REES 45005, REES 25005, ENGL 29600, ARTH 28600

MAAD 1870. History of International Cinema, Part III: 1960 to Present. 100 Units.

This course will continue the study of cinema around the world from the late 1950s through the 1990s. We will focus on New Cinemas in France, Czechoslovakia, Germany, the United States, the United Kingdom, and other countries. We will pay special attention to experimental stylistic developments, women directors, and well-known auteurs. After the New Cinema era we will examine various developments in world cinema, including the rise of Bollywood, East Asian film cultures, and other movements.

Instructor(s): J.Lastra Terms Offered: Spring

Note(s): This course follows the subject matter taught in CMST 28500/48500 and CMST 28600/48600, but these are not prerequisites.

Equivalent Course(s): CMST 38700, CMST 28700

MAAD 2050. ARTGAMES: Infinite Lives. 100 Units.

Reset your expectations of video games! Video games can be political, experimental, and poetic. New media artists have been leveraging unconventional approaches to interactive media for decades. This studio course will playfully explore the methods, tools, and environments used to create artgames and machinima. Develop, hack, mod, and utilize video games as an artistic medium. Challenge the rules, mechanics, and interfaces of existing video games and consider the infinite possibilities of artgames.

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

Equivalent Course(s): ARTV 25403

MAAD 20810. Sound / Image Mapping. 100 Units.

This class will examine the history and production of "hard" sound-image relationships through the lens of computational form. Through studying the range of digital and mechanical tools that have sought to couple the senses - from 19th century color organs and dreams of synesthesia, through music videos and contemporary new media installations, to recent advances in "machine listening" - students will complete a series of critical essays and sketches leading towards a final project using custom software developed in and for the class.

Instructor(s): M. Downie Terms Offered: Winter

Equivalent Course(s): ARTV 27922, CMST 28010

MAAD 20900. Computers for Learning. 100 Units.

Over time, technology has occupied an increasing role in education, with mixed results. Massive Open Online Courses (MOOCs) were created to bring education to those without access to universities, yet most of the students who succeed in them are those who are already successful in the current educational model. This course covers technology, psychology (e.g., motivation, engagement), and pedagogy (e.g., constructivism) as they apply to educational technology so that students can design and build an educational learning application. Labs focus on developing expertise in technology, and readings supplement lecture discussions on the human components of education.

Instructor(s): D. Franklin Terms Offered: Autumn

Prerequisite(s): CMSC 15400

Equivalent Course(s): CMSC 20900

MAAD 21011. Experimental Captures. 100 Units.

This production-based class will explore the possibilities and limits of capturing the world with imaging approaches that go beyond the conventional camera. What new and experimental image-based artworks can be created with technologies such as laser scanning, structured light projection, time of flight cameras, photogrammetry, stereography, motion capture, sensor augmented cameras or light field photography? This hands-on course welcomes students with production experience while being designed to keep established tools and commercial practices off-kilter and constantly in question.

Instructor(s): M. Downie Terms Offered: Winter

Equivalent Course(s): ARTV 27923, CMST 27011, CMST 37011, ARTV 37923

MAAD 21500. Metamedia Design Studio. 100 Units.

Computers dynamically simulate the details of any other medium. This course looks past traditional media and engages with the computer as a "metamedium"; an environment with infinite degrees of representation. Relationships between form and content will be explored and exploited through editing, augmenting, and deconstructing the data that makes up digital media. Students will digitally improvise with experimental and expanded approaches to creating new media art. Topics surveyed will include: aesthetics as filters, algorithms as art, metadata as content, glitches as tools, and hystorical dream machines. In addition to making new media art, we will consider our relationship to contemporary media and the politics of digital agency in an increasingly connected world.

Instructor(s): J. Satrom Terms Offered: Autumn

Equivalent Course(s): ARTV 25402

MAAD 21900. Climate Change in Media and Design. 100 Units.

If meteorological data and models show us that climate change is real, art and literature explore what it means for our collective human life. This is the premise of many recent films, novels, and artworks that ask how a changing climate will affect human society. In this course, we will examine the aesthetics of climate change across media, in order to understand how narrative, image, and even sound help us witness a planetary disaster that is often imperceptible. Rather than merely analyzing or theorizing various futures, this course will prepare students in hands-on methods of "speculative design" and "critical making." Each Tuesday, we will study how art and literature draw on the specific capacities of written and visual media to represent climate impacts, and how new humanities research is addressing climate change. Each Thursday, we will participate in short artistic exercises that explore futures of each area. These exercises include future object design, bodymapping and story circles, tabletop gameplay, and serious game design. Throughout the quarter, guest speakers from across the humanities, sciences, and social sciences will visit the class to speak about how their disciplines are working to understand and mitigate climate impacts. The most substantial work of the quarter will be an ambitious multimedia or transmedia project about one of the core course topics to be completed in a team.

Instructor(s): P. Jagoda, B. Morgan Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): BPRO 27900, ENGL 27904, ENST 27900

MAAD 22500. Computational Imaging. 100 Units.

This studio course introduces fundamental tools and concepts used in the production of computer-mediated artwork. Instruction includes a survey of standard digital imaging software and hardware (i.e., Photoshop, scanners, storage, printing, etc.), as well as exposure to more sophisticated methods. We also view and discuss the historical precedents and current practice of media art. Using input and output hardware, students complete conceptually driven projects emphasizing personal direction while gaining core digital knowledge.

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

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): CMST 28800, ARTV 32500, ARTV 22500

MAAD 22911. Augmented Reality Production. 100 Units.

Focusing on experimental moving-image approaches at a crucial moment in the emerging medium of augmented reality, this class will explore and interrogate each stage of production of AR works. Students in this production-based class will examine the techniques and opportunities of this new kind of moving image. During this class we'll study the construction of examples across a gamut from locative media, journalism, and gameplay-based works to museum installations. Students will complete a series of critical essays and sketches towards a final augmented reality project using a custom set of software tools developed in and for the class.

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

Equivalent Course(s): ARTV 27921, CMST 27911, CMST 37911, ARTV 37921

MAAD 23220. Inventing, Engineering and Understanding Interactive Devices. 100 Units.

A physical computing class, dedicated to micro-controllers, sensors, actuators and fabrication techniques. The objective is that everyone creates their own, custom-made, functional I/O device.

Terms Offered: Spring

Prerequisite(s): CMSC 15400

Equivalent Course(s): CMSC 23220

MAAD 23801. Video. 100 Units.

This is a production course geared towards short experimental works and video within a studio art context.

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

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 33801, ARTV 23801

MAAD 23808. Introduction to 16mm Filmmaking. 100 Units.

The goal of this intensive laboratory course is to give its students a working knowledge of film production using the 16mm gauge. The course will emphasize how students can use 16mm technology towards successful cinematography and image design (for use in both analog and digital postproduction scenarios) and how to develop their ideas towards constructing meaning through moving pictures. Through a series of group exercises, students will put their hands on equipment and solve technical and aesthetic problems, learning to operate and care for the 16mm Bolex film camera; prime lenses; Sekonic light meter; Sachtler tripod; and Arri light kit and accessories. For a final project, students will plan and produce footage for an individual or small group short film. The first half the class will be highly structured, with demonstrations, in-class shoots and lectures. As the semester continues, class time will open up to more of a workshop format to address the specific concerns and issues that arise in the production of the final projects. This course is made possible by the Charles Roven Fund for Cinema and Media Studies.

Instructor(s): T. Comerford Terms Offered: Winter

Equivalent Course(s): CMST 38921, CMST 28921, ARTV 33808, ARTV 23808

MAAD 23809. Experimental Animation: Digital and Camera-less Production. 100 Units.

Through digital and camera-less production techniques such as scanning, signal manipulation, and appropriation, this course will emphasize image construction, digital effects, and post-production for creation of animated art. It can function as a continuation of Experimental Animation: Exploring Manual Techniques or be a stand alone course. Early video effects and image processing, and a wide variety of digital and abstract animation will be presented as formal and technical examples.

Instructor(s): S. Wolniak Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200 or 10300.

Equivalent Course(s): ARTV 23809, ARTV 33809

MAAD 23820. The Mind as Stage: Podcasting. 100 Units.

Audio storytelling insinuates itself into the day-to-day unlike other narrative forms. People listen to podcasts while they do the dishes, drive to work, or walk the dog. This hands-on course will explore the unique opportunities that this intimate relationship with an audience affords the storyteller. Documentary techniques and practices will form the basis of the course, with assignments from audio fiction and non-fiction, oral history, documentary theater, and comedy. Students will complete several short audio exercises and one larger podcast project.

Instructor(s): S. Geis Terms Offered: Winter

Note(s): Attendance at first class session is mandatory.

Equivalent Course(s): TAPS 38320, TAPS 28320

MAAD 23930. Documentary Production I. 100 Units.

Documentary Video Production focuses on the making of independent documentary video. Examples of various modes of documentary production will be screened and discussed. Issues embedded in the genre, such as the ethics, the politics of representation, and the shifting lines between "the real" and "fiction" will be explored. Story development, pre-production strategies, and production techniques will be our focus, in particular-research, relationships, the camera, interviews and sound recording, shooting in available light, working in crews, and post-production editing. Students will work in crews and be expected to purchase a portable hard drive. A five-minute string-out/rough-cut will be screened at the end of the quarter. Students are strongly encouraged to take Doc Production 2 to complete their work.

Instructor(s): J. Hoffman Terms Offered: Autumn

Note(s): Prior or concurrent enrollment in CMST 10100 recommended for undergraduate students.

Equivalent Course(s): HMRT 25106, CMST 33930, ARTV 23930, HMRT 35106, ARTV 33930, CMST 23930

MAAD 23931. Documentary Production II. 100 Units.

Documentary Video Production II focuses on the shaping and crafting of a non-Fiction video. Enrollment will be limited to those students who have taken Documentary Production I. The class will discuss issues of ethics, power, and representation in this most philosophical and problematic of genres. Students will be expected to write a treatment outline detailing their project and learn about granting agencies and budgeting. Production techniques will concentrate on the language of handheld camera versus tripod, interview methodologies, microphone placement including working with wireless systems and mixers, and lighting for the interview. Post-production will cover editing techniques including color correction and audio sweetening, how to prepare for exhibition, and distribution strategies.

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

Prerequisite(s): CMST 23930, HMRT 25106, or ARTV 23930

Equivalent Course(s): CMST 33931, HMRT 35107, ARTV 33931, HMRT 25107, CMST 23931, ARTV 23931

MAAD 24410. Transmedia Puzzle Design & Performance. 100 Units.

This course will introduce students to the burgeoning field of immersive puzzle design. Students will develop, implement and playtest puzzles that are suited for a range of experiences: from the tabletop to the immersive, from online puzzle hunts to broad-scoped alternate reality games (ARG). Students in this course will work directly with master puzzler, Sandor Wiesz, the commissioner of The Mystery League.

Equivalent Course(s): TAPS 34410, TAPS 24410

MAAD 24415. Games & Performance. 100 Units.

This experimental course explores the emerging genre of "immersive performance," "alternate reality," and "transmedia" gaming. For all of their novelty, these games build on the narrative strategies of novels, the performative role-playing of theater, the branching techniques of electronic literature, the procedural qualities of videogames, and the team dynamics of sports. Throughout the quarter, we will approach new media theory through the history, aesthetics, and design of immersive games, while working in labs with three Chicago-area companies including The House Theater, Mystery League, and Humans vs. Zombies.

Instructor(s): H. Coleman Terms Offered: Winter

Note(s): Attendance at first class session is mandatory.

Equivalent Course(s): TAPS 24415, TAPS 34415

MAAD 24515. Contemporary Political Strategies in Performance. 100 Units.

The emphasis of the course is on strategies-in the words of curator Florian Malzacher, "artistic strategies in politics, and political strategies in art." In moments of political struggle, what can art DO, and what can it not? We will be combining case studies with theoretical background, examining strategies like occupation, participation, parafiction, 'technologies of care,' détournement and the art strike. Students will have the opportunity to put some of these approaches to the test by designing one or more local interventions according to the interests of the group.

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

Equivalent Course(s): TAPS 35515, ARTV 20213, ARTV 30213, TAPS 25515

MAAD 24530. Staging the Internet. 100 Units.

The theater has often been used as a means to embody psychic spaces, from Medieval mystery plays and other allegorical works to Richard Foreman's attempt to give theatrical form to consciousness itself. This practice-based lab class will propose to 'stage the internet' - what techniques and strategies can we develop to give tangible shape to the virtual world? Our explorations will be catalyzed by readings on data and interfaces, networks and protocols, procedural/algorithmic art, digital labor, and competing notions of the virtual.

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

Prerequisite(s): Course is designed for advanced undergraduates and graduates. Previous coursework in theater & performance studies or related fields required.

Note(s): Attendance at first class meeting is mandatory.

Equivalent Course(s): TAPS 46530, ARTV 20214, ARTV 30214, TAPS 26530

MAAD 24817. Electronic Music II: Introduction to Computer Music. 100 Units.

Electronic Music II is an introduction to computer-based sound art and live electronic music performance. Our primary tool for this course will be SuperCollider, a computer music programming language designed for composition and real-time music applications. Through this language we will explore the foundations of computer music, including digital instrument design, sequencing, live processing, sound diffusion, and various approaches to algorithmic music generation.

Equivalent Course(s): MUSI 36817, MUSI 26817

MAAD 24910. Short Form Digital Storytelling: Creating a Web Series. 100 Units.

This course examines the short form storytelling of the digital web series. Through lectures, viewings and discussions in weekly meetings students will determine what makes a strong web series and apply the findings to writing and polishing the pilot episode of their own web series. Students will write weekly 4-5 page assignments building toward the creation of a 5-6 episode series.

Instructor(s): T. Brown Terms Offered: Spring

Note(s): Attendance at first class session is mandatory.

Equivalent Course(s): TAPS 25910

MAAD 24920. Virtual Reality Production. 100 Units.

Focusing on experimental moving-image approaches at a crucial moment in the emerging medium of virtual reality, this class will explore and interrogate each stage of production for VR. By hacking their way around the barriers and conventions of current software and hardware to create new optical experiences, students will design, construct and deploy new ways of capturing the world with cameras and develop new strategies and interactive logics for placing images into virtual spaces. Underpinning these explorations will be a careful discussion, dissection and reconstruction of techniques found in the emerging VR "canon" that spans new modes of journalism and documentary, computer games, and narrative "VR cinema." Film production and computer programming experience is welcome but not a prerequisite for the course. Students will be expected to complete short "sketches" of approaches in VR towards a final short VR experience.

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

Equivalent Course(s): CMST 27920, ARTV 27920, CMST 37920, ARTV 37920

MAAD 25010. Anthropology of the Future. 100 Units.

Two major subfields of anthropology - archaeology and ethnography - have traditionally been oriented around the human past and the human present. But what about the future? Conceptions of the future and future-oriented behavior have long been understood to be a critical plane of difference between political economies, religions, and cultural groups, yet they have rarely been an explicit focus of study. When we shift the temporal frame to the future, questions that arise include: do all cultures have theories of the future? how much about human societies are intentional? how does ideology shape future possibilities? what role do imagined futures play in political life? We will consider theories of temporality, past futures (Aztec, Polynesian, Italian), and movements such as millenarianism, messianic religions, Marxism, Dadaism, utopian communities, Afro-futurism, transhumanism, and today's neo-futurist movements that deploy radical technology and speculative design in response to looming climate change. We will also explore the intimate relationship between speculative fiction (e.g., Ursula K. LeGuin, Kurt Vonnegut) and anthropology.

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

Prerequisite(s): PQ: This course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): ANTH 20010

MAAD 25612. Comics as Medium. 100 Units.

In a climate in which the borders differentiating media continue to collapse into something now referred to as "transmedia," what does it actually mean for us to move between mediums-particularly mediums that raise familiar issues of representation, temporality, and narrative? The objective of this course is to provide the necessary tools to enable critical reflection on the respective values and mutual relationships of comics, art and film. To achieve this, the course is divided into two units. The first weeks will be spent acquiring the technical and historical context that will enable us to begin to recognize the breadth and depth of word/image narrative practices. After developing a core vocabulary for thinking about comics as a medium we will then look at how artists and directors have drawn on that vocabulary in a range of different contexts. Retaining a sense of the specificity of both comics and film as artistic mediums, we will consider topics ranging from cross-cultural translation, ontologies of otherness, and modes of mediated history. Beyond questions of fidelity, we will look at what it means to adapt particular stories at particular moments. How does an X-Men comic from 1982 adapt to meet the historical needs of its film adaptation in 2002? What do we mean when we say a particular adaptation is "good" or that another attempt "failed"? The works this course will consider are meant to challenge our understanding of what the art of comics can be.

Instructor(s): J. Rosenow Terms Offered: Spring

Prerequisite(s): CMST 10100 or permission of instructor.

Equivalent Course(s): CMST 25612

MAAD 26819. Video Game Music as Play and Discipline (1980s to Present) 100 Units.

How do we engage with music in video games? What does this music mean-both in games and beyond? And what is the status of such music within broader notions of popular music culture? The emerging status of video game music qua music runs in parallel with the growing field of "Ludomusicology," the study of music and/ or in/as play, which has lately turned its focus to video games. In this course, we will engage directly with video game music through play and listening, discussing what defines this particular repertoire of music within this particular media form. We will also step outside of games to discuss contextual and sociocultural issues that surround such music and those who engage with it-particularly in ways that traverse the spectrum of serious to trivial. In doing so, we will interrogate the notion of "seriousness" more generally, thinking critically about how we build a "disciplined" academic field around a popular entertainment genre.

Instructor(s): Julianne Grasso Terms Offered: Spring

Equivalent Course(s): MUSI 26819

MAAD 27915. Introduction to Videogame Studies: Art, Play, and Society. 100 Units.

This course is intended as an introduction to the study of videogames in the humanities. Topics include videogame form (visual style, spatial design, sound, and genre); videogames as a narrative medium; embodiment and hapticity in videogame play; issues of identity/identification, performance, and access related to gender, sexuality, race and ethnicity, ability, and class; and rhetorical, educational, and political uses of videogames. Just as the videogame medium has drawn from older forms of art and play, so the emerging field of videogame studies has grown out of and in conversation with surrounding disciplines. With this in mind, readings and topics of discussion will be drawn both from videogame studies proper and from other fields in the humanities - including, but not limited to, English, art history, and cinema and media studies. Undergraduates should be prepared for an MA-level reading load but will write final papers of the standard length for upper-level undergraduate courses (8-10 pages versus 12-15 for MA students). MA students interested in pursuing a particular research topic in-depth will be given supplemental readings. This course will also be designed to take advantage of the University of Chicago's videogame collection, and will require game play both individually and as part of group play sessions.

Instructor(s): Christopher Carloy Terms Offered: Spring

Note(s): Email for instructor consent

Equivalent Course(s): DIGS 30010, CMST 27915, CMST 37915, ENGL 24515, DIGS 20010, ENGL 34515, MAPH 34515

MAAD 28300. Disability and Design. 100 Units.

Disability is often an afterthought, an unexpected tragedy to be mitigated, accommodated, or overcome. In cultural, political, and educational spheres, disabilities are non-normative, marginal, even invisible. This runs counter to many of our lived experiences of difference where, in fact, disabilities of all kinds are the "new normal." In this interdisciplinary course, we center both the category and experience of disability. Moreover, we consider the stakes of explicitly designing for different kinds of bodies and minds. Rather than approaching disability as a problem to be accommodated, we consider the affordances that disability offers for design. This course begins by situating us in the growing discipline of Disability Studies and the activist (and intersectional) Disability Justice movement. We then move to four two-week units in specific areas where disability meets design: architecture, infrastructure, and public space; education and the classroom; economics, employment, and public policy; and aesthetics. Traversing from architecture to art, and from education to economic policy, this course asks how we can design for access.

Instructor(s): M. Friedner, J. Iverson Terms Offered: Winter

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): CHDV 28301, MUSI 25719, BPRO 28300

MAAD 29400. Media Arts and Design Capstone Colloquium. 100 Units.

In this capstone colloquium, students will prepare a portfolio of digital media artworks and/or historical and theoretical writing that reflect their interests.

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

Prerequisite(s): Consent of instructor.

Note(s): This course is required for students completing a minor in Media Arts and Design and must be completed no later than Winter Quarter of the fourth year. The course will meet weekly throughout the quarter.



MEDIEVAL STUDIES

Department Website: <http://medieval.uchicago.edu>

PROGRAM OF STUDY

The undergraduate program in medieval studies offers an interdisciplinary major that allows students to explore the history, philosophy, theology, and cultural production of the Middle Ages in an integrated and nuanced fashion, through engagement with a diverse array of textual and material artifacts.

PROGRAM REQUIREMENTS

Students interested in majoring in medieval studies must consult the program director as early as possible in order to design a program of study that meets the student's intellectual interests and goals. Twelve courses are required, including at least two courses in history; two courses in language or literature; two courses in art, archeology, architecture, or music; two courses in philosophy or theology; one course in methods and materials; and at least two electives. Students should determine these courses in consultation with the program coordinator.

The program also requires all students to participate in a one-quarter reading and research course, usually in Autumn or Winter Quarter of their fourth year. This course is typically conducted as an independent study with the student's BA paper advisor. The program requires completion of a BA paper of around 25 pages to be submitted by the sixth week of the quarter in which the student is graduating. All papers require a faculty director and a second reader.

SUMMARY OF REQUIREMENTS

Two courses in history	200
Two courses in medieval language or literature *	200
Two courses in art, archeology, architecture, or music	200
Two courses in philosophy or theology	200
Two electives	200
One course in methods and materials **	100
One reading and research course	100
BA paper	000
Total Units	1200

* Medieval language may include such courses as Old French, Old English, Occitan, or Medieval Latin. Students may also enroll in literature courses taught in the target language or in translation. Students who think they may wish to apply to graduate school in a field related to medieval studies are strongly advised to acquire reading competence in at least one medieval language.

** Students may take courses such as paleography, codicology, manuscript studies, or epigraphy, that will allow them to engage directly with medieval source materials and objects. Alternatively, students may enroll in a course like literary theory, aesthetics, or historiography that will help them develop their methodological orientation.

GRADING

All courses must be taken for a quality grade.

HONORS

Consideration for honors is individually arranged with the program coordinator. For candidacy, a student must have completed a BA paper of the highest quality, and have a GPA of at least 3.0 overall and at least 3.5 within the major.

MINOR PROGRAM IN MEDIEVAL STUDIES

The undergraduate program in medieval studies offers an interdisciplinary minor that allows students to explore the history, philosophy, theology, and cultural production of the Middle Ages in an integrated and nuanced fashion, through engagement with a diverse array of textual and material artifacts.

Students interested in the minor in medieval studies should consult the program director as early as possible in order to design a program of study that meets the student's intellectual interests and goals. The minor requires six courses chosen from the College Catalog or the program website (medieval.uchicago.edu/baCourses.shtml), divided among subject areas as follows:

One course in history	100
One course in medieval language or literature *	100
One course in art, archeology, architecture, or music	100
One course in philosophy or theology	100

Two electives	200
Total Units	600

* Medieval language may include such courses as Old French, Old English, Occitan, or Medieval Latin. Students may also enroll in literature courses taught in the target language or in translation. Students who think they may wish to apply to graduate school in a field related to medieval studies are strongly advised to acquire reading competence in at least one medieval language.

Students choose courses in consultation with the program director. Students must complete an approval form for the minor program (available on the program website, at medieval.uchicago.edu/minor_consent_form.pdf), which requires the signature of the director of the undergraduate program in medieval studies. Students must submit a copy of the signed approval form to their College adviser by the deadline on the form.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for a quality grade, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

MEDIEVAL STUDIES COURSES

Students completing a major or minor in medieval studies may take courses from across the University. Course offerings may include those listed below. For an updated listing of courses being offered in a given quarter please consult medieval.uchicago.edu/baCourses.shtml.

ARTH 16709. Islamic Art & Architecture, 1100-1500. 100 Units.

This course surveys the art and architecture of the Islamic world from 1100-1500. In that period, political fragmentation into multiple principalities challenged a deeply rooted ideology of unity of the Islamic world. The courts of the various principalities competed not only in politics, but also in the patronage of architectural projects and of arts such as textiles, ceramics, woodwork, and the arts of the book. While focusing on the central Islamic lands, we will consider regional traditions from Spain to India and the importance for the arts of contacts with China and the West. This course is part of the College Course Cluster program: Urban Design.

Instructor(s): P. Berlekamp Terms Offered: Autumn

Note(s): This course meets the general education requirement in the arts.

Equivalent Course(s): NEHC 16709, NEAA 10630

FREN 21700. Le Roman De La Rose. 100 Units.

The mid-thirteenth-century Roman de la Rose was arguably the single most influential vernacular text of the (French) Middle Ages. A sprawling, encyclopedic summa composed by two separate authors writing some forty years apart, whether taken as a source of inspiration or an object of condemnation, the Roman de la Rose became an obligatory point of reference for generations of authors. Over the course of the quarter, we will read the conjoined text, each student focusing their reading through a critical optic of their choice (e.g., gender studies, animal studies, ethics and philosophy, reception studies, manuscript studies, etc.). Students will select and read ancillary texts to enrich their understanding of the Rose, and will collaborate with one another to chart a rich and diverse set of interpretive paths through this complex work.

Equivalent Course(s): GNSE 27300, FNDL 21700, FREN 31700

FREN 23217. Merveilleux et vraisemblable du moyen âge au XVIIe siècle. 100 Units.

What if I told you that the real was imaginary and the imaginary was real? This course will explore the concepts of the marvelous, the imaginary, and the real through a selection of French literature from the Middle Ages to the 17th century. The Middle Ages are often perceived as a rigid feudal society. Yet, fairies abound in stories, people shape-shift, and objects magically transform under our eyes. In the 16th century truth appears to harden through advances in science, mathematics, and art. But simultaneously religious schisms, the discovery of the New World, and political anarchy shake the notion of the world's stable limits to the core. The 17th century is known for Descartes' rationalism and classical regularity. But even here there is the unexpected, the surprising *je ne sais quoi* and overwhelming ineffable. Through the literature of each era, we will see how reality often mixes with the marvelous and everything is not always as it seems.

Instructor(s): E. Van Dyke Terms Offered: Spring

Prerequisite(s): FREN 20500

Note(s): Taught in French.

HIST 22407. 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. Assignments: Students will have the opportunity to do a research paper or craft a project of their choice based on the themes of the course.

Instructor(s): R. Fulton
Terms Offered: Autumn

Equivalent Course(s): MDVL 22407, HIST 32407

ITAL 23900. Marsilio Ficino's "On Love" 100 Units.

This course is first of all a close reading of Marsilio Ficino's seminal book *On Love* (first Latin edition *De amore* 1484; Ficino's own Italian translation 1544). Ficino's philosophical masterpiece is the foundation of the Renaissance view of love from a Neo-Platonic perspective. It is impossible to overemphasize its influence on European culture. *On Love* is not just a radically new interpretation of Plato's *Symposium*. It is the book through which sixteenth- and seventeenth-century Europe read the love experience. Our course will analyze its multiple classical sources and its spiritual connotations. During our close reading of Ficino's text, we will show how European writers and philosophers appropriated specific parts of this Renaissance masterpiece. In particular, we will read extensive excerpts from some important love treatises, such as Castiglione's *The Courtier* (*Il cortigiano*), Leone Ebreo's *Dialogues on Love*, Tullia d'Aragona's *On the Infinity of Love*, but also selections from a variety of European poets, such as Michelangelo's *canzoniere*, Maurice Scève's *Délie*, and Fray Luis de León's *Poesía*.

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

Note(s): Course taught in English.

Equivalent Course(s): ITAL 33900, CMLT 36701, REMS 33900, FNDL 21103, CMLT 26701

ITAL 26002. Philosophical Petrarchism. 100 Units.

This course is a close reading of Petrarch's Latin corpus. Readings include the *Coronation Oration*, *The Secret*, and selections from *Remedies for Fortune Fair and Foul*, *On Illustrious Men*, *On Religious Leisure*, and *The Life of Solitude*. Special attention is devoted to Petrarch's letter collections (*Letters on Familiar Matters*, *Letters of Old Age*, *Book without a Name*, etc.) and his invectives. The aim of the course is to familiarize the student with the new and complete Petrarch that emerged in 2004 on the occasion of the 700th anniversary of his birth. Discussion will focus on Petrarch's self-consciousness as the "father of humanism," his relationship to Dante, autobiographism, dialogical inquiry, anti-scholasticism, patriotism, and Petrarch's "civic" reception in the Quattrocento as well as on a comparative evaluation of the nineteenth-century Petrarchs of Alfred Mézières, Georg Voigt, and Francesco De Sanctis.

Equivalent Course(s): ITAL 36002, FNDL 25802

ITAL 26401. Torquato Tasso. 100 Units.

This course investigates the entire corpus of Torquato Tasso, the major Italian poet of the second half of the sixteenth century. We read in detail the "*Gerusalemme Liberata*" and "*Aminta*," his two most famous works, in the context of their specific literary genre. We then spend some time examining the intricacies of his vast collection of lyric poetry, including passages from his poem "*Il mondo creato*." We also consider some of his dialogues in prose that address essential issues of Renaissance culture, such as the theories of love, emblematic expression, and the meaning of friendship.

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

Note(s): Taught in Italian.

Equivalent Course(s): FNDL 26401, ITAL 36401

NEAA 20522. Archaeology of Islamic Syria-Palestine. 100 Units.

This course is an exploration of the cultural patterns in the Levant from the late Byzantine period down to modern times, a span of some 1500 years. While the subject matter is archaeological sites of this period in Syria, Lebanon, Jordan, and Israel, the focus is on the role of medieval archaeology in amplifying the history of economic and social systems. It is this connective quality of Islamic archaeology that contributes to an understanding of the earlier history and archaeology of this region.

Instructor(s): D. Whitcomb
Terms Offered: Spring

Prerequisite(s): Introductory course in archaeology

Equivalent Course(s): NEAA 30522

NEHC 20501-20502-20503. Islamic History and Society I-II-III.

This sequence meets the general education requirement in civilization studies. This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history. Taking these courses in sequence is recommended but not required.

NEHC 20501. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.

This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.

Instructor(s): Fred Donner Terms Offered: Autumn

Equivalent Course(s): HIST 25704, CMES 30501, ISLM 30500, RLST 20501, MDVL 20501, NEHC 30501, HIST 35704

NEHC 20502. Islamic History and Society II: The Middle Period. 100 Units.

This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Mughuls.

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

Prerequisite(s): Not open to first-year students

Equivalent Course(s): NEHC 30502, HIST 35804, CMES 30502, MDVL 20502, HIST 25804, ISLM 30600

NEHC 20503. Islamic History and Society III: The Modern Middle East. 100 Units.

This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.

Instructor(s): Holly Shissler Terms Offered: Spring

Prerequisite(s): Not open to first-year students

Note(s): This course does not apply to the medieval studies major or minor.

Equivalent Course(s): HIST 35904, HIST 25904, NEHC 30503

NEHC 20601-20602-20603. Islamic Thought and Literature I-II-III.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

NEHC 20601. Islamic Thought and Literature I. 100 Units.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Tahera Qutbuddin Terms Offered: Autumn

Equivalent Course(s): SOSC 22000, HIST 35610, RLST 20401, MDVL 20601, CMES 30601, HIST 25610, NEHC 30601, ISLM 30601

NEHC 20602. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).

Instructor(s): Franklin Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): SOSC 22100, RLST 20402, HIST 35615, HIST 25615, MDVL 20602, ISLM 30602, NEHC 30602, CMES 30602

NEHC 20603. Islamic Thought and Literature III. 100 Units.

This class explores works of Muslim intellectuals, who interpreted various aspects of Islamic philosophy, political theory and law in the modern age. We will look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion and at the critique of both religious establishments and nation states as articulated by Middle Eastern intellectuals. Consequently, we will contextualize concepts like "woman," "nation," "East" and "jihad" as we follow the meanings assigned to these conceptions by different intellectuals at different historical moments. The class likewise examines the ways in which Muslim reformers synthesized cultural trends to revive the Islamic faith in face of Western economic and political hegemony. Our debate will focus on the influence of the colonial settings on the formation of these new readings and on the ways in which Muslim thinkers both appropriated and critiqued Western notions of civilization and guidance. We will consider the impact of these new ideas on political theory, and in particular on the political systems which emerged in the modern Middle East. Finally, the class will scrutinize the ways in which Muslim writers manipulated new means of communication such as the print media in order to propagate their ideas regarding the nature of their state and society. Generally, we shall discuss secondary literature first and the primary sources later.

Instructor(s): Orit Bashkin Terms Offered: Spring

Equivalent Course(s): HIST 25616, HIST 35616, RLST 20403, NEHC 30603, ISLM 30603, SOSC 22200

NEHC 20840. Radical Islamic Pieties: 1200 to 1600. 100 Units.

Some knowledge of primary languages (i.e., Arabic, French, German, Greek, Latin, Persian, Spanish, Turkish) helpful. This course examines responses to the Mongol destruction of the Abbasid caliphate in 1258 and the background to formation of regional Muslim empires. Topics include the opening of confessional boundaries; Ibn Arabi, Ibn Taymiyya, and Ibn Khaldun; the development of alternative spiritualities, mysticism, and messianism in the fifteenth century; and transconfessionalism, antinomianism, and the articulation of sacral sovereignties in the sixteenth century. All work in English. This course is offered in alternate years.

Instructor(s): C. Fleischer Terms Offered: Winter

Prerequisite(s): Consent of instructor

Equivalent Course(s): MDVL 20840, HIST 35901, RLST 20840, HIST 25901, NEHC 30840

SPAN 21703. Introducción a las literaturas hispánicas: textos españoles clásicos. 100 Units.

This course involves careful reading and discussion of significant works from the Spanish Middle Ages, Renaissance, and the Golden Age, including Juan Manuel's *Conde Lucanor*, Jorge Manrique's *Coplas*, the anonymous *Lazarillo de Tormes*, and the theater of Calderón.

Instructor(s): N. Blanco-Mourelle Terms Offered: Autumn

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish.



MOLECULAR ENGINEERING

Department Website: <http://ime.uchicago.edu/students/undergraduates>

OVERVIEW OF MOLECULAR ENGINEERING

Engineering is the science of solving complex technological problems and, in the case of molecular engineering, using tools and concepts that arise from the fundamentals of science at the nanoscale. The Institute for Molecular Engineering is at the forefront of emerging fields in engineering that have the potential to address fundamental problems of societal import and to translate basic discoveries into useful technologies. This exciting new field involves the incorporation of synthetic molecular building blocks into functional systems that will impact technologies in energy storage and harvesting, water purification and utilization, immunoengineering and advanced medical therapies, and quantum information and technology. Faculty in the Institute for Molecular Engineering conduct research at the intersection of chemical, electrical, mechanical, and biological engineering, as well as the materials, biological, and physical sciences.

PROGRAM OF STUDY IN MOLECULAR ENGINEERING

The BS degree in Molecular Engineering offers undergraduates a cutting-edge engineering curriculum built on a strong foundation in mathematics, physics, chemistry, and biology. Majors choose from three quantitative engineering tracks: one track aimed at engineering with a biology emphasis, a track with a focus on chemical and soft materials, and a track geared toward quantum engineering.

Courses in the major are designed to develop quantitative reasoning and problem-solving skills; to introduce engineering analysis of biological, chemical, and physical systems; and to address open-ended technological questions across a spectrum of disciplines. The aim is to introduce invention and design, along with inquiry and discovery, as fruitful and complementary intellectual activities. The program both prepares undergraduates for a wide variety of careers in technology-focused industries and positions them for further postgraduate study in such fields as engineering, science, medicine, business, or law.

Major Program Requirements

1. A strong and broad background in mathematics, physics, chemistry, and biology. It is imperative for a modern engineer to have a strong and broad background in the sciences, and the highly interdisciplinary nature of molecular engineering requires a foundation built across the mathematical, physical, and biological sciences.

Completing mathematics, chemistry, and physics course work during the first year at the University of Chicago is necessary for students interested in taking advantage of specializations in Molecular Engineering (for example, in polymers and soft materials, sustainable energy and water resources, immunoengineering, or quantum information science), advanced electives, research and design projects, and other opportunities beyond the required major course work. Completion of at least MATH 15300, CHEM 11300, and PHYS 13300, or approved equivalents, by the end of the first year **is a prerequisite for Molecular Engineering course work** during a student's second year. Therefore, **all students majoring in Molecular Engineering who matriculate in 2019 or later are strongly advised to take mathematics, chemistry, and physics courses concurrently during their first year at the University.** Students also are advised to start the mathematics, chemistry, and physics sequences at the highest level for which they are prepared, and to complete their general education requirements as early as possible. Students who satisfy the mathematics, chemistry, and physics requirements during their second year will be able to complete the Molecular Engineering major during their third and fourth years, but will be unable to avail themselves of the advanced engineering opportunities highlighted above.

2. Three Molecular Engineering tracks. Reflecting the research and education themes of the Institute for Molecular Engineering, three distinct tracks for the major are available to students. One track is aimed at preparing students oriented towards biological engineering, another is aimed toward chemical and soft materials, and the third is aimed at preparing students for the engineering of quantum-based materials, devices, and processes.

3. Starting the program. Students begin the Molecular Engineering course work with enrollment in either MENG 26010 Engineering Principles of Conservation or MENG 26020 Engineering Electrodynamics. Both courses require the completion of their stated prerequisites. Students should plan with their College advisers early in their first year of study for those prerequisites to be completed in a timely manner.

Rising second-year students should plan on taking these courses in the Spring Quarter of 2020. **Note that, beginning in the 2020–21 academic year,** the timing of these first courses in Molecular Engineering will be shifted forward and offered starting in the Autumn Quarter. Therefore, students majoring in Molecular Engineering who matriculate in 2019 should plan to enroll in their first course in Molecular Engineering in the Autumn Quarter of 2020.

4. MENG 26030 Introduction to Engineering Analysis. One of the first courses for all Molecular Engineering majors, this course teaches students to apply mathematical methods towards solving problems that cut across multiple engineering subdisciplines. A major objective of the course is to teach simple programming skills and computational methods in applied mathematics, including the use of such engineering software as

Python and Matlab. The skills that are introduced here will be applied and further developed throughout the rest of the curriculum.

5. MENG 29511-29512 Engineering Design I-II (200-unit capstone sequence) . This design course is a two-quarter sequence that teaches students how to combine fundamental science and engineering to solve open-ended problems, for example, analyzing the chemical and biological properties of cancer cells to develop new treatment and delivery vehicles or harnessing the properties of electrons in materials to develop quantum information technologies. Engineers from industry, the national laboratories, and academia, including IME faculty and fellows, will propose real-world projects for which they will serve as mentors. Students will work together in small teams throughout the two quarters to address the diverse engineering challenges that arise.

The design course also serves as a vehicle to teach other equally important non-technical skills, including:

- Problem identification: technology analysis, competitive analysis, market analysis, stakeholder analysis, product definition
- Impact of the project, including sociological and engineering ethics
- Project planning
- Project economics: costs, value/investment analysis, risk analysis and adjustment
- Prototyping, experimental design, data analysis, error analysis
- IP: patenting, prior art, patentability
- Legal and regulatory analysis
- Proposing, presenting, and reporting
- Teamwork

6. Advanced electives (four required courses in the major). The major is structured to allow for considerable flexibility for students to tailor their programs along individualized trajectories, with help from faculty advisers. Not only can students choose between multiple tracks, but they can further build breadth or depth through their choice of advanced electives. Moreover, we anticipate that our students will use elective courses outside of the major requirements to strengthen their backgrounds in specific areas of interest, also in consultation with Molecular Engineering advisers, to achieve desired outcomes such as preparation for graduate school in other engineering disciplines.

7. Laboratory skills and hands-on experience. Critical skills that molecular engineers must acquire as part of their educational program include the ability to apply knowledge of mathematics, science, and engineering and the ability to design and conduct experiments, as well as the ability to analyze and interpret data. Molecular Engineering majors develop these skills through lab components associated with required courses in the physical and biological sciences and Molecular Engineering courses including MENG 26101 Transport Phenomena I: Forces and Flows and MENG 26201-26202 Thermodynamics and Statistical Mechanics I-II. We also anticipate that many Molecular Engineering students will receive advanced laboratory experience pursuing undergraduate research projects.

8. Non-technical skills. Many decades of workshops and panels engaging stakeholders in academia and industry, often associated with the Accreditation Board for Engineering and Technology (ABET), have identified criteria for outcomes of students in engineering education programs. Although there is no plan to seek ABET accreditation for the Molecular Engineering major, many ABET criteria, particularly those related to non-technological skills, are achieved and viewed as essential to the Molecular Engineering major. Examples of student outcomes that fall into this category include: (a) an ability to formulate or design a system, process, or program to meet desired needs, (b) an ability to function on multidisciplinary teams, (c) an understanding of professional and ethical responsibility, (d) an ability to communicate effectively, (e) the broad education necessary to understand the impact of solutions in a global and societal context, (f) a recognition of the need for and an ability to engage in life-long learning, and (g) a knowledge of contemporary issues. Many of these outcomes will be addressed through both the Molecular Engineering degree curriculum (particularly emphasized in the design sequence) and the College general education requirements. Students who are able to both develop and articulate these skills will be positioned favorably for employment in industry and for postgraduate study in engineering, medicine, law, and business administration.

SUMMARY OF REQUIREMENTS FOR THE MAJOR IN MOLECULAR ENGINEERING: BIOLOGY TRACK

GENERAL EDUCATION

CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II (or higher) ¹	200
One of the following sequences:		200
MATH 13100-13200	Elementary Functions and Calculus I-II (requires a grade of A- or higher)	
MATH 15100-15200	Calculus I-II ¹	
MATH 16100-16200	Honors Calculus I-II	
One of the following sequences:		200

BIOS 20186 & BIOS 20187 BIOS 20234 & BIOS 20235	Fundamentals of Cell and Molecular Biology and Fundamentals of Genetics ² Molecular Biology of the Cell and Biological Systems ³	
Total Units		600
MAJOR		
CHEM 11300	Comprehensive General Chemistry III (or higher) ¹	100
PHYS 13100-13200-13300	Mechanics; Electricity and Magnetism; Waves, Optics, and Heat (or higher)	300
One of the following sets of three courses:		300
MATH 13300 Elementary Functions and Calculus III OR MATH 15300 Calculus III OR MATH 16300 Honors Calculus III OR MATH 19620 Linear Algebra, AND MATH 20000-20100 Mathematical Methods for Physical Sciences I-II ⁴		
OR		
MATH 16300 Honors Calculus III, AND MATH 20500 Analysis in Rn III OR MATH 20900 Honors Analysis in Rn III, AND MATH 27300 Basic Theory of Ordinary Differential Equations		
MENG 26010	Engineering Principles of Conservation	100
MENG 26030	Introduction to Engineering Analysis	100
MENG 26101-26102	Transport Phenomena I: Forces + Flows; Transport Phenomena II	200
MENG 26201-26202	Thermodynamics and Statistical Mechanics I-II	200
MENG 29511-29512	Engineering Design I-II	200
Four advanced electives selected in consultation with the adviser for Molecular Engineering (at least two should be in the Biological Sciences above BIOS 20242). ⁵		400
Total Units		1900

¹ Credit may be granted by examination.

² Molecular Engineering majors can take these courses without the Biological Sciences prerequisites (BIOS 20150-20151) unless they pursue a double major in the Biological Sciences. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic).

³ Open only to students with a 4 or 5 on the AP Biology exam. Upon completion of BIOS 20234-20235-20236, students will be awarded a total of 200 units to be counted toward the general education requirement in the biological sciences.

⁴ MATH 13300 requires a grade of A- or higher.

⁵ Students should seek approval from the adviser for Molecular Engineering for their major electives before registering for and completing the courses.

SUMMARY OF REQUIREMENTS FOR THE MAJOR IN MOLECULAR ENGINEERING: CHEMICAL AND SOFT MATERIALS TRACK

GENERAL EDUCATION

CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II (or higher) ¹	200
One of the following sequences:		200
MATH 13100-13200	Elementary Functions and Calculus I-II (requires a grade of A- or higher)	
MATH 15100-15200	Calculus I-II ¹	
MATH 16100-16200	Honors Calculus I-II	
One of the following sequences:		200
BIOS 10602 & BIOS 10603	Multiscale Modeling of Biological Systems I and Multiscale Modeling of Biological Systems II	
BIOS 20186 & BIOS 20187	Fundamentals of Cell and Molecular Biology and Fundamentals of Genetics ²	
BIOS 20234 & BIOS 20235	Molecular Biology of the Cell and Biological Systems ³	
Total Units		600

MAJOR

CHEM 11300	Comprehensive General Chemistry III (or higher) ¹	100
PHYS 13100-13200-13300	Mechanics; Electricity and Magnetism; Waves, Optics, and Heat (or higher)	300

One of the following sets of three courses:	300
MATH 13300 Elementary Functions and Calculus III OR MATH 15300 Calculus III OR MATH 16300 Honors Calculus III OR MATH 19620 Linear Algebra, AND MATH 20000-20100 Mathematical Methods for Physical Sciences I-II ⁴	
OR	
MATH 16300 Honors Calculus III, AND MATH 20500 Analysis in Rn III OR MATH 20900 Honors Analysis in Rn III, AND MATH 27300 Basic Theory of Ordinary Differential Equations	
MENG 26010	Engineering Principles of Conservation 100
MENG 26030	Introduction to Engineering Analysis 100
MENG 26101-26102	Transport Phenomena I: Forces + Flows; Transport Phenomena II 200
MENG 26201-26202	Thermodynamics and Statistical Mechanics I-II 200
MENG 29511-29512	Engineering Design I-II 200
Four advanced electives selected in consultation with the adviser for Molecular Engineering. ⁵	400
Total Units	1900

¹ Credit may be granted by examination.

² Molecular Engineering majors can take these courses without the Biological Sciences prerequisites (BIOS 20150-20151) unless they pursue a double major in the Biological Sciences. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic).

³ Open only to students with a 4 or 5 on the AP Biology exam. Upon completion of 3 Course Seq Code Title not found for BIOS 20234, students will be awarded a total of 200 units to be counted toward the general education requirement in the biological sciences.

⁴ MATH 13300 requires a grade of A- or higher.

⁵ Students should seek approval from the adviser for Molecular Engineering for their major electives before registering for and completing the courses.

SUMMARY OF REQUIREMENTS FOR THE MAJOR IN MOLECULAR ENGINEERING: QUANTUM TRACK

GENERAL EDUCATION

PHYS 13100-13200	Mechanics; Electricity and Magnetism (or higher)	200
One of the following sequences:		200
MATH 13100-13200	Elementary Functions and Calculus I-II (requires a grade of A- or higher)	
MATH 15100-15200	Calculus I-II ¹	
MATH 16100-16200	Honors Calculus I-II	
Total Units		400

MAJOR

PHYS 13300	Waves, Optics, and Heat (or higher)	100
One of the following:		100
MATH 13300	Elementary Functions and Calculus III (requires a grade of A- or higher)	
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
PHYS 22000	Introduction to Mathematical Methods in Physics	
CHEM 10100 & CHEM 10200 & CHEM 11300	Introductory General Chemistry I and Introductory General Chemistry II and Comprehensive General Chemistry III (or higher) ¹	300
One of the following:		100
PHYS 22100	Mathematical Methods in Physics	
MATH 20500	Analysis in Rn III	
MATH 20900	Honors Analysis in Rn III	
PHYS 15400	Modern Physics	100
PHYS 23400 & PHYS 23500	Quantum Mechanics I and Quantum Mechanics II	200
MENG 26020	Engineering Electrodynamics	100
MENG 26030	Introduction to Engineering Analysis	100
One of the following sets of two courses: ²		200

MENG 26201-26202	Thermodynamics and Statistical Mechanics I-II	
OR		
PHYS 19700 Statistical and Thermal Physics, AND PHYS 23600 Solid State Physics OR PHYS 25000 Computational Physics OR CHEM 26300 Chemical Kinetics and Dynamics		
OR		
CHEM 26200 Thermodynamics, AND PHYS 23600 Solid State Physics OR PHYS 25000 Computational Physics OR CHEM 26300 Chemical Kinetics and Dynamics		
MENG 29511-29512	Engineering Design I-II	200
Four advanced electives from the list Approved Quantum Track Advanced Electives (below) or selected in consultation with the adviser for Molecular Engineering. ³		400
Total Units		1900

¹ Credit may be granted by examination; consult the adviser for Molecular Engineering.

² Note: PHYS 19700 requires, and CHEM 26200 expects, prior experience with intermediate quantum mechanics; these options are well-suited to, but not exclusively for, students double-majoring in Physics or Chemistry.

³ Students should seek approval from the adviser for Molecular Engineering for their major electives before registering for and completing the courses.

Approved Quantum Track Advanced Electives

All 20000-level Molecular Engineering courses not otherwise required for the major (except those numbered MENG 20XXX and 29XXX)

All 20000-level Physics courses (except PHYS 29100-29200-29300 and PHYS 29700)

Courses in Mathematics and Statistics (no more than two to be used as program electives):

MATH 20400	Analysis in Rn II
or MATH 20800	Honors Analysis in Rn II
MATH 20500	Analysis in Rn III (Neither MATH 20500 nor MATH 20900 can be counted toward electives if substituted for PHYS 22100.)
or MATH 20900	Honors Analysis in Rn III
MATH 27000	Basic Complex Variables
MATH 27200	Basic Functional Analysis
MATH 27300	Basic Theory of Ordinary Differential Equations
MATH 27400	Introduction to Differentiable Manifolds and Integration on Manifolds
MATH 27500	Basic Theory of Partial Differential Equations
STAT 23400	Statistical Models and Methods
or STAT 24400	Statistical Theory and Methods I
STAT 24500	Statistical Theory and Methods II

Other courses in the physical sciences:

CHEM 26300	Chemical Kinetics and Dynamics
CHEM 26800	Computational Chemistry and Biology
CMSC 23710	Scientific Visualization
CMSC 28510	Introduction to Scientific Computing
GEOS 21200	Physics of the Earth
GEOS 23200	Climate Dynamics of the Earth and Other Planets

Courses in the biological sciences:

BIOS 29326	Introduction to Medical Physics and Medical Imaging
------------	---

Courses not listed here can satisfy the advanced elective requirement if explicitly approved, on a case-by-case basis, by the adviser for Molecular Engineering.

Sample Major Programs

Below is a *sample* four-year program for the Chemical and Soft Materials Track. Students should rely on relevant placement tests and on the direction of the Molecular Engineering and College advisers in creating a personal four-year program that accommodates their individual backgrounds and interests. It is recommended that students complete the background mathematics, chemistry, and physics sequences during their first year at the University and start these sequences at the highest level for which they are prepared.

First Year

Autumn Quarter	Winter Quarter	Spring Quarter
MATH 15100	MATH 15200	MATH 15300
CHEM 11100	CHEM 11200	CHEM 11300
PHYS 13100	PHYS 13200	PHYS 13300

Second Year

Autumn Quarter	Winter Quarter	Spring Quarter
MATH 20000	MATH 20100	MENG 26010 BIOS 20186

Third Year

Autumn Quarter	Winter Quarter	Spring Quarter
MENG 26101	MENG 26102	MENG 26202
MENG 26030	MENG 26201	Advanced Elective
BIOS 20187		

Fourth Year

Autumn Quarter	Winter Quarter	Spring Quarter
MENG 29511	MENG 29512	Advanced Elective
Advanced Elective	Advanced Elective	

Below is a sample four-year program for the Quantum Track. Students should rely on relevant placement tests and on the direction of the Molecular Engineering and College advisers in creating a personal four-year program that accommodates their individual backgrounds and interests. It is recommended that students complete the background mathematics, chemistry, and physics sequences during their first year at the University and start these sequences at the highest level for which they are prepared.

First Year

Autumn Quarter	Winter Quarter	Spring Quarter
MATH 15100	MATH 15200	MATH 15300
CHEM 11100	CHEM 11200	CHEM 11300
PHYS 14100	PHYS 14200	PHYS 14300

Second Year

Autumn Quarter	Spring Quarter
PHYS 22100	MENG 26020
PHYS 15400	PHYS 23400

Third Year

Autumn Quarter	Winter Quarter	Spring Quarter
MENG 26030	MENG 26201	MENG 26202
PHYS 23500	Advanced Elective	Advanced Elective

Fourth Year

Autumn Quarter	Winter Quarter
MENG 29511	MENG 29512
Advanced Elective	Advanced Elective

MINOR PROGRAM IN MOLECULAR ENGINEERING

The minor program in Molecular Engineering is designed for undergraduates majoring in the physical or biological sciences, mathematics, computer science, economics, or related fields. The overall objective of the program is to provide basic engineering tools and ways of thinking to students that augment scientific approaches and problem solving skills.

Minor Program Requirements

Before a student can declare the minor in Molecular Engineering, the student must complete the general education requirements in mathematics and physical sciences along with the course prerequisites for MENG 26010 Engineering Principles of Conservation. Following completion of all requirements, students must meet with the adviser for Molecular Engineering, Dr. Mark Stoykovich (stoykovich@uchicago.edu), to plan a course of study for the minor in the Molecular Engineering program. A student must then receive approval of the minor program on a Consent to Complete a Minor Program form (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf). The signed form must then be returned to the student's College adviser by the end of the Spring Quarter of the student's third year. Deviations from the course plan agreed upon in the Consent to Complete a Minor Program form require the approval of Dr. Stoykovich and submission of a revised Consent to Complete a Minor Program form prior to their implementation.

To earn the minor in Molecular Engineering, a student must complete six courses as outlined below. All courses in Molecular Engineering are pre-approved as advanced electives for the minor. Students should seek approval for all advanced electives that are outside of Molecular Engineering before enrolling in those courses. Before meeting with the adviser for Molecular Engineering, students should invest some thought into which courses they would like to complete for the minor and how those courses relate as a set.

Courses in the minor program may not be (1) double counted with the student's major(s) or with other minors, or (2) counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Summary of Requirements for the Minor in Molecular Engineering

MENG 26010	Engineering Principles of Conservation	100
MENG 26030	Introduction to Engineering Analysis	100
One of the following sequences:		200
MENG 26201-26202	Thermodynamics and Statistical Mechanics I-II	
OR		
MENG 26101-26102	Transport Phenomena I: Forces + Flows; Transport Phenomena II	
OR		
MENG 26101	Transport Phenomena I: Forces and Flows	
AND		
MENG 26201	Thermodynamics and Statistical Mechanics I	
Two advanced electives selected in consultation with the IME adviser *		200
Total Units		600

* Students must secure approval before enrolling in courses they wish to use as advanced electives in the minor program.

MINOR PROGRAM IN MOLECULAR ENGINEERING TECHNOLOGY AND INNOVATION

The overall objective of the minor program in Molecular Engineering Technology and Innovation is to introduce basic engineering concepts as they relate to evolving technologies, scientific innovation and entrepreneurship, scientific policy, and the broader impacts of engineering in society. The minor program is open to undergraduates from any major interested in these topics.

Minor Program Requirements

Students must complete the general education requirements in mathematics and physical sciences before declaring the minor in Molecular Engineering Technology and Innovation. Following completion of these requirements, students must meet with the adviser for Molecular Engineering, Dr. Mark Stoykovich (stoykovich@uchicago.edu), to plan a course of study for the minor. This meeting is mandatory and students who fail to have it may not be allowed to complete the minor. Prior to the meeting, students should invest some thought into which courses they would like to complete for the minor and how those courses relate as a set. The student and Dr. Stoykovich will fill out the Consent to Complete a Minor Program form (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) jointly, and once the form is signed the student must bring it to the student's College adviser. Deviations from the course plan agreed upon in the Consent to Complete a Minor Program form require the approval of Dr. Stoykovich and submission of a revised Consent to Complete a Minor Program form prior to their implementation.

To earn the minor in Molecular Engineering Technology and Innovation, a student must complete six courses as outlined below. Advanced electives must be chosen in consultation with Dr. Stoykovich. All courses in Molecular Engineering are pre-approved as advanced electives for the minor.

Courses in the minor program may not be (1) double counted with the student's major(s) or with other minors, or (2) counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Summary of Requirements for the Minor in Molecular Engineering Technology and Innovation

MENG 20000	Introduction to Emerging Technologies	100
2 to 5 additional courses in Molecular Engineering		200-500
0 to 3 elective courses selected in consultation with the IME adviser *		000-300
Total Units		600

* The following courses are pre-approved for the minor: BIOS 11140, BUSF 34103, BUSF 34106, BUSF 42703, ECON 22600, ECON 22650, ENST 23900, ENST 24705, ENST 26420, HIPS 17502, HIPS 21301, HIPS 25506, PBPL 21800, PBPL 23100, PBPL 24701, PBPL 29000, PHSC 12400, PHSC 12500. Students must secure approval before enrolling in courses that they wish to use as electives in the minor program and that are not on this pre-approved list.

GRADING

In order to qualify for the BS degree, a GPA of 2.0 or higher (with no grade lower than C-) is needed in all courses required in the major. Students majoring in Molecular Engineering must receive quality grades in all courses required in the degree program. All courses in the minors must be taken for quality grades. Non-majors and non-minors may take Molecular Engineering courses on a P/F basis; only grades of C- or higher constitute passing work.

HONORS

Students who pursue a substantive research project with a faculty member of the Institute for Molecular Engineering are encouraged to write and defend an honors thesis based on their work. Often students initiate this research program during their third year and continue through their fourth year. Students who wish to be considered for honors are expected to complete their arrangements with the adviser for Molecular Engineering (Dr. Mark Stoykovich, stoykovich@uchicago.edu) before the end of their third year and to register for one quarter of MENG 29700 Undergraduate Research for Molecular Engineering during their third or fourth years.

To be eligible to receive honors, students in the BS degree program must write an honors paper describing their research and defend their thesis with an oral presentation. The honors paper and oral defense must be approved by faculty of the Institute for Molecular Engineering and have deadlines established by the IME. The research paper or project used to meet this requirement may not be used to meet the BA/BS paper or project requirements in another major.

In addition, students must also have an overall GPA of 3.0 or higher to earn a BS degree with honors in Molecular Engineering.

MOLECULAR ENGINEERING COURSES

MENG 20000. Introduction to Emerging Technologies. 100 Units.

This course will examine five emerging technologies (stem cells in regenerative medicine, quantum computing, water purification, new batteries, etc.) over two weeks each. The first of the two weeks will present the basic science underlying the emerging technology; the second of the two weeks will discuss the hurdles that must be addressed successfully to convert a good scientific concept into a commercial product that addresses needs in the market place.

Instructor(s): Matthew Tirrell, Mustafa Guler Terms Offered: Autumn

Prerequisite(s): Completion of the general education requirements in mathematics and physical or biological sciences

Equivalent Course(s): MENG 30000

MENG 20200. Introduction to Materials Science and Engineering. 100 Units.

Synthesis, processing and characterization of new materials are the pervasive, fundamental necessities for molecular engineering. Understanding how to design and control the structure and properties of materials at the nanoscale is the essence of our research and education program. This course will provide an introduction to molecularly engineered materials and material systems. The course starts with atomic-level descriptions and means of thinking about the structure of materials, and then builds towards understanding nano- and meso-scale materials architectures and their structure-dependent thermal, electrical, mechanical, and optical properties. Strategies in materials processing (heat treatment, diffusion, self-assembly) to achieve desired structure will also be introduced. In the latter part of the course, applications of the major concepts of the course will be studied in quantum materials, electronic materials, energy-related materials, and biomaterials.

Instructor(s): Shuolong Yang Terms Offered: Winter

Prerequisite(s): Completion of the general education requirements in mathematics and physical or biological sciences

MENG 20300. The Science, History, Policy, and Future of Water. 100 Units.

Water is shockingly bizarre in its properties and of unsurpassed importance throughout human history, yet so mundane as to often be invisible in our daily lives. In this course, we will traverse diverse perspectives on water. The journey begins with an exploration of the mysteries of water's properties on the molecular level, zooming out through its central role at biological and geological scales. Next, we travel through the history of human civilization, highlighting the fundamental part water has played throughout, including the complexities of water policy, privatization, and pricing in today's world. Attention then turns to technology and innovation, emphasizing the daunting challenges dictated by increasing water stress and a changing climate as well as the enticing opportunities to achieve a secure global water future.

Instructor(s): Seth Darling Terms Offered: Winter

Prerequisite(s): None

Equivalent Course(s): HIPS 20301, GLST 26807, ENST 20300, ANTH 22131, HIST 25426

MENG 21100. Molecular Science and Engineering of Water. 100 Units.

This course will cover the properties of the water molecule, hydrogen bonding, clusters, supercritical water, condensed phases, solutions, confined and interfacial water, clathrates, and nucleation. In addition, methods of water purification, water splitting and fuel cells, water in atmospheric and climate science, and water in biology, health and medicine will be discussed.

Instructor(s): James Skinner, Chong Liu Terms Offered: Autumn

Prerequisite(s): MENG 26201 or CHEM 26200 or PHYS 19700 (or concurrent)

Equivalent Course(s): MENG 31100

MENG 21600. Bioengineering Kinetics. 100 Units.

This course focuses on the kinetics of biochemical reactions at the molecular level and addresses basic questions at the interface between molecular engineering and cell biology. This course will equip students with the knowledge and tools to quantitatively solve problems in biochemical systems and molecular reactions that are dynamic or at equilibrium.

Equivalent Course(s): BIOS 21359

MENG 21900. Biological Physics. 100 Units.

This course is an introduction to the physics of living matter. Its goal is to understand the design principles from physics that characterize the condensed and organized matter of living systems. Topics include: basic structures of proteins, nucleotides, and biological membranes; application of statistical mechanics to diffusion and transport; hydrodynamics of low Reynolds number fluids; thermodynamics and chemical equilibrium; physical chemistry of binding affinity and kinetics; solution electrostatics and depletion effect; biopolymer mechanics; cellular mechanics and motions; molecular motors.

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

Prerequisite(s): PHYS 13300 or PHYS 14300

Note(s): Students majoring in Physics may use this course either as a Physics elective OR as a upper level elective in the Biological Sciences major.

Equivalent Course(s): PHYS 25500, BIOS 21506

MENG 22100. Chemical Kinetics and Reaction Engineering. 100 Units.

This course introduces the fundamental concepts of reaction kinetics, from the molecular mechanisms and reaction rates of chemical reactions to its applied aspects in the reaction engineering of complex chemical systems. Course topics will include elementary reactions and rate laws, collision theory, transition state theory, reaction dynamics, complex reacting systems, the steady-state hypothesis, heterogeneous catalysis, and diffusion-limited systems. The course will draw upon examples of industrial-scale chemical processes to consider the impact of kinetics on the engineering of batch and continuous-flow reactors.

Instructor(s): Xiaoying Liu Terms Offered: Spring

Prerequisite(s): MENG 26102 and MENG 26201

MENG 22500. Introduction to Polymer Science. 100 Units.

This course introduces the basics of polymer materials and their behavior and properties. The course will cover a general overview to polymers, basic terminology and definitions, their classification, and their applications. The mechanistic and kinetic behavior of the major classes of polymerization reactions (step-growth, chain addition, and "living" polymerizations) will be introduced with respect to control over polymer structure/architecture, size, and properties. The course will also discuss polymer properties, polymer thermodynamics, and basic structure-property relationships that provide polymers with their unique characteristics compared to small molecules. Techniques for characterizing the chemical and physical properties of polymer solutions will be introduced, including osmometry, viscometry, and gel permeation chromatography.

Instructor(s): Paul Nealey, Stuart Rowan Terms Offered: Autumn

Prerequisite(s): MENG 26201 or CHEM 26200

Equivalent Course(s): MENG 32510

MENG 23310. Experimental Techniques and Advanced Instrumentation. 100 Units.

This course aims to provide students with a knowledge of state-of-the-art experimental measurement techniques and laboratory instrumentation for applications in broad scientific research environments, as well as industrial and general engineering practice. Topics include atomic-scale structural and imaging methods, electronic transport in low dimensional matter, magnetic and optical characterization of materials. Basic concepts in electronic measurement such as lock-in amplifiers, spectrum and network analysis, noise reduction techniques, cryogenics, thermometry, vacuum technology, as well as statistical analysis and fitting of data will also be discussed.

Instructor(s): David Awschalom Terms Offered: Spring

Prerequisite(s): PHYS 23400 and PHYS 23500 for undergraduates

Equivalent Course(s): MENG 33310

MENG 23500. Foundations of Quantum Optics. 100 Units.

Quantum optics seeks to illuminate the fundamental quantum mechanics of the interaction of light and matter. These principles can form the basis for quantum technologies in areas such as cryptography, computation, and metrology. This course provides a foundation in the fundamental principles and applications of quantum optics. Topics to be discussed may include Fermi's Golden Rule, interaction of two-level atoms and light, spontaneous emission, Rabi oscillations, classical and non-classical photon statistics, beam splitters, atom cavity interaction, vacuum-Rabi splitting, coherence, entanglement, and teleportation. The course will assume that students are comfortable with single-particle quantum mechanics at the level of a typical introductory graduate-level course.

Instructor(s): Alex High Terms Offered: Winter

Prerequisite(s): PHYS 23400 and PHYS 23500, or CHEM 26100, or equivalent

Equivalent Course(s): MENG 33500

MENG 23700. Quantum Computation. 100 Units.

This course provides an introduction to the fundamentals of quantum information to students who have not had training in quantum computing or quantum information theory. Some knowledge of quantum mechanics is expected, including bra-ket notation and the time-dependent form of Schrodinger's equation. Students will learn how to carry out calculations and gain a fundamental grasp of topics that will include some or all of: entanglement, teleportation, quantum algorithms, cryptography, and error correction.

Instructor(s): Andrew Cleland Terms Offered: Winter

Prerequisite(s): PHYS 22100 or equivalent

Equivalent Course(s): MENG 33700

MENG 23710. Synthetic Biology. 100 Units.

The objective of this course is to provide an overview of the fundamentals of synthetic biology by exploration of published and primary literature. Synthetic biology is an interdisciplinary area that involves the application of engineering principles to biology. It aims at the (re-)design and fabrication of biological components and systems that do not already exist in the natural world. Our goal in the course will be to examine how to apply design principles to biological systems. This will require understanding how biological systems operate, what design principles are successful in biology, and a survey of current approaches in the field to tackle these challenges. Topics will include genetic manipulation, pathway engineering, protein design, cellular engineering, and tools for information input and output in biological systems.

Instructor(s): Aaron Esser-Kahn Terms Offered: Spring

Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence. MENG 26102, BIOS 20236, and BIOS 20200 are recommended but not required.

Equivalent Course(s): MENG 33710

MENG 23800. Introduction to Nanofabrication. 100 Units.

This course will cover the fundamentals of nanofabrication from a practical viewpoint and will be useful for students planning to pursue research involving semiconductor processing technology, as well as broader topics such as microelectromechanical systems (MEMS), quantum devices, optoelectronics, and microfluidics. This course will cover the theory and practice of lithographic patterning; physical and chemical vapor deposition; reactive plasma etching; wet chemical processing; characterization techniques; and other special topics related to state-of-the-art processes used in the research and development of nanoscale devices. A solid grounding in introductory chemistry and physics is expected.

Instructor(s): Peter Duda Terms Offered: Winter

Prerequisite(s): PHYS 13300 and CHEM 10200, or equivalent

Equivalent Course(s): MENG 33800

MENG 24100. Selec Tpcs Molec Engineering: Molecular/Materials Modeling I. 100 Units.

This course will introduce students to the methods of molecular modeling. The topics covered will include an introduction to the origin of molecular forces, a brief introduction to statistical mechanics and ensemble methods, and an introduction to molecular dynamics, Brownian dynamics, and Monte Carlo simulations. The course will also cover elements of advanced sampling techniques, including parallel tempering, umbrella sampling, and other common biased sampling approaches. Course work or research experience is strongly recommended in: (1) elementary programming (e.g., C or C++), and (2) physical chemistry or thermodynamics.

Equivalent Course(s): MENG 34100

MENG 24200. Selected Topics in Molecular Engineering: Molecular/Materials Modeling II. 100 Units.

Quantum mechanical methods, including quantum chemistry, density functional theory (DFT), and many body perturbation theory, for simulating the properties of molecules and materials will be explored in this course. Numerical algorithms and techniques will be introduced that allow for solution of approximate forms of the Schrodinger and Boltzmann Equations that model structural and transport properties of molecules and materials. The coupling of DFT with molecular dynamics will be detailed for determining finite temperature properties. Coupling of DFT with spin Hamiltonians to study dynamical spin correlations in materials will also be described. Examples of the application of quantum mechanical methods to materials for energy conversion and quantum information technologies will be provided.

Instructor(s): Giulia Galli Terms Offered: Spring

Prerequisite(s): PHYS 23400 or CHEM 26100 or instructor consent

Equivalent Course(s): MENG 34200

MENG 24300. The Engineering and Biology of Tissue Repair. 100 Units.

In this course, students will gain an understanding of the science and application of tissue engineering, a field that seeks to develop technologies for restoring lost function in diseased or damaged tissues and organs. The course will first introduce the underlying cellular and molecular components and processes relevant to tissue engineering: extracellular matrices, cell/matrix interactions such as adhesion and migration, growth factor biology, stem cell biology, inflammation, and innate immunity. The course will then discuss current approaches for engineering a variety of tissues, including bone and musculoskeletal tissues, vascular tissues, skin, nerve, and pancreas. Students will be assessed through in-class discussions, take-home assignments and exams, and an end-of-term project on a topic of the student's choice.

Instructor(s): Jeffrey Hubbell Terms Offered: Spring

Prerequisite(s): BIOS 20186 or BIOS 20234

Equivalent Course(s): MENG 34300, MPMM 34300, BIOS 21507

MENG 24310. Cellular Engineering. 100 Units.

Cellular engineering is a field that studies cell and molecule structure-function relationships. It is the development and application of engineering approaches and technologies to biological molecules and cells. This course provides a bridge between engineers and biologists that quantitatively study cells and molecules and develop future clinical applications. Topics include fundamental cell and molecular biology; immunology and biochemistry; receptors, ligands, and their interactions; nanotechnology/biomechanics; enzyme kinetics; molecular probes; cellular and molecular imaging; single-cell genomics and proteomics; genetic and protein engineering; and drug delivery and gene delivery.

Instructor(s): Jun Huang Terms Offered: Winter

Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence

Equivalent Course(s): MENG 34310, BIOS 21508, MOMN 34310

MENG 24400. Nanomedicine. 100 Units.

This course focuses on the applications of nanotechnology in medicine. The chemical, physical and biological features of the nanomaterials will be discussed for applications in medicine. A survey of concepts in therapeutic drug delivery methods, diagnostic imaging agents and cell-materials interactions will be discussed.

Instructor(s): Mustafa Guler Terms Offered: Winter

Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence

Equivalent Course(s): BIOS 28410, MENG 34400

MENG 24500. Microfluidics and Its Applications. 100 Units.

Precision control of fluids at the micrometer scale (hence microfluidics) provides unprecedented capabilities in manipulation and analysis of cells and proteins. Moreover, fluids and particles behave in fundamentally different ways when confined to small dimensions, making microfluidics an interesting topic of basic research. This course aims to provide students with theoretical knowledge and practical skills on the use of microfluidics for the manipulation and analysis of physical, chemical, and biological systems. We will first survey theoretical concepts regarding microfluidics. We will then focus on design considerations and fabrication methods for multi-layer microfluidic chips using PDMS soft-lithography. We will learn how to fabricate, multiplex, and control PDMS membrane valves and integrate them into high-throughput analytical systems. We will survey recent developments in microfluidics and its scientific and industrial applications. Biological systems analysis in cell sorting, culture, cell signaling, single molecule detection, digital nucleic acid and protein quantification, and biosensing are some of the applications we will cover. This course will have a laboratory component where students will design, fabricate, and use microfluidic devices and therefore acquire hands-on skills in microfluidic engineering.

Instructor(s): Savas Tay Terms Offered: Spring

Prerequisite(s): MATH 13300 (or higher), or MATH 13200 (or higher) plus BIOS 20151 or BIOS 20152 or BIOS 20236

Equivalent Course(s): MENG 34500

MENG 24600. Quantitative Systems Biology. 100 Units.

This course aims to provide students with knowledge on the use of modern methods for the analysis, manipulation, and modeling of complex biological systems, and to introduce them to some of the most important applications in quantitative and systems biology. We will first survey theoretical concepts and tools for analysis and modeling of biological systems like biomolecules, gene networks, single cells, and multicellular systems. Concepts from information theory, biochemical networks, control theory, and linear systems will be introduced. Mathematical modeling of biological interactions will be discussed. We will then survey quantitative experimental methods currently used in systems biology. These methods include single cell genomic, transcriptomic, and proteomic analysis techniques, *in vivo* and *in vitro* quantitative analysis of cellular and molecular interactions, single molecule methods, live cell imaging, high throughput microfluidic analysis, and gene editing. Finally, we will focus on case studies where the quantitative systems approach made a significant difference in the understanding of fundamental phenomena like signaling, immunity, development, and diseases like infection, autoimmunity, and cancer.

Instructor(s): Savas Tay Terms Offered: Winter

Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence

Equivalent Course(s): MENG 34600

MENG 24700. Biodiagnostics and Biosensors. 100 Units.

This course focuses on the biological and chemical interactions that are important for the diagnosis of diseases and the design of new assays. The principles and mechanisms of molecular diagnostics and biosensors, as well as their applications in disease diagnosis, will be discussed. Bioanalytical methods including electrochemical, optical, chemical separation, and spectroscopic will be described. Surface functionalization and biomolecular interactions will be presented for the development of protein and DNA based biosensor applications. The goals for the course are to introduce the fundamental mechanisms of bioanalytical methods/tools, examples of specific methods for diagnostic purposes, and analytical methods necessary for developing new precision medicine tools.

Instructor(s): Mustafa Guler Terms Offered: Spring

Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence

Equivalent Course(s): BIOS 28700, MENG 34700

MENG 24800. Quantitative Immunobiology. 100 Units.

The science of immunology was born at the end of the 19th century as a discipline focused on the body's defenses against infection. The following 120+ years has led to the discovery of a myriad of cellular and molecular players in immunity, placing the immune system alongside the most complex systems such as Earth's global climate and the human brain. The functions and malfunctions of the immune system have been implicated in virtually all human diseases. It is thought that cracking the complexity of the immune system will help manipulate and engineer it against some of the most vexing diseases of our times such as AIDS and cancer. To tackle this complexity, immunology in the 21st century - similar to much of the biological sciences - is growing closer to mathematics and data sciences, physics, chemistry and engineering. A central challenge is to use the wealth of large datasets generated by modern day measurement tools in biology to create knowledge, and ultimately predictive models of how the immune system works and can be manipulated. The goal of this course is to introduce motivated students to the quantitative approaches and reasoning applied to fundamental questions in immunology.

Instructor(s): Nicolas Chevrier Terms Offered: Winter

Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence. Knowledge of R is recommended but not required. Courses in immunology and microbiology are an advantage but not required (e.g., BIOS 25256 Immunobiology; BIOS 25206 Fundamentals of Bacterial Physiology).

Equivalent Course(s): BIOS 26403, MENG 34800, IMMU 34800

MENG 25000. Introduction to the Design Process. 100 Units.

Design is as much a way of thinking as it is a process for creating anything new. This course introduces design methods for the early-stage of an innovation process. It will cover problem framing, contextual and user research, mining qualitative information for insights and unmet needs, concept generation, prototyping, and communications for innovation. Classes will be a combination of lectures, hands-on learning, and a quarter-long design project focused on a real-world challenge.

Instructor(s): Angelika Zissimopoulos Terms Offered: Spring

Prerequisite(s): MENG 20000 and completion of the general education requirements in mathematics and physical or biological sciences.

MENG 25100. Electrochemical Principles and Methods. 100 Units.

This course will cover topics related to basic electrochemical principles, methodologies, and systems. In particular, students will be given an overview of fundamental concepts related to electrochemical potential, electric double layer, electrode kinetics, and mass transport processes. In addition, the application of key electrochemical experimental methods will be covered. A few examples include cyclic voltammetry, AC impedance spectroscopy, and the rotating disk electrode. Throughout the course, students will apply basic principles of thermodynamics, kinetics, and transport phenomena. Lastly, a brief overview of traditional electrochemical systems and emerging technologies related to energy storage and conversion (e.g., lithium-ion batteries, flow batteries, and fuel cells) and bioelectronics applications will be discussed.

Instructor(s): Shrayesh Patel Terms Offered: Spring

Prerequisite(s): MENG 26102 and MENG 26201

Equivalent Course(s): MENG 35100

MENG 26010. Engineering Principles of Conservation. 100 Units.

This course is a precursor to both the thermodynamics and transport sequences. Students will be introduced to the mathematical framework of Reynolds transport theorem from a general perspective and in different forms (algebraic, integral and differential), and apply that framework to a wide variety of problems that involve changes in mass, energy, and momentum. Using scaling approximations and dimensional analysis to obtain an intuitive understanding of the mathematical framework will also be emphasized throughout. These concepts will then be carried over to, and reinforced in, the transport and thermodynamics courses that follow sequentially.

Instructor(s): Mark Stoykovich, Andrew Ferguson Terms Offered: Spring

Prerequisite(s): MATH 20000 or MATH 20400 or PHYS 22000, and CHEM 11300 or PHYS 13300

MENG 26020. Engineering Electrodynamics. 100 Units.

This is an advanced course in electromagnetism with an engineering focus. Requires good preparation in freshman-level, calculus-based, electrostatics and magnetostatics; also preparation in vector calculus.

Instructor(s): Andrew Cleland Terms Offered: Spring

Prerequisite(s): PHYS 13300 or PHYS 14300, and MATH 20100 or PHYS 22100 or concurrent enrollment in MATH 20500 or MATH 20900

MENG 26030. Introduction to Engineering Analysis. 100 Units.

This course provides students with the enabling numerical algorithms and computational methods for molecular engineering. These numerical methods include root finding, solving systems of linear and non-linear equations, general minimization and optimization strategies, regression analysis, and Monte Carlo techniques. Numerical integration including Runge-Kutta methods, as well as methods for solving ODEs (i.e., initial value problems and boundary value problems) and PDEs, will also be introduced. A key focus of the course will be to introduce the students to basic structured programming in Python or MATLAB that will provide a foundational tool for applying such algorithms throughout the MENG coursework.

Instructor(s): Mark Stoykovich Terms Offered: Autumn

Prerequisite(s): MENG 26010 or MENG 26020

MENG 26101-26102. Transport Phenomena I: Forces + Flows; Transport Phenomena II.

The Transport sequence exposes students to basic topics in continuum mechanics, with a focus on momentum transfer (part I) and energy and mass transfer (part II).

MENG 26101. Transport Phenomena I: Forces and Flows. 100 Units.

This course will expose students to basic topics in continuum mechanics, with a focus on momentum transfer. Course topics include an overview of tensor mathematics, forces and inertia, Bernoulli's Equation, Navier-Stokes Equations, and standard examples of Navier-Stokes flows, including Poiseuille flow, falling films, and flow around a sphere. For each of these topics, examples will be provided with dimensionless and scaling analysis to accompany problem solution. Analysis will include computation of approximate solutions, determination of when an approximate solution is adequate and, given the assumptions made, what the limitations of any solution are. Laboratory exercises in microfluidics will be included. (L)

Instructor(s): Shrayesh Patel Terms Offered: Autumn

Prerequisite(s): MENG 26010

MENG 26102. Transport Phenomena II. 100 Units.

This course exposes students to basic topics in continuum mechanics, with a focus on energy and mass transfer. Course topics include an overview of the physical and mathematical basis of diffusion, Fick's law and the definition of fluxes for description in the form of differential equations, a reminder of the Reynolds Transport Theorem and differential forms for mass and energy transfer, mass balances in non-reacting systems (with multiple examples), mass balances with chemical reactions, energy balances, and combined energy and mass balances with chemical reactions.

Instructor(s): Melody Swartz, Aaron Esser-Kahn Terms Offered: Winter

Prerequisite(s): MENG 26101

MENG 26102. Transport Phenomena II. 100 Units.

This course exposes students to basic topics in continuum mechanics, with a focus on energy and mass transfer. Course topics include an overview of the physical and mathematical basis of diffusion, Fick's law and the definition of fluxes for description in the form of differential equations, a reminder of the Reynolds Transport Theorem and differential forms for mass and energy transfer, mass balances in non-reacting systems (with multiple examples), mass balances with chemical reactions, energy balances, and combined energy and mass balances with chemical reactions.

Instructor(s): Melody Swartz, Aaron Esser-Kahn Terms Offered: Winter

Prerequisite(s): MENG 26101

MENG 26201-26202. Thermodynamics and Statistical Mechanics I-II.

This sequence covers thermodynamics and statistical mechanics for engineers.

MENG 26201. Thermodynamics and Statistical Mechanics I. 100 Units.

This course will include an introduction to postulates of thermodynamics, thermodynamic properties of pure substances, and engineering applications relying on thermodynamic cycles (including engines, heat pumps, and refrigeration). An introduction to statistical mechanics and its connection to molecular thermodynamics will also be included among the course topics. (L)

Instructor(s): Chong Liu Terms Offered: Winter

Prerequisite(s): MENG 26030

MENG 26202. Thermodynamics and Statistical Mechanics II. 100 Units.

This course addresses the thermodynamics of mixtures and their phase equilibria (e.g., vapor-liquid, liquid-liquid, and solid-liquid equilibria). It includes an introduction to the theory of phase equilibria and stability for mixtures, the concepts of activity and fugacity for describing non-ideal systems, an introduction to molecular models and the prediction of thermodynamic properties from such models, as well as the importance of such topics for engineering applications (including in separation processes such as distillation, extraction, and membrane osmosis). The course has a laboratory component that includes characterizing vapor-liquid equilibria in distillation processes, experimentation with surface adsorption, and measurements of solubility. (Lab)

Instructor(s): Mark Stoykovich Terms Offered: Spring

Prerequisite(s): MENG 26201

MENG 26202. Thermodynamics and Statistical Mechanics II. 100 Units.

This course addresses the thermodynamics of mixtures and their phase equilibria (e.g., vapor-liquid, liquid-liquid, and solid-liquid equilibria). It includes an introduction to the theory of phase equilibria and stability for mixtures, the concepts of activity and fugacity for describing non-ideal systems, an introduction to molecular models and the prediction of thermodynamic properties from such models, as well as the importance of such topics for engineering applications (including in separation processes such as distillation, extraction, and membrane osmosis). The course has a laboratory component that includes characterizing vapor-liquid equilibria in distillation processes, experimentation with surface adsorption, and measurements of solubility. (Lab)

Instructor(s): Mark Stoykovich Terms Offered: Spring

Prerequisite(s): MENG 26201

MENG 27100. Biological Materials. 100 Units.

In this course, students will gain an understanding of the science and application of biomaterials, a field that utilizes fundamental principles of materials science with cell biology for applications in therapeutics and diagnostics. The course will introduce the basic classes of biomaterials, considering metals used in medicine, ceramics and biological inorganic materials such as hydroxyapatite, and polymers used in medicine. The basis of protein adsorption modulating biological interactions with these materials will be elaborated. Examples to be covered in the course will include polymers used in drug delivery, polymers used in protein therapeutics, polymers used in degradable biomaterial implants, polymers used in biodiagnostics, and hybrid and polymeric nanomaterials used as bioactives and bioactive carriers. An emphasis in the course will be placed on bioactive materials development. Students will be assessed through in-class discussions, take-home assignments and exams, and an end-of-term project on a topic of the student's choice.

Instructor(s): Jeffrey Hubbell Terms Offered: Autumn

Prerequisite(s): BIOS 20186 and BIOS 20187, or BIOS 20234 and BIOS 20235

Note(s): This course does not meet the requirements for the Biological Sciences major.

Equivalent Course(s): BIOS 29328, MENG 37100

MENG 27200. Electronic and Quantum Materials for Technology. 100 Units.

This is a one-quarter introductory course on the science and engineering of electronic and quantum materials. The intended audience is upper-level undergraduate students and first-year graduate students in Molecular Engineering and other related fields, including Chemistry and Physics. We will learn the basics of electrical and optical properties of electronic materials, including semiconductors, metals, and insulators starting from a simple band picture, and will discuss how these materials enable modern electronic and optoelectronic devices and circuitry. We will also explore the modern synthesis techniques for these materials and the effects of reduced dimensions and emergent quantum properties. No comprehensive exposure to quantum mechanics, thermodynamics, or advanced mathematical skills will be assumed, even though working knowledge of these topics will be helpful.

Instructor(s): Jiwoong Park Terms Offered: Spring

Prerequisite(s): CHEM 26200 or PHYS 23500 or instructor consent

Equivalent Course(s): MENG 37200

MENG 27300. Polymer Physics. 100 Units.

This course is an advanced introduction to polymer physics taught at a level suitable for senior undergraduates and graduate students in STEM fields. Topics that will be covered include the statistics and conformations of linear chain molecules; polymer brushes; thermodynamics and dynamics of polymers, polymer blends and polymer solutions; phase equilibria; networks, gels, and rubber elasticity; linear viscoelasticity; and thermal and mechanical properties.

Instructor(s): Paul Nealey Terms Offered: Spring

Prerequisite(s): MENG 22500

Equivalent Course(s): MENG 32500

MENG 27320. Polymer Synthesis. 100 Units.

This course introduces the most important polymerization reactions, focusing on their reaction mechanisms and kinetic aspects. Topics include free radical and ionic chain polymerization, step-growth polymerization, ring-opening, insertion, controlled living polymerization, crosslinking, copolymerization, and chemical modification of preformed polymers.

Instructor(s): Stuart Rowan Terms Offered: Winter

Prerequisite(s): CHEM 22000 and CHEM 22100

Equivalent Course(s): MENG 32520

MENG 29511-29512. Engineering Design I-II.

The project-based design courses combine fundamental science and engineering skills to solve open-ended and challenging engineering problems selected among those encountered in the biology, chemical and soft materials, and quantum fields. Specific objectives for the courses include learning how to define a technical problem and how to propose solutions, applying scientific and engineering knowledge to solve real-world problems, and developing an operating plan with defined sub-tasks and project timelines. Additional emphasis will be placed on enhancing skills to communicate results clearly and concisely to various audiences, access and manage resources to achieve objectives, work as part of a team, and interact with external mentors and project managers. These courses also serve as a vehicle to teach other equally important non-technical skills, such as professional and ethical responsibilities in engineering and the impact of engineering in a societal context.

MENG 29511. Engineering Design I. 100 Units.

First quarter of Engineering Design.

Instructor(s): Mark Stoykovich, Xiaoying Liu, Mustafa Guler Terms Offered: Autumn

Prerequisite(s): Instructor consent required

MENG 29512. Engineering Design II. 100 Units.

Second quarter of Engineering Design.

Instructor(s): Mark Stoykovich, Xiaoying Liu, Mustafa Guler Terms Offered: Winter

Prerequisite(s): MENG 29511

MENG 29512. Engineering Design II. 100 Units.

Second quarter of Engineering Design.

Instructor(s): Mark Stoykovich, Xiaoying Liu, Mustafa Guler Terms Offered: Winter

Prerequisite(s): MENG 29511

MENG 29700. Undergraduate Research for Molecular Engineering. 100 Units.

IME faculty offer one-quarter research experiences for interested MENG students. A quality grade will be given based on performance in this course. In order to assign a quality grade, an agreement between the sponsoring IME faculty member and each student will be made that includes: (1) the content and scope of the project, (2) expectations for time commitment, (3) a well-defined work plan with timelines for particular experiments or calculations to be accomplished, and (4) a summary of academic goals such as demonstrating knowledge of the literature and developing communication skills (e.g., through presentations at group meetings).

Instructor(s): IME Faculty Terms Offered: Autumn Spring Winter

Prerequisite(s): Faculty consent required

Note(s): Students interested in MENG 29700 should contact the adviser for Molecular Engineering (Dr. Mark Stoykovich, stoykovich@uchicago.edu) and complete a "College Reading and Research Course Form" available from the College advisers.



MUSIC

Department Website: <http://music.uchicago.edu>

PROGRAM OF STUDY

The Department of Music aims to broaden the exposure to and enrich the understanding of the various Western, non-Western, and vernacular musical traditions of the world. Courses develop students' ability to analyze works and their structures; to understand music within historical lineages and socio-cultural practices; and to engage in the creative practice of music via composition and performance. The BA program in music provides a critical foundation for graduate work in music studies, careers in media production, education, or research, and provides an artistic, humanistic complement to study in other fields. The department also sponsors a music minor as well as a number of courses, performance organizations, and concert experiences available to the non-major.

COURSES FOR NON-MAJORS

General Education

General education courses listed here are open to all students, regardless of previous musical background; in most cases reading music notation is not required.

The following courses satisfy the general education requirement in **the arts**:

MUSI 10100	Introduction to Western Art Music	100
MUSI 10200	Introduction to World Music	100
MUSI 10300	Introduction to Music: Materials and Design	100
MUSI 10400	Introduction to Music: Analysis and Criticism	100

Students seeking to meet the general education requirement in **civilization studies** may select the following two-quarter sequence:

MUSI 12100-12200	Music in Western Civilization I-II	200
------------------	------------------------------------	-----

Other Courses for Non-Majors

For additional electives, non-majors may wish to consider courses in such interdisciplinary programs as Signature Courses in the College (SIGN) or Big Problems (BPRO), and other MUSI electives that do not require score reading. Performance ensembles are also open to all students regardless of major by audition.

BA PROGRAM REQUIREMENTS

The program for the bachelor's degree in music offers a balance of academic and practice-based approaches to music study. Majors are required to earn at least 1100 units of music course work divided between analytical, historical, cultural, and creative practices. Students have considerable agency to design a major that accords with their own interests, with an additional option to write a BA thesis or composition eligible for special honors. Students plan and formalize their major program of study in consultation with the Director of Undergraduate Studies (see Advising).

SUMMARY OF REQUIREMENTS: BA IN MUSIC

The music major requires 1100 units of study. Six "foundation" courses are chosen from the following areas: Analysis and Techniques, Histories and Cultures, and Creative Practices. Five additional elective courses are also required, which should be chosen in consultation with the Director of Undergraduate Studies.

Analysis and Techniques	200
Histories and Cultures	300
Creative Practices	100
Electives	500
Total Units	1100

FOUNDATION COURSES

Analysis and Techniques

Choose two courses:

MUSI 14300	Music Theory Fundamentals	100
MUSI 15100	Harmony and Voice Leading I	100
MUSI 15200	Harmony and Voice Leading II	100
MUSI 15300	Harmony and Voice Leading III	100

It is advisable for students to begin Analysis and Techniques courses as soon as possible, since these are often prerequisites for electives. A placement exam given on the first day of MUSI 15100 advises students on where to enter the music theory and analysis sequence. Majors should enroll in MUSI 15100, take the placement exam, and be advised on whether to take MUSI 14300, to stay in MUSI 15100, or to begin with MUSI 15200. The Director of Undergraduate Studies can provide additional guidance.

Histories and Cultures

Choose three courses including MUSI 23300, which is required for all majors:

MUSI 27100	Topics in the History of Western Music I	100
MUSI 27200	Topics in the History of Western Music II	100
MUSI 27300	Topics in the History of Western Music III	100
MUSI 23300	Introduction to the Social and Cultural Study of Music	100

Creative Practices

Choose one course:

MUSI 26100	Introduction to Composition §	100
MUSI 26600	Intro: Computer Music	100
Performance Ensemble +		100

§ Students must take two group composition courses before inquiring about private study in music composition (MUSI 24000 Composition Lessons).

+ Students must fulfill three quarters of a performance ensemble to receive major credit. Students wishing to count ensemble participation in the major or the minor must enroll for credit on a Pass/Fail basis. A maximum of three units of ensemble participation (one unit as foundations + two units as electives) count toward the major. Students can participate in ensembles on a not-for-credit basis by enrolling for zero credit. For more information, see Performance Program below.

ELECTIVES

Electives should be chosen in consultation with the Director of Undergraduate Studies according to individual goals. Options include:

- **Academic Courses**, additional foundations-level courses count as electives.
- **Performance Ensembles**, up to two additional units (a maximum of three units of performance ensembles in total may count toward the major).
- **BA Thesis**, MUSI 29500 Undergraduate Honors Seminar and MUSI 29900 Senior Essay or Composition

Students are invited to write an essay or composition on the topic of their choosing as a BA thesis. Enrollment in MUSI 29500 Undergraduate Honors Seminar, typically offered each Spring Quarter, is designed to prepare third-year students to write a BA thesis. Thesis writers should enroll in MUSI 29900 Senior Essay or Composition during either the Autumn or Winter Quarter of the fourth year. MUSI 29500 and 29900 count toward electives in the major. The thesis topic can be interdisciplinary, but cannot jointly be submitted as a BA thesis in another major. Depending upon GPA, writing a BA thesis may make students eligible for Special Honors. Prospective thesis writers should speak with the Director of Undergraduate Studies about possible topics, advisers, and research plans in Autumn, Winter, and Spring Quarters of the third year.

SPECIAL HONORS

Students may be recommended for special honors if they (1) have a GPA of at least 3.0 overall, (2) have a GPA of at least 3.5 in the music major, and (3) present an outstanding BA thesis or composition, as judged by the Department of Music faculty, under the approved supervision of a Department of Music faculty member.

MINOR PROGRAM IN MUSIC

The program for the minor requires 700 units, including two analysis courses, one historical or cultural course, one creative practice course, and three electives in accord with the student's interests. Students can begin the minor in any of the three columns (Analysis and Techniques, Histories and Cultures, or Creative Practices). Students plan and formalize their minor program of study in consultation with the Director of Undergraduate Studies (see Advising).

SUMMARY OF REQUIREMENTS: MINOR IN MUSIC

Students wishing to minor in music must take 700 units total, comprising four foundational courses and three elective courses chosen in consultation with the Director of Undergraduate Studies.

Analysis & Techniques	200
Histories & Cultures	100

Creative Practices	100
Electives	300
Total Units	700

FOUNDATION COURSES FOR THE MINOR

Analysis and Techniques

Choose two of the following:

MUSI 14300	Music Theory Fundamentals	100
MUSI 15100	Harmony and Voice Leading I	100
MUSI 15200	Harmony and Voice Leading II	100
MUSI 15300	Harmony and Voice Leading III	100

Histories and Cultures

Choose one of the following:

MUSI 23300	Introduction to the Social and Cultural Study of Music	100
MUSI 27100	Topics in the History of Western Music I	100
MUSI 27200	Topics in the History of Western Music II	100
MUSI 27300	Topics in the History of Western Music III	100

Creative Practices

Choose one of the following:

MUSI 26100	Introduction to Composition	100
MUSI 26600	Intro: Computer Music	100
Performance Ensemble ⁺		100

⁺ Students must fulfill three quarters of a performance ensemble to receive minor credit. Students wishing to count ensemble participation in the major or the minor must enroll for credit on a Pass/Fail basis. A maximum of two units of ensemble participation (one unit as foundations + one unit as electives) count toward the minor. Students can participate in ensembles on a not-for-credit basis by enrolling for zero credit. For more information, see Performance Program below.

ELECTIVES

Electives should be chosen in consultation with the Director of Undergraduate Studies according to individual goals and may include:

- **Academic Courses** (additional foundations-level courses count as electives).
- **Performance Ensembles**, up to one additional unit (a maximum of two units of performance ensembles in total may count toward the minor).

PERFORMANCE PROGRAM

Ensembles are open to all qualified students from all areas of the University through competitive auditions held at the beginning of Autumn Quarter. Participation in consecutive quarters (Autumn, Winter, Spring) is expected, unless there are extenuating circumstances (in which case, students may speak with the ensemble director and the Director of Undergraduate Studies). Beginners are welcome in non-Western ensembles, where previous experience is not assumed or required. Most organizations rehearse weekly. Ensemble directors establish their own standards of attendance, participation, repertoire amounts, and performances, within ranges approved by the Music Department faculty, in their individual syllabi.

Music majors and minors who complete a year of performance work in an ensemble with a passing grade will receive 100 units of credit upon completion, by request with the Director of Undergraduate Studies in the Department of Music. A maximum of three years (300 units) is allowed toward the major, and two years (200 units) towards the minor. Students who are participating in an ensemble enroll on a Pass/Fail basis. There is no option to take an ensemble for a quality grade. Majors and minors who have completed their desired or allowed for-credit units are encouraged to continue participating in an ensemble without requesting additional units of credit. Non-majors and non-minors cannot request credit.

MUSI 17000	University Chorus
MUSI 17001	Motet Choir
MUSI 17002	Women's Ensemble
MUSI 17003	Rockefeller Chapel Choir
MUSI 17010	University Symphony Orchestra
MUSI 17011	University Chamber Orchestra

MUSI 17012	University Wind Ensemble
MUSI 17020	Early Music Ensemble
MUSI 17021	Jazz X-tet
MUSI 17022	Jazz Combo
MUSI 17023	Middle East Music Ensemble
MUSI 17025	South Asian Music Ensemble
MUSI 17026	Chamber Music Performance
MUSI 17027	Piano Performance Studio
MUSI 17028	Vocal Performance Studio
MUSI 17029	Percussion Ensemble

OTHER PERFORMANCE ACTIVITIES

Students may wish to pursue additional musical activities at the University, including Tea Time Concert Series (<http://music.uchicago.edu/page/tea-time-concert-series>), Gilbert and Sullivan Opera Company (<http://www.gilbertandsullivanoperacompany.org>), and many other campus opportunities (<http://music.uchicago.edu/page/other-campus-opportunities>). *These activities do not earn credit or satisfy the Creative Practice requirement for the music major or minor.*

For further information, students are welcome to visit the University of Chicago Music Performance Program website at music.uchicago.edu/page/ensembles-and-programs-overview or contact Barbara Schubert, Director of Performance Programs, at bschuber@uchicago.edu.

ADVISING

Students have considerable flexibility to design their own major or minor, but benefit from regular consultation with the Director of Undergraduate Studies.

Prospective majors are *required* to consult with the Director of Undergraduate Studies before declaring. After consultation, declaration is formalized with the student's College adviser via my.uchicago.edu. Majors are advised to meet with the Director of Undergraduate Studies at least yearly to design and execute their program of study. Third-year majors should meet with the Director of Undergraduate Studies *quarterly* to discuss a BA thesis option and to ensure timely completion of degree requirements.

Prospective minors are *required* to consult with the Director of Undergraduate Studies before declaring, ideally before the end of Spring Quarter of their third year. During the consultation, the student and the Director of Undergraduate Studies will complete the Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) worksheet, available from the College adviser. The student will submit the completed minor form, with the signature of the Director of Undergraduate Studies, to the College adviser.

GRADING

Courses used to meet the general education requirement in the arts must be taken for a quality grade. Courses taken to meet requirements in the major or minor also must be taken for quality grades with the exception of performance ensembles, which are taken Pass/Fail.

Courses in the major or minor may not be double counted with the student's major(s), other minors, or general education requirements. More than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

MUSIC COURSES

MUSI 10100. Introduction to Western Art Music. 100 Units.

This one-quarter course is designed to enrich the listening experience of students, particularly with respect to the art music of the Western European and American concert tradition. Students are introduced to the basic elements of music and the ways that they are integrated to create works in various styles. Particular emphasis is placed on musical form and on the potential for music to refer to and interact with aspects of the world outside.

Instructor(s): section 1 - Seth Brodsky; section 2 - Devon Borowski; section 3 - Barbara Dietlinger
 Terms Offered: Autumn Spring Winter. Autumn 2018: Section 1 - MW 1:30-2:50 GoH 402 Seth Brodsky Section 2 - TR 12:30-1:50 GoH 402 Devon Borowski Section 3 - TR 3:30-4:50 GoH 402 Barbara Dietlinger

Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the arts.

MUSI 10200. Introduction to World Music. 100 Units.

This course is a selected survey of classical, popular, and folk music traditions from around the world. The goals are not only to expand our skills as listeners but also to redefine what we consider music to be and, in the process, stimulate a fresh approach to our own diverse musical traditions. In addition, the role of music as ritual, aesthetic experience, mode of communication, and artistic expression is explored.

Terms Offered: Autumn Spring Winter

Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the arts.

Equivalent Course(s): CRES 10200

MUSI 10300. Introduction to Music: Materials and Design. 100 Units.

This introductory course in music is intended for students who are interested in exploring the language, interpretation, and meaning of music through coordinated listening, analysis, and creative work. By listening to and comprehending the structural and aesthetic considerations behind significant written and improvised works, from the earliest examples of notated Western music to the music of living composers and performers, students will be prepared to undertake analytical and ultimately creative projects. The relationship between cultural and historical practices and the creation and reception of music will also be considered. The course is taught by a practicing composer, whose experience will guide and inform the works studied. No prior background in music is required.

Instructor(s): section 1 - Anthony Cheung; section 2 - Alican Camci; section 3 - Timothy Page Terms Offered:

Autumn Spring Winter. Autumn 2018: section 1 - TR 11:00-12:20 LC 901 section 2 - TR 2:00-3:20 LC 901 section 3 - TR 12:30-1:50 LC 901

Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the arts.

MUSI 10400. Introduction to Music: Analysis and Criticism. 100 Units.

This course aims to develop students' analytical and critical tools by focusing on a select group of works drawn from the Western European and American concert tradition. The texts for the course are recordings. Through listening, written assignments, and class discussion, we explore topics such as compositional strategy, conditions of musical performance, interactions between music and text, and the relationship between music and ideology as they are manifested in complete compositions.

Instructor(s): section 1 - Jennifer Iverson; section 2 - Lawrence Zbikowski; section 3 - Andrew White Terms

Offered: Autumn Spring Winter. Autumn 2018: section 1 - MW 1:30-2:50 LC 901 section 2 - TR 11:00-12:20 GoH 402 section 3 - MW 3:00-4:20 LC 901

Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the arts.

MUSI 12100-12200. Music in Western Civilization I-II.

This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

MUSI 12100. Music In Western Civilization I: To 1750. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our first quarter (MUS 12100 etc.) spans roughly the period between Charlemagne's coronation as Holy Roman Emperor (800 CE) and the dissolution of the Empire (1806) with the triumph of Napoleon across Western Europe.

Instructor(s): R. Kendrick Terms Offered: Autumn

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.

Equivalent Course(s): SOSO 21100, HIST 12700

MUSI 12200. Music In Western Civ II. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our second quarter (MUS 12200 etc.) runs from the beginning of European Romanticism around 1800 to the turn of the 21st century.

Terms Offered: Spring

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.

Equivalent Course(s): SOSC 21200, HIST 12800

MUSI 12200. Music In Western Civ II. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our second quarter (MUS 12200 etc.) runs from the beginning of European Romanticism around 1800 to the turn of the 21st century.

Terms Offered: Spring

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.

Equivalent Course(s): SOSC 21200, HIST 12800

MUSI 14300. Music Theory Fundamentals. 100 Units.

This one-quarter elective course covers the basic elements of music theory, including music reading, intervals, chords, meter, and rhythm.

Instructor(s): Various Terms Offered: Various

MUSI 15100-15200-15300. Harmony and Voice Leading.

This three-quarter sequence serves as an introduction to the materials and structure of Western tonal music. The first quarter focuses on fundamentals: scale types, keys, basic harmonic structures, voice-leading and two-voice counterpoint. The second quarter explores extensions of harmonic syntax, the basics of classical form, further work with counterpoint, and nondiatonic seventh chords. The third quarter undertakes the study of modulation, sequences, and additional analysis of classical forms. Musicianship labs in ear training and keyboard skills required.

MUSI 15100. Harmony and Voice Leading I. 100 Units.

The first quarter focuses on fundamentals: scale types, keys, basic harmonic structures, voice-leading and two-voice counterpoint. Musicianship labs in ear training and keyboard skills required.

Instructor(s): Olga Sanchez-Kisielewska (both sections and labs) Terms Offered: Autumn. Autumn 2018: section 1 - MWF 10:30-11:20 GoH 402 section 2 - MWF 11:30-12:20 GoH 402 LABS: 151 Lab A: MW 1:30-2:20 in LC 703 151 Lab B: TR 10:00-10:50 in LC 703 151 Lab C: TR 11:00-11:50 in LC 703

Prerequisite(s): Ability to read music.

MUSI 15200. Harmony and Voice Leading II. 100 Units.

The second quarter explores extensions of harmonic syntax, the basics of classical form, further work with counterpoint, and nondiatonic seventh chords. Musicianship labs in ear training and keyboard skills required.

Instructor(s): Olga Sanchez-Kisielewska Terms Offered: Winter. Winter 2019: Classes: Section 1 - MWF 10:30-11:20 in GoH 402 Section 2 - MWF 11:30-12:20 in GoH 402 Labs: 151 Lab A: MW 1:30-2:20 in LC 703 151 Lab B: TR 10:00-10:50 in LC 703 151 Lab C: TR 11:00-11:50 in LC 703

Prerequisite(s): MUSI 15100

MUSI 15300. Harmony and Voice Leading III. 100 Units.

The third quarter undertakes the study of modulation, sequences, and additional analysis of classical forms. Musicianship labs in ear training and keyboard skills required.

Instructor(s): Olga Sanchez-Kisielewska (both class sections and labs) Terms Offered: Spring. Spring 2019: Class: Section 1 - MWF 10:30-11:20 in GoH 402 Section 2 - MWF 11:30-12:20 in GoH 402 Labs: 151 Lab A: MW 1:30-2:20 in LC 703 151 Lab B: TR 10:00-10:50 in LC 703 151 Lab C: TR 11:00-11:50 in LC 703

Prerequisite(s): MUSI 15200

MUSI 15200. Harmony and Voice Leading II. 100 Units.

The second quarter explores extensions of harmonic syntax, the basics of classical form, further work with counterpoint, and nondiatonic seventh chords. Musicianship labs in ear training and keyboard skills required. Instructor(s): Olga Sanchez-Kisieleska Terms Offered: Winter. Winter 2019: Classes: Section 1 - MWF 10:30-11:20 in GoH 402 Section 2 - MWF 11:30-12:20 in GoH 402 Labs: 151 Lab A: MW 1:30-2:20 in LC 703 151 Lab B: TR 10:00-10:50 in LC 703 151 Lab C: TR 11:00-11:50 in LC 703
Prerequisite(s): MUSI 15100

MUSI 15300. Harmony and Voice Leading III. 100 Units.

The third quarter undertakes the study of modulation, sequences, and additional analysis of classical forms. Musicianship labs in ear training and keyboard skills required. Instructor(s): Olga Sanchez-Kisieleska (both class sections and labs) Terms Offered: Spring. Spring 2019: Class: Section 1 - MWF 10:30-11:20 in GoH 402 Section 2 - MWF 11:30-12:20 in GoH 402 Labs: 151 Lab A: MW 1:30-2:20 in LC 703 151 Lab B: TR 10:00-10:50 in LC 703 151 Lab C: TR 11:00-11:50 in LC 703
Prerequisite(s): MUSI 15200

MUSI 20719. Music and Mind. 100 Units.

This course explores research on music in the mind and brain sciences as it has developed over the past three decades. During this time, we have come to an increasingly refined understanding of the ways the brain processes sound. It remains the case, however, that not all sound is music, and in this course we will investigate how musical sound is organized to make it musical, and how this organization reflects the capacities of the human mind. Readings will engage both scientific and humanistic literature, and class meetings will focus on discussions of those readings. Students will write three short papers. The first two of these will concentrate on challenges raised in the readings; the third will be on a topic of the student's choosing. Instructor(s): Lawrence Zbikowski Terms Offered: Autumn
Equivalent Course(s): SIGN 20719

MUSI 20918. Listening to Movies. 100 Units.

This course shifts our critical attention from watching movies to listening to them. Amid a strong emphasis on cinema-ranging from musical accompaniment during the silent era to sound in experimental films; or from classical Hollywood underscoring to Bollywood musical numbers-we will consider the soundtrack of moving pictures within a growing variety of audiovisual media, including television, music videos, and computer games. Interactive lectures (Mondays and Wednesdays) and discussion sections (Fridays) combine a historical overview with transhistorical perspectives. Supplemented by screenings and readings, the course will address a variety of issues and topics: aesthetic and psychological (such as representation, narration, affect); cultural and political (such as race, ethnicity, propaganda); social and economic (such as technology, production, dissemination). Instructor(s): Berthold Hoekner Terms Offered: Spring
Equivalent Course(s): SIGN 26021, CMST 28118

MUSI 23100. Jazz. 100 Units.

This survey charts the history and development of jazz from its earliest origins to the present. Representative recordings in various styles are selected for intensive analysis and connected to other musics, currents in American and world cultures, and the contexts and processes of performance. The Chicago Jazz Archive in Regenstein Library provides primary source materials. PQ: Any 10000-level music course or ability to read music.
Equivalent Course(s): MUSI 33100

MUSI 23300. Introduction to the Social and Cultural Study of Music. 100 Units.

This course provides an introduction to ethnomusicology and related disciplines with an emphasis on the methods and contemporary practice of social and cultural analysis. The course reviews a broad selection of writing on non-Western, popular, vernacular, and "world-music" genres from a historical and theoretical perspective, clarifying key analytical terms (i.e., "culture," "subculture," "style," "ritual," "globalization") and methods (i.e., ethnography, semiotics, psychoanalysis, Marxism). In the last part of the course, students learn and develop component skills of fieldwork documentation and ethnographic writing. Instructor(s): Philip Bohlman Terms Offered: Winter. Tues/Thurs 11:00-12:20 in GoH 205
Note(s): Enrollment limit: 17

MUSI 23509. Eurovision Song Contest. 100 Units.

Each May since 1956 popular musicians and fans from Europe gather in a European metropolis to participate in the Eurovision Song Contest (ESC), a competitive spectacle in which musicians from one nation compete against one another. Organized, funded, and broadcast by the European Broadcasting Union, the largest conglomerate of national radio and television networks in the world, the ESC is extensively participatory, creating its own communities of fans, musicians, musical producers, and ordinary citizens, who join together at all levels of society to interact with the politics and historical narratives of Europe. From the moment of heightened Cold War conflict at the birth of ESC to the refugee crisis and the rise of right-wing nationalism in the present, ESC has generated public discourse that not only reflects European and global politics, but provides a conduit for local and national citizenries to respond and shape such public discourse about gender and sexuality. The weekly work for the course draws students from across the College into the counterpoint of history and politics with aesthetics and popular culture. Each week will be divided into two parts, the first dedicated to reading and discussion of texts about European history and politics from World War II to the present, the second to interaction with music. Students will experience the ESC through close readings of individual songs and growing familiarity with individual nations with a participatory final project.

Instructor(s): P. Bohlman Terms Offered: Spring. Various

Prerequisite(s): 100-level music course or consent of instructor.

Equivalent Course(s): SIGN 26044, TAPS 23509

MUSI 25300. Analysis of Twentieth-Century Music. 100 Units.

This course introduces theoretical and analytical approaches to twentieth-century music. The core of the course involves learning a new theoretical apparatus-often called "set theory"-and exploring how best to apply that apparatus analytically to pieces by composers such as Schoenberg, Bartók, and Stravinsky. We also explore the relevance of the theoretical models to music outside of the high-modernist canon, including some jazz. The course provides an opportunity to confront some foundational questions regarding what it means to "theorize about music."

Instructor(s): Various Terms Offered: Various

Prerequisite(s): MUSI 15300 or equivalent

Note(s): This course typically is offered in alternate years.

MUSI 25600. Jazz Theory and Improvisation. 100 Units.

This course focuses on the knowledge necessary to improvise over the chord changes of standard jazz tunes. We cover basic terminology and chord symbols, scale-to-chord relationships, connection devices, and turn-around patterns. For the more experienced improviser, we explore alternate chord changes, tritone substitutions, and ornamentations. Using techniques gained in class, students write their own solos on a jazz tune and transcribe solos from recordings.

Instructor(s): M. Bowden Terms Offered: Spring

Prerequisite(s): MUSI 15300 or equivalent

Note(s): This course typically is offered in alternate years.

MUSI 25719. Disability and Design. 100 Units.

Disability is often an afterthought, an unexpected tragedy to be mitigated, accommodated, or overcome. In cultural, political, and educational spheres, disabilities are non-normative, marginal, even invisible. This runs counter to many of our lived experiences of difference where, in fact, disabilities of all kinds are the "new normal." In this interdisciplinary course, we center both the category and experience of disability. Moreover, we consider the stakes of explicitly designing for different kinds of bodies and minds. Rather than approaching disability as a problem to be accommodated, we consider the affordances that disability offers for design. This course begins by situating us in the growing discipline of Disability Studies and the activist (and intersectional) Disability Justice movement. We then move to four two-week units in specific areas where disability meets design: architecture, infrastructure, and public space; education and the classroom; economics, employment, and public policy; and aesthetics. Traversing from architecture to art, and from education to economic policy, this course asks how we can design for access.

Instructor(s): M. Friedner, J. Iverson Terms Offered: Winter

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): MAAD 28300, CHDV 28301, BPRO 28300

MUSI 26100. Introduction to Composition. 100 Units.

Designed for beginning composers to practice and hone the nuances of their musical craft, this course introduces some of the fundamentals of music composition through a series of exercises as well as several larger creative projects. Professional musicians will perform students' exercises and compositions. This is primarily a creative, composing course. Through a combination of composition assignments, listening, discussion, analysis, and reading, we will explore and practice the fundamental aspects of music composition. Repertoire study, harmony, counterpoint, rhythm, orchestration, timbre, form, transformation, and several other pertinent essentials are included in the curriculum. This laboratory-style, practical course is interactive and discussion-based.

Terms Offered: Spring

Prerequisite(s): Any two quarters of music theory, inclusive of 14300 and 15153, or permission from the instructor

MUSI 26200. Advanced Composition. 100 Units.

This course is a continuation of MUSI 261: Introduction to Composition, and an opportunity to go deeper into creative work. The focus will be on writing new pieces while also learning about various techniques and aesthetics, with special attention on music of the last hundred years. The new works will be performed and recorded by professional musicians, with demonstrations of instruments as well. Students are encouraged to bring their own existing interests into discussions and projects, while also incorporating newly acquired ideas and inspirations. There will also be focused attention on analysis of more recent repertoire for a variety of instrumentations and configurations, addressing new ways of thinking about harmony, melody, form, timbre, orchestration, rhythm, improvisation, notation, technology, theatricality, and concept. Students will also attend rehearsals and performances of the Chicago Center for Contemporary Composition and other events on campus.

Terms Offered: Autumn

Note(s): Enrollment is open to students who have taken Introduction to Composition or have permission of the instructor.

MUSI 26618. Electronic Music I. 100 Units.

Electronic Music I presents an open environment for creativity and expression through composition in the electronic music studio. The course provides students with a background in the fundamentals of sound and acoustics, covers the theory and practice of digital signal processing for audio, and introduces the recording studio as a powerful compositional tool. The course culminates in a concert of original student works presented in multi-channel surround sound. Enrollment gives students access to the Electronic Music Studio in the Department of Music. No prior knowledge of electronic music is necessary.

Instructor(s): Sam Pluta Terms Offered: Autumn

Equivalent Course(s): MUSI 36618, MAAD 24618

MUSI 27200. Topics in the History of Western Music II. 100 Units.

MUSI 27200 addresses topics in music from 1600 to 1800, including opera, sacred music, the emergence of instrumental genres, the codification of tonality, and the Viennese classicism of Haydn and Mozart.

Terms Offered: Winter

Prerequisite(s): MUSI 14300 or 15300. Open to nonmajors with consent of instructor.

MUSI 27300. Topics in the History of Western Music III. 100 Units.

MUSI 27300 treats music since 1800. Topics include the music of Beethoven and his influence on later composers; the rise of public concerts, German opera, programmatic instrumental music, and nationalist trends; the confrontation with modernism; and the impact of technology on the expansion of musical boundaries.

Terms Offered: Spring

Prerequisite(s): MUSI 14300 or 15300. Open to nonmajors with consent of instructor.

MUSI 28500. Musicianship Skills. 000 Units.

This is a yearlong course in ear training, keyboard progressions, realization of figured basses at the keyboard, and reading of chamber and orchestral scores. Classes each week consist of one dictation lab (sixty minutes long) and one keyboard lab (thirty minutes long).

Instructor(s): Olga Sánchez-Kisielewska Terms Offered: Autumn Spring Winter

Prerequisite(s): MUSI 15300. Open only to students who are majoring in music.

Note(s): 100 units credit is granted only after successful completion of the year's work.



NEAR EASTERN LANGUAGES AND CIVILIZATIONS

Department Website: <http://nelc.uchicago.edu>

PROGRAM OF STUDY

Majors in Near Eastern Languages and Civilizations (NELC) at the University of Chicago pursue rigorous knowledge about a region of the world that is known as “the cradle of civilization” and the home of several important religious and cultural traditions, as well as one of the most important geopolitical areas of our contemporary world. NELC majors acquire languages; learn how archaeologists, economists, historians, linguists, literary scholars, and careful readers of legal, religious, economic, and other kinds of texts critically evaluate evidence; and acquire, largely in small class settings, analytical writing, thinking, and research skills that will help prepare them for a variety of careers.

Geographically centered on the Nile to Oxus and Danube to Indus region, NELC also embraces North Africa and Islamic Spain, as well as Central Asia and the Balkans in its ambit, from the early Bronze Age to the recent era of revolutions. Students can gain expertise in a wide variety of languages, including the living spoken tongues of the modern Middle East and Central Asia (Arabic, Armenian, modern Hebrew, Kazakh, Persian, Turkish, and Uzbek) or languages that open gateways onto the ancient past (Aramaic, Babylonian, Biblical Hebrew, Coptic, Egyptian Hieroglyphics, Elamite, Ge'ez, Hittite, Middle and Old Persian, Ottoman, Syriac, Ugaritic, etc.).

In an interdisciplinary area studies department like NELC, majors learn about the region through primary sources (material, oral, or textual) and scholarly analysis, structuring their curriculum around various disciplines and methodologies, including stratigraphy and paleobotany, comparative literature, cultural and civilizational studies, economics and numismatics, gender studies, history (economic, political, religious, and social), human rights, public policy, and digital humanities approaches.

Areas of specialization within NELC include:

- Arabic Studies
- Armenian Studies
- Archaeology and Art of the Ancient Near East
- Classical Hebrew Language and Civilization
- Cuneiform Studies (including Assyriology, Hittitology, and Sumerology)
- Egyptian Languages and Civilization
- History (Ancient Near East, Islamic History, Modern Middle Eastern History)
- Islamic Thought (including Law, Sufism)
- Israeli and Jewish Studies (including Biblical and Modern Hebrew, Aramaic, Syriac)
- Persian and Iranian Studies (Culture, Language, Literature, History, Religion)
- Semitic Languages and Literatures (Comparative Semitics, Northwest Semitics)
- Turkish and Ottoman Studies (Culture, History, Languages, Literatures)

Students who major in NELC who are interested in learning one or more of the primary native languages as a means of access to the cultures of the ancient Near East and/or the modern Middle East can do so in the **Language and Culture Track** of the NELC major, while students who are more interested in developing their knowledge of the material cultures of the Near East and of the concepts and techniques of archaeology can do so in the **Archaeology Track** of the NELC major. In consultation with the Director of Undergraduate Studies, each student chooses an area of specialization and devises a program of study that provides a sound basis for graduate work in that area or for a career in business, education, government, journalism, law, museology, public policy, public service, or a variety of other disciplines and professions.

MAJOR REQUIREMENTS

Requirements for the NELC major vary quite substantially between the **Language and Culture Track** on the one hand, and the **Archaeology Track** on the other hand. Specific requirements for each track are described below. The Director of Undergraduate Studies and the Department Administrator are available to answer questions, discuss programs of study, and support students as they make their way through the major in NELC. Students are encouraged to track their progress through requirements by using our major worksheet (available on the NELC website (<http://nelc.uchicago.edu/undergraduate>)). NELC strongly encourages students to study abroad if they are able. Civilization sequences offered in the Study Abroad programs at Rabat, Istanbul (Granada), Cairo, and Jerusalem (300 units in one quarter) fulfill the requirements of the NELC major in terms of civilization courses. Language courses taken abroad can also be counted towards the major, after evaluation by the NELC coordinator for the language and approval by the Director of Undergraduate Studies. Students should consult the website of the Study Abroad program study-abroad.uchicago.edu for further details.

Thirteen courses and a Research Project are required for a NELC major.

SUMMARY OF REQUIREMENTS: LANGUAGE AND CULTURE TRACK

Two or three quarters of one of the following civilization sequences: *		200-300
NEHC 20001-20002-20003	Ancient Near Eastern History and Society I-II-III	
NEHC 20004-20005-20006	Ancient Near Eastern Thought and Literature I-II-III	
NEHC 20011-20012-20013	Ancient Empires I-II-III	
NEAA 20001-20002-20003-20004-20005-20006	Archaeology of the Ancient Near East I-II-III-IV-V-VI	
NEHC 20416-20417-20418	Semitic Languages, Cultures, and Civilizations I-II-III	
NEHC 20501-20502-20503	Islamic History and Society I-II-III	
NEHC 20601-20602-20603	Islamic Thought and Literature I-II-III	
JWSC 12000-12001	Jewish Civilization I-II ⁺	
Six courses in one, or three courses each in two of the Near Eastern languages (e.g., Arabic, Armenian, Babylonian, Egyptian, Hebrew, Kazakh, Persian, Turkish, Uzbek) **		600
Three or four elective courses in the student's area of specialization ⁺⁺		300-400
NEHC 29899	Research Colloquium	100
Total Units in the Major		1300

* Note that the course sequence on "Archaeology of the Ancient Near East" does not fulfill the general education requirement in civilization studies. All of the other NELC civilization sequences do fulfill the general education requirement. If a Near Eastern civilization sequence is used to meet the College general education requirement, a second Near Eastern civilization sequence is required for the NELC major.

+ Students who began taking Jewish Civilization courses prior to Autumn 2018 may continue to use the courses that previously satisfied the civilization studies requirement. See the Jewish Studies page for details.

** Credit for language courses may not be granted by examination or petition.

++ These may consist of any NELC courses, including additional language courses, an additional civilization sequence, or NELC courses in areas such as archaeology, art, literature in translation, history, and religion. NEHC 29995 Research Project may be counted towards the elective requirement. Contact the NELC Director of Undergraduate Studies for questions about course requirements.

SUMMARY OF REQUIREMENTS: ARCHAEOLOGY TRACK

One archaeological methods course		100
NEAA 20100	Archaeological Methods and Interpretations	
One course in geographic information science		100
NEAA 20061 or GEOG 28202	Ancient Landscapes I Geographic Information Science I	
Three methodologically oriented courses, chosen from among the following: *		300
NEAA 10020	Ceramic Analysis for Archaeologists	
NEAA 20027	New Approaches to Old Stones: Chipped & Ground Stone Analysis	
NEAA 20035	Zooarchaeology	
NEAA 20062	Ancient Landscapes II	
GEOG 28402 & GEOG 28602	Geographic Information Science II and Geographic Information Science III	
ANTH 26900	Archaeological Data Sets	
ANTH 28400	Bioarchaeology and the Human Skeleton	
BIOS 22265	Human Origins: Milestones in Human Evolution and the Fossil Record	
Three courses in the archaeology, history, or culture of the region(s) of interest offered by NELC or another department, for example: ⁺		300
NEAA 20001-20002-20003-20004-20005-20006	Archaeology of the Ancient Near East I-II-III-IV-V-VI	
NEAA 20501	Introduction to Islamic Archaeology	
HIST 16700-16800-16900	Ancient Mediterranean World I-II-III	

EALC 28010	Archaeology of Anyang: Bronzes, Inscriptions, and World Heritage	
EALC 28015	Archaeology of Bronze Age China	
Two courses in a relevant foreign language, ancient or modern, chosen in consultation with the NELC Director of Undergraduate Studies.		200
One course in statistical methods		100
STAT 22000 or DIGS 20002	Statistical Methods and Applications ** Basic Mathematics and Statistics for Digital Studies	
NEAA 20091	Field Archaeology ++	100
NEHC 29899	Research Colloquium	100
Total Units		1300

- * Students can also choose other approved undergraduate courses in archaeological methods or in the application of social theory in archaeological interpretation that may be offered in NELC or another department (e.g., archaeobotany, archaeometallurgy, archaeological conservation, ancient DNA, epigraphic methods, etc.)
- + This list is purely indicative. Students should discuss with the Director of Undergraduate Studies to establish a coherent list of electives in their areas and periods of interest.
- ** Students who have taken statistics to fulfill other requirements may substitute an approved elective.
- ++ This course entails participation in archaeological fieldwork with a University of Chicago faculty member or in an approved field school sponsored by another university. The fieldwork requirement for the major will often be fulfilled during the Summer Session for course credit from the University of Chicago or for transfer credit from another school. If the fieldwork is done without earning course credit, the student will substitute an additional elective chosen among the methodologically oriented courses or the courses in the archaeology, history, or culture of the region(s) of interest quoted above, or an additional language course. In any case, the student must engage in approved archaeological fieldwork as a requirement of the major.

GRADING

All courses used to meet requirements in the major must be taken for quality grades with the exception of the NEHC 29899 Research Colloquium, which is taken for P/F grading.

ADVISING

As soon as they declare their major in NELC, students must consult the Director of Undergraduate Studies to plan their programs of study. In Autumn Quarter of their fourth year, all NELC students must see the Director of Undergraduate Studies with an updated degree program and transcript.

BA RESEARCH PROJECT

NELC majors are required to elaborate a substantial Research Project during their fourth year. In most cases, students choose to write a BA thesis, in the form of an original academic essay of approximately 30 to 50 pages. Upon agreement with instructors and the Director of Undergraduate Studies, the NELC major Research Project also allows for less traditional forms of knowledge production, such as (but not exclusively limited to) artistic expressions supported by a research question, various forms of research-oriented endeavors using computational methods (including geographic information systems), etc.

The timeline below assumes a Spring Quarter graduation. Students who expect to graduate in other quarters should consult the Director of Undergraduate Studies.

Year 3: Spring Quarter

NELC majors in their third year should discuss possible topics for their Research Project with NELC faculty members with whom they have worked or who have expertise in their topic. This may grow out of a paper written from a course or may be an entirely new project.

After choosing a topic and narrowing down its focus, students are responsible to request a member of the NELC faculty to serve as their research adviser, who will help them further conceive the scope and aims of the project and provide guidance about methods and sources for carrying out their research. Students must formally file their proposed Research Project topic with their faculty adviser's signature in the NELC department office before the end of their third year (by Monday of tenth week of Spring Quarter). Forms to register the topic are available on our website (<http://nelc.uchicago.edu/undergraduate>).

Year 4: Autumn Quarter

Students are required to register for NEHC 29899 Research Colloquium in Autumn Quarter of their fourth year on a P/F basis. NEHC 29899 is a workshop course designed to survey the fields represented by NELC and to assist students in researching and finalizing their Research Projects. The course is run by a BA preceptor, typically an advanced PhD student in NELC. Preceptors work closely with students and their faculty advisers to

assist in all aspects of conceiving, researching, and writing. A passing grade (P) for NEHC 29899 depends on full attendance and participation throughout the quarter.

Year 4: Winter Quarter

NELC majors are strongly encouraged to register for an optional one-quarter independent study course NEHC 29995 Research Project with their BA preceptor that will allow time in their schedules over Winter Quarter to work on and revise their projects under the guidance of their BA preceptor. Students will receive a quality grade for this course, equivalent to the final Research Project grade, reported in the Spring Quarter.

Year 4: Spring Quarter

The completed Research Project must be submitted to the Department Administrator by Monday of third week in Spring Quarter. For theses, students should submit two bound hard copies and one pdf of the paper; for digital projects and other non-traditional projects, students are responsible for discussing in advance with their faculty adviser and the Department Administrator the format under which their work should be submitted. The Department Administrator will distribute the Research Projects to the faculty adviser. Students who fail to meet the deadline will not be eligible for honors and may not be able to graduate in that quarter.

The faculty adviser will grade the Research Project and submit grades and honors recommendations to the Director of Undergraduate Studies by Monday of fifth week in Spring Quarter.

Double Majors

Students intending to double major may, with the permission of the NELC Director of Undergraduate Studies, write a single Research Project that is designed to meet the requirements of both majors, provided that the faculty research adviser is a member of the NELC faculty. Approval from both Directors of Undergraduate Studies is required. A consent form, to be signed by the Directors of Undergraduate Studies, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Research Funding

Students are encouraged to begin the reading and research for their Research Project in the summer before their fourth year. Research grants are available to undergraduates. Please discuss the availability of grants with the Department Administrator and/or Director of Undergraduate Studies early in the third year and visit the department website for updated information.

NELC is a participant in the PRISM program (<https://careeradvancement.uchicago.edu/jobs-internships-research/prism-grants>) and majors are encouraged to apply for PRISM grants.

Honors

Students who complete their course work and their Research Project with distinction are considered for honors. To be eligible for honors, students must have an overall GPA of 3.25 or higher, they must have a NELC GPA of 3.5 or higher, and they must have earned a grade of A on the Research Project.

Prizes

The department awards the Justin Palmer Prize annually to the Research Project judged to be the most outstanding. The Director of Undergraduate Studies makes this determination in consultation with the department chair and faculty members. This monetary prize is made possible by a generous gift from the family of Justin Palmer, AB'04, who completed a minor in NELC.

MINOR PROGRAM IN NEAR EASTERN LANGUAGES AND CIVILIZATIONS

Students in the College with an interest in the languages, cultures, and archaeology of the Middle East or of the ancient Near East may pursue a minor in NELC. Completion of this minor certifies that students' undergraduate course work at the University of Chicago has prepared them with language skills, field-specific knowledge and methods, and cultural competency that can give them an advantage on the job market for a wide variety of careers—in business, in medicine or law, in the public sector, or in museums and cultural heritage.

Students who wish to take a minor in NELC must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students must submit the Consent to Complete a Minor Program (<https://college.uchicago.edu/advising/tools-forms>) form to their College adviser by the deadline above. The Director of Undergraduate Studies and the Department Administrator are available to answer questions, discuss programs of study, and support students as they make their way through the minor in NELC. Students are encouraged to track their progress through requirements by using our minor worksheet, which can be found on our website (<http://nelc.uchicago.edu/undergraduate>).

PROGRAM REQUIREMENTS FOR THE MINOR

Students may choose one of three tracks: Language, Culture, or Archaeology. The first two tracks require a two- or three-quarter NELC civilization sequence which can be taken on campus or in one of the Study Abroad programs focusing on the Middle East (see Major Requirements for more detail on civilization sequences).

In addition, the **Language Track** requires three courses of one NELC language at any level. Students using a NELC sequence to satisfy the general education requirement in civilization studies may seek approval from the department to substitute additional language course work in place of the civilization requirement in the minor. The **Culture Track** allows students to focus on such topics as history, religion, or literature in translation and does not have a language requirement. The **Archaeology Track** requires NEAA 20100 Archaeological Methods and Interpretations, one introductory course in geographical systems analysis (either NEAA 20061 Ancient Landscapes I or GEOG 28202 Geographic Information Science I), two methodologically oriented courses (see Major Requirements for more detail on these courses), and two elective courses in the archaeology, history, or culture of the region(s) of interest offered by NELC or another department.

The six courses in the minor may not be double counted with a student's major(s) or with other minors, and they may not be counted toward general education requirements. Courses in the minor must be taken for quality grades.

Language Track Sample Minor

NEHC 20001-20002-20003	Ancient Near Eastern History and Society I-II-III	300
HEBR 10101-10102-10103	Elementary Classical Hebrew I-II-III	300
Total Units		600

Language Track Sample Minor

ARAB 20101-20102-20103	Intermediate Arabic I-II-III	300
NEHC 20601-20602-20603	Islamic Thought and Literature I-II-III	300
Total Units		600

Culture Track Sample Minor

NEHC 20011-20012-20013	Ancient Empires I-II-III	300
NEHC 20004-20005-20006	Ancient Near Eastern Thought and Literature I-II-III	300
Total Units		600

Archaeology Track Sample Minor

NEAA 20100	Archaeological Methods and Interpretations	100
GEOG 28202	Geographic Information Science I	100
NEAA 10020	Ceramic Analysis for Archaeologists	100
NEAA 20035	Zooarchaeology	100
NEAA 20003	Archaeology of the Ancient Near East III: Levant	100
NEAA 20006	Archaeology of the Ancient Near East VI: Egypt	100
Total Units		600

All undergraduate courses being offered in the 2019–20 academic year are listed below, by subject. Upper-level courses and the most up-to-date course information can be found in the NELC section of Class Search (<http://registrar.uchicago.edu/classes>).

AKKADIAN COURSES

AKKD 10103. Elementary Akkadian III. 100 Units.

Selected readings of Akkadian texts in the Standard Babylonian dialect of the 1st millennium BC.

Terms Offered: Spring

Prerequisite(s): AKKD 10102 or equivalent

AKKD 10501-10502-10503. Introduction to Babylonian I-II-III.

Introduction to Babylonian

AKKD 10501. Introduction to Babylonian I. 100 Units.

Introduction to the grammar of Akkadian, specifically to the Old Babylonian dialect. The class covers the first half of the Old Babylonian grammar, an introduction to the cuneiform script, and easy translation exercises.

Instructor(s): Susanne Paulus Terms Offered: Autumn

AKKD 10502. Introduction to Babylonian II. 100 Units.

This course is the second quarter of the annual introductory sequence to the Babylonian language and the Cuneiform script. Students will further explore the grammar of Babylonian in its Old Babylonian dialect (19th-16th c. BCE) and read ancient inscriptions (especially the Laws of Hammu-rabi) in the Old Babylonian monumental script. The reference grammar used for this course is John Huehnergard's *A Grammar of Akkadian* (third edition), 2011.

Instructor(s): Herve Reculeau Terms Offered: Winter

Prerequisite(s): AKKD 10501 or equivalent

AKKD 10503. Introduction to Babylonian III: Divinatory Texts. 100 Units.

Selected readings of Akkadian texts in the Standard Babylonian dialect of the 1st millennium BC.

Terms Offered: Spring

Prerequisite(s): AKKD 10502 or equivalent

AKKD 10502. Introduction to Babylonian II. 100 Units.

This course is the second quarter of the annual introductory sequence to the Babylonian language and the Cuneiform script. Students will further explore the grammar of Babylonian in its Old Babylonian dialect (19th-16th c. BCE) and read ancient inscriptions (especially the Laws of Hammu-rabi) in the Old Babylonian monumental script. The reference grammar used for this course is John Huehnergard's *A Grammar of Akkadian* (third edition), 2011.

Instructor(s): Herve Reculeau Terms Offered: Winter

Prerequisite(s): AKKD 10501 or equivalent

AKKD 10503. Introduction to Babylonian III: Divinatory Texts. 100 Units.

Selected readings of Akkadian texts in the Standard Babylonian dialect of the 1st millennium BC.

Terms Offered: Spring

Prerequisite(s): AKKD 10502 or equivalent

AKKD 20604. Intermediate Akkadian - The Standard Babylonian Gilgamesh Epic. 100 Units.

We will read highlights of the Standard Babylonian Gilgamesh Epic including the creation and taming of Enkidu, the fight in the Cedar Forest, Gilgamesh and Ishtar, as well as the flood story. You will learn how to use advanced dictionaries and sign lists and to write score and composite editions of Mesopotamian literature.

Instructor(s): Susanne Paulus Terms Offered: Autumn

Prerequisite(s): One year of Akkadian

ANCIENT ANATOLIAN LANGUAGES COURSES

AANL 10101-10102-10103. Elementary Hittite I-II-III.

This three-quarter sequence covers the basic grammar and cuneiform writing system of the Hittite language. It also familiarizes students with the field's tools (i.e., dictionaries, lexica, sign list). Readings come from all periods of Hittite history (1650 to 1180 BC).

AANL 10101. Elementary Hittite I. 100 Units.

This is the first in a three-quarter sequence that covers the basic grammar and cuneiform writing system of the Hittite language. It also familiarizes the student with the field's tools (i.e., dictionaries, lexica, sign list). Readings come from all periods of Hittite history (1650 to 1180 B.C.).

Instructor(s): Theo Van Den Hout Terms Offered: Autumn

Prerequisite(s): Second Year Standing

AANL 10102. Elementary Hittite II. 100 Units.

This is the second in a three-quarter sequence that covers the basic grammar and cuneiform writing system of the Hittite language. It also familiarizes the student with the field's tools (i.e., dictionaries, lexica, sign list). Readings come from all periods of Hittite history (1650 to 1180 B.C.).

Instructor(s): Theo Van Den Hout Terms Offered: Winter

Prerequisite(s): AANL 10101 or equivalent

AANL 10103. Elementary Hittite III. 100 Units.

This is the third in a three-quarter sequence that covers the basic grammar and cuneiform writing system of the Hittite language. It also familiarizes the student with the field's tools (i.e., dictionaries, lexica, sign list).

Readings come from all periods of Hittite history (1650 to 1180 B.C.).

Instructor(s): Petra Goedegebuure Terms Offered: Spring

Prerequisite(s): AANL 10102 or equivalent

AANL 10102. Elementary Hittite II. 100 Units.

This is the second in a three-quarter sequence that covers the basic grammar and cuneiform writing system of the Hittite language. It also familiarizes the student with the field's tools (i.e., dictionaries, lexica, sign list). Readings come from all periods of Hittite history (1650 to 1180 B.C.).

Instructor(s): Theo Van Den Hout Terms Offered: Winter

Prerequisite(s): AANL 10101 or equivalent

AANL 10103. Elementary Hittite III. 100 Units.

This is the third in a three-quarter sequence that covers the basic grammar and cuneiform writing system of the Hittite language. It also familiarizes the student with the field's tools (i.e., dictionaries, lexica, sign list). Readings come from all periods of Hittite history (1650 to 1180 B.C.).

Instructor(s): Petra Goedegebuure Terms Offered: Spring

Prerequisite(s): AANL 10102 or equivalent

AANL 20150. Art and Iconography of the Hittite Kingdom. 100 Units.

This course offers an overview of the art/visual culture from the period of the Hittite Kingdom (1650-1200 BC). We will explore all materials (stone, metal, ceramics, etc.), problems of dating, iconography and its possible developments, questions of

Instructor(s): Theo van den Hout Terms Offered: Winter

Equivalent Course(s): AANL 30150

AANL 20301. Hieroglyphic Luwian I. 100 Units.

This course introduces the student to the grammar and writing system of the Hieroglyphic Luwian language of the first millennium BC (1000 to 700). Once the grammar is discussed, older and younger texts of that period are read, including the Karatepe Bilingual.

Instructor(s): Goedegebuure, Petra Terms Offered: Autumn

Prerequisite(s): Consent of the instructor

ARABIC COURSES**ARAB 10101-10102-10103. Elementary Arabic I-II-III.**

This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic. The class meets for six hours a week.

ARAB 10101. Elementary Arabic-I. 100 Units.

This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic. The class meets for six hours a week. Note(s): The class meets for six hours a week

Instructor(s): Osama Abu-Eledam, Lakhdar Choudar, Zainab Hermes Terms Offered: Autumn

ARAB 10102. Elementary Arabic-II. 100 Units.

This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic.

Instructor(s): Osama Abu-Eledam, Lakhdar Choudar, Zainab Hermes Terms Offered: Winter

Prerequisite(s): ARAB 10101 or equivalent

ARAB 10103. Elementary Arabic-III. 100 Units.

This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic.

Instructor(s): Osama Abu-Eledam, Lakhdar Choudar, Zainab Hermes Terms Offered: Spring

Prerequisite(s): ARAB 10102 or equivalent

ARAB 10102. Elementary Arabic-II. 100 Units.

This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic.

Instructor(s): Osama Abu-Eledam, Lakhdar Choudar, Zainab Hermes Terms Offered: Winter

Prerequisite(s): ARAB 10101 or equivalent

ARAB 10103. Elementary Arabic-III. 100 Units.

This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic.

Instructor(s): Osama Abu-Eledam, Lakhdar Choudar, Zainab Hermes Terms Offered: Spring

Prerequisite(s): ARAB 10102 or equivalent

ARAB 10123. Summer Intensive Arabic Level 1. 300 Units.

Summer Intensive Arabic Level I is an eight-week course designed to introduce complete novices to the fundamentals of Arabic in the four language skills (speaking, listening, reading, and writing). Classes are small and use the Alif Baa' and al-Kitaab textbook (2nd edition), supplemented by authentic materials, both to learn the language and to experience the culture. Cultural proficiency is an integral part of the language instruction (forms of address, youth phrases, phrases used among intimate friends, etc.). Students will spend 4-5 hours per day practicing using Arabic in classroom activities and should plan on studying an additional 3-4 hours most afternoons and evenings. In addition to class time, a full day trip to an Arab neighborhood in Chicago provides an opportunity to use Arabic in an authentic cultural context. Cultural exposure will also be supplemented through guest speakers, songs, and films. At the conclusion of the course, students can expect to have mastered the sounds and shapes of the Arabic alphabet and to be able to speak about themselves and their world in Modern Standard Arabic, as well as to engage in conversations about familiar topics with native speakers, to comprehend basic texts, and to use some common phrases in colloquial Egyptian and Shaami. After the eight-week course, students can expect to advance to the Intermediate Low level on the ACTFL scale.

Instructor(s): Staff Terms Offered: Summer

ARAB 10251. Colloquial Egyptian Arabic: Language and Culture. 100 Units.

This course introduces the student to the spoken language of Egypt, particularly of Cairo. Through extensive engagement with films, songs, talk shows, and other media, as well as productive student activities (skits, songs, riddles, etc.) the student will improve their listening and speaking skills. In addition, the course will introduce the student to the new phenomenon of written colloquial, found on social media as well as in some new literature.

Instructor(s): Noha Forster Terms Offered: Spring

Prerequisite(s): One year of Modern Standard Arabic

ARAB 10501-10502-10503. Low Intermediate Arabic-I-II-III.

This is a parallel sequence to the regular Intermediate track, tailored for students who may have completed Elementary Arabic in unorthodox ways: in the far past, intensively (in the summer, etc.) without the benefit of practice over time, through self-study, or who feel they are not ready for the intensive Intermediate level. The classes train students in all 4 skills, by focusing on certain themes and genres (poetry, songs, short stories, food, music). The courses will lead the student to the Intermediate Mid to Intermediate High level at the end of the sequence (depending on students' levels upon entering the class). Depending on an informal assessment at the end of any of the 3 classes, students may enter the Intermediate or High Intermediate classes.

ARAB 10501. Low Intermediate Arabic-I. 100 Units.

This is a parallel sequence to the regular Intermediate track, tailored for students who may have completed Elementary Arabic in unorthodox ways: in the far past, intensively (in the summer, etc.) without the benefit of practice over time, through self-study, or who feel they are not ready for the intensive Intermediate level. The classes train students in all 4 skills, by focusing on certain themes and genres (poetry, songs, short stories, food, music). The courses will lead the student to the Intermediate Mid to Intermediate High level at the end of the sequence (depending on students' levels upon entering the class). Depending on an informal assessment at the end of any of the 3 classes, students may enter the Intermediate or High Intermediate classes.

Terms Offered: Autumn

ARAB 10502. Low Intermediate Arabic-II. 100 Units.

This is a parallel sequence to the regular Intermediate track, tailored for students who may have completed Elementary Arabic in unorthodox ways: in the far past, intensively (in the summer, etc.) without the benefit of practice over time, through self-study, or who feel they are not ready for the intensive Intermediate level. The classes train students in all 4 skills, by focusing on certain themes and genres (poetry, songs, short stories, food, music). The courses will lead the student to the Intermediate Mid to Intermediate High level at the end of the sequence (depending on students' levels upon entering the class). Depending on an informal assessment at the end of any of the 3 classes, students may enter the Intermediate or High Intermediate classes.

Terms Offered: Winter

ARAB 10503. Low Intermediate Arabic-III. 100 Units.

This is a parallel sequence to the regular Intermediate track, tailored for students who may have completed Elementary Arabic in unorthodox ways: in the far past, intensively (in the summer, etc.) without the benefit of practice over time, through self-study, or who feel they are not ready for the intensive Intermediate level. The classes train students in all 4 skills, by focusing on certain themes and genres (poetry, songs, short stories, food, music). The courses will lead the student to the Intermediate Mid to Intermediate High level at the end of the sequence (depending on students' levels upon entering the class). Depending on an informal assessment at the end of any of the 3 classes, students may enter the Intermediate or High Intermediate classes.

Terms Offered: Spring

ARAB 10502. Low Intermediate Arabic-II. 100 Units.

This is a parallel sequence to the regular Intermediate track, tailored for students who may have completed Elementary Arabic in unorthodox ways: in the far past, intensively (in the summer, etc.) without the benefit of practice over time, through self-study, or who feel they are not ready for the intensive Intermediate level. The classes train students in all 4 skills, by focusing on certain themes and genres (poetry, songs, short stories, food, music). The courses will lead the student to the Intermediate Mid to Intermediate High level at the end of the sequence (depending on students' levels upon entering the class). Depending on an informal assessment at the end of any of the 3 classes, students may enter the Intermediate or High Intermediate classes.

Terms Offered: Winter

ARAB 10503. Low Intermediate Arabic-III. 100 Units.

This is a parallel sequence to the regular Intermediate track, tailored for students who may have completed Elementary Arabic in unorthodox ways: in the far past, intensively (in the summer, etc.) without the benefit of practice over time, through self-study, or who feel they are not ready for the intensive Intermediate level. The classes train students in all 4 skills, by focusing on certain themes and genres (poetry, songs, short stories, food, music). The courses will lead the student to the Intermediate Mid to Intermediate High level at the end of the sequence (depending on students' levels upon entering the class). Depending on an informal assessment at the end of any of the 3 classes, students may enter the Intermediate or High Intermediate classes.

Terms Offered: Spring

ARAB 15001. Elementary Arabic in Jerusalem. 100 Units.**ARAB 15002. Elementary Arabic in Jerusalem. 100 Units.****ARAB 15003. Intermediate Arabic in Jerusalem. 100 Units.****ARAB 15004. Intermediate Arabic in Jerusalem. 100 Units.****ARAB 15005. Advanced Arabic in Jerusalem. 100 Units.****ARAB 15006. Advanced Arabic in Jerusalem. 100 Units.****ARAB 15013. Elementary Arabic in Morocco. 100 Units.****ARAB 15014. Elementary Arabic in Morocco. 100 Units.****ARAB 15015. Intermediate Arabic in Morocco. 100 Units.****ARAB 15016. Intermediate Arabic in Morocco. 100 Units.****ARAB 15017. Advanced Arabic in Morocco. 100 Units.****ARAB 15018. Advanced Arabic in Morocco. 100 Units.****ARAB 15019. Elementary Arabic in Granada. 100 Units.****ARAB 15020. Elementary Arabic in Granada. 100 Units.****ARAB 15021. Intermediate Arabic in Granada. 100 Units.****ARAB 15022. Intermediate Arabic in Granada. 100 Units.****ARAB 15023. Advanced Arabic in Granada. 100 Units.****ARAB 15024. Advanced Arabic in Granada. 100 Units.****ARAB 20100. Intermediate Modern Arabic for CPS Students. 100 Units.**

StarTalk Arabic-Year 2

ARAB 20101-20102-20103. Intermediate Arabic I-II-III.

This sequence concentrates on speaking, reading, and aural skills at the intermediate level of modern formal Arabic.

ARAB 20101. Intermediate Arabic I. 100 Units.

The first quarter of Intermediate Arabic

Instructor(s): Osama Abu Eledam, Lakhdar Choudar, Zainab Hermes Terms Offered: Autumn

Prerequisite(s): ARAB 10103 or equivalent

ARAB 20102. Intermediate Arabic II. 100 Units.

The second quarter of Intermediate Arabic

Instructor(s): Osama Abu Eledam, Lakhdar Choudar, Zainab Hermes Terms Offered: Winter

Prerequisite(s): ARAB 20101 or equivalent

ARAB 20103. Intermediate Arabic III. 100 Units.

ARAB 20103 is the spring quarter continuation of the Intermediate Arabic sequence that began with ARAB 20101 last fall, and continued with ARAB 20102 in the winter. We will continue to work through the second half of Al-Kitaab Part 2. As in any language course, we address all four of the fundamental skills: reading, writing, listening, and speaking. A particular focus of this sequence, however, is ensuring that students have a solid, comprehensive understanding of the rules of Arabic syntax. In addition to readings and exercises from the textbook, we will increasingly make use of articles from Arabic-language news media.

Instructor(s): Osama Abu Eledam, Lakhdar Choudar, Zainab Hermes Terms Offered: Spring

Prerequisite(s): ARAB 20102 or equivalent

ARAB 20102. Intermediate Arabic II. 100 Units.

The second quarter of Intermediate Arabic

Instructor(s): Osama Abu Eledam, Lakhdar Choudar, Zainab Hermes Terms Offered: Winter

Prerequisite(s): ARAB 20101 or equivalent

ARAB 20103. Intermediate Arabic III. 100 Units.

ARAB 20103 is the spring quarter continuation of the Intermediate Arabic sequence that began with ARAB 20101 last fall, and continued with ARAB 20102 in the winter. We will continue to work through the second half of *Al-Kitaab Part 2*. As in any language course, we address all four of the fundamental skills: reading, writing, listening, and speaking. A particular focus of this sequence, however, is ensuring that students have a solid, comprehensive understanding of the rules of Arabic syntax. In addition to readings and exercises from the textbook, we will increasingly make use of articles from Arabic-language news media.

Instructor(s): Osama Abu Eledam, Lakhdar Choudar, Zainab Hermes
Terms Offered: Spring

Prerequisite(s): ARAB 20102 or equivalent

ARAB 20123. Summer Intensive Introductory Arabic Level 2. 300 Units.

Summer Intensive Arabic Level 2 is designed for students who have completed the equivalent of *Alif Baa'* and *al-Kitaab part 1*, or attained a minimum Novice High proficiency on the ACTFL scale. In this eight-week summer course in Arabic, students will improve and refine their language skills using *al-Kitaab part 2* (2nd edition), along with authentic stories, poems, and articles. Cultural proficiency is an integral part of the language instruction, as students immerse themselves in readings (literary and journalistic) and engage in conversations with their classmates, with the Arabic-speaking community in Chicago, and with guest lecturers/presenters. Students will also extend their language and cultural skills by working on songs and film extracts. The class will help students develop their ability to initiate and sustain discussion on topics of general interest and to present information and simple narratives in Modern Standard Arabic; to understand a wide range of written genres in Arabic, including formal writing, journalistic texts, and less formal styles; to write and speak with increasing accuracy and fluency; and to carry out basic research with non-technical texts. After the eight-week course, students can expect to reach the Intermediate Mid or Intermediate High level on the ACTFL scale.

Instructor(s): Staff
Terms Offered: Summer

ARAB 20588. Media Arabic. 100 Units.

Media Arabic is a course designed for the advanced student of Modern Standard Arabic. The course objective is to improve students' listening comprehension and writing skills. Students will advance toward this goal through listening to and reading a variety of authentic materials from Arabic Media (on politics, literature, economics, education, women, youth, etc.).

Instructor(s): Staff
Terms Offered: Spring

Prerequisite(s): At least two years of Modern Standard Arabic

Equivalent Course(s): ARAB 30588

ARAMAIC COURSES

ARAM 10401-10402-10403. Elementary Syriac I-II-III.

Elementary Syriac I-II-III

ARAM 10401. Elementary Syriac I. 100 Units.

The purpose of this three-quarter sequence is to enable the student to read Syriac literature with a high degree of comprehension. The course is divided into two segments. The first two quarters are devoted to acquiring the essentials of Syriac grammar and vocabulary. The third quarter is spent reading a variety of Syriac prose and poetic texts and includes a review of grammar.

Instructor(s): Stuart Creason
Terms Offered: Autumn

Prerequisite(s): Second-year standing

ARAM 10402. Elementary Syriac-2. 100 Units.

The purpose of this three-quarter sequence is to enable the student to read Syriac literature with a high degree of comprehension. The course is divided into two segments. The first two quarters are devoted to acquiring the essentials of Syriac grammar and vocabulary. The third quarter is spent reading a variety of Syriac prose and poetic texts and includes a review of grammar.

Instructor(s): Stuart Creason
Terms Offered: Winter

Prerequisite(s): ARAM 10401

ARAM 10403. Elementary Syriac III. 100 Units.

The purpose of this three-quarter sequence is to enable the student to read Syriac literature with a high degree of comprehension. The course is divided into two segments. The first two quarters are devoted to acquiring the essentials of Syriac grammar and vocabulary. The third quarter is spent reading a variety of Syriac prose and poetic texts and includes a review of grammar.

Instructor(s): Stuart Creason
Terms Offered: Spring

Prerequisite(s): ARAM 10402

ARMENIAN COURSES

ARME 10101-10102-10103. Elementary Modern Armenian I-II-III.

This three-quarter sequence utilizes the most advanced computer technology and audio-visual aids enabling the students to master a core vocabulary, the alphabet and basic grammatical structures and to achieve a reasonable level of proficiency in modern formal and spoken Armenian (one of the oldest Indo-European languages). A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or to pursue work in Armenia.

ARME 10101. Elementary Modern Armenian I. 100 Units.

Elementary Modern Armenian I, II, III. The course utilizes the most advanced computer technology and audio-visual aids enabling the students to master a core vocabulary, the alphabet and basic grammatical structures and to achieve a reasonable level of proficiency in modern formal and spoken Armenian (one of the oldest Indo-European languages). A language competency exam is offered at the end of spring quarter for those taking this course as college language requirement. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or to pursue work in Armenia.

Instructor(s): H. Haroutunian Terms Offered: Autumn

ARME 10102. Elementary Modern Armenian II. 100 Units.

Elementary Modern Armenian I, II, III. The course utilizes the most advanced computer technology and audio-visual aids enabling the students to master a core vocabulary, the alphabet and basic grammatical structures and to achieve a reasonable level of proficiency in modern formal and spoken Armenian (one of the oldest Indo-European languages). A language competency exam is offered at the end of spring quarter for those taking this course as college language requirement. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or to pursue work in Armenia.

Instructor(s): H. Haroutunian Terms Offered: Winter

Prerequisite(s): ARME 10101

ARME 10103. Elementary Modern Armenian III. 100 Units.

Elementary Modern Armenian I, II, III. The course utilizes the most advanced computer technology and audio-visual aids enabling the students to master a core vocabulary, the alphabet and basic grammatical structures and to achieve a reasonable level of proficiency in modern formal and spoken Armenian (one of the oldest Indo-European languages). A language competency exam is offered at the end of spring quarter for those taking this course as college language requirement. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or to pursue work in Armenia.

Instructor(s): H. Haroutunian Terms Offered: Spring

Prerequisite(s): ARME 10102

ARME 10102. Elementary Modern Armenian II. 100 Units.

Elementary Modern Armenian I, II, III. The course utilizes the most advanced computer technology and audio-visual aids enabling the students to master a core vocabulary, the alphabet and basic grammatical structures and to achieve a reasonable level of proficiency in modern formal and spoken Armenian (one of the oldest Indo-European languages). A language competency exam is offered at the end of spring quarter for those taking this course as college language requirement. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or to pursue work in Armenia.

Instructor(s): H. Haroutunian Terms Offered: Winter

Prerequisite(s): ARME 10101

ARME 10103. Elementary Modern Armenian III. 100 Units.

Elementary Modern Armenian I, II, III. The course utilizes the most advanced computer technology and audio-visual aids enabling the students to master a core vocabulary, the alphabet and basic grammatical structures and to achieve a reasonable level of proficiency in modern formal and spoken Armenian (one of the oldest Indo-European languages). A language competency exam is offered at the end of spring quarter for those taking this course as college language requirement. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or to pursue work in Armenia.

Instructor(s): H. Haroutunian Terms Offered: Spring

Prerequisite(s): ARME 10102

ARME 10501. Intro To Classical Armenian. 100 Units.

The course focuses on the basic grammatical structure and vocabulary of the Classical Armenian language, Grabar (one of the oldest Indo-European languages). It enables students to achieve basic reading skills in the Classical Armenian language. Reading assignments include a wide selection of original Armenian literature, mostly works by 5th century historians, as well as passages from the Bible, while a considerable amount of historical and cultural issues about Armenia are discussed and illustrated through the text interpretations. Recommended for students with interests in Armenian Studies, Classics, Divinity, Indo-European or General Linguistics.

Instructor(s): Hripsime Haroutunian Terms Offered: Winter
Equivalent Course(s): ANCM 32212, MDVL 10501

ARME 20101-20102-20103. Intermediate Modern Armenian I-II-III.

The goal of this three-quarter sequence is to enable students to reach an advanced level of proficiency in the Armenian language. This sequence covers a rich vocabulary and complex grammatical structures in modern formal and colloquial Armenian. Reading assignments include a selection of original Armenian literature and excerpts from mass media.

ARME 20101. Intermediate Modern Armenian i. 100 Units.

This three-quarter sequence enables the students to reach an Intermediate level of proficiency in the Armenian language. The course covers a rich vocabulary and complex grammatical structures in modern formal and colloquial Armenian. Reading assignments include a selection of original Armenian literature and excerpts from mass media. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies and related area studies or to pursue work in Armenia.

Instructor(s): H. Haroutunian Terms Offered: Autumn
Prerequisite(s): ARME 10103

ARME 20102. Intermediate Modern Armenian II. 100 Units.

This three-quarter sequence enables the students to reach an Intermediate level of proficiency in the Armenian language. The course covers a rich vocabulary and complex grammatical structures in modern formal and colloquial Armenian. Reading assignments include a selection of original Armenian literature and excerpts from mass media. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies and related area studies or to pursue work in Armenia.

Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 20101

ARME 20103. Intermediate Modern Armenian III. 100 Units.

This three-quarter sequence enables the students to reach an Intermediate level of proficiency in the Armenian language. The course covers a rich vocabulary and complex grammatical structures in modern formal and colloquial Armenian. Reading assignments include a selection of original Armenian literature and excerpts from mass media. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies and related area studies or to pursue work in Armenia.

Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 20102

ARME 20102. Intermediate Modern Armenian II. 100 Units.

This three-quarter sequence enables the students to reach an Intermediate level of proficiency in the Armenian language. The course covers a rich vocabulary and complex grammatical structures in modern formal and colloquial Armenian. Reading assignments include a selection of original Armenian literature and excerpts from mass media. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies and related area studies or to pursue work in Armenia.

Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 20101

ARME 20103. Intermediate Modern Armenian III. 100 Units.

This three-quarter sequence enables the students to reach an Intermediate level of proficiency in the Armenian language. The course covers a rich vocabulary and complex grammatical structures in modern formal and colloquial Armenian. Reading assignments include a selection of original Armenian literature and excerpts from mass media. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies and related area studies or to pursue work in Armenia.

Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 20102

ARME 29700. Rdg/Rsch: Armenian. 100 Units.**ARME 29702. Independent Study: Intermediate Modern Armenian. 100 Units.**

The goal of this three-quarter sequence is to enable students to reach an advanced level of proficiency in the Armenian language. This sequence covers a rich vocabulary and complex grammatical structures in modern formal and colloquial Armenian. Reading assignments include a selection of original Armenian literature and excerpts from mass media.

Terms Offered: Spring Winter

ARME 29703. Independent Study: Advanced Mid Armenian. 100 Units.

The goal of this three-quarter sequence is to enable students to reach an advanced level of proficiency in the Armenian language. This sequence covers a rich vocabulary and complex grammatical structures in modern formal and colloquial Armenian. Reading assignments include a selection of original Armenian literature and excerpts from mass media.

Terms Offered: Spring

EGYPTIAN COURSES

EGPT 10101-10102. Introduction to Middle Egyptian Hieroglyphs I-II.

This sequence examines hieroglyphic writing and the grammar of the language of classical Egyptian literature.

EGPT 10101. Introduction to Middle Egyptian Hieroglyphs I. 100 Units.

Introduction to Middle Egyptian Hieroglyphs I

Instructor(s): Brian Muhs Terms Offered: Autumn

Prerequisite(s): Second-year standing

Equivalent Course(s): ANCM 30500

EGPT 10102. Introduction to Middle Egyptian Hieroglyphs II. 100 Units.

Introduction to Middle Egyptian Hieroglyphs II

Instructor(s): Brian Muhs Terms Offered: Winter

Prerequisite(s): EGPT 10101 or consent of the instructor

Equivalent Course(s): ANCM 30501

EGPT 10102. Introduction to Middle Egyptian Hieroglyphs II. 100 Units.

Introduction to Middle Egyptian Hieroglyphs II

Instructor(s): Brian Muhs Terms Offered: Winter

Prerequisite(s): EGPT 10101 or consent of the instructor

Equivalent Course(s): ANCM 30501

EGPT 10103. Middle Egyptian Texts I. 100 Units.

This course features readings in a variety of genres, including historical, literary, and scientific texts.

Instructor(s): Robert Ritner Terms Offered: Spring

Prerequisite(s): EGPT 10101-10102 or consent of the instructor

Equivalent Course(s): ANCM 30502

EGPT 20006. Ancient Near Eastern Thought & Literature-3. 100 Units.

This course employs English translations of ancient Egyptian literary texts to explore the genres, conventions and techniques of ancient Egyptian literature. Discussions of texts examine how the ancient Egyptians conceptualized and constructed their equivalent of literature, as well as the fuzzy boundaries and subtle interplay between autobiography, history, myth and fiction.

Instructor(s): Brian Muhs Terms Offered: Winter

Equivalent Course(s): NEHC 30006, EGPT 30006, NEHC 20006

EGPT 20101. Middle Egyptian Texts II. 100 Units.

This course features readings in a variety of genres, including historical, literary, and scientific texts.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): EGPT 10101-10102-10103 or consent of the instructor

EGPT 20102. Introduction to Hieratic. 100 Units.

This course introduces the cursive literary and administrative script of Middle Egyptian (corresponding to the Middle Kingdom period in Egypt) and is intended to provide familiarity with a variety of texts written in hieratic (e.g., literary tales, religious compositions, wisdom literature, letters, accounts, graffiti).

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): EGPT 10101-10102-10103 or equivalent required; EGPT 20101 recommended

EGPT 20210. Introduction to Late Egyptian. 100 Units.

This course is a comprehensive examination of the grammar, vocabulary, and orthographic styles of the nonliterary vernacular of New Kingdom Egypt (Dynasties XVII to XXIV), as exhibited by administrative and business documents, private letters, and official monuments. We also study the hybrid "literary Late Egyptian" used for tales and other compositions. Texts from the various genres are read and analyzed in EGPT 20211.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): EGPT 10101-10102-10103 or equivalent required; EGPT 20101 recommended

EGPT 20211. Late Egyptian Texts. 100 Units.

Building on the basics of grammar, vocabulary, and orthographic styles learned in EGPT 20210, this course focuses on the reading and analysis of Late Egyptian texts from the various genres.

Instructor(s): Robert Ritner Terms Offered: Autumn

Prerequisite(s): EGPT 20210

GE'EZ COURSES

GEEZ 10101-10102. Elementary Ge'ez I-II.

This is a two quarter sequence introducing the fundamental grammar and writing structure of Ge'ez (Classical Ethiopic).

GEEZ 10101. Elementary Ge'ez I. 100 Units.

This course introduces the fundamentals of Ge'ez (Classical Ethiopic) with an overview of grammar and the writing system, as well as exercises in reading early monumental and simple narrative texts.

Instructor(s): R. Hasselbach Terms Offered: Autumn

GEEZ 10102. Elementary Ge'ez II. 100 Units.

This course provides an introduction to the grammar and script of Classical Ethiopic (Ge'ez).

Instructor(s): R. Hasselbach Terms Offered: Winter

Prerequisite(s): GEEZ 10101

GEEZ 10102. Elementary Ge'ez II. 100 Units.

This course provides an introduction to the grammar and script of Classical Ethiopic (Ge'ez).

Instructor(s): R. Hasselbach Terms Offered: Winter

Prerequisite(s): GEEZ 10101

GEEZ 10103. Readings: Classical Ethiopic. 100 Units.

In this course, we will finish the grammar of Classical Ethiopic (Ge'ez) and start readings in Classical Ethiopic literature.

Instructor(s): R. Hasselbach Terms Offered: Spring

Prerequisite(s): GEEZ 10101-10102 or equivalent

HEBREW COURSES

HEBR 10101-10102-10103. Elementary Classical Hebrew I-II-III.

The purpose of this three-quarter sequence is to enable the student to read biblical Hebrew prose with a high degree of comprehension. The course is divided into two segments: (1) the first two quarters are devoted to acquiring the essentials of descriptive and historical grammar (including translation to and from Hebrew, oral exercises, and grammatical analysis); and (2) the third quarter is spent examining prose passages from the Hebrew Bible and includes a review of grammar.

HEBR 10101. Elementary Classical Hebrew I. 100 Units.

The first two quarters are devoted to acquiring the essentials of descriptive and historical grammar (including translation to and from Hebrew, oral exercises, and grammatical analysis).

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

Note(s): This class meets 5 times a week

Equivalent Course(s): JWSC 30101, JWSC 22000

HEBR 10102. Elementary Classical Hebrew II. 100 Units.

The first two quarters are devoted to acquiring the essentials of descriptive and historical grammar (including translation to and from Hebrew, oral exercises, and grammatical analysis).

Instructor(s): S. Creason Terms Offered: Winter

Prerequisite(s): HEBR 10101 or equivalent

Note(s): This class meets 5 times a week

Equivalent Course(s): JWSC 22100

HEBR 10103. Elementary Classical Hebrew III. 100 Units.

The third quarter is spent examining prose passages from the Hebrew Bible and includes a review of grammar.

Instructor(s): S. Creason Terms Offered: Spring

Prerequisite(s): HEBR 10102

Note(s): This class meets 5 times a week

Equivalent Course(s): JWSC 22200, JWSC 30300

HEBR 10102. Elementary Classical Hebrew II. 100 Units.

The first two quarters are devoted to acquiring the essentials of descriptive and historical grammar (including translation to and from Hebrew, oral exercises, and grammatical analysis).

Instructor(s): S. Creason Terms Offered: Winter

Prerequisite(s): HEBR 10101 or equivalent

Note(s): This class meets 5 times a week

Equivalent Course(s): JWSC 22100

HEBR 10103. Elementary Classical Hebrew III. 100 Units.

The third quarter is spent examining prose passages from the Hebrew Bible and includes a review of grammar.

Instructor(s): S. Creason Terms Offered: Spring

Prerequisite(s): HEBR 10102

Note(s): This class meets 5 times a week

Equivalent Course(s): JWSC 22200, JWSG 30300

HEBR 10501-10502-10503. Introductory Modern Hebrew I-II-III.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essay.

HEBR 10501. Introductory Modern Hebrew-I. 100 Units.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essay.

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

Equivalent Course(s): JWSC 25000

HEBR 10502. Introductory Modern Hebrew-II. 100 Units.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essay.

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

Prerequisite(s): HEBR 10501 or equivalent

Equivalent Course(s): JWSC 25100

HEBR 10503. Introductory Modern Hebrew III. 100 Units.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essays.

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

Prerequisite(s): HEBR 10502 or equivalent

Equivalent Course(s): JWSC 25200

HEBR 10502. Introductory Modern Hebrew-II. 100 Units.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essay.

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

Prerequisite(s): HEBR 10501 or equivalent

Equivalent Course(s): JWSC 25100

HEBR 10503. Introductory Modern Hebrew III. 100 Units.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essays.

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

Prerequisite(s): HEBR 10502 or equivalent

Equivalent Course(s): JWSC 25200

HEBR 15001. Elementary Hebrew in Jerusalem. 100 Units.**HEBR 15002. Elementary Hebrew in Jerusalem. 100 Units.****HEBR 15003. Intermediate Hebrew in Jerusalem. 100 Units.****HEBR 15004. Intermediate Hebrew in Jerusalem. 100 Units.****HEBR 15005. Advanced Hebrew in Jerusalem. 100 Units.****HEBR 15006. Advanced Hebrew in Jerusalem. 100 Units.****HEBR 20104-20105-20106. Intermediate Classical Hebrew I-II-III.**

A continuation of Elementary Classical Hebrew. The first quarter consists of reviewing grammar, and of reading and analyzing further prose texts. The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

HEBR 20104. Intermediate Classical Hebrew I. 100 Units.

The first quarter consists of reviewing grammar, and of reading and analyzing further prose texts.

Instructor(s): D. Pardee Terms Offered: Autumn

Prerequisite(s): HEBR 10103 or equivalent

Equivalent Course(s): JWSC 22300

HEBR 20105. Intermediate Classical Hebrew II. 100 Units.

The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

Instructor(s): D. Pardee Terms Offered: Winter

Prerequisite(s): HEBR 20104 or equivalent

Equivalent Course(s): JWSC 22400

HEBR 20106. Intermediate Classical Hebrew III. 100 Units.

The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

Instructor(s): D. Pardee Terms Offered: Spring

Prerequisite(s): HEBR 20105 or equivalent

Equivalent Course(s): JWSC 22500

HEBR 20105. Intermediate Classical Hebrew II. 100 Units.

The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

Instructor(s): D. Pardee Terms Offered: Winter

Prerequisite(s): HEBR 20104 or equivalent

Equivalent Course(s): JWSC 22400

HEBR 20106. Intermediate Classical Hebrew III. 100 Units.

The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

Instructor(s): D. Pardee Terms Offered: Spring

Prerequisite(s): HEBR 20105 or equivalent

Equivalent Course(s): JWSC 22500

HEBR 20521. Lower Intermediate-Hebrew through Israeli Media. 100 Units.

This one quarter course is designed to provide students with skills for viewing original movies, reading short newspaper articles as well as watching T.V. shows - all dealing with cultural and social issues in Israel. The learning stages include reading and listening comprehension, oral and written expression, vocabulary and grammar enrichment. The movies, articles and shows are supplemented with a simultaneous script and a dictionary. This courseware is suitable for students who had at least one year of Modern Hebrew studies or were placed into Intermediate Modern Hebrew. Consent of instructor is required.

Instructor(s): Staff Terms Offered: Spring

Equivalent Course(s): JWSC 20521

HEBR 29700. Rdg/Rsch: Hebrew. 100 Units.**KAZAKH COURSES****KAZK 10501. Intro to Turkic Languages I. 100 Units.**

The first quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.

Instructor(s): Kagan Arik Terms Offered: Autumn

Equivalent Course(s): TURK 10501, UZBK 10501

KAZK 10502. Introduction to Turkic Languages II. 100 Units.

The second quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.

Instructor(s): Kagan Arik Terms Offered: Winter

Equivalent Course(s): UZBK 10502, TURK 10502

KAZK 29700. Independent Study: Kazakh. 100 Units.

Independent Study: Kazakh

Instructor(s): Kagan Arik Terms Offered: Autumn Spring Winter

KAZK 29701. Independent Study: Intermediate Kazakh. 100 Units.

Independent Study: Intermediate Kazakh

Instructor(s): Kagan Arik Terms Offered: Autumn Spring Winter

NEAR EASTERN ART AND ARCHEOLOGY COURSES**NEAA 10020. Ceramic Analysis for Archaeologists. 100 Units.**

This course introduces the theoretical foundations and analytical techniques that allow archaeologists to use ceramics to make inferences about ancient societies. Ethnographic, experimental, and physical science approaches are explored to develop a realistic, integrated understanding of the nature of ceramics as a form of material culture. Practical training in the use of the ceramic labs is included.

Instructor(s): James Osborne Terms Offered: Winter

Prerequisite(s): Any course in ancient history or archaeology

Equivalent Course(s): ANTH 36200, ANTH 26200, NEAA 40020

NEAA 20070. Intro to the Archaeology of Afghanistan. 100 Units.

Intro to the Archaeology of Afghanistan

Instructor(s): Gil J. Stein Terms Offered: Winter

Prerequisite(s): Any introductory course in archaeology is desirable but not required

Equivalent Course(s): ANTH 36755, ANTH 26755, NEAA 30070

NEAA 20091. Field Archaeology. 100 Units.

This course entails four weeks of full-time, hands-on training in field archaeology in an excavation directed by a University of Chicago faculty member. Students will learn techniques of excavation and digital recording of the finds; attend evening lectures; and participate in weekend field trips. Academic requirements include the completion of assigned readings and a final written examination. For more information about this archaeological field opportunity in Summer 2019, see <http://keisan.uchicago.edu>. Students who are enrolled in this course will pay a Summer Session tuition fee in addition to the cost of participation in the dig. UChicago College students are eligible to apply for College Research Scholar grants to fund their participation.

NEAA 20100. Archaeological Methods and Interpretations. 100 Units.

This course surveys (1) the wide range of methods used by archaeologists to recover and analyze evidence concerning the human past; and (2) the various theoretical paradigms archaeologists have employed to interpret their finds and reconstruct ancient societies and cultures.

Instructor(s): David Schloen Terms Offered: Autumn

Equivalent Course(s): NEAA 30100

NEAA 20162. Topics: Mesopotamian History II: Uruk Mesopotamia and Neighbor. 100 Units.

The Uruk period (4th millennium BC) saw the emergence of the earliest known state societies, urbanism, kingship, writing, and colonial network extending from Mesopotamia across the Jazira and into neighboring resource zones in the Taurus and Zagros mountains. This seminar examines Uruk Mesopotamia and neighboring regions from several perspectives – an examination of key sites in Mesopotamia and contemporaneous local late chalcolithic polities in Syria, southeast Anatolia and Iran. The seminar also considers the main theoretical issues involved in understanding inter-regional interaction in the social, economic, and political organization of this period.

Instructor(s): G. Stein Terms Offered: Spring

Prerequisite(s): Any introductory course in Near Eastern archaeology.

Equivalent Course(s): NEAA 30162

NEAA 20332. Trade and Exchange in the Ancient Near East. 100 Units.

In this course, we will discuss premodern modes of economic exchange and their systemic societal effects in light of their institutional embedding, with emphasis on trade and markets in the ancient Mediterranean and Middle East.

Instructor(s): David Schloen Terms Offered: Winter
Equivalent Course(s): NEAA 30332

NEAA 20521. Archaeology of Coptic and Islamic Egypt. 100 Units.

This course is an exploration of the continuities of Egyptian culture after the Ptolemaic period down to modern times, a span of over 2000 years. Our emphasis is on the archaeology of Coptic and Islamic Egypt. The focus is on the role of medieval archaeology in amplifying the history of economic and social systems. It is this connective quality of archaeology that contributes to an understanding of Pharaonic culture and fills the gap between ancient and modern Egypt.

Instructor(s): D. Whitcomb Terms Offered: Autumn
Prerequisite(s): Introductory course in archaeology
Equivalent Course(s): NEAA 30521, MDVL 20521

NEAA 20522. Archaeology of Islamic Syria-Palestine. 100 Units.

This course is an exploration of the cultural patterns in the Levant from the late Byzantine period down to modern times, a span of some 1500 years. While the subject matter is archaeological sites of this period in Syria, Lebanon, Jordan, and Israel, the focus is on the role of medieval archaeology in amplifying the history of economic and social systems. It is this connective quality of Islamic archaeology that contributes to an understanding of the earlier history and archaeology of this region.

Instructor(s): D. Whitcomb Terms Offered: Spring
Prerequisite(s): Introductory course in archaeology
Equivalent Course(s): NEAA 30522

NEAA 20532. Problems in Islamic Archaeology: The Islamic City. 100 Units.

This course is intended to present the dominant typologies of Islamic ceramics, most of which have been studied from an art historical approach. Specific archaeological typologies will be assembled from published reports and presented in seminar meetings. Half of the course will consist of analysis of sherd collections, observatory analysis of typological criteria, and training in drawing these artifacts.

Instructor(s): Donald Whitcomb Terms Offered: Winter
Equivalent Course(s): NEAA 30532, MDVL 20532

NEAR EASTERN HISTORY AND CIVILIZATIONS COURSES**NEHC 10666. Hell! Discussion about Hell in Middle Eastern Cultures. 100 Units.**

The class looks at images of, and narratives about, hell, from depictions of hell in the Quran to depictions of contemporary refugee camps as modern infernos. We will also study the construction of the image of Satan (Iblis) and of demons (jins) in various Islamic texts. The class will focus on reading of primary sources in translation (The Quran, Ibn 'Arabi, Abu al-'Ala al-Ma'ari, Nagib Mahfouz, Ghassan Kanfani) and the text book "Locating Hell in Islamic Traditions", edited by Christian Lange (Brill, 2015, open online access)

Instructor(s): Orit Bashkin Terms Offered: Autumn

NEHC 20001-20002-20003. Ancient Near Eastern History and Society I-II-III.

This sequence meets the general education requirement for civilization studies.

NEHC 20001. Ancient Near Eastern History and Society I: Egypt. 100 Units.

This course surveys the political, social, and economic history of ancient Egypt from pre-dynastic times (ca. 3400 B.C.) until the advent of Islam in the seventh century of our era.

Instructor(s): Brian Muhs, Robert Ritner Terms Offered: Autumn
Equivalent Course(s): NEHC 30001

NEHC 20002. Ancient Near Eastern History and Society II. 100 Units.

This course offers an overview of the history of Mesopotamia from its origins down to the Achaemenid and Hellenistic periods, when Mesopotamia became part of larger empires. Weeks 1 to 5, preceding mid-term exam, cover the periods ranging from the late Chalcolithic down to the end of the Middle Bronze age (late fifth to mid-second millennia BCE). Weeks 6 to 10 study the developments of the Late Bronze and Iron Ages, from the period of the archives of El-Amarna in the fourteenth century BCE down to the time of Alexander the Great in the late fourth century BCE.

Instructor(s): Hervé Reculeau Terms Offered: Winter

Prerequisite(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 30002

NEHC 20003. Ancient Near Eastern History and Society III. 100 Units.

This course introduces students to the history of ancient Anatolia and its neighbors from the first historical texts around 2000 BCE, with a short detour through prehistory and the appearance of Proto-Indo-European culture, to the arrival of Alexander the Great. Some of the famous ancient Near Eastern civilizations that we encounter include the Assyrians, Hittites, Phrygians, Lydians, Persians, and Israelites. We will focus on the information provided by inscriptions - especially political and socioeconomic history - as well as the relevant archaeological and art historical records. No prior knowledge of Anatolian or Near Eastern history is required.

Instructor(s): Petra Goedegebuure Terms Offered: Spring

Equivalent Course(s): NEHC 30003

NEHC 20002. Ancient Near Eastern History and Society II. 100 Units.

This course offers an overview of the history of Mesopotamia from its origins down to the Achaemenid and Hellenistic periods, when Mesopotamia became part of larger empires. Weeks 1 to 5, preceding mid-term exam, cover the periods ranging from the late Chalcolithic down to the end of the Middle Bronze age (late fifth to mid-second millennia BCE). Weeks 6 to 10 study the developments of the Late Bronze and Iron Ages, from the period of the archives of El-Amarna in the fourteenth century BCE down to the time of Alexander the Great in the late fourth century BCE.

Instructor(s): Hervé Reculeau Terms Offered: Winter

Prerequisite(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 30002

NEHC 20003. Ancient Near Eastern History and Society III. 100 Units.

This course introduces students to the history of ancient Anatolia and its neighbors from the first historical texts around 2000 BCE, with a short detour through prehistory and the appearance of Proto-Indo-European culture, to the arrival of Alexander the Great. Some of the famous ancient Near Eastern civilizations that we encounter include the Assyrians, Hittites, Phrygians, Lydians, Persians, and Israelites. We will focus on the information provided by inscriptions - especially political and socioeconomic history - as well as the relevant archaeological and art historical records. No prior knowledge of Anatolian or Near Eastern history is required.

Instructor(s): Petra Goedegebuure Terms Offered: Spring

Equivalent Course(s): NEHC 30003

NEHC 20004-20005-20006. Ancient Near Eastern Thought and Literature I-II-III.

This sequence surveys the thought and literature of the Near East. Each course in the sequence focuses on a particular culture or civilization. Texts in English. This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is not required.

NEHC 20004. Ancient Near Eastern Thought and Literature I: Mesopotamian Literature. 100 Units.

This course gives an overview of the richness of Mesopotamian Literature (modern Iraq) written in the 3rd-1st millennium BC. We will read myths and epics written on clay tablets in the Sumerian and Akkadian language in English translation and discuss content and style, but also the religious, cultural and historic implications. Particular focus will be on the development of stories over time, the historical context of the literature and mythological figures. The texts treated cover not only the famous Epic of Gilgamesh, but also various legends of Sumerian and Akkadian kings, stories about Creation and World Order, and destruction. The topics covered range from the quest for immortality, epic heroes and monsters, sexuality and love.

Instructor(s): Susanne Paulus Terms Offered: Autumn

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 30004

NEHC 20005. Ancient Near Eastern Thought & Literature-2: Anatolian Lit. 100 Units.

This course will provide an overview of Anatolian/Hittite literature, as "defined" by the Hittites themselves, in the wider historical-cultural context of the Ancient Near East. In the course of discussions, we will try to answer some important questions about Hittite inscriptions, such as: why were they written down, why were they kept, for whom were they intended, and what do the answers to these questions (apart from the primary content of the texts themselves) tell us about Hittite society?

Instructor(s): Theo van den Hout Terms Offered: Spring

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 30005

NEHC 20006. Ancient Near Eastern Thought & Literature-3. 100 Units.

This course employs English translations of ancient Egyptian literary texts to explore the genres, conventions and techniques of ancient Egyptian literature. Discussions of texts examine how the ancient Egyptians conceptualized and constructed their equivalent of literature, as well as the fuzzy boundaries and subtle interplay between autobiography, history, myth and fiction.

Instructor(s): Brian Muhs Terms Offered: Winter

Equivalent Course(s): EGPT 20006, EGPT 30006, NEHC 30006

NEHC 20005. Ancient Near Eastern Thought & Literature-2: Anatolian Lit. 100 Units.

This course will provide an overview of Anatolian/Hittite literature, as "defined" by the Hittites themselves, in the wider historical-cultural context of the Ancient Near East. In the course of discussions, we will try to answer some important questions about Hittite inscriptions, such as: why were they written down, why were they kept, for whom were they intended, and what do the answers to these questions (apart from the primary content of the texts themselves) tell us about Hittite society?

Instructor(s): Theo van den Hout Terms Offered: Spring

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 30005

NEHC 20006. Ancient Near Eastern Thought & Literature-3. 100 Units.

This course employs English translations of ancient Egyptian literary texts to explore the genres, conventions and techniques of ancient Egyptian literature. Discussions of texts examine how the ancient Egyptians conceptualized and constructed their equivalent of literature, as well as the fuzzy boundaries and subtle interplay between autobiography, history, myth and fiction.

Instructor(s): Brian Muhs Terms Offered: Winter

Equivalent Course(s): EGPT 20006, EGPT 30006, NEHC 30006

NEHC 20011-20012-20013. Ancient Empires I-II-III.

This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

NEHC 20011. Ancient Empires I. 100 Units.

The first course of this three-course sequence focuses on the Hittite Empire.

Instructor(s): Hakan Karateke Terms Offered: Autumn

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): CLCV 25700, HIST 15602

NEHC 20012. Ancient Empires-II. 100 Units.

This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world's first recorded Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of "empire" itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?

Instructor(s): James Osborne Terms Offered: Winter

Equivalent Course(s): CLCV 25800, HIST 15603

NEHC 20013. Ancient Empires-3. 100 Units.

For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.

Instructor(s): Brian Muhs Terms Offered: Spring

Equivalent Course(s): CLCV 25900, HIST 15604

NEHC 20012. Ancient Empires-II. 100 Units.

This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world's first recorded Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of "empire" itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?

Instructor(s): James Osborne Terms Offered: Winter

Equivalent Course(s): CLCV 25800, HIST 15603

NEHC 20013. Ancient Empires-3. 100 Units.

For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.

Instructor(s): Brian Muhs Terms Offered: Spring
Equivalent Course(s): CLCV 25900, HIST 15604

NEHC 20020. Encounters: Travelling and Meeting People Before Modernity. 100 Units.

This course will explore the exciting intersections of worldviews to understand how people of bygone societies imagined others, and how their perceptions may have been transformed as they encountered and developed a closer contact with people from other places. We will study primary sources on the contacts and interactions between individuals from different cultures, and explore the meaning of culture, identity, tradition and how borders between people were formed and crossed. What does it mean to belong to a culture and what results from an encounter with a foreign culture? Why were some encounters peaceful and others violent? What are the present-day analogues, in the age of mass migration, to such historical encounters? By exploring these questions, the course aims to provide historical perspectives on cross-cultural human encounters, as well probe into deep questions of identity and belonging.

Instructor(s): Hakan Karateke Terms Offered: Spring
Equivalent Course(s): HIST 29532, SIGN 26060

NEHC 20034. From the Harem to Helem: Gender and Sexuality in the Modern Middle East. 100 Units.

This course will provide a historical and theoretical survey of issues pertaining to gender and sexuality in the modern Middle East. First, we will outline the colonial legacies of gender politics and gendered discourses in modern Middle Eastern history. We will discuss orientalist constructions of the harem and the veil (Allouche, Laila Ahmed, Lila Abu-Lughod), and their contested afterlives across the Middle East. We will also explore colonial (homo)sexuality, and attendant critiques (Najmabadi, Massad). We will pay especial attention to local discourses about gender and sexuality, and trouble facile assumptions of "writing back" while attending to the various specificities of local discourses of everyday life across various sites of the Middle East. Eschewing reductive traps for more nuanced explorations of the specifics of life in Beirut, Cairo, Istanbul, or Tehran - as well as to rural areas - we will show how gender and sexuality are constructed and practiced in these locales. In addition to foundational scholarly texts in the field, we will also engage with an array of cultural texts (films, novels, poetry, comics) and - where possible - have conversations with activists who are working in these sites via Skype/teleconferencing.

Instructor(s): Ghenwa Hayek Terms Offered: Autumn
Equivalent Course(s): GNSE 30112, GNSE 20112, NEHC 30034

NEHC 20085. BIG: Monumental Buildings and Sculptures in the Past and Present. 100 Units.

Why are so many societies - including our own - obsessed with building monumental things like pyramids and palaces? What do we learn about cultures past and present from the monuments they built? This course explores famous monuments from around the world to answer these questions through the lens of archaeology, architecture, and art history.

Instructor(s): James Osborne Terms Offered: Spring
Equivalent Course(s): SIGN 26000, KNOW 26000

NEHC 20092. Classical Arabic Linguistics. 100 Units.

This course delves into debates in Arabic linguistics of the classical period (before the fifteenth century) on questions such as, What is the origin of language? How does language work? How do languages relate to one another? Where does the Arabic language come from? Is the distinction between literal and figurative uses of language real? We read writings by seminal Arabic linguists, such as al-Tabari, Abu Hilal al-'Askari, Ibn Faris, al-Qadi 'Abd al-Jabbar, and Ibn Taymiyya, addressing not only linguistics proper but also topics in fields such as Quranic exegesis, theology, and legal theory. We also discuss key works of secondary scholarship on the subject. Undergraduate students by instructor permission only.

Instructor(s): Ahmed El Shamsy Terms Offered: Autumn
Prerequisite(s): 3 years of Arabic or the equivalent
Equivalent Course(s): NEHC 30092, ISLM 30092

NEHC 20121. The Bible and Archaeology. 100 Units.

In this course we will look at how interpretation of evidence unearthed by archaeologists contributes to a historical-critical reading of the Bible, and vice versa. We will focus on the cultural background of the biblical narratives, from the stories of Creation and Flood to the destruction of the Jerusalem temple by the Romans in the year 70. No prior coursework in archaeology or biblical studies is required, although it will be helpful for students to have taken JWSC 20120 (Introduction to the Hebrew Bible).

Instructor(s): David Schloen Terms Offered: Winter
Equivalent Course(s): NEHC 30121, JWSC 20121, RLST 20121

NEHC 20215. Babylon and the Origins of Knowledge. 100 Units.

In 1946 the famed economist John Maynard Keynes declared that Isaac Newton "was the last of the magicians, the last of the Babylonians." We find throughout history, in the writings of Galileo, Jorge Luis Borges, Ibn Khaldun, Herodotus, and the Hebrew Bible, a city of Babylon full of contradictions. At once sinful and reverential, a site of magic and science, rational and irrational, Babylon seemed destined to resound in the historical imagination as the birthplace of knowledge itself. But how does the myth compare to history? How did the Babylonians themselves envisage their own knowledge? And is it reasonable to draw, as Keynes did, a line that begins with Babylon and ends with Newton? In this course we will take a cross comparative approach, investigating the history of the ancient city and its continuity in the scientific imagination.

Instructor(s): E. Escobar Terms Offered: Autumn

Equivalent Course(s): HIPS 27004, KNOW 27004, HIST 25617

NEHC 20491. Jews and Judaism in the Classical Era and Late Antiquity: From. 100 Units.

This course will address the thousand-year evolution of post-Biblical Judaism from a Temple and Land orientation to the emergence of Rabbinic Judaism. The first section of the course will focus on the political and cultural effects of the Hellenistic and early Roman periods on Jews and Judaism, with a stress placed not only on the social and political developments in Judea but on the early stages and subsequent growth of Jewish diaspora communities as well. In this context special attention will be given to the variegated literary corpus produced by Jews both in Judea and the diaspora. The second section will analyze the changes in Jewish life and self-identity in the aftermath of the destruction of Jerusalem and the Second Temple in 70CE, and the gradual emergence of Rabbinic Judaism as an alternative expression of Jewish religious commitment. The Roman Empire's embracing of Christianity on the one hand, and the growing assertiveness of a Babylonian Rabbinic community on the other, will also be closely examined.

Instructor(s): I. Gafni Terms Offered: Winter

Equivalent Course(s): JWSC 20911, RLST 20911, HIJD 30911

NEHC 20501-20502-20503. Islamic History and Society I-II-III.

This sequence meets the general education requirement in civilization studies. This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history. Taking these courses in sequence is recommended but not required.

NEHC 20501. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.

This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.

Instructor(s): Fred Donner Terms Offered: Autumn

Equivalent Course(s): HIST 25704, CMES 30501, ISLM 30500, RLST 20501, MDVL 20501, NEHC 30501, HIST 35704

NEHC 20502. Islamic History and Society II: The Middle Period. 100 Units.

This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

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

Prerequisite(s): Not open to first-year students

Equivalent Course(s): NEHC 30502, HIST 35804, CMES 30502, MDVL 20502, HIST 25804, ISLM 30600

NEHC 20503. Islamic History and Society III: The Modern Middle East. 100 Units.

This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.

Instructor(s): Holly Shissler Terms Offered: Spring

Prerequisite(s): Not open to first-year students

Note(s): This course does not apply to the medieval studies major or minor.

Equivalent Course(s): HIST 35904, HIST 25904, NEHC 30503

NEHC 20502. Islamic History and Society II: The Middle Period. 100 Units.

This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

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

Prerequisite(s): Not open to first-year students

Equivalent Course(s): NEHC 30502, HIST 35804, CMES 30502, MDVL 20502, HIST 25804, ISLM 30600

NEHC 20503. Islamic History and Society III: The Modern Middle East. 100 Units.

This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.

Instructor(s): Holly Shissler Terms Offered: Spring

Prerequisite(s): Not open to first-year students

Note(s): This course does not apply to the medieval studies major or minor.

Equivalent Course(s): HIST 35904, HIST 25904, NEHC 30503

NEHC 20504. Introduction to the Hebrew Bible. 100 Units.

The Hebrew Bible (Old Testament) is a complex anthology of disparate texts and reflects a diversity of religious, political, and historical perspectives from ancient Israel, Judah, and Yehud. Because this collection of texts continues to play an important role in modern religions, new meanings are often imposed upon it. In this course, we will attempt to read biblical texts apart from modern preconceptions about them. We will also contextualize their ideas and goals through comparison with texts from ancient Mesopotamia, Syro-Palestine, and Egypt. Such comparisons will demonstrate that the Hebrew Bible is fully part of the cultural milieu of the Ancient Near East. To accomplish these goals, we will read a significant portion of the Hebrew Bible in English, along with representative selections from secondary literature. We will also spend some time thinking about the nature of biblical interpretation.

Instructor(s): J. Stackert Terms Offered: Autumn

Equivalent Course(s): JWSC 20120, RLST 11004, BIBL 31000, NEHC 30504

NEHC 20550. Scandal as Historical Document, 17th-21st Centuries. 100 Units.

How can we use scandals as windows into the cultural history of the modern and early modern worlds?

What does a scandal tell us about the public that consumes and disseminates it? In this course, we tackle these questions through an investigation of some of the major scandals of the early modern and modern periods in both Europe and the Middle East. From courtroom dramas in Paris and London to fierce debates in coffee houses and newspapers in Cairo, Beirut, and Istanbul, this course offers a comparative view of how scandals were disseminated, received, and narrativized across time and space. In doing so, we will also examine the central role of the "public" both as a concept and as an actor in early modern and modern scandals. The course will also introduce students to a wide variety of primary sources as well as a rich literature on the subject. All readings are in English. No prior background on the subject is required.

Equivalent Course(s): HIST 22608

NEHC 20568. Balkan Folklore. 100 Units.

Vampires, fire-breathing dragons, vengeful mountain nymphs. 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, "Balkan Dance."

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

Equivalent Course(s): CMLT 23301, CMLT 33301, REES 39009, NEHC 30568, REES 29009, ANTH 35908, ANTH 25908

NEHC 20570. Mughal India: Tradition & Transition. 100 Units.

The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth centuries, especially on selected issues that have been at the center of historiographical debate in the past decades.

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

Prerequisite(s): Advanced standing or consent of instructor. Prior knowledge of appropriate history and secondary literature required.

Equivalent Course(s): NEHC 30570, HIST 36602, SALC 27701, HIST 26602, SALC 37701

NEHC 20573. The Burden of History: The Nation and Its Lost Paradise. 100 Units.

What makes it possible for the imagined communities called nations to command the emotional attachments that they do? This course considers some possible answers to Benedict Anderson's question on the basis of material from the Balkans. We will examine the transformation of the scenario of paradise, loss, and redemption into a template for a national identity narrative through which South East European nations retell their Ottoman past. With the help of Žižek's theory of the subject as constituted by trauma and Kant's notion of the sublime, we will contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity.

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

Equivalent Course(s): CMLT 23401, REES 39013, HIST 24005, NEHC 30573, CMLT 33401, HIST 34005, REES 29013

NEHC 20601-20602-20603. Islamic Thought and Literature I-II-III.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

NEHC 20601. Islamic Thought and Literature I. 100 Units.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Tahera Qutbuddin Terms Offered: Autumn

Equivalent Course(s): SOSC 22000, HIST 35610, RLST 20401, MDVL 20601, CMES 30601, HIST 25610, NEHC 30601, ISLM 30601

NEHC 20602. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).

Instructor(s): Franklin Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): SOSC 22100, RLST 20402, HIST 35615, HIST 25615, MDVL 20602, ISLM 30602, NEHC 30602, CMES 30602

NEHC 20603. Islamic Thought and Literature III. 100 Units.

This class explores works of Muslim intellectuals, who interpreted various aspects of Islamic philosophy, political theory and law in the modern age. We will look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion and at the critique of both religious establishments and nation states as articulated by Middle Eastern intellectuals. Consequently, we will contextualize concepts like "woman," "nation," "East" and "jihad" as we follow the meanings assigned to these conceptions by different intellectuals at different historical moments. The class likewise examines the ways in which Muslim reformers synthesized cultural trends to revive the Islamic faith in face of Western economic and political hegemony. Our debate will focus on the influence of the colonial settings on the formation of these new readings and on the ways in which Muslim thinkers both appropriated and critiqued Western notions of civilization and guidance. We will consider the impact of these new ideas on political theory, and in particular on the political systems which emerged in the modern Middle East. Finally, the class will scrutinize the ways in which Muslim writers manipulated new means of communication such as the print media in order to propagate their ideas regarding the nature of their state and society. Generally, we shall discuss secondary literature first and the primary sources later.

Instructor(s): Orit Bashkin Terms Offered: Spring

Equivalent Course(s): HIST 25616, HIST 35616, RLST 20403, NEHC 30603, ISLM 30603, SOSC 22200

NEHC 20602. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).

Instructor(s): Franklin Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): SOSC 22100, RLST 20402, HIST 35615, HIST 25615, MDVL 20602, ISLM 30602, NEHC 30602, CMES 30602

NEHC 20603. Islamic Thought and Literature III. 100 Units.

This class explores works of Muslim intellectuals, who interpreted various aspects of Islamic philosophy, political theory and law in the modern age. We will look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion and at the critique of both religious establishments and nation states as articulated by Middle Eastern intellectuals. Consequently, we will contextualize concepts like "woman," "nation," "East" and "jihad" as we follow the meanings assigned to these conceptions by different intellectuals at different historical moments. The class likewise examines the ways in which Muslim reformers synthesized cultural trends to revive the Islamic faith in face of Western economic and political hegemony. Our debate will focus on the influence of the colonial settings on the formation of these new readings and on the ways in which Muslim thinkers both appropriated and critiqued Western notions of civilization and guidance. We will consider the impact of these new ideas on political theory, and in particular on the political systems which emerged in the modern Middle East. Finally, the class will scrutinize the ways in which Muslim writers manipulated new means of communication such as the print media in order to propagate their ideas regarding the nature of their state and society. Generally, we shall discuss secondary literature first and the primary sources later.

Instructor(s): Orit Bashkin Terms Offered: Spring

Equivalent Course(s): HIST 25616, HIST 35616, RLST 20403, NEHC 30603, ISLM 30603, SOSC 22200

NEHC 20605. Colloquium: Sources for the Study of Islamic History. 100 Units.

This course is designed to acquaint the student with the basic problems and concepts as well as the sources and methodology for the study of premodern Islamic history. Sources will be read in English translation and the tools acquired will be applied to specific research projects to be submitted as term papers.

Instructor(s): J. Woods Terms Offered: Autumn

Equivalent Course(s): HIST 26005, NEHC 30605, HIST 36005

NEHC 20613. Dreams in the Ancient World. 100 Units.

Dreams belong to the universals of human existence as human beings have always dreamt and will continue to dream across time and cultures. The questions where do dreams come from and how to unravel a dream have always preoccupied the human mind. In this course we will focus on dreams in the Greco-Roman and Greco-Egyptian cultural environments. We will cover dreams from three complementary perspectives: dreams as experience, dream interpretation and dream theory. The reading materials will include: (a) a selection of dream narratives from different sources, literary texts as well as documentary accounts of dreams; (b) texts which document the forms and contexts of dream interpretation in the Greco-Roman and Greco-Egyptian cultures and (c) texts which represent attempts to approach dreams from a more general perspective by among others explaining their genesis and defining dream-types.

Instructor(s): S. Torallas. A. Maravela Terms Offered: Autumn

Equivalent Course(s): CLCV 24519, CLAS 34519, NEHC 30613

NEHC 20630. Introduction to Islamic Philosophy. 100 Units.

This course offers an introduction to the terms and concepts current in Arabic philosophical writings in the classical period of Islamic thought (roughly 9th to 17th century). It begins with the movement to translate Greek texts into Arabic and the debate among Muslims about the validity of philosophy versus revelation. From a close reading of key works (in English) by important philosophers such as al-Kindī, al-Rāzī, al-Sijistānī, al-Fārābī, Ibn Sīnā (Avicenna), al-Ghazzālī, Ibn Bājjā, Ibn Tufayl, Ibn Rushd (Averroes), Suhrawardī, and Mullā ḥadrā, a series of lectures will follow the career of philosophy in the Islamic world, first as a 'foreign' science and then, later, as selectively rejected but also substantially accepted as a natural component of sophisticated discourse.

Instructor(s): Paul Walker Terms Offered: Spring

Equivalent Course(s): NEHC 30630, ISLM 30630

NEHC 20692. Armenian History through Art and Culture. 100 Units.

This 10-week crash-course surveys Armenian history and elements of culture (religion, mythology and music, manuscript illumination, art and architecture) as well as offer a mosaic of traditions and customs (festivals and feasts, birth and wedding rituals, funerary cult) of Armenia. It also discusses transformations of Armenian identity and symbols of 'Armenianness' through time (especially in Soviet and post-Soviet eras) based on such elements of national identity, as language, religion, art or shared history. Recommended for students with interest in Armenian Studies or related fields, in Area or Civilizations Studies, Art and Cultural Studies, etc.

Instructor(s): Hripsime Haroutunian Terms Offered: Autumn

Equivalent Course(s): HIST 25711, NEHC 30692

NEHC 20745. A Social History of the Poet in the Arab and Islamic World. 100 Units.

What constitutes a poet? What role does a poet play in society? Can we think of poets as agents of change? If so, in what capacity? This course asks the student to consider the role of the poet in the shaping of Islamic history. The course traces the changing role of the poet and of poetry in Islamic history with a focus on Arabic poetry (in translation) in the early modern and modern Middle East and North Africa. From early modern mystical poets, to modern Arab nationalist poets, to the street poets of the Arab Spring, the course investigates the role and function of the poet as an agent of change and of poetry as a catalyst for the formation of collective identity. To do this the course also explores the variety of mediums through which poetry was transmitted and remembered. We will thus consider the role of orality, aurality, and memory in the creation, preservation, and transmission of poetry in the early modern and modern Arabic-speaking world.

Equivalent Course(s): HIST 22609, CMLT 22609

NEHC 20766. Shamans and Oral Poets of Central Asia. 100 Units.

This course explores the rituals, oral literature, and music associated with the nomadic cultures of Central Eurasia.

Instructor(s): K. Arik Terms Offered: Spring

Equivalent Course(s): NEHC 30766, ANTH 25906

NEHC 20837. Early Turkish Republic. 100 Units.

This course will examine the development of the Turkish state following WWI including questions of economy, institutions, and identity formation. The first quarter make be taken as a free-standing colloquium, or students may take both quarters and produce a research paper.

Instructor(s): Holly Shissler Terms Offered: Winter

Prerequisite(s): open to graduate students and to upper division undergraduates

Equivalent Course(s): HIST 25702, HIST 35702, NEHC 30837

NEHC 20840. Radical Islamic Pieties: 1200 to 1600. 100 Units.

Some knowledge of primary languages (i.e., Arabic, French, German, Greek, Latin, Persian, Spanish, Turkish) helpful. This course examines responses to the Mongol destruction of the Abbasid caliphate in 1258 and the background to formation of regional Muslim empires. Topics include the opening of confessional boundaries; Ibn Arabi, Ibn Taymiyya, and Ibn Khaldun; the development of alternative spiritualities, mysticism, and messianism in the fifteenth century; and transconfessionalism, antinomianism, and the articulation of sacral sovereignties in the sixteenth century. All work in English. This course is offered in alternate years.

Instructor(s): C. Fleischer Terms Offered: Winter

Prerequisite(s): Consent of instructor

Equivalent Course(s): MDVL 20840, HIST 35901, RLST 20840, HIST 25901, NEHC 30840

NEHC 20852. Race and Ethnicity in the Modern Middle East. 100 Units.

This seminar examines the ways that race and ethnicity are identified and discussed in Middle Eastern societies from the late-eighteenth century to the contemporary period. This class will analyze debates surrounding Middle Eastern racial and ethnic constructions in order to consider the extent to which these are the products of European colonialism-as some claim-or other legacies including Ottoman slave trade networks. This course addresses the ways these categories have shaped nationalist discourses, anticolonial struggles, US involvement in the Middle East, and contemporary questions of citizenship. Students will examine the role of diaspora encounters in Europe and the Americas in crafting these categories and ask whether new flows of migrants from sub-Saharan Africa, South Asia, and the Philippines to the Middle East are reconfiguring old constructions or creating new ones. Sources will include literature, music, and film and methodologies are cultural, social, and political history. The class comprises case studies from Morocco, the Nile Valley, Turkey, Israel, and the Gulf States.

Instructor(s): K. Hickerson Terms Offered: Winter

Note(s): A background in Middle Eastern history and/or studies is suggested but not required.

Equivalent Course(s): HIST 25709, CRES 25709

NEHC 20884. The Brighter Side of the Balkans: Humor & Satire in Lit & Film. 100 Units.

In this course, we examine the poetics of laughter in the Balkans. In order to do so, we introduce humor as both cultural and transnational. We unpack the multiple layers of cultural meaning in the logic of "Balkan humor." We also examine the functions and mechanisms of laughter, both in terms of cultural specificity and general practice and theories of humor. Thus, the study of Balkan humor will help us elucidate the "Balkan" and the "World," and will provide insight not only into cultural mores and social relations, but into the very notion of "funny." Our own laughter in class will be the best measure of our success - both cultural and intellectual.

Instructor(s): Angelina Ilieva Terms Offered: Spring

Prerequisite(s): Readings in English. Background in the Balkans will make the course easier, but is not required.

Equivalent Course(s): CMLT 26610, NEHC 30884, REES 29007

NEHC 20885. Returning the Gaze: The Balkans and Western Europe. 100 Units.

This course investigates the complex relationship between South East European self-representations and the imagined Western "gaze" for whose benefit the nations stage their quest for identity and their aspirations for recognition. We also think about differing models of masculinity, the figure of the gypsy as a metaphor for the national self in relation to the West, and the myths Balkans tell about themselves. We conclude by considering the role that the imperative to belong to Western Europe played in the Yugoslav wars of succession. Some possible texts/films are Ivo Andric, *Bosnian Chronicle*; Aleko Konstantinov, *Baj Ganyo*; Emir Kusturica, *Underground*; and Milcho Manchevski, *Before the Rain*.

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

Equivalent Course(s): REES 39012, CMLT 23201, REES 29012, NEHC 30885, CMLT 33201

NEHC 20901. Orality, Literature and Popular Culture of Afghanistan and Pakistan. 100 Units.

Course description unavailable.

Instructor(s): C. R. Perkins Terms Offered: Winter 2013

Equivalent Course(s): SALC 26901, CMLT 36901, HIST 36905, CMLT 26901, HIST 26905, NEHC 30901

NEHC 20911. Prophets in Jewish and Islamic Traditions. 100 Units.

In this course, we will study the tales of the prophets as found in the Bible, the Qur'an, and Jewish and Islamic interpretive traditions. By examining and enjoying the narratives of individual prophets, we will develop an understanding of prophecy as a broad religious phenomenon. The course offers opportunities for comparative enquiry into two sacred scriptures-the Bible and the Qur'an-and the rich interpretive literature that Jewish and Islamic communities created in order to understand them. All readings will be in English translation. Assignments include three short essays, an oral presentation, and a final exam.

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

Equivalent Course(s): JWSC 20910, RLST 20910

NEHC 21612. Writing Central Asian Cultures. 100 Units.

This course examines contemporary ethnographies to show how anthropologists have tried to capture and represent Central Asian cultures and societies. We will seek out broader ideas and ideologies that inform the anthropologists' research questions.

Instructor(s): Russel Zanca Terms Offered: Winter

Equivalent Course(s): ANTH 21612, NEHC 32205, ANTH 32205

NEHC 22010. Jewish Civilization I: Ancient Beginnings to Early Medieval Period. 100 Units.

Jewish Civilization is a two-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Autumn course will deal with antiquity to the early medieval periods. Its readings will include works from the Bible, the Dead Sea Scrolls, Philo, Josephus, the Rabbis, Yehudah Halevy, and Maimonides. All sections of each course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take these two courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment.

Instructor(s): J. Robinson Terms Offered: Autumn

Equivalent Course(s): RLST 22010, JWSC 12000, MDVL 12000

NEHC 22011. Jewish Civilization II: Late Medieval to Modern Period. 100 Units.

Jewish Civilization is a two-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Winter quarter will begin with the late medieval period and continue to the present. It will include discussions of mysticism, the works of Spinoza and Mendelssohn, the nineteenth-century reform, the Holocaust and its reflection in writers such as Primo Levi and Paul Celan, and literary pieces from postwar American Jewish and Israeli authors. All sections of each course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take these two courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment.

Instructor(s): S. Hammerschlag Terms Offered: Winter

Equivalent Course(s): JWSC 12001, RLST 22011, MDVL 12010

NEHC 23010. Introduction to the History and Civilizations of Central Eurasia I: Pre-1500s. 100 Units.

This course will explore narrative and thematic histories of Central Asia up to the fifteenth century, starting from the development of pastoral nomadism and ending during the rule of the Timurids. We will discuss the everyday practices of the peoples in the area, the formation and influence of political, economic, and religious forces, and the region's wider interactions with other parts of the premodern world. While acknowledging the disparate peoples and cultures of the region, the course nevertheless assumes that Central Asia can be studied as a cohesive unit of historical inquiry. Throughout the course, we will also address the problems of historiography and methodology in the study of premodern Central Asian history and will explore possible solutions to these issues.

Instructor(s): H.S. Sum Cheuk Shing Terms Offered: Winter

Note(s): This course is open to MAPH students with consent of instructor.

Equivalent Course(s): CRES 13010, EALC 33010, HIST 15404, EALC 13010

NEHC 23613. Popular Culture in the Middle East and North Africa. 100 Units.

No description available.

Instructor(s): Travis Jackson Terms Offered: Various

Prerequisite(s): 100-level music course or consent of instructor.

Equivalent Course(s): MUSI 23613

NEHC 24110. The Soviet Empire. 100 Units.

What kind of empire was the Soviet Union? Focusing on the central idea of Eurasia, we will explore how discourses of gender, sexuality and ethnicity operated under the multinational empire. How did communism shape the state's regulation of the bodies of its citizens? How did genres from the realist novel to experimental film challenge a cohesive patriarchal, Russophone vision of Soviet Eurasia? We will examine how writers and filmmakers in the Caucasus and Central Asia answered Soviet Orientalist imaginaries, working through an interdisciplinary archive drawing literature and film from the Soviet colonial 'periphery' in the Caucasus and Central Asia as well as writings about the hybrid conception of Eurasia across linguistics, anthropology, and geography.

Instructor(s): Leah Feldman Terms Offered: Autumn

Equivalent Course(s): REES 24110, REES 34110, CMLT 34111, NEHC 34110, CMLT 24111

NEHC 25020. Culture and Zionism. 100 Units.

This seminar will examine the intersection of culture and Zionism. We will begin by considering the historical formation referred to as "cultural Zionism" and examining its ideological underpinnings. Other topics include: Hebrew revival, the role of culture in the Zionist revolution, Israeli culture as Zionist culture. Readings include: Ahad Haam, Haim Nahman Bialik, S.Y. Agnon, Orly Kastel-Blum, Edward Said, Benjamin Harshav.

Instructor(s): Na'ama Rokem Terms Offered: Autumn

Equivalent Course(s): JWSC 25020, CMLT 25020, NEHC 35020, CMLT 35020

NEHC 25147. Anthropology of Israel. 100 Units.

This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities' rights; and Arab-Jewish relations.

Equivalent Course(s): CMES 35150, NEHC 35147, MAPS 35150, ANTH 35150, JWSC 25149, ANTH 25150

NEHC 25148. Israel in Film and Ethnography. 100 Units.

This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities' rights; and Arab-Jewish relations. In addition to the readings, participants will be expected to view designated films before class related to the topic.

Equivalent Course(s): MAPS 35148, ANTH 35148, ANTH 25148, CMES 35148, JWSC 25148, NEHC 35148

NEHC 26062. The Jewish Graphic Novel. 100 Units.

Over the past decade, there has been an explosion of "graphic novels" aimed at adult readers concerning Jewish society, history, and religion. This course explores the history of comics through the lens of its Jewish creators and Jewish themes, and the history of twentieth century Jewish culture through the lens of graphic storytelling. We learn to interpret this complex art form that combines words and hand-drawn images, translating temporal progression into a spatial form. Reading American, European, and Israeli narratives, our discussions will focus on autobiographical and journalistic accounts of uprooting, immigration, conflict, and loss. Authors whose work we will study include: Art Spiegelman, Rutu Modan, Leela Corman, Joann Sfar, Joe Sacco, R. Crumb.

Instructor(s): Na'ama Rokem Terms Offered: Spring

Equivalent Course(s): JWSC 20701, SIGN 26062, CMLT 20711

NEHC 26602. Markets Before Capitalism. 100 Units.

Is the market system a new invention linked to the recent development of modern European societies? Is the market the hero or the villain of the story? Is everything marketable? Is the market the driver for economic development? We will address these and other questions in a deliberately comparative way, focusing on the cases of ancient Mesopotamia, ancient Greece and Rome, and medieval and early modern Europe. We will read excerpts from Smith, Ricardo, Marx, Weber, Polanyi, Braudel, Wallerstein, Geertz, Horden, and Purcell. We will examine the controversies in which these scholars were involved and the echoes they still have in our own contemporary debates. Assignments: Two papers, two quizzes.

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

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): CLCV 16619, HIST 16602

NEHC 26903. History and Literature of Pakistan: Postcolonial Representations. 100 Units.

No description available.

Instructor(s): C.R. Perkins Terms Offered: Autumn

Equivalent Course(s): SALC 26903, SALC 46903, HIST 26608

NEHC 29023. Returning the Gaze: The West and the Rest. 100 Units.

Aware of being observed. And judged. Inferior... Abject... Angry... Proud... This course provides insight into identity dynamics between the "West," as the center of economic power and self-proclaimed normative humanity, and the "Rest," as the poor, backward, volatile periphery. We investigate the relationship between South East European self-representations and the imagined Western gaze. Inherent in the act of looking at oneself through the eyes of another is the privileging of that other's standard. We will contemplate the responses to this existential position of identifying symbolically with a normative site outside of oneself-self-consciousness, defiance, arrogance, self-exoticization-and consider how these responses have been incorporated in the texture of the national, gender, and social identities in the region. Orhan Pamuk, Ivo Andrić, Nikos Kazantzakis, Aleko Konstantinov, Emir Kusturica, Milcho Manchevski.

Instructor(s): Angelina Ilieva Terms Offered: Autumn

Equivalent Course(s): REES 29023, HIST 33609, REES 39023, CMLT 39023, CMLT 29023, NEHC 39023, HIST 23609

NEHC 29899. Research Colloquium. 100 Units.

Required of fourth-year students who are majoring in NELC. This is a workshop course designed to survey the fields represented by NELC and to assist students in researching and completing their Research Project. Students must get a Reading and Research form from their College Adviser and complete the form in order to be registered. Signatures are needed from the adviser and Director of Undergraduate Studies. Please indicate on the form that you wish to register for NEHC 29899 Section 01.

Terms Offered: Autumn

NEHC 29995. Research Project. 100 Units.

In consultation with a faculty research adviser and with consent of the Director of Undergraduate Studies, students devote the equivalent of a one-quarter course to the preparation of their Research Project. Students are required to submit the College Reading and Research Course Form. Please indicate that you wish to register for NEHC 29995 Section 01 with the Director of Undergraduate Studies.

Terms Offered: Winter

Prerequisite(s): 4th year NELC majors only. Approval of Director of Undergraduate Studies.

NEAR EASTERN LANGUAGES COURSES**PERSIAN COURSES****PERS 10101-10102-10103. Elementary Persian I-II-III.**

This sequence concentrates on modern written Persian as well as modern colloquial usage. Toward the end of this sequence, students are able to read, write, and speak Persian at an elementary level. Introducing the Iranian culture is also a goal.

PERS 10101. Elementary Persian-I. 100 Units.

This sequence concentrates on modern written Persian as well as modern colloquial usage. Towards the end of the sequence the students will be able to read, write and speak Persian at an elementary level. Introducing the Iranian culture is also a goal. The class meets three hours a week with the instructor and two hours with a native informant who conducts grammatical drills and Persian conversation.

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

PERS 10102. Elementary Persian-2. 100 Units.

This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.

Instructor(s): S. Ghahremani Terms Offered: Winter

Prerequisite(s): PERS 10101

PERS 10103. Elementary Persian-III. 100 Units.

This sequence concentrates on modern written Persian as well as modern colloquial usage. Towards the end of the sequence the students will be able to read, write and speak Persian at an elementary level. Introducing the Iranian culture is also a goal. The class meets three hours a week with the instructor and two hours with a native informant who conducts grammatical drills and Persian conversation

Instructor(s): S. Ghahremani Terms Offered: Spring

Prerequisite(s): PERS 10102

PERS 10102. Elementary Persian-2. 100 Units.

This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.

Instructor(s): S. Ghahremani Terms Offered: Winter

Prerequisite(s): PERS 10101

PERS 10103. Elementary Persian-III. 100 Units.

This sequence concentrates on modern written Persian as well as modern colloquial usage. Towards the end of the sequence the students will be able to read, write and speak Persian at an elementary level. Introducing the Iranian culture is also a goal. The class meets three hours a week with the instructor and two hours with a native informant who conducts grammatical drills and Persian conversation

Instructor(s): S. Ghahremani Terms Offered: Spring

Prerequisite(s): PERS 10102

PERS 20101-20102-20103. Intermediate Persian I-II-III.

This sequence deepens and expands students' knowledge of modern Persian at all levels of reading, writing, and speaking. Grammar is taught at a higher level, and a wider vocabulary enables students to read stories, articles, and poetry. Examples of classical literature and the Iranian culture are introduced.

PERS 20101. Intermediate Persian I. 100 Units.

This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.

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

Prerequisite(s): PERS 10103 or consent of instructor

PERS 20102. Intermediate Persian II. 100 Units.

This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.

Instructor(s): S. Ghahremani Terms Offered: Winter

Prerequisite(s): PERS 20101 or consent of the instructor

PERS 20103. Intermediate Persian III. 100 Units.

This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.

Instructor(s): S. Ghahremani Terms Offered: Spring

Prerequisite(s): PERS 20202 or consent of the instructor

PERS 20102. Intermediate Persian II. 100 Units.

This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.

Instructor(s): S. Ghahremani Terms Offered: Winter

Prerequisite(s): PERS 20101 or consent of the instructor

PERS 20103. Intermediate Persian III. 100 Units.

This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.

Instructor(s): S. Ghahremani Terms Offered: Spring

Prerequisite(s): PERS 20202 or consent of the instructor

PERS 20123. Summer Intensive Intermediate Persian. 300 Units.

This course is designed for students with some previous background in the language, typically a year of elementary Persian at the college level (at the University of Chicago or another school), and who have speaking proficiency at the Novice High/Intermediate Low level on the ACTFL scale. At the conclusion of this course, students can expect to continue to develop their abilities in all aspects of the Persian language (speaking, listening, reading, and writing) and to begin to access authentic Persian-language materials, such as newspaper articles, short fiction, and film. Students should also improve their speaking proficiency to the Intermediate Mid/High level on the ACTFL scale (or above). The course will introduce more complex grammatical structures, with focus on contemporary written Persian, but gradually other levels of language (colloquial, literary) are introduced. Texts include selected articles, stories, and poetry, starting with contemporary texts and introducing some classical examples towards the end of the course. All students enrolled in Summer Intensive Intermediate Persian will conclude the program by participating in an ACTFL Oral Proficiency Interview. Each student will then receive an independent, certified rating of speaking ability to document the student's speaking abilities.

Instructor(s): Staff Terms Offered: Summer

Prerequisite(s): Successful completion of PERS 10103 or equivalent placement.

PERS 20220. Poetics/Politics Modern Iran. 100 Units.

Poetics/Politics Modern Iran

Terms Offered: Spring

Equivalent Course(s): PERS 30220

PERS 20320. Persian Poetry: Shahnameh of Ferdowsi. 100 Units.

The Shahnameh, the Persian "Book of Kings," is generally classed as an epic or national epic. While it does not lack for battling champions and heroic saga, it also includes episodes in a variety of disparate genres and themes: creation narrative, mythology, folk tale, romance, royal chronicle, and political history. In this course we gain familiarity with the style and language of Ferdowsi's Shahnameh by slow reading and discussion of select episodes in Persian, in tandem with a reading of the whole text in English translation. We approach the work as a foundational text of Iranian identity; compendium of pre-Islamic mythology and lore; a centrifugal axis of Persianate civilization and Iranian monarchical tradition throughout Anatolia, Central Asia and South Asia; and as an instance of "world literature." We will read with an eye toward literary structure; genre; Indo-Iranian mythology; political theory and commentary; character psychology; ideals of masculinity, femininity and heroism; the interaction of text, oral tradition, illustration, scholarship, and translation in the shaping of the literary reception of the Shahnameh; and, of course, the meaning(s) of the work. We also address wider issues of textual scholarship: the sources of the Shahnameh, the scribal transmission of Ferdowsi's text, and the production of modern critical editions and theories of textual editing. Class discussions will be in English.

Instructor(s): Franklin Lewis Terms Offered: Autumn

Prerequisite(s): PERS 30320; 2 years of Persian or the equivalent.

Equivalent Course(s): FNLD 26108, PERS 30320

PERS 20321. Persian Poetry: Shahnameh-2. 100 Units.

The Shahnameh, the Persian "Book of Kings," is generally classed as an epic or national epic. While it does not lack for battling champions and heroic saga, it also includes episodes in a variety of disparate genres and themes: creation narrative, mythology, folk tale, romance, royal chronicle, and political history. In this course we gain familiarity with the style and language of Ferdowsi's Shahnameh by slow reading and discussion of select episodes in Persian, in tandem with a reading of the whole text in English translation. We approach the work as a foundational text of Iranian identity; compendium of pre-Islamic mythology and lore; a centrifugal axis of Persianate civilization and Iranian monarchical tradition throughout Anatolia, Central Asia and South Asia; and as an instance of "world literature." We will read with an eye toward literary structure; genre; Indo-Iranian mythology; political theory and commentary; character psychology; ideals of masculinity, femininity and heroism; the interaction of text, oral tradition, illustration, scholarship, and translation in the shaping of the literary reception of the Shahnameh; and, of course, the meaning(s) of the work. We also address wider issues of textual scholarship: the sources of the Shahnameh, the scribal transmission of Ferdowsi's text, and the production of modern critical editions and theories of textual editing. Class discussions will be in English.

Instructor(s): Franklin Lewis Terms Offered: Spring

Prerequisite(s): PERS 30320; 2 years of Persian or the equivalent.

Equivalent Course(s): SALC 20602, ISLM 30321, FNDL 26109, PERS 30321

SUMERIAN COURSES

SUMR 10103. Elementary Sumerian III. 100 Units.

This sequence covers the elements of Sumerian grammar, with reading exercises in Ur III, pre-Sargonic, and elementary literary texts.

Instructor(s): C. Woods Terms Offered: Autumn. This sequence is offered in alternate years.

Prerequisite(s): SUMR 10102

SUMR 20310. Sumerian Literary Texts 1. 100 Units.

This advanced Sumerian course covers a selection of Sumerian literary texts from the Old Babylonian period. The prerequisite for this class is the one-year introductory sequence, Sumerian 10101, 10102, and 10103.

Instructor(s): C. Woods Terms Offered: Spring

Prerequisite(s): 1 Year of Sumerian

TURKISH COURSES

TURK 10101-10102-10103. Elementary Turkish I-II-III.

This sequence features proficiency-based instruction emphasizing grammar in modern Turkish. This sequence consists of reading and listening comprehension, as well as grammar exercises and basic writing in Turkish.

Modern stories and contemporary articles are read at the end of the courses.

TURK 10101. Elementary Turkish-1. 100 Units.

This sequence features proficiency-based instruction emphasizing grammar in modern Turkish. This sequence consists of reading and listening comprehension, as well as grammar exercises and basic writing in Turkish. Modern stories and contemporary articles are read at the end of the courses.

Instructor(s): K. Arik Terms Offered: Autumn

Note(s): The class meets for five hours a week

TURK 10102. Elementary Turkish-2. 100 Units.

This sequence features proficiency-based instruction emphasizing grammar in modern Turkish. This sequence consists of reading and listening comprehension, as well as grammar exercises and basic writing in Turkish. Modern stories and contemporary articles are read at the end of the courses. Note(s): The class meets for five hours a week.

Instructor(s): K. Arik Terms Offered: Winter

Prerequisite(s): TURK 10101

Note(s): This class meets for five hours a week

TURK 10103. Elementary Turkish III. 100 Units.

Third Quarter of Elementary Modern Turkish Language.

Instructor(s): K. Arik Terms Offered: Spring

Prerequisite(s): TURK 10102

Note(s): This class meets for five hours a week

TURK 10102. Elementary Turkish-2. 100 Units.

This sequence features proficiency-based instruction emphasizing grammar in modern Turkish. This sequence consists of reading and listening comprehension, as well as grammar exercises and basic writing in Turkish.

Modern stories and contemporary articles are read at the end of the courses. Note(s): The class meets for five hours a week.

Instructor(s): K. Arik Terms Offered: Winter

Prerequisite(s): TURK 10101

Note(s): This class meets for five hours a week

TURK 10103. Elementary Turkish III. 100 Units.

Third Quarter of Elementary Modern Turkish Language.

Instructor(s): K. Arik Terms Offered: Spring

Prerequisite(s): TURK 10102

Note(s): This class meets for five hours a week

TURK 10501. Intro to Turkic Languages I. 100 Units.

The first quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.

Instructor(s): Kagan Arik Terms Offered: Autumn

Equivalent Course(s): UZBK 10501, KAZK 10501

TURK 10502. Introduction to Turkic Languages II. 100 Units.

The second quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.

Instructor(s): Kagan Arik Terms Offered: Winter

Equivalent Course(s): UZBK 10502, KAZK 10502

TURK 20101-20102-20103. Intermediate Turkish I-II-III.

This sequence features proficiency-based instruction emphasizing speaking and writing skills as well as reading and listening comprehension at the intermediate to advanced levels in modern Turkish. Modern short stories, novel excerpts, academic and journalistic articles form the basis for an introduction to modern Turkish literature. Cultural units consisting of films and web-based materials are also used extensively in this course, which is designed to bring the intermediate speaker to an advanced level of proficiency.

TURK 20101. Intermediate Turkish I. 100 Units.

This sequence features proficiency-based instruction emphasizing speaking and writing skills as well as reading and listening comprehension at the intermediate to advanced levels in modern Turkish. Modern short stories, novel excerpts, academic and journalistic articles form the basis for an introduction to modern Turkish literature. Cultural units consisting of films and web-based materials are also used extensively in this course, which is designed to bring the intermediate speaker to an advanced level of proficiency.

Prerequisite(s): TURK 10103, or equivalent with intermediate level proficiency test.

Terms Offered: Autumn

Prerequisite(s): TURK 10103, or equivalent with intermediate level proficiency test.

TURK 20102. Intermediate Turkish II. 100 Units.

This sequence features proficiency-based instruction emphasizing speaking and writing skills as well as reading and listening comprehension at the intermediate to advanced levels in modern Turkish. Modern short stories, novel excerpts, academic and journalistic articles form the basis for an introduction to modern Turkish literature. Cultural units consisting of films and web-based materials are also used extensively in this course, which is designed to bring the intermediate speaker to an advanced level of proficiency.

Terms Offered: Winter

Prerequisite(s): TURK 20101

TURK 20103. Intermediate Turkish III. 100 Units.

This sequence features proficiency-based instruction emphasizing speaking and writing skills as well as reading and listening comprehension at the intermediate to advanced levels in modern Turkish. Modern short stories, novel excerpts, academic and journalistic articles form the basis for an introduction to modern Turkish literature. Cultural units consisting of films and web-based materials are also used extensively in this course, which is designed to bring the intermediate speaker to an advanced level of proficiency.

Terms Offered: Spring

Prerequisite(s): TURK 20102

TURK 20102. Intermediate Turkish II. 100 Units.

This sequence features proficiency-based instruction emphasizing speaking and writing skills as well as reading and listening comprehension at the intermediate to advanced levels in modern Turkish. Modern short stories, novel excerpts, academic and journalistic articles form the basis for an introduction to modern Turkish literature. Cultural units consisting of films and web-based materials are also used extensively in this course, which is designed to bring the intermediate speaker to an advanced level of proficiency.

Terms Offered: Winter

Prerequisite(s): TURK 20101

TURK 20103. Intermediate Turkish III. 100 Units.

This sequence features proficiency-based instruction emphasizing speaking and writing skills as well as reading and listening comprehension at the intermediate to advanced levels in modern Turkish. Modern short stories, novel excerpts, academic and journalistic articles form the basis for an introduction to modern Turkish literature. Cultural units consisting of films and web-based materials are also used extensively in this course, which is designed to bring the intermediate speaker to an advanced level of proficiency.

Terms Offered: Spring

Prerequisite(s): TURK 20102

TURK 20123. Summer Intensive Intermediate Turkish. 300 Units.

Summer Intensive Intermediate Turkish enables students to develop strong intermediate speaking, listening, reading, and writing skills and further solidify their foundation in grammar and vocabulary. Students study Turkish as it is used in authentic media, literature, and film, and gain familiarity with Turkish culture and civilization. The course will also address the needs of those preparing to study Ottoman. The first half of the course emphasizes completing skills acquired in Beginning Turkish and improving competency, while the second half supplements this with an introductory sampling of excerpts from Turkish literature and texts, ranging from late Ottoman and early Republican period to the present time. Students will meet for 25 hours per week, including class time with the instructor and time spent with native language assistants. Several hours will be allocated each week to cultural activities such as films, presentations, and conversation tables organized around Turkish lunches and tea time. Intensive Intermediate Turkish is the equivalent of the 20100-20200-20300 sequence offered during the regular academic year at the University of Chicago. All students enrolled in Summer Intensive Intermediate Turkish will conclude the program by participating in an ACTFL Oral Proficiency Interview. Each student will then receive an independent, certified rating of speaking ability to document the student's speaking abilities.

Instructor(s): Staff Terms Offered: Summer

Prerequisite(s): Successful completion of TURK 10300 or equivalent placement.

TURK 29701. Independent Study: Old Turkic. 100 Units.

Independent study in Old Turkic.

Terms Offered: Autumn Spring Winter

UZBEK COURSES

UZBK 10501. Intro to Turkic Languages I. 100 Units.

The first quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.

Instructor(s): Kagan Arik Terms Offered: Autumn

Equivalent Course(s): TURK 10501, KAZK 10501

UZBK 10502. Introduction to Turkic Languages II. 100 Units.

The second quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.

Instructor(s): Kagan Arik Terms Offered: Winter

Equivalent Course(s): TURK 10502, KAZK 10502

UZBK 29700. Independent Study: Uzbek. 100 Units.

Independent Study: Uzbek

Instructor(s): Kagan Arik Terms Offered: Autumn Spring Winter



NEUROSCIENCE

Department Website: <http://neuroscience.uchicago.edu/undergraduate>

PROGRAM OF STUDY

Neuroscience is the study of neurons and neural systems and their outputs: sensation, perception, homeostasis, and behavior. Neural function is investigated at the levels of molecules, cells, circuits, organisms, and species, making neuroscience inherently multidisciplinary. In addition to established neuroscience career paths in academia, medicine, and the pharmaceutical industry, new careers for students of neuroscience are emerging in economics, software development, and other fields requiring "big data" analysis or a mechanistic understanding of how humans think. The course of study in the undergraduate major in Neuroscience provides students with the background and skills appropriate for these diverse careers.

The University of Chicago offers a bachelor of arts (BA) degree and a bachelor of science (BS) degree in Neuroscience. The Neuroscience major is designed to accommodate students with the range of scientific variety that one finds at the professional level of neuroscience, including physics, chemistry, computer science, engineering, mathematics, biology, psychology, and medicine. Neuroscience faculty at the University of Chicago have expertise in all of these areas and are distributed across the Biological Sciences, Social Sciences, and Physical Sciences Divisions. Majoring students have the opportunity to take a broad range of courses or to specialize in a particular area.

GENERAL EDUCATION REQUIREMENTS FOR THE MAJOR

To complete the general education and major requirements in a directed way, students who wish to major in Neuroscience should declare the major in their second year.

Students majoring in Neuroscience have three options for fulfilling the general education requirement in the biological sciences. The first and recommended path is to begin with BIOS 20186 Fundamentals of Cell and Molecular Biology and take one of the following: BIOS 20153 (formerly BIOS 20150), BIOS 20151, BIOS 20152, BIOS 20187, BIOS 20188, or BIOS 20191. (*Note: The general education requirement in the biological sciences for the Neuroscience major can be fulfilled by courses in the Biological Sciences Fundamentals Sequences [BIOS 20186 to 20191] without the Biological Sciences prerequisites [BIOS 20153-20151/20152] unless a student pursues a double major in Biological Sciences*). Alternative paths to fulfilling the general education requirement in the biological sciences exist. Neuroscience majors may take the Pre-Med Sequence for Non-Biological Sciences Majors. In this case, BIOS 20170 Microbial and Human Cell Biology and BIOS 20171 Human Genetics and Developmental Biology will satisfy the general education requirement in the biological sciences. Or, the final option is a score of 4 or 5 on the Advanced Placement Biology exam, which allows students to enter the Advanced Biology sequence in the Autumn Quarter of their first year. This three-quarter, lab-intensive sequence is for students with a strong background in research. Upon completion of the sequence, students are awarded two credits that satisfy the general education requirement in the biological sciences.

GENERAL EDUCATION

One of the following BIOS sequences:* 200

BIOS 20186 Fundamentals of Cell and Molecular Biology

Plus one of the following:

BIOS 20153 Fundamentals of Ecology and Ev

or BIOS 20150 How Can We Understand the Biosphere?

BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic)

BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced)

BIOS 20187 Fundamentals of Genetics

BIOS 20188 Fundamentals of Physiology

BIOS 20191 Integrative Physiology

OR

BIOS 20170 & BIOS 20171 Microbial and Human Cell Biology and Human Genetics and Developmental Biology #

OR

BIOS 20234 & 20235 & 20236 Molecular Biology of the Cell and and** and

One of the following two-course MATH sequences: 200

MATH 13100-13200 Elementary Functions and Calculus I-II

MATH 15100-15200 Calculus I-II *

MATH 16100-16200 Honors Calculus I-II

One of the following two-course CHEM sequences: 200

CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II
CHEM 11100-11200	Comprehensive General Chemistry I-II
CHEM 12100 & CHEM 12200	Honors General Chemistry I and Honors General Chemistry II

Total Units

600

* Credit may be granted by examination.

BIOS 20171 must be taken concurrently with BIOS 20172

** Students with a score of 4 or 5 on the Advanced Placement Biology exam may use their AP credit to meet the general education requirement in the biological sciences if the first three quarters of the Advanced Biology sequence are completed.

SUMMARY OF REQUIREMENTS FOR THE MAJOR IN NEUROSCIENCE

The major curriculum includes nine required neuroscience courses, which provide a comprehensive overview of the field. Students must also take neuroscience (or related) electives in addition to the required major curriculum. Elective courses can be tailored for a broad exposure to the many aspects of neuroscience or for depth in a particular area, such as cognitive neuroscience or machine learning.

BACHELOR OF ARTS DEGREE IN NEUROSCIENCE

The basic degree in Neuroscience is the bachelor of arts. To qualify for a BA, students must take 700 units of elective courses as described in the table below.

MAJOR: BACHELOR OF ARTS REQUIRED COURSES

CHEM 11300 or CHEM 12300	Comprehensive General Chemistry III [*] Honors General Chemistry III	100
PHYS 12100-12200	General Physics I-II (or higher) [*]	200
STAT 22000	Statistical Methods and Applications [*]	100
NSCI 20100	Neuroscience Laboratory	100
NSCI 20111	Cellular Neurophysiology	100
NSCI 20121	Structure of the Nervous System	100
NSCI 20130	Systems Neuroscience	100
NSCI 20140	Sensation and Perception	100
At least five Neuroscience electives ^{***}		500
No more than two related electives [^]		200

Total Units

1600

* Credit may be granted by examination.

[^] May also include additional neuroscience electives

*** While students may register for multiple quarters of NSCI 29700 Reading and Research in Neuroscience, only one may be counted toward major requirements.

Students interested in double majoring in Neuroscience and Biological Sciences must meet with the NSCI advisors to discuss restrictions on double counting courses.

BACHELOR OF SCIENCE DEGREE IN NEUROSCIENCE

Students can earn a bachelor of science in Neuroscience by completing three quarters of neuroscience electives over and above the BA requirements, which must include one to three quarters of faculty-supervised research (scholarly or experimental) that results in a written thesis (NSCI 29100 Neuroscience Thesis Research, NSCI 29101 Neuroscience Thesis Research, NSCI 29102 Neuroscience Thesis Research). Note that Neuroscience Thesis Research (NSCI 29100, NSCI 29101, NSCI 29102) must be completed prior to the final quarter of the student's graduating year to allow sufficient preparation time for the written document and presentation. The additional neuroscience electives and the thesis work require approval by the office of the director of undergraduate studies and the thesis advisor.

MAJOR: BACHELOR OF SCIENCE REQUIRED COURSES

CHEM 11300 or CHEM 12300	Comprehensive General Chemistry III [*] Honors General Chemistry III	100
PHYS 12100-12200	General Physics I-II (or higher) [*]	200
STAT 22000	Statistical Methods and Applications [*]	100
NSCI 20100	Neuroscience Laboratory	100

NSCI 20111	Cellular Neurophysiology	100
NSCI 20121	Structure of the Nervous System	100
NSCI 20130	Systems Neuroscience	100
NSCI 20140	Sensation and Perception	100
At least eight Neuroscience electives **		800
No more than two related electives ^		200
<hr/> Total Units		1900

* Credit may be granted by examination.

** Must include one to three courses of NSCI 29100, NSCI 29101, NSCI 29102 Neuroscience Thesis Research or NSCI 29200, NSCI 29201, NSCI 29202 Neuroscience Honors Thesis Research

^ May also include additional neuroscience electives

ELECTIVES

NEUROSCIENCE ELECTIVES (no fewer than five)

NSCI 20500	Neuroanatomy	100
NSCI 20510	Evolution and the Nervous System	100
NSCI 21000	Social Neuroscience	100
NSCI 21100	Photons to Consciousness: Cellular and Integrative Brain Functions	100
NSCI 21300	Animal Models in the Study of Cognition	100
NSCI 21400	Biological Clocks and Behavior	100
NSCI 21600	Attention and Working Memory in the Mind and Brain	100
NSCI 21700	Cell and Molecular Biology of the Neuron	100
NSCI 21800	Perspectives in Drug Abuse	100
NSCI 21900	Neuropharmacology	100
NSCI 22000	Gazing into the Black Box: Neocortex	100
NSCI 22100	Molecular Neuroscience	100
NSCI 22300	Molecular Principles of Nervous System Development	100
NSCI 22400	Neuroscience of Seeing	100
NSCI 22500	Neuroscience of Communication	100
NSCI 23400	Synaptic Physiology	100
NSCI 23500	Survey of Systems Neuroscience	100
NSCI 23600	Computational Approaches to Cognitive Neuroscience	100
NSCI 23700	Methods in Computational Neuroscience	100
NSCI 23800	Neurons and Glia: Advanced Cellular and Molecular Topics	100
NSCI 24000	Modeling and Signal Analysis for Neuroscientists	100
NSCI 29100	Neuroscience Thesis Research	100
NSCI 29101	Neuroscience Thesis Research	100
NSCI 29102	Neuroscience Thesis Research	100
NSCI 29200	Neuroscience Honors Thesis Research	100
NSCI 29201	Neuroscience Honors Thesis Research	100
NSCI 29202	Neuroscience Honors Thesis Research	100
NSCI 29700	Reading and Research in Neuroscience	100
BIOS 24217	Conquest of Pain	100
BIOS 27721	Observing Proteins in Action: How to Design and Build Your Own Instruments	100
CMSC 25025	Machine Learning and Large-Scale Data Analysis	100
CMSC 25050	Computer Vision	100
CMSC 25400	Machine Learning	100
LING 27010	Psycholinguistics	100
PSYC 20300	Biological Psychology	100
PSYC 20400	Cognitive Psychology	100
PSYC 23800	Introduction to Learning and Memory	100
PSYC 25750	The Psychology and Neurobiology of Stress	100

RELATED ELECTIVES (no more than two)

No more than two of the following BIOS courses:		200
BIOS 20172	Mathematical Modeling for Pre-Med Students	
BIOS 20173	Perspectives of Human Physiology	
BIOS 20175	Biochemistry and Metabolism	
BIOS 20187	Fundamentals of Genetics	
BIOS 20188	Fundamentals of Physiology	
or BIOS 20191	Integrative Physiology	
BIOS 20189	Fundamentals of Developmental Biology	
or BIOS 20190	Principles of Developmental Biology	
BIOS 20234	Molecular Biology of the Cell	
BIOS 20235	Biological Systems	
BIOS 20236	Biological Dynamics	
BIOS 20242	Principles of Physiology	
CMSC 12100-12200	Computer Science with Applications I-II	200
CMSC 15100-15200	Introduction to Computer Science I-II	200
CMSC 16100-16200	Honors Introduction to Computer Science I-II	200
BIOS 20200	Introduction to Biochemistry	100
BIOS 26210	Mathematical Methods for Biological Sciences I	100
BIOS 26211	Mathematical Methods for Biological Sciences II	100
CMSC 15400	Introduction to Computer Systems	100
PHYS 12300	General Physics III	100
or PHYS 13300	Waves, Optics, and Heat	

GRADING

All courses used to satisfy prerequisites and requirements must be taken for quality grades. Students must pass each course in the Fundamental Neuroscience Sequence (NSCI 20100-20140) with a GPA of 2.0 or higher. Students are also required to pass general education courses with an average GPA of 2.0 or higher to continue in the program.

HONORS IN NEUROSCIENCE

To obtain honors in Neuroscience, students must have a minimum GPA of 3.5 in the major and an overall cumulative GPA of 3.25 at the point of entering the honors track, no later than the end of the third year. Only students who receive a BS will be eligible for honors. Entry into the honors track must be approved by the director of undergraduate studies. Students must do full-time paid experimental research over the summer between their third and fourth years (students accepted into the honors program will receive funding from the department). Students continue with part-time research effort for three quarters throughout their fourth year (NSCI 29200, NSCI 29201, NSCI 29202 Neuroscience Honors Thesis Research). As part of the research course work, honors students participate in regular group meetings in which they share their research with each other and supervising faculty, and receive guidance on formulating testable hypotheses, experimental design, report writing, and oral presentations. They also receive training in the responsible conduct of research. Experimental research may not be credited toward honors in more than one major.

MINOR IN NEUROSCIENCE

The minor in Neuroscience is intended to provide neuroscientific literacy for students whose primary interest lies in other fields. Students must meet the general education requirements in the biological and physical sciences before entering the program. Two BIOS courses at the 10000-level or above plus MATH 13100-13200 Elementary Functions and Calculus I-II are the minimum general education requirements for the minor. Students interested in completing the minor are encouraged to take BIOS 20186 Fundamentals of Cell and Molecular Biology and BIOS 20188 Fundamentals of Physiology to complete their general education requirement in the biological sciences. (Note that students in these courses will be expected to be familiar with the concepts introduced in BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced).)

SUMMARY OF REQUIREMENTS FOR THE MINOR IN NEUROSCIENCE

REQUIRED COURSES FOR THE MINOR IN NEUROSCIENCE

NSCI 20111	Cellular Neurophysiology	100
NSCI 20121	Structure of the Nervous System	100
NSCI 20130	Systems Neuroscience	100

Four electives	400
Total Units	700

Students are strongly encouraged to take STAT 22000 Statistical Methods and Applications (or higher) and NSCI 20140 Sensation and Perception for two of the four electives, if these courses have not already been taken to fulfill major requirements. No course in the minor can be double counted with the student's major(s) or with other minors, nor can it be counted toward general education requirements.

ELECTIVES FOR THE MINOR IN NEUROSCIENCE

NSCI 20140	Sensation and Perception	100
NSCI 20500	Neuroanatomy	100
NSCI 20510	Evolution and the Nervous System	100
NSCI 21000	Social Neuroscience	100
NSCI 21100	Photons to Consciousness: Cellular and Integrative Brain Functions	100
NSCI 21400	Biological Clocks and Behavior	100
NSCI 21600	Attention and Working Memory in the Mind and Brain	100
NSCI 21700	Cell and Molecular Biology of the Neuron	100
NSCI 21800	Perspectives in Drug Abuse	100
NSCI 21900	Neuropharmacology	100
NSCI 22000	Gazing into the Black Box: Neocortex	100
NSCI 22100	Molecular Neuroscience	100
NSCI 22300	Molecular Principles of Nervous System Development	100
NSCI 22400	Neuroscience of Seeing	100
NSCI 22500	Neuroscience of Communication	100
NSCI 23400	Synaptic Physiology	100
NSCI 23500	Survey of Systems Neuroscience	100
NSCI 23600	Computational Approaches to Cognitive Neuroscience	100
NSCI 23700	Methods in Computational Neuroscience	100
NSCI 23800	Neurons and Glia: Advanced Cellular and Molecular Topics	100
NSCI 24000	Modeling and Signal Analysis for Neuroscientists	100
BIOS 24217	Conquest of Pain	100
BIOS 27721	Observing Proteins in Action: How to Design and Build Your Own Instruments	100
CMSC 25025	Machine Learning and Large-Scale Data Analysis	100
CMSC 25050	Computer Vision	100
CMSC 25400	Machine Learning	100
LING 27010	Psycholinguistics	100
PSYC 20300	Biological Psychology	100
PSYC 20400	Cognitive Psychology	100
PSYC 23800	Introduction to Learning and Memory	100
PSYC 25750	The Psychology and Neurobiology of Stress	100
STAT 22000	Statistical Methods and Applications	100

NEUROSCIENCE COURSES

NSCI 00292. Neuroscience Honors Thesis Research. 000 Units.

Research Thesis and Seminar

Instructor(s): Elizabeth Grove Terms Offered: Summer

Prerequisite(s): Acceptance into the Neuroscience Honors Program

NSCI 20100. Neuroscience Laboratory. 100 Units.

This course has three components in series, representing (1) molecular neuroscience, (2) cellular electrophysiology, and (3) computation and psychophysics. The course meets one afternoon each week for four hours of laboratory time, including a didactic introduction. Students will be graded on their laboratory reports.

Instructor(s): J. Maunsell; E. Heckscher; C. Hansel; M. McNulty Terms Offered: Winter

Prerequisite(s): NSCI 20111. Must be a Neuroscience Major

NSCI 20111. Cellular Neurophysiology. 100 Units.

This course describes the cellular and subcellular properties of neurons, including passive and active electrophysiological properties, and their synaptic interactions. Readings are assigned from a general neuroscience textbook.

Instructor(s): M. Sheffield, W. Wei Terms Offered: Autumn

Prerequisite(s): At least two quarters of Biological Sciences instruction (including courses taken concurrently) or consent of instructor

Equivalent Course(s): BIOS 24111

NSCI 20121. Structure of the Nervous System. 100 Units.

The anatomy and circuit physiology of the vertebrate brain will be presented in depth. We will introduce the molecular genetics of neuronal cell biology, the evolution and development of nervous systems, and the organization of the chemical senses. The laboratory component of this course will include brain dissections and the clinical presentation of individuals with neurological disorders.

Instructor(s): P. Mason, C. Ragsdale Terms Offered: Winter

Prerequisite(s): NSCI 20111

Equivalent Course(s): BIOS 24121

NSCI 20130. Systems Neuroscience. 100 Units.

This course covers vertebrate and invertebrate systems neuroscience with a focus on the anatomy, physiology, and development of sensory and motor control systems. The neural bases of form and motion perception, locomotion, memory, and other forms of neural plasticity are examined in detail. We also discuss clinical aspects of neurological disorders.

Instructor(s): D. Freedman Terms Offered: Spring

Prerequisite(s): NSCI 20111, NSCI 20121 or consent of instructors

Equivalent Course(s): BIOS 24130

NSCI 20140. Sensation and Perception. 100 Units.

What we see and hear depends on energy that enters the eyes and ears, but what we actually experience-perception-follows from human neural responses. This course focuses on visual and auditory phenomena, including basic percepts (for example, acuity, brightness, color, loudness, pitch) and also more complex percepts such as movement and object recognition. Biological underpinnings of perception are an integral part of the course.

Instructor(s): K. Ledoux Terms Offered: Spring

Equivalent Course(s): PSYC 20700

NSCI 20500. Neuroanatomy. 100 Units.

This course is part of the Study Abroad Neuroscience program in Paris, France. In this course, we will use an understanding of development in order to understand the neuroanatomy of the adult vertebrate nervous system. This understanding will be solidified by dissections of mammalian, fish and bird brains as well as a trip to see myriad brains at the Muséum national d'histoire naturelle. In the second half of the course, neuroanatomical adaptations specific to particular animals will be examined in the context of critical environmental and ecological factors. Examples include postural control in sloths, vision in marine animals and raptors, and the control of muscles of facial expression across mammalian species.

Instructor(s): P. Mason Terms Offered: TBD. Paris Study Abroad Neuroscience Program

Prerequisite(s): Enrollment into the Paris Study Abroad Program

NSCI 21000. Social Neuroscience. 100 Units.

Social species, by definition, create emergent organizations beyond the individual - structures ranging from dyads and families to groups and cultures. Social neuroscience is the interdisciplinary field devoted to the study of neural, hormonal, cellular, and genetic mechanisms, and to the study of the associations and influences between social and biological levels of organization. The course provides a valuable interdisciplinary framework for students in psychology, neuroscience, behavioral economics, and comparative human development. Many aspects of social cognition will be examined, including but not limited to attachment, attraction, altruism, contagion, cooperation, competition, dominance, empathy, isolation, morality, and social decision-making.

Instructor(s): J. Decety Terms Offered: Autumn

Equivalent Course(s): PSYC 22350, ECON 21830, BIOS 24137, CHDV 22350

NSCI 21100. Photons to Consciousness: Cellular and Integrative Brain Functions. 100 Units.

This course uses the visual system as a model to explore how the brain works. We begin by considering the physical properties of light. We then proceed to consider the mechanism of sensory transduction, cellular mechanisms of neuron to neuron communication, the operation of small neural networks, strategies of signal detection in neuron networks, and the hierarchical organization of cortical function. We conclude with visually guided behavior and consciousness.

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

Prerequisite(s): NSCI 20111

Equivalent Course(s): BIOS 24136

NSCI 21400. Biological Clocks and Behavior. 100 Units.

This course will address physiological and molecular biological aspects of circadian and seasonal rhythms in biology and behavior. The course will primarily emphasize biological and molecular mechanisms of CNS function, and will be taught at a molecular level of analysis from the beginning of the quarter. Those students without a strong biology background are unlikely to resonate with the course material.

Instructor(s): B. Prendergast Terms Offered: Autumn

Prerequisite(s): A quality grade in PSYC 20300 Introduction to Biological Psychology. Additional biology courses are desirable. Completion of Core biology will not suffice as a prerequisite.

Equivalent Course(s): BIOS 24248, PSYC 21750

NSCI 21600. Attention and Working Memory in the Mind and Brain. 100 Units.

This course will provide a broad overview of current work in psychology and neuroscience related to attention and working memory. We will discuss evidence for sharp capacity limits in an individual's ability to actively monitor and maintain information in an "online" mental state. Readings will be primarily based on original source articles from peer-reviewed journals, with a focus on behavioral and neural approaches for measuring and understanding these basic cognitive processes.

Instructor(s): E. Awh, E. Vogel Terms Offered: Winter

Prerequisite(s): PQ: NSCI 20110 (Fundamental Neuroscience) is required for Neuroscience majors only.

Equivalent Course(s): PSYC 23820

NSCI 21700. Cell and Molecular Biology of the Neuron. 100 Units.

Cell and molecular biology of the neuron will discuss the fundamental knowledge the students need to understand the inner workings of the neuron. This course will explore core concepts in cell and molecular biology in considerable depth using examples from neurobiology. A wide range of topics will be covered including: from gene to proteins, regulation of gene expression, mammalian cell architecture, neuronal compartmentalization, membrane trafficking, neuronal dysfunction, and genetic models.

Instructor(s): G. Thinakaran Terms Offered: Winter

Prerequisite(s): For undergraduates in the Neuroscience major: NSCI 20110 and NSCI 20120.

Equivalent Course(s): NURB 32100

NSCI 21800. Perspectives in Drug Abuse. 100 Units.

It is a broad overview course about drug abuse, that is appropriate for graduate students as well as undergraduates. It includes lectures on epidemiology, genetics, neurobiology, experimental methods, policy and treatment, as well as lectures on several specific drug classes. Lectures are by Dr. de Wit and by other invited faculty members, and students are required to present and discuss recent published papers during classes.

Equivalent Course(s): BIOS 24135, NURB 32900

NSCI 21900. Neuropharmacology. 100 Units.

This is a one quarter course that will explore neuronal pharmacology. Both the autonomic and central nervous system will be examined. The course has a clinical orientation. The course starts with an overview of the nervous system. In this section, we will explore the cellular aspects of neurons and their basic membrane and electrophysiological properties as well as cellular and molecular aspects of synaptic transmission. The majority of the course will explore different neurotransmitter systems and drugs that interact with these systems.

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

Prerequisite(s): NSCI 20111, NSCI 20121

Equivalent Course(s): BIOS 24140

NSCI 22000. Gazing into the Black Box: Neocortex. 100 Units.

The neocortex is the multilayered outermost structure of the mammalian brain. It is the site of higher brain functions including reasoning and creativity. However, the complexity of the neocortex-it is comprised of ~20 billion neurons which have 0.15 quadrillion connections between them-seems to preclude any hope of achieving a fundamental understanding of the system. Recent technological innovations have opened novel avenues of investigation making realization of the neocortex an increasingly tractable problem. This course will place particular emphasis on how to critically read scientific papers as we evaluate and discuss current experimental approaches to the neocortex. Integral to this evaluation will be the detailed discussion of the latest technological approaches.

Instructor(s): J. MacLean Terms Offered: Autumn. This course will not be taught in Autumn 2019. Course will resume in Autumn 2020.

Prerequisite(s): NSCI 20111, 20121, 20130 or consent of instructor. For Biology majors: Three quarters of a Biological Sciences Fundamentals sequence.

Equivalent Course(s): BIOS 24226, CPNS 34200

NSCI 22100. Molecular Neuroscience. 100 Units.

This lecture/seminar course explores the application of modern cellular and molecular techniques to clarify basic questions in neurobiology. Topics include mechanisms of synaptic transmission, protein trafficking, exo- and endo-cytosis, and development and mechanisms of neurological diseases.

Instructor(s): S. Sisodia Terms Offered: Spring

Prerequisite(s): NSCI 20111, NSCI 20121 and BIOS 20200, or consent of instructor

Equivalent Course(s): BIOS 24131

NSCI 22300. Molecular Principles of Nervous System Development. 100 Units.

This elective course provides an overview of the fundamental questions in developmental neurobiology. It is based on primary research papers and highlights key discoveries in vertebrate and invertebrate animals that advanced our understanding of nervous system development. Topics covered, among others, will include neural stem cells, neuronal specification and terminal differentiation, and circuit assembly. Dogmas and current debates in developmental neurobiology will be discussed, aiming to promote critical thinking about the field. This advanced-level course is open to upper level undergraduate and graduate students and combines lectures, student presentations, and discussion sections. Neuroscience major undergrads need to have completed the Fundamentals of Neuroscience sequence.

Instructor(s): E. Grove, P. Kratsios Terms Offered: Winter

Prerequisite(s): For undergrads: NSCI 20110, 20120, 20130 and a basic understanding of Genetics, or "BIOS 20187" (Fundamentals of Genetics) is recommended, but not required.

Equivalent Course(s): DVBI 32300, CPNS 32300, NURB 32300

NSCI 22400. Neuroscience of Seeing. 100 Units.

This course focuses on the neural basis of vision, in the context of the following two questions: 1. How does the brain transform visual stimuli into neuronal responses? 2. How does the brain use visual information to guide behavior? The course covers signal transformation throughout the visual pathway, from retina to thalamus to cortex, and includes biophysical, anatomical, and computational studies of the visual system, psychophysics, and quantitative models of visual processing. This course is designed as an advanced neuroscience course for undergraduate and graduate students. The students are expected to have a general background in neurophysiology and neuroanatomy.

Instructor(s): W. Wei, J. Maunsell, M. Sherman, S. Shevell Terms Offered: Autumn

Prerequisite(s): NSCI 20111 or BIOS 24110 or consent of instructor

Equivalent Course(s): NURB 34133, PSYC 24133, BIOS 24133, CPNS 34133, PSYC 34133

NSCI 22500. Neuroscience of Communication. 100 Units.

We will read and discuss communication and how various kinds of communication are mediated by neural systems. The course will cover theories, methods, and empirical findings in communication neuroscience. Topics will include speech and language, emotional information, face perception, gesture, and music.

Instructor(s): H. Nusbaum Terms Offered: Spring

Equivalent Course(s): PSYC 31510, PSYC 21510

NSCI 23400. Synaptic Physiology. 100 Units.

This course covers the basic principles of synaptic transmission and plasticity using a combination of lecture and discussion of primary literature. Lecture topics cover membrane electrical phenomena that lead to release of neurotransmitter presynaptically, as well as the physiological consequences of postsynaptic receptor activation. Paper discussions, which make up ~ 2/3 of the course, are centered on two major topics: 1) The molecular machinery controlling synaptic vesicle exocytosis and recycling, and 2) Synaptic plasticity covering LTP, LTD, Metaplasticity, Spike-timing dependent plasticity and Homeostatic plasticity. There is significant emphasis on the connections between the various forms of synaptic modification and behavior.

Instructor(s): D. McGehee Terms Offered: Spring

Prerequisite(s): Upper undergrads by consent of instructor

Equivalent Course(s): NURB 32400

NSCI 23500. Survey of Systems Neuroscience. 100 Units.

This lab-centered course teaches students the fundamental principles of vertebrate nervous system organization. Students learn the major structures and the basic circuitry of the brain, spinal cord and peripheral nervous system. Somatic, visual, auditory, vestibular and olfactory sensory systems are presented in particular depth. A highlight of this course is that students become practiced at recognizing the nuclear organization and cellular architecture of many regions of brain in rodents, cats and primates.

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

Prerequisite(s): NSCI 20130. For Biological Sciences majors: Three quarters of a Biological Sciences fundamentals sequence

Equivalent Course(s): NURB 31600, BIOS 24208, ORGB 32500, CPNS 30116

NSCI 23600. Computational Approaches to Cognitive Neuroscience. 100 Units.

This course is concerned with the relationship of the nervous system to higher order behaviors (e.g., perception, object recognition, action, attention, learning, memory, and decision making). Psychophysical, functional imaging, and electrophysiological methods are introduced. Mathematical and statistical methods (e.g. neural networks and algorithms for studying neural encoding in individual neurons and decoding in populations of neurons) are discussed. Weekly lab sections allow students to program cognitive neuroscientific experiments and simulations.

Instructor(s): N. Hatsopoulos Terms Offered: Winter

Prerequisite(s): For Neuroscience Majors: NSCI 20110, NSCI 20130, BIOS 26210, and knowledge using Matlab, or consent of instructor.

Equivalent Course(s): BIOS 24232, CPNS 33200, ORGB 34650, PSYC 34410

NSCI 23700. Methods in Computational Neuroscience. 100 Units.

Topics include (but are not limited to): Hodgkin-Huxley equations, Cable theory, Single neuron models, Information theory, Signal Detection theory, Reverse correlation, Relating neural responses to behavior, and Rate vs. temporal codes.

Instructor(s): S. Bensmaia Terms Offered: Winter, L.

Prerequisite(s): For Neuroscience Majors: NSCI 20130, BIOS 26210 and BIOS 26211 which must be taken concurrently, or consent of instructor.

Equivalent Course(s): CPNS 34231, BIOS 24231, PSYC 24231

NSCI 23800. Neurons and Glia: Advanced Cellular and Molecular Topics. 100 Units.

This is not a survey course and will provide in-depth analysis of topics in the areas of molecular and cell biology of the nervous system selected by the faculty. The topics to be covered this year are: 1) structure and function of neuronal proteins 2) cell biology of neurons and synapses, 3) neurochemistry and metabolism of neurons, and 4) cell biology of glia. Each topic will be covered as a unit that will start with the main techniques used in that area of research followed by central concepts. Each week will usually consist of two faculty lectures where key papers on that specific topic are assigned and analyzed. In the third session, there will be assigned papers on specific topics from the faculty lectures that will be presented and discussions led by the students.

Instructor(s): W. Green; R. Carrillo Terms Offered: Spring

Prerequisite(s): Required: NSCI 20111, NSCI 20121, NSCI 20130 or consent of Instructor Recommended: BIOS 20200

Equivalent Course(s): BIOS 24141, NURB 34800

NSCI 24000. Modeling and Signal Analysis for Neuroscientists. 100 Units.

The course provides an introduction into signal analysis and modeling for neuroscientists. We cover linear and nonlinear techniques and model both single neurons and neuronal networks. The goal is to provide students with the mathematical background to understand the literature in this field, the principles of analysis and simulation software, and allow them to construct their own tools. Several of the 90-minute lectures include demonstrations and/or exercises in Matlab.

Instructor(s): W. van Drongelen Terms Offered: Spring, L.

Prerequisite(s): Undergraduates: Biology Major - BIOS 26210 and 26211, or consent of instructor. Neuroscience Major - NSCI 20130, BIOS 26210 and 26211, or consent of instructor.

Equivalent Course(s): CPNS 32111, BIOS 24408

NSCI 29100. Neuroscience Thesis Research. 100 Units.

Scholar or Research Thesis.

Instructor(s): Staff Terms Offered: Autumn, Spring, Summer, Winter

Prerequisite(s): By consent of instructor and approval of major director.

NSCI 29101. Neuroscience Thesis Research. 100 Units.

Scholar or Research Thesis.

Instructor(s): Staff Terms Offered: Autumn, Spring, Summer, Winter

Prerequisite(s): NSCI 29100, and consent of instructor, and approval of major director.

NSCI 29102. Neuroscience Thesis Research. 100 Units.

Scholar or Research Thesis.

Instructor(s): Staff Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): NSCI 29101, and consent of instructor, and approval of major director.

NSCI 29200. Neuroscience Honors Thesis Research. 100 Units.

Scholar or Research Thesis.

Instructor(s): Staff Terms Offered: Autumn, Spring, Summer, Winter

Prerequisite(s): By consent of instructor and approval of major director. Open to Neuroscience majors who are candidates for honors in Neuroscience.

NSCI 29201. Neuroscience Honors Thesis Research. 100 Units.

NSCI 29200, and consent of instructor, and approval of major director. Open to Neuroscience majors who are candidates for honors in Neuroscience.

Instructor(s): Staff Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): NSCI 29200, and consent of instructor, and approval of major director. Open to Neuroscience majors who are candidates for honors in Neuroscience.

NSCI 29202. Neuroscience Honors Thesis Research. 100 Units.

Research Thesis and Seminar.

Instructor(s): Staff Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): NSCI 29201, and consent of instructor, and approval of major director. Open to Neuroscience majors who are candidates for honors in Neuroscience.

NSCI 29700. Reading and Research in Neuroscience. 100 Units.

BA Students can do reading and research in an area of neuroscience under the guidance of a faculty member. A written report is required at the end of the quarter.

Instructor(s): Staff Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): By consent of instructor and approval of NSCI Undergraduate Director.

Note(s): Must be a Bachelor of Arts student. Students are required to submit the College Reading & Research form.



NEW COLLEGIATE DIVISION

The New Collegiate Division offers a variety of interdisciplinary courses in addition to those particularly related to specific programs of study. One of the purposes of the division is to provide a forum for new ideas in teaching; certainly only one such forum among many in the College and the University, but for some teachers, and for some subjects cutting across familiar academic lines, the most convenient one. These courses are as a rule open to all students. Indeed, they usually aspire to attract students with different interests and backgrounds.

NEW COLLEGIATE DIVISION COURSES

NCDV 29700. Reading Course. 100 Units.

This course is designed for New Collegiate Division students whose program requirements are best met by study under a faculty member's individual supervision. The subject, course of study, and requirements are arranged with the instructor.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of faculty supervisor and program chairman. Students are required to submit the College Reading and Research Course Form.

Note(s): Must be taken for a quality grade.

NCDV 29800. Reading Course. 100 Units.

Students in divisions other than the New Collegiate Division may arrange a tutorial with a member of the New Collegiate Division faculty. Registration for this course and information about the tutorial arrangement must be reported to the office of the New Collegiate Division master.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of faculty supervisor and New Collegiate Division master. Students are required to submit the College Reading and Research Course Form.

Note(s): Available for either quality grades or for P/F grading.

NCDV 29900. Independent Study. 100 Units.

Open only to New Collegiate Division students with consent of faculty supervisor and program chairman.

Terms Offered: Autumn, Spring, Winter

Prerequisite(s): Students are required to submit the College Reading and Research Course Form.

Note(s): Must be taken for P/F grading.



NORWEGIAN STUDIES

MINOR PROGRAM IN NORWEGIAN STUDIES

Students in any field may complete a minor in Norwegian Studies. A Norwegian Studies minor will consist of the beginning language cycle (NORW 10100-10200-10300 (<http://collegecatalog.uchicago.edu/search/?P=NORW%2010100-10200-10300>) First-Year Norwegian I-II-III) as the language component of the minor. Three additional courses are required to complete the minor. Students choose these courses in consultation with the director of undergraduate studies.

NORW 10100-10200-10300 First-Year Norwegian I-II-III	300
Three Elective Courses *	300
Total Units	600

* Students may choose from NORW 10400 Intermediate Norwegian I: Introduction to Literature, NORW 10500 Intermediate Norwegian II, or any 20000-level Norwegian language and/or literature courses.

Students who elect the minor program in Norwegian Studies must meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor and must submit a form obtained from their College adviser. Students choose courses in consultation with the director of undergraduate studies. The director's approval for the minor program should be submitted to the student's College adviser by the deadline above on the form.

Courses in the minor may not be double counted with the student's major(s) or with other minors and may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Minor program requirements are subject to revision.

NORWEGIAN COURSES

NORW 10100-10200-10300. First-Year Norwegian I-II-III.

The aim of this sequence is to provide students with minimal proficiency in the four language skills of speaking, reading, writing and listening—with a special emphasis on speaking. To achieve these goals, we undertake an overview of all major grammar topics and work to acquire a substantial vocabulary.

NORW 10100. First Year Norwegian - I. 100 Units.

The aim of this sequence is to provide students with minimal proficiency in the four language skills of speaking, reading, writing and listening—with a special emphasis on speaking. To achieve these goals, we undertake an overview of all major grammar topics and work to acquire a substantial vocabulary.
Instructor(s): Kimberly Kenny Terms Offered: Autumn

NORW 10200. Elementary Norwegian-2. 100 Units.

Part two of the three-quarter beginning sequence, NORW10100, NORW10200 and NORW10300, continues the process of providing students with minimal proficiency in the four language skills of speaking, reading, writing, and listening - with a special emphasis on speaking. To achieve these goals, we undertake an overview of all major grammar topics and work to acquire a substantial vocabulary over the three-quarter sequence.
Instructor(s): Kimberly Kenny Terms Offered: Winter

NORW 10300. First-Year Norwegian III. 100 Units.

Part three of the three-quarter beginning sequence, NORW 10100, NORW 10200 and NORW 10300, concludes the process of providing students with minimal proficiency in the four language skills of speaking, reading, writing, and listening—with a special emphasis on speaking. To achieve these goals, we undertake an overview of all major grammar topics and work to acquire a substantial vocabulary over the three-quarter sequence.
Instructor(s): Kimberly Kenny Terms Offered: Spring

NORW 10200. Elementary Norwegian-2. 100 Units.

Part two of the three-quarter beginning sequence, NORW10100, NORW10200 and NORW10300, continues the process of providing students with minimal proficiency in the four language skills of speaking, reading, writing, and listening - with a special emphasis on speaking. To achieve these goals, we undertake an overview of all major grammar topics and work to acquire a substantial vocabulary over the three-quarter sequence.
Instructor(s): Kimberly Kenny Terms Offered: Winter

NORW 10300. First-Year Norwegian III. 100 Units.

Part three of the three-quarter beginning sequence, NORW 10100, NORW 10200 and NORW 10300, concludes the process of providing students with minimal proficiency in the four language skills of speaking, reading, writing, and listening-with a special emphasis on speaking. To achieve these goals, we undertake an overview of all major grammar topics and work to acquire a substantial vocabulary over the three-quarter sequence.

Instructor(s): Kimberly Kenny Terms Offered: Spring

NORW 10400. Intermediate Norwegian I: Introduction to Literature. 100 Units.

This course combines intensive review of all basic grammar with the acquisition of more advanced grammar concepts. While our main priority remains oral proficiency, we work to develop our reading and writing skills. We challenge our reading ability with more sophisticated examples of Norwegian prose and strengthen our writing through essay writing. The centerpiece of the course is the contemporary Norwegian novel *Naiv. Super.*

Instructor(s): Kimberly Kenny Terms Offered: Spring

Prerequisite(s): NORW 10300 or consent of instructor

NORW 10500. Intermediate Norwegian II. 100 Units.

This course combines intensive review of all basic grammar with the acquisition of more advanced grammar concepts. Students undertake readings pertaining to culture and contemporary Norwegian life, including the contemporary novel, *L*, by Erlend Loe and excerpts from Thor Heyerdahl's *Kon Tiki*. Classes conducted in Norwegian.

Instructor(s): Kimberly Kenny Terms Offered: Spring

NORW 24919. Nordic noir. 100 Units.

Described as a dark subset of the popular crime fiction genre, Scandinavian Crime or Nordic noir has come to command particular attention, not least because of its strong focus on setting, the Nordic landscape and nature. Beyond the exotic setting, Scandinavian crime fiction provides a window into the welfare state, offering an unsparring critique of the current social and political model. In addition, this genre often features female protagonists, who occupy positions of power. Still, while these elements explain the attraction to this fiction, there is something else. How do we explain the strange dissonance between the brutality of this crime fiction and the mild-mannered countries from which it derives? In this course, we will examine a selection of Scandinavian crime fiction including novels from Larsson, Nesbø, Holt, Horst, Mankell and Sjöwall/Wahlöö, as well as secondary readings.

Instructor(s): Kimberly Kenny Terms Offered: Winter

Equivalent Course(s): GRMN 24919

NORW 27000. Contemporary Norwegian Novel. 100 Units.

In this course, we will undertake the reading of nine contemporary Norwegian novels, dating from 1972 to the present. Obviously, this was a period of enormous social change, not only in Norway, but around the world, and these works take us from the beginning of the Women's Movement to the turn of the century. Particularly important for Norway were the lingering effects of the war and occupation, as well as the enormous changes wrought by the discovery of oil and the resulting prosperity.

Instructor(s): Kimberly Kenny Terms Offered: Winter

Equivalent Course(s): GRMN 27000

NORW 28100. Radical Truth of Henrik Ibsen. 100 Units.

In this course we will focus on what one modern Ibsen scholar has called the "radical truth" at the center of Ibsen's dramas, examining nine of Ibsen's prose plays in our own modern context. Do Ibsen's works continue to resonate with new generations of readers and viewers? Do we still see the "radical truth" of his plays?

Instructor(s): K. Kenny Terms Offered: Winter

Equivalent Course(s): GRMN 28100

NORW 28500. Comparative Fairy Tales. 100 Units.

How do we account for the allure of fairy tales? For some, fairy tales count as sacred tales meant to enchant rather than edify. For others, they are cautionary tales, replete with obvious moral lessons. For the purposes of the course, we will assume that these critics are correct in their contention that fairy tales contain essential underlying meanings. We will conduct our own readings of fairy tales from the German Brothers Grimm, the Norwegians, Asbjørnsen and Moe and the Dane, Hans Christian Andersen, relying on our own critical skills as well as selected secondary readings.

Instructor(s): Kimberly Kenny Terms Offered: Winter

Equivalent Course(s): GRMN 28500, HUMA 28400, CMLT 21600

NORW 29700. Reading and Research Course in Norwegian. 100 Units.

Students must consult with the instructor by the eighth week of the preceding quarter to determine the subject of the course and the work to be done. Students are required to submit the College Reading and Research Course Form.

Instructor(s): Kimberly Kenny Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and director of undergraduate studies.

Note(s): Students must consult with the instructor by the eighth week of the preceding quarter to determine the subject of the course and the work to be done. Students are required to submit the College Reading and Research Course Form.



PHILOSOPHY

Department Website: <http://philosophy.uchicago.edu>

Philosophy Undergraduate Wiki

<https://wiki.uchicago.edu/display/phildir/Philosophy+Wiki+Home+Page>

Email Lists

All majors and minors in philosophy should immediately subscribe to two Department of Philosophy email lists: philugs@lists.uchicago.edu and philosophy@lists.uchicago.edu. These lists are the department's primary means of disseminating information on the undergraduate program, deadlines, prizes, fellowships, and events. Information on how to subscribe can be found here: <https://coral.uchicago.edu:8443/display/phildir/Philosophy+Email+Lists>.

PROGRAM OF STUDY

Philosophy covers a wide range of historical periods and fields. The BA program in philosophy is intended to acquaint students with some of the classic texts of the discipline and with the different areas of inquiry, as well as to train students in rigorous methods of argument. In addition to the standard major, the department offers two tracks. The intensive track option is for qualified students interested in small group discussions of major philosophical problems and texts. The option in philosophy and allied fields is designed for students who wish to pursue an interdisciplinary program involving philosophy and some other field. All three options are described in the next section.

The course offerings described include both 20000-level courses (normally restricted to College students) and 30000-level courses (open to graduate students and advanced College students). There is room for a good deal of flexibility in individual planning of programs. Most of the requirements allow some choice among options. Course prerequisites may be relaxed with the consent of the instructor, and College students may take 40000- and 50000-level courses (normally restricted to graduate students) under special circumstances. Students should work out their program under the guidance of the director of undergraduate studies.

Students in other fields of study may also complete a minor in Philosophy. Information follows the description of the major.

PROGRAM REQUIREMENTS

All majors will be required to meet with the assistant to the director of undergraduate studies during Winter Quarter of their third year to review their program of study and discuss the possibility of writing the senior essay.

THE STANDARD MAJOR

The following basic requirements for the standard major in philosophy are intended to constitute a core philosophy curriculum and to provide some structure within an extremely varied collection of course offerings that changes from year to year.

The Department of Philosophy offers a three-quarter sequence in the history of philosophy (PHIL 25000 History of Philosophy I: Ancient Philosophy, PHIL 26000 History of Philosophy II: Medieval and Early Modern Philosophy, and PHIL 27000 History of Philosophy III: Kant and the 19th Century), which begins in the first quarter with ancient Greek philosophy and ends in the third quarter with nineteenth-century philosophy. Students are required to take two courses from this sequence (any two are acceptable) and are encouraged to take all three. Students are also encouraged to take these courses early in their program because they make an appropriate introduction to more advanced courses.

Students may bypass PHIL 20100 Elementary Logic for a more advanced course if they can demonstrate to the instructor that they are qualified to begin at a higher level.

Standard majors are welcome to apply to write senior essays. For more information, please see The Senior Essay (below).

Distribution

At least two courses in one of the following two fields and at least one course in the other field: (A) practical philosophy and (B) theoretical philosophy.

Courses that may be counted toward these requirements are indicated in the course descriptions by boldface letters in parentheses. Other courses may not be used to meet field distribution requirements.

Summary of Requirements: Standard Major

Two of the following:

PHIL 25000	History of Philosophy I: Ancient Philosophy	200
PHIL 26000	History of Philosophy II: Medieval and Early Modern Philosophy	
PHIL 27000	History of Philosophy III: Kant and the 19th Century	

PHIL 20100	Elementary Logic (or approved alternative course in logic)	100
One of the following:		300
One from field A and two from field B		
Two from field A and one from field B		
Four additional courses in philosophy *		400
Total Units		1000

* These courses must be drawn from departmental offerings. Students should consult with the director of undergraduate studies regarding courses taken at other colleges. Only one of these courses may be satisfied by participation in the BA essay workshop.

THE INTENSIVE TRACK

Admission to the intensive track requires an application, which must be submitted by the middle of the Spring Quarter in the student's second year. The application form is on the department wiki (<https://coral.uchicago.edu:8443/display/philidr/Philosophy+Undergraduate+Wiki>). The director of undergraduate studies and the assistant to the director of undergraduate studies will have "interview" meetings following the application deadline. (The departmental website lists the office hours of the director of undergraduate studies and the assistant to the director of undergraduate studies.)

The intensive track is designed to acquaint students with the problems and methods of philosophy in more depth than is possible for students in the standard major. It differs from the standard program mainly by offering the opportunity to meet in the following very small discussion groups: the intensive track seminar in the Autumn Quarter of the third or fourth year (PHIL 29601 Intensive Track Seminar), PHIL 29200 Junior Tutorial, and PHIL 29300 Senior Tutorial.

Note on the pacing and scheduling of the intensive track: Intensive track majors take PHIL 29601 Intensive Track Seminar in Autumn Quarter of their third year. Students fulfill the tutorial requirement by selecting one junior tutorial (PHIL 29200) in any quarter of their third year and one senior tutorial (PHIL 29300) in any quarter of their fourth year. Finally, intensive track students must write a senior essay. The essay process includes participation in the Senior Seminar over the three quarters of their fourth year; students must register for PHIL 29901 Senior Seminar I and PHIL 29902 Senior Seminar II in two of these three quarters.

Summary of Requirements: Intensive Track

Two of the following:		200
PHIL 25000	History of Philosophy I: Ancient Philosophy	
PHIL 26000	History of Philosophy II: Medieval and Early Modern Philosophy	
PHIL 27000	History of Philosophy III: Kant and the 19th Century	
PHIL 20100	Elementary Logic (or approved alternative course in logic)	100
One of the following:		300
One from field A and two from field B		
Two from field A and one from field B		
PHIL 29200	Junior Tutorial	100
PHIL 29300	Senior Tutorial	100
PHIL 29601	Intensive Track Seminar	100
PHIL 29901 & PHIL 29902	Senior Seminar I and Senior Seminar II	200
Two additional courses in philosophy *		200
Total Units		1300

* These courses must be drawn from departmental offerings. Students should consult with the director of undergraduate studies regarding courses taken at other colleges.

PHILOSOPHY AND ALLIED FIELDS

This variant of the major is a specialist option for students with a clear and detailed picture of a coherent interdisciplinary course of study, not available under the standard forms of major and minor. Examples of recent programs devised by students electing this track are philosophy and mathematics, philosophy and biology, and philosophy and economics. Students in this program must meet the first three of the basic requirements for the standard major (a total of six courses) and take six additional courses that together constitute a coherent program; at least one of these six additional courses must be in the Department of Philosophy. *Students must receive approval for the specific courses they choose to be used as the allied fields courses. Admission to philosophy and allied fields requires an application to the director of undergraduate studies, which should be made by the middle of Spring Quarter of their second year.* To apply, students must submit a sample program of courses as well as a statement explaining the nature of the interdisciplinary area of study and the purpose of the proposed allied

fields program. Applicants must also have the agreement of a member of the Department of Philosophy to serve as their sponsor in the program. Interested students should consult with the assistant to the director of undergraduate studies before applying; for office hours and the application form, visit the departmental wiki (<https://coral.uchicago.edu:8443/display/phldr/Philosophy+Undergraduate+Wiki>) or website.

Summary of Requirements: Philosophy and Allied Fields

Two of the following:		200
PHIL 25000	History of Philosophy I: Ancient Philosophy	
PHIL 26000	History of Philosophy II: Medieval and Early Modern Philosophy	
PHIL 27000	History of Philosophy III: Kant and the 19th Century	
PHIL 20100	Elementary Logic (or approved alternative course in logic)	100
One of the following:		300
One from field A and two from field B		
Two from field A and one from field B		
Six additional courses, at least one of which must be in the Department of Philosophy *		600
Total Units		1200

* Only one of these courses may be satisfied by participation in the BA essay workshop.

The Senior Essay

Students who have been admitted to the intensive track are required to write a senior essay (also called the "BA essay"). Standard majors and philosophy and allied fields majors may also apply to write an essay. The proposal should be formulated in consultation with a faculty adviser who has expertise in the topic area. Potential advisers can be approached directly, but the assistant to the director of undergraduate studies can help pair students with suitable advisers as needed. BA essay applications are due middle of Spring Quarter. Applications are available from the shelves outside the Philosophy Department office (Stuart 202) as well as on the wiki (<https://coral.uchicago.edu:8443/display/phldr/Philosophy+Undergraduate+Wiki>).

Students writing a BA essay in philosophy are normally expected to have maintained a GPA of 3.25 in their philosophy courses. A 3.25 is also the minimum GPA for departmental honors in philosophy. Students should submit, along with their application to write a BA essay, a record of their grades in the College. If a student who wishes to write a BA essay in philosophy has a GPA in philosophy courses below 3.25, the student should also submit a petition in writing to the Director of Undergraduate Studies.

In their fourth year, students writing BA essays must participate in the senior seminar. The seminar runs all three quarters, and though attendance during all three is required, participants will only register for two of the three quarters. Students should register for PHIL 29901 Senior Seminar I in Autumn (or Winter) Quarter and for PHIL 29902 Senior Seminar II in Winter (or Spring) Quarter. These two courses are among the requirements for the intensive track. For essay writers who are in the standard track or the allied fields track, both courses must be taken; however, only PHIL 29902 will be counted toward the track's total-units requirement.

GRADING

All courses for all tracks must be taken for a quality grade. The one exception is for students in the Intensive Track: PHIL 29901 is graded on a Pass/Fail basis. Accordingly, students in other tracks taking PHIL 29901-29902 will only be able to count PHIL 29902 in the major.

HONORS

The main requirement for honors is a senior essay of distinction. A GPA in the major of 3.25 or higher typically also is required.

TRANSFER STUDENTS

Requirements for students transferring to the University of Chicago are the same as for other students. Up to (but typically no more than) three courses from another institution may be counted toward major requirements. All such courses must be approved by the director of undergraduate studies.

ADVISING

Students should contact the director of undergraduate studies with questions concerning program plans, honors, and so forth.

MINOR PROGRAM IN PHILOSOPHY

The minor program in philosophy provides a basic introduction to some central figures and themes in both the history of philosophy and in current philosophical controversies. The minor requires six courses: students must take: either two courses from the history of philosophy sequence and one course from field A or field B, along with three additional courses in philosophy; or one course from the history of philosophy sequence and one course from each of fields A and B, along with three additional courses in philosophy.

No courses in the minor can be double counted with the student's major(s) or with other minors; nor can they be counted toward general education requirements. They must be taken for quality grades.

Students who elect the minor program should meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the program. The approval of the director of undergraduate studies for the minor should be submitted to the student's College adviser, on a form obtained from the College adviser, no later than the end of the student's third year.

Samples follow of two groups of courses that would comprise a minor:

SAMPLE 1

Two of the following:	200
PHIL 25000	History of Philosophy I: Ancient Philosophy
PHIL 26000	History of Philosophy II: Medieval and Early Modern Philosophy
PHIL 27000	History of Philosophy III: Kant and the 19th Century
One from either field A or field B	100
Three additional courses in philosophy	300
Total Units	600

SAMPLE 2

One of the following:	100
PHIL 25000	History of Philosophy I: Ancient Philosophy
PHIL 26000	History of Philosophy II: Medieval and Early Modern Philosophy
PHIL 27000	History of Philosophy III: Kant and the 19th Century
One from field A	100
One from field B	100
Three additional courses in philosophy	300
Total Units	600

PHILOSOPHY COURSES

PHIL 20000. Introduction to Philosophy of Science. 100 Units.

An introductory exploration of some of the central questions in the philosophy of science. These will include: What is (the definition of) a science--such that the natural, formal, and social sciences all count as sciences, but (for example) philosophy and literary criticism do not? How, in the natural sciences, do theory-building and observation relate to each other? Can some of the sciences be reduced to other sciences? (What is reduction of this kind supposed to involve?) What is evidence? What are the old and new problems of induction? What is a scientific (or indeed any other form of) explanation? What is a law of nature? Do the sciences make real progress? (B)

Instructor(s): B. Callard Terms Offered: Spring

PHIL 20100. Elementary Logic. 100 Units.

An introduction to the concepts and principles of symbolic logic. We learn the syntax and semantics of truth-functional and first-order quantificational logic, and apply the resultant conceptual framework to the analysis of valid and invalid arguments, the structure of formal languages, and logical relations among sentences of ordinary discourse. Occasionally we will venture into topics in philosophy of language and philosophical logic, but our primary focus is on acquiring a facility with symbolic logic as such.

Instructor(s): G. Schultheis Terms Offered: Autumn

Equivalent Course(s): PHIL 30000, HIPS 20700, CHSS 33500

PHIL 20102. Changing, Resting, Living: Aristotle's Natural Philosophy. 100 Units.

How can many things be one thing? Aristotle's answer to this question treats living things--plants and animals--as the paradigm cases of unified multiplicities. In this course, we will investigate how such things are held together and what makes it possible for them to change over time. Readings will be from Aristotle's *Physics*, *Metaphysics*, *De Anima*, *Parts of Animals*, *On Generation and Corruption*, and *De Motu Animalium*. (B)

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

Prerequisite(s): Students who are not enrolled by the start of term but wish to enroll must (a) email the instructor before the course begins and (b) attend the first class.

Equivalent Course(s): CLAS 30118, PHIL 30102, CLCV 20118

PHIL 21000. Introduction To Ethics. 100 Units.

In this course, we will read, write, and think about philosophical work meant to provide a systematic and foundational account of ethics. We will focus on close reading of two books, Immanuel Kant's *Groundwork of the Metaphysics of Morals* and John Stuart Mill's *Utilitarianism*, along with a handful of more recent essays. Throughout, our aim will be to engage in serious thought about good and bad in our lives. (A)

Instructor(s): B. Callard Terms Offered: Spring

Equivalent Course(s): HIPS 21000, FNDL 23107

PHIL 21002. Human Rights: Philosophical Foundations. 100 Units.

Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)

Instructor(s): B. Laurence Terms Offered: Spring

Equivalent Course(s): MAPH 42002, INRE 31602, LLSO 21002, HMRT 31002, HIST 29319, HIST 39319, HMRT 21002, PHIL 31002

PHIL 21205. Conflicting Theories of Justice and Law. 100 Units.

This class studies prominent types of theories of justice, looking at their implications for law. The focus of the course will be on understanding the arguments that support each theory and on constructing a substantive and respectful debate among them. In each case both historical and recent readings will be chosen. Theories will include: liberal, socio-democratic, conservative, libertarian, and Marxian. We will then take up issues of race and gender, examining the implications of the diverse theories for the contemporary legal treatment of questions in these areas.

Instructor(s): M. Nussbaum Terms Offered: Spring

Prerequisite(s): Undergraduates may enroll only with the permission of the instructor. Graduate students (Ph.D. and MA) do not need permission. Assessment is by an 8 hour take home final exam, although Ph.D. students may select a paper option.

Equivalent Course(s): RETH 31205, PHIL 31205, PLSC 21225, PLSC 31225

PHIL 21514. What is so good about virtue? 100 Units.

Virtue is a central concept in many traditions of moral philosophy. What is its relation to notions such as action, practical reason, norm, obligation, goodness, happiness, pleasure? Why not put any of these other notions first in one's ethical thinking? - The answer is to be found in a unique contribution that virtues, as dispositions of the human will, make to what we are, and what we are conscious of being.

Instructor(s): A. Mueller; C. Vogler Terms Offered: Spring

Equivalent Course(s): PHIL 31514

PHIL 21600. Introduction to Political Philosophy. 100 Units.

In this class we will investigate what it is for a society to be just. In what sense are the members of a just society equal? What freedoms does a just society protect? Must a just society be a democracy? What economic arrangements are compatible with justice? In the second portion of the class we will consider one pressing injustice in our society in light of our previous philosophical conclusions. Possible candidates include, but are not limited to, racial inequality, economic inequality, and gender hierarchy. Here our goal will be to combine our philosophical theories with empirical evidence in order to identify, diagnose, and effectively respond to actual injustice. (A)

Instructor(s): B. Laurence Terms Offered: Spring

Equivalent Course(s): GNSE 21601, LLSO 22612, PLSC 22600

PHIL 21609. Medical Ethics: Central Topics. 100 Units.

Decisions about medical treatment, medical research, and medical policy often have profound moral implications. Taught by a philosopher, two physicians, and a medical lawyer, this course will examine such issues as paternalism, autonomy, assisted suicide, kidney markets, abortion, and research ethics. (A)

Instructor(s): D. Brudney; Staff Terms Offered: Winter

Prerequisite(s): Third or fourth year standing. This course does not meet requirements for the Biological Sciences major.

Note(s): Philosophy majors: this course fulfills the practical philosophy (A) requirement.

Equivalent Course(s): BPRO 22612, BIOS 29314, PHIL 31609, HIPS 21609

PHIL 21620. The Problem of Evil. 100 Units.

Epicurus's old questions are yet unanswered. Is he [God] willing to prevent evil, but not able? then is he impotent. Is he able, but not willing? then is he malevolent. Is he both able and willing? whence then is evil?" (Hume, Dialogues Concerning Natural Religion) This course will consider the challenge posed by the existence of evil to the rationality of traditional theistic belief. Drawing on both classic and contemporary readings, we will analyze atheistic arguments from evil and attempts by theistic philosophers to construct "theodicies" and "defenses" in response to these arguments, including the "free-will defense," "soul-making theodicies," and "suffering God theodicies." We will also consider critiques of such theodicies as philosophically confused, morally depraved, or both; and we will discuss the problem of divinely commanded or enacted evil (for example, the doctrine of hell). (A)

Instructor(s): M. Kremer Terms Offered: Spring

Equivalent Course(s): RLST 23620

PHIL 21720. Aristotle's Nicomachean Ethics. 100 Units.

This course will offer a close reading of Aristotle's Nicomachean Ethics, one of the great works of ethics. Among the topics to be considered are: What is a good life? What is ethics? What is the relation between ethics and having a good life? What is it for reason to be practical? What is human excellence? What is the non-rational part of the human psyche like? How does it ever come to listen to reason? What is human happiness? What is the place of thought and of action in the happy life? (A)

Instructor(s): J. Lear; G. Richardson Lear Terms Offered: Autumn

Prerequisite(s): This course is intended for Philosophy majors and for Fundamentals majors. Otherwise please seek permission to enroll.

Equivalent Course(s): FNDL 21908

PHIL 21722. Thomas Aquinas's Commentary on Aristotle's Nicomachean Ethics. 100 Units.

We will read through and discuss the commentary, looking at it both as an interpretation of the Ethics and as a philosophical work in its own right. (A) (IV)

Instructor(s): S. Brock Terms Offered: Spring

Prerequisite(s): For the undergraduates, those who are not Philosophy or Fundamentals majors should seek permission to enroll.

Equivalent Course(s): FNDL 21722, PHIL 31722

PHIL 21834. Self-Creation as a Literary and Philosophical Problem. 100 Units.

Can we choose who to be? We tend to feel that we have some ability to influence the kind of people we will become; but the phenomenon of 'self-creation' is fraught with paradox: creation ex nihilo, vicious circularity, infinite regress. In this course, we will read philosophical texts addressing these paradoxes against novels offering illustrations of self-creation.

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

Prerequisite(s): Students who are not enrolled by the start of term but wish to enroll must (a) email the instructor before the course begins and (b) attend the first class.

Equivalent Course(s): SIGN 26001

PHIL 21901. Feminist Philosophy. 100 Units.

The course is an introduction to the major varieties of philosophical feminism. After studying some key historical texts in the Western tradition (Wollstonecraft, Rousseau, J. S. Mill), we examine four types of contemporary philosophical feminism: Liberal Feminism (Susan Moller Okin, Martha Nussbaum), Radical Feminism (Catharine MacKinnon, Andrea Dworkin), Difference Feminism (Carol Gilligan, Annette Baier, Nel Noddings), and Postmodern "Queer" Gender Theory and trans femism (Judith Butler, Michael Warner and others). After studying each of these approaches, we will focus on political and ethical problems of contemporary international feminism, asking how well each of the approaches addresses these problems. (A)

Instructor(s): M. Nussbaum Terms Offered: Spring

Prerequisite(s): Undergraduates may enroll only with the permission of the instructor.

Equivalent Course(s): PHIL 31900, HMRT 31900, RETH 41000, PLSC 51900, GNSE 29600, GNSE 39600

PHIL 22001. Teaching Precollegiate Philosophy. 100 Units.

This course will consider the practices of philosophy through a critical examination of different approaches to teaching precollegiate philosophy. Philosophy at the precollegiate level is common outside of the United States, and there is a growing movement in the U.S. to try to provide greater opportunities, in both public and private schools, for K-12 students to experience the joys of philosophizing. But what are the different options for teaching precollegiate philosophy and which are best? These are the main questions that this course will address. Students in this course will also have the opportunity to include an experiential learning component by participating in the UChicago Winning Words precollegiate philosophy program. (A)

Instructor(s): B. Schultz Terms Offered: Winter

Equivalent Course(s): MAPH 32001

PHIL 22209. Philosophies of Environmentalism and Sustainability. 100 Units.

Many of the toughest ethical and political challenges confronting the world today are related to environmental issues: for example, climate change, loss of biodiversity, the unsustainable use of natural resources, pollution, and other threats to the well-being of both present and future generations. Using both classic and contemporary works, this course will highlight some of the fundamental and unavoidable philosophical questions presented by such environmental issues. What do the terms "nature" and "wilderness" even mean, and can "natural" environments as such have ethical and/or legal standing? Does the environmental crisis demand radically new forms of ethical and political philosophizing and practice? Must an environmental ethic reject anthropocentrism? If so, what are the most plausible non-anthropocentric alternatives? What counts as the proper ethical treatment of non-human animals, living organisms, or ecosystems? What fundamental ethical and political perspectives inform such approaches as the "Land Ethic," ecofeminism, and deep ecology? Is there a plausible account of justice for future generations? Are we now in the Anthropocene? Is "adaptation" the best strategy at this historical juncture? How can the wild, the rural, and the urban all contribute to a better future for Planet Earth? (A)

Instructor(s): B. Schultz Terms Offered: Autumn

Note(s): Field trips, guest speakers, and special projects will help us philosophize about the fate of the earth by connecting the local and the global. Please be patient with the flexible course organization! Some rescheduling may be necessary in order to accommodate guest speakers and the weather!

Equivalent Course(s): HMRT 22201, GNSE 22204, PLSC 22202, ENST 22209

PHIL 22709. Introduction to Philosophy of Quantum Mechanics. 100 Units.

In this class we examine some of the conceptual problems associated with quantum mechanics. We will critically discuss some common interpretations of quantum mechanics, such as the Copenhagen interpretation, the many-worlds interpretation and Bohmian mechanics. We will also examine some implications of results in the foundations of quantum theory concerning non-locality, contextuality and realism. (B) (II)

Instructor(s): T. Pashby Terms Offered: Spring

Prerequisite(s): Prior knowledge of quantum mechanics is not required since we begin with an introduction to the formalism. Only familiarity with high school geometry is presupposed but expect to be introduced to other mathematical tools as needed.

Equivalent Course(s): PHIL 32709, CHSS 32709, KNOW 22709, HIPS 22709

PHIL 23000. Introduction to Metaphysics and Epistemology. 100 Units.

In this course we will explore some of the central questions in epistemology and metaphysics. In epistemology, these questions will include: What is knowledge? What facts or states justify a belief? How can the threat of skepticism be adequately answered? How do we know what we (seem to) know about mathematics and morality? In metaphysics, these questions will include: What is time? What is the best account of personal identity across time? Do we have free will? We will also discuss how the construction of a theory of knowledge ought to relate to the construction of a metaphysical theory—roughly speaking, what comes first, epistemology or metaphysics? (B) Note(s): Students should register via discussion section.

Instructor(s): B. Callard Terms Offered: Autumn

PHIL 23205. Introduction to Phenomenology. 100 Units.

The aim of this course is to introduce students to one of the most important and influential traditions in the European Philosophy of the 20th Century: Phenomenology. The main task of this course will be to present Phenomenology's main concepts and the meaning of Phenomenology's transformations from Husserl to Heidegger, Sartre, Levinas and Henry. The fundamental credo of Phenomenology consists in the emphasis laid upon phenomena given to consciousness. This emphasis coincides with the "return to things in themselves" as formulated by Husserl. What can this kind of return actually mean? And what does this claim suggest about philosophical practices prior to phenomenology, idealism or empiricism? In what way, for Husserl, was classical philosophy not able to give access to things such as they are truly given? And what is the meaning of such idea of « givenness »? Does Phenomenology fall into the so-called « myth of the Given Note(s): Students should register via discussion section.

Instructor(s): R. Moati Terms Offered: Winter

PHIL 23503. Issues in Philosophy of Mind: Consciousness and Self-Consciousness. 100 Units.

The imagination of many contemporary intellectuals—including philosophers, physicists, and cognitive scientists of various stripes—is gripped by problems surrounding consciousness. Most notably, philosophers have been entirely stumped by the question of how something like conscious awareness arise in a material world. In this course we shall investigate the assumptions that lie behind this question, in order to penetrate the aura of mystery surrounding it. A central theme of the course shall be that, in order to tackle the puzzles surrounding consciousness, we shall need understand self-consciousness better. (B)

Instructor(s): R. O'Connell Terms Offered: Spring

PHIL 24599. Introduction to Frege. 100 Units.

Gottlob Frege is often called the father of analytic philosophy, but the real reason to study him is not his historical significance, but, rather, that in his work one encounters a philosophical intelligence of the very first order. This course is an introductory survey of his most important ideas, in philosophy of mathematics, logic, philosophy of language, and metaphysics. To help us in our project of understanding and assessing these ideas we will read discussions of Frege by Michael Dummett, Tyler Burge, Joan Weiner, Nathan Salmon, Michael Resnik, Danielle Macbeth, Hans Sluga, Patricia Blanchette, John Searle, Crispin Wright, and others. (B)

Instructor(s): B. Callard Terms Offered: Spring

Equivalent Course(s): FNDL 24599

PHIL 24800. Foucault and The History of Sexuality. 100 Units.

This course centers on a close reading of the first volume of Michel Foucault's "The History of Sexuality", with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self?

We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed.

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

Prerequisite(s): One prior philosophy course is strongly recommended.

Equivalent Course(s): CMLT 25001, FNDL 22001, KNOW 27002, FREN 24801, GNSE 23100, HIPS 24300

PHIL 25000. History of Philosophy I: Ancient Philosophy. 100 Units.

An examination of ancient Greek philosophical texts that are foundational for Western philosophy, especially the work of Plato and Aristotle. Topics will include: the nature and possibility of knowledge and its role in human life; the nature of the soul; virtue; happiness and the human good.

Instructor(s): TBD Terms Offered: Autumn

Prerequisite(s): Completion of the general education requirement in humanities.

Equivalent Course(s): CLCV 22700

PHIL 26000. History of Philosophy II: Medieval and Early Modern Philosophy. 100 Units.

A survey of the thought of some of the most important figures of this period, including Anselm, Aquinas, Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume.

Instructor(s): D. Moerner Terms Offered: Winter

Prerequisite(s): Completion of the general education requirement in humanities required; PHIL 25000 recommended.

Equivalent Course(s): MDVL 26000, HIPS 26000

PHIL 27000. History of Philosophy III: Kant and the 19th Century. 100 Units.

Immanuel Kant's "critical" turn set off a revolution in 19th-century philosophy. We will trace its effects as well as the reactions against in the post-Kantian German Philosophy, in particular of Fichte, Hegel and Marx. Our focus will be conception of ethics and the philosophy of right. The course will begin with the investigation of Kant's famous Groundwork of the Metaphysics of Morals that articulates the project to grounding all ethical obligations in the idea of freedom or autonomy. Then we will look at the beginnings Kant's Doctrine of Right in his Metaphysics of Morals: his reflections on our relation to concrete other wills in space and time. Next will be the discussion of Fichte's challenge in his Foundations of Natural Right. A proper philosophy of right, Fichte argues has to include an account of our original knowledge and relation to concrete other wills. The most radical and complete development of this thought we will discuss in Hegel's Philosophy of Right that seeks to derive from the idea of freedom not just formal constraints for action, but knowledge of the actuality of our community in he calls "ethical life". We will conclude with the Marx critique of the very idea of right.

Instructor(s): M. Haase Terms Offered: Spring

Prerequisite(s): Completion of the general education requirement in humanities.

PHIL 29200. Junior Tutorial. 100 Units.

Junior/Senior Tutorial. For topic and other information, please visit <http://philosophy.uchicago.edu/courses>.

Terms Offered: Spring Winter

Prerequisite(s): Open only to Intensive-Track Majors.

Note(s): Junior and Senior sections meet together. No more than two Tutorials may be used to meet program requirements.

PHIL 29300. Senior Tutorial. 100 Units.

Junior/Senior Tutorial. For topic and other information, please visit <http://philosophy.uchicago.edu/courses>.

Terms Offered: Spring Winter

Prerequisite(s): Open only to Intensive-Track Majors.

Note(s): Junior and Senior sections meet together. No more than two Tutorials may be used to meet program requirements.

PHIL 29411. Consequentialism from Bentham to Singer. 100 Units.

Are some acts wrong "whatever the consequences"? Do consequences matter when acting for the sake of duty, or virtue, or what is right? How do "consequentialist" ethical theories, such as utilitarianism, address such issues? This course will address these questions by critically examining some of the most provocative defenses of consequentialism in the history of philosophy, from the work of the classical utilitarians Bentham, Mill, and Sidgwick to that of Peter Singer, one of the world's most influential living philosophers and the founder of the animal liberation and effective altruism movements. Does consequentialism lend itself to the Panoptical nightmares of the surveillance state, or can it be a force for a genuinely emancipatory ethics and politics?

Instructor(s): B. Schultz Terms Offered: Spring

Equivalent Course(s): PLSC 29411, MAPH 39411

PHIL 29425. Logic for Philosophy. 100 Units.

Key contemporary debates in the philosophical literature often rely on formal tools and techniques that go beyond the material taught in an introductory logic class. A robust understanding of these debates---and, accordingly, the ability to meaningfully engage with a good deal of contemporary philosophy---requires a basic grasp of extensions of standard logic such as modal logic, multi-valued logic, and supervaluations, as well as an appreciation of the key philosophical virtues and vices of these extensions. The goal of this course is to provide students with the required logic literacy. While some basic metalogical results will come into view as the quarter proceeds, the course will primarily focus on the scope (and, perhaps, the limits) of logic as an important tool for philosophical theorizing. (B)

Instructor(s): M. Willer Terms Offered: Winter

Prerequisite(s): Elementary Logic or equivalent. Open for Graduates but no field credit.

Equivalent Course(s): PHIL 39425

PHIL 29601. Intensive Track Seminar. 100 Units.

This seminar will explore an advanced topic in philosophy. It is required as part of the intensive track of the Philosophy Major.

Instructor(s): J. Bridges Terms Offered: Autumn

Prerequisite(s): Open only to third-year students who have been admitted to the intensive track program.

PHIL 29700. Reading and Research. 100 Units.

Reading and Research.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of Instructor & Director of Undergraduate Studies. Students are required to submit the college reading and research course form.

PHIL 29901. Senior Seminar I. 100 Units.

Students writing senior essays register once for PHIL 29901, in either the Autumn or Winter Quarter, and once for PHIL 29902, in either the Winter or Spring Quarter. (Students may not register for both PHIL 29901 and 29902 in the same quarter.) The Senior Seminar meets all three quarters, and students writing essays are required to attend throughout.

Instructor(s): TBD Terms Offered: Autumn Winter

Prerequisite(s): Consent of Director of Undergraduate Studies.

Note(s): Required and only open to fourth-year students who have been accepted into the BA essay program.

PHIL 29902. Senior Seminar II. 100 Units.

Students writing senior essays register once for PHIL 29901, in either the Autumn or Winter Quarter, and once for PHIL 29902, in either the Winter or Spring Quarter. (Students may not register for both PHIL 29901 and 29902 in the same quarter.) The senior seminar meets all three quarters, and students writing essays are required to attend throughout.

Instructor(s): TBD Terms Offered: Spring Winter

Prerequisite(s): Consent of Director of Undergraduate Studies.

Note(s): Required and only open to fourth-year students who have been accepted into the BA essay program.



PHYSICS

Department Website: <http://physics.uchicago.edu>

PROGRAM OF STUDY

Physics is concerned with the study of matter, energy, forces, and their interaction in the world and universe around us. The undergraduate curriculum in the Department of Physics leading to the BA in physics includes a strong emphasis on experiment and covers the broad fundamentals necessary for graduate study in theoretical physics, experimental physics, or astronomy and astrophysics, as well as some fields of engineering and many interdisciplinary specialties requiring a strong technical background (e.g., biophysics, medical physics, atmospheric and environmental sciences).

Students who are majoring in other fields of study may also complete a minor in physics. Information follows the description of the major.

PROGRAM REQUIREMENTS

Courses

The curriculum leading to the BA degree in physics is designed for maximum flexibility consistent with a thorough coverage of the essential principles of physics. Degree requirements include introductory and advanced physics and mathematics courses, as well as physics electives that allow students to pursue specific interests.

Students who plan to major in physics are encouraged to start course work in their first year. However, the program can be completed in three years, so one could start physics in the second year without delaying graduation. Two of the physics and two of the mathematics courses can be designated as general education courses, with sixteen courses remaining to fulfill the major.

In general, students should take the most advanced courses for which they have the appropriate prerequisites. Entering students will be given a placement for either PHYS 13100 Mechanics or PHYS 14100 Honors Mechanics based on their mathematics and physics background. Either course is appropriate for students planning to major (or minor) in physics.

Mathematics

The mathematics requirement is a calculus sequence (MATH 15100-MATH 15200-MATH 15300 or MATH 16100-MATH 16200-MATH 16300) followed by PHYS 22100. As an alternative to PHYS 22100, students taking an Analysis sequence (MATH 20300-MATH 20400-MATH 20500 or MATH 20700-MATH 20800-MATH 20900) may substitute MATH 20500 or MATH 20900 for PHYS 22100, though they will subsequently need to acquire certain math tools, as needed, on their own. However, students interested in pursuing further study in physics and mathematics should consider taking both PHYS 22100 and an Analysis sequence.

But please note that for students starting their program with the PHYS 13100-PHYS 13200-PHYS 13300 sequence, the MATH 15300/MATH 16300 requirement is replaced by PHYS 22000. This course in mathematical methods introduces tools typically used in the PHYS 14100-PHYS 14200-PHYS 14300 sequence, and ensures that a student taking PHYS 13100-PHYS 13200-PHYS 13300 will possess the mathematical background needed for subsequent physics course work.

Finally, entering students placing into MATH 13100 should consult the undergraduate program chair to plan a program of study.

SUMMARY OF REQUIREMENTS

GENERAL EDUCATION

One of the following sequences:		200
PHYS 13100-13200	Mechanics; Electricity and Magnetism	
PHYS 14100 & PHYS 14200	Honors Mechanics and Honors Electricity and Magnetism *	
One of the following sequences:		200
MATH 15100-15200	Calculus I-II *	
MATH 16100-16200	Honors Calculus I-II	

Total Units		400
-------------	--	-----

MAJOR

One of the following:		100
PHYS 13300	Waves, Optics, and Heat	
PHYS 14300	Honors Waves, Optics, and Heat *	
One of the following:		100

MATH 15300	Calculus III *	
MATH 16300	Honors Calculus III	
PHYS 22000	Introduction to Mathematical Methods in Physics	
Note: students in PHYS 13300 must take PHYS 22000.		
One of the following:		100
PHYS 22100	Mathematical Methods in Physics	
MATH 20500	Analysis in \mathbb{R}^n III	
MATH 20900	Honors Analysis in \mathbb{R}^n III	
PHYS 15400	Modern Physics	100
PHYS 18500	Intermediate Mechanics	100
PHYS 23400 & PHYS 23500	Quantum Mechanics I and Quantum Mechanics II	200
PHYS 21101-21102-21103	Experimental Physics I-II-III	300
PHYS 22500 & PHYS 22700	Intermediate Electricity and Magnetism I and Intermediate Electricity and Magnetism II	200
PHYS 27900	Statistical and Thermal Physics	100
Three electives (to be selected from list of approved courses)		300
Total Units		1600

* Credit may be granted by examination.

Electives

In addition to specified course work, the physics major requires three electives. These electives may be selected from the following courses:

All 20000-level physics courses (except PHYS 29100-29200-29300, and PHYS 29700)

Any of the following courses:

ASTR 24100	The Physics of Stars [†]
ASTR 23900	Physics of Galaxies [†]
or ASTR 24200	The Physics of Galaxies and the Universe
ASTR 24300	Cosmological Physics [†]
ASTR 25400	Radiation Processes in Astrophysics [†]
ASTR 25800	Astrophysics of Exoplanets
BIOS 29326	Introduction to Medical Physics and Medical Imaging
CHEM 26300	Chemical Kinetics and Dynamics
CHEM 26800	Computational Chemistry and Biology
CMSC 23710	Scientific Visualization
CMSC 28510	Introduction to Scientific Computing
CMSC 28515	Introduction to Numerical Partial Differential Equations
GEOS 21200	Physics of the Earth
GEOS 24220	Climate Foundations
GEOS 24230	Geophysical Fluid Dynamics: Foundations
GEOS 24240	Geophysical Fluid Dynamics: Rotation and Stratification
GEOS 24250	Geophysical Fluid Dynamics: Understanding the Motions of the Atmosphere and Oceans
MATH 23500	Markov Chains, Martingales, and Brownian Motion
MATH 26200	Point-Set Topology
MATH 27000	Basic Complex Variables
MATH 27200	Basic Functional Analysis
MATH 27300	Basic Theory of Ordinary Differential Equations
MATH 27400	Introduction to Differentiable Manifolds and Integration on Manifolds
MATH 27500	Basic Theory of Partial Differential Equations
MENG 21400	Introduction to Applications of Quantum Mechanical Methods to Materials Design
MENG 23500	Foundations of Quantum Optics
MENG 23700	Quantum Computation

MENG 26020	Engineering Electrodynamics
MENG 26101	Transport Phenomena I: Forces and Flows
MENG 26102	Transport Phenomena II
STAT 23400	Statistical Models and Methods
or STAT 24400	Statistical Theory and Methods I
or STAT 24410	Statistical Theory and Methods Ia
STAT 24500	Statistical Theory and Methods II
or STAT 24510	Statistical Theory and Methods IIa

Or other courses approved by the program chair for physics

† Cannot be counted toward electives if used to satisfy requirements for the specialization in astrophysics.

Sample Programs

The sample programs below illustrate different paths for fulfilling requirements for the physics major.

In the first example, the Honors physics sequence PHYS 14100-14200-14300 is taken concurrently with calculus:

First Year					
Autumn Quarter	Units	Winter Quarter	Units	Spring Quarter	Units
PHYS 14100	100	PHYS 14200	100	PHYS 14300	100
MATH 15100 or 16100	100	MATH 15200 or 16200	100	MATH 15300 or 16300	100
200		200		200	

Total Units: 600

The next example shows a PHYS 13100-13200-13300 pathway. Here, the required PHYS 22000 course replaces the third quarter of calculus.

First Year					
Autumn Quarter	Units	Winter Quarter	Units	Spring Quarter	Units
PHYS 13100	100	PHYS 13200	100	PHYS 13300	100
MATH 15100 or 16100	100	MATH 15200 or 16200	100	PHYS 22000	100
200		200		200	

Total Units: 600

The remaining required courses are typically distributed over the next three years, like so:

Second Year					
Autumn Quarter	Units	Winter Quarter	Units	Spring Quarter	Units
PHYS 15400	100	PHYS 18500	100	PHYS 23400	100
PHYS 22100	100				
200		100		100	

Third Year					
Autumn Quarter	Units	Winter Quarter	Units	Spring Quarter	Units
PHYS 23500	100	PHYS 22500	100	PHYS 22700	100
PHYS 21101	100	PHYS 21102	100	PHYS 21103	100
200		200		200	

Fourth Year	
Autumn Quarter	Units
PHYS 19700	100
100	

Total Units: 1100

In addition, three electives (selected from a list of approved courses) must be taken. In deciding when to take electives, students should be mindful of any course prerequisites.

The required laboratory sequence PHYS 21101-21102-21103 is a year-long study of experimental physics. It is recommended, but not required, that Experimental Physics be taken in the third year, concurrent with PHYS 23500.

Progress through the physics program can be accelerated by "doubling up" on some of the required courses. For example, PHYS 23500 (<http://collegecatalog.uchicago.edu/search/?P=PHYS%2023500>) and PHYS 19700 (<http://collegecatalog.uchicago.edu/search/?P=PHYS%2019700>) may be taken concurrently in the third year, and PHYS 22500 (<http://collegecatalog.uchicago.edu/search/?P=PHYS%2022500>)/PHYS 22700 (<http://collegecatalog.uchicago.edu/search/?P=PHYS%2022700>) may be concurrent with PHYS 18500 (<http://collegecatalog.uchicago.edu/search/?P=PHYS%2018500>)/PHYS 23400 (<http://collegecatalog.uchicago.edu/search/?P=PHYS%2023400>) in the second year. This provides more options in the third and fourth years for electives, as

well as research or graduate course work. Note that it is possible to complete all program requirements in three years.

Finally, the sample programs shown here are only meant to be illustrative. Students are encouraged to speak with the departmental counselors in planning individual programs, especially regarding selection of mathematics courses and program electives.

Introductory Course

The introductory course for students in the physical sciences is divided into two variants—PHYS 13100-PHYS 13200-PHYS 13300 and PHYS 14100-PHYS 14200-PHYS 14300—so students may learn with others who have comparable physics and mathematics backgrounds. The co-requisite for both is a first-year calculus sequence: MATH 15100-MATH 15200-MATH 15300 or MATH 16100-MATH 16200-MATH 16300 (or completion of MATH 13100-MATH 13200-MATH 13300). The essential physics content of these two sequences is the same, but the 140s sequence covers material at a higher mathematical level. Both PHYS 130s and PHYS 140s prepare students for further courses in the physics major or minor.

First-year students are assigned to either PHYS 13100 or PHYS 14100 based on Advanced Placement test scores. In addition, physics placement may be adjusted by consulting the undergraduate program chair (KPTC 205) during Orientation week. Transfer students who have satisfactorily completed calculus-based introductory physics courses at another university may be granted appropriate transfer credit upon petition to, and approval by, the program chair.

Another introductory sequence, PHYS 12100-PHYS 12200-PHYS 12300, is intended for students pursuing studies in biology or medicine. The prerequisite is two quarters of calculus and completion of general chemistry. While topics are similar to the 130s and 140s sequences, PHYS 120s cannot serve as a prerequisite for further courses in physics, and thus cannot be used for the physics major or minor.

In all three sequences, a grade of at least C- is required to take the next course in the sequence. For a passing grade below C-, the student will need to obtain permission from the instructor of the next course before enrolling.

A student who completes PHYS 14100 or PHYS 14200 with a grade below C is normally required to move to PHYS 13200 or PHYS 13300 the following quarter. Petitions for a waiver of this requirement must be presented to the undergraduate program chair before the second day of the succeeding course. A student who receives an A or A- in PHYS 13100 may petition the undergraduate program chair to move to PHYS 14200.

Advanced Placement

Students who took both Physics C Advanced Placement examinations prior to matriculation in the College may receive credit for PHYS 12100 and/or PHYS 12200. Consult the section on Advanced Placement Credit in this catalog for more information.

Accreditation

Accreditation examinations are administered for the content of PHYS 12100-PHYS 12200-PHYS 12300 and PHYS 14100-PHYS 14200-PHYS 14300. The first examination may be taken by incoming students only at the time of matriculation in the College. Students who pass the first examination (for PHYS 12100 or PHYS 14100) will receive credit for the lecture part of the course only and will then be invited to try the next examination of the sequence. All students who receive advanced standing on the basis of a physics accreditation examination are interviewed by the undergraduate program chair to determine the extent of their lab experience. Additional laboratory work may be required.

GRADING

All regular (non-research) physics courses must be taken for quality grades. All courses used to satisfy prerequisites must be taken for quality grades. The Department of Physics requires students to pass PHYS 13100-PHYS 13200-PHYS 13300/PHYS 14100-PHYS 14200-PHYS 14300, PHYS 15400, PHYS 18500, and PHYS 23400 with an average of 2.0 or higher to continue in the program.

OPPORTUNITIES FOR PARTICIPATION IN RESEARCH

The physics program offers unique opportunities for College students to become actively involved in the research being conducted by faculty of the department. Interested students are welcome to consult with the departmental counselors. The focus of much of the undergraduate research is structured around the Bachelor's Thesis (PHYS 29100-PHYS 29200-PHYS 29300). Alternatively, third- or fourth-year students majoring in physics may register for research for academic credit (PHYS 29700). In addition to these formal arrangements, students at any level may become involved in research by working in a faculty member's lab or research group on an extracurricular basis.

HONORS

There are two routes to receiving a BA with honors. Both require a minimum GPA of 3.0 in the courses listed under Major in the preceding Summary of Requirements section. In the first route, the student must register for PHYS 29100-PHYS 29200-PHYS 29300 and earn a grade of B or higher based on a bachelor's thesis describing an approved research project completed during the year. The second route to receiving a BA with honors is to

pass an approved set of three graduate courses in physics, with a grade of B or higher in each. Most 30000-level courses can be used for this purpose, while most 40000-level courses cannot. Please contact the undergraduate program chair to obtain approval.

DEGREE PROGRAM IN PHYSICS WITH SPECIALIZATION IN ASTROPHYSICS

With the introduction of the major in astrophysics in the 2018–19 academic year, the degree program in physics with specialization in astrophysics is being discontinued. Students who matriculated in Autumn Quarter 2017 or earlier may still complete the specialization with approval from the department. Students entering the College in Autumn Quarter 2018 or later and wish to pursue study in astrophysics should plan to major in astrophysics.

The program leading to a BA in physics with a specialization in astrophysics is a variant of the BA in physics. The degree is in physics, with the designation "with specialization in astrophysics" included on the final transcript. Candidates are required to complete all requirements for the BA degree in physics, plus three courses in astrophysics (selected from ASTR 23900 Physics of Galaxies, ASTR 24100 The Physics of Stars, ASTR 24300 Cosmological Physics, ASTR 25400 Radiation Processes in Astrophysics, ASTR 28200 Current Topics in Astrophysics), or two courses in astrophysics plus a senior thesis project in physics (PHYS 29100-29200-29300 Bachelor's Thesis I-II-III) on a topic in astrophysics. If the latter option is chosen, the thesis topic must be approved by the program chair. (This thesis may simultaneously fulfill part of the requirements for honors in physics.) A grade of at least C- must be obtained in each course.

MINOR PROGRAM IN PHYSICS

The minor in physics is designed to present a coherent program of study to students with a strong interest in physics but insufficient time to pursue the major. The courses required for the minor are:

One of the following:		100
PHYS 13300	Waves, Optics, and Heat	
PHYS 14300	Honors Waves, Optics, and Heat	
One of the following:		100
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
PHYS 22000	Introduction to Mathematical Methods in Physics	
Note: students in PHYS 13300 must take PHYS 22000.		
PHYS 15400	Modern Physics	100
PHYS 18500	Intermediate Mechanics	100
PHYS 22100	Mathematical Methods in Physics	100
PHYS 23400	Quantum Mechanics I	100
Two electives, at least one of which is:		200
PHYS 22500	Intermediate Electricity and Magnetism I	
PHYS 23500	Quantum Mechanics II	
The second elective may be any course that is required by the major or can be used as an elective for the major.		
Total Units		800

The mathematics requirement for the minor is identical to the requirement for the major; please consult the description of the major for more information, particularly regarding PHYS 22000 and PHYS 22100. Note that PHYS 22000 and PHYS 22100 may be replaced by equivalent courses, as approved by the undergraduate program chair. Note also that the PHYS 13300/PHYS 14300, PHYS 22100, and MATH 15300/MATH 16300/PHYS 22000 requirements will be waived for those who must take these courses to satisfy the requirements of a major or another minor. Consequently, the number of courses needed for the minor will vary between five and eight.

Students who elect the minor program in physics must meet with the physics undergraduate program chair before the end of Spring Quarter of their third year to declare their intention to complete the minor. The approval of the program chair for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the College adviser. Courses for the minor are chosen in consultation with the program chair.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and students must have a GPA of 2.0 or higher in the minor. More than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

PHYSICS COURSES

PHYS 12100-12200-12300. General Physics I-II-III.

This is a one-year sequence in the fundamentals of physics for students in the biological sciences and pre-medical studies. Univariable calculus will be used as needed. Where appropriate, attention will be drawn to interdisciplinary applications. The first two courses meet the general education requirement in physical sciences. (L)

PHYS 12100. General Physics I. 100 Units.

This course covers Newtonian mechanics and fluid dynamics. (L)

Terms Offered: Autumn

Prerequisite(s): MATH 13200 or 15200 or 16200; CHEM 11300 or 12300.

PHYS 12200. General Physics II. 100 Units.

This course covers electric and magnetic fields. (L)

Terms Offered: Winter

Prerequisite(s): PHYS 12100

PHYS 12300. General Physics III. 100 Units.

This course covers waves, optics, and modern physics. (L)

Terms Offered: Spring

Prerequisite(s): PHYS 12200

PHYS 12200. General Physics II. 100 Units.

This course covers electric and magnetic fields. (L)

Terms Offered: Winter

Prerequisite(s): PHYS 12100

PHYS 12300. General Physics III. 100 Units.

This course covers waves, optics, and modern physics. (L)

Terms Offered: Spring

Prerequisite(s): PHYS 12200

PHYS 13100-13200-13300. Mechanics; Electricity and Magnetism; Waves, Optics, and Heat.

This is a one-year introductory sequence in physics for students in the physical sciences. Univariable calculus will be used extensively. The first two courses meet the general education requirement in physical sciences. (L)

PHYS 13100. Mechanics. 100 Units.

Topics include particle motion, Newton's Laws, work and energy, systems of particles, rigid-body motion, gravitation, oscillations, and special relativity. (L)

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): MATH 13100-13200-13300 or 15100-15200-15300 or 16100-16200-16300. (MATH 15100-15200-15300 or 16100-16200-16300 may be taken concurrently.)

PHYS 13200. Electricity and Magnetism. 100 Units.

Topics include electric fields, Gauss' law, electric potential, capacitors, DC circuits, magnetic fields, Ampere's law, induction, Faraday's law, AC circuits, Maxwell's equations, and electromagnetic waves. (L)

Terms Offered: Winter

Prerequisite(s): PHYS 13100 or 14100; minimum grade of C- in PHYS 13100 or 14100 or consent of instructor

PHYS 13300. Waves, Optics, and Heat. 100 Units.

Topics include mechanical waves, sound, light, polarization, reflection and refraction, interference, diffraction, geometrical optics, heat, kinetic theory, and thermodynamics. (L)

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): PHYS 13200 or 14200; minimum grade of C- in PHYS 13200 or 14200 or consent of instructor

PHYS 13200. Electricity and Magnetism. 100 Units.

Topics include electric fields, Gauss' law, electric potential, capacitors, DC circuits, magnetic fields, Ampere's law, induction, Faraday's law, AC circuits, Maxwell's equations, and electromagnetic waves. (L)

Terms Offered: Winter

Prerequisite(s): PHYS 13100 or 14100; minimum grade of C- in PHYS 13100 or 14100 or consent of instructor

PHYS 13300. Waves, Optics, and Heat. 100 Units.

Topics include mechanical waves, sound, light, polarization, reflection and refraction, interference, diffraction, geometrical optics, heat, kinetic theory, and thermodynamics. (L)

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): PHYS 13200 or 14200; minimum grade of C- in PHYS 13200 or 14200 or consent of instructor

PHYS 14100-14200-14300. Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat.

This is a one-year introductory sequence in physics for students in the physical sciences. A strong background in univariable calculus is assumed. Multivariable and vector calculus will be introduced and used extensively. The first two courses meet the general education requirement in physical sciences. (L)

PHYS 14100. Honors Mechanics. 100 Units.

Topics include particle motion, Newton's Laws, work and energy, systems of particles, rigid-body motion, gravitation, oscillations, and special relativity. (L)

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Placement required.

PHYS 14200. Honors Electricity and Magnetism. 100 Units.

Topics include electric fields, Gauss' law, electric potential, capacitors, DC circuits, magnetic fields, Ampere's law, induction, Faraday's law, AC circuits, Maxwell's equations, and electromagnetic waves. (L)

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): PHYS 14100

PHYS 14300. Honors Waves, Optics, and Heat. 100 Units.

Topics include mechanical waves, sound, light, polarization, reflection and refraction, interference, diffraction, geometrical optics, heat, kinetic theory, and thermodynamics. (L)

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): PHYS 14200

PHYS 14200. Honors Electricity and Magnetism. 100 Units.

Topics include electric fields, Gauss' law, electric potential, capacitors, DC circuits, magnetic fields, Ampere's law, induction, Faraday's law, AC circuits, Maxwell's equations, and electromagnetic waves. (L)

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): PHYS 14100

PHYS 14300. Honors Waves, Optics, and Heat. 100 Units.

Topics include mechanical waves, sound, light, polarization, reflection and refraction, interference, diffraction, geometrical optics, heat, kinetic theory, and thermodynamics. (L)

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): PHYS 14200

PHYS 15400. Modern Physics. 100 Units.

This course is an introduction to quantum physics. Topics include Einstein's quantum theory of light, the wave nature of particles, atomic structure, the Schrödinger equation, quantum mechanics in one and three dimensions, angular momentum and spin, and the hydrogen atom. Applications to nuclear and solid-state physics are presented. (L)

PHYS 18500. Intermediate Mechanics. 100 Units.

Topics include a review of Newtonian mechanics, the calculus of variations, Lagrangian and Hamiltonian mechanics, generalized coordinates, canonical momenta, phase space, constrained systems, central-force motion, non-inertial reference frames, and rigid-body motion.

PHYS 20900. Fundamentals of Accelerator Physics and Technology. 100 Units.

The course begins with the historical development of accelerators and their applications. Following a brief review of special relativity, the bulk of the course will focus on acceleration methods and phase stability, basic concepts of magnet design, and transverse linear particle motion. Basic accelerator components such as bending and focusing magnets, electrostatic deflectors, beam diagnostics and radio frequency accelerating structures will be described. The basic concepts of magnet design will be introduced, along with a discussion of particle beam optics. An introduction to resonances, linear coupling, space charge, magnet errors, and synchrotron radiation will also be given. Topics in longitudinal and transverse beam dynamics will be explored, including synchrotron and betatron particle motion. Lastly, a number of additional topics will be reviewed, including synchrotron radiation sources, free electron lasers, high energy colliders, and accelerators for radiation therapy. Several laboratory sessions will provide hands-on experience with hardware and measurement instrumentation.

Terms Offered: Autumn

Prerequisite(s): PHYS 18500 and 22700

Equivalent Course(s): PHYS 30910

PHYS 21101-21102-21103. Experimental Physics I-II-III.

This is a year-long laboratory sequence, offering experiments in atomic, molecular, solid-state, nuclear, and particle physics. Additional material, as needed, is presented in supplemental lectures. Content varies from quarter to quarter. (L)

Note(s): Open only to students who are majoring in Physics.

PHYS 21101. Experimental Physics I. 100 Units.

This is a year-long laboratory sequence, offering experiments in atomic, molecular, solid-state, nuclear, and particle physics. Additional material, as needed, is presented in supplemental lectures. Content varies from quarter to quarter.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): PHYS 23400

PHYS 21102. Experimental Physics II. 100 Units.

A continuation of the year-long laboratory sequence.

Terms Offered: Winter

Prerequisite(s): PHYS 21101

PHYS 21103. Experimental Physics III. 100 Units.

A continuation of the year-long laboratory sequence.

Terms Offered: Spring

Prerequisite(s): PHYS 21102

PHYS 21102. Experimental Physics II. 100 Units.

A continuation of the year-long laboratory sequence.

Terms Offered: Winter

Prerequisite(s): PHYS 21101

PHYS 21103. Experimental Physics III. 100 Units.

A continuation of the year-long laboratory sequence.

Terms Offered: Spring

Prerequisite(s): PHYS 21102

PHYS 22000. Introduction to Mathematical Methods in Physics. 100 Units.

This course, with concurrent enrollment in PHYS 13300, is required of students who plan to major in physics.

Topics include infinite series and power series, complex numbers, linear equations and matrices, partial differentiation, multiple integrals, vector analysis, and Fourier series. These methods are used to study Maxwell's equations, wave packets, and coupled oscillators.

PHYS 22100. Mathematical Methods in Physics. 100 Units.

Topics include linear algebra and vector spaces, ordinary and partial differential equations, calculus of variations, special functions, series solutions of differential equations, and integral transforms.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): PHYS 14300 or (PHYS 13300 and PHYS 22000)

PHYS 22300. Topics in Mathematical Physics. 100 Units.

This course will cover topics in mathematical physics selected from the following areas of study: linear algebra; dynamical systems; probability and statistics.

Terms Offered: Winter

Prerequisite(s): PHYS 22100 or MATH 20500 or MATH 20900

PHYS 22500. Intermediate Electricity and Magnetism I. 100 Units.

Topics include electrostatics and magnetostatics, boundary-value problems, and electric and magnetic fields in matter.

PHYS 22600. Electronics. 100 Units.

This hands-on experimental course is intended to develop confidence, understanding, and design ability in modern electronics. It is not a course in the physics of semiconductors. In two lab sessions a week, we explore the properties of diodes, transistors, amplifiers, operational amplifiers, oscillators, field effect transistors, logic gates, digital circuits, analog-to-digital and digital-to-analog converters, phase-locked loops, and more. Lectures supplement the lab. (L)

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): PHYS 12200 or 13200 or 14200

PHYS 22700. Intermediate Electricity and Magnetism II. 100 Units.

Topics include electromagnetic induction, electromagnetic waves, and radiation.

Terms Offered: Spring

Prerequisite(s): PHYS 22500

PHYS 23400. Quantum Mechanics I. 100 Units.

A study of wave-particle duality leading to the basic postulates of quantum mechanics is presented. Topics include the uncertainty principle, applications of the Schrödinger equation in one and three dimensions, the quantum harmonic oscillator, rotational invariance and angular momentum, the hydrogen atom, and spin.

Terms Offered: Spring

Prerequisite(s): PHYS 15400; PHYS 22100 or MATH 20250 or MATH 20800

PHYS 23500. Quantum Mechanics II. 100 Units.

A review of quantum mechanics is presented, with emphasis on Hilbert space, observables, and eigenstates.

Topics include spin and angular momentum, time-independent perturbation theory, fine and hyperfine structure of hydrogen, the Zeeman and Stark effects, many-electron atoms, molecules, the Pauli exclusion principle, and radiative transitions.

Terms Offered: Autumn

Prerequisite(s): PHYS 23400

PHYS 23600. Solid State Physics. 100 Units.

Topics include a review of quantum statistics, crystal structure and crystal binding, lattice vibrations and phonons, liquid helium, the free-electron model of metals, the nearly-free-electron model, semi-conductors, and optical properties of solids.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): PHYS 23500 and 19700

PHYS 23700. Nuclei and Elementary Particles. 100 Units.

This course covers topics such as nuclear structure, processes of transformation, observables of the nucleus, passage of nuclear radiation through matter, accelerators and detectors, photons, leptons, mesons, and baryons, hadronic interactions, and the weak interaction.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): PHYS 23500

PHYS 23800. Modern Atomic Physics. 100 Units.

This course is an introduction to modern atomic physics. Topics to be covered include atomic structure, fundamental symmetries in atoms, interactions of atoms with radiation, laser spectroscopy, trapping and cooling, Bose-Einstein condensates, and quantum information.

Terms Offered: Autumn

Prerequisite(s): PHYS 23500

PHYS 24300. Advanced Quantum Mechanics. 100 Units.

This course will include topics not normally covered in PHYS 23400-23500. Topics may include the following: symmetry in quantum mechanics; quantum mechanics and electromagnetism; adiabatic approximation and Berry phase; path integral formulation; scattering.

Terms Offered: Winter

Prerequisite(s): A grade of B or higher in PHYS 23500 or permission of the instructor

Note(s): PHYS 24300-44300-44400 can be used as a graduate course sequence for Honors.

PHYS 24500. Relativistic Quantum Mechanics and Introduction to String Theory. 100 Units.

This course begins with a review of some aspects of classical electrodynamics and non-relativistic quantum mechanics. It will then discuss the new elements that arise when one combines the two, leading to quantum electrodynamics. It will then discuss the incorporation of the other (strong and weak) interactions into the standard model, and describe some of the more recent ideas, such as supersymmetry and string theory.

Terms Offered: Spring

Prerequisite(s): PHYS 22700 and 23500

PHYS 25000. Computational Physics. 100 Units.

This course introduces the use of computers in the physical sciences. After an introduction to programming basics, we cover numerical solutions to fundamental types of problems, including cellular automata, artificial neural networks, computer simulations of complex systems, and finite element analysis. Additional topics may include an introduction to graphical programming, with applications to data acquisition and device control. (L)

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): PHYS 13300 or 14300 required; knowledge of computer programming not required

PHYS 26400. Spacetime and Black Holes. 100 Units.

This course is an introduction to general relativity, focusing on metrics and geodesics, and treating gravity as the curvature of four-dimensional spacetime. It will begin by fully exploring special relativity, and will then introduce the basic tools of physics in curved spacetime. It will also study black holes, including aspects of the event horizon and singularity, and the properties of orbits in black hole spacetimes.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): PHYS 18500 or consent of instructor

PHYS 29100-29200-29300. Bachelor's Thesis I-II-III.

This year-long sequence of courses is designed to involve the student in current research. Over the course of the year, the student works on a research project in physics or a closely related field, leading to the writing of a bachelor's thesis. A student who submits a satisfactory thesis, earns a grade of B or higher based on the project, and achieves a GPA of 3.0 or higher in courses required for the major is eligible to receive a BA with honors. The project may be one suggested by the instructor or one proposed by the student and approved by the instructor. In either case, all phases of the project (including the literature search, design and construction of the experiments, and analysis) must be done by the student. The instructor and faculty adviser, as well as members of the adviser's research group, are available for consultation. Note: Students are required to submit the College Reading and Research Course Form in Autumn Quarter. Students receive a grade in each quarter of registration: P/F grading in Autumn and Winter Quarters, and a quality grade in Spring Quarter.

PHYS 29100. Bachelor's Thesis I. 100 Units.

Students are required to submit the College Reading and Research Course Form. P/F grading.

Terms Offered: Autumn

Prerequisite(s): Open to students who are majoring in Physics with fourth-year standing and consent of instructor.

PHYS 29200. Bachelor's Thesis II. 100 Units.

P/F grading.

Terms Offered: Winter

Prerequisite(s): PHYS 29100

PHYS 29300. Bachelor's Thesis III. 100 Units.

Quality grading.

Terms Offered: Spring

Prerequisite(s): PHYS 29200

PHYS 29200. Bachelor's Thesis II. 100 Units.

P/F grading.

Terms Offered: Winter

Prerequisite(s): PHYS 29100

PHYS 29300. Bachelor's Thesis III. 100 Units.

Quality grading.

Terms Offered: Spring

Prerequisite(s): PHYS 29200

PHYS 29700. Participation in Research. 100 Units.

By mutual agreement, students work in a faculty member's research group. Participation in research may take the form of independent work (with some guidance) on a small project, or of assistance in research to an advanced graduate student or research associate. A written report must be submitted at the end of the quarter. Students may register for PHYS 29700 for as many quarters as they wish; students need not remain with the same faculty member each quarter. (L)

Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): Consent of instructor and departmental counselor. Open to students who are majoring in Physics with third- or fourth-year standing.

Note(s): Students are required to submit the College Reading and Research Course Form. May be taken for P/F grading with consent of instructor.



POLITICAL SCIENCE

Department Website: <http://political-science.uchicago.edu>

PROGRAM OF STUDY

Political science is the study of governments, public policies, political processes, political behavior, and ideas about government and politics. Political scientists use both humanistic and scientific perspectives and a variety of methodological approaches to examine the political dynamics of all countries and regions of the world, both ancient and modern. Political science contributes to a liberal education by introducing students to concepts, methods, and knowledge that help them understand and judge politics within and among nations. A BA degree in political science can lead to a career in business, government, journalism, education, or nonprofit organizations; or it can lead to a PhD program in the social sciences or to professional school in law, business, public policy, or international relations. Our graduates have gone into all those areas in recent years.

PROGRAM REQUIREMENTS

Course Requirements

The Political Science major requires twelve political science courses and a substantial paper. All students must take three out of the four courses that introduce the fields of political science. All students must also take the required research methods course. Students may meet the writing requirement by completing a BA Thesis or by writing a Long Paper. The BA Thesis and Long Paper options are explained below.

Introductory Course Requirement

To gain a broad understanding of political science, the department's faculty thinks students should take a wide range of courses. To ensure that breadth, students are required to take at least three of the following four courses:

PLSC 28701 Introduction to Political Theory

PLSC 28801 Introduction to American Politics

PLSC 28901 Introduction to Comparative Politics

PLSC 29000 Introduction to International Relations

Each course will be offered every year, introducing students to the four principal areas of study in political science. The introductory courses must be taken for quality grades.

Research Methods Requirement

To prepare students to evaluate the materials in their classes and to write research papers, students are also required to take the department's research methods course, which will be offered every quarter:

PLSC 22913 The Practice of Social Science Research

The department also strongly recommends, but does not require, a course in statistics.

Political Science Course Requirement

In addition to the above requirements, students are required to take six to eight Political Science courses of their choosing in order to develop their interests in and knowledge of the field. Those following the Long Paper path, described below, must complete eight courses while those on the BA Thesis path must complete at least six. It may be appropriate for advanced students to pursue an independent study credit (see below). Courses outside Political Science may be considered for the major only by petition. (Please submit the General Petition form (<http://college.uchicago.edu/advising/forms-and-petitions>), found at college.uchicago.edu/advising/forms-and-petitions, along with a copy of the course syllabus to Pick 406.)

Writing Requirement: Two Options

Students who are majoring in political science must write at least one substantial paper. There are two ways to meet this requirement, by writing a BA Thesis or by submitting a Long Paper.

OPTION 1: LONG PAPER

The Long Paper is typically a course paper. It may be written for either a professor in Political Science or a professor in another department whose course is accepted for Political Science credit. Students who write a Long Paper are not required to write a BA Thesis. Students submitting a Long Paper must bring an approval form to the departmental office signed by an instructor who verifies that the paper meets two requirements: (a) the paper is twenty pages or longer, double-spaced (that is, approximately 5,000 words or longer); and (b) the paper received a grade of B or better (that is, a grade of B- or below does not meet the requirement).

The Long Paper might be:

- A class paper for any course used to meet the major's requirements.
- An extended version of a shorter paper written for a course. If a course requires a shorter paper, students may ask the instructor for permission to write a twenty-page paper instead.
- Written for a course that did not require any papers. Students may ask the instructor for permission to write a twenty-page paper, either in place of another assignment, as an extra assignment, or as an ungraded assignment.
- Written for a Political Science instructor after a course is completed. The student could either produce an entirely new paper or, with the instructor's permission, take a shorter assignment and turn it into a longer paper.

If the paper is not a graded assignment for class, it still meets the department's requirement if the instructor attests that it merits a grade of B or better. Unless the paper is written for a graded class assignment, students must ask the instructor's permission to submit any such paper.

Students are responsible for obtaining an approval form ([political-science.uchicago.edu/sites/political-science.uchicago.edu/files/uploads/Long Paper Form.pdf](http://political-science.uchicago.edu/sites/political-science.uchicago.edu/files/uploads/Long%20Paper%20Form.pdf)) to verify the successful completion of the Long Paper from the department office and giving it to the relevant instructor. Please ask the instructor to sign the approval form and return it to the departmental office. The deadline for submitting the approval form (<http://political-science.uchicago.edu/sites/political-science.uchicago.edu/files/uploads/Long%20Paper%20Form.pdf>) and the paper is 4 p.m. on Friday of the second week of the quarter in which the student expects to graduate. Students should complete their paper before their final quarter; the approval form should be submitted to the departmental office as soon as the writing requirement is completed.

OPTION 2: BA THESIS

Writing a BA Thesis will meet the writing requirement in Political Science and may also qualify a student for consideration for honors; see sections below for more information. In either case, the paper is typically from thirty-five to fifty pages in length (the length of most scholarly articles in professional journals). It must receive a grade of B or higher. Students choose a suitable faculty member to supervise the research and writing. The deadline for submitting two copies of a BA Thesis to the departmental office is 4 p.m. on Friday of the fourth week of the quarter in which the student expects to graduate.

BA Colloquium. Students who choose to write a BA Thesis are required to enroll in PLSC 29800 BA Colloquium in the Spring Quarter of the third year and continue to attend the BA Colloquium in the Autumn Quarter of their fourth year. The colloquium is designed to help students carry out their BA Thesis research and to offer feedback on their progress. *Although the course meets over two quarters, it counts as a single course and has a single grade.* The final grade for the colloquium is based on the student's contribution to the colloquium during both quarters. Students who write a BA Thesis must also enroll in PLSC 29900 BA Thesis Supervision for one quarter, normally Winter Quarter of fourth year (although enrollment may be in any quarter).

A few students each year study abroad in the Spring Quarter of third year or in the Autumn Quarter of the fourth year and also intend to complete the Political Science major by writing a BA Thesis. Students who study abroad in the Spring Quarter are not required to enroll in the BA Colloquium in the Spring Quarter, but are expected to enroll and participate in the BA Colloquium in the Autumn Quarter. Students who study abroad in the Autumn Quarter must enroll in the BA Colloquium in the previous Spring Quarter, but are not required to participate in the Autumn Quarter.

All students who intend to write a BA thesis must submit a proposal for the thesis by the end of Spring Quarter, regardless of residency. Students who are away from campus in the Spring Quarter should line up an adviser and discuss ideas about a thesis topic while they are abroad or even during the Winter Quarter before departure. The department has arranged the BA Thesis process so that students arrive back on campus for fourth year ready to execute the research for the thesis in the Autumn Quarter, rather than compressing research and writing both into the Winter Quarter. Students who will be abroad in Spring Quarter and unable to participate in the Spring BA Colloquium should contact the department's Undergraduate Studies office during the Winter Quarter to receive instructions about the preparations they should expect to make while they are away.

BA Thesis Supervision. During their fourth year, students who choose to write a BA Thesis must register with their BA Thesis faculty adviser for one quarter of PLSC 29900 BA Thesis Supervision. Students may also elect to take a second quarter of PLSC 29900 BA Thesis Supervision, which will count toward the twelve required courses. To enroll, students are required to submit the College Reading and Research Course Form, which is available from the College advisers. The final grade for the course will be based on the grade given the BA Thesis by the faculty adviser. Although most BA Theses are supervised by Political Science professors, the adviser need not be a member of the Department of Political Science.

SUMMARY OF REQUIREMENTS FOR STUDENTS MEETING THE WRITING REQUIREMENT WITH A LONG PAPER

Three of the following Political Science courses:

300

PLSC 28701	Introduction to Political Theory
PLSC 28801	Introduction to American Politics

PLSC 28901	Introduction to Comparative Politics	
PLSC 29000	Introduction to International Relations	
PLSC 22913	The Practice of Social Science Research	100
Eight additional Political Science courses *		800
Fulfillment of the writing requirement		000
Total Units		1200

* At least five must be courses in Political Science.

SUMMARY OF REQUIREMENTS FOR STUDENTS MEETING THE WRITING REQUIREMENT WITH A BA THESIS

Three of the following Political Science courses:		300
PLSC 28701	Introduction to Political Theory	
PLSC 28801	Introduction to American Politics	
PLSC 28901	Introduction to Comparative Politics	
PLSC 29000	Introduction to International Relations	
PLSC 22913	The Practice of Social Science Research	100
Six additional Political Science courses *		600
PLSC 29800	BA Colloquium	100
PLSC 29900	BA Thesis Supervision	100
Total Units		1200

* At least three must be courses in Political Science.

Pass/Fail Courses

Courses that meet requirements for the major are normally taken for quality grades. The three required introductory courses must be taken for quality grades. However, students may take up to two courses in the major on a *P/F* basis.

Independent Study

Students with extensive course work in Political Science who wish to pursue more specialized topics that are not covered by regular courses have the option of registering for PLSC 29700 Independent Study, to be taken individually and supervised by a member of the Political Science faculty. Students must obtain the prior consent of the program director and the instructor, as well as submit the College Reading and Research Course Form that is available from their College adviser. The substance of the independent study may not be related to the BA Thesis or BA research, which is covered by PLSC 29900 BA Thesis Supervision. Only one PLSC 29700 Independent Study course may count toward requirements for the major.

Honors in the Major

Students who do exceptionally well in their course work and who write an outstanding BA Thesis are recommended for honors in the major. A student is eligible for honors if the GPA in the major is 3.6 or higher and the overall GPA is 3.0 or higher at the beginning of the quarter in which the student intends to graduate. Students who wish to be considered for honors are required to register for PLSC 29800 BA Colloquium and PLSC 29900 BA Thesis Supervision and to submit a BA Thesis. To graduate with department honors, then, a student must have both honors-level grades and a BA Thesis that receives honors.

Double Majors

Students who plan to double major may complete the Political Science requirements by either the BA Thesis option or the Long Paper option. Students who write the BA Thesis must attend the Political Science BA Colloquium *even if the other major also requires attendance at its colloquium*. A request to use a single BA Thesis for two majors requires the approval of both program directors on a form available from the student's College adviser or at college.uchicago.edu/advising/forms-and-petitions.

Courses Taken at Other Universities by Students Who Transfer to the University of Chicago

Student who transfer into the University of Chicago and wish to transfer courses into the major should see the Director of Undergraduate Studies soon after matriculation. The introductory course requirement and the research methods requirement cannot be satisfied by courses taken elsewhere, but courses may be counted toward the major by petition (see college.uchicago.edu/advising/forms-and-petitions).

Becoming a Political Science Major

Most students declare a major at the end of the second year or beginning of the third. The department encourages students to try out the major even before declaring. To receive announcements about the program

in the major and other information about the Department of Political Science, students should sign up for the undergraduate email list either in the departmental office or at <https://lists.uchicago.edu/web/info/ugpollsall>.

POLITICAL SCIENCE COURSES FOR 2019–20

PLSC 10200. Pathways in World Politics. 100 Units.

Those who can create and shape order have power. How is order formed at the international level? How is it expressed domestically? How do domestic and international orders change and interact with one another? Political Science defines order as the institutions (e.g. treaties signed by nations; a nation's government type, such as being a democracy) that regulate interactions between individuals, communities, and nations. As the Social Science focused on the acquisition and application of power in and between governments, Political Science offers tools for thinking about the causes of and possible solutions to many of the challenges facing the world today, including wars, economic crises, and the collapse of democratic regimes. This three-week course will introduce students to the scientific study of world politics, focusing on such issues as the creation of international organizations like the United Nations, the regulation of the global economy, and applied diplomacy. Students will come away with a more nuanced comprehension of some of the concepts, methods, and knowledge that can help them understand and judge politics within and among nations, which can bolster a future career in business, government, journalism, education, law, or nonprofit organizations, as well as make students better informed global citizens poised to make informed decisions and interventions in an increasingly complex world.
Terms Offered: Summer

PLSC 10300. The Global Political Economy: Power and Inequality. 100 Units.

Between World War II and the election of Donald Trump, the world economy has undergone a number of crucial transformations. This course introduces students to the trends that have produced today's political economic order and to useful conceptual tools such as "moral hazard," "tragedy of the commons," "race to the bottom," and "collective action problem." Its main argument is that problems in economics are inextricably tied up with politics and the distribution of various kinds of power. Special emphasis will be placed, therefore, on understanding the impact of deregulation on inequality, democracy, and the environment, and on investigating alternatives to the market arrangements that have produced many of the challenges we face today. We will read the work of historians, economists, journalists, and activists, and watch award-winning documentaries as we try to answer three questions: How did we get here? What are the costs of inaction? And what, if anything, can be done to make national economies more democratic and economic growth more sustainable? By the end of this course, students will have a greater appreciation for why the global political economy works the way it does and of the steps that will need to be taken to fix its many pathologies.

PLSC 20210. Gendered Inheritances: Uses of the Past, Orientations Toward the Future. 100 Units.

Gender and sexuality studies has long entailed a heightened attention to, if not a critique of, normative orientations toward time. In her 1979 essay "Women's Time," Julia Kristeva famously distinguished between linear, historical time and the cyclical and monumental time associated with women. More recently, Lee Edelman has called our attention to the ways in which politics orients itself in relation to an imagined (better) future for our children—a so-called "reproductive futurism" that he seeks to repudiate. Likewise, Anna Tsing considers how we might imagine alternative futures out of the ecological ruins of an ever more precarious present. In this seminar, we will explore how time and temporality figure in theories of gender and sexuality, both in relation to recovered and reclaimed pasts and toward uncertain, risky, and potentially foreclosed futures. Beginning with an overview of foundational feminist and queer engagements with time and temporality, we will then explore the significance of the archive, both as an arbiter of what (and who) gets to count as worthy of scholarly consideration, and as a political act of creation. We will proceed by considering how the past appears in and is mobilized by the present, before examining what it means to imagine a future defined by ecological crisis. Readings will include works by Lauren Berlant, Lee Edelman, Saidiya Hartman, Julia Kristeva, José Muñoz, and Ann Laura Stoler, among others.

Instructor(s): Ann Heffernan Terms Offered: Spring

Note(s): This course counts as a Foundations course for GNSE majors

Equivalent Course(s): GNSE 12101

PLSC 20821. The Global Political Economy: Power, Inequality, and Globalization. 100 Units.

Between World War II and the 2016 election of Donald Trump, the world economy was subjected to a number of crucial transformations. This course introduces students to the trends that have produced the global economy of today and to useful conceptual tools such as "moral hazard" and the "tragedy of the commons." Its main argument is that problems in economics are inextricably tied up with politics and the distribution of various kinds of power. Special emphasis will be placed, therefore, on understanding the impact of deregulation on inequality, democracy, and the environment, and on investigating alternatives to the market arrangements that have produced many of the challenges we face today. We will read the work of historians, economists, journalists, and activists, watch award-winning documentaries, and take our learning beyond the classroom by witnessing globalization at work in a predominantly South Asian neighborhood in a northern part of Chicago. By the end of this course, students will have a greater appreciation of why the global political economy works the way it does and of the steps that need to be taken to ensure that growth in the twenty-first century is both equitable and sustainable.

Instructor(s): Fahad Sajid Terms Offered: Summer

PLSC 21225. Conflicting Theories of Justice and Law. 100 Units.

This class studies prominent types of theories of justice, looking at their implications for law. The focus of the course will be on understanding the arguments that support each theory and on constructing a substantive and respectful debate among them. In each case both historical and recent readings will be chosen. Theories will include: liberal, socio-democratic, conservative, libertarian, and Marxian. We will then take up issues of race and gender, examining the implications of the diverse theories for the contemporary legal treatment of questions in these areas.

Instructor(s): M. Nussbaum Terms Offered: Spring

Prerequisite(s): Undergraduates may enroll only with the permission of the instructor. Graduate students (Ph.D. and MA) do not need permission. Assessment is by an 8 hour take home final exam, although Ph.D. students may select a paper option.

Equivalent Course(s): RETH 31205, PHIL 31205, PLSC 31225, PHIL 21205

PLSC 21390. Philosophy of Poverty. 100 Units.

Global poverty is a human tragedy on a massive scale, and it poses one of the most daunting challenges to achieving a just global order. In recent decades, a significant number of philosophers have addressed this issue in new and profoundly important ways, overcoming the disciplinary limitations of narrowly economic or public policy oriented approaches. Recent theories of justice have provided both crucial conceptual clarifications of the very notion of 'poverty'-including new measures that are more informed by the voices of the global poor and better able to cover the full impact of poverty on human capabilities and welfare-and vital new theoretical frameworks for considering freedom from poverty as a basic human right and/or a demand of justice, both nationally and internationally. Moreover, these philosophers have pointed to concrete, practical steps, at both the level of institutional design and the level of individual ethical/political action, for effectively combating poverty and moving the world closer to justice. The readings covered in this course, from such philosophers as Peter Singer, Thomas Pogge, David Graeber, and Martha Nussbaum, will reveal, not only the injustice of global poverty, but also what is to be done about it.

Instructor(s): B. Schultz Terms Offered: Autumn, Spring

Equivalent Course(s): HMRT 21390, PHIL 21390, PBPL 21390

PLSC 21410. Advanced Theories of Gender and Sexuality. 100 Units.

Zerilli: This course examines contemporary theories of sexuality, culture, and society. We then situate these theories in global and historical perspectives. Topics and issues are explored through theoretical, ethnographic, and popular film and video texts. Simon: Our itinerary in this course will be interdisciplinary, ranging from political theory to science studies. Topics for discussion will likely include: the gendering of reason and passion in the history of philosophy; the power, persistence, and flexibility of norms; the relationship between eros and other forms of desire; the division of labor and other economic tributaries to gendered experience; openings for and challenges to the political aspirations of sexual (and other) minorities; and the pressures exerted by technology on erotic life. Students will engage key concepts in the field, and will be encouraged to experiment with new ones.

Terms Offered: Winter

Equivalent Course(s): ENGL 21401, GNSE 21400, ENGL 30201, PLSC 31410, GNSE 31400, MAPH 36500

PLSC 21499. Philosophy and Philanthropy. 100 Units.

Perhaps it is better to give than to receive, but exactly how much giving ought one to engage in and to whom or what? Recent ethical and philosophical developments such as the effective altruism movement suggest that relatively affluent individuals are ethically bound to donate a very large percentage of their wealth to worthy causes-for example, saving as many lives as they possibly can, wherever in the world those lives may be. And charitable giving or philanthropy is not only a matter of individual giving, but also of giving by foundations, corporations, non-profits, non-governmental and various governmental agencies, and other organizational entities that play a very significant role in the modern world. How, for example, does an institution like the University of Chicago engage in and justify its philanthropic activities? Can one generalize about the various rationales for philanthropy, whether individual or institutional? Why do individuals or organizations engage in philanthropy, and do they do so well or badly, for good reasons, bad reasons, or no coherent reasons? This course will afford a broad, critical philosophical and historical overview of philanthropy, examining its various contexts and justifications, and contrasting charitable giving with other ethical demands, particularly the demands of justice. How do charity and justice relate to each other? Would charity even be needed in a fully just world? (A)

Instructor(s): B. Schultz Terms Offered: Winter

Note(s): The course will be developed in active conversation with the work of the UChicago Civic Knowledge Project and Office of Civic Engagement, and students will be presented with some practical opportunities to engage reflectively in deciding whether, why and how to donate a certain limited amount of (course provided) funding.

Equivalent Course(s): PHIL 21499, MAPH 31499, HMRT 21499

PLSC 21607. Empire, Colonialism, and Democracy. 100 Units.

With the rise and consolidation of global empires in the eighteenth and nineteenth centuries, the unevenly integrated spaces of the metropolis and the colonies came to form a new conception of the globe. How did modern in particular, British political thought conceive of and respond to this reordering of the world? In this course, we will analyze the conceptual resources with which democratic and liberal thinkers approached and often justified the legitimacy of colonial rule. We will also explore how nineteenth-century British thought traveled to (and from) the colonies and how anticolonial political thinkers participated in and diverged from the British framework. Along the way we will tackle some of the big questions in British Empire and anticolonialism studies: how did European understanding of empire and colonialism change from the eighteenth to the nineteenth century? How did liberal imperialism unravel and what intellectual concerns conditioned the turn to indirect rule in the late 1850s? Was the nation-state an inevitable outcome of colonial rule? And, finally, how did the long history of colonial subjection shape the understanding of democracy in the postcolonial world? While this course takes colonial Indian political thought as a paradigmatic case, it also incorporates relevant materials from other colonial sites.

Instructor(s): N. Sultan Terms Offered: Spring

PLSC 21820. Global Justice and the Ethics of Immigration. 100 Units.

This course examines different theories of global justice and justice in migration that have been developed by political theorists since the 1980s. It explores urgent ethical questions in international affairs, with a particular focus on global poverty, global inequality and the ethics of immigration. Addressed questions will include the following: what does justice require at the global level? Does the very idea of global justice make sense? Are economic inequalities between countries morally objectionable and, if so, why? What do affluent countries (and their citizens) owe to less affluent countries (and their citizens)? Should states have a right to control their territorial borders? To what extent do they have a right to exclude immigrants? What are the obligations of states towards newly arrived immigrants? We will address these normative questions by reading and critically assessing important texts written by leading scholars within the field of political theory and applied ethics, including John Rawls, Charles Beitz, Peter Singer, Thomas Pogge, Joseph Carens and many others.

Instructor(s): C. Cordelli Terms Offered: Spring

Equivalent Course(s): CRES 21820

PLSC 22202. Philosophies of Environmentalism and Sustainability. 100 Units.

Many of the toughest ethical and political challenges confronting the world today are related to environmental issues: for example, climate change, loss of biodiversity, the unsustainable use of natural resources, pollution, and other threats to the well-being of both present and future generations. Using both classic and contemporary works, this course will highlight some of the fundamental and unavoidable philosophical questions presented by such environmental issues. What do the terms "nature" and "wilderness" even mean, and can "natural" environments as such have ethical and/or legal standing? Does the environmental crisis demand radically new forms of ethical and political philosophizing and practice? Must an environmental ethic reject anthropocentrism? If so, what are the most plausible non-anthropocentric alternatives? What counts as the proper ethical treatment of non-human animals, living organisms, or ecosystems? What fundamental ethical and political perspectives inform such approaches as the "Land Ethic," ecofeminism, and deep ecology? Is there a plausible account of justice for future generations? Are we now in the Anthropocene? Is "adaptation" the best strategy at this historical juncture? How can the wild, the rural, and the urban all contribute to a better future for Planet Earth? (A)

Instructor(s): B. Schultz Terms Offered: Autumn

Note(s): Field trips, guest speakers, and special projects will help us philosophize about the fate of the earth by connecting the local and the global. Please be patient with the flexible course organization! Some rescheduling may be necessary in order to accommodate guest speakers and the weather!

Equivalent Course(s): HMRT 22201, GNSE 22204, PHIL 22209, ENST 22209

PLSC 22300. American Law and the Rhetoric of Race. 100 Units.

This course presents an episodic study of the ways in which American law has treated legal issues involving race. Two episodes are studied in detail: the criminal law of slavery during the antebellum period and the constitutional attack on state-imposed segregation in the twentieth century. The case method is used, although close attention is paid to litigation strategy as well as to judicial opinions. Undergraduate students registering in the LLSO, PLSC, HIST, AMER cross-listed offerings must go through the undergraduate pre-registration process. Law students do NOT need consent.

Note(s): Not Offered in 2019-20

Equivalent Course(s): AMER 49801, LLSO 24300, HIST 27116

PLSC 22400. Public Opinion. 100 Units.

What is the relationship between the mass citizenry and government in the U.S.? Does the public meet the conditions for a functioning democratic polity? This course considers the origins of mass opinion about politics and public policy, including the role of core values and beliefs, information, expectations about political actors, the mass media, economic self-interest, and racial attitudes. This course also examines problems of political representation, from the level of political elites communicating with constituents, and from the possibility of aggregate representation.

Instructor(s): J. Brehm Terms Offered: Spring

Equivalent Course(s): CRES 22400, LLSO 26802

PLSC 22402. Florentine Political Thought. 100 Units.

This course is devoted to the political writings of the giants of medieval and Renaissance Italian and specifically Florentine political thought: Petrarch, Salutati, Bruni, Bracciolini, Savonarola, Guicciardini and, of course, Machiavelli.

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

Equivalent Course(s): PLSC 52402, LLSO 22402

PLSC 22505. Knowledge and Politics. 100 Units.

What is the relationship between knowledge and power, and between science and democracy? What kinds of knowledge are needed in politics, and who needs to know what? In this course we read a number of philosophers, theorists, and social scientists interested in the relationship between knowledge and politics.

Topics covered may include: the epistemic properties of political institutions and markets; the role of expertise in politics; values in science and public policy; and theories of epistemic democracy and epistemic injustice. (A)

Instructor(s): M. Landauer Terms Offered: Winter

Equivalent Course(s): PLSC 42502

PLSC 22510. Law and Society. 100 Units.

This seminar examines the myriad relationships between courts, laws, and lawyers in the United States. Issues covered range from legal consciousness to the role of rights to access to courts to implementation of decisions to professionalism. (B)

Instructor(s): G. Rosenberg Terms Offered: Autumn

Prerequisite(s): PLSC 28800 or equivalent and consent of instructor.

Equivalent Course(s): LLSO 28100

PLSC 22600. Introduction to Political Philosophy. 100 Units.

In this class we will investigate what it is for a society to be just. In what sense are the members of a just society equal? What freedoms does a just society protect? Must a just society be a democracy? What economic arrangements are compatible with justice? In the second portion of the class we will consider one pressing injustice in our society in light of our previous philosophical conclusions. Possible candidates include, but are not limited to, racial inequality, economic inequality, and gender hierarchy. Here our goal will be to combine our philosophical theories with empirical evidence in order to identify, diagnose, and effectively respond to actual injustice. (A)

Instructor(s): B. Laurence Terms Offered: Spring

Equivalent Course(s): GNSE 21601, LLSO 22612, PHIL 21600

PLSC 22700. Happiness. 100 Units.

From Plato to the present, notions of happiness have been at the core of heated debate in ethics and politics. Is happiness the ultimate good for human beings, the essence of the good life, or is morality somehow prior to it? Can it be achieved by all, or only by a fortunate few? These are some of the questions that this course engages, with the help of both classic and contemporary texts from philosophy, literature, and the social sciences. This course includes various video presentations and other materials stressing visual culture. (A)

Instructor(s): B. Schultz Terms Offered: Winter

Equivalent Course(s): GNSE 25200, HUMA 24900, PHIL 21400

PLSC 22819. Philosophy of Education. 100 Units.

What are the aims of education? Are they what they should be, for purposes of cultivating flourishing citizens of a liberal democracy? What are the biggest challenges—philosophical, political, cultural, and ethical—confronting educators today, in the U.S. and across the globe? How can philosophy help address these? In dealing with such questions, this course will provide an introductory overview of both the philosophy of education and various educational programs in philosophy, critically surveying a few of the leading ways in which philosophers past and present have framed the aims of education and the educational significance of philosophy. From Plato to the present, philosophers have contributed to articulating the aims of education and developing curricula to be used in various educational contexts, for diverse groups and educational levels. This course will draw on both classic and contemporary works, but considerable attention will be devoted to the work and legacy of philosopher/educator John Dewey, a founding figure at the University of Chicago and a crucial resource for educators concerned with cultivating critical thinking, creativity, character, and ethical reflection. The course will also feature field trips, distinguished guest speakers, and opportunities for experiential learning. (A) (B)

Equivalent Course(s): CHDV 22819, PHIL 22819, MAPH 32819

PLSC 22913. The Practice of Social Science Research. 100 Units.

This is a first course in empirical research as it is practiced across a broad range of the social sciences, including political science. It is meant to enable critical evaluation of statements of fact and cause in discussions of the polity, economy, and society. One aim is to improve students' ability to produce original research, perhaps in course papers or a senior thesis. A second objective is to improve students' ability to evaluate claims made by others in scholarship, commentary, or public discourse. The specific research tools that the course develops are statistical, but the approach is more general. It will be useful as a guide to critical thinking whether the research to be evaluated, or to be done, is quantitative or not. Above all, the course seeks to demonstrate the use of empirical research in the service of an argument.

Instructor(s): P. Conley Terms Offered: Autumn, Spring, Winter

PLSC 23100. Democracy and the Information Technology Revolution. 100 Units.

The revolution in information technologies has serious implications for democratic societies. We concentrate, though not exclusively, on the United States. We look at which populations have the most access to technology-based information sources (the digital divide), and how individual and group identities are being forged online. We ask how is the responsiveness of government being affected, and how representative is the online community. Severe conflict over the tension between national security and individual privacy rights in the U.S., United Kingdom, and Ireland will be explored as well. We analyze both modern works (such as those by Turkle and Gilder) and the work of modern democratic theorists (such as Habermas).

Instructor(s): M. Dawson Terms Offered: Spring

Equivalent Course(s): LLSO 27101

PLSC 23113. Black Feminism in a Transnational Perspective. 100 Units.

This course surveys Black women's experiences living with and confronting state oppression around the across the Americas and the Caribbean. From the United States to Brazil, Black women experience similar patterns of political, social and economic inequality. Transnationally, racism, sexism, patriarchy, homophobia, transphobia, misogyny, and classism affect the quality of life of Black women, particularly within nation-states with legacies of slavery and colonialism. This course takes a historical, social and theoretical look at the roots of this inequality and how Black women have chosen to respond to it locally and globally. This is not an introductory course on Feminist Theory. Some prior knowledge of first, second, and/or third wave feminism is expected.

Instructor(s): Jennifer Jackson; Alysia Mann Carey Terms Offered: Autumn

Equivalent Course(s): GNSE 23113, HMRT 23113

PLSC 23501. International Political Economy. 100 Units.

What explains a government's decision to block a trade deal, prevent foreign investors from gaining control of a local factory, or ban the export of rare earth minerals? This course develops theory and evidence that these decisions reflect domestic and international politics. We will discuss the political dimension of the integration of the global economy and the way that globalization separates workers, business, and consumers. Drawing on methods and theory from international political economy, we will critically examine the prospects for international cooperation on trade and immigration, as well as the future of international governance.

Instructor(s): R. Gulotty Terms Offered: Spring

PLSC 23900. Thucydides. 100 Units.

This course offers an introductory reading of Thucydides's History of the Peloponnesian War, on the classic guides to politics, both domestic and international. Themes may include: progress and decline; justice, necessity, and expediency; fear, honor, and gain as motives of political action; the strengths and weaknesses of democracies and oligarchies in domestic and foreign policy; stability and revolution; strategy, statesmanship, and prudence; the causes and effects of war; relations between stronger and weaker powers; imperialism, isolationism, and alliances; and piety, chance, and the limits of rationality. We will conclude by reading the first books of Xenophon's Hellenica to see how the war ended.

Instructor(s): Nathan Tarcov Terms Offered: Winter

Note(s): It is a grad and undergrad course, open to undergrads

Equivalent Course(s): SCTH 31780, PLSC 53900, FNDL 21780

PLSC 23901. The Federalist Papers and Anti-Federalist Writings. 100 Units.

This course examines the debate over the ratification of the Constitution through a reading of The Federalist Papers and selected Anti-Federalist writings as works of continuing relevance to current practical and theoretical debates. Issues include war and peace, interests and the problem of faction, commerce, justice and the common good as ends of government, human nature, federalism, republican government, representation, separation of powers, executive power, the need for energy and stability, the need for a bill of rights, and constitutionalism.

Instructor(s): Nathan Tarcov Terms Offered: Winter

Prerequisite(s): Open to undergrads

Equivalent Course(s): SCTH 31715, PLSC 33930, LLSO 23901, FNDL 21719

PLSC 24201. Liberalism. 100 Units.

The post-war consensus on liberal democratic government can today seem under siege in Europe and the United States. Has liberalism run its course, its once revolutionary promise now dimmed by rising inequality, populist ideology, and perceived threats to national cultures? What newer, more persuasive liberalism might replace the managerial, economic, instrumental model that we've inherited? This seminar explores a variety of answers to that question, arguing that the canonical replies may be stranger, the forgotten alternatives more compelling, and liberal thought far more variegated than liberalism's critics or defenders have recognized. Our eclectic respondents include F.A. Hayek, Judith Shklar, Bernard Williams, Susan Okin, Richard Rorty, and Nancy Rosenblum. We will also explore some surprisingly topical interventions by John Locke, Voltaire, Diderot, Condorcet, Mary Wollstonecraft, John Dewey, and José Ortega y Gasset.
Equivalent Course(s): PLSC 44201, MAPS 44200

PLSC 24305. The Refugee. 100 Units.

This course is an advanced seminar in political theory about the refugee, a topic we will treat as an unstable figure, a legal status, a mobile historical and naturalized construct, a political aporia, and an organizing concept for considering relations among the following topics: membership; migration; home; rights; sovereignty; exile; kinship; criminality; justice; desert; compassion; and humanitarianism. We will be asking who or what a refugee is and why this figure is generally thought to signify a condition unique to the modern era (any particular modern moment?); of what political dynamics the refugee is borne and further enabling; and how this category might compare to similar ones we find in the different contexts of ancient Greece, its literature, and its political thought. We will thus consider whether in the "original" classical Greek practicing and theorizing of supplication, exile, and asylum seeking-practices-which were undertaken, notably, outside of a rights and nation-state framework but in most cases within a democratic order-we can find new ways to unsettle preeminent postwar approaches to the refugee and to the production of statuslessness/statelessness.
Instructor(s): D. Kasimis Terms Offered: Winter
Equivalent Course(s): PLSC 43001

PLSC 24605. Revolution: Theories of Political Crisis. 100 Units.

This course will track the political concept of 'revolution' through ancient and modern thought. We will review the major modern events that have claimed to be revolutionary, such as the Protestant Reformation, the French and American Revolutions, and the Soviet experiment. We will critically evaluate the purpose and extent of 'revolution' and distinguish it from other similar instances of resistance, rebellion, or reform, and consider the potential role of revolution for future politics. Authors will include Machiavelli, Luther, Tocqueville, Marx, and Arendt.

Instructor(s): S. Zaffini Terms Offered: Spring

PLSC 25101. Three Erotic Dialogues: Plato, Xenophon, Plutarch. 100 Units.

An exploration of the moral, political, psychological, theological, and philosophical significance of erotic phenomena through reading three classical dialogues on eros: Plato's Symposium, Xenophon's Symposium, and Plutarch's Erotikus. (A)

Instructor(s): N. Tarcov Terms Offered: Winter

Equivalent Course(s): PLSC 35101, FNLD 21207, GNSE 36103, SCTH 34801, GNSE 26103

PLSC 25215. The American Presidency. 100 Units.

This course examines the institution of the American presidency. It surveys the foundations of presidential power, both as the Founders conceived it, and as it is practiced in the modern era. This course also traces the historical development of the institutional presidency, the president's relationships with Congress and the courts, the influence presidents wield in domestic and foreign policymaking, and the ways in which presidents make decisions in a system of separated powers.

Instructor(s): W. Howell Terms Offered: Spring

Equivalent Course(s): AMER 25215, PBPL 25216, LLSO 25215, PLSC 35215

PLSC 25305. Democratic Backsliding in Russia, Poland, and Hungary. 100 Units.

Russian Civilization III is devoted to studying the Russian "other" in the second half of the 20th and early 21st century. It focuses on the Central European countries, which remained from 1945 through 1990 under the control of the Soviet Union, concentrating on Poland, Hungary, and Czechoslovakia. The first week of the course will cover the implementation and institutionalization of communist rule and resistance to it with a particular focus on the development of the dissident movement abroad (especially in Paris). The second week will discuss the downfall of communism in the region and the process of democratization, culminating with the joining of international organizations, such as NATO and the EU (hence, our trip the EU parliament and Council of Europe). Week three will cover the most contemporary events, including democratic backsliding, especially in Poland and Hungary. We will examine the causes and consequences of the rise of populism, nationalism and anti-western sentiment in states which only 15 years ago were so eager to join the European Community.

Instructor(s): M. Nalepa Terms Offered: Spring

Prerequisite(s): Admission to the Paris Russian Civilization program

PLSC 25407. Neoliberalism: Origins, Perspectives, Possibilities. 100 Units.

Neoliberalism is frequently invoked in contemporary political discourse, but what exactly is it and what can or should be done about it? This course aims to answer these questions by interrogating historical and contemporary writings on neoliberalism. The first half surveys the writings of thinkers associated with the Mont Pelerin Society (e.g. Hayek, Ropke, Friedman, Popper, Polanyi) and the second half engages several contemporary perspectives on neoliberalism as a political project.

Instructor(s): R. Reamer Terms Offered: Winter

PLSC 25815. Theories Of Equality. 100 Units.

This course will provide a survey of contemporary egalitarian thought. The structure of the course will consist in three parts. The first part will focus on the idea of equality: What is equality? Why is it valuable? The second part will examine some of the main contemporary egalitarian theories of justice. Relevant questions at this stage will include: What kind of equality should a just society exhibit? Should equality be understood as a property of economic distributions, of the structure of human relations, or both? Under what circumstances is inequality objectionable, and among whom (e.g. citizens of a same country, citizens of different countries, present and future generations, family members etc.)? The third part of the course will turn to institutional proposals for an egalitarian society. We will compare and discuss advantages and disadvantages, from the perspective of equality, of different ways of organizing economic and social relations, including welfare capitalism, social democracy, property-owning democracy, and democratic socialism. The class will provide an opportunity to read and examine a variety of highly influential and politically relevant contemporary texts in moral and political philosophy, as well as in other disciplines. Covered authors will include, among others, John Rawls, Susan Moller Okin, Elizabeth Anderson, Debra Satz, G.A. Cohen, Amartya Sen, Ronald Dworkin, David Schweickart, Gosta Esping Andersen, and Erik Olin Wright.

Instructor(s): C. Cordelli Terms Offered: Spring

Equivalent Course(s): PLSC 45900

PLSC 25818. Stoic Ethics Through Roman Eyes. 100 Units.

The major ideas of the Stoic school about virtue, appropriate action, emotion, and how to live in harmony with the rational structure of the universe are preserved in Greek only in fragmentary texts and incomplete summaries. But the Roman philosophers give us much more, and we will study closely a group of key texts from Cicero and Seneca, including Cicero's *De Finibus* book III, his *Tusculan Disputations* book IV, a group of Seneca's letters, and, finally, a short extract from Cicero's *De Officiis*, to get a sense of Stoic political thought. For fun we will also read a few letters of Cicero's where he makes it clear that he is unable to follow the Stoics in the crises of his own life. We will try to understand why Stoicism had such deep and wide influence at Rome, influencing statesmen, poets, and many others, and becoming so to speak the religion of the Roman world. (A)

Instructor(s): M. Nussbaum Terms Offered: Winter

Prerequisite(s): Ability to read the material in Latin at a sufficiently high level, usually about two-three years at the college level. Assignment will usually be about 8 Oxford Classical Text pages per week, and in-class translation will be the norm.

Equivalent Course(s): RETH 35818, PHIL 35818, PHIL 25818, CLCV 25818, CLAS 35818, PLSC 35818

PLSC 25910. Parliamentary Politics in Israel in Comparative Perspective. 100 Units.

The course will deal with how Israeli politics works through the legislative prism, focusing on both informal and formal aspects of its dynamics around select issues.

Instructor(s): N. Chazan Terms Offered: Autumn

Equivalent Course(s): JWSC 25910

PLSC 26000. Race and Politics. 100 Units.

Fundamentally, this course is meant to explore how race, both historically and currently, influences politics in the United States. For example, is there something unique about the politics of African Americans? Does the idea and lived experience of whiteness shape one's political behavior? Throughout the quarter, students interrogate the way scholars, primarily in the field of American politics, have ignored, conceptualized, measured, modeled, and sometimes fully engaged the concept of race. We examine the multiple manifestations of race in the political domain, both as it functions alone and as it intersects with other identities such as gender, class, and sexuality.

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

PLSC 26152. A Right to Belong. 100 Units.

In this course we will seek to identify commonalities and disparities in the formal and informal ways in which we belong to political societies today, seeking to articulate how the formal and informal structures of inclusion mimic or contradict one another. Doing so should provide analytical opportunities to recognize the virtues and shortcomings of the institutional tools designed to guarantee the many pieces necessary to make belonging possible. Part of what this course seeks to accomplish is to support students in thinking about the commonalities between the many ways in which we belong, while avoiding the temptation of silver bullets and all-encompassing explanations. The end-goal is a more refined and informed approach to the topic, as well as the ability to articulate a cogent response to whether belonging should be understood as a human right or not. If belonging ought to be considered a human right, what kind of policies and international instruments are better suited to guarantee it?

Instructor(s): Yuna Blajer de la Garza, Graduate Lecturer in Human Rights Terms Offered: Spring

Equivalent Course(s): CRES 26152, HMRT 26152

PLSC 26405. Becoming a Global Power: The American Experience. 100 Units.

This course invites advanced undergraduates and M.A. students to explore America's rise to great power status and its embrace of a global military role. We focus on two main topics in the post-World War II era. First, how did the U.S. approach the practical side of building and maintaining an infrastructure for global military power projection? In answering this we will learn about the complex, evolving, and often obscure arrangements necessary for the U.S. to forward deploy military power in Western Europe, East Asia, and the Middle East. Second, how did the embrace of a global military role change American politics, society, and law back home? Here we will analyze everything from changes in domestic transportation infrastructure to legal rulings about crimes on military bases to social effects of troops returning home from abroad. The course features an interdisciplinary set of readings from International Relations scholars, historians, critical geographers, anthropologists, and specialists in American Political Development. Students will also get experience analyzing original primary materials via a set of assigned case studies. A recurring interest will be exploring how a uniquely American view of itself affected the methods it used to create a global military infrastructure, and the impact of a global military role on American ideology and identity. Grades will be based on short writing assignments, a midterm exam, and a take-home essay final exam.

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

Equivalent Course(s): PLSC 36405

PLSC 26615. Democracy's Life and Death. 100 Units.

How are democracies founded and maintained? What are their advantages and disadvantages with respect to stability, security, liberty, equality, and justice? Why do democracies decline and die? This course addresses these questions by examining democracies, republics, and popular governments in both the ancient and modern worlds. We will read and discuss primary texts from and social scientific analyses of Athenian democracy, the Roman Republic, the United States, and modern representative governments throughout the globe.

Instructor(s): J. McCormick Terms Offered: Autumn

Equivalent Course(s): LLSO 26615

PLSC 26703. Political Parties in the United States. 100 Units.

Political parties are a central feature of American government. In this course we will explore their role in contemporary politics and learn about their development over the course of American history. We will start by asking the following questions: What is a political party? Why do we have a two-party system, and how did that system develop? We will then proceed to study shifts in party coalitions, parties' evolving structures, their role in policymaking, and trends in popular attitudes about parties. Although our primary empirical focus will be on parties in the United States, we will spend some time on comparative approaches to political parties.

Instructor(s): R. Bloch Rubin Terms Offered: Winter

Equivalent Course(s): LLSO 26703

PLSC 27301. Weimar Political Theology: Schmitt and Strauss. 100 Units.

This course is devoted to the idea of "political theology" that developed during the interwar period in twentieth-century Central Europe, specifically Germany's Weimar Republic. The course's agenda is set by Carl Schmitt, who claimed that both serious intellectual endeavors and political authority require extra-rational and transcendent foundations. Along with Schmitt's works from the period, such as *Political Theology* and *The Concept of the Political*, we read and discuss the related writings of perhaps his greatest interlocutor, Leo Strauss.

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

Prerequisite(s): Consent of instructor.

Equivalent Course(s): PLSC 37301, FNLD 27301

PLSC 27500. Organizational Decision Making. 100 Units.

This course examines the process of decision making in modern, complex organizations (e.g., universities, schools, hospitals, business firms, public bureaucracies). We also consider the impact of information, power, resources, organizational structure, and the environment, as well as alternative models of choice.

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

Equivalent Course(s): PLSC 37500, SOCI 30301

PLSC 27522. The Black Radical Tradition. 100 Units.

In Black Marxism, Cedric Robinson proposes the "Black Radical Tradition" as an analytic for tracking the interplay between Black political agency and political-economic transformation. Originally ignored in the academy, Robinson's corpus and the idea of a "Black Radical Tradition" have gained traction in recent years, as scholars of race, political-economy, and social movements increasingly turn toward Black Marxism for insight. Despite the generative contributions of Black Marxism, however, Robinson's account of the "Black Radical Tradition" is decidedly terse: the chapter dedicated to describing the "Nature of the Black Radical Tradition" is the book's shortest, spanning only 8 pages of a nearly 500-page volume. Hence, debates abound about the fundamentals of the Black Radical Tradition, who and what it comprises, and how to effectively map it. This course surveys U.S. Black politics in order to understand the idea of a "Black Radical Tradition." We will examine historical cases of deliberative activities, political practices, and aesthetic choice in Black communities, focusing on the following questions: What is the Black Radical Tradition? Who/what does it comprise? What are the stakes in defining it? What qualifies as 'the political' for Black subjects? To what extent are conceptions of 'the political' historically contingent? What is the relationship between Black politics and political-economic change? Is there something unique about Blackness/Black politics?

Instructor(s): Marcus Lee Terms Offered: Spring

Equivalent Course(s): CRES 27522

PLSC 27523. Black Americans, Gender, and the Politics of Group Threat. 100 Units.

In 2017, a march to preserve a statue of Confederate General Robert E. Lee in Charlottesville, Virginia included Tiki torches, chants, mobs, and days of terror for counter-protestors, including the death of Heather Heyer, a white woman who attended the counter-protest. The display was one of many demonstrations that has erupted over recent years in cities like Berkeley, California Boston, Massachusetts, and Knoxville, Tennessee to preserve white supremacist ideological tenets in the United States. These rallies and demonstrations are part of a larger political landscape wherein Black Americans' political concerns and commitments are often tethered to experiences of racial group threat and the necessity to engage in political actions that reduce or eliminate the perceived harms that might result. This course explores the ways that Black Americans in the United States have navigated the racial terrain in an effort to respond to multiple forms of racial threat, threats that originate both within Black communities and without. In particular, the course focuses on (re)defining threat in the social science context, embedding that definition within a larger historical framework of interracial terror and confrontation, and tracing those histories to contemporary manifestations of racial group threat.

Instructor(s): Jennifer Jackson Terms Offered: Spring

Equivalent Course(s): CRES 27523, GNSE 27523

PLSC 27600. War and the Nation State. 100 Units.

The aim of this course is to examine the phenomenon of war in its broader socio-economic context during the years between the emergence of the modern nation-state at the end of the eighteenth century and the conclusion of World War II in 1945.

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

Equivalent Course(s): PLSC 37600

PLSC 27815. Politics and Public Policy in China. 100 Units.

This course offers a historical and thematic survey of Chinese politics and of salient issues in China's public policy. We review the patterns and dynamics of political development or lack thereof in the Mao and reform eras, including the Great Leap Forward, the Cultural Revolution, and the politics of reforms. Later sections of the course look at China's political institutions, leadership, as well as various issues of governance and public policy, including state-society relations, the relationship between Beijing and the provinces, corruption, population and environment. Emphasis is on how institutions have provided the incentives for change as well as how institutions have been transformed.

Instructor(s): D. Yang Terms Offered: Winter

Equivalent Course(s): LLSO 27815, PLSC 37815

PLSC 27818. Philosophical Foundations of Public Policy. 100 Units.

Evidence-based policy making" sounds like a slogan everyone can get behind. But its central components, cost-benefit analysis and program evaluation, have each been subject to severe philosophical questioning. Does cost-benefit analysis ignore important ethical concerns? Does program evaluation ignore valuable kinds of knowledge? We will introduce each of these debates, and then take up the question of how evidence-based policy might be reconciled with democratic theory. Class discussion and assignments will consider these topics in the context of specific policy areas, including climate change, discrimination, and education.

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

Prerequisite(s): ECON 20000, PBPL 20000, ECON 20100, or PBPL 22200.

Equivalent Course(s): PBPL 27818

PLSC 28105. Transitional Justice. 100 Units.

This class will expose students to readings and research in a new area of social science: Transitional Justice. Transitional justice (TJ) refers to how new democracies deal with members and collaborators of former authoritarian regimes. In an era of democratic backsliding, getting TJ right cannot be overstated. When fragile new democracies are at risk of reverting back to dictatorship, the question arises: Can mechanisms set up by new democracies to deal with former authoritarian elites prevent such backsliding from happening? Or is backsliding occurring despite extensive TJ provisions? The class will introduce students a newly released dataset on Global Transitional Justice. Students will be encouraged and trained to conduct statistical analysis of their own to test hypotheses about the causes and effects of various transitional justice mechanisms.

Instructor(s): M. Nalepa Terms Offered: Spring

Prerequisite(s): PLSC 22913, SOSC 13100-13300, or introductory statistics strongly recommended

PLSC 28300. Seminar on Realism. 100 Units.

The aim of this course is to introduce students to the realist paradigm of international relations.

Instructor(s): J. Mearsheimer Terms Offered: Spring

Prerequisite(s): Consent of instructor required.

Note(s): Students must attend the first class.

PLSC 28602. American National Security Strategy. 100 Units.

This course surveys contemporary National Security Strategy around the world, focusing on the most urgent and important issues of the U.S. national security agenda. The purpose of the course is to help students better understand how the U.S. formulates national security strategy, key debates over how the U.S. should handle contemporary challenges, and provide important conceptual frameworks that will enable students to grapple with the security challenges of the decade ahead. The course covers recent changes in American grand strategy, nuclear policy, and the use of conventional forces in contemporary conflicts.

Instructor(s): R. Pape Terms Offered: Spring

Equivalent Course(s): PLSC 38602

PLSC 28620. The Intelligible Self. 100 Units.

The Delphic maxim "know thyself" is one of the cornerstones of Western philosophy. But how, exactly, do we figure ourselves out? This course examines three approaches to self-knowledge: Buddhism, Psychoanalytic Theory, and Social Neuroscience. We will learn both the theories behind each approach and how they can foster deeper perspectives on our own condition. We will explore the nature of love, guilt, anxiety, and other emotions, the origins of morality, and the many biases in our cognition. Readings include Sigmund Freud, Patricia Churchland, Daniel Kahneman, Pema Chodron, and Walpola Sri Rahula.

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

PLSC 28701. Introduction to Political Theory. 100 Units.

This course provides an introduction to political theory that focuses upon the interrelated themes of inhumanity, injustice, and inequality in the history of political thought and contemporary political theory.

Instructor(s): M. Landauer Terms Offered: Spring

PLSC 28801. Introduction to American Politics. 100 Units.

This survey course canvasses the basic behavioral, institutional, and historical factors that comprise the study of American politics. We will evaluate various modes of survey opinion formation and political participation both inside and outside of elections. In addition to studying the primary branches of U.S. government, we will consider the role of interest groups, the media, and political action committees in American politics. We also will evaluate the persistent roles of race, class, and money in historical and contemporary political life.

Instructor(s): J. Mark Hansen Terms Offered: Autumn

PLSC 28901. Introduction to Comparative Politics. 100 Units.

Why are some nations rich and others are poor? Why is inequality skyrocketing across the developed world? Why are some countries democratic and others are dictatorships, and what determines switching between regimes? Does democracy matter for health, wealth, and happiness? Why are some countries beset by civil violence and revolution whereas others are politically stable? Why do political parties organize themselves politically around ethnicity, language, religion, or ideology? This course explores these and other similar questions that lie at the core of comparative politics. Drawing on political science, economics, sociology, and anthropology, while utilizing a wealth of data and case studies of major countries, we will examine how power is exercised to shape and control political, cultural, and economic institutions and, in turn, how these institutions generate policies that affect what we learn, what we earn, how long we live, and even who we are.

Instructor(s): B. Lessing Terms Offered: Spring

PLSC 29000. Introduction to International Relations. 100 Units.

Humans face many challenges today. These range from wars and nuclear proliferation, to economic crises and the collapse of global order. International Relations—the study of global anarchy and the commitment problems it creates between sovereign governments—offers analytical tools for understanding the causes and consequences of these challenges. This course introduces students to the scientific study of world politics, focusing on the areas of security, economic cooperation, and international law.

Instructor(s): P. Poast Terms Offered: Autumn

PLSC 29102. Game Theory I. 100 Units.

This course introduces students to games of complete information through solving problem sets. We will cover the concepts of dominant strategies, rationalizable strategies, Nash equilibrium, subgame perfection, backward induction, and imperfect information. The course will be centered around several applications of game theory to politics: electoral competition, agenda control, lobbying, voting in legislatures and coalition games.

Instructor(s): Z. Luo Terms Offered: Winter

Prerequisite(s): PLSC 40801 Social Choice Theory and PLSC 43401 Mathematical Foundations of Political

Methodology or consent of instructor

Equivalent Course(s): PLSC 30901

PLSC 29103. Game Theory II. 100 Units.

This course introduces students to games of incomplete information and several advanced topics through solving problem sets. We will cover the concepts of Bayes Nash equilibrium, perfect Bayesian equilibrium, and the basics of mechanism design and information design. In terms of applications, the course will extend the topics examined in the prerequisite, PLSC 30901. Game Theory I to allow for incomplete information, with a focus on the competing challenges of moral hazard and adverse selection in those settings.

Instructor(s): Z. Luo Terms Offered: Spring

Prerequisite(s): PLSC 30901 or equivalent and consent of instructor.

Equivalent Course(s): PLSC 31000

PLSC 29202. The Secret Side of International Politics. 100 Units.

This course introduces students to the secret side of international politics. The class features weekly lectures and "research/writing lab" meetings. The lecture and associated readings survey a wide range of theoretical approaches for describing and analyzing the causes and consequences of conducting international politics "behind closed doors." We will cover intelligence analysis, secret alliances, secrecy in crisis decision-making, and covert wartime military operations. We will draw on political science but also organization studies, psychology, and anthropology. Questions we will address include: What agreements do diplomats negotiate privately and why? For what ends do state use secrecy in wartime? What do covert cooperative partnerships look like and when do they succeed? What espionage practices do states use and how have they changed over time? The core assignment is an original research paper that draws on archival/declassified materials, due from each student at the end of term. Regular checkpoint assignments will take place during the quarter. In the weekly lab meetings, students will receive guidance in the research and writing process, including how to access relevant archival materials, how to organize your research materials, how to effectively prepare to write, and how to write well. This course is intended for advanced undergraduates (political science majors and non-majors welcome) with a large reading load and a challenging paper assignment.

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

Equivalent Course(s): LLSO 29202

PLSC 29411. Consequentialism from Bentham to Singer. 100 Units.

Are some acts wrong "whatever the consequences"? Do consequences matter when acting for the sake of duty, or virtue, or what is right? How do "consequentialist" ethical theories, such as utilitarianism, address such issues? This course will address these questions by critically examining some of the most provocative defenses of consequentialism in the history of philosophy, from the work of the classical utilitarians Bentham, Mill, and Sidgwick to that of Peter Singer, one of the world's most influential living philosophers and the founder of the animal liberation and effective altruism movements. Does consequentialism lend itself to the Panoptical nightmares of the surveillance state, or can it be a force for a genuinely emancipatory ethics and politics?

Instructor(s): B. Schultz Terms Offered: Spring

Equivalent Course(s): PHIL 29411, MAPH 39411

PLSC 29602. Topics in Critical Theory: Repurposing "Ideology" for the Present. 100 Units.

This course examines selections from the vast literature on ideology-with attention to the political commitments and intellectual genealogies that have made the concept both important and vexed. We begin with Weber and then explore a variety of trajectories in the Marxist tradition. The bulk of the course will entail examining ideology's relationship to material practice, the notion of interpellation, the usefulness of "hegemony," and the problems associated with false consciousness. We shall also analyze ideology's connection to prevailing theoretical concerns, such as those related to "subject" formation, affect, new developments in capitalism, and dynamics associated with contemporary "democratic" liberal, as well as authoritarian, political orders. We conclude by considering how social science has employed and developed this body of knowledge, why the concept seemed to lose its explanatory power, and how it might be repurposed for the present.

Instructor(s): L. Wedeen Terms Offered: Winter

Prerequisite(s): 3rd or 4th year standing; this is a 3CT Capstone Course

Equivalent Course(s): ANTH 29602

PLSC 29700. Independent Study. 100 Units.

This is a general reading and research course for independent study not related to the BA thesis or BA research.

Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): Consent of faculty supervisor and program chair.

Note(s): Students are required to submit the College Reading and Research Course Form.

PLSC 29800. BA Colloquium. 100 Units.

The colloquium is designed to help students carry out their BA thesis research and offer feedback on their progress.

Terms Offered: Autumn Spring

Note(s): Required of students who are majoring in political science and plan to write a BA thesis. Students participate in both Spring and Autumn Quarters but register only in the Spring Quarter of the third year. PLSC 29800 counts as a single course and a single grade is reported in Autumn Quarter.

PLSC 29900. BA Thesis Supervision. 100 Units.

This is a reading and research course for independent study related to BA research and BA thesis preparation.

Terms Offered: Autumn Spring Summer Winter

Note(s): Required of fourth-year students who are majoring in political science and plan to write a BA thesis. Students are required to submit the College Reading and Research Course Form.



PSYCHOLOGY

Department Website: <http://psychology.uchicago.edu>

PROGRAM OF STUDY

Psychology is the study of the mental states and processes that give rise to behavior. It seeks to understand the basic mechanisms and functions of perception, cognition, emotion, and attitudes in guiding behavior. Although it focuses on the level of the individual, individual behavior depends on the social relationships and structures in which people are embedded and the biological systems of which we are comprised. Thus, psychological study encompasses a broad set of topics that overlap with a number of disciplines across the social and biological sciences. The requirements of the major are designed to acquaint students with the research methods psychologists use and to provide a foundation of core knowledge covering the major areas of psychology. This broad foundation allows students to pursue a more advanced understanding of subfields related to their own particular interests and goals for the major. The program may serve as preparation for graduate work in psychology or related fields (e.g., neuroscience, education), as well as for students interested in careers in social work, public policy, business, or medicine. Students are encouraged to become actively engaged in research in the department and should consult with the director of undergraduate research about their interests as early as possible.

PROGRAM REQUIREMENTS

Although no special application is required for admission to the major, majors are required to:

1. Inform the Department of Psychology by completing an enrollment form available from the department student affairs administrator in Beecher 109 and inform their College adviser.
2. Subscribe to the Psychology Majors Listhost at <https://lists.uchicago.edu/web/info/psychology-majors>. The listhost is the primary means of communication between the program and its majors or students interested in being majors. We use it to notify students of events relevant to psychology majors, such as research opportunities, job postings, fellowship announcements, and any changes in the course schedule, or curriculum updates.

NOTE: The following revised requirements are in effect for students who matriculated September 2014 and after. Students who matriculated prior to September 2014 should consult the College Catalog archives for the requirements that pertain to them.

NOTE: When planning your course schedule, please consult Class Search at registrar.uchicago.edu/classes and the Courses section (<http://psychology.uchicago.edu/content/courses-2017-18>) of the Psychology Department Undergraduate Program website for any changes in the course offerings.

Statistics/Methodology Sequence

By the end of their third year, psychology majors are required to complete PSYC 20200 Psychological Research Methods and one of the following courses: PSYC 20250 Introduction to Statistical Concepts and Methods, STAT 22000 Statistical Methods and Applications, or PSYC 20100 Psychological Statistics (if taken Autumn Quarter 2018 or earlier). It is strongly recommended that these courses be taken as early as possible as they provide foundational concepts that facilitate understanding of subject area courses. These two courses cover the conceptual and methodological issues (PSYC 20200) and the statistical methods (PSYC 20250, STAT 22000, or PSYC 20100) used in psychological science and are typically taught in Autumn and Winter Quarters. We advise students to take PSYC 20200 Psychological Research Methods prior to taking statistics, but either order is acceptable.

Beginning with the Class of 2019, students with AP examination credit for STAT 22000 Statistical Methods and Applications may not count that credit toward the major and should instead replace that requirement with a higher-level statistics course or an additional psychology elective. Students interested in graduate programs in psychology or other empirical sciences are strongly encouraged to take a higher level statistics course.

Breadth Requirement

Students are required to take four of the following five courses, each of which will be offered every year:

PSYC 20300	Biological Psychology	100
PSYC 20400	Cognitive Psychology	100
PSYC 20500	Developmental Psychology	100
PSYC 20600	Social Psychology	100
PSYC 20700	Sensation and Perception	100

Additional Courses

At least six additional courses (for a total of twelve in the major) must be chosen from among the courses offered by the Department of Psychology. Courses without a PSYC number must be approved by the Curriculum Committee; petitions must be submitted to the undergraduate program chair. Only one independent study course can count toward the twelve courses required of students who are majoring in psychology (PSYC 29200

Undergrad Rdgs: Psychology or PSYC 29700 Undergraduate Research in Psychology). In addition to the six electives, students pursuing honors in psychology must also take the PSYC 29800 Honors Seminar: Psychology. Independent study courses can be taken for P/F grading, but all other courses must be taken for a quality grade. NOTE: Before registering for an elective, students should confirm that they have met any prerequisites for the course.

Research

Students are required to take PSYC 20200 Psychological Research Methods. Students are encouraged to gain additional experience by working on a research project under the guidance of a faculty member.

Calculus

Students are required to take two quarters of calculus as part of the College general education requirements.

NOTE: For psychology students, a maximum of three courses can be transferred into the major from outside the University of Chicago.

SUMMARY OF REQUIREMENTS

GENERAL EDUCATION

MATH 13100-13200	Elementary Functions and Calculus I-II (or higher) [†]	200
Total Units		200

MAJOR

PSYC 20200	Psychological Research Methods (by end of third year)	100
One of the following (by end of third year): [*]		100
PSYC 20250	Introduction to Statistical Concepts and Methods	
STAT 22000	Statistical Methods and Applications	
PSYC 20100	Psychological Statistics	
Four of the following:		400
PSYC 20300	Biological Psychology	
PSYC 20400	Cognitive Psychology	
PSYC 20500	Developmental Psychology	
PSYC 20600	Social Psychology	
PSYC 20700	Sensation and Perception	
Six electives ⁺		600
Total Units		1200

[†] Credit may be granted by examination.

^{*} Examination credit for PSYC 20250 Introduction to Statistical Concepts and Methods, PSYC 20100 Psychological Statistics, or STAT 22000 Statistical Methods and Applications will not count toward the requirements for the major. Students with credit for PSYC 20250, PSYC 20100, or STAT 22000 should replace that requirement with a higher level Statistics course or an additional psychology elective.

⁺ Courses without a PSYC number must be approved by the Curriculum Committee; petitions must be submitted to the undergraduate program chair.

GRADING

All courses in the major must be taken for quality grades except for the independent study course, which is available for either a quality grade or for P/F grading.

HONORS

To qualify for honors, students must meet the following requirements:

- Students must have a GPA of at least 3.0 overall, and a GPA of at least 3.5 in the major by the beginning of the quarter in which they intend to graduate.
- Students should arrange to write an honors paper with a faculty advisor from the Department of Psychology. Papers must represent a more substantial research project than the average term paper. After the paper has been approved by the faculty sponsor, the paper must then be read and approved by a second faculty member.
- Students are required to take PSYC 29800 Honors Seminar: Psychology in Winter Quarter of their third or fourth year. This is in addition to the twelve required courses for the major. It is expected that students will be actively working on the thesis project during the quarter they are taking the honors research seminar.
- Students are required to present their findings in Spring Quarter of their fourth year at an honors day celebration. For details, visit psychology.uchicago.edu.

Specialized Courses of Study

Faculty members (or the undergraduate program chair) are available to help individual students design a specialized course of study within psychology. For example, particular course sequences within and outside of psychology may be designed for students who wish to pursue specializations in particular areas. These areas include, but are not limited to, cognitive neuroscience, language and communication, computational psychology, behavioral neuroscience and endocrinology, sensation and perception, and cultural psychology.

Double Majors

Students pursuing honors in more than one major should note that:

1. The student's thesis adviser for psychology cannot be the same person as his or her thesis adviser for the second major.
2. The student must meet all the requirements listed in the preceding Honors section, including taking the Honors Seminar and presenting at an honors day celebration.

Earl R. Franklin Research Fellowship

The Earl R. Franklin Research Fellowship is awarded to select third-year students who are majoring in psychology. It provides financial support during the summer before his or her fourth year to carry out psychological research that will be continued as a senior honors project. Applications, which are submitted at the beginning of Spring Quarter, include a research proposal, personal statement, transcript, and letter of recommendation.

PSYCHOLOGY COURSES

PSYC 2000. Fundamentals of Psychology. 100 Units.

This course introduces basic concepts and research in the study of behavior. Principal topics are sensation, perception, cognition, learning, motivation, and personality theories.

Instructor(s): K. O'Doherty Terms Offered: Spring

PSYC 2020. Psychological Research Methods. 100 Units.

This course introduces concepts and methods used in behavioral research. Topics include the nature of behavioral research, testing of research ideas, quantitative and qualitative techniques of data collection, artifacts in behavioral research, analyzing and interpreting research data, and ethical considerations in research.

Instructor(s): K. Ledoux Terms Offered: Autumn

PSYC 2029. Adolescent Development. 100 Units.

Adolescence represents a period of unusually rapid growth and development. At the same time, under the best of social circumstances and contextual conditions, the teenage years represent a challenging period. The period also affords unparalleled opportunities with appropriate levels of support. Thus, the approach taken acknowledges the challenges and untoward outcomes, while also speculates about the predictors of resiliency and the sources of positive youth development.

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

Prerequisite(s): Students will have previously taken one other course in CHDV

Note(s): CHDV Distribution: B, D

Equivalent Course(s): CHDV 20209

PSYC 20250. Introduction to Statistical Concepts and Methods. 100 Units.

Psychological research is a project of understanding the ways in which people are similar while grappling with the ways in which they are different. Statistical methods are a powerful tool for managing the tension between the two. This course introduces the statistical methods most commonly used in psychology, as well as their use in the R programming language. Topics involve exploratory data analysis, sampling and randomization, and hypothesis testing.

Instructor(s): D. Yurovsky Terms Offered: Winter

Prerequisite(s): It is recommended that students complete MATH 13100 and MATH 13200 (or higher) before taking this course.

Equivalent Course(s): ENST 20250

PSYC 20300. Biological Psychology. 100 Units.

What are the relations between mind and brain? How do brains regulate mental, behavioral, and hormonal processes; and how do these influence brain organization and activity? This course introduces the anatomy, physiology, and chemistry of the brain; their changes in response to the experiential and sociocultural environment; and their relation to perception, attention, behavioral action, motivation, and emotion.

Instructor(s): S. London, G. Norman Terms Offered: Winter

Prerequisite(s): Some background in biology and psychology.

Note(s): This course does not meet requirements for the Biological Sciences Major.

Equivalent Course(s): BIOS 29300, CHDV 20300

PSYC 20400. Cognitive Psychology. 100 Units.

Viewing the brain globally as an information processing or computational system has revolutionized the study and understanding of intelligence. This course introduces the theory, methods, and empirical results that underlie this approach to psychology. Topics include categorization, attention, memory, knowledge, language, and thought.

Instructor(s): M. Rosenberg Terms Offered: Spring

PSYC 20500. Developmental Psychology. 100 Units.

This is an introductory course in developmental psychology, with a focus on cognitive and social development in infancy through early childhood. Example topics include children's early thinking about number, morality, and social relationships, as well as how early environments inform children's social and cognitive development. Where appropriate, we make links to both philosophical inquiries into the nature of the human mind, and to practical inquiries concerning education and public policy.

Instructor(s): K. O'Doherty Terms Offered: Spring

Note(s): CHDV Distribution, B

Equivalent Course(s): CHDV 25900

PSYC 20600. Social Psychology. 100 Units.

This course examines social psychological theory and research that is based on both classic and contemporary contributions. Topics include conformity and deviance, the attitude-change process, social role and personality, social cognition, and political psychology.

Instructor(s): W. Goldstein Terms Offered: Autumn

Equivalent Course(s): CHDV 26000

PSYC 20700. Sensation and Perception. 100 Units.

What we see and hear depends on energy that enters the eyes and ears, but what we actually experience-perception-follows from human neural responses. This course focuses on visual and auditory phenomena, including basic percepts (for example, acuity, brightness, color, loudness, pitch) and also more complex percepts such as movement and object recognition. Biological underpinnings of perception are an integral part of the course.

Instructor(s): K. Ledoux Terms Offered: Spring

Equivalent Course(s): NSCI 20140

PSYC 20850. Introduction to Human Development. 100 Units.

This course introduces the study of lives in context. The nature of human development from infancy through old age is explored through theory and empirical findings from various disciplines. Readings and discussions emphasize the interrelations of biological, psychological, and sociocultural forces at different points of the life cycle.

Instructor(s): E. Raikhel Terms Offered: Autumn

Prerequisite(s): CHDV majors or intended majors.

Note(s): Required Course for Comparative Human Development Majors

Equivalent Course(s): CHDV 20000, HLTH 20000

PSYC 21100. Human Development Research Design. 100 Units.

The purpose of this course is to expose CHD majors in college to a broad range of methods in social sciences with a focus on human development research. The faculty in Comparative Human Development is engaged in interdisciplinary research encompassing anthropology, biology, psychology, sociology, and applied statistics. The types of data and methods used by faculty span the gamut of possible methodologies for addressing novel and important research questions. In this course, students will study how appropriate research methods are chosen and employed in influential research and will gain hands-on experience with data collection and data analysis. In general, the class will meet as a whole on Mondays and will have lab/discussion sections on Wednesdays. The lab/discussion sections are designed to review the key concepts, practice through applying some of the methods, and prepare students for the assignments. Students in each section will be assigned to small groups. Some of the assignments are group-based while others are individual-based.

Instructor(s): Hong, Guanglei Terms Offered: Spring

Note(s): Required Course for Comparative Human Development Majors

Equivalent Course(s): HLTH 20100, CHDV 20100

PSYC 21260. Psychology Research Incubator. 100 Units.

Answering questions about how minds work, how choices are made, or about the forces that shape behavior depends on understanding how to carry out research. This course guides you through the process of developing an original research project of your own design. Whether your questions come from research you are already working on in a lab or reflect independent interests of your own, this course will lead you through the process of designing an empirical study to address an issue that interests you. From the first stages of turning an idea into a study, you will work either individually or with a group to develop your research questions scientifically to address issues that can add new knowledge to psychological science. In this course you will learn to: (1) generate testable hypotheses that are informed by prior research, (2) design and implement methods for testing these hypotheses, and (3) write an IRB protocol in order to collect data. The course culminates with drafting a research grant proposal so you will be well positioned to take advantage of the increased funding opportunities available for undergraduate research.

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

Prerequisite(s): PQ: PSYC 20200 Psychological Research Methods

Note(s): Open to second and third year students only.

PSYC 21510. Neuroscience of Communication. 100 Units.

We will read and discuss communication and how various kinds of communication are mediated by neural systems. The course will cover theories, methods, and empirical findings in communication neuroscience. Topics will include speech and language, emotional information, face perception, gesture, and music.

Instructor(s): H. Nusbaum Terms Offered: Spring

Equivalent Course(s): PSYC 31510, NSCI 22500

PSYC 21750. Biological Clocks and Behavior. 100 Units.

This course will address physiological and molecular biological aspects of circadian and seasonal rhythms in biology and behavior. The course will primarily emphasize biological and molecular mechanisms of CNS function, and will be taught at a molecular level of analysis from the beginning of the quarter. Those students without a strong biology background are unlikely to resonate with the course material.

Instructor(s): B. Prendergast Terms Offered: Autumn

Prerequisite(s): A quality grade in PSYC 20300 Introduction to Biological Psychology. Additional biology courses are desirable. Completion of Core biology will not suffice as a prerequisite.

Equivalent Course(s): BIOS 24248, NSCI 21400

PSYC 21910. Political Psychology: Rallies, Riots, & Revolutions. 100 Units.

The aim of this class is to introduce you to the trans-disciplinary study of political psychology and to challenge deeply held assumptions in light of the debates and discussions stimulated by the readings each week. Readings pull from across the social sciences with a particular focus on political, social, and cultural psychology; political science and sociology, and are chosen to provide a broad overview of the expansive literature on this topic.

You will engage with the fundamental issues concerning political psychology, and will learn to think through historical and contemporary issues in relation to social change and social stasis with reference to the readings. More specifically, students will learn how to apply class concepts to better understand a broader range of issues concerning how social movements form, grow, and disperse; why people justify unfair or corrupt systems in which they live; police and protester interaction; the psychology of riots; the acceptance or rejection of economic inequality; and the psychology of democracies and dictatorships.

Instructor(s): S. Power Terms Offered: Winter

Note(s): CHDV Distribution: C

Equivalent Course(s): CHDV 21910

PSYC 21940. Methods That Matter in the Social Sciences. 100 Units.

Methods reveal and conceal. But multiple methods are needed if social science is to advance and deal with the pressing issues of both the present and the future. In this class, we will read classic and contemporary studies from across the social sciences to think about the scopes and limits of individual research methods. Students will learn how to combine various methods, at multiple levels of analysis, to understand social scientific phenomenon and how to make sense of sometimes contradictory evidence. Readings will draw from anthropology, sociology, and psychology and will cover a variety of methods from ethnographies, qualitative interviewing, field experiments, and cognitive experiments, in multiple socio-cultural contexts and in relation to a variety of social scientific issues. In conjunction to reading about research methods, students will also learn about multiple methods by actively conducting their own independent research project. Students are expected to work on this project weekly. This project will be informed by our readings each week, and, in turn, our a research projects will inform our understanding of the readings.

Instructor(s): S. Power Terms Offered: Winter

Note(s): CHDV Distribution: M

Equivalent Course(s): CHDV 21940

PSYC 21950. Language, Culture, and Thought. 100 Units.

Survey of research on the interrelation of language, culture, and thought from the evolutionary, developmental, historical, and culture-comparative perspectives with special emphasis on the mediating methodological implications for the social sciences.

Instructor(s): J. Lucy Terms Offered: Spring

Note(s): CHDV Distribution, B, C

Equivalent Course(s): PSYC 31900, ANTH 27605, ANTH 37605, CHDV 31901, LING 27605, LING 37605, CHDV 21901

PSYC 22350. Social Neuroscience. 100 Units.

Social species, by definition, create emergent organizations beyond the individual - structures ranging from dyads and families to groups and cultures. Social neuroscience is the interdisciplinary field devoted to the study of neural, hormonal, cellular, and genetic mechanisms, and to the study of the associations and influences between social and biological levels of organization. The course provides a valuable interdisciplinary framework for students in psychology, neuroscience, behavioral economics, and comparative human development. Many aspects of social cognition will be examined, including but not limited to attachment, attraction, altruism, contagion, cooperation, competition, dominance, empathy, isolation, morality, and social decision-making.

Instructor(s): J. Decety Terms Offered: Autumn

Equivalent Course(s): NSCI 21000, ECON 21830, BIOS 24137, CHDV 22350

PSYC 22580. Child Development in the Classroom. 100 Units.

This discussion-based, advanced seminar is designed to investigate how preschool and elementary students think, act, and learn, as well as examine developmentally appropriate practices and culturally responsive teaching in the classroom. This course emphasizes the application of theory and research from the field of psychology to the realm of teaching and learning in contemporary classrooms. Course concepts will be grounded in empirical research and activities geared towards understanding the nuances and complexities of topics such as cognitive development (memory, attention, language), early assessment systems, standardized testing, "mindset", "grit", exercise/nutrition, emotion regulation, and more.

Instructor(s): Kate O'Doherty Terms Offered: Winter

Equivalent Course(s): CHDV 22580

PSYC 23000. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.

Instructor(s): R. Shweder Terms Offered: Autumn

Prerequisite(s): Undergraduates must be in third or fourth year.

Note(s): CHDV Distribution: B, C

Equivalent Course(s): GNSE 31000, ANTH 24320, CHDV 31000, ANTH 35110, CHDV 21000, AMER 33000, GNSE 21001, PSYC 33000

PSYC 23800. Introduction to Learning and Memory. 100 Units.

This course examines basic questions in learning and memory. We discuss the historical separation and division of these two areas as well as the paradigmatic differences in studying learning and memory. We also discuss basic research methods for investigating learning and memory and survey established and recent research findings, as well as consider several different kinds of models and theories of learning and memory. Topics include skill acquisition, perceptual learning, statistical learning, working memory, implicit memory, semantic vs. episodic memory, and memory disorders.

Instructor(s): D. Gallo Terms Offered: Spring

PSYC 23820. Attention and Working Memory in the Mind and Brain. 100 Units.

This course will provide a broad overview of current work in psychology and neuroscience related to attention and working memory. We will discuss evidence for sharp capacity limits in an individual's ability to actively monitor and maintain information in an "online" mental state. Readings will be primarily based on original source articles from peer-reviewed journals, with a focus on behavioral and neural approaches for measuring and understanding these basic cognitive processes.

Instructor(s): E. Awh, E. Vogel Terms Offered: Winter

Prerequisite(s): PQ: NSCI 20110 (Fundamental Neuroscience) is required for Neuroscience majors only.

Equivalent Course(s): NSCI 21600

PSYC 23860. Beyond Good and Evil: The Psychology of Morality. 100 Units.

Morality is a mysterious and possibly uniquely human capacity that influences how we make decisions in a number of domains. In this course we will explore how and why human beings have the moral intuitions that they do and also where these intuitions come from—what about our moral intuitions are built in and how are these intuitions shaped by experience? To achieve these goals, we will discuss literature from developmental, social, and evolutionary psychology, as well as some literature from behavioral economics and experimental philosophy. We will briefly review the history of moral psychology, but spend the bulk of our time discussing contemporary debates and findings from research on moral psychology.

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

PSYC 24133. Neuroscience of Seeing. 100 Units.

This course focuses on the neural basis of vision, in the context of the following two questions: 1. How does the brain transform visual stimuli into neuronal responses? 2. How does the brain use visual information to guide behavior? The course covers signal transformation throughout the visual pathway, from retina to thalamus to cortex, and includes biophysical, anatomical, and computational studies of the visual system, psychophysics, and quantitative models of visual processing. This course is designed as an advanced neuroscience course for undergraduate and graduate students. The students are expected to have a general background in neurophysiology and neuroanatomy.

Instructor(s): W. Wei, J. Maunsell, M. Sherman, S. Shevell Terms Offered: Autumn

Prerequisite(s): NSCI 20111 or BIOS 24110 or consent of instructor

Equivalent Course(s): NURB 34133, BIOS 24133, CPNS 34133, PSYC 34133, NSCI 22400

PSYC 24231. Methods in Computational Neuroscience. 100 Units.

Topics include (but are not limited to): Hodgkin-Huxley equations, Cable theory, Single neuron models, Information theory, Signal Detection theory, Reverse correlation, Relating neural responses to behavior, and Rate vs. temporal codes.

Instructor(s): S. Bensmaia Terms Offered: Winter. L.

Prerequisite(s): For Neuroscience Majors: NSCI 20130, BIOS 26210 and BIOS 26211 which must be taken concurrently, or consent of instructor.

Equivalent Course(s): CPNS 34231, NSCI 23700, BIOS 24231

PSYC 24380. The Immune System and Behavior. 100 Units.

Psychoneuroimmunology is a multidisciplinary field of study with connections to psychology, neuroscience, gastroenterology, chronobiology, and immunology. In this course, we will examine the bidirectional relationship between the immune system and the brain. Topics include inflammation and mental health, stress and immune function, and gut microbiota. The course emphasizes the study of integrative research and multilevel analysis, as well as critical evaluation of empirical research articles. Background in psychology and biology is recommended.

Instructor(s): K. Onishi Terms Offered: Spring

Prerequisite(s): PSYC 20300 Introduction to Biological Psychology or an equivalent course is recommended.

PSYC 24580. The Myth of Reality: Visual Perception of the Physical World. 100 Units.

Do we see the world exactly as it is? Does our perception match reality? The short answer: no. This course will delve into the distinction between the physical environment and our visual perception of it as humans, with a focus on striking examples of when this distinction is most evident and adaptive. Topics include a brief introduction to the visual system including its incredible capabilities and its limitations, followed by specific in-depth examples of how the visual system creates our experience that differs from what is present in the physical world. These examples include a detailed look at human color vision with a focus on color constancy, chromatic and achromatic adaptation, depth perception, face and object perception, attentional effects, and visual ambiguity.

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

Prerequisite(s): It is strongly recommended, but not required, to have taken PSYC 20700 Sensation and Perception.

PSYC 25101. The Psychology of Decision Making. 100 Units.

We constantly make decisions, determine our preferences, and choose among alternatives. The importance of our decisions range from ordering a meal at a restaurant to choosing what college to attend. How do we make such decisions? What are the rules that guide us and the biases that shape our decisions? What determines our preferences? What impacts our willingness to take risks? In this course we consider how the way we go about gathering information affects our judgment, and how the way we frame problems affects our perceptions and shapes the solutions to problems. We learn what governs choice and the systematic way it deviates from normative rules. We consider how we think about the future and how we learn from the past. The course focuses on the psychology behind making decisions with implications for a wide range of areas such as public policy, law, and medicine.

Instructor(s): B. Keysar Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year students only

Note(s): It is recommended that students take this course before PSYC 25700 The Psychology of Negotiation.

PSYC 25120. Child Development and Public Policy. 100 Units.

The goal of this course is to introduce students to the literature on early child development and explore how an understanding of core developmental concepts can inform social policies. This goal will be addressed through an integrated, multidisciplinary approach. The course will emphasize research on the science of early child development from the prenatal period through school entry. The central debate about the role of early experience in development will provide a unifying strand for the course. Students will be introduced to research in neuroscience, psychology, economics, sociology, and public policy as it bears on questions about "what develops?", critical periods in development, the nature vs. nurture debate, and the ways in which environmental contexts (e.g., parents, families, peers, schools, institutions, communities) affect early development and developmental trajectories. The first part of the course will introduce students to the major disciplinary streams in the developmental sciences and the enduring and new debates and perspectives within the field. The second part will examine the multiple contexts of early development to understand which aspects of young children's environments affect their development and how those impacts arise. Throughout the course, we will explore how the principles of early childhood development can guide the design of policies and practices that enhance the healthy development of young children, particularly for those living in adverse circumstances, and thereby build a strong foundation for promoting equality of opportunity, reducing social class disparities in life outcomes, building human capital, fostering economic prosperity, and generating positive social change. In doing so, we will critically examine the evidence on whether the contexts of children's development are amenable to public policy intervention and the costs and benefits of different policy approaches.

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

Prerequisite(s): Attendance on the first day of class is required or registration will be dropped.

Equivalent Course(s): PBPL 25120, CHDV 25120

PSYC 25750. The Psychology and Neurobiology of Stress. 100 Units.

This course explores the topic of stress and its influence on behavior and neurobiology. Specifically, the course will discuss how factors such as age, gender, and social context interact to influence how we respond to stressors both physiologically and behaviorally. The course will also explore how stress influences mental and physical health.

Instructor(s): G. Norman Terms Offered: Autumn

Note(s): This course does not meet the requirements for the Biological Sciences Major.

Equivalent Course(s): BIOS 29271

PSYC 25990. Stereotype Effects on Cognition. 100 Units.

This course introduces the concept of stereotypes and how stereotypes about group difference affect members of stigmatized groups in terms of their physical and mental health, self-esteem, memory, and cognitive performance. We also discuss research methods for investigating stereotype effects and recent research findings, as well as consider several different kinds of models and theories of stereotype effect. We will cover different stereotypes, including race, gender, aging, mental illness, disabilities, sexual orientation, and social class.

Instructor(s): Y. Chen Terms Offered: Spring

PSYC 27010. Psycholinguistics. 100 Units.

This is a survey course in the psychology of language. We will focus on issues related to language comprehension, language production, and language acquisition. The course will also train students on how to read primary literature and conduct original research studies.

Instructor(s): Staff Terms Offered: Autumn

Equivalent Course(s): LING 27010

PSYC 27950. Evolution and Economics of Human Behavior. 100 Units.

This course explores how evolutionary biology and behavioral economics explain many different aspects of human behavior. Specific topics include evolutionary theory, natural and sexual selection, game theory, cost-benefit analyses of behavior from an evolutionary and a behavioral economics perspective, aggression, power and dominance, cooperation and competition, biological markets, parental investment, life history and risk-taking, love and mating, physical attractiveness and the market, emotion and motivation, sex and consumer behavior, cognitive biases in decision-making, and personality and psychopathology.

Instructor(s): D. Maestriperi Terms Offered: Winter

Note(s): CHDV Distribution, A

Equivalent Course(s): PSYC 37950, ECON 14810, CHDV 27950, BIOS 29265, CHDV 37950

PSYC 28401. Gender in the Classroom. 100 Units.

No inherent difference in general intelligence or academic ability have been found between males and females, despite extensive research on the topic. However, gendered patterns of learning and achievement persist. In the US, girls outperform boys on tests of reading and literacy, earn better grades, and are more likely to graduate high school and enroll in college. At the same time, while boys and girls now perform similarly on most tests of math and science achievement, boys are still more likely than girls to take Advanced Placement tests in STEM-related fields during high school, and ultimately to pursue STEM Careers. This course focuses on the ways in which gender shapes student's classroom experiences, and how these gendered interactions may contribute to the persistence of gendered patterns of achievement outcomes, within the context of US K-12 classrooms. We will draw on perspectives from several disciplines, including Psychology, Anthropology and Sociology. Because this course provides a context for students to explore and critically reflect on the ways in which gender shapes student experiences within the context of US K-12 classrooms, the course may hold particular appeal for undergraduates considering pursuing careers as educators, and for those who desire a space to explore and reflect on the role of gender in shaping their own educational experiences thus far.

Instructor(s): E. Lyons Terms Offered: Autumn

Prerequisite(s): N/A

Note(s): CHDV Distribution: B, C

Equivalent Course(s): CHDV 28400, GNSE 28401, PBPL 28401

PSYC 28610. Neuroendocrine Mechanisms of Human Behavior. 100 Units.

This course aims to explore the role hormones play in the study of human behavior and development across various stages in the life course. We will explore how biological mechanisms take part in explaining many different aspects of human behavior, and how these explanations fit into discourse from the fields of evolutionary biology, psychology, and behavioral economics.

Instructor(s): N. Nickels Terms Offered: Spring

Prerequisite(s): N/A

Note(s): CHDV Distribution: A

Equivalent Course(s): CHDV 28600

PSYC 28791. Behavioral Science and Public Policy. 100 Units.

Many policies are aimed at influencing people's behavior. The most well-intentioned policies can fail, however, if they are not designed to be compatible with the way people actually think and make decisions. This course will draw from the fields of cognitive, social, and environmental psychology to (1) examine the ways in which human behavior deviates from the standard rational actor model typically assumed by economics, and (2) provide strategies for improving the design, implementation, and evaluation of public-facing policies. The basic premise of this course is that a foundational understanding of human behavior can lead not only to more effective policies, but enhanced decision-making and well-being.

Equivalent Course(s): PBPL 28791

PSYC 28850. The Biological Nature of Psychological Problems. 100 Units.

This course is based on the strong assumption that psychology is a biological science, albeit with elements of the social sciences. The course uses a combination of lectures and classroom discussion of primary and secondary source readings assigned for each class meeting. It presents a strong biological science perspective on individual differences in emotions, motivations, and cognitions that cause distress or interfere with adaptive life functioning, but does so in a non-stigmatizing manner. The course begins with a description and discussion of the nature of psychological problems. The course will survey what is known about the genetic, environmental, and epigenetic bases of such problems and the methods used to study genetic influences and gene-environment interactions. Next, students will review what is currently known about the neural and other biological mechanisms involved in maladaptive individual difference in emotion, motivation, and cognitive processes, with discussion of the methods of studying such mechanisms in humans and nonhumans. The pros and cons of the medical model of 'mental illness' will be discussed as the major contrast with the natural science view advocated by the instructor.

Instructor(s): B. Lahey Terms Offered: Spring

Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-MAJOR PRE-MED STUDENTS, except by petition.

Equivalent Course(s): BIOS 16120

PSYC 29200. Undergrad Rdgs: Psychology. 100 Units.

Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading. Only one independent study course may count toward the twelve courses required of students majoring in psychology.

Terms Offered: Autumn, Spring, Winter

PSYC 29700. Undergraduate Research in Psychology. 100 Units.

Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading. Only one independent study course may count toward the twelve courses required of students majoring in psychology.

Terms Offered: Autumn Spring Winter

PSYC 29800. Honors Seminar: Psychology. 100 Units.

This course is a reading and discussion of general papers on writing and research, and individual students present their own projects to the group. A literature review, data from ongoing or completed empirical projects, or portions of the thesis paper itself can be presented. Students are expected to give thoughtful feedback to others on their presentations and written work.

Instructor(s): S. Levine Terms Offered: Winter

Note(s): Open to third- or fourth-year students who are majoring in psychology and have begun their thesis project. Available for either quality grades or for P/F grading.

PSYC 29941. XCAP: The Experimental Capstone - The Affect System. 100 Units.

The Affect system in Medicine and the Political Science is a multidisciplinary course that aims to explore the concept of "affect" from different angles and unique perspectives. Drawing broadly from Medicine, philosophy and the political science, this course seeks to understand the affect system in different cultures and environments. The term "affect" typically refers to feelings beyond those of the traditional senses, with an emphasis on the experience of emotions and variations in hedonic tone. The structure and processes underlying mental contents are not readily apparent, however, and most cognitive processes occur non-consciously with only selected outcomes reaching awareness. Over millions of years of evolution, efficient and manifold mechanisms have evolved for differentiating hostile from hospitable stimuli and for organizing adaptive responses to these stimuli. These are critically important functions for the evolution of mammals, and the integrated set of mechanisms that serve these functions can be thought of as an "affect system." It is this affect system - its architecture and operating characteristics, as viewed from neural, psychological, social, and political perspectives, that is the focus of the course.

Instructor(s): Stephanie Cacioppo and Eric Oliver Terms Offered: Winter

Note(s): This course is one of three offered in The Experimental Capstone (XCAP) in the 2019-20 academic year.

Enrollment in this course is restricted to 3rd and 4th year undergraduates in the College. For more information about XCAP, visit <https://sifk.uchicago.edu/courses/xcap/>

Equivalent Course(s): KNOW 29941



PUBLIC POLICY STUDIES

Department Website: <http://pbpl.uchicago.edu>

PROGRAM OF STUDY

Public Policy Studies is a multidisciplinary major grounded in the social sciences, with substantial inputs from economics, sociology, political science, and law, among other disciplines. The major recognizes that public issues are not neatly contained within traditional disciplinary boundaries and that analysts possessing a broad range of social scientific understanding, quantitative expertise, and communication skills are well placed to contribute to improved public policies. Public Policy involves direct contact with policy problems, ensuring that academic speculations are well-informed and connected to real-world conditions.

The Public Policy Studies major strives to put analysis before advocacy, stressing that compelling policy analysis is a central component of effective advocacy. We aim to be open and helpful to students of all political persuasions and challenge students to rethink clichéd responses to policy problems. The program of study for the BA degree in Public Policy Studies is designed to introduce students to policy analysis and implementation, equip them to use quantitative and economic techniques and methods, train them in policy research, and give them a thorough grounding in one or more specific policy areas.

The program also encourages students to undertake an internship experience either during the academic year or during the summer: the course PBPL 29600 Internship: Public Policy offers academic credit for students completing an approved, policy-oriented internship.

Students with questions about meeting the requirements for the Public Policy Studies degree should contact the program administrator.

PROGRAM REQUIREMENTS

The suggested sequence described below is typical, but many other variations are possible. There is flexibility within the program regarding when required courses can be taken.

FIRST AND SECOND YEARS

During their first or second year, students should take two quarters of calculus plus STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods.

Many students take the following required three-quarter sequence in their second year, although sometimes students defer one or more of these courses until later years. Taking the courses in the same year is *not required* and the courses may be taken in any order.

PBPL 22100	Politics and Policy	100
PBPL 22200	Public Policy Analysis	100
PBPL 22300	Policy Implementation	100

Students are required to take either PBPL 20000 Economics for Public Policy or ECON 20000 The Elements of Economic Analysis I; completion of one of these two courses is a prerequisite for the sequence course PBPL 22200 Public Policy Analysis. PBPL 20000 Economics for Public Policy assumes no prior economics training, whereas ECON 20000 The Elements of Economic Analysis I requires ECON 19800 Introduction to Microeconomics or other prior training in microeconomics.

THIRD YEAR

Students typically complete the courses that follow in their third year.

PBPL 26400	Quantitative Methods in Public Policy	100
Three courses in an Area of Specialization		300
One of the following two-course combinations:		200
PBPL 26200-26300	Field Research Project in Public Policy I-II	
OR		
One course from the list of approved METHODS courses		
AND		
One course from the list of approved WINDOWS courses		
Total Units		600

QUANTITATIVE METHODS

Students are required to take PBPL 26400 Quantitative Methods in Public Policy.

COURSES IN AN AREA OF SPECIALIZATION

Students should identify their area of specialization and submit a proposal for their program of study to the program administrator by the end of Winter Quarter in their third year. Students are required to complete

three substantive policy courses that make up a specialization in a public policy field. Students may meet the specialization requirement in one of two ways: (1) by taking three courses that thematically connect (e.g., courses in urban politics, urban economics, and urban society would count as an urban specialization; or courses in international relations, international finance, and history of the European Union might be an international specialty); or (2) by taking three courses beyond the introductory course in one discipline other than public policy (e.g., economics, political science, sociology, statistics). Courses that satisfy the area of specialization requirement do not have to be listed or cross-listed as public policy courses; however, these courses should involve a substantial policy component. Please see the Public Policy Studies website for examples of some specialization courses and to submit your own proposed specialization: pbpl.uchicago.edu/page/areas-specialization.

RESEARCH PRACTICUM

Students must fulfill a two-quarter research program. One of the quarters must be drawn from a "Methods" course, and the other quarter must be drawn from a "Windows" course. Most students will fulfill this requirement through the two-quarter "practicum" sequence PBPL 26200-26300 Field Research Project in Public Policy I-II. The traditional practicum is designed to teach research methods (e.g., focus groups, community surveys, GIS mapping) in a hands-on way and provide a "window" from the ivory tower into the "real world." Many of the practica in the past have involved collective work on a real-world policy problem with a community organization or government entity; see, for example, some final reports at <https://pbpl.uchicago.edu/cprt>.

Alternatives to the traditional two-quarter practicum PBPL 26200-26300 Field Research Project in Public Policy I-II can be drawn from the Methods and Windows courses listed below. A common option is the one-quarter practicum PBPL 26301 Field Research Project in Public Policy, which can count as a Methods or Windows course (or both, if taken twice). Students may petition the program director for permission to fulfill either their Methods or Windows requirement (or both) with courses that are not listed.

The Methods courses include:

- PBPL 26301 Field Research Project in Public Policy
- PBPL 27040 Public Finance and Public Policy
- ENST 26433 Practicum in Environmental Management
- ENST 20500 Introduction to Population
- ENST 26444 Practicum in Campus Athletics and Environment
- ENST 27150 Urban Design with Nature: Assessing Social and Natural Realms in the Calumet Region
- ENST 27221 Sustainable Urbanism
- ENST 27325 Urban Ecology in the Calumet Region
- GEOG 28202 Geographic Information Science I
- PLSC 22913 The Practice of Social Science Research
- PPHA 34600 Program Evaluation
- PPHA 34810 Mixed Methods Approaches to Policy Research
- SOCI 20001 Sociological Methods
- SOCI 20112 Applications of Hierarchical Linear Models

The Windows courses include:

- PBPL 26301 Field Research Project in Public Policy
- PBPL 24751 The Business of Non-Profits: The Evolving Social Sector
- PBPL 29404 Inequality, Household Finance, and Tax Policy
- CHDV 20305 Inequality in Urban Spaces
- ENST 26433 Practicum in Environmental Management
- ENST 26444 Practicum in Campus Athletics and Environment
- ENST 27150 Urban Design with Nature: Assessing Social and Natural Realms in the Calumet Region
- ENST 27221 Sustainable Urbanism
- ENST 27325 Urban Ecology in the Calumet Region
- GEOG 26800 Geography Issues in Housing and Community Development

SOCI 20140 Qualitative Field Methods

The research practicum is generally taken by students in their third year. Students who plan to study abroad in Winter or Spring Quarter of their third year may opt to complete the research practicum in their second or fourth year. One of the goals of the practicum requirement is to prepare students to write excellent BA papers, so generally it is best if the practicum can be completed before the fourth year.

FOURTH YEAR

All students must write a BA paper in their fourth year. The process runs from Autumn through early Spring Quarter. The composition of the project is supported by two required seminars taken with the same preceptor: PBPL 29800 BA Seminar: Public Policy I (credit) and PBPL 29801 BA Seminar: Public Policy II (no credit). PBPL 29800 BA Seminar: Public Policy I (credit) is a 100-unit course offered in Autumn and Winter. Students all participate in the same thesis process throughout the year, but only register for this course in one of those two quarters. In the other quarter, students will register for PBPL 29801. PBPL 29801 BA Seminar: Public Policy II (no credit) is a zero-unit course, meaning it has no impact on students' course load for that quarter. Students may register for either seminar first and follow it with the other seminar in Winter Quarter.

The instructor of the courses, the Public Policy Preceptor, serves as the first reader for student BA papers. Students are encouraged (though not required) to choose a faculty adviser as a second reader for the project. Outstanding BA papers can earn an honors designation, and a select few will be nominated for the Richard P. Taub BA Thesis Prize in Public Policy. In early April, fourth-year students present their BA papers at a Public Policy undergraduate research symposium.

In addition to the BA Seminar sequence students may take up to two quarters of PBPL 29900 BA Paper Preparation: Public Policy for elective credit. For most students, PBPL 29800 BA Seminar: Public Policy I (credit) and PBPL 29801 BA Seminar: Public Policy II (no credit) will prove sufficient for producing a satisfactory BA paper.

Public Policy Studies may accept a BA paper that also is being used to satisfy the requirements of a second major. Approval from both program chairs is required to submit one BA paper for two majors. The Petition to Use a Single Bachelor's Paper for Two Majors (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/BA_Double_Major.pdf), to be signed by both program chairs, is required to be completed and returned to the College adviser at the start of Autumn Quarter of the student's year of graduation.

COURSES OUTSIDE PUBLIC POLICY

Many courses in related disciplines (e.g., Anthropology; Economics; History; Law, Letters, and Society; Political Science; Sociology; Biological Sciences) count toward the major when used as "specialization" courses.

SUMMARY OF REQUIREMENTS

GENERAL EDUCATION

MATH 13100-13200	Elementary Functions and Calculus I-II (or higher) *	200
Total Units		200

MAJOR

PBPL 26400	Quantitative Methods in Public Policy	100
PBPL 22100 & PBPL 22200 & PBPL 22300	Politics and Policy and Public Policy Analysis and Policy Implementation	300
STAT 22000 or STAT 23400	Statistical Methods and Applications * Statistical Models and Methods	100
PBPL 20000 or ECON 20000	Economics for Public Policy The Elements of Economic Analysis I	100
Three courses in an area of specialization +		300
PBPL 26200-26300	Field Research Project in Public Policy I-II (or equivalent)	200
PBPL 29800	BA Seminar: Public Policy I (credit)	100
PBPL 29801	BA Seminar: Public Policy II (no credit)	000
BA paper		
Total Units		1200

* Credit may be granted by examination. It is recommended that students take an additional course in statistics.

+ Specialization must be approved by the department. Specialization proposals should be submitted via the department website (<https://pbpl.uchicago.edu/page/areas-specialization>).

GRADING

All courses counting toward the public policy major must be taken for quality grades.

HONORS

Fourth-year students are eligible for honors if their overall GPA is 3.4 or higher. Those students are recommended for honors if their BA papers are judged to be of superior quality. For additional information about qualifying for honors, visit the Public Policy Studies website (pbpl.uchicago.edu).

STUDY ABROAD

The University of Chicago's Spring quarter Barcelona Public Policy program provides University of Chicago students with an opportunity to study comparative public policy in the exciting cultural and political capital of Catalonia in northeastern Spain. The program is designed to expose students to policymaking in a non-U.S. setting through a combination of courses and excursions that will allow students to learn how the political and policymaking system operates in other nations. The three-course Public Policy sequence will meet the requirement for three courses in an area of specialization within the Public Policy major (though students need not be Public Policy majors to participate in the program). In addition to the Public Policy sequence, participants take a fourth course in Spanish language. Students with sufficient knowledge of Catalan may substitute a Catalan language course in place of the Spanish language course. For more information, or to apply, visit the Study Abroad website (<http://study-abroad.uchicago.edu/programs/barcelona-public-policy>).

PUBLIC POLICY STUDIES (PBPL) COURSES**PBPL 20000. Economics for Public Policy. 100 Units.**

This course develops the microeconomic theories of consumer and producer choices, as well as demonstrates the application of these theoretical tools to policy problems. Supply, demand, and competitive markets are examined, along with the conditions under which government policy can increase efficiency.

Instructor(s): S. Shaikh, Staff Terms Offered: Autumn, Spring

Prerequisite(s): Completion of two quarters of calculus required; prior knowledge of economics not required. For ECON majors and students who have taken ECON 20000: consent of instructor required.

Note(s): PBPL 20000 or ECON 20000 is required of all students who are majoring in public policy. PBPL 20000 satisfies the ECON 20000 prerequisite for PBPL 22200. Students who have taken ECON 20000 require the instructor's consent to enroll in PBPL 20000.

PBPL 20305. Inequality in Urban Spaces. 100 Units.

The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood. This course is part of the College Course Cluster: Urban Design.

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

Note(s): CHDV Distribution: B; 2*

Equivalent Course(s): CHDV 40315, CRES 20305, CHDV 20305

PBPL 21390. Philosophy of Poverty. 100 Units.

Global poverty is a human tragedy on a massive scale, and it poses one of the most daunting challenges to achieving a just global order. In recent decades, a significant number of philosophers have addressed this issue in new and profoundly important ways, overcoming the disciplinary limitations of narrowly economic or public policy oriented approaches. Recent theories of justice have provided both crucial conceptual clarifications of the very notion of 'poverty'-including new measures that are more informed by the voices of the global poor and better able to cover the full impact of poverty on human capabilities and welfare-and vital new theoretical frameworks for considering freedom from poverty as a basic human right and/or a demand of justice, both nationally and internationally. Moreover, these philosophers have pointed to concrete, practical steps, at both the level of institutional design and the level of individual ethical/political action, for effectively combating poverty and moving the world closer to justice. The readings covered in this course, from such philosophers as Peter Singer, Thomas Pogge, David Graeber, and Martha Nussbaum, will reveal, not only the injustice of global poverty, but also what is to be done about it.

Instructor(s): B. Schultz Terms Offered: Autumn, Spring

Equivalent Course(s): HMRT 21390, PHIL 21390, PLSC 21390

PBPL 21425. Health in a Changing America: Social Context and Human Rights. 100 Units.

In this interdisciplinary course, students will consider the social context of health and the social and political commitments necessary to protect health as a human right. We will analyze recent trends in population health, such as the obesity epidemic, the opioid crisis, and the large gaps in life expectancy between neighborhoods in urban centers. Using case studies, students will envision a human rights-based response to these and other health challenges. We will examine the ways that framing health as personal versus public responsibility is consequential for social policy.

Instructor(s): Alicia Riley, Graduate Lecturer in Human Rights
Terms Offered: Spring
Equivalent Course(s): HMRT 21403

PBPL 21501. Environmental Justice. 100 Units.

The effects of environmental pollution are not evenly distributed and are more likely to be experienced by low-income and minority communities. The location of toxic waste sites (both manufacturing plants and dump sites), the persistence of brownfields locations, and a lack of parks and open space are some of the conditions that have led to an ongoing effort to expand the focus of environmental advocacy to the pursuit of equitable and just outcomes in disadvantaged neighborhoods. This course will examine the history of the environmental justice, the efforts to pursue more equitable outcomes, and the prospect for such efforts in the face of global challenges such as climate change. The course will include class visits to sites in Chicago where environmental justice efforts are being undertaken as well as speakers from environmental justice organizations.

Equivalent Course(s): ENST 21500

PBPL 22100. Politics and Policy. 100 Units.

This course has two fundamental aims. The first is to introduce students to a set of analytical tools and concepts for understanding how political institutions generate public policy. The second is to apply these tools in examining the major institutions of democracy in the United States. Note(s): Public Policy 22100-22200-22300 may be taken in any order.

Instructor(s): C. Berry
Terms Offered: Autumn
Note(s): Public Policy 22100-22200-22300 may be taken in any order.

PBPL 22200. Public Policy Analysis. 100 Units.

This course reviews and augments the basic tools of microeconomics developed in ECON 20000 and applies these tools to policy problems. We examine situations in which private markets are likely to produce unsatisfactory results, suggesting a potential rationale for government intervention. Our goal is to allow students to comprehend, develop, and respond to economics arguments when formulating or evaluating public policy.

Instructor(s): J. Leitzel
Terms Offered: Winter
Prerequisite(s): PBPL 20000 or ECON 20000
Note(s): PBPL 22100-22200-22300 may be taken in any order. PBPL 22200 is not intended for students majoring in public policy who are planning to specialize in economics or to take advanced economics courses; those students should meet with the program director or administrator to arrange an alternative.

PBPL 22300. Policy Implementation. 100 Units.

Good public policy has the potential to advance justice in society. However, once a policy or program is put in place, policymakers often face challenges in getting it carried out in the ways it was intended. This course explores some of the structural and cultural challenges that government and organizations face as they attempt to put policies into effect. Focusing on the United States, we will draw on organizational theory as well as case studies from education, policing, healthcare, and the corporate world in order to investigate the broader context of policy implementation.

Instructor(s): S. Brophy
Terms Offered: Autumn Spring Winter
Prerequisite(s): Second-year standing is recommended; attendance on the first day of class is required or registration is dropped.
Note(s): PBPL 22100-22200-22300 may be taken in any order.

PBPL 23007. Clinical and Health Services Research: Methods and Applications. 100 Units.

This course will introduce the interdisciplinary field of clinically-oriented health services research with a focus on policy-related implications. Through exposure to theoretical foundations, methodologies, and applications, students without significant investigative experience will learn about the design and conduct of research studies. We will cover the integration of research within the stages of translational medicine, and how science conducted across the translational medicine spectrum informs policy through purveyors of clinical services (e.g. physicians, hospitals), government, insurers, and professional societies. We will use the examples of postmenopausal hormone replacement therapy and autologous bone marrow transplantation to illustrate pitfalls in the progression from basic science research to clinical trials leading to diffusion in clinical medicine that can complicate the creation of logical, evidence-based practice guidelines, reimbursement, and clinical practice.

Instructor(s): Greg Ruhnke
Terms Offered: Spring
Equivalent Course(s): CCTS 43007, CCTS 21007

PBPL 23100. Environmental Law. 100 Units.

This course will examine the bases and assumptions that have driven the development of environmental law, as well as the intersection of this body of law and foundational legal principles (including standing, liability, and the Commerce Clause). Each form of lawmaking (statutes, regulations, and court decisions) will be examined, with emphasis on reading and understanding primary sources such as court cases and the laws themselves. The course also analyzes the judicial selection process in order to understand the importance of how the individuals who decide cases that determine the shape of environmental law and regulations are chosen.

Instructor(s): R. Lodato Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing, or consent of instructor

Equivalent Course(s): LLSO 23100, ENST 23100

PBPL 23200. The Economics of Crime. 100 Units.

This course uses theoretical and empirical economic tools to analyze a wide range of issues related to criminal behavior. Topics include the police, prisons, gang behavior, guns, drugs, capital punishment, labor markets and the macroeconomy, and income inequality. We emphasize the analysis of the optimal role for public policy.

Instructor(s): S. Levitt

Prerequisite(s): ECON 20100 required; STAT 23400, ECON 21010, or ECON 21020 strongly recommended

Equivalent Course(s): ECON 28700

PBPL 23550. Urban Ecology and the Nature of Cities. 100 Units.

Urban ecology is an interdisciplinary field derived from the academic discipline of ecology. How well does classical ecological theory, typically formed from reductionist views of nature without humans, describe and predict patterns in human-dominated landscapes? Students will learn fundamental concepts in ecological theory, examine how these concepts apply to urban systems, and explore the paradigms of ecology in, of, and for cities. Readings and discussions will focus on classical research papers from the ecological literature, history of modern ecology, and contemporary approaches to studying biotic systems in cities.

Instructor(s): Alison Anastasio Terms Offered: Winter

Equivalent Course(s): ENST 23550

PBPL 23600. Political Sociology. 100 Units.

This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. These competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored. The course covers readings for the Sociology Ph.D Prelim exam in political sociology.

Instructor(s): E. Clemens Terms Offered: Autumn

Prerequisite(s): Completion of the general education requirement in the social sciences

Equivalent Course(s): SOCI 20106, ENST 23500, SOCI 30106

PBPL 23606. Political Culture, Social Capital, and The Arts. 100 Units.

Many analysts like Robert Putnam hold that bowling alone signals a decline in social capital, with major consequences for trust and legitimacy of the political system. But new work finds that certain arts and cultural activities are rising, especially among the young, in many countries. This course reviews core related concepts—political culture, social capital, legitimacy—and how they change with these new developments. We lay out new concepts and related methods, such as a grammar of scenes, measured for 40,000+ U.S. zip codes. Scenes, nightlife, design, the internet, and entertainment emerge as critical drivers of the post-industrial/knowledge society. Older primordial conflicts over class, race, and gender are transformed with these new issues, which spark new social movements and political tensions. The course has two halves: first to read and discuss major works and complete a mid-term exam, second to continue as a seminar where the main requirement is writing a paper.

Equivalent Course(s): SOCI 20184, SOCI 30184

PBPL 23650. Revolutionizing Agriculture: Early Modern Technologies for the New Millennium. 100 Units.

Based on a wave of sustainable and organic farming technologies that have reinvented early modern growing practices, this course integrates USDA reports and modern field and lab studies into the historiography of The British Agricultural Revolution. We explore primary historical sources and historiography to better understand the environmental limits of the technologies used by organic and sustainable farmers today. By bringing the science and history into discourse, we will take a critical look at the British Agricultural Revolution, which is thought to have facilitated the Industrial Revolution by accumulating capital for investment and by allowing England to feed a growing urban population and manufacturing sector without a significant increase in arable acres.

Note(s): Prize lecture for 17-18 AY.

Equivalent Course(s): HIST 25015, ENST 23650

PBPL 23700. Geographical Issues in Housing and Community Development. 100 Units.

This course is part of the College Course Cluster, Urban Design.

Instructor(s): M. Conzen Terms Offered: Spring. This course offered in even years.

Prerequisite(s): Open to Chicago Studies Program students.

Equivalent Course(s): GEOG 23700, GEOG 33700

PBPL 24102. Environmental Politics. 100 Units.

This course examines the different theoretical underpinnings of environmental activism and elucidates the manner in which they lead to different ends. We explore several contrasting views of environmentalism, including the land ethic, social ecology, and deep ecology. Discussions are based on questions posed about the readings and the implications they suggest. Class participation is required.

Instructor(s): R. Lodato Terms Offered: Spring

Equivalent Course(s): LLSO 24102, ENST 24102

PBPL 24105. Urban Design: The Chicago Experience. 100 Units.

This course examines the theory and practice of urban design at the scale of block, street, and building--the pedestrian realm. Topics include walkability, the design of streets, architectural style and its effect on pedestrian experience, safety and security in relation to accessibility and social connection, concepts of urban fabric, repair and placemaking, the regulation of urban form, and the social implications of civic spaces. Students will analyze normative principles and the debates that surround them through readings and discussion, as well as firsthand interaction with the urbanism of Chicago.

Equivalent Course(s): SOSC 36001, GEOG 24100, SOSC 26001, GEOG 34100

PBPL 24308. Reproductive Worlds. 100 Units.

This course explores how human reproduction is compelled, constrained, enabled, and narrated across the globe. The "natural" aspects of reproduction intersect in increasingly fraught and often surprising ways with its technological/scientific, institutional/professional, and political/ideological aspects. The starting point for the course is that reproduction is differently understood and politically contested among and for various groups of people. We will pay particular attention to the ways bodies, ideas, and technologies flow throughout global contexts, while exploring how inequalities at various levels (race, class, geographic region, nationality, gender, sexuality, disability) impact the "nature" of the reproductive body, and how reproductive practices "reproduce" such inequalities. We will also explore how knowledge about social reproduction and the reproductive body is produced and contested through biomedicine, law, and media, with particular attention to naturalizing discourse about gender. Finally, we will look at how ecology and reproduction are intertwined via concern about the environment, culminating our exploration of how reproduction is always situated in its social and material contexts, and never simply an individual matter.

Instructor(s): Andrea Ford Terms Offered: Spring

Equivalent Course(s): ANTH 24309, GNSE 34308, ANTH 32905, GNSE 24308

PBPL 24605. Introduction to Urban Sciences. 100 Units.

This course is a grand tour of conceptual frameworks, general phenomena, emerging data and policy applications that define a growing scientific integrated understanding of cities and urbanization. It starts with a general outlook of current worldwide explosive urbanization and associated changes in social, economic and environmental indicators. It then introduces a number of historical models, from sociology, economics and geography that have been proposed to understand how cities operate. We will discuss how these and other facets of cities can be integrated as dynamical complex systems and derive their general characteristics as social networks embedded in structured physical spaces. Resulting general properties of cities will be illustrated in different geographic and historical contexts, including an understanding of urban resource flows, emergent institutions and the division of labor and knowledge as drivers of innovation and economic growth. The second part of the course will deal with issues of inequality, heterogeneity and (sustainable) growth in cities. We will explore how these features of cities present different realities and opportunities to different individuals and how these appear as spatially concentrated (dis)advantage that shape people's life courses. We will show how issues of inequality also have consequences at more macroscopic levels and derive the general features of population and economic growth for systems of cities and nations.

Instructor(s): Luis Bettencourt Terms Offered: Autumn

Prerequisite(s): STAT 22000

Equivalent Course(s): SOCI 20285, GEOG 24600, GEOG 34600, ENST 24600

PBPL 24701. U.S. Environmental Policy. 100 Units.

Making environmental policy is a diverse and complex process. Environmental advocacy engages different governmental agencies, congressional committees, and courts, depending on the issue. This course examines how such differentiation has affected policy making over the last several decades.

Instructor(s): R. Lodato Terms Offered: Autumn

Equivalent Course(s): LLSO 24901, ENST 24701

PBPL 24751. The Business of Non-Profits: The Evolving Social Sector. 100 Units.

Led by an experienced practitioner, this course aims to provide both an intellectual and experiential understanding of the contemporary nonprofit sector. In addition to a seminar component examining the rapidly evolving social sector, students engage in a hands-on consulting project for an area nonprofit involving analysis, reporting, and presentation. This course satisfies the Public Policy practicum WINDOWS requirement.

Instructor(s): C. Velasquez Terms Offered: Autumn Spring Winter

Prerequisite(s): Instructor consent required. During 6th and 7th week, students must submit an application to CampusCATALYST, a nonprofit that assists in the coordination of consulting projects. Please see the quarterly time schedules for the CampusCATALYST application link.

PBPL 24756. Exploring the Resilient City. 100 Units.

In recent years, sub-national units of government have enacted meaningful policy plans in the wake of the ongoing failure of the international community to address global climate change. Cities in particular have shaped their plans to address the now-inevitable effects of climate change by adopting policies that emphasize resilience and environmental protection, without sacrificing economic growth, and with attention to the ongoing challenges of poverty and inequality. This course will take a comparative look at the policies adopted by cities on an international basis, while defining what it means to be a resilient city and how much the built environment can be adjusted to limit the environmental impact of densely populated metropolises. It will also consider what impact citizen activism and input had upon the shape of each plan and the direction that its policies took. Students will also be asked to consider what might be missing from each plan and how each plan could be improved to foster greater resiliency.

Instructor(s): R. Lodato Terms Offered: Winter
Equivalent Course(s): ENST 24756

PBPL 24776. International Environmental Policy. 100 Units.

Environmental issues have become a prominent part of the work of international organizations and their member nations. The international community has recognized the efficacy of multi-national agreements as a method for comprehensive solutions to problems that were once dealt with on a nation-by-nation basis. This course will address such topics as the Montreal Protocol, climate change agreements, and the Law of the Sea treaty, as well as the efforts being undertaken by some leading nations to address present-time environmental challenges.

Instructor(s): R. Lodato Terms Offered: Spring
Equivalent Course(s): ENST 24776

PBPL 24800. Urban Policy Analysis. 100 Units.

This course addresses the explanations available for varying patterns of policies that cities provide in terms of expenditures and service delivery. Topics include theoretical approaches and policy options, migration as a policy option, group theory, citizen preference theory, incrementalism, economic base influences, and an integrated model. Also examined are the New York fiscal crisis and taxpayer revolts, measuring citizen preferences, service delivery, and productivity.

Instructor(s): T. Clark Terms Offered: Autumn
Equivalent Course(s): SOCI 30120, SOCI 20120

PBPL 24901. Trade, Development and Poverty in Mexico. 100 Units.

With a focus on the past two decades, this interdisciplinary course explores the impact of economic integration, urbanization, and migration on Mexico and, to a lesser extent, on the United States—in particular, working class communities of the Midwestern Rust Belt. The course will examine work and life in the borderland production centers; agriculture, poverty, and indigenous populations in rural Mexico; evolving trade and transnational ties (especially in people, food products and labor, and drugs) between the U.S. and Mexico; and trade, trade adjustment, and immigration policy.

Instructor(s): C. Broughton Terms Offered: Spring
Note(s): This course is offered in alternate years.
Equivalent Course(s): SOCI 20251, LACS 24901

PBPL 25003. Immigration, Law and Society. 100 Units.

Law is everywhere within the social world. It shapes our everyday lives in countless ways by permitting, prohibiting, protecting and prosecuting native-born citizens and immigrants alike. This course reviews the major theoretical perspectives and sociological research on the relationship between law and society, with an empirical focus on immigrants in the United States, primarily from Mexico and Central America. To begin, we explore the permeation of law in everyday life, legal consciousness, and gap between "law on the books" and "law on the ground." The topic of immigration is introduced with readings on the socio-legal construction of immigration status, theories of international migration, and U.S. immigration law at the national and subnational levels. We continue to study the social impact of law on immigrants through the topics of liminal legality; children, families, and romantic partnerships; policing, profiling, and raids; detention and deportation; and immigrants' rights. This course adopts a "law in action" approach centered on the social, political, and cultural contexts of law as it relates to immigration and social change. It is designed to expose you to how social scientists study and think about law, and to give you the analytical skills to examine law, immigration, and social change relationally.

Terms Offered: TBD

Equivalent Course(s): SOCI 28079, LACS 25003, SSAD 25003, CRES 25003, HMRT 25003

PBPL 25004. Punishment and Social Theory. 100 Units.

In this course, students examine the rise of the penal state, tracing its roots from the birth of the prison to the ascendance of mass imprisonment. The course is organized around five lines of inquiry--(1) How is the power to punish derived? (2) In what ways has the role of punishment in society been conceived? (3) What do the practices of punishment produce? (4) What do they tell us about ourselves? (5) Are there alternatives? Taking up these questions, students will outline the major theories of punishment advanced by classical political philosophers and penologists, and trace the trajectory of our modern impulse to punish through the works of the "masters of suspicion." We will interrogate the political economy, culture, and consequences of punishment through readings on the carceral state and conclude by raising new questions about punishment and its alternatives in an age of mass incarceration.

Equivalent Course(s): HMRT 25004, SSAD 25004

PBPL 25005. Inequality at Work: The Changing Nature of Jobs and Prospects for Improvement. 100 Units.

This course will consider sources of inequality in the labor market and in workplaces. Empirical evidence and theory on labor markets and job conditions will be analyzed to provide insights into the changing nature of work and workplace inequality for the majority of Americans -- who do not hold a four-year college degree. Although the course will consider ways to ready workers for good jobs in the economy, the emphasis will be on improving jobs themselves, through voluntary employer behavior, collective action, and public policy. The assignment for the course involves observing and/or interviewing workers in an occupation chosen by the student.

Instructor(s): Susan Lambert Terms Offered: TBD

Equivalent Course(s): SSAD 25005, LLSO 25005

PBPL 25120. Child Development and Public Policy. 100 Units.

The goal of this course is to introduce students to the literature on early child development and explore how an understanding of core developmental concepts can inform social policies. This goal will be addressed through an integrated, multidisciplinary approach. The course will emphasize research on the science of early child development from the prenatal period through school entry. The central debate about the role of early experience in development will provide a unifying strand for the course. Students will be introduced to research in neuroscience, psychology, economics, sociology, and public policy as it bears on questions about "what develops?", critical periods in development, the nature vs. nurture debate, and the ways in which environmental contexts (e.g., parents, families, peers, schools, institutions, communities) affect early development and developmental trajectories. The first part of the course will introduce students to the major disciplinary streams in the developmental sciences and the enduring and new debates and perspectives within the field. The second part will examine the multiple contexts of early development to understand which aspects of young children's environments affect their development and how those impacts arise. Throughout the course, we will explore how the principles of early childhood development can guide the design of policies and practices that enhance the healthy development of young children, particularly for those living in adverse circumstances, and thereby build a strong foundation for promoting equality of opportunity, reducing social class disparities in life outcomes, building human capital, fostering economic prosperity, and generating positive social change. In doing so, we will critically examine the evidence on whether the contexts of children's development are amenable to public policy intervention and the costs and benefits of different policy approaches.

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

Prerequisite(s): Attendance on the first day of class is required or registration will be dropped.

Equivalent Course(s): CHDV 25120, PSYC 25120

PBPL 25216. The American Presidency. 100 Units.

This course examines the institution of the American presidency. It surveys the foundations of presidential power, both as the Founders conceived it, and as it is practiced in the modern era. This course also traces the historical development of the institutional presidency, the president's relationships with Congress and the courts, the influence presidents wield in domestic and foreign policymaking, and the ways in which presidents make decisions in a system of separated powers.

Instructor(s): W. Howell Terms Offered: Spring

Equivalent Course(s): AMER 25215, PLSC 25215, LLSO 25215, PLSC 35215

PBPL 25220. Constructing a Society of Human Rights: A Psychological Framework. 100 Units.

This course is designed to discuss the ways that cultural and social psychology contribute to understandings about human rights conceptually, and how human rights issues emerge from social dynamics. Over the course of the quarter, students will learn about theories on intergroup conflict and prejudice, how an individual's beliefs emerge from social contexts and shape their relationships with others, how obedience to authority is created and abused, and how social positioning and narratives influence conceptions of self and other. We will also discuss the relevance and impact of psychological study and data on human rights issues.

Equivalent Course(s): CHDV 25220, INRE 30600, HMRT 25220

PBPL 25370. Social Justice and Social Policy. 100 Units.

What is a fair policy? Policy makers often appeal to justice, fairness or rights to justify policy. Yet it is often unclear what exactly these concepts mean. This course will examine contemporary theories of justice and teach students how these theories can be applied to public policy issues. We will start with three general theories of justice: utilitarianism, liberal equality and libertarianism. We will then discuss more specific issues pertaining to marginalized groups such as immigrants or the disabled. Finally, we will examine empirical evidence about peoples' fairness beliefs in the US and abroad. This course will allow students to form a more coherent notion of what they think is fair, while understanding that rational people can legitimately disagree with each other about what is fair.

Instructor(s): I. Marinescu Terms Offered: TBD

PBPL 25405. Child Poverty and Chicago Schools. 100 Units.

This discussion- and debate-based course begins with a sociological and historical examination of child poverty, focusing on its origin, experience, and perpetuation in disadvantaged Chicago communities. Class meetings will involve debating school reform efforts, such as "turnaround" schools, charter schools, Promise Neighborhoods, and stepped-up teacher evaluations. Further, the barriers that have contributed to the failure of previous reform initiatives—barriers that include social isolation, violence, and the educational system itself—will be identified and analyzed in-depth.

Instructor(s): C. Broughton Terms Offered: Spring

Prerequisite(s): 2nd year standing required; attendance on the first day of class is required or registration will be dropped.

Equivalent Course(s): CRES 25405

PBPL 25663. Urban Studies: Placemaking. 100 Units.

This course considers the values that drive neighborhood transformation, how policy is shaped and implemented, and the role that arts and culture can play in mindful city-building. Classroom hours will be spent with Theaster Gates, professor, Department of Visual Art, in addition to other UChicago faculty, discussing key principles in guiding city redevelopment in mindful and equitable ways. Students will gain field experience working with Place Lab, Gates's multidisciplinary team that documents and demonstrates urban ethical redevelopment strategies initiated through arts and culture. Working across a variety of projects, students will be exposed to programming, data collection, development, community building, strategy, and documentation. Weekly site visits will give students the opportunity to see analogous projects and meet practitioners throughout Chicago.

Equivalent Course(s): ARTV 20663

PBPL 25695. Workplace and Family Policy. 100 Units.

The topics covered in the course will include: the demographic transition, human capital accumulation, gender wage and employment gaps, discrimination in the workplace, family leave and childcare policies, tax policies including subsidies like the Earned Income Tax Credit (EITC), and related welfare policies. We will draw on the theory of static and dynamic labor supply, theories of labor demand, and labor market equilibrium to guide its investigation, and use empirical tools to answer research questions. For each topic covered in this course, I will introduce an elementary treatment of the canonical theoretical model and give examples of its empirical application. In studying empirical applications, we will often draw on analysis from international experience.

Instructor(s): Y. Asai Terms Offered: Spring

Equivalent Course(s): GNSE 25695

PBPL 25831. Comparative Politics and Policy. 100 Units.

We will study the political economy of our host city and nation. The first module of the course introduces students to the political behavior and institutions of the location, set within the broader context of the European Union. Subsequent modules explore the politics of policymaking process in three specific areas: physical, social, and fiscal policy. The course complements PBPL 221, Politics and Policy, which is focused on the United States.

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

PBPL 25832. Early Human Capital Development. 100 Units.

We will study the social and policy contexts aimed at promoting the development, health, and well-being of young children, with an emphasis on our host nation and the European Union. Topics to be covered include family policies such as fertility and related family planning policies; marriage and family formation; policies targeting working parents (i.e. parental leave); income support policies for lone or low-income parents; as well as child care and early education programs targeted directly to children.

PBPL 25833. Comparative Social Policy Analysis. 100 Units.

This course will teach students the tools for understanding inequality and redistribution in comparative perspective. The course does not require deep knowledge of econometrics. Topics to be covered include defining and measuring social welfare, tools of the social policy maker including redistribution, incentives, universal vs. targeted policies, conditionality in social policies and potentially important trade-offs (like economic growth and equality).

Instructor(s): S. Mayer

Prerequisite(s): Acceptance into the Barcelona Public Policy Program

PBPL 25840. Odyssey Engaged Nonprofit Practicum. 100 Units.

The Odyssey Engaged nonprofit practicum is a unique partnership between the Office of Civic Engagement, the Public Policy department of the College, Career Advancement, the campusCATALYST (cC) RSO and local nonprofit organizations. The Odyssey Engaged program integrates career development, public service, and innovation with academic work. This course presents a broad overview of the nonprofit sector and offers an opportunity to study the theory that underlies the hands-on work students are doing at local nonprofit organizations. Each student is required to complete a capstone project, which allows them to apply the knowledge that they will be receiving from the academic component of the program to their work at their host organization.

Instructor(s): C. Velasquez Terms Offered: Summer

Prerequisite(s): Acceptance into the Odyssey Engaged Program

PBPL 25860. Crime, Justice, and Inequality in the American City. 100 Units.

This course explores perspectives on street gangs and criminal activity; policing and the criminal justice system; and obstacles to securing housing, employment, and services for reentry after incarceration. Students will examine advances in the social science of adolescence and innovations in government policy and community-based programs aimed at encouraging public safety and youth development, improving policing and prisons, and promoting criminal desistance and decarceration. In addition, we will delve into the lived experience of adolescence and beyond in the context of racially-segregated, high-poverty neighborhoods, with a focus on Chicago. Our approaches will include discussion and lecture; ethnographic, autobiographical, and policy-oriented readings; panels and guest speakers; and documentary films and other media.

Instructor(s): Broughton, C. Terms Offered: Winter

Equivalent Course(s): SOCI 20255

PBPL 26003. Chicago by Design. 100 Units.

This course examines the theory and practice of urban design at the scale of block, street, and building-the pedestrian realm. Topics include walkability; the design of streets; architectural style and its effect on pedestrian experience; safety and security in relation to accessibility and social connection; concepts of urban fabric, repair, and placemaking; the regulation of urban form; and the social implications of civic spaces. Students will analyze normative principles and the debates that surround them through readings and discussion as well as firsthand interaction with the urbanism of Chicago. This course is part of the College Course Cluster, Urban Design.

Instructor(s): E. Talen Terms Offered: Spring

Equivalent Course(s): ENST 26003, GEOG 24300, SOSC 26003

PBPL 26020. Security, Counter Terrorism and Resilience, The Israeli Case. 100 Units.

This course will examine how Western liberal democracies respond to the threat of terrorism and sub-conventional "hybrid" warfare, with a specific focus on the case of Israel. The goal of the course is to develop a critical perspective on the nature of the contemporary security challenges facing democracies, how these threats are understood by domestic audiences, and the role of internal politics in shaping responses at the national and community levels. Empirically, the course covers the developments of Israeli security strategy and practice from the period before the establishment of the state in 1948 to the present -- with particular attention given to the role of evolving conventional, sub-conventional and non-conventional threats. The course will broadly address complex topics such as protracted terrorism of diverse kinds, counter terrorism by different means, and the emerging role of the doctrine of resilience as an alternative paradigm for defending against contemporary hybrid security risks. Throughout the course, students will critically engage with primary sources, diverse theoretical views, and rich historical material representing a wide variety of scholarly, intellectual, and policy perspectives.

Instructor(s): Meir Elran Terms Offered: Winter

Equivalent Course(s): INRE 36002

PBPL 26200-26300. Field Research Project in Public Policy I-II.

This two-quarter sequence will expose students to real-world policy-making questions and field-based research methodologies. We will organize ourselves as a policy think tank working with various city agencies, nonprofit organizations, and other corporations to design a research project, collect data, conduct analysis, and present findings. In the first quarter, we will follow a robust methodological training program in collaboration with University partners to advance the foundations laid elsewhere in the public policy studies program. In the second quarter, this expertise in a full range of research methodologies will be put into practice to tackle public policy problems in the city and neighborhoods that surround the University.

PBPL 26200. Field Rsch Proj-1: Pubpol. 100 Units.

See sequence description.

Instructor(s): Staff Terms Offered: TBD

Prerequisite(s): Open only to public policy studies majors. Third-year standing recommended. PBPL 26200-26300 must be taken in sequence.

PBPL 26300. Field Research Project in Public Policy II. 100 Units.

This two-quarter sequence will expose students to real-world policy-making questions and field-based research methodologies. We will organize ourselves as a policy think tank working with various city agencies, non-profit organizations, and other corporations to design a research project, collect data, conduct analysis, and present findings. In the first quarter, we will follow a robust methodological training program in collaboration with University partners to advance the foundations laid elsewhere in the Public Policy Studies program. In the second quarter, this expertise in a full range of research methodologies will be put into practice to tackle public policy problems in the city and neighborhoods that surround the University.
 Instructor(s): Staff Terms Offered: TBD
 Prerequisite(s): PBPL 26200; open only to public policy studies majors. Third year standing recommended. PBPL 26200-26300 must be taken in sequence.

PBPL 26300. Field Research Project in Public Policy II. 100 Units.

This two-quarter sequence will expose students to real-world policy-making questions and field-based research methodologies. We will organize ourselves as a policy think tank working with various city agencies, non-profit organizations, and other corporations to design a research project, collect data, conduct analysis, and present findings. In the first quarter, we will follow a robust methodological training program in collaboration with University partners to advance the foundations laid elsewhere in the Public Policy Studies program. In the second quarter, this expertise in a full range of research methodologies will be put into practice to tackle public policy problems in the city and neighborhoods that surround the University.
 Instructor(s): Staff Terms Offered: TBD
 Prerequisite(s): PBPL 26200; open only to public policy studies majors. Third year standing recommended. PBPL 26200-26300 must be taken in sequence.

PBPL 26302. Public Policy Practicum: Interview Project on Gun Violence. 100 Units.

This one-quarter practicum in qualitative methods aims to develop interviewing skills-including instrument design, questioning, transcription, thematic analysis, and write-up-in the context of a mini-BA thesis trial run. The topic is gun violence in Chicago. We'll engage in weekly in-class interviews with informants with wide-ranging vantage points on gun violence as a social and policy problem including police officers, community organization leaders, former gang members, scholars, and policy-makers inside the criminal justice system. Meant to prepare Public Policy Studies students for the BA thesis process, each student, using weekly interviews conducted by class members as a group and interviews and observations of their own, will formulate a question related to gun violence and construct the component parts of their own research paper. This course satisfies the Public Policy practicum WINDOWS or METHODS requirement.
 Instructor(s): Broughton, C. Terms Offered: Spring
 Prerequisite(s): Open only to public policy studies majors. Third-year standing recommended.

PBPL 26400. Quantitative Methods in Public Policy. 100 Units.

Policy designers and policy analysts should understand the quantitative methods whereby social and economic reality can be described and policy outcomes evaluated; this course will introduce the basic methodologies used in quantitative social description. The underlying discipline is statistics, and this course will focus on statistical thinking and applications with real data sets. Students will be introduced to sampling, hypothesis testing, and regression, as well as other components of the basic toolkit of quantitative policy analysis.
 Instructor(s): A. Fowler Terms Offered: Spring

PBPL 26416. Latin American Extractivisms. 100 Units.

This course will survey the historical antecedents and contemporary politics of Latin American extractivisms. While resource extraction in Latin America is far from new, the scale and transnational scope of current "neoextractivisms" have unearthed unprecedented rates of profit as well as social conflict. Today's oil wells, open-pit mines, and vast fields of industrial agriculture have generated previously unthinkable transformations to local ecologies and social life, while repeating histories of indigenous land dispossession in the present. Yet parallel to neo-extractive regimes, emergent Latin American social movements have unleashed impassioned and often unexpected forms of local and transnational resistance. Readings in the course will contrast cross-regional trends of extractive economic development and governance with fine-grained accounts of how individuals, families, and communities experience and respond to land dispossession, local and transregional conflict, and the ecological and health impacts of Latin American extractivisms.
 Equivalent Course(s): ANTH 23093, LACS 26416

PBPL 26433. Practicum in Environmental Management. 100 Units.

Students in this course will explore and evaluate aspects of environmental sustainability on campus, through scholarly research, interviews, surveys and data collection and analysis. Students will apply concepts and tools from environmental studies, public policy and economics to evaluate and make recommendations for enhancing the environmental performance of campus athletics operations and events. The research will be conducted in collaboration with the Office of Sustainability and Department of Physical Education and Athletics. Prerequisite: PBPL 200 or ECON 198 or equivalent
 Instructor(s): S. Sabina Terms Offered: Autumn
 Prerequisite(s): Prerequisite: PBPL 200 or ECON 198 or equivalent
 Note(s): Not offered in 19-20
 Equivalent Course(s): ENST 26433

PBPL 26530. Environment, Agriculture, and Food: Economic and Policy Analysis. 100 Units.

The connections between environment, agriculture, and food are inherent in our social, cultural, and economic networks. Land use, natural resource management, energy balances, and environmental impacts are all important components in the evolution of agricultural systems. Therefore it is important to develop ways in which to understand these connections in order to design effective agricultural programs and policies. This course is designed to provide students with guidance on the models and tools needed to conduct an economic research study on the intersecting topics of environment, agriculture, and food. Students learn how to develop original research ideas using a quantitative and applied economic policy analysis for professional and scholarly audiences. Students collect, synthesize, and analyze data using economic and statistical tools. Students provide outcomes and recommendations based on scholarly, objective, and policy relevant research rather than on advocacy or opinions, and produce a final professional-quality report for a workshop presentation and publication. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

Instructor(s): S. Shaikh Terms Offered: Winter

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400
Equivalent Course(s): ENST 26530, PPHA 32510, ECON 26530

PBPL 26531. Environment, Agriculture, and Food: Advanced Economic and Policy Analysis. 100 Units.

This course is an extension of ENST 26530 but also stands alone as a complete course itself. Students don't need to take ENST 26530 to enroll in this course. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.

Instructor(s): S. Shaikh Terms Offered: Spring

Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400
Equivalent Course(s): ECON 26540, ENST 26531, PPHA 32520

PBPL 26690. The Politics of Health Care. 100 Units.

In this course we will tackle some of the complexity of healthcare head-on, considering how cultural, legal and structural factors shape the delivery of care. Our goal will be to address foundational questions about how we as a society imagine healthcare, the professionals who work within the field, and the patients. We will draw on evidence from the United States to ask: How have shifts in the institutional context in which medical professionals work altered their task? How do we imagine patients and their choices? How do external and internal pressures shape what issues are prioritized and who receives care?

PBPL 26705. Economics of Education. 100 Units.

This course explores economic models of the demand for and supply of different forms of schooling. The course examines the markets for primary, secondary, and post-secondary schooling. The course examines numerous public policy questions, such as the role of government in funding or subsidizing education, the design of public accountability systems, the design of systems that deliver publicly funded (and possibly provided) education, and the relationship between education markets and housing markets.

Instructor(s): D. Neal Terms Offered: TBD

Prerequisite(s): ECON 21020 or ECON 21030

Equivalent Course(s): ECON 26700, EDSO 26700

PBPL 26830. Medical Ethics. 100 Units.

In this course we will tackle some of the complex ethical challenges faced in health care. We will discuss the broad philosophical frameworks used in health care settings to make decisions around hot-button issues like: abortion, organ donation, and withdrawing care at the end of life. We will also investigate how legal and cultural factors complicate decision-making around these topics. Class time will be divided between debates over real case studies, class guests, field trips to hospitals and ethics committees, and a mock policy forum, in which students will represent the perspectives of different interest groups in order to develop medical ethics policy.

Instructor(s): Brophy, S. Terms Offered: Summer

PBPL 26885. Women in the Labor Market. 100 Units.

Workers differ on many dimensions. In this course, we will focus on one: gender. This course is designed to provide students with a microeconomist's toolbox to think about major themes related to women's labor such as the gender wage gap, occupational segregation by gender, and trends in schooling completion by gender.

PBPL 26886. Women and Labor Markets. 100 Units.

Workers differ on many dimensions. In this course, we will focus on one: gender. Students will develop a microeconomist's toolbox to consider six major themes related to women's labor: (1) Human capital- Understanding why and how people invest in themselves and how these investments have differed by gender over time. (2) Aggregate labor market- Understanding where wages come from. (3) Occupational choice- Thinking about why people sort into occupations and how occupational sorting by gender has varied over time. (4) Discrimination- Considering the effects of prejudice and discrimination on wages and productivity. (5) Family as an economic unit- Family formation/dissolution, time use, and fertility decisions. (6) Public policy- Considering the effects of public programs, regulations, taxes, and transfers on female labor force participation, family size, and family stability.

Instructor(s): Sloane, C. Terms Offered: Spring

Prerequisite(s): PBPL 20000 or ECON 20000

PBPL 26988. The Politics of Organizational Ethics. 100 Units.

In this seminar, we will investigate the often-contentious process of creating ethics policy. How do policymakers decide what is right or wrong for their organization or profession? We will draw on case studies from medicine, policing, technology, law, and the corporate world, investigating why organizations are motivated to create ethics, and what challenges they face when they do. We will consider the different political battles policymakers must engage in and investigate how ethics policies are actually used once they are put in place.

Instructor(s): S. Brophy Terms Offered: Spring

PBPL 27000. International Economics. 100 Units.

This course covers international economics with an emphasis on international trade. The basic theories of international trade are introduced and used to analyze welfare and distributional effects of international trade, government policies, and technology diffusion. In addition, this course also discusses the main empirical patterns of international trade and international investment.

Equivalent Course(s): ECON 27000

PBPL 27040. Public Finance and Public Policy. 100 Units.

This course analyzes the rationales for government intervention in the economy, the form that intervention takes, and the effects of government policy. We will review the economic tools of analysis used in public finance, including cost-benefit analysis, and apply them to government policies, largely at the federal level. The course will focus on policies to remedy externalities, the provision of public goods, social insurance, and the effects of taxes. Within social insurance, we will cover social security and health reform. We will also explore the role taxation plays in government policy. Tax topics include the effect of taxes on consumers and firms, savings and corporate decisions, and fundamental tax reform.

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

Prerequisite(s): PBPL 20000 or ECON 20000

PBPL 27070. Philanthropy: Private Acts and Public Goods. 100 Units.

Under what conditions do philanthropy and other forms of private action come to be significant elements of the provision of public goods? What are the consequences of organizing society in this way? In this course, we will address the social role of philanthropy, its historical development as a significant economic and political institution, and the place of philanthropy in contemporary public policy and civic projects.

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

Prerequisite(s): Completion of at least 2 quarters of SOSC

Equivalent Course(s): SOCI 20222

PBPL 27125. Voices of Alterity and the Languages of Immigration. 100 Units.

This course investigates the individual experience of immigration: how do immigrants recreate themselves in this alien world in which they seem to lose part of themselves? How do they find their voice and make a place for themselves in their adoptive homes? If in the new world the immigrant becomes a new person, what meanings are still carried in traditional values and culture? How do they remember their origins and record new experiences?

Instructor(s): Angelina Ilieva Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): ENGL 27125, CMLT 27125, REES 29025, ENST 27125, HIST 27710

PBPL 27150. China's Economic Development & Transition. 100 Units.

Equivalent Course(s): ECON 25710

PBPL 27156. Urban Design with Nature. 100 Units.

This course will use the Chicago region as a laboratory for evaluating the social, environmental, and economic effects of alternative forms of human settlement. Students will be introduced to the basics of geographic information systems (GIS) and use GIS to map Chicago's "place types" - human habitats that vary along an urban-to-rural transect, as well as the ecosystem services provided by the types. They will then evaluate these place types using a range of social, economic and environmental criteria. In this way, students will evaluate the region's potential to simultaneously realize economic potential, protect environmental health, and provide social connectivity. This course is part of the College Course Cluster program: Urban Design.

Instructor(s): Sabina Shaikh and Emily Talen Terms Offered: Autumn

Prerequisite(s): Third or fourth-year standing

Note(s): Students who have taken ENST 27150: Urban Design with Nature: Assessing Social and Natural Realms in the Calumet Region in the Spring of 2018 may not enroll in this course.

Equivalent Course(s): BPRO 27155, ENST 27155, GEOG 27155

PBPL 27210. Where We Come From: Methods & Materials in the Study of Immigration. 100 Units.

This course provides an interactive survey of methodologies that engage the experiences of immigrants in Chicago. Exploring practices ranging from history to fiction, activism to memorialization, this course will introduce students to a variety of the ways that immigrants and scholars have approached the Second City. Instructor(s): William Nickell Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): REES 24417, ENST 27210, HIST 27712

PBPL 27325. Urban Ecology in the Calumet Region. 100 Units.

This course will give students a strong foundation in the local ecology of the Calumet. Students will use local research and habitats to understand fundamental concepts in ecology and the scientific method. Students will explore some of these habitats during field trips with scientists and practitioners. The course focus will be on urban ecology in the region, whether these fundamental ecological concepts are applicable, what other factors need to be considered in the urban ecosystem, and the role humans have in restoring natural and managing novel ecosystems, among other topics.

Terms Offered: TBD

Note(s): Enrollment is based on acceptance into the Calumet Quarter program. Not offered in 2019-20.

Equivalent Course(s): ENST 27325, GEOG 27325

PBPL 27330. Spaces of Hope: The City and Its Immigrants. 100 Units.

The city is the site where people of all origins and classes mingle, however reluctantly and agonistically, to produce a common if perpetually changing and transitory life." (David Harvey) This course will use the urban studies lens to explore the complex history of immigration to Chicago, with close attention to communities of East European origin. Drawing on anthropological theory and ethnographic materials, we will study the ways in which the city and its new citizens transform one another.

Instructor(s): Nada Petkovic Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): HIST 27713, ENST 27330, REES 21500

PBPL 27809. Violence in the Early Years. 100 Units.

This course will address issues related to children's exposure to violence. Classes will cover topics including, but not limited to, the history of violence against children (infanticide, etc), children's literature, parental violence towards children, school-related violence, practices such as female genital mutilation, and other policy-relevant issues related to violence in children's lives. We will analyze policies and reforms, review relevant research on each topic, and examine implications of the findings to policy and practice.

Instructor(s): A. Adukia Terms Offered: TBD

PBPL 27818. Philosophical Foundations of Public Policy. 100 Units.

Evidence-based policy making" sounds like a slogan everyone can get behind. But its central components, cost-benefit analysis and program evaluation, have each been subject to severe philosophical questioning. Does cost-benefit analysis ignore important ethical concerns? Does program evaluation ignore valuable kinds of knowledge? We will introduce each of these debates, and then take up the question of how evidence-based policy might be reconciled with democratic theory. Class discussion and assignments will consider these topics in the context of specific policy areas, including climate change, discrimination, and education.

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

Prerequisite(s): ECON 20000, PBPL 20000, ECON 20100, or PBPL 22200.

Equivalent Course(s): PLSC 27818

PBPL 27900. Global-Local Politics. 100 Units.

Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.

Instructor(s): T. Clark Terms Offered: Winter

Equivalent Course(s): SOCI 30116, SOCI 20116, HMRT 20116, LLSO 20116, HMRT 30116

PBPL 27905. Global Health Metrics. 100 Units.

This course provides an overview of the causes of illness and injury in populations across the world and the most important risk factors. We will discuss how population health is measured using summary indicators that combine mortality and non-fatal health outcomes. We will use these indicators to compare and contrast the health of populations across global regions and in time. Sound measurement of the global burden of disease is essential for prioritizing prevention strategies. Therefore, there will be a strong emphasis on understanding how data sources in information-poor settings are used to generate estimates of population health.

Equivalent Course(s): PBHS 31900, PBHS 27900

PBPL 27919. Research in School Improvement. 100 Units.

Research evidence and data play an increasingly important and complex role in efforts to reform underperforming school systems in the United States. Both education policy and practice increasingly rely on sophisticated understandings of a dynamic interplay of complex organizations, systems, and policymaking. This course introduces students to cutting edge models for using research and data public school reform efforts, including examples of randomized control trials, district-based research, research-practice partnerships, and quality improvement strategies. The course includes concrete illustrations of research that reshaped educational practice drawn from the UChicago Consortium on School Research.

Instructor(s): Elaine Allensworth and David Johnson Terms Offered: Winter

PBPL 28139. Society, Politics and Security in Israel. 100 Units.

This graduate course examines Israel's unique DNA through a thorough examination of its history, society, politics and security challenges. We shall explore these traits as manifested in the defining chapters of Israel's history, since the early stages of the Zionist driven immigration of Jews to the Holy Land, through the establishment of the Jewish State in 1948, until present time. Students will work with primary sources, diverse theoretical perspectives, and rich historiographical material to better understand the Israeli experience, through domestic, regional and international perspectives. Particular attention will be given to the emergence of the Israeli vibrant society and functioning democracy in the background of continuous conflict and wars. The course will explore topics such as: How Israel reconciles between the imperatives and narratives of democracy and Jewishness, between collective ethos and heterogeneous tribalism, and between protracted security challenges and resilience. We will also discuss the multifaceted aspects of the changing Israeli security doctrine and practice, in light of regional threats and international involvement.

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

Equivalent Course(s): INRE 36001, JWSC 28139

PBPL 28150. U.S. Foreign Policy: Inst & Decision making 21st Century. 100 Units.

This course explores contemporary relations between the United States and the world. The primary goal is to give students conceptual and critical tools to understand and analyze how international relations theory, U.S. foreign policy decision-making processes, and current events fit together, especially in the post 9/11 world. It is designed to develop students' capacity both to explain the foreign policy-making process in the United States, and to better understand the underlying patterns, logic, and implications of American foreign policy in the world at large. The course is divided into three main topics. First, we will discuss International Relations theory that grounds U.S. foreign policy focusing on American international power and the goals for which this power is employed. The second part of the class will examine the institutions and processes that guide foreign policy formation and implementation. Questions will revolve around who are the important people setting the foreign policy agenda and what are the important institutions attempting to implement this agenda. Finally, the last third of the course will review some of the more salient foreign policy challenges facing the U.S. in the 21st century, including particular focus on geographic regions. Some of these issues include how the recent global economic crises may influence foreign policy, how terrorism and democracy promotion continue to shape U.S. foreign policy, and whether U.S. foreign policy towards Africa is undergoing significant change.

Instructor(s): F. Vabulas Terms Offered: TBD

PBPL 28300. Health Economics and Public Policy. 100 Units.

This course analyzes the economics of health and medical care in the United States with particular attention to the role of government. The first part of the course examines the demand for health and medical and the structure and the consequences of public and private insurance. The second part of the course examines the supply of medical care, including professional training, specialization and compensation, hospital competition, and finance and the determinants and consequences of technological change in medicine. The course concludes with an examination of recent proposals and initiatives for health care reform.

Instructor(s): Meltzer, D Terms Offered: Spring

Prerequisite(s): PBPL 20000 or ECON 20000 and one undergraduate course in quantitative research methods (Statistics or Econometrics) or the equivalent or consent of the instructor

Equivalent Course(s): CCTS 38300, PBHS 38300, PPHA 38300, ECON 27700

PBPL 28310. Healthcare and Healthcare Reform. 100 Units.

This course analyzes the economics of health and medical care in the United States with particular attention to the role of government and the rationale and effects of recent health care reforms. These reforms will be evaluated in how they relate to the basic workings of the US health care sector. The course will examine these underpinnings in terms of the demand and supply for health care. This includes both the structure and the consequences of public and private insurance as well as market structures in professional training, specialization and compensation, among providers, as well as the determinants and consequences of technological change in medicine. The course then examines the recent proposals and initiatives for health care reform in light of these more basic features affecting the US health care market place.

Instructor(s): STAFF Terms Offered: Winter

Equivalent Course(s): PPHA 38310

PBPL 28375. Political Economy of Development. 100 Units.

This course explores why some countries are poor and violent, and what (if anything) peaceful and prosperous countries can do to foster stability and development elsewhere in the world. The first half of the class looks at history and theory to understand the roots of violence and how order and development emerged in some places. The second half of the class looks at Western interventions in the last half century (and today), from aid to military intervention to democracy portion, to understand why some efforts succeed and fail.

Instructor(s): C. Blattman Terms Offered: TBD

PBPL 28401. Gender in the Classroom. 100 Units.

No inherent difference in general intelligence or academic ability have been found between males and females, despite extensive research on the topic. However, gendered patterns of learning and achievement persist. In the US, girls outperform boys on tests of reading and literacy, earn better grades, and are more likely to graduate high school and enroll in college. At the same time, while boys and girls now perform similarly on most tests of math and science achievement, boys are still more likely than girls to take Advanced Placement tests in STEM-related fields during high school, and ultimately to pursue STEM Careers. This course focuses on the ways in which gender shapes student's classroom experiences, and how these gendered interactions may contribute to the persistence of gendered patterns of achievement outcomes, within the context of US K-12 classrooms.

We will draw on perspectives from several disciplines, including Psychology, Anthropology and Sociology. Because this course provides a context for students to explore and critically reflect on the ways in which gender shapes student experiences within the context of US K-12 classrooms, the course may hold particular appeal for undergraduates considering pursuing careers as educators, and for those who desire a space to explore and reflect on the role of gender in shaping their own educational experiences thus far.

Instructor(s): E. Lyons Terms Offered: Autumn

Prerequisite(s): N/A

Note(s): CHDV Distribution: B, C

Equivalent Course(s): PSYC 28401, CHDV 28400, GNSE 28401

PBPL 28425. Strategic Behavior and Regulation of Firms. 100 Units.

This course will examine the role of public policy in oligopoly markets, where competition is imperfect. We will examine the strategies that firms use to increase profits, the effects of those strategies on consumers, and the cases for and against regulatory intervention in markets. Topics will include issues such as mergers, predation, price discrimination, collusion, and network economics. Class discussions will frequently focus on the economics of recent business and regulatory case studies, such as the California electricity crisis, Google's use of its search engine, and net neutrality regulation. An important component of the course will be the Competitive Strategy Game, in which students will form firms that compete against one another in several simulated markets, allowing students to gain first-hand experience with some of the strategic decisions firms regularly face.

Instructor(s): R. Kellogg Terms Offered: Autumn

Prerequisite(s): PBPL 20000 or ECON 20000

PBPL 28488. Politics and Public Policy in Latin America. 100 Units.

This course will cover the politics of policy making in Latin America. The first part will focus on understanding the problems of economic development in the region. It will address how and why Latin America is different by looking at its economic outcomes, economic and social policies and political institutions. It will also look at different examples of how political institutions shape policy outcomes. The second part will ground the distinctiveness of Latin America in its history, and show why understanding this is critical for comprehending why it is so different from the United States. It will explore how these historical factors persist, for example, how the legacy of authoritarianism shapes redistributive policies and how these historical foundations have created the weak Latin American states we see today. The third part of the course will look at how groups such as civil society or violent actors can also shape policymaking and welfare in this region. Finally, it will discuss some perspectives on whether some countries in the region have managed to find ways to change their political institutions and subsequently their social and economic policies with the prospect of creating a more prosperous society. The aim of this course is for students to gain empirical knowledge on the region's politics and policies as well as a practical understanding of political factors that shape policy outcomes.

Instructor(s): Maria Bautista Terms Offered: Spring

Prerequisite(s): PBPL 20000 or ECON 20000

Equivalent Course(s): LACS 28488

PBPL 28501. Process and Policy in State and City Government. 100 Units.

This course consists of three interrelated sub-sections: (1) process and policy in city and state government; (2) the role played by influential, key officials in determining policy outcomes; and (3) policymaking during and after a political crisis. Issues covered include isolating the core principles driving policy at city and state levels; understanding how high level elected officials can shape the course of policy; and determining how a political crisis affects policy processes and outcomes. Most of the specific cases are drawn from Chicago and the State of Illinois.

Instructor(s): C. Harris III Terms Offered: Autumn Spring Winter

PBPL 28525. Missing Markets: The Economics of the Environment. 100 Units.

This course presents a broad-based treatment of the theory and application of environmental economics. Topics are introduced in the context of real-world environmental policy questions (with special emphasis on energy policy), then translated into microeconomic theory to highlight the salient constraints and fundamental trade-offs faced by policymakers. Topics include property rights, externalities, Pigouvian taxes, command-and-control regulation, cap-and-trade, valuation of environmental quality, cost-benefit analysis, policymaking under uncertainty, and inter-regional competition.

Instructor(s): Cicala, S. Terms Offered: Winter

Prerequisite(s): PBPL 22200 or ECON 20100

PBPL 28528. Household Finance: Theory and Applications. 100 Units.

This course will examine the choices households make about important financial decisions and how these individual choices can impact the aggregate economy. Each week, basic predictions from economic theory will be discussed and compared with empirical findings. Topics will include: asset market participation and household portfolio choice; human capital and student loans; housing and mortgages; retirement planning; credit card debt; payday loans; and the gig/sharing economy. Focus will also be placed on government policies affecting these topics, including so-called household financial engineering, the creation of Government Sponsored Enterprises (GSEs) like "Fannie" and "Freddie," and regulatory agencies like the Consumer Financial Protection Bureau (CFPB). The course will provide an introduction to structural modeling for conducting policy counterfactuals. Assessment will be based on problem sets, a midterm and a final. These problem sets will require students to work in R, Stata or other statistical package of the student's choice (with permission of instructor).

Instructor(s): D. Koustas Terms Offered: Spring

Prerequisite(s): PBPL 20000 or ECON 20000 required; PBPL 22200 preferred.

PBPL 28538. Political Economy of Natural Resources. 100 Units.

The aim of this course is to provide students with an understanding of the political and economic consequences of natural resource wealth. The course will combine theoretical models and empirical evidence on the relationship between natural resources and outcomes such as low economic growth, authoritarianism, corruption and conflict. We will look at the very different experiences of different resource-rich countries (e.g. Norway versus Venezuela) and will also explore the differences across resources (e.g. oil vs minerals). The course will provide a setting for the discussion of the merits and potential pitfalls of various policies for the management of natural resource wealth.

Instructor(s): Luis Martinez Terms Offered: TBD

Prerequisite(s): PBPL 20000 or ECON 20000 and PBPL 26400

PBPL 28550. Social Experiments: Design and Generalization. 100 Units.

The pressure in many fields (notably medicine, health research, and education) for evidence-based results has increased the importance of the design and analysis of social investigations. This course will address two broad topics: (i) the design of experiments, quasi-experiments, and surveys; and (ii) the use of these social investigations for generalization in policy areas. The course will explore how the relationship between surveys and experiments can inform generalization from experiments. Randomized clinical trials in medicine, field experiments in economics and psychology, and the use of scientific evidence in policy formulation will be among the examples. This course satisfies the Public Policy practicum METHODS requirement.

Instructor(s): C. O'Muircheartaigh Terms Offered: Winter

PBPL 28605. Economic Analysis of Law. 100 Units.

This course involves the application of the choice theory of economics to the opportunities obtainable within different legal environments. The likelihood that a person will choose to return a lost wallet, keep a promise, drive more carefully, or heed the terms in a will is partly a function of the applicable laws and regulations. Alternative rules, under the standard Law and Economics approach, are compared in terms of the economic efficiency of their subsequent outcomes. This efficiency lens of Law and Economics is applied to rules concerning property, torts, contracts, and criminal behavior.

Instructor(s): J. Leitzel Terms Offered: Spring

Prerequisite(s): ECON 20100

Equivalent Course(s): ECON 28600

PBPL 28633. Introduction to Program Evaluation. 100 Units.

This course will teach students how to answer public policy questions using regression analysis. We will discuss applications from the fields of education, health, job training, and others. Students will learn the statistical foundations of regression as well as its practical implementation using the R programming language. They will study the interpretation of regression results including causal inference through experimental as well as quasi-experimental designs. No previous programming experience is assumed. This course satisfies the Public Policy practicum METHODS requirement.

Instructor(s): Potash, E. Terms Offered: Spring

Prerequisite(s): PBPL 26400; third and fourth year standing

PBPL 28640. Mixed Methods Approaches to Policy Research. 100 Units.

This course will introduce students to a diverse range of mixed methods approaches to policy research. Students will learn about multiple disciplinary perspectives and methodological approaches to policy research. The course will expose students to different styles of mixed methods research, including a small project on qualitative data analysis. Students in this course will become critical consumers of both qualitative and quantitative research, specifically, what types of questions best lend themselves to quantitative, qualitative, and mixed methods studies. This course satisfies the Public Policy practicum METHODS requirement.

Instructor(s): A. Claessens Terms Offered: TBD

PBPL 28678. Massive Change: Finance & Economics. 100 Units.

The pervasiveness and the speed of change are increasing in almost every imaginable way, along with their implications. The central prism throughout this course is change: across time, societies, and circumstances. We draw from economics and finance, from other social sciences, and from history. The course focuses on ideas and concepts and not on methods and techniques. Among the topics are the following: (i) An overview of 500+ years of coevolution of finance and economies. (ii) A taxonomy of the sources of massive changes. (iii) Predictability and unpredictability. Fallibilities of forecasters. Incentives of forecasters. Noise. (iv) Wealth of nations. Growth, hyper-growth, and stagnation. Low income traps; middle income traps; other traps. (v) Economic and financial crises. Bubbles and busts. Frameworks for understanding crises. (vi) Demographic and related transitions. Exploding, stagnant and declining populations. (vii) Some classical perspectives on change; for example, Braudel, Kuznets, Marx, Polanyi, and Schumpeter.

Instructor(s): R. Sah Terms Offered: Summer

Prerequisite(s): PPHA 32300 or consent

Equivalent Course(s): PPHA 36202

PBPL 28681. Applied Investments for Public Policy. 100 Units.

Central banks, Treasury departments, the IMF, and sovereign wealth funds use financial data and tools to inform their decisions. This class covers the main concepts of finance theory for stocks, bonds, and investment portfolios and applies them in the public policy context. Topics covered include the following: present value, real and nominal interest rates, optimal portfolio choice, Value-at-Risk and Growth-at-Risk, risk and return, the Capital Asset Pricing Model, performance evaluation, market efficiency, and return predictability.

Instructor(s): Pflueger, Carolin Terms Offered: Autumn

Prerequisite(s): PBPL 20000 or ECON 20000, PBPL 26400, and Statistics 22000 or 23400 or higher

PBPL 28730. Insurgency in South and Southeast Asia. 100 Units.

This course will trace the emergence, spread, and decline of insurgencies across South and Southeast Asia. We will use cutting-edge theoretical and quantitative research to examine the causes of each conflict—from the Naxal Insurgency in India to the varied separatist movements in Indonesia—and draw on in-depth case studies of various counterinsurgency strategies to assess how these conflicts were or might be resolved through cooperation between local and international actors. Students will engage with ongoing field data collection efforts in Thailand and the Philippines, and will use original microdata as a core feature of their final research paper.
Instructor(s): Wright, A. Terms Offered: TBD

PBPL 28747. The Modern Welfare State. 100 Units.

In 2016, Denmark was the happiest country in the world according to a United Nations happiness report. Denmark, along with Sweden and Finland have shared 20 years of relative prosperity and now are among the wealthiest countries in the world in terms of GDP per capita. They are also "welfare states" with very high levels of taxation and redistribution—policies at odds with traditional views on the power of incentives to encourage prosperity. The influence of the Nordic Model is evident in policy discussion in the US on issues ranging from educational subsidies to family-friendly workplaces. What can policy makers in other countries learn from the successes and failures of the Nordic Model? This class has three goals: 1. to familiarize you with Nordic taxes and subsidies, 2. to help you understand why these policies are successful (or appear to be successful), and 3. to give you the tools to critically evaluate suggestions for similar policy implementation in the US.
Instructor(s): Yana Gallen Terms Offered: TBD
Prerequisite(s): PBPL 26400 or equivalent

PBPL 28750. Conflict: Root Causes, Consequences, and Solutions for the Future. 100 Units.

This course will focus on understanding the causes and consequences of conflict, drawing on literatures from economics, political science and psychology. We will study why people join armed groups; and examine the role of ethnicity, religion and poverty in terrorism and civil war. We will also study whether conflict has lasting consequences on social cohesion and prospects for economic development. Finally, we will examine how individuals reconcile and rebuild in the aftermath of conflict.
Instructor(s): Dube, O Terms Offered: Winter

PBPL 28775. Poverty and Economic Development. 100 Units.

This course focuses mainly on the microeconomic fundamentals of economic development. We will study causes of poverty and underdevelopment, poverty measurement issues, and policies to improve well-being. We will concentrate on topics such as fertility, nutrition and health, education, labor markets, intra-household allocation of resources and foreign aid. Empirical evidence from developing economies will be used extensively.
Instructor(s): A. Menendez Terms Offered: Autumn
Prerequisite(s): A microeconomics course and a statistics/econometrics course is required. This course is recommended for third and fourth-year students.

PBPL 28780. The Art and Science of Negotiations and Persuasion. 100 Units.

The ability to influence other people and convince them to go along with your beliefs about what they should do is perhaps one of the most sought after, but misunderstood, professional skills. Those who appear to be successful at negotiation and persuasion are routinely built up as having unique traits like charisma, excellent leadership skills, and innate talent. However, this course will explain how success in influencing others depends not on innate or unique traits, but rather on knowledge and practice of basic psychological principles that govern interpersonal behavior. This course will increase your understanding of negotiations and persuasion in several ways. First, you will experience varied negotiation situations firsthand in the classroom on a weekly basis. Second, you will learn how to analyze your work using insights collected from decades of research in social psychology, decision-making, and behavioral science. Third, and unlike most real-life situations, you will be able to receive feedback on your performance. Life, unfortunately, does not often offer the opportunity to compare your outcomes to other people's outcomes. This course does, thereby enabling you to identify what you did right, what you did wrong, and improve your performance by evaluating your work compared to the rest of the class. This course aims to provide you with negotiation experience, tools for persuading others to go along with your beliefs, and general knowledge of human psychology.
Instructor(s): Klein, N. Terms Offered: Spring

PBPL 28791. Behavioral Science and Public Policy. 100 Units.

Many policies are aimed at influencing people's behavior. The most well-intentioned policies can fail, however, if they are not designed to be compatible with the way people actually think and make decisions. This course will draw from the fields of cognitive, social, and environmental psychology to (1) examine the ways in which human behavior deviates from the standard rational actor model typically assumed by economics, and (2) provide strategies for improving the design, implementation, and evaluation of public-facing policies. The basic premise of this course is that a foundational understanding of human behavior can lead not only to more effective policies, but enhanced decision-making and well-being.
Instructor(s): K. Wolske Terms Offered: Spring
Equivalent Course(s): PSYC 28791

PBPL 28805. Behavioral Economics and Policy. 100 Units.

The standard theory of rational choice exhibits explanatory power in a vast range of circumstances, including such disparate decision making environments as whether to commit a crime, have children, or seek to emigrate. Nonetheless, shortfalls from full rationality seem not to be uncommon, and are themselves, to some extent, systematic. Behavioral economics documents and tries to account for these departures from full rationality. This course looks at areas in which some modification of the traditional rational choice apparatus might most be warranted; these include decisions that unfold over time, involve low probability events, or implicate willpower. To what extent should public policy respond to shortfalls from rationality or concern itself with promoting happiness?

Instructor(s): J. Leitzel Terms Offered: Autumn

Equivalent Course(s): ECON 26920

PBPL 28820. Machine Learning and Policy. 100 Units.

The goal of this course is to make students better producers and consumers of machine learning tools designed to help solve public policy problems. One thing this goal requires is some understanding of the basics of machine learning: how it works, what makes it different from the usual sort of statistical and econometric tools that we tend to use in social science studies of public policy problems, and how to implement these prediction models (which we will be doing in R, a free statistical program that now includes many machine learning packages). But this goal also requires some understanding of issues that are outside the usual machine learning toolkit, such as: what sorts of public policy problems are right for these tools, and which are not; how do we know whether a new prediction tool is capable of actually improving policy decisions, not just predicting outcomes accurately within some hold-out set; what additional considerations around fairness and other normative values may arise in using machine learning tools for public policy applications; and what challenges are associated with getting policymakers, front-line practitioners or individual citizens to make use of prediction tools and resulting decision aids.

Instructor(s): J. Ludwig Terms Offered: TBD

Equivalent Course(s): PPHA 38820

PBPL 28829. Artificial Intelligence for Public Policy. 100 Units.

It is hard to name a sector that will not be dramatically affected by artificial intelligence (or machine learning). There are many excellent courses that teach you the mechanics behind these innovations -- helping you develop an engineering skill set. This course takes a different approach. It is aimed at people who want to deploy these tools, either in business or policy, whether through start-ups or within a large organization. While this requires some knowledge of how these tools work, that is only a small part of the equation, just as knowing how an engine works is a small part of understanding how to drive. What is really needed is an understanding of what these tools do well, and what they do badly. This course focuses on giving you a functional, rather than mechanistic, understanding. By the end, you should be an expert at identifying ideal use-cases and thereby well-placed to create new products, businesses and policies that use artificial intelligence.

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

Prerequisite(s): Students should have some Statistics experience.

Equivalent Course(s): PPHA 38829

PBPL 28871. Constitutional Law. 100 Units.

This course is an introduction to American constitutional law. Topics include: the role of the judiciary and other institutions in interpreting and applying the Constitution of the United States; theories of constitutional interpretation; the practice and meaning of judicial review in a political democracy; structural and individual rights approaches to constitutional limitations on government authority; and the public-private distinction in constitutional law.

Instructor(s): D. Spencer Terms Offered: Spring

Prerequisite(s): Third or fourth year standing required

PBPL 28891. The Supreme Court and Public Policy. 100 Units.

Learning how courts interpret policy has become an important component of the policymaker's toolkit. This course aims to introduce students to how Constitutional interpretation touches upon pressing policy questions of today. Students will engage with what courts expect to see from policymakers, while also learning how to read cases from a lawyer's perspective. Topics covered include federalism, LGBT rights, race and ethnicity, criminal justice issues, voting rights, emoluments, and political questions and official immunity.

Instructor(s): D. Spencer Terms Offered: Spring

Prerequisite(s): Third or Fourth year standing required

PBPL 28900. Environmental and Science Policy. 100 Units.

With a strong emphasis on the fundamental physics and chemistry of the environment, this course is aimed at students interested in assessing the scientific repercussions of various policies on the environment. The primary goal of the class is to assess how scientific information, the economics of scientific research, and the politics of science interact with and influence public policy development and implementation.

Equivalent Course(s): ENST 28900

PBPL 28920. Inequality: Origins, Dimensions, and Policy. 100 Units.

For the last four decades, incomes in the United States and across the globe have grown more unequal. That fact has attracted worldwide attention from scholars, governments, religious figures, and public intellectuals. In this interdisciplinary course, participating faculty members drawn from across the University and invited guest speakers will trace and examine the sources and challenges of inequality and mobility in many of its dimensions, from economic, political, legal, biological, philosophical, public policy, and other perspectives. This course is part of the College Course Cluster program: Inequality.

Instructor(s): A. Sanderson and Staff Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing

Note(s): ECON 24720 or ECON 22410 may be used as an Economics elective, but only one of the two may be used toward Economics major requirements.

Equivalent Course(s): BPRO 28900, ECON 24720

PBPL 28925. Health Impacts of Transportation Policies. 100 Units.

Governments invest in transport infrastructure because it encourages economic growth and mobility of people and goods, which have direct and indirect benefits to health. Yet, an excessive reliance on motorized modes of transport harms population health, the environment and social well-being. The impact on population health is substantial: Globally, road traffic crashes kill over 1.3 million annually. Air pollution, to which transport is an important contributor, kills another 3.2 million people. Motorized modes of transport are also an important contributor to sedentary lifestyles. Physical inactivity is estimated to cause 3.2 million deaths every year, globally. This course will introduce students to thinking about transportation as a technological system that affects human health and well-being through intended and unintended mechanisms. The course will examine the complex relationship between transportation, land use, urban form, and geography, and explore how decisions in other sectors affect transportation systems, and how these in turn affect human health. Students will learn to recognize how the system level properties of a range of transportation systems (such as limited-access highways, urban mass transit, inter-city rail) affect human health.

Instructor(s): Bhalla, K Terms Offered: Spring

Equivalent Course(s): PPHA 41021, ENST 28925

PBPL 28957. The Social Psychology of Behavior in Organizations. 100 Units.

Understanding others' thoughts and behaviors is essential for professional and personal success. Most of us try to understand others by putting on the cap of an "intuitive scientist," relying on our intuitions to identify others' thoughts and motivations and to predict others' behavior. However, decades of psychological research suggest that our intuitions about other people are often misguided in systematic ways. This course will enable you to have a more accurate understanding of others' motivations, feelings, thoughts, and behaviors by teaching you to think like a "psychological scientist" rather than an intuitive scientist. Relying on research in social psychology, judgment and decision-making, and behavioral science, this course will help you understand when your intuitions are likely to be reliable and when they are unlikely to be so, giving you important knowledge and tools to succeed professionally and interpersonally. Managing other people—be they co-workers, customers, constituents, or competitors—is critical for professional and personal success. At the very start of your professional career, your success will likely depend on having the necessary technical expertise to produce excellent work product for your organization. As you progress in your career, however, success will increasingly require you to manage groups of people, to align their skills, solve interpersonal problems, and create well-functioning teams.

Instructor(s): Klein, N. Terms Offered: Spring

PBPL 29000. Energy and Energy Policy. 100 Units.

This course shows how scientific constraints affect economic and other policy decisions regarding energy, what energy-based issues confront our society, how we may address them through both policy and scientific study, and how the policy and scientific aspects can and should interact. We address specific technologies, both those now in use and those under development, and the policy questions associated with each, as well as with more overarching aspects of energy policy that may affect several, perhaps many, technologies.

Instructor(s): S. Berry, G. Tolley Terms Offered: TBD. May be offered 2019-20

Prerequisite(s): PQ: Third- or fourth-year standing. For ECON majors who want ECON credit for this course (ECON 26800): PQ is ECON 20100.

Equivalent Course(s): BPRO 29000, PSMS 39000, ECON 26800, CHSS 37502, ENST 29000, PPHA 39201

PBPL 29050. Youth Law and Policy: Child Welfare and Juv. Just. in the U.S. 100 Units.

This course explores how legal institutions protect and punish children in the United States. We will spend the first part of the course exploring the child welfare system, which purports to protect children from abuse and neglect through various mechanisms including foster care and the termination of parental rights. We will spend the second part of the course exploring the juvenile justice system, which purports to prosecute and rehabilitate children for their criminal acts in a system separate from the criminal justice system. In the final part of the course, we will consider special topics in this area of law and policy including "cross-over youth" (i.e. children involved in both systems), unaccompanied immigrant children, homeless and runaway youth, and the so-called "school-to-prison-pipeline." This course will place special emphasis on the judges, lawyers, law enforcement officers, and social workers that comprise these legal institutions.

Terms Offered: Autumn

Prerequisite(s): Course limited to 3rd and 4th year students only.

Equivalent Course(s): LLSO 29050, HMRT 29050

PBPL 29120. Poverty Law and Policy Reform. 100 Units.

This seminar seeks to give students a comprehensive understanding of the major anti-poverty programs in the United States with an emphasis on current challenges and reform proposals. We will spend the first half of the course exploring the implementation and evaluation of the programs that make up the traditional safety net for poor Americans: income supports, health insurance, and housing assistance. We will spend the rest of the quarter exploring topics that complicate the traditional social policy regime, including how the safety net is more robust for some groups, such as the elderly and veterans, than others. We will explore how the legal systems of immigration and incarceration hamper anti-poverty policy and how safety net programs address the needs of rural and Native Americans. Finally, we will investigate two recent developments in the field: social entrepreneurship and the critique of procedural rights.

Instructor(s): Andrew Hammond Terms Offered: Spring

Prerequisite(s): No first year students; attendance on the first day of class is required.

Equivalent Course(s): LLSO 29120, HMRT 29120

PBPL 29355. Leading Complex Organizations. 100 Units.

In virtually any field of endeavor, individuals will find themselves operating within organizations - many of them quite complex. By studying leadership of such organizations at the outset of a career, individuals will learn how to better succeed within any organization and will attain a level of preparation for assuming leadership positions if they ultimately become available. The seminar will cover a number of critical subjects: the difference between leadership and management; the development of the organization's sense of mission and the strategy to achieve it; organizational culture; building and leading a team; entrepreneurial leadership; organizational transformation; leading an organization through crisis; how a leader relates to an organization's governing body and external constituencies; how leaders are held accountable.

Instructor(s): Thomas Cole Terms Offered: Spring

Prerequisite(s): Third- or fourth-year standing

PBPL 29404. Inequality, Household Finance, and Tax Policy. 100 Units.

The first component of this course will feature seminar discussions of income inequality and US tax policy, with a focus on income transfers such as the Earned Income Tax Credit. We will also review current policy topics in Household Finance, the study of how households save, borrow, and/or use insurance to overcome unexpected changes in household income. In addition, we will discuss the process of filing tax returns, the prevalence of income tax refunds, and the various industries, both non-profit and for-profit, that have arisen around this phenomenon. Next, students will go into the field, and work as volunteer tax preparers for a local, Chicago non-profit, the Center for Economic Progress (CEP). Students will be trained as tax preparers (which requires a 3-hour training session), learn how these services are delivered, and will also learn about the various social goals and public benefits that are often coupled with this process. Tax season begins in late January, and the students will work on site at some steady frequency, until the end of the quarter. Students are also encouraged, though not required, to continue to volunteer until the end of the tax season, April 15th. Finally, students will produce one of three deliverables. They can prepare an evaluation of CEP or they can produce a policy brief, or they can produce a research proposal. This course satisfies the Public Policy windows practicum requirement.

Instructor(s): Jones, D Terms Offered: Winter

Note(s): This course satisfies the Public Policy windows practicum requirement.

Equivalent Course(s): PPHA 39404

PBPL 29411. Mediation, Moderation, and Spillover Effects. 100 Units.

This course is designed for graduate students and advanced undergraduate students from social sciences, statistics, health studies, public policy, and social services administration who will be or are currently involved in quantitative research. Research questions about why an intervention works, for whom, under what conditions, and whether one individual's treatment could affect other individuals' outcomes are often key to the advancement of scientific knowledge yet pose major analytic challenges. This course introduces cutting-edge theoretical concepts and methodological approaches with regard to mediation of intervention effects, moderated intervention effects, and spillover effects in a variety of settings. The course content is organized around six case studies. In each case, students will be involved in critical examinations of a working paper currently under review. Background readings will reflect the latest developments and controversies. Weekly labs will provide supplementary tutorials and hands-on experiences with mediation and moderation analyses. All students are expected to contribute to the knowledge building in class through participation in discussions. Students are encouraged to form study groups, while the two written assignments are to be finished and graded on an individual basis.

Instructor(s): G. Hong Terms Offered: Spring

Note(s): CHDV Distribution, Methods

Equivalent Course(s): CCTS 32411, CHDV 32411, PSYC 32411, STAT 33211, SOCI 30318

PBPL 29600. Internship: Public Policy. 100 Units.

Students write a paper about their experience working for a government agency or nonprofit organization.

Instructor(s): J. Leitzel Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of the Program Director is required. Students must obtain consent before beginning the internship.

Note(s): The College Reading and Research Course Form is required. Must be taken for P/F grading.

PBPL 29700. Reading and Research: Public Policy. 100 Units.

This is a reading and research course for independent study not related to BA research or BA thesis preparation.

Instructor(s): STAFF Terms Offered: Autumn Spring Winter

Prerequisite(s): Open only to Public Policy majors. Must be taken for a letter grade.

Note(s): The College Reading and Research Course Form is required.

PBPL 29701. Readings and Research: Working Group in Environment, Agriculture, and Food (EAF) 100 Units.

This course consists of participation in the Environment, Agriculture, and Food Group in a role assigned by the instructor.

Instructor(s): S. Shaikh Terms Offered: Winter

Prerequisite(s): Registration by instructor consent only

Note(s): Please email Sabina Shaikh at sabina@uchicago.edu.

Equivalent Course(s): ENST 29701

PBPL 29702. Readings and Research: Working Group in Environment, Agriculture, and Food (EAF) II. 100 Units.**PBPL 29800. BA Seminar: Public Policy I (credit) 100 Units.**

This course is designed to assist students in developing and writing the required BA paper. The Autumn Quarter class informs students about sources, methods of research, and treatment of evidence.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Open only to fourth-year Public Policy majors.

Note(s): Must be taken for a letter grade.

PBPL 29801. BA Seminar: Public Policy II (no credit) 000 Units.

This seminar course focuses on the writing phase of the BA paper.

Instructor(s): STAFF Terms Offered: Autumn Winter

Prerequisite(s): PBPL 29800 or consent.

Note(s): Must be taken for a letter grade.

PBPL 29900. BA Paper Preparation: Public Policy. 100 Units.

This is a reading and research course for independent study related to BA research and BA thesis preparation.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Prerequisite(s): Open only to 4th year Public Policy majors. Must be taken for a letter grade. The College Reading and Research Course Form is required.



RELIGIOUS STUDIES

Department Website: <https://divinity.uchicago.edu/undergraduate-program-religious-studies-0>

PROGRAM OF STUDY

The program in Religious Studies introduces students to the academic study of religion. Students in Religious Studies learn how to think, talk, and write about religion in a way that is well-informed, rigorously critical, and responsibly engaged. The study of religion investigates the way human societies construct practices, seek meanings, and pose questions about their world. These investigations may be constructive, cultural, and/or historical. Since it touches all facets of human experience, the study of religion is a crucial conversation partner with other fields of study and draws on the entire range of humanistic and social scientific disciplines. Students in the program are able to explore numerous religious traditions, including Buddhism, Christianity, Hinduism, Islam, and Judaism, and are exposed to the sources, problems, methods, and methodologies of our diverse areas of study, including Biblical and Historical Studies; Ethics, Theology, and the Philosophy of Religions; as well as History of Religions, Anthropology, Sociology, and Religion and Literature. The interests of our students may be descriptive, explanatory, and/or normative.

PROGRAM REQUIREMENTS

Religious Studies majors have the option of pursuing one of two tracks: the Regular Track or the Research Track. Students in the Regular Track must take eleven courses for the major, including at least one introductory-level ("Gateway") course as well as a third-year Theories/Methods seminar. Students in the Research Track must also take eleven courses, including at least one introductory-level ("Gateway") course as well as a third-year Theories/Methods seminar. In addition, students in the Research Track complete a BA thesis during two BA seminars: RLST 29800 BA Paper Seminar I and RLST 29900 BA Paper II. Students who wish to pursue the Research Track must officially declare their intention to do so with the Director of Undergraduate Studies by the end of Spring Quarter during their third year. Only students in the Research Track are eligible for departmental honors.

Students with permission to enroll in graduate Divinity courses may count these toward the major. Students who wish to receive credit in the major for non-departmental courses must submit a petition to the Director of Undergraduate Studies. Such requests are decided on a case-by-case basis. NOTE: The Office of the Dean of Students in the College must also approve the transfer of all courses taken at institutions other than those in which students are enrolled as part of a study abroad program that is sponsored by the University of Chicago. For more information, visit Transfer Credit.

Introductory Course Requirement

Students in Religious Studies are required to take an introductory-level ("Gateway") course, such as RLST 10100 Introduction to Religious Studies. It need not precede other course work in the major, but students are advised to have completed it by the end of their second year.

Course Distribution

Religion is expressed in many forms throughout the world's cultures, and the academic study of religion therefore requires multiple perspectives on its subject. Students of religion should have some knowledge of the historical development of specific religious traditions, understand and critically engage the ethical and intellectual teachings of various religions, and begin to make some comparative appraisals of the roles that religions play in different cultures and historical periods. To introduce students to these multiple perspectives on religion and to provide a sense of the field as a whole, students are required to take at least one course in two of the following areas. To identify the areas, refer to the RLST number range (see below).

A. Historical Studies in Religious Traditions: courses that explore the development of particular religious traditions, including their social practices, rituals, scriptures, and beliefs in historical context (RLST 11000 through 15000, 20000 through 22900).

B. Constructive Studies in Religion: courses that investigate constructive or normative questions about the nature and conduct of human life that are raised by religious traditions, including work in philosophy of religion, ethics, and theology (RLST 23000 through 25900).

C. Cultural Studies in Religion: courses that introduce issues in the social and cultural contingencies of religious thought and practice by emphasizing sociological, anthropological, and literary-critical perspectives on religion, and by raising comparative questions about differing religious and cultural traditions (RLST 26000 through 28900).

Senior Seminar and BA Paper

The two-quarter senior sequence (RLST 29800 BA Paper Seminar I and RLST 29900 BA Paper II) will assist students in the Research Track with the preparation of the required BA paper. During May of their third year, students will work with the preceptor to choose a faculty adviser and a topic for research, and to plan a course of study for the following year. These must be approved by the Director of Undergraduate Studies. Students will take part in the BA Paper Seminar convened by a preceptor during Autumn and Winter Quarters. This seminar will allow students to prepare their bibliographies, hone their writing, and present their research. Students will

register for RLST 29800 BA Paper Seminar I in the Autumn Quarter and for RLST 29900 BA Paper II in the Winter Quarter. The BA paper will be due the second week of Spring Quarter. The length is typically between thirty and forty pages, with the upward limit being firm.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program. Approval from both departments is required. Students should consult with the departments by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by both departments, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

GRADING

Religious Studies majors must receive quality grades in all courses in the major. With consent of instructor, nonmajors may take Religious Studies courses for P/F grading. Faculty will determine the criteria that constitute a Pass.

HONORS

Honors are awarded by the Divinity School's Committee on Undergraduate Studies. Students who write senior papers deemed exceptional by their faculty advisers will be eligible for consideration for graduation with honors. Only students in the Research Track are eligible for honors. To be considered for honors, students in the Research Track must also have a 3.5 GPA or higher in the major and a 3.25 GPA or higher overall.

SUMMARY OF REQUIREMENTS

Regular Track

One Introductory-level ("Gateway") course	100
At least two courses in three major areas (Historical, Constructive, Cultural Studies)	200
Third-year Theories/Methods seminar	100
Seven additional courses in Religious Studies	700
Total Units	1100

Research Track

One Introductory-level ("Gateway") course	100
At least two courses in three major areas (Historical, Constructive, Cultural Studies)	200
Third-year Theories/Methods seminar	100
Five additional courses in Religious Studies	500
RLST 29800 BA Paper Seminar I	100
RLST 29900 BA Paper II	100
Total Units	1100

MINOR PROGRAM IN RELIGIOUS STUDIES

The minor in Religious Studies requires a total of six courses. One introductory-level ("Gateway") course is required of all minors (e.g., RLST 10100 Introduction to Religious Studies). The remaining five courses should be chosen to reflect a broad understanding of the academic study of religion. Of these six, students must take at least one course in two of our three areas of study [Historical Studies (A), Constructive Studies (B), and Cultural Studies (C)]. Courses in the minor may not be double-counted with the student's major(s) or with other minors, and may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

The student must complete a substantial (at least 10–15 pages) paper or project. This work should engage critically with primary source materials and exemplify methodological sophistication in the study of religion, and should earn a grade no lower than B-. It is expected that this paper will normally be written as part of the student's course work for the minor. The Director of Undergraduate Studies will approve the paper for fulfillment of this requirement.

Students who elect the minor program in Religious Studies must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Consent to Complete a Minor Program forms are available from the student's College adviser or online (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf).

Sample Program

The following group of courses would satisfy a minor in Religious Studies:

RLST 10100	Introduction to Religious Studies	100
RLST 11004	Introduction to the Hebrew Bible	100
RLST 21801	Religion and Society in the Middle Ages	100
RLST 23900	Buddhist Thought in India and Tibet	100
RLST 22505	Histories of Japanese Religion	100
RLST 26800	The Mahabharata in English Translation	100
Total Units		600

RELIGIOUS STUDIES COURSES

RLST 10100. Introduction to Religious Studies. 100 Units.

What are we talking about when we talk about religion? There are a multitude of answers to that question, and this course provides students with an entry way into a longstanding conversation-involving insiders, outsiders, and those in-between-around the meanings of a word that indexes ideas of god and the gods, of origins and ends, and of the proper places of humans (and everything else, including animals) above, in, and below the globe. Talk about religion today is, in fact, cheap: this course will aim to promote a grammatical currency (morphology, vocabulary, syntax) to enhance the value of such talk.

Instructor(s): Sarah Hammerschlag Terms Offered: Winter

RLST 11004. Introduction to the Hebrew Bible. 100 Units.

The Hebrew Bible (Old Testament) is a complex anthology of disparate texts and reflects a diversity of religious, political, and historical perspectives from ancient Israel, Judah, and Yehud. Because this collection of texts continues to play an important role in modern religions, new meanings are often imposed upon it. In this course, we will attempt to read biblical texts apart from modern preconceptions about them. We will also contextualize their ideas and goals through comparison with texts from ancient Mesopotamia, Syro-Palestine, and Egypt. Such comparisons will demonstrate that the Hebrew Bible is fully part of the cultural milieu of the Ancient Near East. To accomplish these goals, we will read a significant portion of the Hebrew Bible in English, along with representative selections from secondary literature. We will also spend some time thinking about the nature of biblical interpretation.

Instructor(s): J. Stackert Terms Offered: Autumn

Equivalent Course(s): NEHC 20504, JWSC 20120, BIBL 31000, NEHC 30504

RLST 11030. Introduction to the Qur'an. 100 Units.

This course introduces the historical context, thematic and literary features, major biblical figures, and exegetical literature on the Qur'an, with a focus on the early (8th-10th century CE) and medieval periods (11th - 15th century CE). We will read select English translations from the Qur'an and its commentators, accompanied by academic secondary literature that emphasize the Qur'an's literary structure, theological underpinnings, historical, geographical, social, political and cultural contexts in early and medieval Islamic civilization, and the role of the Qur'an as both a fixed and a living and dynamic text in Muslim devotional life.

Instructor(s): Yousef Casewit Terms Offered: Autumn

Prerequisite(s): Knowledge of Arabic is not a prerequisite, but general knowledge about Islam or an "Introduction to Islam" course is highly recommended.

Equivalent Course(s): MDVL 10030, ISLM 30030, NEHC 30030

RLST 12000. Introduction to the New Testament: Texts and Contexts. 100 Units.

An immersion in the texts of the New Testament with the following goals: 1. through careful reading to come to know well some representative pieces of this literature; 2. to gain useful knowledge of the historical, geographical, social, religious, cultural and political contexts of these texts and the events they relate; 3. to learn the major literary genres represented in the canon ("gospels," "acts," "letters," and "apocalypses") and strategies for reading them; 4. to comprehend the various theological visions and cultural worldviews to which these texts give expression; 5. to situate oneself and one's prevailing questions about this material in the history of research, and to reflect on the goals and methods of interpretation; 6. to raise questions for further study.

Instructor(s): M. Mitchell Terms Offered: Winter

Prerequisite(s): Interest in this literature, and willingness to enter into conversation with like- and non-like-minded others on the texts and the issues involved in their interpretation.

Equivalent Course(s): FNDL 28202, MDVL 12500, BIBL 32500

RLST 20100. The Fetish: Theories and Methods in Religious Studies. 100 Units.

The term fetish was coined in the 18th century by Portuguese sailors to describe the amulets or charms used by the indigenous people of Guinea. It was popularized soon after as a term used to describe the endowment of material objects with special powers among traditions deemed to be primitive. It has a long subsequent history within the Philosophy of Religions, Marxism, and Psychoanalysis, but in fact mostly disappeared from the taxonomic lexicon of scholarship within the field of Religious Studies once it was deemed a "category mistake" in the 20th century. It is thus, a term that tells the story both of the construction of Comparative Religions as a European endeavor, as well as the reverberations of that story across the social sciences. In this course we will track its history from the 18th Century to the present and consider its recent redeployments and resignifications in recent theoretical texts. Readings will include texts by David Hume, Immanuel Kant, Karl Marx, Sigmund Freud, Marcel Mauss, Bruno Latour, Jacques Derrida, Sarah Kofman and others.

Instructor(s): Sarah Hammerschlag Terms Offered: Spring

Prerequisite(s): This course is required for 3rd year RLST majors

RLST 20111. History of Death. 100 Units.

From the treatment of mortal remains to the built environment of cemeteries, tombs, and memorials, the dead have always played a role in the lives of the living. This course examines how beliefs and practices surrounding death have been a source of meaning making for individuals, institutions, religious communities, and modern nations. It will ask students to consider how examining death makes it possible to better understand the values and concerns of societies across time and space. This course will consider case studies from Africa, the Middle East, the Caribbean, North America, Europe, and Asia, from the Middle Ages to the Vietnam War. It introduces students to the methods and debates that animate the historical study of death-coming from histories of the body, social history, and the study of slavery-and ends by asking the question: "Is it possible to have a global history of death?"

Instructor(s): K. Hickerson

Equivalent Course(s): GNSE 20111, HIST 20111, CRES 20111

RLST 20401-20402-20403. Islamic Thought and Literature I-II-III.

This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

RLST 20401. Islamic Thought and Literature I. 100 Units.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Tahera Qutbuddin Terms Offered: Autumn

Equivalent Course(s): SOSC 22000, ISLM 30601, HIST 35610, MDVL 20601, NEHC 30601, NEHC 20601, CMES 30601, HIST 25610

RLST 20402. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).

Instructor(s): Franklin Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 20602, HIST 35615, SOSC 22100, ISLM 30602, HIST 25615, NEHC 30602, CMES 30602, MDVL 20602

RLST 20403. Islamic Thought and Literature III. 100 Units.

This class explores works of Muslim intellectuals, who interpreted various aspects of Islamic philosophy, political theory and law in the modern age. We will look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion and at the critique of both religious establishments and nation states as articulated by Middle Eastern intellectuals. Consequently, we will contextualize concepts like "woman," "nation," "East" and "jihad" as we follow the meanings assigned to these conceptions by different intellectuals at different historical moments. The class likewise examines the ways in which Muslim reformers synthesized cultural trends to revive the Islamic faith in face of Western economic and political hegemony. Our debate will focus on the influence of the colonial settings on the formation of these new readings and on the ways in which Muslim thinkers both appropriated and critiqued Western notions of civilization and guidance. We will consider the impact of these new ideas on political theory, and in particular on the political systems which emerged in the modern Middle East. Finally, the class will scrutinize the ways in which Muslim writers manipulated new means of communication such as the print media in order to propagate their ideas regarding the nature of their state and society. Generally, we shall discuss secondary literature first and the primary sources later.

Instructor(s): Orit Bashkin Terms Offered: Spring

Equivalent Course(s): NEHC 20603, HIST 25616, ISLM 30603, SOSC 22200, NEHC 30603, HIST 35616

RLST 20501. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.

This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.

Instructor(s): Fred Donner Terms Offered: Autumn

Equivalent Course(s): HIST 25704, NEHC 30501, CMES 30501, NEHC 20501, ISLM 30500, MDVL 20501, HIST 35704

RLST 21107. Readings in Maimonides' Guide of the Perplexed. 100 Units.

A careful study of select passages in Maimonides' Guide of the Perplexed, focusing on the method of the work and its major philosophical-theological themes, including: divine attributes, creation vs. eternity, prophecy, the problem of evil and divine providence, law and ethics, the final aim of human existence.

Instructor(s): James Robinson Terms Offered: Winter

Equivalent Course(s): JWSC 21107, RLVC 45400, HREL 45401, MDVL 25400, NEHC 40470, FNLD 24106, ISLM 45400, HIJD 45400

RLST 21200. Greek Philosophy. 100 Units.

The Phaedrus is one of the most fascinating and compelling of Plato's Dialogues. Beginning with a playful treatment of the theme of erotic passion, it continues with a consideration of the nature of inspiration, love, and knowledge. The centerpiece is one of the most famous of the Platonic myths, the moving description of the charioteer and its allegory of the vision, fall, and incarnation of the soul.

Instructor(s): E. Asmis Terms Offered: Spring

Equivalent Course(s): BIBL 31200, GREK 21216, FNLD 21005, GREK 31216

RLST 21303. Christianity and Slavery in America, 1619-1865. 100 Units.

We will be examining 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. The following questions will be addressed in some form through our readings and class discussions: 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? How and why did white evangelical Christians, especially in the South, become the most prominent defenders of slavery? 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 in the Southern States of the United States?

Instructor(s): Curtis Evans Terms Offered: Winter

Equivalent Course(s): RAME 42901, HCHR 42901

RLST 21450. Coptic Bible. 100 Units.

The Coptic versions of the Bible present one of the earliest translations of Christian scripture as the new religion spread. Understanding how the Bible (canonical and non-canonical) was read and used in Egypt at this early stage implies studying the development of Christian communities in those agitated times, as well as paying attention to questions of literacy and linguistic environment, book production, Bible (both Greek and Coptic) on papyrus, and translation and interpretation in Antiquity. The course will draw on materials assembled from my work on the critical edition of the Gospel of Mark, but will also look into other materials like the Coptic Old Testament, and non-canonical scriptures such as Nag Hammadi and the Gnostic scriptures. No previous knowledge of Coptic is required. A brief introduction to the Coptic language will be part of the class, and parallel sessions of additional language instruction will be planned for those who are interested in learning more.

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

Equivalent Course(s): NEHC 34118, CLCV 24118, NEHC 24118, MDVL 24118, CLAS 34118, BIBL 31418

RLST 22010-22011. Jewish Civilization I-II.

Jewish Civilization is a two-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. Note: Jewish Studies revised its civilization studies courses starting in academic year 2018–19. Students who began the requirement prior to Autumn Quarter 2018, under the previous course options, may complete it with those courses that remain available, or they may combine them with the new course options. However, students must have at least one course on the ancient/medieval period (JWSC 20120-20199 or JWSC 12000 Jewish Civilization I: Ancient Beginnings to Early Medieval Period) and at least one on the modern period (JWSC 20220-20299 or JWSC 12001 Jewish Civilization II: Late Medieval to Modern Period). Students who began the requirement in Autumn Quarter 2018 or later may only use the new sequence to meet the general studies requirement in civilization studies.

RLST 22010. Jewish Civilization I: Ancient Beginnings to Early Medieval Period. 100 Units.

Jewish Civilization is a two-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Autumn course will deal with antiquity to the early medieval periods. Its readings will include works from the Bible, the Dead Sea Scrolls, Philo, Josephus, the Rabbis, Yehudah Halevy, and Maimonides. All sections of each course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take these two courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment.

Instructor(s): J. Robinson Terms Offered: Autumn

Equivalent Course(s): JWSC 12000, MDVL 12000, NEHC 22010

RLST 22011. Jewish Civilization II: Late Medieval to Modern Period. 100 Units.

Jewish Civilization is a two-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Winter quarter will begin with the late medieval period and continue to the present. It will include discussions of mysticism, the works of Spinoza and Mendelssohn, the nineteenth-century reform, the Holocaust and its reflection in writers such as Primo Levi and Paul Celan, and literary pieces from postwar American Jewish and Israeli authors. All sections of each course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take these two courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment.

Instructor(s): S. Hammerschlag Terms Offered: Winter

Equivalent Course(s): JWSC 12001, NEHC 22011, MDVL 12010

RLST 22011. Jewish Civilization II: Late Medieval to Modern Period. 100 Units.

Jewish Civilization is a two-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Winter quarter will begin with the late medieval period and continue to the present. It will include discussions of mysticism, the works of Spinoza and Mendelssohn, the nineteenth-century reform, the Holocaust and its reflection in writers such as Primo Levi and Paul Celan, and literary pieces from postwar American Jewish and Israeli authors. All sections of each course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take these two courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment.

Instructor(s): S. Hammerschlag Terms Offered: Winter

Equivalent Course(s): JWSC 12001, NEHC 22011, MDVL 12010

RLST 21600. Early Monasticism. 100 Units.

This course examines early monasticism from its origins among the desert fathers of the Greek and Syriac East to its development in the Latin West, especially in Italy and Spain, concluding with the Carolingian reformation of monasticism in the ninth century. We will examine such themes as monastic rules, monastic hagiography, women in monasticism, ideas of virginity, and the economics of monasticism. (A)

Instructor(s): L. Pick Terms Offered: Spring

Equivalent Course(s): MDVL 21600, HIST 11900

RLST 23026. Suffering, Tragedy, and the Human Condition. 100 Units.

This course examines the various ways in which various authors have understood the nature of suffering and its role in human wisdom and human tragedy. In so doing we will gather various understandings of how the Western past and present have conceived of the human condition, especially in its relation to fate, the gods, and the Christian God and salvation.

Instructor(s): Susan Schreiner Terms Offered: Winter

RLST 22800. African American Religion: Themes and Issues. 100 Units.

This course explores themes and topics that have marked the study of African American religion including but not limited to enslavement and Christianization, resistance and adjustment to slavery and Jim Crow segregation, urbanization and diversification of religious communities, and the lived experience of religious believers and practitioners. This class is a broad survey of religious beliefs and practices from the 17th century to the late 20th century.

Instructor(s): Curtis Evans Terms Offered: Winter

Equivalent Course(s): CRES 22800, HIST 20003

RLST 23100. Introduction to Christian Thought. 100 Units.

This course is designed to give an introduction to Christian thought by means of a historical overview. It will focus on what it is that establishes thinkers as Christian thinkers, what that does to the profile of their thought, how we ought to situate them vis-a-vis established academic disciplines (theology, philosophy and beyond), and how we can best assess their overall contribution in evaluative terms (academic, ecclesial, social, foundational). The course will deliberately reach across confessional and cultural divides. The thinkers on whom we focus are Augustine, Maximus the Confessor, Thomas Aquinas, John Calvin, Kierkegaard, John Henry Newman, William James, Dietrich Bonhoeffer.

Instructor(s): W. Otten Terms Offered: Winter

Equivalent Course(s): MDVL 23100

RLST 23905. Is Buddhism a Religion? 100 Units.

One often hears it said that "Buddhism is not a religion, it's [...]" - with the ellipsis variously filled in as (e.g.) "a philosophy," "a kind of mind science," "a spiritual practice," etc. This course will explore the origins and function of this meme, as well as the question of what, if anything, distinguishes a tradition as "religious." It is hoped that we will, along the way, learn a bit about Buddhism, and/or about various Asian encounters with colonialism, empire, and modernity. And also maybe about being human in today's world.

Instructor(s): Daniel A. Arnold Terms Offered: Spring

Equivalent Course(s): SALC 23905

RLST 23505. Environmental Ethics. 100 Units.

This course examines foundational issues of environmental ethics. What kind of values (economic, aesthetic, existence) are important? What kind of value do individual biota, humans, other species, ecosystems, humans, or inorganic entities have? What is the relationship of humans to the rest of the world? What should it be? Do religious and philosophical traditions contribute to or help address environmental degradation?

Instructor(s): S. Fredericks Terms Offered: Winter

Equivalent Course(s): ENST 23505

RLST 23810. Guilt and Forgiveness. 100 Units.

This course will consider the nature of guilt, punishment, and forgiveness.

Instructor(s): Kevin Hector Terms Offered: Spring

RLST 24110. The Ethics of War: Reading Just and Unjust Wars: A Moral Argument with Historical Illustrations. 100 Units.

This course will involve a close reading of Michael Walzer's classic text on the ethics of war and his constructive account of the just-war tradition. Among the topics to be addressed are: moral relativism, human rights, and the ethics of various cases, e.g., terrorism, interventions, war crimes, blockades, assassinations, guerrilla warfare, reprisals, pre-emptive warfare, and nuclear deterrence. Relevant now no less than when it was first published in 1977, Walzer's work raises basic questions about the rights of nations and their moral obligations to their citizens and to others during times of war.

Instructor(s): Richard B. Miller Terms Offered: Autumn

Equivalent Course(s): FNDL 24500

RLST 24130. Pragmatism and Religious Ethics. 100 Units.

This class will examine classical theories of pragmatic ethics, the development of pragmatic ethics in the mid to late twentieth century among religious and philosophical ethicists, and recent developments in pragmatic ethics, especially in environmental ethics. Special attention will be paid to how theories of knowledge, habit and practice, and the relationship of society and ethics inform these theories of ethics.

Instructor(s): Sarah Fredericks

Note(s): Undergraduates may enroll with permission of the instructor

Equivalent Course(s): RETH 40600

RLST 24201. Indian Philosophy I: Origins and Orientations. 100 Units.

A survey of the origins of Indian philosophical thought, emphasizing the Vedas, Upanisads, and early Buddhist literature. Topics include concepts of causality and freedom, the nature of the self and ultimate reality, and the relationship between philosophical thought and ritual or ascetic religious practice.

Instructor(s): D. Arnold Terms Offered: Winter

Equivalent Course(s): DVPR 30201, HREL 30200, SALC 20901, SALC 30901

RLST 24202. Indian Philosophy II: The Classical Traditions. 100 Units.

Following on the Indian Philosophy I course, this course will survey major developments in the mature period of scholastic philosophy in India - a period, beginning a little before the middle of the first millennium C.E., that is characterized by extensive and sophisticated debate (made possible by the emergence of shared philosophical vocabulary and methods) among Buddhist, Brahmanical, and Jain philosophers. Students are encouraged (but not required) to take Indian Philosophy I before taking this course.

Instructor(s): M. Kapstein Terms Offered: Spring

Equivalent Course(s): SALC 20902, MDVL 24202, DVPR 30302, SALC 30902, HREL 30300

RLST 24251. The Bhagavad Gita: Some of the Countless Readings of a World Classic. 100 Units.

Few religious classics have been as variously interpreted as the Bhagavad Gītā, which is surely among the most often-translated works in the world. A text of long-standing importance in Hindu traditions, the Bhagavad Gītā has had an especially interesting career in modernity, having been of great significance not only for M. K. Gandhi, but also for the likes of Thoreau and Eliot, not to mention the many less widely appreciated interpreters for whom the text's martial setting has been of central significance. After taking some steps to situate this great Sanskrit text in the context of its early Indian history, this course will explore a representative range of its available interpretations. Along the way, it is hoped that we will learn something not only about the Bhagavad Gītā, but also about the very ideas of interpretation and understanding.

Instructor(s): Dan Arnold Terms Offered: Spring

RLST 24505. The Dream in Modern Thought. 100 Units.

This course will address the status accorded to the dream, its position or rank relative to other mental processes, by major thinkers situated in the modern continental tradition. Key themes will include the dream as a mode of expression, the dream as an object of analysis, and the privilege of vigilance in philosophical sources such as Descartes, Nietzsche, Foucault, and Levinas. Our discussion of philosophy, literature, and psychoanalysis will also consider what discourses on dreaming reveal about contemporary configurations of the religious.

Instructor(s): Ryan Coyne Terms Offered: Spring

RLST 24550. Major Trends in Islamic Mysticism. 100 Units.

This course examines Islamic mysticism, commonly known as Sufism, through an exploration of English translations of some of the greatest masterpieces of Sufi literature in Arabic and Persian. The goal is to gain first-hand knowledge of a broad spectrum of literary expressions of Islamic spirituality in their historical context, and to understand exactly what Sufis say, and how they say it. Each of the units will comprise of lectures and close readings of excerpts from the text in Arabic/Persian and English translation.

Instructor(s): Yousef Casewit Terms Offered: Autumn

Equivalent Course(s): ISLM 32419

RLST 25105. Readings in Ibn Tufayl's Hayy b. Yaqzan. 100 Units.

A study of Ibn Tufayl's twelfth-century philosophical/mystical romance about a boy spontaneously generated on a desert island who achieves knowledge of God through empirical study of nature. The many themes in Hayy ibn Yaqzan will be studied in relation to the philosophical literature that formed it and in light of recent modern scholarship about it.

Instructor(s): James T. Robinson Terms Offered: Winter

Equivalent Course(s): NEHC 35004, ISLM 35004, HIJD 35004, FNLD 25105, MDVL 15004

RLST 25703. Climate Ethics. 100 Units.

Anthropogenic climate change is the largest challenge facing human civilization. Its physical and temporal scale and unprecedented complexity at minimum require extensions of existing ethical systems, if not new ethical tools. In this course we will examine how religious and philosophical ethical systems respond to the vast temporal and spatial scales of climate change. For instance, common principles of environmental ethics such as justice and responsibility are often reimagined in climate ethics even as they are central to the ethical analysis of its effects. In the course, we will take a comparative approach to environmental ethics, examining perspectives from secular Western philosophy, Christianity (Catholic and Protestant), Buddhist, and Indigenous thought. We will also look at a variety of ethical methods. Throughout the course we will focus on communication about climate change as well as articulating rigorous ethical arguments about its causes and implications.

Instructor(s): Sarah Fredericks Terms Offered: Spring

RLST 25904. Life's Big Questions. 100 Units.

This course is centered around three questions all human beings share, and that animate the world's religious and intellectual traditions: For whom are we responsible? How do we use our power? and, How do we live together? The ten-week course will be divided into three-week blocks that take up sub-questions of each of these Big Questions. One class session per week will feature a 50-minute lecture from a faculty member of the Divinity School that will reflect on the week's question through their scholarship. Each lecture will be framed by the course instructor to ensure continuity and appropriate linkages and weaving from week to week. The second weekly session will be a 75-minute small group discussion, designed and facilitated by the instructor and a graduate student TA and centered around a key text (essay or book chapter) from a contemporary or historical thinker. Participants in the course will keep a weekly reflection journal, write a 5-page midterm reflection, and a final 10-12-page paper that addresses one of the Big Questions of the course using the readings they have studied and discussed. Personal reflection is required for this course-that is, the words "I" and "We" must appear in assignments, particularly in the final paper.

Instructor(s): Josh Feigelson Terms Offered: Spring

RLST 26002. Literature and Hunger. 100 Units.

This course pursues themes of hunger the consumption of food, the formation of community, and relation to the sacred, through a sequence of readings in the Western tradition. By reading classic works (The Odyssey, selections from the Hebrew Bible and Christian Scriptures, selections from The Divine Comedy, the Letters of St. Catherine of Siena, Paradise Lost), and modern works by Kafka, Simone Weil, and Louise Gluck, we will examine how different philosophies have imagined the acceptance or rejection of love, life, and the sacred in terms of the symbolism of food. Class work will involve close analysis of literary works, even those in translation; intensive critical writing; and secondary readings in literary criticism, anthropology, theology, and psychology.

Instructor(s): Rosanna Warren Terms Offered: Autumn

Note(s): Open to grads

Equivalent Course(s): ENGL 26002, SCTH 26002

RLST 26101. Buddhism. 100 Units.

This course will survey central features of the Buddhist traditions in South, Central, and East Asia, over its roughly 2500 year history. Attention will be paid to the variety of disciplinary orientations (historical, philological, anthropological, sociological, economic, archaeological, philosophical) that may be taken to illuminate various aspects of the traditions. Consideration will also be given to the concurrent rise of distinctive Buddhist responses to modernity and the modern/academic study of Buddhism.

Instructor(s): Christian Wedemeyer Terms Offered: Winter

RLST 26670. Religious Autobiography. 100 Units.

The decision of a person to present what they take to be their selfhood has proven to be an enduring form of human articulation, and of crucial significance to modern religious expression. This course explores the phenomena of autobiography by tracing its roots in early Christianity (Paul and Augustine), followed by readings in a range of modern authors who take the classic form of the "confession" and adapt it to their particular contexts (Rousseau, Tolstoy, Douglass, Gandhi, Nelson). We'll conclude by studying the adoption of the confessional mode in the graphic novel, which introduces not only visual representations of selfhood but a pluralism of voices (Spiegelman, Satrapi).

Instructor(s): Richard Rosengarten Terms Offered: Autumn

Equivalent Course(s): RLVC 40020

RLST 27250. Religious Trials. 100 Units.

The rhetoric and practice of "trial" -- as testing and as adjudication -- is central to religious thought and religious practice. This course will examine the idea and the act of "trial" comparatively, via the classics of the religious literatures of Judaism and of Christianity (Genesis 22, Job, the Gospel of Mark, "The Pilgrim's Progress," Kafka), and also cinema (Dreyer's "Joan of Arc," R. & S. Elkabetz's "Gett").

Instructor(s): R. Rosengarten Terms Offered: Winter

Equivalent Course(s): LLSO 27250

RLST 27614. Problems in the Study of Gender and Sexuality: Gender and Religion. 100 Units.

In what ways are notions of ideas about religion and the sacred gendered and what are the consequences of this for how we live our lives? This class will be an introduction to the study of the relationships between religion and gender and the way these relationships play out in specific historical situations. Attention will also be paid to the relationships between religions and sexualities. Examples will be drawn from medieval to modern periods, and our attention will primarily be on Judaism, Christianity and Islam.

Instructor(s): Kelli Gardner Terms Offered: Autumn

Equivalent Course(s): GNSE 11008, MDVL 11008

RLST 27640. Problems in the Anthropology of Religion 1. 100 Units.

A two-quarter course sequence surveying of some of the key problems in the anthropology of religion. Topics include belief, meaning and interpretation, ideology, power, embodiment, rationality, alterity, and the politics of representation.

Instructor(s): Alireza Doostdar Terms Offered: Autumn

Equivalent Course(s): AASR 33000

RLST 27650. Anthropology of Religion. 100 Units.

How do anthropologists study religion? This course is an introduction to classic concepts that have defined the social scientific study of religion such as ritual, taboo, transcendence, embodiment, and enchantment. To grasp how fieldwork is paired with theory, we will engage ethnographic writings on Orthodox Christianity in northern Ethiopia, Afro-Caribbean Santería in Chicago, and Islamic jinn veneration in Delhi India. We will further examine various themes in the socio-cultural inquiry of contemporary religion including asceticism, sexuality, sectarianism, and political theology.

Instructor(s): A. Heo Terms Offered: Winter
Equivalent Course(s): AASR 34411, ANTH 23911

RLST 28206. Dostoevsky's Brothers Karamazov. 100 Units.

We will read and interpret *The Brothers Karamazov* by Dostoevsky. Among major themes are the relation to God and religion to the larger society and state; the problem of evil; and the nature of sin and how it enters into religious beliefs; human "freedom," and what the word might have meant to Dostoevsky; and love.

Instructor(s): S. Meredith Terms Offered: Autumn
Prerequisite(s): Required of new Fundamentals majors; open to others with consent of instructor.
Note(s): Fundamentals majors get first priority
Equivalent Course(s): REES 20200, FNDL 20200

RLST 28350. Chan and Zen Buddhism. 100 Units.

A history of Chan Buddhism in China and its Japanese form, Zen, focusing on philosophical and anti-philosophical doctrine and meditation and anti-meditation practices.

Instructor(s): Brook Ziporyn Terms Offered: Autumn

RLST 28511. Star Wars and Religion. 100 Units.

This course puts religious texts in conversation with George Lucas's popular Star Wars film franchise with an eye toward understanding the power of myth in human life. In interviews, Lucas said he took bits and pieces from a variety of religious traditions to create the mythology of Star Wars. Through close readings of the films and primary texts, students will analyze these influences and evaluate how well the films hold these religious elements together. This course is not an in-depth study of any one religious tradition, but draws elements from different traditions to shed light on the portrayal of religion within Star Wars (i.e., the Force) and the metaphysical and moral themes found in the Star Wars films."

Instructor(s): R. Johnson Terms Offered: Spring

RLST 28705. Christian Iconography. 100 Units.

In Christian culture, visual images have for many centuries played a pivotal role in ritual, devotion, intellectual thought, and religious instruction. The most important aims of this course are that students understand images convey meaning in very unique ways and learn how to decode their visual messages. The study of iconography encompasses a variety of methods used to identify the subject matter of a pictorial image, describe its contents, and analyze its discursive strategies in view of its original cultural context. We will cover some of the most important themes visualized in the arts of Christianity by analyzing imagery spanning different periods, geographical regions, pictorial media, and artistic techniques. While special emphasis is placed on the intersections of art and literature, we will also examine pictorial themes that are independent of a specific textual basis. Alongside the study of Christian iconography, this course will address broader issues of visual inquiry, such as patronage, viewer response, emotions, and gender roles. In this course, students will acquire a 'visual literacy' that will enable them to explore all kinds of works of art fruitfully as primary sources in their own right.

Instructor(s): Karin Krause Terms Offered: Winter
Prerequisite(s): P/Q: This course is open to all undergraduate students who are interested in the course topic. You certainly do not need to be an adherent of the Christian faith to take this course. However, a basic familiarity with some of the foundational texts of Christianity (esp. the Bible) and its main (Biblical) protagonists is not a disadvantage.

Equivalent Course(s): ARTH 38705, ARTH 28705

RLST 28900. Magic, Science, and Religion. 100 Units.

The relationship between the categories of magic, science, and religion has been a problem for modern social science since its inception in the nineteenth century. In the first half of this course, we will critically examine some of the classical and contemporary approaches to these concepts. In the second half, we will explore a number of detailed historical and ethnographic studies about modern phenomena that call some of the fundamental assumptions behind these categories into question.

Instructor(s): A. Doostdar Terms Offered: Spring
Equivalent Course(s): ANTH 23906, KNOW 28900, AASR 30501

RLST 29700. Reading/Research: Rlst. 100 Units.

No description available. Prerequisite(s): Consent of faculty supervisor and Director of Undergraduate Studies.

Note(s): Students are required to submit the College Reading and Research Course Form.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of faculty supervisor and Director of Undergraduate Studies.

Note(s): Students are required to submit the College Reading and Research Course Form.

RLST 29800. BA Paper Seminar I. 100 Units.

This class meets weekly to provide guidance for planning, researching, and writing the BA paper.

Terms Offered: Autumn

Prerequisite(s): Consent of faculty supervisor and Director of Undergraduate Studies.

Note(s): RLST 29800 and 29900 form a two-quarter sequence that is required of fourth-year students who are majoring in Religious Studies. Students are required to submit the College Reading and Research Course Form.

RLST 29900. BA Paper II. 100 Units.

This class meets weekly to assist students in the preparation of drafts of their BA paper, which are formally presented and critiqued.

Terms Offered: Winter

Note(s): RLST 29800 and 29900 form a two-quarter sequence that is required of fourth-year students who are majoring in Religious Studies. Students are required to submit the College Reading and Research Course Form.



RENAISSANCE STUDIES

Department Website: <https://voices.uchicago.edu/renaissancestudies>

The minor in Renaissance studies offers students an interdisciplinary examination of the networks of trade, culture, and power that, in the formative centuries between the Black Death and the Enlightenment, profoundly changed the culture and society of Europe and the Mediterranean and brought the region into contact with the broader globe. This era birthed empires, economies, literatures, languages, conflicts, technologies, and ideas whose influence, both within the European continent and well beyond, powerfully shaped the advent and structures of modernity. A list of University of Chicago faculty working in Renaissance studies can be found on the Renaissance Studies website (<https://voices.uchicago.edu/renaissancestudies/facultybydept>).

The minor unites the humanities and social sciences, teaching students to use the tools of multiple disciplines to examine the society, art, literature, music, and the political, economic, and historical experiences of the Renaissance world. A student might choose to minor in Renaissance studies in order to reach beyond the lens of one discipline to see how major figures (Machiavelli, Luther, Montaigne, Cervantes, Shakespeare) or major events (the Reformation, European contact with the Americas) yield different insights when examined with the diverse methods and tools of inquiry used in different departments.

The minor could represent an interest distinct from the student's major, or it could complement a major in the social sciences or humanities for a student working on materials from the period. It could equally complement a major in the sciences, for students who want to understand the era (of Galileo and Vesalius) that so powerfully shaped the way their disciplines are understood and studied today.

MINOR IN RENAISSANCE STUDIES

Students must complete six courses for the minor. Because of the interdisciplinary nature of the minor, courses eligible for the minor will come from a variety of departments and will be cross-listed with a RENS (Renaissance Studies) subject code.

The Renaissance can be approached through many disciplines, including:

Art History, Classics, Comparative Literature, English Language and Literature, Fundamentals: Issues and Texts, Germanic Studies, History, History, Philosophy, and Social Studies of Science and Medicine, Music, Near Eastern Languages and Civilizations, Philosophy, Political Science, Religious Studies, Romance Languages and Literatures (e.g., Catalan, French, Italian), Russian and East European Studies (e.g., Bosnian/Croatian/Serbian, Czech, Polish), and Theater and Performance Studies.

At least three (3) of the above disciplines must be represented among the six (6) approved courses that students take to complete the minor. An updated list of eligible courses with descriptions specifying which discipline each course represents will be maintained on the Renaissance Studies website (<https://voices.uchicago.edu/renaissancestudies/courses>). Any uncertainty about which courses represent which disciplines can be resolved by consulting the Renaissance Studies website or the program director.

Students may petition to count courses not cross-listed as RENS if they can demonstrate that the courses have substantial content related to Renaissance questions. A student may also petition to count up to two language courses if the student can demonstrate that the language is being studied for the purpose of pursuing Renaissance studies. A successful petition requires students to obtain approval from the program director, who will contact College Advising on the student's behalf.

Courses in the minor may not be double counted with the student's major(s) or with other minors.

SUMMARY OF REQUIREMENTS

Three RENS courses representing three distribution areas *	300
Three RENS electives	300
Total Units	600

* Students must take approved RENS courses in at least three distinct disciplines (History, Philosophy, Religious Studies, etc.). Consult the Renaissance Studies website (<http://voices.uchicago.edu/renaissancestudies/courses>) for lists of courses and the disciplines they represent.

GRADING

Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

ADVISING

Prospective minors must meet with the Renaissance Studies program director to discuss their interests and course plans and to obtain advice and approval. This meeting could happen whenever the student is ready to declare. Together the student and the program director will fill out the Minor Program Application Form listing

the proposed courses, which the program director signs. Students should submit completed, signed forms to their College adviser by the end of Spring Quarter of their third year.

RENAISSANCE STUDIES COURSES

Full, updated lists of eligible courses along with the distribution areas they fulfill can be found on the Renaissance Studies website (<https://voices.uchicago.edu/renaissancestudies/courses>), but contact the program director if you have questions about whether a course may be counted toward the Renaissance Studies minor.



ROMANCE LANGUAGES AND LITERATURES

Department Website: <http://rll.uchicago.edu>

PROGRAMS OF STUDY

The Department of Romance Languages and Literatures (RLLT) offers several programs of study leading to the BA degree in French, Italian, or Spanish literature and culture; or in some combination, which may include Catalan or Portuguese. The BA programs are designed to give students knowledge of the literature and culture of their area of concentration, as well as to develop their linguistic competence in one or more of the Romance languages.

Students in other fields of study may also complete a minor in RLLT. Information follows the description of the major.

Courses in the major may not be counted toward general education requirements. For courses that are not taken as part of a University of Chicago study abroad program, students must petition for elective credit from the College before requesting departmental credit. Advanced language students should consider taking special topic courses at the 20000 and 30000 levels. Some of these courses require consent of the instructor.

DEGREE PROGRAM IN FRENCH AND FRANCOPHONE LITERATURE, CULTURE, AND SOCIETY

Program Requirements

Students who elect the major program must meet with the French undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the major and to complete the required paperwork. Students choose their track and appropriate courses in consultation with the French undergraduate adviser. Students must submit to the departmental office an approval form for the major program signed by the French undergraduate adviser by the end of Spring Quarter of their third year. Students must then submit a copy of the signed approval form to their College adviser.

The major program in French consists of ten courses beyond FREN 20300 Language, History, and Culture III. One course must be either FREN 20500 *Ecrire en français* or FREN 20503 *Modes De Raisonnement Français* (taught in Paris). The remaining courses should be upper-level courses in or related to French, and determined according to the student's major track.

All students must take at least one departmental course at the introductory level. Introductory-level courses (as designated in the course title or description) are designed as "gateway" courses that provide foundations for the major and are suitable for students who have just completed the advanced language requirement. All students must also take at least three courses that include pre-nineteenth-century material.

Two tracks, with different emphases, are offered as paths to the French major. These areas of special emphasis are broadly defined, and the chosen track need not determine all the courses a student can take within the department. The tracks are intended to give students the flexibility to explore their own interests while developing in-depth knowledge of the language, literature, and culture of the Francophone world.

1. **French and Francophone Language and Literature:** This track focuses on developing advanced proficiency in speaking, reading, and writing French, as well as broad knowledge of the field of French and Francophone literary studies. Through the close study of major works, students learn critical techniques appropriate to their interpretation. Students must complete most of their course work (e.g., readings, writing) in French in order to receive credit. Advanced students may petition to take RLLT 38800 *Foreign Language Acquisition, Research and Teaching* as one of their courses.
2. **French and Francophone Society and Culture:** This track is intended for students who have a special interest in understanding the historical, social, and cultural complexity of France and the Francophone world, or in the visual arts, cinema, music, or theater. Students must take a majority of their courses in the department, but are also encouraged to explore appropriate course offerings in History, Political Science, Sociology, Art History, Cinema and Media Studies, Music, and Theater and Performance Studies.

Study Abroad

Students are encouraged to participate in the College's study abroad programs in France. Many of these programs confer major or minor credit, including the courses in the summer Advanced French program. The three civilization courses in the French-language European Civilization in Paris program can be used for credit in any track of the French major or minor, assuming a student is not using these courses to fulfill the general education civilization studies requirement. For the French and Francophone Society and Culture major track, the three courses from the Autumn African Civilizations in Paris program or the three courses from the Winter Cinema and Media Studies program in Paris can be used for credit (if they are not being used to meet the general education requirements in civilization studies or the arts). Further information is available from the Study Abroad office or at study-abroad.uchicago.edu.

Students may also petition for credit for other courses taken at the University of Chicago Center in Paris, depending on the course content, or for courses taken at other institutions (for instance, at French universities as part of the year-long study abroad program), subject to College procedures and departmental approval.

Grading

French majors must receive quality grades in all required courses. Non-majors may take departmental courses for P/F grading with consent of instructor. However, all language courses must be taken for a quality grade.

Honors

To qualify for honors, students must have an overall GPA of 3.25 or higher and an average GPA of 3.5 or higher in the major. They must also submit a completed BA paper to their adviser no later than Friday of fifth week of Spring Quarter of their fourth year. Students with papers judged superior by the BA paper adviser and another faculty reader will be recommended to the Master of the Humanities Collegiate Division for honors. **Only students who wish to be considered for honors are required to write a BA paper.**

Students should select a faculty supervisor for the paper in early Autumn Quarter of their fourth year. During Autumn or Winter Quarter, they may register for FREN 29900 BA Paper Preparation: French. Students seeking honors may count this course towards their course requirements; **it must be taken for a quality grade.** The BA paper typically is a research paper with a minimum of 15–20 pages, as agreed upon with the BA advisor, and a bibliography written in the language of specialization.

Students must seek permission from their BA paper adviser to use a single paper or project to meet both the major requirements of Romance Languages and Literatures and those of another department or program. Students must also obtain the approval of both program chairs on a form available from the College adviser, to be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Summary of Requirements: Track in French and Francophone Language and Literature

One of the following:		100
FREN 20500	Ecrire en français	
FREN 20503	Modes De Raisonnement Francais	
Nine courses in advanced language, literature, or culture (FREN 20601 or above) *		900
BA paper (if the student wishes to qualify for honors) **		
Total units		1000

* This must include at least one introductory-level course and at least three courses which include pre-nineteenth-century material. Courses must include a French language component.

** Students writing a BA honors paper may include FREN 29900 BA Paper Preparation: French as one of their literature and culture courses.

Summary of Requirements: Track in French and Francophone Society and Culture

One of the following:		100
FREN 20500	Ecrire en français	
FREN 20503	Modes De Raisonnement Francais	
Nine courses in advanced French language (FREN 20601 or above), and French and Francophone culture, society, history, or arts.		900
BA paper (if the student wishes to qualify for honors) **		
Total Units		1000

* This must include at least one introductory-level course and at least three courses which include pre-nineteenth-century material. Up to three courses may be taken outside the department with approval from the French undergraduate adviser.

** Students writing a BA honors paper may include FREN 29900 BA Paper Preparation: French as one of their literature and culture courses.

Sample Program 1: Track in French and Francophone Language and Literature

FREN 20500	Ecrire en français	100
FREN 20601	Expression orale et phonétique	100
FREN 21820	Blinding Enlightenment (introductory-level course)	100
FREN 22203	The Literary Avant-Garde	100
FREN 24410	Montaigne dans l'histoire littéraire: inventions et récupérations	100
FREN 25301	Beautiful Souls, Adventurers, and Rogues. The European 18th Century Novel	100

FREN 27600	Ancien Francais/Old French	100
FREN 27701	Baudelaire	100
FREN 27900	Le Livre Antillais: Culture, Écriture, et Politique	100
FREN 29900	BA Paper Preparation: French (if student wishes to qualify for honors)	100
BA Paper (student wishes to qualify for honors)		

Total Units 1000

Sample Program 2: Track in French and Francophone Society and Culture (with a focus on the social sciences)

FREN 20503	Modes De Raisonnement Francais	100
FREN 23600	L'écriture de l'histoire à la Renaissance	100
FREN 23610	Litterature et societe: Flaubert et Marx	100
FREN 26700	Jeanne d'Arc: histoire et legende. Cours introductorie	100
FREN 28500	Les Revenants: histoire, fiction et société au 19e siècle	100
FREN 29100	Pascal and Simone Weil	100
PLSC 27101	Liberalism Confronts Democracy: Tocqueville and Mill	100
SOSC 27501	Civilisation Européenne I (if not used to fulfill the general education civilization studies requirement)	100
SOSC 27601	Civilisation Europeenne-2 (if not used to fulfill the general education civilization studies requirement)	100
SOSC 27701	Civilisation Europeenne-3 (if not used to fulfill the general education civilization studies requirement)	100

Total Units 1000

Sample Program 3: Track in French and Francophone Society and Culture (with a focus on theater, cinema, and the arts)

FREN 20500	Ecrire en français	100
FREN 23404	French Cinema of the 1930s	100
FREN 23405	A Topography of Modernity: Cinema in Paris, 1890-1925	100
FREN 23406	Contemporary French Cinema	100
FREN 24610	Introduction au théâtre français	100
FREN 25000	Molière	100
FREN 25910	Racine	100
ARTH 24812	Museums and Art	100
CMLT 24408	Before and After Beckett: Theater and Theory	100
CMST 27220	Classical Film Theory	100

Total Units 1000

MINOR PROGRAM IN FRENCH AND FRANCOPHONE STUDIES

Students who elect the minor program must meet with the French undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the undergraduate adviser. Students must submit to the departmental office an approval form for the minor program signed by the French undergraduate adviser. Students must then submit a copy of the signed approval form to their College adviser by the deadline on the form. Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for a quality grade. Students must complete a substantial part of the course work (e.g., readings, writing) in French in order to receive credit.

The minor program in French and Francophone Studies requires a total of six courses beyond the second-year language sequence (20100-20300). One course must be FREN 20500 *Ecrire en français* or FREN 20503 *Modes De Raisonnement Francais*. The remaining courses must consist of five courses in advanced language (20601 and above), literature, society, and culture, including at least one introductory-level course in French. At least one of the courses (at any level) must include pre-nineteenth-century material. With approval from the French undergraduate adviser, one course may be taken outside the department.

Summary of Requirements: Minor in French

One of the following: 100

FREN 20500	Ecrire en français	
FREN 20503	Modes De Raisonnement Francais	

Five courses in French language (20601 and above), literature, culture, and society, including at least one introductory-level course in French and at least one including pre-nineteenth-century material. Students may receive credit for one course taken outside the department, in consultation with the undergraduate adviser. 500

Total Units

600

DEGREE PROGRAM IN ITALIAN LITERATURE

Program Requirements

Students who elect the major program must meet with the Italian undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the major and to complete the required paperwork. Students choose courses in consultation with the undergraduate adviser. Students must submit to the departmental office an approval form for the major program signed by the Italian undergraduate adviser by the end of Spring Quarter of their third year. Students must then submit a copy of the signed approval form to their College adviser.

The program in Italian consists of ten courses beyond ITAL 20300 Language, History, and Culture III, and is aimed at developing a broad knowledge of the field through the close study of major works and the critical techniques appropriate to their interpretation. These courses must include ITAL 20400 Corso di perfezionamento and ITAL 23410 Reading and Practice of the Short Story (or an equivalent introductory gateway course designed to facilitate the transition between language courses and upper-level electives). Students are strongly encouraged to take this gateway course before beginning upper-level course work. The eight remaining courses should be upper-level courses in or related to Italian. Most will be Italian literature and culture courses. Two of these eight courses may be courses in advanced Italian language beyond ITAL 20400 Corso di perfezionamento. Three of these eight courses may be on Italian cultural topics taken outside of the department with approval from the Italian undergraduate adviser. A list of eligible Italian studies courses will be maintained on the department website.

Study Abroad

Students are encouraged to participate in the College's study abroad program in Italy. Further information is available from the Study Abroad office or at study-abroad.uchicago.edu.

Grading

Italian majors must receive quality grades in all required courses. Non-majors may take departmental courses for P/F grading with consent of instructor. However, all language courses must be taken for a quality grade.

Honors

To qualify for honors, students must have an overall GPA of 3.25 or higher and an average GPA of 3.5 or higher in the major. They must also submit a completed BA paper to their adviser no later than Friday of fifth week of Spring Quarter of their fourth year. Students with papers judged superior by the BA paper adviser and another faculty reader will be recommended to the Master of the Humanities Collegiate Division for honors. **Only students who wish to be considered for honors are required to write a BA paper.**

Students should select a faculty supervisor for the paper in early Autumn Quarter of their fourth year. During Autumn or Winter Quarter, they may register for ITAL 29900 BA Paper Preparation: Italian. Students seeking honors may count this course towards their course requirements; **it must be taken for a quality grade.** The BA paper typically is a research paper with a minimum of 15–20 pages, as agreed upon with the BA adviser, and a bibliography written in the language of specialization.

Students must seek permission from their BA paper adviser to use a single paper or project to meet both the major requirements of Romance Languages and Literatures and those of another department or program. Students must also obtain the approval of both program chairs on a form available from the College adviser, to be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

By the beginning of their fourth year, students may be asked to submit a writing sample in Italian. If the department deems language proficiency inadequate, there may be additional requirements to ensure that the BA paper can be successfully written in the language of study.

Summary of Requirements: Major in Italian Literature

ITAL 20400	Corso di perfezionamento	100
ITAL 23410	Reading and Practice of the Short Story (or equivalent gateway course)	100
Eight upper-level courses in or related to Italian		800

Note: Up to two of the eight may be courses in advanced Italian language beyond ITAL 20400.

Note: Up to three of the eight may be courses on Italian cultural topics taken outside of the department with approval from the Italian undergraduate adviser.

BA paper (if the student wishes to qualify for honors) *

Total Units 1000

* Students writing a BA honors paper may include ITAL 29900 BA Paper Preparation: Italian as one of their upper-level courses.

MINOR PROGRAM IN ITALIAN

Students who elect the minor program must meet with the Italian undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the Italian adviser. Students must submit to the departmental office an approval form for the minor program signed by the Italian undergraduate adviser. Students must then submit a copy of the signed approval form to their College adviser by the deadline on the form. Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for a quality grade. Students must complete a substantial part of the course work (e.g., readings, writing) in Italian in order to receive credit.

The minor in Italian requires a total of six courses beyond ITAL 20300 Language, History, and Culture III. One of the six courses must be ITAL 20400 Corso di perfezionamento. Another of the six courses must be ITAL 23410 Reading and Practice of the Short Story or an equivalent introductory gateway course. Students are strongly encouraged to take this gateway course before beginning upper-level course work. The four remaining courses in the minor will be upper-level courses in Italian. Two of these may be courses in advanced Italian language beyond ITAL 20400 Corso di perfezionamento. Another two courses may be on Italian cultural topics taken outside of the department, with approval from the Italian undergraduate adviser. A list of eligible Italian studies courses will be maintained on the department website.

Summary of Requirements: Minor in Italian

ITAL 20400	Corso di perfezionamento	100
ITAL 23410	Reading and Practice of the Short Story (or equivalent gateway course)	100
Four upper-level Italian courses		400

Note: Up to two of these may be courses in advanced Italian language beyond ITAL 20400.

Note: Up to two of these courses may be on Italian cultural topics taken outside of the department, with approval from the Italian undergraduate adviser.

Total Units 600

UNDERGRADUATE PROGRAMS IN HISPANIC AND LUSO-BRAZILIAN STUDIES (HLBS)

The major and minor programs in Spanish, Portuguese, and Catalan prepare students to succeed in a multilingual and multicultural world. Students will be provided with the knowledge and critical skills necessary to understand and engage with the vastly diverse societies and cultural histories of Iberia and Latin America, while also learning how to read and analyze texts with rigor and insight, write carefully and with well-supported arguments, and refine their written and oral expression.

Interdisciplinary Study

Students may choose from a wide range of courses in Iberian and Latin American languages, literatures, and cultures—including Basque, Catalan, Portuguese, and Spanish—and courses taught by visiting faculty from abroad. Some of our students concentrate on more than one language, in several adaptable combinations. Our students are often double majors who bring to the classroom a multiplicity of perspectives that enrich our interdisciplinary approach to the study of language, literature, and culture. Moreover, many of our majors and minors take cross-listed courses that focus on cinema and media studies, art history, Latino studies, music, and Latin American history, among others.

Study Abroad

Students are encouraged to participate in the College's study abroad programs in Mexico or Spain. The three civilization courses in the Spanish-language Civilization in the Western Mediterranean program in Barcelona can be used for credit in the Spanish major or minor, if these courses are not used to fulfill the general education civilization studies requirement. Further information is available from the Study Abroad office or at study-abroad.uchicago.edu.

Program Requirements

Students who elect the major program must meet with the HLBS undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the major and to complete the required paperwork. Students choose courses in consultation with the HLBS undergraduate adviser. Students must submit to the departmental office an approval form for the major program signed by the HLBS adviser by the end of Spring Quarter of their third year. Students must then submit a copy of the signed approval form to their College adviser.

Degree Program in Spanish Language, Literature, and Culture

The program in Spanish consists of ten courses beyond SPAN 20300 Language, History, and Culture III, and is aimed at developing an academic command of the language as well as a broad knowledge of the field of Spanish and Spanish-American literatures and cultures through the close study of major works and the critical techniques appropriate to their interpretation. These courses must include one to three advanced language courses. Students must also take at least three survey courses in the history of the literature (SPAN 21703 *Introducción a las literaturas hispánicas: textos españoles clásicos*, SPAN 21803 *Introducción a las literaturas hispánicas: textos españoles contemporáneos*, SPAN 21903 *Intro. a las lit. hispánicas: textos hispanoamericanos desde la colonia a la independencia*, or SPAN 22003 *Introducción a las literaturas hispánicas: del modernismo al presente*, which may be taken in any order), plus three to six additional courses in literature and culture. In courses not taught in Spanish, students must complete a substantial part of the course work (e.g., readings, writing, LxC sessions) in Spanish in order to receive credit.

Degree Program in Latin American and Iberian Languages, Literatures, and Cultures

The program in Latin American and Iberian Languages, Literatures, and Cultures (i.e., in more than one HBS literature) consists of twelve courses beyond intermediate-level language, and is aimed at developing an academic command of at least two Iberian and/or Latin American languages as well as a broad knowledge of the field through the close study of major works and the critical techniques appropriate to their interpretation. These courses must include two to four advanced language courses, with at least one in each of the languages selected by the student. Students must also take eight to ten additional courses in the respective Iberian and/or Latin American literatures and cultures (with at least two courses in two different languages). In courses not taught in the target language, students must complete a substantial part of the course work (e.g., readings, writing, LxC sessions) in that language in order to receive credit.

Grading

HLBS majors must receive quality grades in all required courses. Non-majors may take departmental courses for P/F grading with consent of instructor. However, all language courses must be taken for a quality grade.

Honors

To qualify for honors, students must have an overall GPA of 3.25 or higher and an average GPA of 3.5 or higher in the major. They must also submit a completed BA paper to their adviser no later than Friday of fifth week of Spring Quarter of their fourth year. Students with papers judged superior by the BA paper adviser and another faculty reader will be recommended to the Master of the Humanities Collegiate Division for honors. **Only students who wish to be considered for honors are required to write a BA paper.**

Students should select a faculty supervisor for the paper early in Autumn Quarter of their fourth year. During Autumn or Winter Quarter they may register for CATA 29900 BA Paper Preparation: Catalan, PORT 29900 BA Paper Preparation: Portuguese, or SPAN 29900 BA Paper Preparation: Spanish with the faculty member chosen to direct the writing of the BA paper. Students seeking honors may count this course towards their course requirements; **it must be taken for a quality grade.** The BA paper typically is a research paper with a minimum of twenty pages and a bibliography written in the language of specialization.

Students must seek permission from their BA paper adviser to use a single paper or project to meet both the major requirements of Romance Languages and Literatures and those of another department or program. A significant and logical section of the BA paper must be written in the appropriate Romance language in consultation with the student's BA paper adviser. Students must also obtain the approval of both program chairs on a form available from the College adviser. The form must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

By the beginning of their fourth year, students may be asked to submit a writing sample in their language of concentration. If the department deems language proficiency inadequate, there may be additional requirements to ensure that the BA paper can be successfully written in the language of study.

Summary of Requirements: Major in Spanish Language, Literature, and Culture

A total of ten courses from the following: 1000

One to three advanced language courses:

SPAN 20400	Composición y conversación avanzada I
SPAN 20500	Composición y conversación avanzada II
SPAN 20402	Curso de redacción académica para hablantes nativos
SPAN 20602	Discurso académico para hablantes nativos

Three to four survey courses:

SPAN 21703	Introducción a las literaturas hispánicas: textos españoles clásicos
SPAN 21803	Introducción a las literaturas hispánicas: textos españoles contemporáneos
SPAN 21903	Intro. a las lit. hispánicas: textos hispanoamericanos desde la colonia a la independencia

SPAN 22003 Introducción a las literaturas hispánicas: del modernismo al presente

Three to six additional courses in Spanish literature and culture

BA paper (if the student wishes to qualify for honors) *

Total Units	1000
-------------	------

* Students writing a BA honors paper may include SPAN 29900 BA Paper Preparation: Spanish as one of their literature and culture courses.

Summary of Requirements: Major in Latin American and Iberian Languages, Literatures, and Cultures

A total of twelve courses from the following:	1200
---	------

Two to four advanced language courses in at least two HLBS languages (Basque, Catalan, Portuguese, or Spanish)

Eight to ten additional courses in Iberian and/or Latin American literatures and cultures, with at least two courses in two different (HLBS) languages

BA paper (if the student wishes to qualify for honors) *

Total Units	1200
-------------	------

* Students writing a BA honors paper may include CATA 29900 BA Paper Preparation: Catalan, PORT 29900 BA Paper Preparation: Portuguese, or SPAN 29900 BA Paper Preparation: Spanish as one of their literature and culture courses.

Requirements for Minor in Catalan, Portuguese, or Spanish

Students who elect the minor program in Catalan, Portuguese, or Spanish must meet with the HLBS undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the HLBS adviser. Students must submit to the departmental office an approval form for the minor program signed by the appropriate HLBS adviser. Students must then submit a copy of the signed approval form to their College adviser. Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for a quality grade. Students must complete a substantial part of the course work (e.g., readings, writing, LxC sessions) in the appropriate language in order to receive credit.

Catalan

The minor in Catalan requires a total of six courses beyond second-year language. One or two courses must be advanced language courses (CATA 21100 Llengua, societat i cultura I or CATA 21200 Llengua, societat i cultura II). The balance must consist of four to five literature and culture courses.

Summary of Requirements: Minor in Catalan

A total of six courses from the following:	600
--	-----

One or two advanced language courses:

CATA 21100 Llengua, societat i cultura I

CATA 21200 Llengua, societat i cultura II

Four to five additional courses in Catalan literature and culture

Total Units	600
-------------	-----

Portuguese

The minor in Portuguese requires a total of six courses beyond second-year language. One or two courses must be advanced language courses (above 20200). The balance must consist of four to five literature and culture courses.

Summary of Requirements: Minor in Portuguese

A total of six courses from the following:	600
--	-----

One or two advanced language courses:

PORT 20600 Composição e Conversação Avançada

PORT 21500 Curso de Aperfeiçoamento

Four to five additional courses in Luso-Brazilian literature and culture

Total Units	600
-------------	-----

Spanish

The minor in Spanish requires a total of six courses beyond second-year language. One or two courses must be advanced language courses (above 20300). The balance must consist of four to five literature and culture courses, including at least two in the survey sequence.

Summary of Requirements: Minor in Spanish

A total of six courses from the following:	600
One or two advanced language courses:	
SPAN 20400	Composición y conversación avanzada I
SPAN 20402	Curso de redacción académica para hablantes nativos
SPAN 20500	Composición y conversación avanzada II
SPAN 20602	Discurso académico para hablantes nativos
Four to five courses from the following:	
Two or three survey courses:	
SPAN 21703	Introducción a las literaturas hispánicas: textos españoles clásicos
SPAN 21803	Introducción a las literaturas hispánicas: textos españoles contemporáneos
SPAN 21903	Intro. a las lit. hispánicas: textos hispanoamericanos desde la colonia a la independencia
SPAN 22003	Introducción a las literaturas hispánicas: del modernismo al presente
Two or three additional Spanish literature and culture courses	
Total Units	600

DEGREE PROGRAM IN MORE THAN ONE LITERATURE

The programs in more than one Romance literature consist of twelve courses beyond the second-year language sequences. They are designed to accommodate the needs and interests of students who would like to broaden their literary experience. Linguistic competence in at least two Romance languages is assumed. There are three options: (1) a program with equal emphasis on two literatures (French, Italian, or Spanish); (2) a program with greater emphasis on one literature; and (3) a program on two Iberian and/or Latin American literatures (Basque, Catalan, Portuguese, or Spanish; requirements are listed here). Students who wish to combine Catalan or Portuguese with French or Italian must choose the second option, with Portuguese or Catalan as a secondary literature.

Students who elect this major program must meet with the undergraduate adviser in each relevant literature before the end of Spring Quarter of their third year to declare their intention to complete the major and to complete the required paperwork. Students choose courses in consultation with both RLLT undergraduate advisers. Students must submit to the departmental office an approval form for the major program signed by both RLLT undergraduate advisers by the end of Spring Quarter of their third year. Students must then submit a copy of the signed approval form to their College adviser.

Grading

RLLT majors must receive quality grades in all required courses. Non-majors may take departmental courses for P/F grading with consent of instructor. However, all language courses must be taken for a quality grade.

Honors

To qualify for honors, students must have an overall GPA of 3.5 or higher and an average GPA of 3.5 or higher in the major. They must also submit a completed BA paper to their adviser no later than Friday of fifth week of Spring Quarter of their fourth year. Students with papers judged superior by the BA paper adviser and another faculty reader will be recommended to the Master of the Humanities Collegiate Division for honors. **Only RLLT students who wish to be considered for honors are required to write a BA paper.**

Students should select a faculty supervisor for the paper early in Autumn Quarter of their fourth year. During Autumn or Winter Quarter they may register for FREN 29900 BA Paper Preparation: French, ITAL 29900 BA Paper Preparation: Italian, or SPAN 29900 BA Paper Preparation: Spanish with the faculty member chosen to direct the writing of the BA paper. Students seeking honors may count this course towards their course requirements; **it must be taken for a quality grade.** The BA paper typically is a research paper with a minimum of twenty pages and a bibliography written in the language of specialization.

Students must seek permission from their BA paper adviser to use a single paper or project to meet both the major requirements of Romance Languages and Literatures and those of another department or program. A significant and logical section of the BA paper must be written in the appropriate Romance language in consultation with the student's BA paper adviser. Students must also obtain the approval of both program chairs on a form available from the College adviser. The form must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

By the beginning of their fourth year, students may be asked to submit a writing sample in the language of emphasis (or, in the case of equal emphasis on two literatures, in both). If the department deems language proficiency inadequate, there may be additional requirements to ensure that the BA paper can be successfully written in the language of study.

Summary of Requirements: Program with Equal Emphasis on Two Literatures (French, Italian, or Spanish)

One of the following advanced language courses:	100
FREN 20500	Ecrire en français
FREN 20503	Modes De Raisonnement Francais
ITAL 20400	Corso di perfezionamento
SPAN 20400	Composición y conversación avanzada I
SPAN 20402	Curso de redacción académica para hablantes nativos
SPAN 20500	Composición y conversación avanzada II
SPAN 20602	Discurso académico para hablantes nativos
Six courses in one Romance literature ⁺	600
Five courses in a second Romance literature ⁺	500
BA paper (if the student wishes to qualify for honors) [*]	
Total Units	1200

⁺ For students studying Spanish as one of their two literatures, these courses must include three introductory Spanish literature courses (chosen from SPAN 21703 Introducción a las literaturas hispánicas: textos españoles clásicos, SPAN 21803 Introducción a las literaturas hispánicas: textos españoles contemporáneos, SPAN 21903 Intro. a las lit. hispánicas: textos hispanoamericanos desde la colonia a la independencia, or SPAN 22003 Introducción a las literaturas hispánicas: del modernismo al presente).

^{*} Students writing a BA honors paper may include FREN 29900 BA Paper Preparation: French, ITAL 29900 BA Paper Preparation: Italian, or SPAN 29900 BA Paper Preparation: Spanish as one of their literature courses.

Summary of Requirements: Program with Greater Emphasis on One Literature ⁺

One of the following advanced language courses:	100
CATA 21100	Llengua, societat i cultura I
CATA 21200	Llengua, societat i cultura II
FREN 20500	Ecrire en français
FREN 20503	Modes De Raisonnement Francais
ITAL 20400	Corso di perfezionamento
PORT 20600	Composição e Conversação Avançada
PORT 21500	Curso de Aperfeiçoamento
SPAN 20400	Composición y conversación avanzada I
SPAN 20402	Curso de redacción académica para hablantes nativos
SPAN 20500	Composición y conversación avanzada II
SPAN 20602	Discurso académico para hablantes nativos
Eight courses in the primary Romance literature (French, Italian, or Spanish) ⁺	800
Note: For students with an emphasis in Spanish, this must include three introductory Spanish literature courses (chosen from SPAN 21703, SPAN 21803, SPAN 21903, or SPAN 22003).	
Three courses in a second Romance literature (Catalan, French, Italian, Portuguese, or Spanish) ⁺	300
BA paper (if the student wishes to qualify for honors) [*]	
Total Units	1200

⁺ Students who wish to combine two Iberian and/or Latin American literatures must choose the degree program in Latin American and Iberian Languages, Literatures, and Cultures (see Undergraduate Programs in Hispanic and Luso-Brazilian Studies section).

^{*} Students writing a BA honors paper may include FREN 29900 BA Paper Preparation: French, ITAL 29900 BA Paper Preparation: Italian, or SPAN 29900 BA Paper Preparation: Spanish as one of their literature courses.

A Note on Courses: Some 30000- and 40000-level courses in Catalan (CATA), French (FREN), Italian (ITAL), Portuguese (PORT), and Spanish (SPAN) are open to advanced RLLT undergraduates with consent of instructor. For further information, consult the department.

BASQUE COURSES

Language

Must be taken for a quality grade. No auditors are permitted.

BASQ 12000-12100-12200. Elementary Basque I-II-III.

Elementary Basque I-II-III

BASQ 12000. Elementary Basque I. 100 Units.

This course will be an approach to the puzzling language and culture that defines Basque people. A challenge for those who dare to learn a language different from any they have ever heard. A journey to the wonderful land of the Basques, full of enigmas, strong traditions, and peculiar customs that will be discovered through very dynamic activities, such as interactive presentations, brief dialogues, games. The aim of the course is to introduce students to the Basque language through the development of some basic written and conversational skills and through structural analysis. The instructor will propose real communicative situations that will encourage the students to learn the language for the purpose of visiting the Basque Country and being able to communicate in basic ways with Basque speakers. These are usually small classes where it is easy to get a lot of first-hand exposure to the language, and the instructor creates an enriching atmosphere full of entertaining activities and possibilities to hone all skills: speaking, listening, reading, and writing-as well as gaining a good grasp of the structure of the language.

Terms Offered: Autumn

BASQ 12100. Elementary Basque II. 100 Units.

This course will be a continuation of Elementary Basque I, advancing the students' knowledge of grammatical structure and their receptive, expressive, and conversational skills. The module uses a task-based approach to learning Basque. By means of this methodology, the accumulation of task cycles promotes the achievement of communicative goals. We will work on different tasks on each lesson, and the progressive build-up of those tasks will cause the gradual improvement of the students' communicative skills and overall fluency. By the end of the quarter the student should be able to produce grammatically accurate short texts in Basque, interact with speakers of Basque at a basic level while employing a variety of complex cases and tenses, understand a range of basic written and oral texts in Basque, and understand a range of cases and the differences between them. This is achieved by creating a motivating atmosphere where all the students want to take part in the activities, while the teacher guides them during their learning process, providing them with the vocabulary and grammar they need to reach these goals.

Terms Offered: Winter

Prerequisite(s): BASQ 12000 or consent of instructor.

BASQ 12200. Elementary Basque III. 100 Units.

A continuation of Elementary Basque II, with more emphasis in reading/writing and conversation. To consolidate linguistic competence in Basque and expand knowledge of specific areas of grammar. Emphasis will be placed on oral and written competence. Teamwork and personal input will be essential aspects of this module. We will work on practical objectives and will enact real-life situations in groups. Our final aim will be to achieve a relevant and useful command of the Basque language. As in the previous levels, most activities will be very dynamic and interactive.

Terms Offered: Spring

Prerequisite(s): BASQ 12100 or consent of instructor.

BASQ 12100. Elementary Basque II. 100 Units.

This course will be a continuation of Elementary Basque I, advancing the students' knowledge of grammatical structure and their receptive, expressive, and conversational skills. The module uses a task-based approach to learning Basque. By means of this methodology, the accumulation of task cycles promotes the achievement of communicative goals. We will work on different tasks on each lesson, and the progressive build-up of those tasks will cause the gradual improvement of the students' communicative skills and overall fluency. By the end of the quarter the student should be able to produce grammatically accurate short texts in Basque, interact with speakers of Basque at a basic level while employing a variety of complex cases and tenses, understand a range of basic written and oral texts in Basque, and understand a range of cases and the differences between them. This is achieved by creating a motivating atmosphere where all the students want to take part in the activities, while the teacher guides them during their learning process, providing them with the vocabulary and grammar they need to reach these goals.

Terms Offered: Winter

Prerequisite(s): BASQ 12000 or consent of instructor.

BASQ 12200. Elementary Basque III. 100 Units.

A continuation of Elementary Basque II, with more emphasis in reading/writing and conversation. To consolidate linguistic competence in Basque and expand knowledge of specific areas of grammar. Emphasis will be placed on oral and written competence. Teamwork and personal input will be essential aspects of this module. We will work on practical objectives and will enact real-life situations in groups. Our final aim will be to achieve a relevant and useful command of the Basque language. As in the previous levels, most activities will be very dynamic and interactive.

Terms Offered: Spring

Prerequisite(s): BASQ 12100 or consent of instructor.

CATALAN COURSES**Language**

Must be taken for a quality grade. No auditors are permitted.

CATA 12200-12300. Catalan for Speakers of Romance Languages I-II.

Catalan for Speakers of Romance Languages

CATA 12200. Catalan for Speakers of Romance Languages I. 100 Units.

This course is intended for speakers of other Romance languages to quickly develop competence in spoken and written Catalan. In this introductory course, students learn ways to apply their skills in another Romance language to mastering Catalan by concentrating on the similarities and differences between the two languages.

Terms Offered: Autumn Spring

Prerequisite(s): Familiarity with a Romance language.

CATA 12300. Catalan for Speakers of Romance Languages II. 100 Units.

This course is intended for speakers of other Romance languages to quickly develop competence in spoken and written Catalan. In this intermediate-level course, students learn ways to apply their skills in another Romance language to mastering Catalan by concentrating on the similarities and differences between the two languages. This course offers a rapid review of the basic patterns of the language and expands on the material presented in CATA 12200.

Terms Offered: Winter

Prerequisite(s): CATA 11100, CATA 12200 or consent of instructor.

CATA 12300. Catalan for Speakers of Romance Languages II. 100 Units.

This course is intended for speakers of other Romance languages to quickly develop competence in spoken and written Catalan. In this intermediate-level course, students learn ways to apply their skills in another Romance language to mastering Catalan by concentrating on the similarities and differences between the two languages. This course offers a rapid review of the basic patterns of the language and expands on the material presented in CATA 12200.

Terms Offered: Winter

Prerequisite(s): CATA 11100, CATA 12200 or consent of instructor.

CATA 21100. Llengua, societat i cultura I. 100 Units.

This advanced-level course will focus on speaking and writing skills through the study of a wide variety of contemporary texts and audiovisual materials. It will provide students with a better understanding of contemporary Catalan society. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class debates.

Terms Offered: Autumn

Prerequisite(s): CATA 11200, CATA 12300 or consent of instructor

CATA 21200. Llengua, societat i cultura II. 100 Units.

This advanced-level course will focus on speaking and writing skills through a wide variety of texts and audiovisual materials. We will study a wide range of Catalan cultural manifestations (e.g., visual arts, music, gastronomy). Students will also review advanced grammatical structures, write a number of essays, and participate in multiple class debates.

Terms Offered: Spring

Prerequisite(s): CATA 21100 or consent of instructor

CATA 23333. Reading Catalan for Research Purposes. 100 Units.

This fast-paced course prepares students to read and do research using texts in Catalan. Students will work on grammar, vocabulary and reading skills, and they will also get introduced to some translation strategies. Part of the texts students will work on will be academic texts in their respective areas of research. This course may fulfill the graduate language requirement in some departments.

Terms Offered: Autumn

Prerequisite(s): Familiarity with a Romance language is highly recommended.

Equivalent Course(s): CATA 33333

Literature and Culture

CATA 21400. Languages in the Iberian Peninsula: Multilingualism and Language Ideologies. 100 Units.

The course will lead students to explore the situation of the main languages in the Iberian Peninsula from a sociolinguistic perspective (in the wide sense of the word). It will present language diversity in the Iberian Peninsula and lead students to discuss and read about language contact, language planning (including both status and corpus planning), language policy, ideologies and linguistic representations regarding Spanish, Portuguese, Galician, Catalan, Occitan, Basque, Aragonese and Asturian.

Terms Offered: Autumn

Note(s): Taught in English.

Equivalent Course(s): SPAN 21401

CATA 21600. Catalan Culture and Society: Art, Music, and Cinema. 100 Units.

This course provides an interdisciplinary survey of contemporary Catalonia. We study a wide range of its cultural manifestations (architecture, paintings, music, arts of the body, literature, cinema, gastronomy). Attention is also paid to some sociolinguistic issues, such as the coexistence of Catalan and Spanish, and the standardization of Catalan.

Terms Offered: Winter

Note(s): The course will be conducted in English.

Equivalent Course(s): SPAN 21610

CATA 27020. Christianity and Islam in the Western Mediterranean World during the Late Middle Ages. 100 Units.

TBA

Instructor(s): R. Salicrú i Lluch Terms Offered: Spring

Equivalent Course(s): CATA 37020, SPAN 27020, SPAN 37020

CATA 29700. Readings in Special Topics. 100 Units.

This course involves directed readings in special topics not covered by courses offered as part of the program in Catalan. Subjects treated and work to be completed for this course must be chosen in consultation with the instructor no later than the end of the preceding quarter.

Terms Offered: Autumn Spring Winter

Prerequisite(s): CATA 10300 or 20200, depending upon the requirements of the program for which credit is sought

Note(s): Students are required to submit the College Reading and Research Course Form.

CATA 29900. BA Paper Preparation: Catalan. 100 Units.

In consultation with a faculty member, students must devote the equivalent of a one-quarter course to the preparation of a BA project.

Terms Offered: Autumn Winter

Prerequisite(s): Consent of undergraduate adviser

Note(s): Students are required to submit the College Reading and Research Course Form. Students seeking honors may count this course towards their course requirements. Must be taken for a quality grade.

FRENCH COURSES

Language

Must be taken for a quality grade. No auditors are permitted.

FREN 10100-10200-10300. Beginning Elementary French I-II-III.

This three-quarter sequence is intended for beginning and beginning/intermediate students in French. It provides students with a solid foundation in the basic patterns of spoken and written French (e.g., grammar, vocabulary, phonetics, sociocultural norms) to develop their speaking, listening, writing, and reading skills. Although the three classes constitute a sequence, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them based on placement exam results.

FREN 10100. Beginning Elementary French I. 100 Units.

This course is intended for students who have no previous knowledge of French and for those who need an in-depth review of the very basic patterns of the language.

Terms Offered: Autumn Spring Winter

FREN 10200. Beginning Elementary French II. 100 Units.

This course offers a rapid review of the basic patterns of the language and expands on the material presented in FREN 10100.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 10100 or placement.

FREN 10300. Beginning Elementary French III. 100 Units.

This course expands on the material presented in FREN 10200, reviewing and elaborating the basic patterns of the language.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 10200 or placement.

FREN 10200. Beginning Elementary French II. 100 Units.

This course offers a rapid review of the basic patterns of the language and expands on the material presented in FREN 10100.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 10100 or placement.

FREN 10300. Beginning Elementary French III. 100 Units.

This course expands on the material presented in FREN 10200, reviewing and elaborating the basic patterns of the language.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 10200 or placement.

FREN 10123. Summer Intensive Elementary French. 300 Units.

This eight-week course helps students build a solid foundation in the basic patterns of written and spoken French and their use in everyday communication. Attention will be given to all four language skills (listening, speaking, reading, and writing). Completing this sequence is the equivalent of FREN 10100-10200-10300 during the regular academic year, and it will fulfill the College language competency requirement for UChicago students.

Terms Offered: Summer. Summer 2019 dates: 6/24/19-8/15/19

Note(s): Successfully completing this course will fulfill the College language competency requirement.

FREN 12001-12002-12003. Intensive French I-II-III.

This intensive, three-quarter sequence brings students with no prior background in French to advanced-low levels in all four skills—reading, writing, speaking, and listening—thus preparing students to take third-year level courses in French. Learners who are starting French late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study by completing the entire sequence. Although the three courses constitute a sequence, students may enter the sequence whenever it is appropriate for them based on prior courses or placement exam results. Students may also exit the sequence after any given course and continue in the appropriate course in the Elementary or Intermediate French track. Each course in the sequence is 200 units and corresponds in workload to taking two courses.

FREN 12001. Intensive French I. 200 Units.

TBA

Terms Offered: Autumn

Prerequisite(s): For students with no prior French, or placement in FREN 10100.

Note(s): Course is 200 units and corresponds in workload to taking two courses.

FREN 12002. Intensive French II. 200 Units.

TBA

Terms Offered: Winter

Prerequisite(s): FREN 10200, FREN 12001 or placement in FREN 10300.

Note(s): Course is 200 units and corresponds in workload to taking two courses.

FREN 12003. Intensive French III. 200 Units.

TBA

Terms Offered: Spring

Prerequisite(s): FREN 12002, 14500, 20100, or placement in FREN 20200.

Note(s): Course is 200 units and corresponds in workload to taking two courses.

FREN 12002. Intensive French II. 200 Units.

TBA

Terms Offered: Winter

Prerequisite(s): FREN 10200, FREN 12001 or placement in FREN 10300.

Note(s): Course is 200 units and corresponds in workload to taking two courses.

FREN 12003. Intensive French III. 200 Units.

TBA

Terms Offered: Spring

Prerequisite(s): FREN 12002, 14500, 20100, or placement in FREN 20200.

Note(s): Course is 200 units and corresponds in workload to taking two courses.

FREN 14100. French for Romance Language Speakers. 100 Units.

This course helps students quickly gain skills in spoken and written French by building on their prior working knowledge of another Romance language (Catalan, Italian, Portuguese or Spanish). By relying on the many similarities with other Romance languages, students can focus on mastering the different aspects of French. This class covers content from FREN 10100 and 10200.

Terms Offered: Winter

Prerequisite(s): 20100 in another Romance language or consent of instructor

FREN 14500. French for Global Studies and Economics. 100 Units.

Designed as an alternative to FREN 20100 for students in Business Economics, Global Studies and related fields of study, this four-skills course meets the grammatical objectives of FREN 20100 while equipping students with the basic communication skills and cultural awareness necessary in the areas of international exchange and economics. Through exposure to a wide range of material-including essays, newspaper and journal articles, film reviews, professional writing practices-and interactive exercises including discussions, in-class activities, and group projects in simulated professional situations, students will acquire the linguistic skills and sociocultural knowledge required for engagement in international exchange and business economics as well as to participate in larger debates in the Francophone context.

Terms Offered: Spring

Prerequisite(s): FREN 10300 or placement in FREN 20100.

FREN 20100-20200-20300. French Language, History, and Culture I-II-III.

In this intermediate-level sequence, students review and extend their knowledge of all basic patterns (e.g., grammar, vocabulary, phonetics, sociocultural norms) of the language. They develop their oral and written skills by describing, narrating, and presenting arguments. They are exposed to texts and audio-visual materials that provide them with a deeper understanding of French literature, culture, and contemporary society.

FREN 20100. Language, History, and Culture I. 100 Units.

In this intermediate-level sequence, students review and extend their knowledge of all basic patterns (e.g., grammar, vocabulary, phonetics, sociocultural norms) of the language. They develop their oral and written skills by describing, narrating, and presenting arguments. They are exposed to texts and audio-visual materials that provide them with a deeper understanding of French literature, culture, and contemporary society.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 10300 or placement

FREN 20200. Language, History, and Culture II. 100 Units.

This course helps students develop their descriptive and narrative skills through a variety of texts, audio-visual materials, and activities.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 20100 or placement.

FREN 20300. Language, History, and Culture III. 100 Units.

This course helps students develop their skills in understanding and producing written and spoken arguments in French through readings and debates on various issues relevant to contemporary French society.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 20200 or placement

FREN 20200. Language, History, and Culture II. 100 Units.

This course helps students develop their descriptive and narrative skills through a variety of texts, audio-visual materials, and activities.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 20100 or placement.

FREN 20300. Language, History, and Culture III. 100 Units.

This course helps students develop their skills in understanding and producing written and spoken arguments in French through readings and debates on various issues relevant to contemporary French society.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 20200 or placement

FREN 20500. Ecrire en français. 100 Units.

The main goal of this course is to help students acquire advanced grammatical knowledge of the French language and develop their writing skills. This course is strongly recommended for all students who intend to take courses in which writing essays in French is required: French literature classes on campus, the Autumn Paris Civilization program, or the academic yearlong program in Paris. It is also strongly recommended for students who wish to take the advanced proficiency exam in French.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 20300 or placement

FREN 20601. Expression orale et phonétique. 100 Units.

This course focuses on developing the tools necessary for advanced oral proficiency in an academic context. Through active class participation involving a number of class presentations, students practice a variety of discourse styles (e.g., debates, lectures, seminars, interviews). Special emphasis is placed on correct pronunciation.

Terms Offered: Spring

Prerequisite(s): FREN 20300 or placement

FREN 20602. Expression orale : Décrire l'art moderne et contemporain en français. 100 Units.

This course explores major contemporary French and francophone artists, art forms and art works. Students will acquire basic linguistic and analytical skills to apprehend visual arts, graphic novels, movies and theatrical performance in French. They will work on individual and group art and academic assignments.

Instructor(s): S. Goutas Terms Offered: Winter

Prerequisite(s): FREN 20300 or placement.

Note(s): Taught in French. A screening and a museum field trip are required.

FREN 23333. Reading French for Research Purposes. 100 Units.

This intensive course is designed to take students with a basic knowledge of French to the level of reading proficiency needed for research. To that end, students will work on grammar, vocabulary, and reading strategies. Students will read a range of scholarly texts, a number of which will be directly drawn from their respective areas of research.

Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): FREN 10200 or placement in FREN 10300 for undergraduates. No prerequisite for graduate students, though some prior experience with French is highly recommended.

Equivalent Course(s): FREN 33333

FREN 23335. Racial France. 100 Units.

Over the last two decades, questions of race, racial identity, and racial discrimination have come increasingly to the fore in France, despite (or because of) the country's prevailing rhetoric of colorblind indivisibility. These issues are becoming ever more pressing on a background of intensifying racisms and right-wing populisms in Europe. The purpose of this course is to offer analytical perspectives about these critical tensions and their ripples across the landscape of contemporary French politics. Using readings from a wide variety of fields (among others, anthropology, sociology, literature, philosophy, history, political science, and news media), we will unpack the discourses and lived experiences of race that have shaped the politics of national identity and difference in France since the late 18th century. We will see that the question of 'racial France' has been intimately bound up with the country's history of colonialism and decolonization, with its Republican ideology, with matters of law and government, with questions of citizenship, religion and sexuality, with recent debates on multiculturalism, and with white malaise and resentment stirred by the growth of right-wing extremisms. In the course of our examinations, we will also reflect on the specificity of race and racialization in France, and its differences from racecraft in the United States.

Instructor(s): Francois Richard Terms Offered: Autumn, Autumn 2019

Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors.

Equivalent Course(s): ANTH 33335, FREN 33335, ANTH 23335, CRES 23335

Literature and Culture

All literature classes are conducted in French unless otherwise indicated. Students who are taking a course for credit toward the French major or minor do all work in French. With prior consent of instructor, non-majors may write in English.

FREN 21719. Histoire, Superstitions et Croyances dans le roman francophone des XXe et XXIe siècles. 100 Units.

L'Afrique et les Antilles sont généralement présentées comme des régions hautement superstitieuses, figées dans les croyances et les traditions. La littérature apparaît comme le lieu privilégié où se reflètent ces éléments culturels. Les écrivains africains et antillais (plus précisément d'Haïti, de Martinique, de Guadeloupe et de la Guyane française) analysent, questionnent, reformulent des récits, mythes et légendes tirés d'une tradition avant tout orale. A leur suite, nous essayerons de remonter aux origines de ces croyances et superstitions. Nous naviguerons entre essais théoriques et récits linéaires pour mener une réflexion critique, et formuler des réponses à un certain nombre de questions, notamment : Croyances et superstitions sont-elles uniquement les vestiges d'un héritage oral ? Comment se rattachent-elles à l'histoire de ces peuples ? Quelle perception [sociale] suscitent-elles ? En tant qu'éléments du récit, quels effets provoquent-elles chez le lecteur ? Soulignent-elles des objectifs spécifiques d'écriture ? Nous examinerons également les rapports entre ces deux notions et celles d'identité et d'altérité. Les auteurs plus particulièrement étudiés seront Mariama Bâ, René Depestre, Jean-Roger Essomba, Véronique Lordinot, André Paradis, Gisèle Pineau, Jacques Roumain, Simone Schwarz-Bart et Véronique Tadjo.

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

Prerequisite(s): FREN 20500 or 20503

Equivalent Course(s): LACS 21719

FREN 21820. Blinding Enlightenment. 100 Units.

The French Enlightenment marks a blinding explosion of moral, philosophical, and artistic creativity. The dynamics of self and other are explored as vehicles for critical thought as well as a playful, even ironic understanding of a modern self that is being defined and constructed in and through many of the works that we will read for this course. The dialectics of passion and reason are examined in this unfurling of a newly self-conscious modernity. This introductory-level course will examine some of the great works of the French Enlightenment in their specific relation to the world we have become. Works by Voltaire, Montesquieu, Diderot, and Rousseau, as well as Marivaux and Beaumarchais; genres: theater, novels, philosophical dialogues, and tales.

Instructor(s): R. Morrissey Terms Offered: Winter

Prerequisite(s): FREN 20500 or 20503

Note(s): Introductory-level course. Discussion, readings, and writing in French.

FREN 22120. Clair de Lune: Etude comparée de la lune dans le Romantisme littéraire et musical. 100 Units.

Le poète romantique éprouve une fascination pour la nuit, lieu des mystères et des passions cachées. La lune est l'élément sublime par excellence, déchirant la nuit, confondant mystère et grandiose. Le thème du clair de lune devient un thème de prédilection du Romantisme, et en particulier des peintres, des poètes et des compositeurs. A travers une étude des œuvres majeures du Romantisme français et allemand (poésies, tableaux, lieder et sonates), nous tenterons d'examiner les différentes phases de la lune, afin de comprendre la versatilité des enjeux et des topoï du Romantisme. C'est l'occasion de revoir des genres littéraires consacrés (le sonnet, la ballade) mais aussi des genres musicaux ou picturaux traditionnels du Romantisme (le paysage surplombant, le nocturne, le lied). La lune entraîne le poète romantique dans une rêverie, et revêt tantôt un rôle consolateur (dans une symbiose parfaite avec la nature), tantôt un rôle mélancolique, le poète y voyant le symbole de la féminité et de l'être aimé. Parfois, le mystère de la lune qui avait d'abord frappé le poète laisse place à l'évocation de la mort ou d'une menace. Il arrive enfin que le poète se trouve embarqué dans un voyage extraordinaire : la lune devient alors le fantôme d'une destination surnaturelle et idéale. Nous adopterons également une perspective comparatiste dans ce cours, en examinant les liens entre texte et image, ou bien entre musique et contexte politique.

Instructor(s): M. Novak Terms Offered: Spring

Prerequisite(s): FREN 20500 or 20503

Note(s): Taught in French. All of the German texts will be available in French translation.

Equivalent Course(s): CMLT 22120

FREN 22620. Paris from "Les Misérables" to the Liberation, c. 1830-1950. 100 Units.

Starting with the grim and dysfunctional city described in Victor Hugo's "Les Misérables," the course will examine the history of Paris over the period in which it became viewed as the city par excellence of urban modernity through to the testing times of Nazi occupation and then liberation (c. 1830-1950). As well as focussing on architecture and the built environment, we will examine the political, social, and especially cultural history of the city. A particular feature of the course will be representations of the city-literary (Victor Hugo, Baudelaire, Zola, etc.) and artistic (impressionism and postimpressionism, cubism, surrealism). We will also examine the city's own view of itself through the prism of successive world fairs (expositions universelles).

Instructor(s): C. Jones Terms Offered: Spring

Prerequisite(s): Students taking FREN 22620/32620 must read texts in French.

Equivalent Course(s): ENST 22611, FREN 32620, HIST 32611, HIST 22611

FREN 23444. Voyages littéraires, XXe-XXIe siècles. 100 Units.

Des voyages réels aux voyages imaginaires, du départ au retour, des excursions lointaines à des promenades de proximité, de l'exotisme au "post-exotisme," le récit de voyage littéraire connaît d'importantes variations au cours des XX et XXI siècles. Nous étudierons les différentes formes que peut prendre ces voyages littéraires, face au tourisme de masse, aux apports de ethnologie, et aux effets de la mondialisation. Parmi les auteurs étudiés figurent Victor Segalen, Blaise Cendrars, Ella Maillart, Aimé Césaire, Michel Butor, Jean Rolin, Antoine Volodine, et Nathalie Quintane.

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

Prerequisite(s): FREN 20500 or 20503.

Note(s): This is an introductory-level course. Taught in French.

FREN 23710. Rousseau's Confessions: Texte et Contexte. 100 Units.

Les Confessions" de Rousseau est un texte-clé pour comprendre la constitution du moi moderne. Comme personne avant lui, Rousseau décrit tout ce qui est en jeu dans la définition et l'affirmation de soi. "Les Confessions" brosent un vaste tableau critique de la société française à l'Âge des Lumières. Dans ce cours nous lirons cette œuvre fondamentale en dialogue avec les textes théoriques de Rousseau afin de mieux comprendre la place à la fois centrale et paradoxale qu'il occupe dans la pensée des Lumières.

Instructor(s): R. Morrissey Terms Offered: Spring

Prerequisite(s): Open to advanced undergraduates with consent of instructor.

Note(s): Readings in French; discussion in French or English. Papers in French or English, depending on student's field of study.

Equivalent Course(s): FREN 33710, FNLD 23710

FREN 24310. The Year '93: Terror and Literature. 100 Units.

This course will explore the expression of Terror (la terreur) as it was thematized in French texts of the nineteenth century. In reaction to the fast-won freedom of 1789, an extremist group headed by Robespierre came to power and through its terroristic practices threatened the democratic values of the Revolution itself. We will examine some key moments during the period of the French Revolution and their impact on the collective memory of French novelists. Particular attention will be paid to the narrative construction of the historical moment known as the Terror, the development of the historical novel, the relationship between history and fiction.

Instructor(s): D. Desormeaux Terms Offered: Winter

Prerequisite(s): FREN 20500 or 20503

Note(s): Taught in French.

FREN 24801. Foucault and The History of Sexuality. 100 Units.

This course centers on a close reading of the first volume of Michel Foucault's "The History of Sexuality", with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed.

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

Prerequisite(s): One prior philosophy course is strongly recommended.

Equivalent Course(s): CMLT 25001, FNDL 22001, KNOW 27002, GNSE 23100, PHIL 24800, HIPS 24300

FREN 25555. Race, Love, and Madness in Nineteenth-Century Fiction. 100 Units.

Dans ce séminaire portant sur la littérature française du XIX^{ème} siècle, Nous vous proposons d'étudier des œuvres qui traitent d'amour et de haine, de passion et de folie, de fantômes et de fantasmes, d'art et de génie, du démon et du salut. L'amour et la folie en Occident ont (de Platon à St. Augustin, d'Érasme à Foucault) une histoire que nous profiterons d'explorer. Cependant notre parcours critique cherchera surtout à mettre en évidence certaines modalités dont se servent les écrivains pour traiter étroitement le phénomène de l'amour et de la folie, sans oublier ce qu'ils doivent à la science et ce que la science leur doit. Il importe donc de comprendre pourquoi et comment les écrivains ont souvent eu recours aux thèmes de l'amour et de la folie pour donner poétiquement forme à des conceptions et des représentations de l'absolu. Les auteurs étudiés plus particulièrement seront Balzac, Baudelaire, Chateaubriand, Constant, Dufort-Duras, Dumas, Flaubert, France, Gautier, Hugo, Lautréamont, Maupassant, Mérimée, Nerval, Nodier, Stendhal, Verlaine, Villiers de l'Isle Adam, Rimbaud, Zola

Instructor(s): D. Desormeaux Terms Offered: Autumn

Prerequisite(s): FREN 20500 or 20503 for undergraduates.

Note(s): Taught in French.

Equivalent Course(s): FREN 35555

FREN 26043. Versailles: Art, Power, Resistance and the Sun King's Palace. 100 Units.

Louis XIV's Palace of Versailles helped shape European culture and history from the Baroque era through the French Revolution, and it continues to animate contemporary international culture. How does this astounding assemblage of architecture, visual arts, landscaping, performance spaces and political arenas reveal transformations in cultural tastes and power arrangements over the centuries? How do literature and art alternately support and subvert absolutist power and state propaganda? To respond we will range across media, from the biting satiric comedies and provocative tragedies of the seventeenth century (Molière, Racine), through royal edicts regulating colonial slavery and first-hand accounts of the 1789 Women's March on Versailles that upended the monarchy, and finally to cinematic depictions (from Jean Renoir to Sophia Coppola) and experimental palace installations by the world's leading contemporary artists (Jeff Koons, Anish Kapoor, etc.). While this course will broadly introduce major themes of French and European culture and history of the early-modern and modern periods, students are also encouraged to pursue in-depth projects in their own areas of interest, from history and political philosophy to the visual arts, theater and performance, and literature.

Instructor(s): L. Norman Terms Offered: Spring

Prerequisite(s): Students who register under FREN 26043 must have completed FREN 20300 or equivalent, and will read French texts in the original.

Note(s): Class conducted in English, with French discussion sessions and reading and writing in French for students registered under FREN 26043.

Equivalent Course(s): SIGN 26043

FREN 26333. Introduction à la poésie maghrébine d'expression française. 100 Units.

Depuis son émergence vers le milieu des années 1930, la poésie maghrébine d'expression française a accompagné les bouleversements politiques dans les trois pays du Maghreb et influencé la production romanesque des écrivains maghrébains. Dans les années 1960, des expériences collectives majeures - telles que la revue *Souffles* au Maroc - placent la poésie au centre du projet de renouvellement culturel dans la région. A la suite de ces dynamiques de groupes, les poètes maghrébains développent des œuvres poétiques ancrées dans leurs expériences individuelles mais désormais ouvertes sur le monde. Des thématiques récurrentes telles que l'exil, l'errance, le désir de révolte et la quête de la liberté mobilisent des techniques poétiques aussi variées que la violence linguistique, le dialogue avec les mythes ou encore l'utilisation des ressources de l'oralité. En étudiant un corpus d'œuvres poétiques choisies du Maroc (Mohammed Khaïr-Eddine, Abdellatif Laâbi, Saïda Menebhi, Abdelkebir Khatibi), de l'Algérie (Jean Sénac, Mohammed Dib, Tahar Djaout, Assia Djebar) et de la Tunisie (Abdelwahab Meddeb, Albert Memmi, Amina Saïd, Tahar Bekri), ce cours présente une introduction générale à la poésie maghrébine d'expression française. On analysera en particulier les formes, les procédés et les motifs poétiques permettant d'appréhender la figure du poète, sa représentation de la patrie, son discours politique ou encore son univers de représentations sensorielles et symboliques.

Instructor(s): K. Lyamlahy Terms Offered: Autumn

Note(s): Taught in French.

Equivalent Course(s): FREN 36333

FREN 26580. Le rouge et le noir de Stendhal. 100 Units.

Ce cours portera sur *Le Rouge et le noir* de Stendhal vu romancier et comme témoin de son temps. À cheval sur les Lumières et l'époque romantique, à la fois inspiré et hanté par la figure de Napoléon, cet auteur à mille masques ne cesse de se déguiser pour s'imposer aux "Happy few". A travers ses personnages il rêve d'une grandeur qu'il sait impossible et en même temps il formule un commentaire puissant sur son époque.

Instructor(s): R. Morrissey Terms Offered: Winter

Note(s): Readings and discussion in French; writing in French or English.

Equivalent Course(s): FNDL 26580, FREN 36580

FREN 27770. Existentialism and Its Literary Legacies. 100 Units.

More than a school of philosophical thought, existentialism was an intellectual movement that dominated French culture in the years following World War II. This course focuses on the literary legacy of existentialism, considering postwar debates over littérature engagée, the intersections of existentialism and the nouveau roman, and the importance of feminist existentialism for women writers. Why did existentialist thinkers turn to forms of literary expression, writing plays and novels? How did they shape the reception of other writers, and how did later writers revisit existentialist concerns? Readings may include texts by Jean-Paul Sartre, Albert Camus, Gabriel Marcel, Simone de Beauvoir, Nathalie Sarraute, Monique Wittig, Georges Perec, and Annie Ernaux.

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

Prerequisite(s): FREN 20500 or 20503 for undergraduates.

Note(s): Readings and discussion section in French.

Equivalent Course(s): FREN 37770

FREN 29700. Readings in Special Topics. 100 Units.

This course is a study of directed readings in special topics not covered by courses offered as part of the program in French. Subjects treated and work completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter.

Terms Offered: Autumn Spring Winter

Prerequisite(s): FREN 10300 or 20300, depending upon the requirements of the program for which credit is sought

Note(s): Students are required to submit the College Reading and Research Course Form.

FREN 29900. BA Paper Preparation: French. 100 Units.

In consultation with a faculty member, students devote the equivalent of a one-quarter course to the preparation of a BA project.

Terms Offered: Winter

Prerequisite(s): Consent of undergraduate adviser

Note(s): Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade. Counts towards course requirements for French majors seeking honors.

Other Courses of Interest**SOSC 27501-27601-27701. Civilisation Européenne I-II-III.**

Enrollment in Paris study abroad program. This sequence meets the general education requirement in civilization studies. Cette série de cours est un hybride: à la fois une introduction à l'histoire de la civilisation européenne depuis le Moyen Age et une vue d'ensemble de l'histoire de France durant cette période. Notre objectif sera double: d'une part, intégrer étude de textes et découverte de Paris et de sa région; de l'autre, pratiquer le métier d'historiens de la culture. Pour ce faire, nous analyserons de nombreux documents historiques et oeuvres littéraires, philosophiques, artistiques, et musicales. Nous en discuterons lors de nos trois réunions hebdomadaires. De plus, nous étudierons la civilisation française à travers les villages, monastères, et châteaux de la région parisienne et ailleurs. Classes conducted in French. This sequence meets in Paris.

SOSC 27501. Civilisation Européenne I. 100 Units.

No description available.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Advanced knowledge of French

SOSC 27601. Civilisation Européenne-2. 100 Units.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Advanced Knowledge of French

SOSC 27701. Civilisation Européenne-3. 100 Units.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Advanced Knowledge of French

SOSC 27601. Civilisation Européenne-2. 100 Units.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Advanced Knowledge of French

SOSC 27701. Civilisation Européenne-3. 100 Units.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Advanced Knowledge of French

ITALIAN COURSES

Language

Must be taken for a quality grade. No auditors are permitted.

ITAL 10100-10200-10300. Beginning Elementary Italian I-II-III.

This three-quarter sequence is intended for beginning and beginning/intermediate students in Italian. It provides students with a solid foundation in the basic patterns of spoken and written Italian (e.g., grammar, vocabulary, sociocultural norms) to develop their speaking, listening, writing, and reading skills. Although the three classes constitute a sequence, there is enough review and recycling at every level for students to enter the sequence at whatever level is appropriate for them. Cultural awareness is enhanced through the use of authentic audio-visual materials and literary texts.

ITAL 10100. Beginning Elementary Italian I. 100 Units.

This course is intended for students who have no previous knowledge of Italian and for those who need an in-depth review of the basic patterns of the language.

Terms Offered: Autumn

ITAL 10200. Beginning Elementary Italian II. 100 Units.

This course offers a rapid review of the basic patterns of the language and expands on the material presented in ITAL 10100.

Terms Offered: Winter

Prerequisite(s): ITAL 10100 or placement

ITAL 10300. Beginning Elementary Italian III. 100 Units.

This course expands on the material presented in ITAL 10200, reviewing and elaborating the basic patterns of the language. Successful completion of ITAL 10300 meets the language competence requirement.

Terms Offered: Spring

Prerequisite(s): ITAL 10200 or placement

ITAL 10200. Beginning Elementary Italian II. 100 Units.

This course offers a rapid review of the basic patterns of the language and expands on the material presented in ITAL 10100.

Terms Offered: Winter

Prerequisite(s): ITAL 10100 or placement

ITAL 10300. Beginning Elementary Italian III. 100 Units.

This course expands on the material presented in ITAL 10200, reviewing and elaborating the basic patterns of the language. Successful completion of ITAL 10300 meets the language competence requirement.

Terms Offered: Spring

Prerequisite(s): ITAL 10200 or placement

ITAL 12200. Italian for Speakers of Romance Languages. 100 Units.

This course is intended for speakers of other Romance languages to quickly develop competence in spoken and written Italian. Students learn ways to apply their skills in another Romance language to Italian by concentrating on the similarities and differences between languages.

Terms Offered: Spring Winter

Prerequisite(s): 20100 in another Romance language or consent of instructor

ITAL 20100-20200-20300. Italian Language, History, and Culture I-II-III.

In this intermediate-level sequence, students review and extend their knowledge of all basic patterns (e.g., grammar, vocabulary, sociocultural norms) of the language. They develop their oral and written skills in describing, narrating, and presenting arguments. They are exposed to literary and nonliterary texts and audiovisual materials that provide them with a deeper understanding of the Italian-speaking world.

ITAL 20100. Language, History, and Culture I. 100 Units.

This course is a general review and extension of all basic patterns of the language for intermediate students. Students explore the diversity of the Italian-speaking world through the reading of excerpts from contemporary Italian literature.

Terms Offered: Autumn

Prerequisite(s): ITAL 10300 or placement

ITAL 20200. Language, History, and Culture II. 100 Units.

This course develops the use of persuasive and argumentative language. Our focus is on analyzing and debating current issues pertaining to the Italian-speaking world, and articulating sound personal perspectives on these issues. A variety of written, oral, listening, and reading activities allow students to explore different genres, while reviewing grammatical and lexical items. Cultural awareness is enhanced through close study of contemporary Italian film and literature, as well as through in-class discussion.

Terms Offered: Winter

Prerequisite(s): ITAL 20100 or placement

ITAL 20300. Language, History, and Culture III. 100 Units.

This course completes the study of the common grammatical functions and syntactical structures of the oral and written language and introduces students to description and analysis of a variety of texts through written, oral, listening, and reading activities. Students read a contemporary Italian novel and a selection of Italian poetry.

Terms Offered: Spring

Prerequisite(s): ITAL 20200 or placement

ITAL 20200. Language, History, and Culture II. 100 Units.

This course develops the use of persuasive and argumentative language. Our focus is on analyzing and debating current issues pertaining to the Italian-speaking world, and articulating sound personal perspectives on these issues. A variety of written, oral, listening, and reading activities allow students to explore different genres, while reviewing grammatical and lexical items. Cultural awareness is enhanced through close study of contemporary Italian film and literature, as well as through in-class discussion.

Terms Offered: Winter

Prerequisite(s): ITAL 20100 or placement

ITAL 20300. Language, History, and Culture III. 100 Units.

This course completes the study of the common grammatical functions and syntactical structures of the oral and written language and introduces students to description and analysis of a variety of texts through written, oral, listening, and reading activities. Students read a contemporary Italian novel and a selection of Italian poetry.

Terms Offered: Spring

Prerequisite(s): ITAL 20200 or placement

ITAL 20400. Corso di perfezionamento. 100 Units.

This course helps students achieve a very high level of composition and style through the acquisition of numerous writing techniques. Using a variety of literary and nonliterary texts as models, students examine the linguistic structure and organization of several types of written Italian discourse. This course is also intended to help students attain high levels in reading, speaking, and listening through readings and debates on various issues of relevance in contemporary Italian society.

Terms Offered: Autumn

Prerequisite(s): ITAL 20300, placement, or consent of instructor

ITAL 20600. Cinema italiano: lingua e cultura. 100 Units.

This course examines aspects of Italian language and culture through the study of a variety of Italian films.

While acquiring the necessary vocabulary and conceptual tools to identify formal filmic elements, students will improve their language proficiency and broaden their knowledge of Italian culture, with a particular attention to historical and sociolinguistic features. Film analysis will also help foster intercultural reflection and awareness of selected past and current social issues in Italy. Taught in Italian.

Instructor(s): V. Vegna Terms Offered: Spring

Prerequisite(s): ITAL 20300 or consent of instructor.

ITAL 21100. Le regioni italiane: lingua, dialetti, tradizioni. 100 Units.

This course expands students' awareness of the diversity of the Italian language and culture. It emphasizes the interrelationship between language and culture, as well as social and historical transformations. We also study the Italian phonological system. Students are exposed to a wide variety of texts, both literary and nonliterary, as well as audio-visual materials that enhance their awareness of regional expressions and Italian dialects. Guest lecturers include native speakers from different Italian regions.

Terms Offered: Winter

Prerequisite(s): ITAL 20300 or consent of instructor

Literature and Culture

All literature and culture classes are conducted in Italian unless otherwise indicated. Students who are taking a course for credit toward the Italian major or minor do all work in Italian. With prior consent of instructor, non-majors may write in English.

ITAL 22000. Dante's Divine Comedy II: Purgatorio. 100 Units.

This course is an intense study of the middle cantica of the "Divine Comedy" and its relationship with Dante's early masterpiece, the "Vita Nuova." The very middleliness of the Purgatorio provides Dante the opportunity to explore a variety of problems dealing with our life here, now, on earth: contemporary politics, the relationship between body and soul, poetry and the literary canon, art and imagination, the nature of dreams, and, of course, love and desire. The Purgatorio is also Dante's most original contribution to the imagination of the underworld, equally influenced by new conceptualizations of "merchant time" and by contemporary travel writing and fantastic voyages.

Instructor(s): H.J. Steinberg Terms Offered: Spring

Equivalent Course(s): ITAL 32000, FNLD 27202

ITAL 22560. Poetic Postures of the Twentieth Century. 100 Units.

Modern poetry begins with a crisis—the loss of the poet's authority. What are the cultural and historical factors that determine this loss of authority? And what are the Italian poets' reactions to such a crisis? The variety of possible attitudes is wide and ranges between two extremes: the shame for the poetic gesture and the pride of reaffirming its importance. This survey course explores chronologically how these reactions are embodied by poetic postures that go range from the poet as idol (D'Annunzio) to the poet who is ashamed of his own verses (Gozzano), from the playful clown (Palazzeschi) to the sleepwalker (Sbarbaro). Throughout this course, we will see how these attitudes postures can expand into literary movements, but we will also pay attention to how postures can be textualized, manifesting themselves in specific stylistic elements, which we will analyze with careful close readings.

Instructor(s): M.A. Mariani Terms Offered: Winter

Note(s): Taught in Italian.

ITAL 23000. Machiavelli and Machiavellism. 100 Units.

This course is a comprehensive introduction to Machiavelli's *The Prince* in light of his vast and varied literary corpus and European reception. The course includes discussion of Machiavelli as playwright ("The Mandrake"), fiction writer ("Belfagor," "The Golden Ass"), and historian ("Discourses," "Florentine Histories"). We will also closely investigate the emergence of myths surrounding Machiavelli (Machiavellism and anti-Machiavellism) in Italy (Guicciardini, Botero, Boccacini), France (Bodin and Gentillet), Spain (Ribadeneyra), and Northern Europe (Hobbes, Grotius, Spinoza) during the Counter Reformation and beyond.

Instructor(s): R. Rubini Terms Offered: Autumn

Note(s): Course conducted in English. Those seeking Italian credit will do all work in Italian.

Equivalent Course(s): FNLD 21603, CMLT 25801, CMLT 35801, ITAL 33001

ITAL 23410. Reading and Practice of the Short Story. 100 Units.

What are the specific features of the short story? How does this literary form organize different visions of time and space? Informed by these fundamental theoretical questions, this course explores the logic of the short story and investigates its position among literary genres. We will read together a selection of contemporary Italian short stories (privileging the production of Italo Calvino, Beppe Fenoglio, and Elsa Morante, but also including less visible authors, such as Goffredo Parise, Dino Buzzati, and Silvio D'Arzo). The moments of close reading and theoretical reflection will be alternated with creative writing activities, in which students will have the opportunity to enter in a deeper resonance with the encountered texts.

Instructor(s): M.A. Mariani Terms Offered: Autumn

Note(s): Taught in Italian. This course is especially designed to help students improve their written Italian and literary interpretive skills.

ITAL 23502. Boccaccio's Decameron. 100 Units.

One of the most important and influential works of the middle ages-and a lot funnier than the "Divine Comedy." Written in the midst of the social disruption caused by the Black Death (1348), the "Decameron" may have held readers attention for centuries because of its bawdiness, but it is also a profound exploration into the basis of faith and the meaning of death, the status of language, the construction of social hierarchy and social order, and the nature of crisis and historical change. Framed by a storytelling contest between seven young ladies and three young men who have left the city to avoid the plague, the one hundred stories of Boccaccio's "Decameron" form a structural masterpiece that anticipates the Renaissance epics, Chaucer's "Canterbury Tales," and the modern short story. Students will be encouraged to further explore in individual projects the many topics raised by the text, including (and in addition to the themes mentioned above) magic, the visual arts, mercantile culture, travel and discovery, and new religious practices.

Instructor(s): H.J. Steinberg Terms Offered: Winter
Equivalent Course(s): ITAL 33502, FNLD 21714

ITAL 24930. Italy and the Bomb. 100 Units.

A new form of literature, "indispensable for those who know and do not close their eyes" (Elias Canetti) was supposed to have emerged from the contemplation of Hiroshima and Nagasaki harrowing ruins. This new literature was supposed to have been capable of attenuating and reconciling; and it should have been able to engender, with its rhetorical devices, an antidote against the human instinct of destruction. This is the kind of literature that Elsa Morante calls for in her conference For or Against the Atomic Bomb, where she chooses to tackle such a "gloomy topic", and yet one that "nobody should dare ignore"-nobody, and especially not a writer. During our course we will read those essays and novels written throughout the Sixties and Seventies that faced the issues posed by the atomic bomb. We will privilege Italian works, but we will also be attuned to the echoes of these themes within a global literary context. Topics to be investigated include the writer's ethical response, the scientist's responsibility and dilemmas, the omnipresence of apocalyptic fear, and the specter of humanity's death drive. Texts by a range of authors, including De Martino, Morante, Moravia, Morselli, Sciascia, Volponi, Anders, Canetti, Oe, and Sebald, will be discussed.

Instructor(s): M. A. Mariani Terms Offered: Autumn
Prerequisite(s): Open to advanced undergraduates with consent of instructor.
Note(s): Taught in Italian.
Equivalent Course(s): ITAL 34930

ITAL 26000. Gramsci. 100 Units.

In this course we read selections from Antonio Gramsci's Letters and Prison Notebooks side by side with their sources. Gramsci's influential interpretations of the Italian Renaissance, Risorgimento, and Fascism are reviewed *testi alla mano* with the aim of reassessing some major turning points in Italian intellectual history. Readings and notions introduced include, for the Renaissance, Petrarch (the cosmopolitan intellectual), Savonarola (the disarmed prophet), Machiavelli (the modern prince), and Guicciardini (the particulare; for Italys long Risorgimento, Vico (living philology), Cuoco (passive revolution), Manzoni (questione della lingua), Gioberti (clericalism), and De Sanctis (the Man of Guicciardini); and Croce (the anti-Croce) and Pirandello (theater and national-popular literature), for Italy's twentieth century.

Instructor(s): R. Rubini Terms Offered: Autumn
Equivalent Course(s): CMLT 36002, CMLT 26002, FNLD 26206, ITAL 36000

ITAL 26401. Torquato Tasso. 100 Units.

This course investigates the entire corpus of Torquato Tasso, the major Italian poet of the second half of the sixteenth century. We read in detail the "Gerusalemme Liberata" and "Aminta," his two most famous works, in the context of their specific literary genre. We then spend some time examining the intricacies of his vast collection of lyric poetry, including passages from his poem "Il mondo creato." We also consider some of his dialogues in prose that address essential issues of Renaissance culture, such as the theories of love, emblematic expression, and the meaning of friendship.

Instructor(s): A. Maggi Terms Offered: Spring
Note(s): Taught in Italian.
Equivalent Course(s): FNLD 26401, ITAL 36401

ITAL 28702. Italian Comic Theater. 100 Units.

A survey of the history of Italian theater from the Erudite Renaissance Comedy to Goldoni's reform. We will pay particular attention to the tradition of *commedia dell'arte* (scenarios, stock characters, and plot formation), ancient and medieval influences, evolution and emancipation of female characters, and the question of language. Readings include works by Plautus, Ariosto, Machiavelli, Angelo Beolco (Ruzante), Flaminio Scala, and Goldoni. Toward the end of the course we will consider the legacy of Italian Comedy in relation to the birth of grotesque and realist drama in Pirandello.

Instructor(s): R. Rubini Terms Offered: Winter
Note(s): Taught in English.
Equivalent Course(s): TAPS 38702, TAPS 28702, ITAL 38702

ITAL 29700. Readings in Special Topics. 100 Units.

This course provides directed readings in special topics not covered as part of the program in Italian. Subjects treated and work to be completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter.

Terms Offered: Autumn Spring Winter

Prerequisite(s): ITAL 10300 or 20300, depending upon the requirements of the program for which credit is sought

Note(s): Students are required to submit the College Reading and Research Course Form.

ITAL 29900. BA Paper Preparation: Italian. 100 Units.

In consultation with a faculty member, students must devote the equivalent of a one-quarter course to the preparation of a BA project.

Terms Offered: Autumn Winter

Prerequisite(s): Consent of undergraduate adviser

Note(s): Students are required to submit the College Reading and Research Course Form. Students seeking honors may count this course towards their course requirements. Must be taken for a quality grade.

PORTUGUESE/LUSO-BRAZILIAN COURSES

Language

Must be taken for a quality grade. No auditors are permitted.

PORT 10100-10200-10300. Beginning Elementary Portuguese I-II-III.

This sequence is intended for beginning and beginning/intermediate students in Portuguese. It provides students with a solid foundation in the basic patterns of spoken and written Portuguese (e.g., grammar, vocabulary, phonetics, sociocultural norms) to develop their speaking, listening, writing, and reading skills. Although the three courses constitute a sequence, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them.

PORT 10100. Beginning Elementary Portuguese I. 100 Units.

This sequence is intended for beginning and beginning/intermediate students in Portuguese. It provides students with a solid foundation in the basic patterns of spoken and written Portuguese (e.g., grammar, vocabulary, phonetics, sociocultural norms) to develop their speaking, listening, writing, and reading skills. Although the three courses constitute a sequence, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them. This course is intended for students who have no previous knowledge of Portuguese and for students who need an in-depth review of the basic patterns of the language.

Terms Offered: Autumn

PORT 10200. Beginning Elementary Portuguese II. 100 Units.

This course is a rapid review of the basic patterns of the language and expands on the material presented in PORT 10100.

Terms Offered: Winter

Prerequisite(s): PORT 10100 or placement

PORT 10300. Beginning Elementary Portuguese III. 100 Units.

This course expands on the material presented in PORT 10200, reviewing and elaborating the basic patterns of the language.

Terms Offered: Spring

Prerequisite(s): PORT 10200 or placement

Note(s): Successful completion of PORT 10300 fulfills the competency requirement

PORT 10200. Beginning Elementary Portuguese II. 100 Units.

This course is a rapid review of the basic patterns of the language and expands on the material presented in PORT 10100.

Terms Offered: Winter

Prerequisite(s): PORT 10100 or placement

PORT 10300. Beginning Elementary Portuguese III. 100 Units.

This course expands on the material presented in PORT 10200, reviewing and elaborating the basic patterns of the language.

Terms Offered: Spring

Prerequisite(s): PORT 10200 or placement

Note(s): Successful completion of PORT 10300 fulfills the competency requirement

PORT 12200. Portuguese For Spanish Speakers. 100 Units.

This course is intended for speakers of Spanish to develop competence quickly in spoken and written Portuguese. In this intermediate-level course, students learn ways to apply their Spanish language skills to mastering Portuguese by concentrating on the similarities and differences between the two languages.

Terms Offered: Autumn Spring

Prerequisite(s): SPAN 10300 or consent of instructor

Equivalent Course(s): LACS 12200

PORT 14100. Portuguese for Speakers of Romance Languages. 100 Units.

This course helps students quickly gain skills in spoken and written Portuguese by building on their prior working knowledge of another Romance language (Spanish, French, Catalan or Italian). By relying on the many similarities with other Romance languages, students can focus on mastering the different aspects of Portuguese, allowing them to develop their abilities for further study. This class covers content from PORT 10100 and 10200.

Terms Offered: Winter

Prerequisite(s): 20100 in another Romance language or consent of instructor.

Equivalent Course(s): LACS 14100

PORT 14500. Portuguese for the Professions: Intensive Business Portuguese. 100 Units.

This is an accelerated language course that covers vocabulary and grammar for students interested in working in a business environment where Portuguese is spoken. The focus of this highly interactive class is to develop basic communication skills and cultural awareness through formal classes, readings, discussions, and writings.

Terms Offered: Spring

Prerequisite(s): PORT 10200, SPAN 20100, or consent of instructor.

PORT 20100-20200. Intermediate Portuguese; Advanced Portuguese.**PORT 20100. Intermediate Portuguese. 100 Units.**

This sequence is intended for beginning and beginning/intermediate students in Portuguese. It provides students with a solid foundation in the basic patterns of spoken and written Portuguese (e.g., grammar, vocabulary, phonetics, sociocultural norms) to develop their speaking, listening, writing, and reading skills.

Although the three courses constitute a sequence, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them. This course is a general review and extension of all basic patterns of the language for intermediate students. Students explore selected aspects of Luso-Brazilian tradition through a variety of texts.

Terms Offered: Autumn

Prerequisite(s): PORT 10300, 12200 or placement

PORT 20200. Advanced Portuguese. 100 Units.

This course helps students develop their descriptive and narrative skills through exposure to written and oral documents (e.g., literary texts, interviews). Students are taught the grammatical and lexical tools necessary to understand these documents, as well as to produce their own analysis and commentaries.

Terms Offered: Winter

Prerequisite(s): PORT 20100 or placement

Note(s): Will not be offered in 2019-20

PORT 21500. Curso de Aperfeiçoamento. 100 Units.

This course helps students develop their skills in understanding, summarizing, and producing written and spoken arguments in Portuguese through readings and debates on various issues of relevance in contemporary Luso-Brazilian societies. Special consideration is given to the major differences between continental and Brazilian Portuguese. In addition to reading, analyzing, and commenting on advanced texts (both literary and nonliterary), students practice and extend their writing skills in a series of compositions.

Terms Offered: Spring

Prerequisite(s): PORT 20200, PORT 20600 or consent of instructor

Literature and Culture**PORT 21903. Brazilian Theater and Film. 100 Units.**

This course offers an overview of theater and cinema in Brazil, from the late nineteenth century to the present.

Through an array of films and plays, students will become familiar with cultural, aesthetic, political, social, and environmental aspects of Brazil. The course will also discuss performance, adaptation, and intersections between theater and film. Play writers and film makers may include Qorpo Santo, Oswald de Andrade, Nelson Rodrigues, Ariano Suassuna, Plínio Marcos, Denise Stoklos, Mário Peixoto, Glauber Rocha, Susana Amaral, Guel Arraes, Lucia Murat, Eduardo Coutinho, and Kleber Mendonça Filho, among others. Taught in English, with readings available in Portuguese and English.

Instructor(s): V. Saramago Terms Offered: Winter

Note(s): Taught in English, with readings available in Portuguese and English.

Equivalent Course(s): LACS 21905

PORT 25000. The Amazon: Literature, Culture, Environment. 100 Units.

This course proposes a cultural history of the Amazonian region. Through films, novels, visual arts, essays, manifestos, and works on cultural and environmental history, we will explore the history of Amazon from a range of perspectives. We will examine indigenous cultures and epistemologies, extractivist activities, environmental policies, contemporary literature and film, and a global imagination of the Amazon. Authors and projects may include Claudia Andujar, Gaspar de Carvajal, Bernardo Carvalho, Euclides da Cunha, Heitor Dhalia, Ciro Guerra, Milton Hatoum, Susanna Hecht, Alexander von Humboldt, Davi Kopenawa, Ailton Krenak, Chico Mendes, Daniel Munduruku, Lúcia Sá, Silvino Santos, Candance Slater, Mario Vargas Llosa, Eduardo Viveiros de Castro, Video in the Villages, among others.

Instructor(s): V. Saramago Terms Offered: Spring

Note(s): Taught in English. Materials available in English, Portuguese and Spanish.

Equivalent Course(s): PORT 35000, LACS 25005, LACS 35005, ENST 25000, SIGN 26059

PORT 26304. Literature and Society in Brazil. 100 Units.

This course surveys the relations between literature and society in Brazil, with an emphasis on the institution of the novel in the nineteenth and early twentieth centuries. The nineteenth-century 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 has been used and misused as a historical document of slavery and the rise of capitalism, of race relations, of patronage and autonomy, and of marriage, sex, and love. We will read works in translation by Manuel Antonio de Almeida, José de Alencar, Machado de Assis, Aluísio de Azevedo, and others.

Instructor(s): D. Borges Terms Offered: Autumn

Equivalent Course(s): HIST 26304, LACS 36304, PORT 36304, LACS 26304, HIST 36304

PORT 29700. Readings in Special Topics. 100 Units.

This course is directed readings in special topics not covered as part of the program in Portuguese. Subjects treated and work to be completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): PORT 10300 or 20200, depending upon the requirements of the program for which credit is sought

Note(s): Students are required to submit the College Reading and Research Course Form.

PORT 29900. BA Paper Preparation: Portuguese. 100 Units.

In consultation with a faculty member, students must devote the equivalent of a one-quarter course to the preparation of a BA project.

Terms Offered: Autumn Winter

Prerequisite(s): Consent of undergraduate adviser

Note(s): Students are required to submit the College Reading and Research Course Form. Students seeking honors may count this course towards their course requirements. Must be taken for a quality grade.

PORT 34110. Ecocritical Perspectives in Latin American Literature and Film. 100 Units.

This course provides a survey of of ecocritical studies in Latin America. Through novels, poems, and films, we will examine a range of trends and problems posed by Latin American artists concerning environmental issues, from mid-nineteenth century to contemporary literature and film. Readings also include works of ecocritical criticism and theory that have been shaping the field in the past decades.

Instructor(s): V. Saramago Terms Offered: Autumn

Note(s): Undergraduate students may enroll with prior consent from the instructor.

Equivalent Course(s): LACS 34110, SPAN 34110

SPANISH COURSES**Language**

Must be taken for a quality grade. No auditors are permitted.

SPAN 10123. Summer Intensive Elementary Spanish. 300 Units.

This eight-week course helps beginning students build a solid foundation in the basic patterns of written and spoken Spanish and their use in everyday communication. It is specifically designed to help you obtain functional competency in speaking, reading, writing and listening in Spanish. The curriculum is the equivalent of SPAN 10100-10200-10300 during the regular academic year, and successful completion of the fulfills the language competency requirement for UChicago students in the College.

Terms Offered: Summer. Summer 2019 dates: 6/24/19-8/15/19

Note(s): Successfully completing this course will fulfill the College language competency requirement.

SPAN 10100-10200-10300. Beginning Elementary Spanish I-II-III.

This three-quarter sequence is intended for beginning and beginning/intermediate students in Spanish. It provides students with a solid foundation in the basic patterns of spoken and written Spanish (e.g., grammar, vocabulary, sociocultural norms) to develop their speaking, listening, writing, and reading skills to the level required to demonstrate competency on the Spanish examination. Although the three classes constitute a sequence leading to the Spanish competency examination, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them.

SPAN 10100. Beginning Elementary Spanish I. 100 Units.

This course is intended for students who have no previous knowledge of Spanish, and for those who need an in-depth review of the basic patterns of the language.

Terms Offered: Autumn Winter

SPAN 10200. Beginning Elementary Spanish II. 100 Units.

This course offers a rapid review of the basic patterns of the language and expands on the material presented in SPAN 10100.

Terms Offered: Autumn Spring Winter

Prerequisite(s): SPAN 10100 or placement

SPAN 10300. Beginning Elementary Spanish III. 100 Units.

This course expands on the material presented in SPAN 10200, reviewing and elaborating the basic patterns of the language as needed to prepare students for the Spanish competency examination.

Terms Offered: Autumn Spring Winter

Prerequisite(s): SPAN 10200 or placement

SPAN 10200. Beginning Elementary Spanish II. 100 Units.

This course offers a rapid review of the basic patterns of the language and expands on the material presented in SPAN 10100.

Terms Offered: Autumn Spring Winter

Prerequisite(s): SPAN 10100 or placement

SPAN 10300. Beginning Elementary Spanish III. 100 Units.

This course expands on the material presented in SPAN 10200, reviewing and elaborating the basic patterns of the language as needed to prepare students for the Spanish competency examination.

Terms Offered: Autumn Spring Winter

Prerequisite(s): SPAN 10200 or placement

SPAN 12001. Intensive Spanish I. 200 Units.

This intensive, three-quarter sequence brings students with no prior background in Spanish to advanced-low levels in all four skills-reading, writing, speaking, and listening-thus preparing students to take third-year level courses in the language. Learners who are starting Spanish late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study by completing the entire sequence.

Although the three classes constitute a sequence, students may enter the sequence whenever it is appropriate for them based on prior courses or placement exam results. Students may also exit the sequence after any given class and continue in the appropriate course in the Elementary or Intermediate Spanish track. NOTE: Each course is 200 units and corresponds in workload to taking two courses.

Terms Offered: Autumn

SPAN 12002. Intensive Spanish II. 200 Units.

This intensive, three-quarter sequence brings students with no prior background in Spanish to advanced-low levels in all four skills-reading, writing, speaking, and listening-thus preparing students to take third-year level courses in the language. Learners who are starting Spanish late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study by completing the entire sequence.

Although the three classes constitute a sequence, students may enter the sequence whenever it is appropriate for them based on prior courses or placement exam results. Students may also exit the sequence after any given class and continue in the appropriate course in the Elementary or Intermediate Spanish track. NOTE: Each course is 200 units and corresponds in workload to taking two courses.

Terms Offered: Winter

SPAN 12003. Intensive Spanish III. 200 Units.

This intensive, three-quarter sequence brings students with no prior background in Spanish to advanced-low levels in all four skills-reading, writing, speaking, and listening-thus preparing students to take third-year level courses in the language. Learners who are starting Spanish late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study by completing the entire sequence.

Although the three classes constitute a sequence, students may enter the sequence whenever it is appropriate for them based on prior courses or placement exam results. Students may also exit the sequence after any given class and continue in the appropriate course in the Elementary or Intermediate Spanish track. NOTE: Each course is 200 units and corresponds in workload to taking two courses.

Terms Offered: Spring

SPAN 20100-20200-20300. Spanish Language, History, and Culture I-II-III.

In this intermediate-level sequence, students review but most of all extend their knowledge of all basic patterns (e.g., grammar, vocabulary, sociocultural norms) of the language. They develop their oral and written skills in describing, narrating, and presenting arguments. They are exposed to texts and audio-visual materials that provide them with a deeper understanding of the Spanish-speaking world.

SPAN 20100. Language, History, and Culture I. 100 Units.

This course is a general extension of all basic patterns of the language for intermediate students. Students explore the diversity of the Spanish-speaking world through a variety of texts and audio-visual materials.

Terms Offered: Autumn Spring Winter

Prerequisite(s): SPAN 10300 or placement

SPAN 20200. Language, History, and Culture II. 100 Units.

This course focuses on both objective and subjective description of people, places, and life processes. A variety of written, oral, listening, and reading activities allow students to explore different genres while reviewing grammatical and lexical items pertaining to each individual theme in context. Cultural awareness is enhanced through exposure to an array of target-language media, as well as through in-class discussion.

Terms Offered: Autumn Spring Winter

Prerequisite(s): SPAN 20100 or placement

SPAN 20300. Language, History, and Culture III. 100 Units.

This course develops the use of persuasive and argumentative language. Our focus is on analyzing and debating current issues pertaining to the Spanish-speaking world, and articulating sound personal perspectives on these issues. A variety of written, oral, listening, and reading activities allow students to explore an ample selection of topics, while reviewing grammatical and lexical items pertaining to each individual theme in context. Cultural awareness is enhanced through exposure to an array of target-language media as well as through in-class oral presentations and discussions.

Terms Offered: Autumn Spring Winter

Prerequisite(s): SPAN 20200 or placement

SPAN 20102-20202-20302. Language, History, and Culture for Heritage Speakers I-II-III.**SPAN 20102. Language, History, and Culture for Heritage Speakers I. 100 Units.**

The goal of this first course in a two-course intermediate sequence is to help students who are heritage learners of Spanish to improve their oral, writing and reading skills and to formalize their linguistic ability. Basic grammatical patterns (e.g. grammar, vocabulary, socio-cultural norms) and orthographic conventions are reviewed and practiced in a variety of short papers, oral presentations and class discussions. Awareness of contemporary Hispanic societies and their historical roots will be enhanced through exposure to a variety of literary and non-literary texts and authentic audio-visual materials.

Terms Offered: Winter

Prerequisite(s): SPAN 10300 or placement. Open only to heritage speakers or with consent of instructor.

SPAN 20202. Language, History, and Culture for Heritage Speakers II. 100 Units.

This intermediate-level course, which is intended for native or heritage speakers of Spanish, focuses on improving descriptive language skills. Challenging grammatical structures and orthographic conventions are reviewed and practiced in a variety of short papers and class discussions. Both literary and nonliterary texts are read and discussed to enhance awareness of contemporary Hispanic societies and their historical roots. Students are also exposed to the linguistic diversity of Spanish-speaking countries through a variety of audio-visual materials.

Prerequisite(s): SPAN 20102 or consent of instructor (based on evaluation)

Note(s): Will not be offered in 2019-20

SPAN 20302. Language, History, and Culture for Heritage Speakers III. 100 Units.

The goal of this second course in a two-course intermediate sequence is to teach heritage learners of Spanish how to use formal written and spoken language to debate and to formulate cogent arguments. Students are expected to analyze particular topics related to the Spanish-speaking world and to participate within an academic forum. Challenging grammatical structures and orthographic conventions are reviewed and practiced in a variety of writing exercises and through class discussions. Students are exposed to a wide range of literary and non-literary texts and audio-visual materials that exemplify the different cultures and regional varieties within the Spanish-speaking world.

Terms Offered: Autumn Spring

Prerequisite(s): SPAN 20102 or placement. Open only to heritage speakers or with consent of instructor.

SPAN 20200. Language, History, and Culture II. 100 Units.

This course focuses on both objective and subjective description of people, places, and life processes. A variety of written, oral, listening, and reading activities allow students to explore different genres while reviewing grammatical and lexical items pertaining to each individual theme in context. Cultural awareness is enhanced through exposure to an array of target-language media, as well as through in-class discussion.

Terms Offered: Autumn Spring Winter

Prerequisite(s): SPAN 20100 or placement

SPAN 20300. Language, History, and Culture III. 100 Units.

This course develops the use of persuasive and argumentative language. Our focus is on analyzing and debating current issues pertaining to the Spanish-speaking world, and articulating sound personal perspectives on these issues. A variety of written, oral, listening, and reading activities allow students to explore an ample selection of topics, while reviewing grammatical and lexical items pertaining to each individual theme in context. Cultural awareness is enhanced through exposure to an array of target-language media as well as through in-class oral presentations and discussions.

Terms Offered: Autumn Spring Winter

Prerequisite(s): SPAN 20200 or placement

SPAN 20302. Language, History, and Culture for Heritage Speakers III. 100 Units.

The goal of this second course in a two-course intermediate sequence is to teach heritage learners of Spanish how to use formal written and spoken language to debate and to formulate cogent arguments. Students are expected to analyze particular topics related to the Spanish-speaking world and to participate within an academic forum. Challenging grammatical structures and orthographic conventions are reviewed and practiced in a variety of writing exercises and through class discussions. Students are exposed to a wide range of literary and non-literary texts and audio-visual materials that exemplify the different cultures and regional varieties within the Spanish-speaking world.

Terms Offered: Autumn Spring

Prerequisite(s): SPAN 20102 or placement. Open only to heritage speakers or with consent of instructor.

SPAN 20304. Spanish for the Professions. 100 Units.

This course is designed as an alternative to SPAN 20300 for students aspiring to use Spanish in a professional context. In order for both courses to serve as equal preparation for the following course in the sequence (SPAN 20400), the textbook used and the grammatical topics covered in SPAN 20300 and 20304 are identical, while some readings, listenings, and vocabulary will differ. Students will expand their lexical and cultural knowledge of their chosen professional area through self-selected readings and a presentation, and will hone linguistic skills relevant to any workplace environment.

Terms Offered: Spring

Prerequisite(s): SPAN 20200 or consent of instructor

SPAN 20400-20500. Composición y conversación avanzada I-II.

Third-year language sequence

SPAN 20400. Composición y conversación avanzada I. 100 Units.

This course targets the development of advanced writing skills and oral proficiency in Spanish through the study of a wide variety of contemporary journalistic texts and unscripted recordings. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class debates, using the authentic readings and listening segments as linguistic models on which to base their own production.

Terms Offered: Autumn Spring Winter

Prerequisite(s): SPAN 20300 or consent of instructor

SPAN 20500. Composición y conversación avanzada II. 100 Units.

This course, the second segment of two in the third-year language sequence, continues the development of advanced writing skills and oral proficiency in Spanish through the study of a wide variety of contemporary journalistic texts and unscripted recordings. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class debates, using the authentic readings and listening segments as linguistic models on which to base their own production.

Terms Offered: Spring Winter

Prerequisite(s): SPAN 20400 or consent of instructor

SPAN 20402. Curso de redacción académica para hablantes nativos. 100 Units.

This advanced language course helps students achieve mastery of composition and style through the acquisition of numerous writing techniques. A wide variety of literary and non-literary texts are read. Through writing a number of essays and participating in class discussions, students are guided in the examination of linguistic structures and organization of several types of written Spanish discourse. This course also enhances awareness of the cultural diversity within the contemporary Spanish-speaking world and its historical roots.

Terms Offered: Autumn

Prerequisite(s): SPAN 20302 or placement. Open only to native and heritage speakers with consent of instructor.

SPAN 20500. Composición y conversación avanzada II. 100 Units.

This course, the second segment of two in the third-year language sequence, continues the development of advanced writing skills and oral proficiency in Spanish through the study of a wide variety of contemporary journalistic texts and unscripted recordings. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class debates, using the authentic readings and listening segments as linguistic models on which to base their own production.

Terms Offered: Spring Winter

Prerequisite(s): SPAN 20400 or consent of instructor

SPAN 20602. Discurso académico para hablantes nativos. 100 Units.

This seminar/practicum focuses on developing vocabulary and discourse styles for academic verbal communication. This goal is achieved through exposure to taped formal and informal interviews and public debate in the media. Most important, however, is active class participation. Through a number of class presentations, students put into practice a variety of discourse styles (e.g., debates, lectures, seminars, interviews).

Terms Offered: Spring

Prerequisite(s): SPAN 20302 or placement. Open only to native and heritage speakers with consent of instructor.

SPAN 2333. Reading Spanish for Research Purposes. 100 Units.

This intensive course is designed to take students with a basic knowledge of Spanish to the level of reading proficiency needed for research. To that end, students will work on grammar, vocabulary, and reading strategies. Students will read a range of scholarly texts, a number of which will be directly drawn from their respective areas of research.

Terms Offered: Spring

Prerequisite(s): One quarter of French or equivalent, placement into SPAN 10200, or an intermediate level of another Romance or classical language.

Equivalent Course(s): SPAN 33333

Literature and Culture

All literature and culture classes are conducted in Spanish unless otherwise indicated. Students who are majoring in Spanish do all work in Spanish. With prior consent of instructor, non-majors may write in English.

SPAN 21100. Las regiones del español. 100 Units.

This sociolinguistic course expands understanding of the historical development of Spanish and awareness of the great sociocultural diversity within the Spanish-speaking world and its impact on the Spanish language. We emphasize the interrelationship between language and culture as well as ethno-historical transformations within the different regions of the Hispanic world. Special consideration is given to identifying lexical variations and regional expressions exemplifying diverse sociocultural aspects of the Spanish language, and to recognizing phonological differences between dialects. We also examine the impact of indigenous cultures on dialectal aspects. The course includes literary and nonliterary texts, audio-visual materials, and visits by native speakers of a variety of Spanish-speaking regions.

Terms Offered: Spring Winter

Prerequisite(s): SPAN 20300 or placement

Equivalent Course(s): LACS 21100

SPAN 21500. Introducción al análisis literario. 100 Units.

Through a variety of representative works of Hispanic literature, this course focuses on the discussion and practical application of different approaches to the critical reading of literary texts. We also study basic concepts and problems of literary theory, as well as strategies for research and academic writing in Spanish.

Instructor(s): M. Santana Terms Offered: Spring

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish.

SPAN 21703. Introducción a las literaturas hispánicas: textos españoles clásicos. 100 Units.

This course involves careful reading and discussion of significant works from the Spanish Middle Ages, Renaissance, and the Golden Age, including Juan Manuel's *Conde Lucanor*, Jorge Manrique's *Coplas*, the anonymous *Lazarillo de Tormes*, and the theater of Calderón.

Instructor(s): N. Blanco-Mourelle Terms Offered: Autumn

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish.

SPAN 21803. Introducción a las literaturas hispánicas: textos españoles contemporáneos. 100 Units.

Este curso ofrecerá un amplio panorama de las literaturas españolas de los siglos XIX y XX. Buena parte de la historia cultural de España ha estado marcada por la ansiedad respecto al supuesto atraso cultural, político, social y económico del país. La modernidad se convierte así en objeto de deseo y de disputa cultural para los intelectuales españoles que luchan por definir en qué consiste y cómo alcanzarla. Este es el tema que nos guiará, de manera flexible, por las obras de autores como Mariano José de Larra, Gustavo Adolfo Bécquer, Rosalía de Castro, Emilia Pardo Bazán, Leopoldo Alas Clarín, Antonio Machado, Federico García Lorca, Ana María Matute, Max Aub y Manuel Rivas, entre otros, complementadas por algunas películas. En relación con este tema principal, se explorarán también el lugar del campo y la ciudad en la imaginación moderna, la cuestión nacional, las luchas por la emancipación de la mujer, las tensión creativa entre tradición y vanguardia artística, o los debates sobre la historia y la memoria del pasado reciente de España.

Terms Offered: Autumn Winter

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish.

SPAN 21903. Intro. a las lit. hispánicas: textos hispanoamericanos desde la colonia a la independencia. 100 Units.

This course examines an array of representative texts written in Spanish America from the colonial period to the late nineteenth century, underscoring not only their aesthetic qualities but also the historical conditions that made their production possible. Among authors studied are Christopher Columbus, Hernán Cortés, Sor Juana Inés de la Cruz, Simón Bolívar, and José Martí.

Instructor(s): A. Lugo-Ortiz Terms Offered: Autumn

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish.

Equivalent Course(s): CRES 21903, LACS 21903

SPAN 21910. Contemporary Catalan Literature. 100 Units.

This course provides a survey of major authors, works, and trends in Catalan literature from the beginning of the twentieth century to the present. We study works representing various literary genres (novel, poetry, short story) and analyze the most important cultural debates of the period.

Terms Offered: Winter

Note(s): Taught in English.

Equivalent Course(s): CATA 21900, SPAN 31910, CATA 31900

SPAN 22003. Introducción a las literaturas hispánicas: del modernismo al presente. 100 Units.

Students in this course study an array of texts written in Spanish America from the late nineteenth century to the present, including the literature of the Hispanic diasporas. Authors may include José Martí, Rubén Darío, Mariano Azuela, Pablo Neruda, César Vallejo, Teresa de la Parra, Jorge Luis Borges, Octavio Paz, Rosario Castellanos, Mario Vargas Llosa, and Pedro Pietri.

Terms Offered: Spring Winter

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish.

Equivalent Course(s): LACS 22003

SPAN 22701. Poesía, nación y ciudadanía en el siglo XIX hispanoamericano. 100 Units.

In this course we will explore the relationships between poetry and the constitution of the modern nation-state in nineteenth-century Spanish America. How did poetry partake in the early figuration of national historical imaginaries and in the foundation of their heroic pantheons? Through what languages and aesthetic procedures did it help foster patriotic sentiments and identifications? Was poetry a disciplinary tool for the formation of notions of citizenship and of civic values? Through a series of close textual readings, we will investigate the nature of the entanglement between the poetical and the demands of the political and inquire if there were moments when this relationship proved to be traversed by frictions, if not impossibilities. Authors we may read are José Joaquín Olmedo, Andrés Bello, Esteban Echeverría, José María Heredia, Plácido, Gertrudis Gómez de Avellaneda, José Hernández, José Gautier Benítez, Juana Borrero, Juan Zorrilla de San Martín, and Lola Rodríguez de Tió, among others.

Instructor(s): A. Lugo-Ortiz Terms Offered: Spring

Equivalent Course(s): SPAN 32701, LACS 32701, LACS 22701, CRES 22701

SPAN 23020. The Poetics of Life in Modern Latin America. 100 Units.

How do Latin American authors imagine humans, animals, and other nonhuman lives? In what ways do considerations of race, gender, and species determine their cultural imaginary? This course will explore representations of life in Latin American fiction from the nineteenth century to the present. Paying special attention to subjects that are considered "other" (women, indigenous people, animals, cyborgs), we will reflect on the ways in which bodies are valued, ordered, and discarded in stories and novels. Through this examination of the hierarchies of life, we will gain insights into the major shifts in Latin American politics of the past two centuries. Moreover, we will see how literature, often considered to simply "mirror" contemporary values, may become a locus of resistance against racist, speciesist, and gender-based oppression and violence. Our readings will be complemented by excerpts from major cultural theorists and critics including Michel Foucault, Donna Haraway, and Gabriel Giorgi.

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

Note(s): Taught in Spanish.

Equivalent Course(s): GNSE 23004, LACS 23020

SPAN 23555. Learned Women: Spaces of Knowledge, Self-Actualization, and Power. 100 Units.

The hegemonic narrative of knowledge production in the Iberian Peninsula has historically centered on male writers, thus excluding contributions of women. This seminar will explore the intellectual interventions of medieval and early modern Iberian poets, professors, encyclopedists, and theologians who also happened to be women. Did these women present a perspective on knowledge-making different than their male counterparts? More importantly, what were the paths to knowledge that were available to them in a society that offered women limited social and intellectual roles? In this class we will be reading sources by Florencia Pinar, Teresa de Cartagena, Leonor López de Córdoba, Oliva Sabuco, among others; and critical pieces by Judith Butler, Andrea Dworkin, Silvia Federici, Luce Irigaray, and Sophie Lewis.
 Instructor(s): N. Blanco-Mourelle Terms Offered: Autumn
 Note(s): Taught in Spanish.
 Equivalent Course(s): SPAN 33555

SPAN 24020. Para arribar a la insula: poéticas de la isla en el Caribe hispano del siglo XX. 100 Units.

In this course, we will examine the literary representations of the Caribbean's most notable geographic feature: the island. Many Caribbean authors throughout the twentieth century have made the figure of the island a central trope in their essays, novels, and poetry. The focal point of the course will be the many "poetics" of the island, that is, the discourses that seek to envision, mold and construct insular spaces. How does this rhetorical figure help to think about nationality and nationalism, especially in the century of North American colonial intervention? Does the island come to be thought of as a political form, and, if so, how does it relate to other forms like that of the "country"? What are the cultural, political and economic dimensions of these island "poetics"? Who gets to live on these islands, and what temporalities do they inhabit? Primary readings will range across Cuba, Puerto Rico and the Dominican Republic, and may include texts by José Lezama Lima, Virgilio Piñera, Guillermo Cabrera Infante, Abilio Estévez, Antonio Pedreira, Francisco Matos Paoli, José Luis González, Eduardo Lalo, and Joaquín Balaguer. Theoretical readings on space, insularity and the figure of the archipelago may include Henri Lefebvre, Michel de Certeau, Antonio Benítez-Rojo, Ottmar Ette, and Juan Carlos Quintero Rivera.
 Instructor(s): J.D. Mariátegui Terms Offered: Spring
 Note(s): Taught in Spanish, with some readings in English.
 Equivalent Course(s): LACS 24020

SPAN 24170. El arte de sobrevivir: la tradición picaresca. 100 Units.

La picaresca es un género de ficción en prosa con una tradición multisecular en las literaturas en español y con gran influencia en la historia de la novela moderna. La pobreza y la marginalidad convierte a los pícaros y las pícaras que protagonizan estas historias en astutos maestros en el arte de sobrevivir, en héroes plebeyos que luchan contra las determinaciones de la fortuna en una sociedad dinámica, pero sólidamente jerarquizada. Leeremos, por una parte, el "Lazarillo de Tormes," algunas "Novelas ejemplares" de Cervantes, fragmentos de "La pícara Justina" y del "Guzmán." Por otra, exploraremos los usos del género en algunas novelas modernas escritas en España y Latinoamérica, terminando con ejemplos de ficción televisiva contemporánea. Las estéticas del realismo y la novela moderna, la literatura y la economía, el humor y el lenguaje, el género y la sexualidad, la voz autobiográfica, las subjetividades de la marginalidad, o la relación entre el género picaresco y la historia nacional son algunos de los temas que guiarán nuestras lecturas y discusiones.
 Instructor(s): M. Martínez Terms Offered: Winter
 Note(s): Taught in Spanish.
 Equivalent Course(s): SPAN 34170

SPAN 25660. US Imperialism and Cultural Practice in Latin America. 100 Units.

This course examines the ways histories of US intervention in Latin America have been engaged in cultural practice. We assess the history of US intervention by reading primary documents alongside cultural artifacts including film, performance and visual art, song, music, and poetry. The course begins with the Cuban revolution and ends with the ongoing crisis in Puerto Rico.
 Instructor(s): D. Roper Terms Offered: Spring
 Note(s): Taught in English.
 Equivalent Course(s): LACS 25660, LACS 35660, SPAN 35660

SPAN 27020. Christianity and Islam in the Western Mediterranean World during the Late Middle Ages. 100 Units.

TBA
 Instructor(s): R. Salicrú i Lluç Terms Offered: Spring
 Equivalent Course(s): CATA 37020, CATA 27020, SPAN 37020

SPAN 29220. Espacio y memoria en el cine español. 100 Units.

Through the study of a selection of films and documentaries, this course will provide a critical examination of the history and poetics of cinema in Spain, with particular attention to the relation between the representation of space and the recovery of traumatic memory in contemporary culture.
 Instructor(s): M. Santana Terms Offered: Winter
 Note(s): Taught in Spanish.
 Equivalent Course(s): SPAN 39220

SPAN 29700. Readings in Special Topics. 100 Units.

This course involves directed readings on special topics not covered by courses offered as part of the program in Spanish. Subjects treated and work to be completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): SPAN 10300 or 20300, depending on the requirements of the program for which credit is sought

Note(s): Students are required to submit the College Reading and Research Course Form.

SPAN 29900. BA Paper Preparation: Spanish. 100 Units.

In consultation with a faculty member, students must devote the equivalent of a one-quarter course to the preparation of a BA project.

Terms Offered: Autumn Winter

Prerequisite(s): Consent of undergraduate adviser

Note(s): Students are required to submit the College Reading and Research Course Form. Students seeking honors may count this course towards their course requirements. Must be taken for a quality grade.



RUSSIAN AND EAST EUROPEAN STUDIES

Department Website: <http://slavic.uchicago.edu>

PROGRAM OF STUDY

The Department of Slavic Languages and Literatures offers courses in the Bosnian/Croatian/Serbian, Czech, Polish, and Russian languages and literatures, and other Slavic and East European cultures, leading to a BA in Russian and East European Studies. The BA degree program is designed to provide students with skills and facility in the languages and cultures of the region. It is intended for students preparing for graduate work, those planning a career in government or industry, and those whose primary aim is to master Russian and East European cultures in the original languages. Students interested in the program are encouraged to consult with the director of undergraduate studies. The contact information for the current director of undergraduate studies may be obtained by consulting the departmental website at slavic.uchicago.edu.

Students who are majoring in other fields of study may also complete a minor in Russian and East European Studies.

GENERAL EDUCATION

Depending on the language(s) of concentration, it is recommended that students majoring in REES satisfy the general education requirement in civilization studies with SOSOC 24000-24100 (<http://collegecatalog.uchicago.edu/search/?P=SOSC%2024000-24100>) Introduction to Russian Civilization I-II or HIST 13100-13200-13300 (<http://collegecatalog.uchicago.edu/search/?P=HIST%2013100-13200-13300>) History of Western Civilization I-II-III.

GRADING

Students who are majoring or minoring in Russian and East European Studies must receive a quality grade in all courses taken to meet requirements in the major or minor. Nonmajors and nonminors have the option of taking courses on a P/F basis at the discretion of the instructor (except for language courses, which must be taken for quality grades). For the major a minimum of seven courses must bear University of Chicago course numbers and be completed for quality grades.

HONORS

To be eligible for honors in Russian and East European Studies, students must maintain an overall College GPA of 3.25 or higher and of 3.5 or higher in the major. Students must indicate their intention to pursue honors to the director of undergraduate studies no later than the end of the first week of the first quarter of their fourth year.

In addition, students pursuing honors must write an acceptable BA paper in their final year under the supervision of a faculty member in the Department of Slavic Languages and Literatures. Students must submit the BA paper to the BA supervisor no later than Friday of fifth week in Spring Quarter of their fourth year.

At the latest by the Autumn Quarter of their fourth year, students should begin the BA process by consulting with the director of undergraduate studies. Students may register for the BA Paper seminar (REES 29900 BA Paper Workshop) with approval of the BA supervisor. This course will confer general College elective credit, but it will not count toward the major. If the completed bachelor's paper is judged by the supervisor and a second faculty member to be a distinguished example of original research or criticism, the student is recommended to the College for graduation with honors in Russian and East European Studies. The final decision regarding the granting of any degree with honors rests with the Collegiate divisional master.

ADVISING

Students wishing to declare the major should meet with the director of undergraduate studies. Further information on the undergraduate program is available in the departmental office (Foster 406, 773.702.8033). Questions about placement, competency, and proficiency examinations in Russian should be directed to the coordinator of Russian language courses.

STUDY ABROAD

Several study abroad opportunities are offered in subjects and geographic areas of interest to students who are majoring in Russian and East European Studies, including those described below. For more information, students should consult with the study abroad advisers or visit study-abroad.uchicago.edu.

1. **Smolny College:** The University of Chicago sponsors summer, semester-long, and year-long programs at Smolny College, a joint Russian-American college in St. Petersburg. College-level courses are taught in Russian and English on a broad range of subjects, as well as language courses.
2. **Russian Civilization in Paris:** A three-part sequence of courses is taught by University of Chicago faculty at the Center in Paris. The program includes an extended excursion to a Russian city. This program satisfies the general education requirement in civilization studies.
3. **FLAG study:** Students who wish to do a summer study abroad program can apply for a Foreign Language Acquisition Grant (FLAG) that is administered by the College and provides support for a

minimum of eight weeks of study at a recognized summer program abroad. Students must have completed RUSS 10300 First-Year Russian III or its equivalent to be eligible for FLAG support for the study of Russian. For more information, visit study-abroad.uchicago.edu/programs/byType/summer-grants.

PROGRAM REQUIREMENTS

Major in **Russian and East European Studies (REES)**. The BA in REES requires twelve courses, which fall into two categories: courses in the major language of study and elective courses. In this way students have the flexibility to construct a course of study that accords with their interests.

MAJOR IN RUSSIAN AND EAST EUROPEAN STUDIES

1. Six language courses at the 20000 level or beyond. In exceptional circumstances students may petition to substitute three courses in a concentrated area of study for three quarters of study in the major language.

This requirement may be satisfied in whole or in part by examination credit based on a University placement exam. Students who fulfill the language requirement with fewer than three quarters of study must substitute elective courses offered in the Department of Slavic Languages and Literatures.

2. Six elective courses in REES or in languages offered by Slavic Languages and Literatures. This requirement is designed to allow students to tailor their program to their intended goals and career track.

A maximum of one Reading and Research course (REES 29700 (<http://collegecatalog.uchicago.edu/search/?P=REES%2029700>) Reading/Research: Russian and Eastern European Studies) may be counted as an elective course.

Courses in the major may not be double-counted with general education requirements. A minimum of seven courses in the major must be completed for quality grades at the University of Chicago.

NOTE: Students who entered the University prior to Autumn 2015 may choose to fulfill the requirements here or those that were in place when they entered the University. For questions about course eligibility, contact the director of undergraduate studies.

SUMMARY OF REQUIREMENTS FOR THE MAJOR IN RUSSIAN AND EAST EUROPEAN STUDIES

Six courses in Russian or an East European language at the 20000 level or above *	600
Six elective courses	600
Total Units	1200

* Credit may be granted by examination. Up to three quarters worth of placement credit can be counted toward the major. When more than half of the language requirement (the equivalent of four to six quarters of study) is met by examination, electives in the Department of Slavic Languages and Literatures must be substituted for the additional quarters of language credit granted (*i.e., if a student places out of four quarters of language study, one elective course must be substituted into the major. If five quarters of credit are granted, two electives must be substituted, etc.*). Introductory courses in another Slavic or East European language can be used as electives.

MINOR PROGRAM IN RUSSIAN AND EAST EUROPEAN STUDIES

The minor in Russian and East European Studies requires seven courses, including at least three language courses at the 20000 level or higher and at least two REES courses.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Summary of Requirements for the Minor in Russian and East European Studies

Three second-year courses in a Russian or East European language *	300
Four elective courses (including at least two REES courses)	400
Total Units	700

*Credit may be granted by examination.

BOSNIAN, CROATIAN, AND SERBIAN COURSES

BCSN 10103-10203-10303. First-Year Bosnian/Croatian/Serbian I-II-III.

The major objective of the sequence is to build a solid foundation in the basic grammatical patterns of written and spoken Bosnian/Croatian/Serbian, while simultaneously introducing both the Cyrillic and Latin alphabets. This sequence is complemented with cultural and historical media from the Balkans and is designed for students with a wide range of interests. Screenings of movies and other audio-visual materials are held in addition to scheduled class time. Knowledge of a Slavic language and background in linguistics not required.

BCSN 10103. First-Year Bosnian/Croatian/Serbian I. 100 Units.

In this introductory course of a three-course sequence in Bosnian/Croatian/Serbian (BCS) languages and cultures, students are encouraged to concentrate on the language of their interest and choice. The major objective is to build a solid foundation in the grammatical patterns of written and spoken BCS, while introducing both the Cyrillic and Latin alphabets. This is achieved through a communicative situation-based approach, textbook dialogues, reinforcement by the instructor, screenings of film shorts, TV announcements, documentaries, commercials, and the like. The course includes a sociolinguistic component, an essential part of understanding the similarities and differences between the languages. Mandatory drill sessions are held twice per week, offering students ample opportunity to review and practice materials presented in class. Instructor(s): Nada Petkovic Terms Offered: Autumn

BCSN 10203. First-Year Bosnian/Croatian/Serbian II. 100 Units.

In this introductory course of a three-course sequence in Bosnian/Croatian/Serbian (BCS) languages and cultures, students are encouraged to concentrate on the language of their interest and choice. The major objective is to build a solid foundation in the grammatical patterns of written and spoken BCS, while introducing both the Cyrillic and Latin alphabets. This is achieved through a communicative situation-based approach, textbook dialogues, reinforcement by the instructor, screenings of film shorts, TV announcements, documentaries, commercials, and the like. The course includes a sociolinguistic component, an essential part of understanding the similarities and differences between the languages. Mandatory drill sessions are held twice per week, offering students ample opportunity to review and practice materials presented in class. Instructor(s): Nada Petkovic Terms Offered: Winter

BCSN 10303. First-Year Bosnian/Croatian/Serbian III. 100 Units.

In this three-quarter sequence introductory course in Bosnian/Croatian/Serbian (BCS) languages and cultures, students are encouraged to concentrate on the language of their interest and choice. The major objective is to build a solid foundation in the grammatical patterns of written and spoken BCS, while introducing both the Cyrillic and Latin alphabets. This is achieved through a communicative situation-based approach, textbook dialogues, reinforcement by the instructor, screenings of film shorts, TV announcements, documentaries, commercials, and the like. The course includes a sociolinguistic component, an essential part of understanding the similarities and differences between the languages. Mandatory drill sessions are held twice per week, offering students ample opportunity to review and practice materials presented in class. Instructor(s): Nada Petkovic Terms Offered: Spring

BCSN 10203. First-Year Bosnian/Croatian/Serbian II. 100 Units.

In this introductory course of a three-course sequence in Bosnian/Croatian/Serbian (BCS) languages and cultures, students are encouraged to concentrate on the language of their interest and choice. The major objective is to build a solid foundation in the grammatical patterns of written and spoken BCS, while introducing both the Cyrillic and Latin alphabets. This is achieved through a communicative situation-based approach, textbook dialogues, reinforcement by the instructor, screenings of film shorts, TV announcements, documentaries, commercials, and the like. The course includes a sociolinguistic component, an essential part of understanding the similarities and differences between the languages. Mandatory drill sessions are held twice per week, offering students ample opportunity to review and practice materials presented in class. Instructor(s): Nada Petkovic Terms Offered: Winter

BCSN 10303. First-Year Bosnian/Croatian/Serbian III. 100 Units.

In this three-quarter sequence introductory course in Bosnian/Croatian/Serbian (BCS) languages and cultures, students are encouraged to concentrate on the language of their interest and choice. The major objective is to build a solid foundation in the grammatical patterns of written and spoken BCS, while introducing both the Cyrillic and Latin alphabets. This is achieved through a communicative situation-based approach, textbook dialogues, reinforcement by the instructor, screenings of film shorts, TV announcements, documentaries, commercials, and the like. The course includes a sociolinguistic component, an essential part of understanding the similarities and differences between the languages. Mandatory drill sessions are held twice per week, offering students ample opportunity to review and practice materials presented in class. Instructor(s): Nada Petkovic Terms Offered: Spring

BCSN 20103-20203-20303. Second-Year Bosnian/Croatian/Serbian I-II-III.

The second-year sequence in Bosnian/Croatian/Serbian languages and cultures is a continuation of first-year BCS and therefore assumes one year of formal study of the target language(s) or equivalent course work elsewhere. The sequence is focused on spoken and written modern BCS, emphasizing communicative practice in authentic cultural contexts. The language(s) are introduced through a series of dialogues gathered from a variety of textbooks published in Serbia, Croatia, and Bosnia, as well as newspaper articles, short biographies, poems, and song lyrics in both the Latin and Cyrillic alphabets. A vast archive of audiovisual materials, representing both high and popular culture, constitutes an integral part of every unit. Simultaneously, aural comprehension, speaking, grammar, and vocabulary are reinforced and further developed throughout the year. Mandatory drill sessions are held twice a week, offering students ample opportunity to review and practice materials presented in class.

BCSN 20103. Second-Year Bosnian/Croatian/Serbian I. 100 Units.

The first quarter is devoted to an overview of grammar, with emphasis on verbal morphology and syntax, through the reading of a series of literary texts in both the Latin and Cyrillic alphabets.

Instructor(s): Nada Petkovic Terms Offered: Autumn

Prerequisite(s): BCSN 10303 or consent of instructor

BCSN 20203. Second-Year Bosnian/Croatian/Serbian II. 100 Units.

The second and third quarters are devoted to further developing active mastery of Bosian/Croatian/Serbian through continued readings, grammar drills, compositions, and conversational practice. Study of word formation, nominal and adjectival morphology, and syntax are emphasized. Screenings of movies and other audio-visual materials are held in addition to scheduled class time.

Instructor(s): Nada Petkovic Terms Offered: Winter

BCSN 20303. Second-Year Bosnian/Croatian/Serbian III. 100 Units.

The second and third quarters are devoted to further developing active mastery of Bosian/Croatian/Serbian through continued readings, grammar drills, compositions, and conversational practice. Study of word formation, nominal and adjectival morphology, and syntax are emphasized. Screenings of movies and other audio-visual materials are held in addition to scheduled class time.

Instructor(s): Nada Petkovic Terms Offered: Spring

BCSN 20203. Second-Year Bosnian/Croatian/Serbian II. 100 Units.

The second and third quarters are devoted to further developing active mastery of Bosian/Croatian/Serbian through continued readings, grammar drills, compositions, and conversational practice. Study of word formation, nominal and adjectival morphology, and syntax are emphasized. Screenings of movies and other audio-visual materials are held in addition to scheduled class time.

Instructor(s): Nada Petkovic Terms Offered: Winter

BCSN 20303. Second-Year Bosnian/Croatian/Serbian III. 100 Units.

The second and third quarters are devoted to further developing active mastery of Bosian/Croatian/Serbian through continued readings, grammar drills, compositions, and conversational practice. Study of word formation, nominal and adjectival morphology, and syntax are emphasized. Screenings of movies and other audio-visual materials are held in addition to scheduled class time.

Instructor(s): Nada Petkovic Terms Offered: Spring

BCSN 21100. Advanced BCS: Literary Readings. 100 Units.

Equivalent Course(s): BCSN 31103

BCSN 21300. (Re)Branding the Balkan City: Comtemp. Belgrade/Sarajevo/Zagreb. 100 Units.

The course will use an urban studies lens to explore the complex history, infrastructure, and transformations of these three cities, now the capitals of Serbia, Bosnia and Hercegovina, and Croatia. Drawing on anthropological theory and ethnography of the city, we will consider processes of urban destruction and renewal, practices of branding spaces and identities, urban life as praxis, art and design movements, architectural histories and styles, metropolitan citizenship, and the broader politics of space. The course is complemented by cultural and historical media, guest speakers, and virtual tours. Classes are held in English. No knowledge of BCS is required. However, this module can fulfill a language requirement or simply further the study of BCS with additional weekly sections, materials, discussions, and presentations in the target language.

Instructor(s): Nada Petkovic Terms Offered: Spring

Equivalent Course(s): REES 31303, BCSN 31303, REES 21300

BCSN 29701. Intensive BCS Language and Culture Study. 100 Units.**CZECH COURSES****CZEC 10103-10203-10303. First-Year Czech I-II-III.**

First-Year Czech

CZEC 10103. First-Year Czech I. 100 Units.

This course introduces the Czech language to those students who would like to speak Czech or use the language for reading and research purposes. All four major communicative skills (i.e. reading, writing, listening, speaking) are stressed. Students will also learn about Czech culture through readings, films and class activities. This three- quarter sequence prepares students for the second-year Czech course and to study or travel abroad in the Czech Republic. Conversation practice is held weekly.

Instructor(s): STAFF Terms Offered: Autumn

CZEC 10203. First-Year Czech II. 100 Units.

No description available.

Terms Offered: Winter

CZEC 10303. First-Year Czech III. 100 Units.

No description available.

Terms Offered: Spring

CZEC 10203. First-Year Czech II. 100 Units.

No description available.

Terms Offered: Winter

CZEC 10303. First-Year Czech III. 100 Units.

No description available.

Terms Offered: Spring

CZEC 20103-20203-20303. Second-Year Czech I-II-III.

The main goal of this sequence is to enable students to read Czech proficiently in their particular fields.

Conversation practice is included. The program is flexible and may be adjusted according to the needs of the students.

CZEC 20103. Second Year Czech-I. 100 Units.

The main goal of this course is to enable students to read Czech proficiently in their particular fields.

Conversation practice is included. The program is flexible and may be adjusted according to the needs of the students.

Instructor(s): Malynne Sternstein Terms Offered: Autumn

Prerequisite(s): CZEC 10303 or consent of instructor.

CZEC 20203. Second Year Czech-II. 100 Units.

TBD

Terms Offered: Winter

CZEC 20303. Second Year Czech-III. 100 Units.

TBD

Terms Offered: Spring

CZEC 20203. Second Year Czech-II. 100 Units.

TBD

Terms Offered: Winter

CZEC 20303. Second Year Czech-III. 100 Units.

TBD

Terms Offered: Spring

CZEC 29700. Reading and Research Course. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and Departmental Adviser

Note(s): Students are required to submit the College Reading and Research Course Form.

CZEC 29900. BA Paper. 100 Units.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open to fourth-year students who are majoring in Slavic Languages and Literatures with consent of instructor and Departmental Adviser

Note(s): Students are required to submit the College Reading and Research Course Form. This course must be taken for a quality grade.

POLISH COURSES**POLI 10103-10203-10303. First-Year Polish I-II-III.**

This sequence teaches students to speak, read, and write in Polish, as well as familiarizes them with Polish culture. It employs the most up-to-date techniques of language teaching (e.g., communicative and accelerated learning, and learning based on students' native language skills), as well as multileveled target-language exposure.

POLI 10103. First-Year Polish I. 100 Units.

This course teaches students to speak, read, and write in Polish, as well as familiarizes them with Polish culture. It employs the most up-to-date techniques of language teaching (e.g., communicative and accelerated learning, and learning based on students' native language skills), as well as multileveled target-language exposure.

Instructor(s): Staff Terms Offered: Autumn

POLI 10203. First-Year Polish II. 100 Units.

This course includes instruction in grammar, writing, and translation, as well as watching selected Polish movies. Selected readings are drawn from the course textbook, and students also read Polish short stories and press articles. In addition, the independent reading of students is emphasized and reinforced by class discussions. Work is adjusted to each student's level of preparation. Drill sessions to be arranged.

Terms Offered: Winter

POLI 10303. First-Year Polish III. 100 Units.

This course teaches students to speak, read, and write in Polish, as well as familiarizes them with Polish culture. It employs the most up-to-date techniques of language teaching (e.g., communicative and accelerated learning, and learning based on students' native language skills), as well as multileveled target-language exposure.

Terms Offered: Spring

POLI 20203. First-Year Polish II. 100 Units.

This course includes instruction in grammar, writing, and translation, as well as watching selected Polish movies. Selected readings are drawn from the course textbook, and students also read Polish short stories and press articles. In addition, the independent reading of students is emphasized and reinforced by class discussions. Work is adjusted to each student's level of preparation. Drill sessions to be arranged.

Terms Offered: Winter

POLI 10303. First-Year Polish III. 100 Units.

This course teaches students to speak, read, and write in Polish, as well as familiarizes them with Polish culture. It employs the most up-to-date techniques of language teaching (e.g., communicative and accelerated learning, and learning based on students' native language skills), as well as multileveled target-language exposure.

Terms Offered: Spring

POLI 20103-20203-20303. Second-Year Polish I-II-III.

This sequence includes instruction in grammar, writing, and translation, as well as watching selected Polish movies. Selected readings are drawn from the course textbook, and students also read Polish short stories and press articles. In addition, the independent reading of students is emphasized and reinforced by class discussions. Work is adjusted to each student's level of preparation.

POLI 20103. Second-Year Polish I. 100 Units.

This course includes instruction in grammar, writing, and translation, as well as watching selected Polish movies. Selected readings are drawn from the course textbook, and students also read Polish short stories and press articles. In addition, the independent reading of students is emphasized and reinforced by class discussions. Work is adjusted to each student's level of preparation.

Instructor(s): Staff. Terms Offered: Autumn

Prerequisite(s): POLI 10300 or equivalent

POLI 20203. Second-Year Polish II. 100 Units.

No description available.

Terms Offered: Winter

POLI 20303. Second-Year Polish III. 100 Units.

This course teaches students to speak, read, and write in Polish, as well as familiarizes them with Polish culture. It employs the most up-to-date techniques of language teaching (e.g., communicative and accelerated learning, and learning based on students' native language skills), as well as multileveled target-language exposure.

Terms Offered: Spring

Prerequisite(s): POLI 10300 or equivalent; drills to be scheduled

POLI 20203. Second-Year Polish II. 100 Units.

No description available.

Terms Offered: Winter

POLI 20303. Second-Year Polish III. 100 Units.

This course teaches students to speak, read, and write in Polish, as well as familiarizes them with Polish culture. It employs the most up-to-date techniques of language teaching (e.g., communicative and accelerated learning, and learning based on students' native language skills), as well as multileveled target-language exposure.

Terms Offered: Spring

Prerequisite(s): POLI 10300 or equivalent; drills to be scheduled

POLI 20403-20503-20603. Third Year Polish I; Third-Year Polish II-III.

Third-Year Polish

POLI 20403. Third Year Polish I. 100 Units.

The process of learning in all three quarters of Third-Year Polish is framed by three themes, which most succinctly but aptly characterize Polish life, culture, and history: in the Autumn Quarter-the noble democracy in the Commonwealth of Both Nations, in the Winter Quarter-the fight for independence, and in the Spring Quarter-the newly independent Poland. During the course of the year, students also improve their knowledge of advanced grammar and stylistics. All work in Polish.

Equivalent Course(s): POLI 30403

POLI 20503. Third-Year Polish II. 100 Units.

No course description available

Equivalent Course(s): POLI 30503

POLI 20603. Third-Year Polish-III. 100 Units.

The process of learning in all three quarters of Third-Year Polish is framed by three themes, which most succinctly but aptly characterize Polish life, culture, and history: in the Autumn Quarter-the noble democracy in the Commonwealth of Both Nations, in the Winter Quarter-the fight for independence, and in the Spring Quarter-the newly independent Poland. During the course of the year, students also improve their knowledge of advanced grammar and stylistics. All work in Polish.

Equivalent Course(s): POLI 30603

POLI 20503. Third-Year Polish II. 100 Units.

No course description available

Equivalent Course(s): POLI 30503

POLI 20603. Third-Year Polish-III. 100 Units.

The process of learning in all three quarters of Third-Year Polish is framed by three themes, which most succinctly but aptly characterize Polish life, culture, and history: in the Autumn Quarter-the noble democracy in the Commonwealth of Both Nations, in the Winter Quarter-the fight for independence, and in the Spring Quarter-the newly independent Poland. During the course of the year, students also improve their knowledge of advanced grammar and stylistics. All work in Polish.

Equivalent Course(s): POLI 30603

POLI 24300. Polish Through Literary Readings III. 100 Units.

Instructor(s): Kinga Kosmala Terms Offered: Spring

Prerequisite(s): POLI 30300 or equivalent

POLI 29700. Reading and Research Course. 100 Units.

TBD

Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of instructor and Departmental Adviser

Note(s): Students are required to submit the College Reading and Research Course Form.

RUSSIAN COURSES

RUSS 10103-10203-10303. First-Year Russian I-II-III.

First-Year Russian

RUSS 10103. First-Year Russian-1. 100 Units.

This course introduces modern Russian to students who would like to speak Russian or to use the language for reading and research. All four major communicative skills (i.e., reading, writing, listening, comprehension, speaking) are stressed. Students are also introduced to Russian culture through readings, videos, and class discussions. This year-long course prepares students for the College Language Competency Exam, for continued study of Russian in second-year courses, and for study or travel abroad in Russian-speaking countries. Conversation practice is held twice a week.

RUSS 10203. First-Year Russian-2. 100 Units.

This course introduces modern Russian to students who would like to speak Russian or to use the language for reading and research. All five major communicative skills (i.e., reading, writing, listening, comprehension, and speaking) are stressed. Students are also introduced to Russian culture through readings, videos, and class discussions. This yearlong course prepares students for the College Language Competency Exam, for continued study of Russian in second-year courses, and for study or travel abroad in Russian-speaking countries. Conversation practice is held twice a week.

RUSS 10303. First-Year Russian-3. 100 Units.

This course introduces modern Russian to students who would like to speak Russian or to use the language for reading and research. All four major communicative skills (i.e., reading, writing, listening comprehension, speaking) are stressed. Students are also introduced to Russian culture through readings, videos, and class discussions. This yearlong course prepares students for the College Language Competency Exam, for continued study of Russian in second-year courses, and for study or travel abroad in Russian-speaking countries. Conversation practice is held twice a week.

RUSS 10123. Summer Intensive Introductory Russian. 300 Units.**RUSS 10203. First-Year Russian-2. 100 Units.**

This course introduces modern Russian to students who would like to speak Russian or to use the language for reading and research. All five major communicative skills (i.e., reading, writing, listening, comprehension, and speaking) are stressed. Students are also introduced to Russian culture through readings, videos, and class discussions. This yearlong course prepares students for the College Language Competency Exam, for continued study of Russian in second-year courses, and for study or travel abroad in Russian-speaking countries. Conversation practice is held twice a week.

RUSS 10300. First-Year Russian III. 100 Units.

TBD

Instructor(s): Staff Terms Offered: Spring

RUSS 10303. First-Year Russian-3. 100 Units.

This course introduces modern Russian to students who would like to speak Russian or to use the language for reading and research. All four major communicative skills (i.e., reading, writing, listening comprehension, speaking) are stressed. Students are also introduced to Russian culture through readings, videos, and class discussions. This yearlong course prepares students for the College Language Competency Exam, for continued study of Russian in second-year courses, and for study or travel abroad in Russian-speaking countries. Conversation practice is held twice a week.

RUSS 20103-20203-20303. Second-Year Russian I-II-III.

Second-Year Russian

RUSS 20103. Second-Year Russian I. 100 Units.

This course continues RUSS 10103-10203-10303; it includes review and amplification of grammar, practice in reading, elementary composition, and speaking and comprehension. Systematic study of word formation and other strategies are taught to help free students from excessive dependence on the dictionary and develop confidence in reading rather than translating. Readings are selected to help provide historical and cultural background. Conversation practice is held twice a week.

RUSS 20203. Second-Year Russian II. 100 Units.

This course continues RUSS 10103-10203-10303; it includes review and amplification of grammar, practice in reading, elementary composition, and speaking and comprehension. Systematic study of word formation and other strategies are taught to help free students from excessive dependence on the dictionary and develop confidence in reading rather than translating. Readings are selected to help provide historical and cultural background. Conversation practices is held twice a week.

RUSS 20303. Second-Year Russian III. 100 Units.

This course continues RUSS 10103-10203-10303; it includes review and amplification of grammar, practice in reading, elementary composition, and speaking and comprehension. Systematic study of word formation and other strategies are taught to help free students from excessive dependence on the dictionary and develop confidence in reading rather than translating. Readings are selected to help provide historical and cultural background. Conversation practice is held twice a week.

RUSS 20203. Second-Year Russian II. 100 Units.

This course continues RUSS 10103-10203-10303; it includes review and amplification of grammar, practice in reading, elementary composition, and speaking and comprehension. Systematic study of word formation and other strategies are taught to help free students from excessive dependence on the dictionary and develop confidence in reading rather than translating. Readings are selected to help provide historical and cultural background. Conversation practices is held twice a week.

RUSS 20303. Second-Year Russian III. 100 Units.

This course continues RUSS 10103-10203-10303; it includes review and amplification of grammar, practice in reading, elementary composition, and speaking and comprehension. Systematic study of word formation and other strategies are taught to help free students from excessive dependence on the dictionary and develop confidence in reading rather than translating. Readings are selected to help provide historical and cultural background. Conversation practice is held twice a week.

RUSS 20702-20802-20902. Third-Year Russian through Culture I-II-III.

This course, which is intended for third-year students of Russian, covers various aspects of Russian grammar in context and emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in a culturally authentic context. Excerpts from popular Soviet/Russian films and clips from Russian television news reports are shown and discussed in class. Classes conducted in Russian; some aspects of grammar explained in English. Drill practice is held twice a week.

RUSS 20702. Third-Year Russian through Culture I. 100 Units.

This course, which is intended for third-year students of Russian, covers various aspects of Russian grammar in context and emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in a culturally authentic context. Excerpts from popular Soviet/Russian films and clips from Russian television news reports are shown and discussed in class. Classes conducted in Russian; some aspects of grammar explained in English. Drill practice is held twice a week.

Instructor(s): V. Pichugin Terms Offered: Autumn

Prerequisite(s): RUSS 20300 (two years of Russian) or equivalent

RUSS 20802. Third-Year Russian through Culture II. 100 Units.

This course, which is intended for third-year students of Russian, covers various aspects of Russian grammar in context and emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in a culturally authentic context. Excerpts from popular Soviet/Russian films and clips from Russian television news reports are shown and discussed in class. Classes conducted in Russian; some aspects of grammar explained in English. Drill practice is held twice a week.

Instructor(s): V. Pichugin Terms Offered: Winter

RUSS 20902. Third-Year Russian through Culture III. 100 Units.

This course, which is intended for third-year students of Russian, covers various aspects of Russian grammar in context and emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in a culturally authentic context. Excerpts from popular Soviet/Russian films and clips from Russian television news reports are shown and discussed in class. Classes conducted in Russian; some aspects of grammar explained in English. Drill practice is held twice a week.

Instructor(s): V. Pichugin Terms Offered: Spring

Equivalent Course(s): RUSS 30902

RUSS 20802. Third-Year Russian through Culture II. 100 Units.

This course, which is intended for third-year students of Russian, covers various aspects of Russian grammar in context and emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in a culturally authentic context. Excerpts from popular Soviet/Russian films and clips from Russian television news reports are shown and discussed in class. Classes conducted in Russian; some aspects of grammar explained in English. Drill practice is held twice a week.

Instructor(s): V. Pichugin Terms Offered: Winter

RUSS 20902. Third-Year Russian through Culture III. 100 Units.

This course, which is intended for third-year students of Russian, covers various aspects of Russian grammar in context and emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in a culturally authentic context. Excerpts from popular Soviet/Russian films and clips from Russian television news reports are shown and discussed in class. Classes conducted in Russian; some aspects of grammar explained in English. Drill practice is held twice a week.

Instructor(s): V. Pichugin Terms Offered: Spring

Equivalent Course(s): RUSS 30902

RUSS 21302-21402-21502. Advanced Russian through Media I-II-III.

This is a three-quarter sequence designed for fourth- and fifth-year students of Russian. It is also suitable for native speakers of Russian. This sequence covers various aspects of advanced Russian stylistics and discourse grammar in context. This sequence emphasizes the four communicative skills of listening, reading, speaking, and writing in a culturally authentic context. It builds transcultural competence by expanding students' knowledge of the language, culture, history, and daily lives of the Russian-speaking people. Vocabulary building is strongly emphasized. We add to the existing skills and develop our abilities to analyze increasingly complex texts for their meaning: to identify various styles and registers of the Russian language and to provide their neutral equivalents in standard Russian. We also work on developing our abilities to paraphrase, narrate, describe, support opinions, hypothesize, discuss abstract topics, and handle linguistically unfamiliar situations (in spoken and written format). Classes conducted in Russian. Course-specific grammar issues are covered during drill sessions (weekly) and office hours (by appointment). Oral Proficiency Interviews are conducted in the beginning and the end of the course (Autumn and Spring Quarters).

RUSS 21302. Advanced Russian through Media I. 100 Units.

This is a three-quarter sequence designed for fourth- and fifth-year students of Russian. It is also suitable for native speakers of Russian. This sequence covers various aspects of advanced Russian stylistics and discourse grammar in context. This sequence emphasizes the four communicative skills of listening, reading, speaking, and writing in a culturally authentic context. It builds transcultural competence by expanding students' knowledge of the language, culture, history, and daily lives of the Russian-speaking people. Vocabulary building is strongly emphasized. We add to the existing skills and develop our abilities to analyze increasingly complex texts for their meaning: to identify various styles and registers of the Russian language and to provide their neutral equivalents in standard Russian. We also work on developing our abilities to paraphrase, narrate, describe, support opinions, hypothesize, discuss abstract topics, and handle linguistically unfamiliar situations (in spoken and written format). Classes conducted in Russian. Course-specific grammar issues are covered during drill sessions (weekly) and office hours (by appointment). Oral Proficiency Interviews are conducted in the beginning and the end of the course (Autumn and Spring Quarters). Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.

Instructor(s): Valentina Pichugin Terms Offered: Autumn

Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.

Equivalent Course(s): RUSS 30102

RUSS 21402. Advanced Russian through Media II. 100 Units.

This course, which is designed for fifth-year students of Russian, covers various aspects of Russian stylistics and discourse grammar in context. It emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in culturally authentic context. Clips from Russian/Soviet films and television news reports are shown and discussed in class. Classes conducted in Russian. Conversation practice is held twice a week.

Instructor(s): Valentina Pichugin Terms Offered: Winter

Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.

Equivalent Course(s): RUSS 30202

RUSS 21502. Adv Russian Through Media-3. 100 Units.

This course, which is designed for fifth-year students of Russian, covers various aspects of Russian stylistics and discourse grammar in context. It emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in culturally authentic context. Clips from Russian/Soviet films and television news reports are shown and discussed in class. Classes conducted in Russian. Conversation practice is held twice a week.

Equivalent Course(s): REES 21502, RUSS 30302, REES 30302

RUSS 21402. Advanced Russian through Media II. 100 Units.

This course, which is designed for fifth-year students of Russian, covers various aspects of Russian stylistics and discourse grammar in context. It emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in culturally authentic context. Clips from Russian/Soviet films and television news reports are shown and discussed in class. Classes conducted in Russian. Conversation practice is held twice a week.

Instructor(s): Valentina Pichugin Terms Offered: Winter

Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.

Equivalent Course(s): RUSS 30202

RUSS 21502. Adv Russian Through Media-3. 100 Units.

This course, which is designed for fifth-year students of Russian, covers various aspects of Russian stylistics and discourse grammar in context. It emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in culturally authentic context. Clips from Russian/Soviet films and television news reports are shown and discussed in class. Classes conducted in Russian. Conversation practice is held twice a week.

Equivalent Course(s): REES 21502, RUSS 30302, REES 30302

RUSS 21600. Russian For Heritage Learners. 100 Units.

This course examines the major aspects of Russian grammar and stylistics essential for heritage learners. Students engage in close readings and discussions of short stories by classic and contemporary Russian authors (e.g., Pushkin, Dostoevsky, Tolstoy, Chekhov, Platonov, Bulgakov, Erofeev, Tolstaya), with special emphasis on their linguistic and stylistic differences. All work in Russian.

Instructor(s): Maria Yakubovich Terms Offered: Autumn

Prerequisite(s): Ability to speak Russian fluently required; formal training in Russian not required

RUSS 23333. Reading Russian for Research Purposes. 100 Units.

This course prepares students to read and do research in Russian. Students will gain a fundamental knowledge of Russian grammar and a basic vocabulary while learning to work intensively with primary and secondary texts in their area of academic interest. Reading Russian for Research Purposes has a limited number of spots available for participation via electronic course sharing, intended for students who are unable to be in Chicago physically for the course.

Equivalent Course(s): RUSS 33333

RUSS 26900. Strangers to Ourselves: Twentieth Century Émigré Literature from Russia and SE Europe. 100 Units.

Being alienated from myself, as painful as that may be, provides me with that exquisite distance within which perverse pleasure begins, as well as the possibility of my imagining and thinking," writes Julia Kristeva in *Strangers to Ourselves*, the book from which this course takes its title. The authors whose works we are going to examine often alternate between nostalgia and the exhilaration of being set free into the breathless possibilities of new lives. Leaving home does not simply mean movement in space. Separated from the sensory boundaries that defined their old selves, immigrants inhabit a warped, fragmentary, disjointed time. Immigrant writers struggle for breath - speech, language, voice, the very stuff of their craft resounds somewhere else. Join us as we explore the pain, the struggle, the failure and the triumph of emigration and exile. Vladimir Nabokov, Joseph Brodsky, Marina Tsvetaeva, Nina Berberova, Julia Kristeva, Alexander Hemon, Dubravka Ugrešić, Norman Manea, Miroslav Penkov, Ilija Trojanow, Tea Obreht.

Equivalent Course(s): CMLT 36902, CMLT 26902, SOSL 26900, SOSL 36900, RUSS 36900

RUSS 29910. Special Topics in Advanced Russian. 100 Units.

Must complete Advanced Russian through Media or equivalent, or obtain consent of instructor. Class meets for 2 hours each week. We'll work with several topics, all of them are relevant to the general theme of "Geography and Worldview: Russian Perspective". There will be maps, reading materials, several documentaries, clips from TV programs and other media, and feature films. Class meetings will be a combination of group discussions, short presentations, and lectures. Final - one term paper at the end (in English) based on Russian materials.

Instructor(s): Valentina Pichugin Terms Offered: Autumn

Equivalent Course(s): RUSS 39910

RUSS 29911. Special Topics in Advanced Russian. 100 Units.

Must complete Advanced Russian through Media or equivalent, or obtain consent of instructor. Class meets for 2 hours each week. We'll work with several topics, all of them are relevant to the general theme of "Geography and Worldview: Russian Perspective". There will be maps, reading materials, several documentaries, clips from TV programs and other media, and feature films. Class meetings will be a combination of group discussions, short presentations, and lectures. Final - one term paper at the end (in English) based on Russian materials.

Instructor(s): Valentina Pichugin

Equivalent Course(s): RUSS 39911

RUSS 29912. Special Topics in Advanced Russian. 100 Units.

Must complete Advanced Russian through Media or equivalent, or obtain consent of instructor. Class meets for 2 hours each week. We'll work with several topics, all of them are relevant to the general theme of "Geography and Worldview: Russian Perspective". There will be maps, reading materials, several documentaries, clips from TV programs and other media, and feature films. Class meetings will be a combination of group discussions, short presentations, and lectures. Final - one term paper at the end (in English) based on Russian materials.

Instructor(s): Valentina Pichugin Terms Offered: Spring

Equivalent Course(s): REES 29912, REES 39912, RUSS 39912

RUSSIAN AND EAST EUROPEAN STUDIES COURSES**REES 20004. Nabokov: Lolita. 100 Units.**

Lolita, light of my life, fire of my loins. My sin, my soul, Lolita: the tip of the tongue taking a trip of three steps down the palate, to tap at three on the teeth." Popular as Nabokov's "all-American" novel is, it is rarely discussed beyond its psychosexual profile. This intensive text-centered and discussion-based course attempts to supersede the univocal obsession with the novel's pedophilic plot as such by concerning itself above all with the novel's language: language as failure, as mania, and as conjuration.

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

Equivalent Course(s): GNSE 24900, FNDL 25300, SIGN 26027, ENGL 28916

REES 20011. Gogol. 100 Units.

One of the most enigmatic authors in Russian literature, Nikolai Gogol (1809-1852) was hailed in his own lifetime as the leading prose writer of his generation, a brilliant comic writer, and the innovator of the new school of Russian Naturalism/Realism. Since his death, Gogol has been the subject of ever-greater critical controversy. Reading representative works from each period of Gogol's career, including his Petersburg Tales and *Dead Souls*, we will trace the author's creative development and consider it in relation to his biography and early 19th-century Russian literary and social history. We will work together to identify the characteristic features of Gogol's narrative technique as well as the challenges to interpretation his texts pose. No knowledge of Russian required.

Equivalent Course(s): REES 30011

REES 20013. Dostoevsky. 100 Units.

Dostoevsky was an inveterate risk-taker, not only at the baccarat tables of the Grand Casino in Baden-Baden, but in his personal life, his political activities, and his artistic endeavors. This course is intended to investigate his two greatest wagers: on the presence of the divine in the world and on the power of artistic form to convey and articulate this presence. Dostoevsky's wager on form is evident even in his early, relatively conventional texts, like *The Double*. It intensifies after his decade-long sojourn in Siberia, exploding in works like *The Notes from Underground*, which one-and-a-half centuries later remains an aesthetic and philosophical provocation of immense power. The majority of the course will focus on Dostoevsky's later novels. In *Crime and Punishment* Dostoevsky adapts suspense strategies to create a metaphysical thriller, while in *The Demons* he pairs a study of nihilism with the deformation of the novel as a genre. Through close readings of these works we will trace how Dostoevsky's formal experimentation created new ways of exploring realms of existence that traditionally belonged to philosophy and theology. The results were never comfortable or comforting; we will focus on interpreting Dostoevsky's metaphysical provocations.

Equivalent Course(s): REES 30013, FNDL 24612, HUMA 24800, RLIT 39501, RLST 28204

REES 20020. Pale Fire. 100 Units.

This course is an intensive reading of *Pale Fire* by Nabokov.

Equivalent Course(s): REES 30020, ENGL 22817, FNDL 25311, GNSE 29610, GNSE 39610

REES 20200. Dostoevsky's Brothers Karamazov. 100 Units.

We will read and interpret *The Brothers Karamazov* by Dostoevsky. Among major themes are the relation to God and religion to the larger society and state; the problem of evil; and the nature of sin and how it enters into religious beliefs; human "freedom," and what the word might have meant to Dostoevsky; and love.

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

Prerequisite(s): Required of new Fundamentals majors; open to others with consent of instructor.

Note(s): Fundamentals majors get first priority

Equivalent Course(s): RLST 28206, FNDL 20200

REES 21006. Joseph Conrad's Secret Agent: (In)action, Surveillance, Terrorism. 100 Units.

Course centers on Joseph Conrad's *The Secret Agent: A Simple Tale*. Contemporary critics often consider this novel the archetypal fictional work about terrorism, as it is based on the bomb attack that occurred in Greenwich in 1888. *The Secret Agent* demonstrates, however, much more than its prophetic significance rediscovered after 9/11. Therefore, the course seeks how the novel's relevance stems in equal measure from Conrad's interest in a wider political process and his distrust of state power; in particular, the course explores how these forces determine the individual caught in a confining situation. We read *The Secret Agent* as a political novel, that struggle for solutions defies chaos as well as an imposition of a single ideology or one authorial point of view. Its ambiguities and political antinomies allow for interdisciplinary readings that also present an opportunity to critically overview the established approaches to main Conradian themes. In analyzing the formation of the narrative's ideology we discuss Conrad's historical pessimism that demonstrates with sustained irony how capitalism breeds social injustice that, in turn, breeds anarchism. The class also focuses on how the novel exposes duplicity in staging surveillance, terrorism, as well as adjacent forms of violence or sacrifice. Critical texts include several older but still influential readings (Jameson, Eagleton) and the most recent.

Equivalent Course(s): ENGL 21006, FNDL 21006, REES 31006, ENGL 31006

REES 21300. (Re)Branding the Balkan City: Comtemp. Belgrade/Sarajevo/Zagreb. 100 Units.

The course will use an urban studies lens to explore the complex history, infrastructure, and transformations of these three cities, now the capitals of Serbia, Bosnia and Hercegovina, and Croatia. Drawing on anthropological theory and ethnography of the city, we will consider processes of urban destruction and renewal, practices of branding spaces and identities, urban life as praxis, art and design movements, architectural histories and styles, metropolitan citizenship, and the broader politics of space. The course is complemented by cultural and historical media, guest speakers, and virtual tours. Classes are held in English. No knowledge of BCS is required. However, this module can fulfill a language requirement or simply further the study of BCS with additional weekly sections, materials, discussions, and presentations in the target language.

Instructor(s): Nada Petkovic Terms Offered: Spring

Equivalent Course(s): BCSN 21300, REES 31303, BCSN 31303

REES 21500. Spaces of Hope: The City and Its Immigrants. 100 Units.

The city is the site where people of all origins and classes mingle, however reluctantly and agonistically, to produce a common if perpetually changing and transitory life." (David Harvey) This course will use the urban studies lens to explore the complex history of immigration to Chicago, with close attention to communities of East European origin. Drawing on anthropological theory and ethnographic materials, we will study the ways in which the city and its new citizens transform one another.

Instructor(s): Nada Petkovic Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): PBPL 27330, HIST 27713, ENST 27330

REES 21502. Adv Russian Through Media-3. 100 Units.

This course, which is designed for fifth-year students of Russian, covers various aspects of Russian stylistics and discourse grammar in context. It emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in culturally authentic context. Clips from Russian/Soviet films and television news reports are shown and discussed in class. Classes conducted in Russian. Conversation practice is held twice a week.

Equivalent Course(s): RUSS 21502, RUSS 30302, REES 30302

REES 22007. Milan Kundera. 100 Units.

In this course on selected works by Franco-Czech writer Milan Kundera we explore questions of art and kitsch, citizenship pre- and post-communism, and the values of modernity. Texts read include the Czech novels *The Joke*, the film *The Joke* (1969), *Unbearable Lightness of Being*, *The Book of Laughter and Forgetting*, *Farewell Waltz*, and the French novels, *Ignorance* and *Festival of Insignificance*, and selected essays from essay collections, *The Art of the Novel*, *Testaments Betrayed*, and *The Curtain*. All texts will be read in their authorized English translations.

Equivalent Course(s): REES 32007, FNDL 22007

REES 23005. Russia's 3 Cinemas: BETW Politics and Cultures. 100 Units.**REES 23015. Cinema and Poetry: The Modern City. 100 Units.**

Equivalent Course(s): CMST 14502

REES 23019. Europe Betw Black & Baltic Seas, Betw Russ & EU. 100 Units.**REES 23020. When Moscow was Paris. 100 Units.**

No description available

REES 23108. Contact Linguistics. 100 Units.

This seminar focuses on current research in contact linguistics in a global perspective, including but not limited to the impact of languages of wider communication (e.g. English, Russian) in contact with other languages. Topics to be covered include the following: language/dialect contact, convergence and language shift resulting in attrition and language endangerment and loss. Other contact-induced linguistic changes and processes to be considered include borrowing, code-switching, code-shifting, diglossia, loss of linguistic restrictions and grammatical permeability, and the impact of language contact in the emergence and/or historical development of languages.

Instructor(s): Salikoko Mufwene Terms Offered: Spring

Prerequisite(s): LING 20001 or consent of instructor

Equivalent Course(s): LING 26310, LING 36310

REES 23115. Old Church Slavonic. 100 Units.

This course is an introduction to the language of the oldest Slavic texts. It begins with a brief historical overview of the relationship of Old Church Slavonic to Common Slavic and the other Slavic languages. This is followed by a short outline of Old Church Slavonic inflectional morphology. The remainder of the course is spent in the reading and grammatical analysis of original texts in Cyrillic or Cyrillic transcription of the original Glagolitic. Equivalent Course(s): LING 35100, REES 33115, LING 23115, MDVL 25100

REES 23119. Language/Power/Identity in South East Europe. 100 Units.

This course familiarizes students with the linguistic histories and structures that have served as bases for the formation of modern Balkan ethnic identities and that are being manipulated to shape current and future events. The course is informed by the instructor's thirty years of linguistic research in the Balkans as well as his experience as an adviser for the United Nations Protection Forces in Former Yugoslavia and as a consultant to the Council on Foreign Relations, the International Crisis Group, and other organizations. Course content may vary in response to ongoing current events.

Instructor(s): V. Friedman Terms Offered: Winter

Equivalent Course(s): ANTH 27400, REES 33119, HUMA 27400, LING 37200, LING 27200, ANTH 37400

REES 23137. Narratives Suspense in European/Russian Lit/Film. 100 Units.

This course examines the nature and creation of suspense in literature and film as an introduction to narrative theory. We will question how and why stories are created, as well as what motivates us to continue reading, watching, and listening to stories. We will explore how particular genres (such as detective stories and thrillers) and the mediums of literature and film influence our understanding of suspense and narrative more broadly. Close readings of primary sources will be supplemented with critical and theoretical readings. Literary readings will include work by John Buchan, Arthur Conan Doyle, Feodor Dostoevsky, Graham Greene, Bohumil Hrabal, and J.M. Coetzee. We will also explore Alfred Hitchcock's take on 39 Steps and the Czech New Wave manifesto film, *Pearls of the Deep*. With theoretical readings by: Roland Barthes, Viktor Shklovsky, Erich Auerbach, Paul Ricoeur, and others.

Equivalent Course(s): CMST 35102, HUMA 26901, CMLT 22100, REES 33137, CMST 25102, ENGL 26901, ENGL 46901

REES 23141. Avant-Garde in East Central Europe. 100 Units.

The avant-gardes of the "other" Europe are the mainstay of this course, which focuses especially, but not exclusively, on the interwar avant-gardes of Austria, Czechoslovakia, Hungary, Poland, Romania, Slovenia, and Yugoslavia. A comparative framework is employed whenever lucrative to comprehend the East/Central European movements in the wider context of the European avant-garde. The course also traces the development and legacy (political and artistic) of these avant-gardes in their contemporary scenes. Plastic, verbal, and performative arts (including film) are studied.

Instructor(s): Malynne Sternstein Terms Offered: Spring

Equivalent Course(s): CMST 25100, ARTH 35500, CMST 35100, ARTH 25500, REES 33141

REES 23157. Central Asian Cinema. 100 Units.

Nowhere has the advent of modernity been more closely entwined with cinema than in Central Asia, a contested entity which for our purposes stretches from Turkey in the West to Kyrgyzstan in the East, though our emphasis will be squarely on Soviet and post-Soviet Central Asia (especially Uzbekistan and Kazakhstan). This course will trace the encounter with cinematic modernity through the analysis of individual films by major directors, including (but not limited to) Shukhrat Abbasov, Melis Ubukeev, Ali Khamraev, Tolomush Okeev, Sergei Paradzhanov, Gulshad Omarova. In addition to situating the films in their cultural and historical situations, close attention will be paid to the sources of Central Asian cinema in cinemas both adjacent and distant; to the ways in which cinema enables a distinct encounter with modernity; and to the cinematic construction of Central Asia as a cultural entity.

Instructor(s): R. Bird Terms Offered: Autumn

Prerequisite(s): PQ: CMST 10100 Introduction to Film or consent of instructor.

Equivalent Course(s): CMST 34550, CMST 24550

REES 23708. Soviet History through Literature. 100 Units.

This course considers the main themes of Soviet history through canonical works of fiction, with an occasional addition of excerpts from autobiographies, memories, and police files.

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

Equivalent Course(s): HIST 23708

REES 23812. Russia and the West, 18th-21st Centuries. 100 Units.

There are few problems as enduring and central to Russian history as the question of the West-Russia's most passionate romance and most bitter letdown. In this course we will read and think about Russia from the eighteenth to the twenty-first centuries through the lens of this obsession. We will study the products of Russian interactions with the West: constitutional projects, paintings, scientific and economic thought, the Westernizer-Slavophile controversy, and revolutions. We will consider the presence of European communities in Russia: German and British migrants who filled important niches in state service, trade, and scholarship; Italian sculptors and architects who designed some of Russia's most famous monuments; French expatriates in the wake of the French Revolution; Communist workers and intellectuals, refugees from Nazi Germany; and Western journalists who, in the late Soviet decades, trafficked illicit ideas, texts, and artworks. In the end, we will follow émigré Russians to Europe and the United States and return to present-day Russia to examine the anti-Western turn in its political and cultural discourse.

Instructor(s): E. Gilburd Terms Offered: Autumn

Equivalent Course(s): REES 33812, HIST 23812, HIST 33812

REES 24110. The Soviet Empire. 100 Units.

What kind of empire was the Soviet Union? Focusing on the central idea of Eurasia, we will explore how discourses of gender, sexuality and ethnicity operated under the multinational empire. How did communism shape the state's regulation of the bodies of its citizens? How did genres from the realist novel to experimental film challenge a cohesive patriarchal, Russophone vision of Soviet Eurasia? We will examine how writers and filmmakers in the Caucasus and Central Asia answered Soviet Orientalist imaginaries, working through an interdisciplinary archive drawing literature and film from the Soviet colonial 'periphery' in the Caucasus and Central Asia as well as writings about the hybrid conception of Eurasia across linguistics, anthropology, and geography.

Instructor(s): Leah Feldman Terms Offered: Autumn

Equivalent Course(s): REES 34110, CMLT 34111, NEHC 34110, NEHC 24110, CMLT 24111

REES 24416. Russian Literature in the Composer's Ear. 100 Units.

The dialogue between author and composer in Russia is probably without parallel in other national traditions. This course will examine the musical transposition of literary works in Mussorgsky, Tchaikovsky, Rimsky-Korsakov, Stravinsky, Shostakovich, Prokofiev and Shchedrin. While Stravinsky makes use of oral tradition and folk culture, our other examples will be drawn from classic literary works, primarily from the 19th century. We will integrate close textual readings with focused analyses of the musical pieces, while devoting considerable attention to contexts of composition and reception. Throughout, we will be concerned with cultural and socio-political events from the mid-19th century to the fall of Soviet Union—events that colored the performance and interpretation of these works and often set the tone for their composition as well.

Equivalent Course(s): MUSI 34317, REES 34416, MUSI 24317

REES 24417. Where We Come From: Methods & Materials in the Study of Immigration. 100 Units.

This course provides an interactive survey of methodologies that engage the experiences of immigrants in Chicago. Exploring practices ranging from history to fiction, activism to memorialization, this course will introduce students to a variety of the ways that immigrants and scholars have approached the Second City. Instructor(s): William Nickell Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): ENST 27210, PBPL 27210, HIST 27712

REES 24419. Stravinsky and His Worlds: In Russia, Abroad, and In-Between. 100 Units.

This course examines the life and work of Igor Stravinsky as a means to construct a larger cultural picture from the pre-Revolutionary context in Russia to the culture of Europe and United States. Stravinsky's career is reduced in the textbooks to three changes of address - he relocated from Russia to France, Switzerland, and the United States - and three style periods: neo-national, neoclassical and, after the death of Arnold Schoenberg, dodecaphonic (serial). We will create a more complex picture by rethinking the binaries (public and private, national and universal, ambition writ large and small, experimentalism and conservatism), examining lesser known aspects of Stravinsky's life and career in Russia and abroad, and analyzing his contemporaries.

Instructor(s): Miriam Tripaldi Terms Offered: Spring

Equivalent Course(s): FNLD 24420, MUSI 24419

REES 25003. Philosophy of Architecture. 100 Units.

Readings are culled from Central and East European and Russian theoretical writings on architecture and discussed in both an architecturally specific and broader interdisciplinary context (i.e., philosophies of technology, utopic space, psychogeographies) in this course. We read and look at primary texts and architectural executions (e.g., Karel Teige's 1932 manifesto *Minimum Dwelling*).

Equivalent Course(s): REES 35003

REES 25005. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): ARTV 20003, ARTH 38600, CMST 48600, CMLT 32500, MAPH 33700, CMST 28600, ENGL 48900, CMLT 22500, REES 45005, ENGL 29600, MAAD 18600, ARTH 28600

REES 26011-26012. Introduction to Russian Civilization I-II.

This two-quarter sequence, which meets the general education requirement in civilization studies, provides an interdisciplinary introduction to Russian civilization. The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

REES 26011. Introduction to Russian Civilization I. 100 Units.

The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): F. Hillis, W. Nickell Terms Offered: Autumn

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): SOSC 24000, HIST 13900

REES 26012. Introduction to Russian Civilization II. 100 Units.

The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual, and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): F. Hillis, W. Nickell Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): HIST 14000, SOSC 24100

REES 26012. Introduction to Russian Civilization II. 100 Units.

The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual, and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): F. Hillis, W. Nickell Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): HIST 14000, SOSC 24100

REES 26019. Symbolism and Cinema. 100 Units.

In his 1896 essay on cinema, Russian writer Maxim Gorky described the new medium to "madness or symbolism." The connection between cinema and symbolism was not surprising insofar as symbolism was a dominant aesthetic paradigm throughout Europe at the time. However it does suggest (perhaps surprisingly) that from the very beginning cinema was seen as a means of visualizing the non-rational, uncanny and even invisible. This course examines the relationship between symbolism and cinema with particular attention to French and Russian writings and films. Examining how symbolist aesthetics became applied to the cinematic medium, we will pay particular attention to the resources it provided for conceptualizing the uncanny and the mystical. We will question whether there exists a distinct symbolist tradition in film history and how it relates to notions of poetic or experimental cinema. Films will represent a broad cross-section of European (and some American) cinema, from Jean Epstein to Sergei Eisenstein and Alexander Dovzhenko, and from Stan Brakhage to Andrei Tarkovsky.

Instructor(s): R. Bird

Equivalent Course(s): REES 36019, CMST 25514, CMST 35514

REES 26068. The Underground: Alienation, Mobilization, Resistance. 100 Units.

The ancient and multivalent image of the underground has crystallized over the last two centuries to denote sites of disaffection from—and strategies of resistance to—dominant social, political and cultural systems. We will trace the development of this metaphor from the Underground Railroad in the mid-1800s and the French Resistance during World War II to the Weather Underground in the 1960s-1970s, while also considering it as a literary and artistic concept, from Fyodor Dostoevsky's *Notes from the Underground* and Ellison's *Invisible Man* to Chris Marker's film *La Jetée* and Andrei Tarkovsky's *Stalker*. Alongside with such literary and cinematic tales, drawing theoretical guidance from refuseniks from Henry David Thoreau to Guy Debord, this course investigates how countercultural spaces become—or fail to become—sites of political resistance, and also how dissenting ideologies give rise to countercultural spaces. We ask about the relation between social deviance (the failure to meet social norms, whether willingly or unwittingly) and political resistance, especially in the conditions of late capitalism and neo-colonialism, when countercultural literature, film and music (rock, punk, hip-hop, DIY aesthetics etc.) get absorbed into—and coopted by—the hegemonic socio-economic system. In closing we will also consider contemporary forms of dissidence—from Pussy Riot to Black Lives Matter—that rely both on the vulnerability of individual bodies and global communication networks.

Instructor(s): Robert Bird Terms Offered: Spring

Equivalent Course(s): CMST 34568, CMST 24568, SIGN 26012, REES 36068

REES 26071. Film and Revolution. 100 Units.

On the fiftieth anniversary of 1968 our course couples the study of revolutionary films (and films about revolution) with seminal readings on revolutionary ideology and on the theory of film and video. The goal will be to articulate the mechanics of revolution and its representation in time-based media. Students will produce a video or videos adapting the rich archive of revolutionary film for today's situation. The films screened will be drawn primarily from Soviet and US cinema, from the 1920s to the present day, proceeding more or less chronologically. We begin with newsreels and a "poetic documentary" by Dziga Vertov; they will be paired with classic readings from revolutionary theory, from Karl Marx and Vladimir Lenin to Fidel Castro and Bill Ayres, and from film theory, including Vertov, Andre Bazin and Jean-Luc Godard. Readings will acquaint students with contemporary assessments of the emancipatory potential of film.

Instructor(s): R.Bird; C.Smith Terms Offered: Spring

Equivalent Course(s): CMST 34521, ARTV 28000, CMST 24521, REES 36071, ARTV 38000

REES 26076. Russian Modernist Poetry. 100 Units.

Equivalent Course(s): REES 36076

REES 26660. The Rise of the Global New Right. 100 Units.

This course traces the intellectual genealogies of the rise of a Global New Right in relation to the contexts of late capitalist neoliberalism, the fall of the Soviet Union, as well as the rise of social media. The course will explore the intertwining political and intellectual histories of the Russian Eurasianist movement, Hungarian Jobbik, the American Traditional Workers Party, the French GRECE, Greek Golden Dawn, and others through their published essays, blogs, vlogs and social media. Perhaps most importantly, the course asks: can we use f-word (fascism) to describe this problem? In order to pose this question we will explore the aesthetic concerns of the New Right in relation to postmodern theory, and the affective politics of nationalism. This course thus frames the rise of a global new right interdisciplinary and comparatively as a historical, geopolitical and aesthetic problem.

Instructor(s): Leah Feldman Terms Offered: Autumn

Equivalent Course(s): SIGN 26050, CRES 26660, ENGL 26660, CMLT 36660, REES 36661, CMLT 26660, CRES 36660, ENGL 36661

REES 27026. Kieslowski: The Decalogue. 100 Units.

In this class, we study the monumental series "The Decalogue" by one of the most influential filmmakers from Poland, Krzysztof Kieślowski. Without mechanically relating the films to the Ten Commandments, Kieślowski explores the relevance of the biblical moral rules to the state of modern man forced to make ethical choices. Each part of the series contests the absolutism of moral axioms through narrative twists and reversals in a wide, universalized sphere. An analysis of the films will be accompanied by readings from Kieślowski's own writings and interviews, including criticism by Žižek, Insdorf, and others.

Equivalent Course(s): CMST 36705, REES 37026, CMST 26705, FNDL 24003

REES 27027. Cinema and the Holocaust. 100 Units.

Focuses on cinematic responses by several leading film directors from East & Central Europe to a central event of 20th century history -- the Holocaust. Nazis began a cinematic documentation of WWII at its onset, positioning cameras in places of actual atrocities. Documentary footage produced was framed by hostile propagandistic schemes; contrary to this 'method', Holocaust feature films are all but a representation of Jewish genocide produced after the actual traumatic events. This class aims at discussing the challenge of representing the Jewish genocide which has often been defined as un-representable. Because of this challenge, Holocaust films raise questions of ethical responsibility for cinematic production & a search for relevant artistic means with which to engage post-traumatic representation. Therefore, among major tropes we will analyze voyeuristic evocation of death & suffering; a truthful representation of violence versus purported necessity of its cinematic aestheticization; intertwined notions of chance & hope as conditions of survival versus hagiographic representation of victims. The main goal is to grasp the potential of cinema for deepening our understanding of the Holocaust, the course simultaneously explores extensive & continuous cinematic production of the genre & its historical development in various European countries, to mention the impact of censorship by official ideologies in the Soviet Union, Poland, Hungary, & Czechoslovakia during the Cold War.

Instructor(s): Bozena Shallcross Terms Offered: Winter

Note(s): Course requirements: film screenings, class participation, reading assignments, one class presentation, and a final project. All readings for the core texts are in English; they can be downloaded from Canvas.

Equivalent Course(s): REES 37027, JWSC 29550, CMST 32507, CMST 22507

REES 27029. Survival. 100 Units.

This course will discuss the complex experience of survival, its forms and conceptualizations. Not limited to a historical discourse, the course's content and scope are framed by modernity, beginning in the 19th century biological notion of survival through its subsequent milestone articulation by Franz Rosenzweig and concluding in the selective reading from a plethora of post-Holocaust writings. What does it mean to survive? According to those who during WWII lived on the narrow threshold between life and death and survived its precariousness, survival depended on diverse rational and irrational factors such as faith (extrinsic or intrinsic), health, age, wealth, egoism, coincidence, hope, and luck that often verge on the miraculous; thus, no discursive centrality would be ascribed to any of the forms of survival under our investigation. During the course we will become familiar with historical, philosophical, and biographical accounts of survival.

Instructor(s): Bozena Shallcross Terms Offered: Autumn

Equivalent Course(s): REES 37029, JWSC 27029

REES 29007. The Brighter Side of the Balkans: Humor & Satire in Lit & Film. 100 Units.

In this course, we examine the poetics of laughter in the Balkans. In order to do so, we introduce humor as both cultural and transnational. We unpack the multiple layers of cultural meaning in the logic of "Balkan humor." We also examine the functions and mechanisms of laughter, both in terms of cultural specificity and general practice and theories of humor. Thus, the study of Balkan humor will help us elucidate the "Balkan" and the "World," and will provide insight not only into cultural mores and social relations, but into the very notion of "funny." Our own laughter in class will be the best measure of our success - both cultural and intellectual.

Instructor(s): Angelina Ilieva Terms Offered: Spring

Prerequisite(s): Readings in English. Background in the Balkans will make the course easier, but is not required.

Equivalent Course(s): CMLT 26610, NEHC 30884, NEHC 20884

REES 29009. Balkan Folklore. 100 Units.

Vampires, fire-breathing dragons, vengeful mountain nymphs. 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, "Balkan Dance."

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

Equivalent Course(s): CMLT 23301, CMLT 33301, REES 39009, NEHC 30568, ANTH 35908, ANTH 25908, NEHC 20568

REES 29010. 20th Century Russian & South East European Emigre Literature. 100 Units.

Being alienated from myself, as painful as that may be, provides me with that exquisite distance within which perverse pleasure begins, as well as the possibility of my imagining and thinking," writes Julia Kristeva in "Strangers to Ourselves," the book from which this course takes its title. The authors whose works we are going to examine often alternate between nostalgia and the exhilaration of being set free into the breathless possibilities of new lives. Leaving home does not simply mean movement in space. Separated from the sensory boundaries that defined their old selves, immigrants inhabit a warped, fragmentary, disjointed time. Immigrant writers struggle for breath-speech, language, voice, the very stuff of their craft resounds somewhere else. Join us as we explore the pain, the struggle, the failure, and the triumph of emigration and exile. Vladimir Nabokov, Joseph Brodsky, Marina Tsvetaeva, Nina Berberova, Julia Kristeva, Alexander Hemon, Dubravka Ugrešić, Norman Manea, Miroslav Penkov, Ilija Trojanow, Tea Obreht.

Instructor(s): Angelina Ilieva Terms Offered: Autumn

Equivalent Course(s): CMLT 36912, REES 39010, CMLT 26912

REES 29012. Returning the Gaze: The Balkans and Western Europe. 100 Units.

This course investigates the complex relationship between South East European self-representations and the imagined Western "gaze" for whose benefit the nations stage their quest for identity and their aspirations for recognition. We also think about differing models of masculinity, the figure of the gypsy as a metaphor for the national self in relation to the West, and the myths Balkans tell about themselves. We conclude by considering the role that the imperative to belong to Western Europe played in the Yugoslav wars of succession. Some possible texts/films are Ivo Andrić, *Bosnian Chronicle*; Aleko Konstantinov, *Baj Ganyo*; Emir Kusturica, *Underground*; and Milcho Manchevski, *Before the Rain*.

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

Equivalent Course(s): REES 39012, CMLT 23201, NEHC 30885, NEHC 20885, CMLT 33201

REES 29013. The Burden of History: The Nation and Its Lost Paradise. 100 Units.

What makes it possible for the imagined communities called nations to command the emotional attachments that they do? This course considers some possible answers to Benedict Anderson's question on the basis of material from the Balkans. We will examine the transformation of the scenario of paradise, loss, and redemption into a template for a national identity narrative through which South East European nations retell their Ottoman past. With the help of Žižek's theory of the subject as constituted by trauma and Kant's notion of the sublime, we will contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity.

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

Equivalent Course(s): CMLT 23401, REES 39013, HIST 24005, NEHC 30573, CMLT 33401, NEHC 20573, HIST 34005

REES 29021. The Shadows of Living Things: The Writings of Mikhail Bulgakov. 100 Units.

What would your good do if evil did not exist, and what would the earth look like if all the shadows disappeared? After all, shadows are cast by things and people.... Do you want to strip the earth of all the trees and living things just because of your fantasy of enjoying naked light?" asks the Devil. Mikhail Bulgakov worked on his novel *The Master and Margarita* throughout most of his writing career, in Stalin's Moscow. Bulgakov destroyed his manuscript, re-created it from memory, and reworked it feverishly even as his body was failing him in his battle with death. The result is an intense contemplation on the nature of good and evil, on the role of art and the ethical duty of the artist, but also a dazzling world of magic, witches, and romantic love, and an irresistible seduction into the comedic. Laughter, as shadow and light, as the subversive weapon but also as power's whip, grounds human relation to both good and evil. Brief excursions to other texts that help us better understand *Master and Margarita*.

Equivalent Course(s): REES 39021, FNDL 29020

REES 29023. Returning the Gaze: The West and the Rest. 100 Units.

Aware of being observed. And judged. Inferior... Abject... Angry... Proud... This course provides insight into identity dynamics between the "West," as the center of economic power and self-proclaimed normative humanity, and the "Rest," as the poor, backward, volatile periphery. We investigate the relationship between South East European self-representations and the imagined Western gaze. Inherent in the act of looking at oneself through the eyes of another is the privileging of that other's standard. We will contemplate the responses to this existential position of identifying symbolically with a normative site outside of oneself-self-consciousness, defiance, arrogance, self-exoticization-and consider how these responses have been incorporated in the texture of the national, gender, and social identities in the region. Orhan Pamuk, Ivo Andrić, Nikos Kazantzakis, Aleko Konstantinov, Emir Kusturica, Milcho Manchevski.

Instructor(s): Angelina Ilieva Terms Offered: Autumn

Equivalent Course(s): HIST 33609, REES 39023, CMLT 39023, CMLT 29023, NEHC 39023, NEHC 29023, HIST 23609

REES 29024. States of Surveillance. 100 Units.

What does it feel to be watched and listened to all the time? Literary and cinematic works give us a glimpse into the experience of living under surveillance and explore the human effects of surveillance - the fraying of intimacy, fracturing sense of self, testing the limits of what it means to be human. Works from the former Soviet Union (Solzhenitsyn, Abram Tertz, Andrey Zvyagintsev), former Yugoslavia (Ivo Andrić, Danilo Kiš, Dušan Kovačević), Romania (Norman Manea, Cristian Mungiu), Bulgaria (Valeri Petrov), and Albania (Ismail Kadare).

Instructor(s): Angelina Ilieva Terms Offered: Autumn

Equivalent Course(s): REES 39024, CMLT 39024, CMLT 29024

REES 29025. Voices of Alterity and the Languages of Immigration. 100 Units.

This course investigates the individual experience of immigration: how do immigrants recreate themselves in this alien world in which they seem to lose part of themselves? How do they find their voice and make a place for themselves in their adoptive homes? If in the new world the immigrant becomes a new person, what meanings are still carried in traditional values and culture? How do they remember their origins and record new experiences?

Instructor(s): Angelina Ilieva Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.

Equivalent Course(s): ENGL 27125, CMLT 27125, PBPL 27125, ENST 27125, HIST 27710

REES 29700. Reading/Research: Russian and Eastern European Studies. 100 Units.

This is an independent study course which is arranged, planned, and managed by a supervising professor in conjunction with the goals that are proposed by the student, and then refined and approved by the supervising professor. This course involves more student self-discipline and a greater sense of direction than do most courses - the student must be willing to plan and execute his/her activities with much less monitoring and without prompting by fellow classmates. The student and the professor discuss and propose goals, topics, and projects.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of instructor and Departmental Adviser

Note(s): Students are required to submit the College Reading and Research Course Form.

REES 29701. Reading/Research: Russian and Eastern European Studies II. 100 Units.

This is the second part of an independent study course which is arranged, planned, and managed by a supervising professor in conjunction with the goals that are proposed by the student, and then refined and approved by the supervising professor. This course involves more student self-discipline and a greater sense of direction than do most courses—the student must be willing to plan and execute his/her activities with much less monitoring and without prompting by fellow classmates. The student and the professor discuss and propose goals, topics, and projects.

REES 29702. Studies III. 100 Units.

This is the third part of an independent study course which is arranged, planned, and managed by a supervising professor in conjunction with the goals that are proposed by the student, and then refined and approved by the supervising professor. This course involves more student self-discipline and a greater sense of direction than do most courses - the student must be willing to plan and execute his/her activities with much less monitoring and without prompting by fellow classmates. The student and the professor discuss and propose goals, topics, and projects.

Terms Offered: Spring

Prerequisite(s): Consent of instructor.

REES 29800. Reading/Research: Czech. 100 Units.**REES 29801. Intercultural Adaptation: Kurosawa and His Russian Sources. 100 Units.**

Equivalent Course(s): CMLT 21704

REES 29900. BA Paper Workshop. 100 Units.

Students pursuing honors must write an acceptable BA paper in their final year under the supervision of a faculty member in the Department of Slavic Languages and Literatures. At the latest by the Autumn Quarter, students should begin the BA process by consulting with the director of undergraduate studies. Students may register for the BA Paper seminar (REES 29900 BA Paper Workshop) with the approval of the BA supervisor. This course will confer general College elective credit, but it will not count toward the major. If the completed bachelor's paper is judged by the supervisor and a second faculty member to be a distinguished example of original research or criticism, the student is recommended to the College for graduation with honors in Russian and East European Studies. The final decision regarding the granting of any degree with honors rests with the Collegiate divisional master.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

REES 29912. Special Topics in Advanced Russian. 100 Units.

Must complete Advanced Russian through Media or equivalent, or obtain consent of instructor. Class meets for 2 hours each week. We'll work with several topics, all of them are relevant to the general theme of "Geography and Worldview: Russian Perspective". There will be maps, reading materials, several documentaries, clips from TV programs and other media, and feature films. Class meetings will be a combination of group discussions, short presentations, and lectures. Final - one term paper at the end (in English) based on Russian materials.

Instructor(s): Valentina Pichugin Terms Offered: Spring

Equivalent Course(s): REES 39912, RUSS 29912, RUSS 39912



SOCIOLOGY

Department Website: <http://sociology.uchicago.edu>

PROGRAM OF STUDY

The discipline of sociology explores the nature, structure, and dynamics of social life, and also its causes and consequences for the world. With this broad mandate, sociology encompasses a diversity of substantive interests, methodological approaches, and theoretical orientations. Sociologists study diverse social phenomena ranging from online conversations, friendship, and families to neighborhoods, governments, and global markets. They study cities and communities, inequality, social mobility and social class, patterns of population change and migration, social identities such as race, class, and gender, ethnic relations and social conflict, social media and digital interaction, and social dimensions of sex, health, business, education, law, politics, religion, and science. Sociologists study the emergence, stabilization, disintegration, and wide-ranging implications of these social institutions, behaviors, and meanings. Methodologies of the field range from ethnography, interviews, and historical research to surveys, computational modeling, and big data analysis.

The University of Chicago's sociology department was the first in the United States, and it stewards the *American Journal of Sociology*, the discipline's longest running sociology journal. Chicago sociology builds on these legacies by continuing to sponsor pathbreaking research. Chicago training in sociology confers deep understanding of social organization and human relations, along with skill in drawing inferences from data, which has made it attractive for students considering careers in business, social media, data science, education, law, marketing, medicine, journalism, social work, politics, public administration, and urban planning. Chicago's sociology education forms an excellent basis for specialized graduate work and affords entry to careers in federal, state, and local agencies, as well as into business enterprises, private foundations, and research institutes. Chicago's sociology program provides a preeminent foundation for students considering careers in advanced research and university teaching. The program is designed to meet the needs of diverse students, and students declare a student-designed specialty that reflects their course work and BA thesis research, such as *social policy* or *social analytics*.

PROGRAM REQUIREMENTS

Students pursuing a BA degree in sociology are expected to complete the following requirements. All required sociology courses are offered annually, and students should inquire directly of the director of undergraduate studies if they need to know when a course will be offered in the next academic year.

A. Social Theory

Two required courses acquaint students with some of the fundamental problems and analytic perspectives of the field of sociology.

SOCI 20002 Social Structure and Change. The central objective of this course is to introduce students to the sociological study of individuals in society—how individual actions are shaped by their position in society, while contributing to its structure and change. We focus on sociological approaches to American society, its position in the international system, and principal dimensions including race and ethnicity, age, gender, and social class.

SOCI 20005 Sociological Theory. Drawing on the classics as well as on contemporary works in sociological theory, this course raises questions about the nature of sociological theory and its relation to both empirical research and sociological inquiry. Authors include Weber, Durkheim, Simmel, Dewey, Parsons, and Merton.

With the approval of the undergraduate program director, students may use other courses toward this requirement.

B. Methodology

Students are required to take at least one of the following methodology courses.

SOCI 20001 Sociological Methods. This course introduces the philosophy and practice of social research. It explores questions of causality in social research and the limits of knowledge. It then covers the basic practices that are components of all methods of social research through an in-depth examination of interviews, ethnography, surveys, and archival, online, and computational research. Students spend the quarter working on a series of assignments that culminate in a research proposal for the BA thesis.

SOCI 20140 Qualitative Field Methods. This course introduces techniques and approaches to ethnographic field research. Emphasis is placed on quality of attention and awareness of perspective as foundational aspects of the craft. Students conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from fieldwork.

C. Statistics

Students must take the following statistics requirement.

SOCI 20004 Statistical Methods of Research. This required course provides a comprehensive introduction to widely used quantitative methods in sociology and related social sciences. Topics include analysis of variance and multiple regression, tools used often by practicing social scientists. Substitutes for this course are STAT

20000 Elementary Statistics or higher. Students with AP examination credit for Statistics may count it toward this requirement, although we encourage such students to take an additional social science statistics course.

D. Additional Courses

Students must take seven additional courses in sociology or related fields, and at least four of these must be in sociology. They may be drawn from any of the 20000-level courses in sociology and, after the student completes SOCI 20002 Social Structure and Change, from any 30000-level courses in sociology that have not been cross listed with undergraduate course numbers. Students may also count graduate courses (e.g., 40000-level or higher) in which they may enroll with permission of course instructors toward this requirement.

Courses outside of sociology must be approved by the undergraduate program director. Students must submit the College's General Petition Form (<https://college.uchicago.edu/advising/forms-and-petitions>) for review. With a few exceptions, courses offered in the Division of the Social Sciences are accepted. Other courses with significant social science content or special relevance to a student's BA thesis may also be accepted.

Area of Specialization. At least three of the additional courses in sociology or related fields, outlined above, must comprise a self-defined area of specialization. Students will declare a specialization which reflects an emphasis of their course work and BA thesis research. Students in the Class of 2019 and beyond are required to develop a specialization; students in the Classes of 2017 and 2018 may elect to do so.

Students are encouraged to consider their specialization from the time that they enter the program in order to guide their selection of courses and prepare them for the substantial research project of the BA thesis. Students formally propose their specialization at the start of their penultimate quarter of residence (ordinarily, this will be due in January of the student's fourth year). The proposal should include a theme with three (or more) courses in sociology or related fields that students have completed or are completing within that domain. These proposals are to be submitted on the College's General Petition Form (<https://college.uchicago.edu/advising/forms-and-petitions>) and must be approved by the undergraduate program director. Some examples of specializations might be:

- **Urban Studies** (e.g., SOCI 20215 Urban Health, SOCI 20219 Urban Ethnography, SOCI 20221 Crime and the City)
- **Social Policy** (e.g., SOCI 20192 The Effects of Schooling, PBPL 22300 Policy Implementation)
- **Gender and Sexuality** (e.g., SOCI 20107 Sociology of Human Sexuality, SOCI 20175 The Sociology of Deviant Behavior, GNSE 10310 Theories of Gender and Sexuality)
- **Organizations** (e.g., SOCI 20101 Organizational Analysis, PLSC 27500 Organizational Decision Making, ECON 28000 Industrial Organization)
- **Social Analytics** (e.g., SOCI 20157 Mathematical Models, SOCI 20209 Culture and Social Networks, STAT 22600 Analysis of Categorical Data)
- **Demography** (e.g., SOCI 28062 American Families: Inequality and Change, SOCI 20103 Social Stratification)

E. BA Thesis

During their fourth year, students majoring in sociology are expected to complete an original project of sociological inquiry on a topic of their choice, culminating in a final paper from twenty to forty pages in length. The project is an independent research project in which questions are formulated and data are collected and analyzed by the student. Recent projects have included studies of emerging forms of social interaction on the Internet, conflict and safety in urban Chicago neighborhoods, immigration and national identity in Germany and Guatemala, processes of gendering in the workplace, homosexuality and AIDS in South Africa, church leadership transition among Korean immigrants, the power of public rhetoric in public housing, role models among Mexican American youth, gender roles in families of graduate students, peer pressure and teenage pregnancy, and attitudes toward immigration.

The senior project is written under the guidance of an assigned preceptor from the department and a faculty member that students select during Spring Quarter of SOCI 29998 Sociology BA Thesis Seminar. After a faculty member agrees to advise a student's thesis, the student will have the faculty member sign a hard copy of the *BA Thesis Faculty Advisor Consent Form* available for printing at sociology.uchicago.edu/sites/sociology.uchicago.edu/files/AdvisorConsentForm_0.pdf, which is to be turned in to the Department of Sociology office. Students may register for additional reading courses (SOCI 29997 Readings in Sociology); however, only two sociology reading/research courses can be counted toward courses required for the sociology major.

BA Seminar. The senior project is researched, discussed, and written in the context of SOCI 29998 Sociology BA Thesis Seminar, which is a required yearlong course. *Students are required to attend this senior seminar in Spring Quarter of their third year and in the Autumn and Winter Quarters of their fourth year, but they must register for the seminar in only one of the three terms.* Students who plan to study abroad during any of these quarters must still participate in the seminar by completing required assignments and submitting them online and on time. The completed thesis is submitted during Spring Quarter of their fourth year. Students graduating in a quarter

other than Spring Quarter must turn in their theses by Friday of seventh week of their final quarter. When circumstances justify it, the department may set individual deadlines and procedures.

SUMMARY OF REQUIREMENTS

Two of the following:		200
SOCI 20002	Social Structure and Change	
SOCI 20005	Sociological Theory	
or approved substitute		
One of the following:		100
SOCI 20001	Sociological Methods	
SOCI 20140	Qualitative Field Methods	
SOCI 20004	Statistical Methods of Research **	100
Three approved courses in an area of specialization *		300
Four additional courses in sociology or related fields *		400
SOCI 29998	Sociology BA Thesis Seminar	100
Total Units		1200

* No more than three courses from outside sociology and no more than two reading and research courses may be used toward the major. Students must submit the College's General Petition Form (<https://college.uchicago.edu/advising/forms-and-petitions>) for approval of courses outside sociology. See "Additional Courses" section for details.

** May substitute STAT 20000 or higher

GRADING

All courses required for completion of the sociology program must be taken for quality grades (e.g., not P/F).

HONORS

If the student's cumulative GPA is at or above 3.25 and the student's GPA in the major is at or above 3.5, the student may be nominated for graduation with honors on the basis of the excellence of the thesis. The thesis must be based on *substantial individual research* conducted under the guidance of a faculty member, and it must be evaluated both by the student's adviser and by the program chair at A- or A.

ENTERING THE MAJOR

No special application is required for admission to the sociology program, but students should discuss their plans with their College adviser prior to declaring the major. They must then declare their intention to major at my.uchicago.edu and inform the Department of Sociology at sociology.uchicago.edu/content/majoring-sociology-intake-form, which includes a short entry survey. Students may enter the program at any time upon completion of any social sciences general education sequence, but no later than the beginning of Spring Quarter in their third year.

Students are encouraged to complete the required introductory sociology courses (SOCI 20002 Social Structure and Change and SOCI 20005 Sociological Theory) as early as possible, and to enroll in a required methodology course by Spring Quarter of their third year, the quarter in which students begin SOCI 29998 Sociology BA Thesis Seminar.

ADVISING

Students should address technical questions regarding the program (e.g., required courses, petitions) to the undergraduate program director. During Spring Quarter of the third year, students will also select a faculty member to serve as adviser. Students may wish to contact their faculty adviser to address general questions regarding the discipline of sociology and to receive guidance in designing an individualized program of study and selecting a specialization.

HANDBOOK

Students interested in pursuing the BA degree in sociology are encouraged to read the brochure *Undergraduate Program in Sociology*, which is available in the Office of the Department of Sociology (SS 307).

SOCIOLOGY COURSES

SOCI 2000. Invitation to Sociology. 100 Units.

What do sociologists do all day? This course introduces students to the vast terrain of contemporary sociology, including: culture, deviance, economic life, education, family, health and the body, politics, population, professions, race, science and knowledge, and sex/gender, employing institutionalization as a basic lens that leads sociology to have a somewhat different approach from other social sciences. Why an invitation? Unlike introductory courses that cover 10 topics in 10 weeks with an emphasis on foundational texts, students will get to know sociology by reading and analyzing a rotating selection of books and articles that exemplify the field today. Students will complete exercises and write-ups that link claims about the social world to evidence. Throughout the quarter, class format takes a variety of forms, including lectures, informal presentations, student-led discussions, debates, and guest speakers.

Instructor(s): J. Martin and J. Trinitapoli Terms Offered: Spring

SOCI 2001. Sociological Methods. 100 Units.

This course introduces the philosophy and practice of social research. Working from the idea that the research process is fundamentally a critical dialogue, we begin by exploring questions of causality and the epistemology of social research. Then we turn to examine the basic practices that are a component of all methods of social research through an in-depth examination of interviews, ethnography, surveys, and archival research. Assignments culminate in a research proposal for the BA thesis.

Instructor(s): R. Vargas Terms Offered: Winter

Note(s): Required of students who are majoring in Sociology

SOCI 2002. Social Structure and Change. 100 Units.

The title of this course is traditional more than it is descriptively accurate. It should be called How to Think Sociologically. Rather than attempt to survey the state of the field as introductory courses typically do, this course advances a particular vision of the discipline. We will be reading authors that fundamentally inform this vision (not all of whom were sociologists proper), including Durkheim, Weber, Simmel, Garfinkel, Goffman, Geertz, Levi-Strauss, Mauss, Bourdieu, and Fanon. We will learn how to identify properly sociological objects and how to engage in various modes of sociological analysis. We will discuss social facts, forms, types, and relations; the collective nature of social reality, social identities such as race and gender, and social class. We may even get to talk about social structure and change. The course has been designed to provide students majoring in sociology a more solid-although, again, a very particular-disciplinary foundation. The readings fill the gap between the classical sociology covered in the social science cores Self and Power and the contemporary sociology covered by other departmental offerings.

Instructor(s): M. Garrido Terms Offered: Winter

Note(s): Required of students who are majoring in Sociology

SOCI 2004. Statistical Methods of Research. 100 Units.

This course provides a comprehensive introduction to widely used quantitative methods in sociology and related social sciences. Topics include analysis of variance and multiple regression, considered as they are used by practicing social scientists.

Instructor(s): S. Raudenbush Terms Offered: Winter

Prerequisite(s): Priority registration for Ugrad Sociology majors and Sociology PhD students. No prior instruction in statistical analysis is required. Others by consent of instructor.

Note(s): Students are expected to attend two lectures and one lab per week. Required of students who are majoring in Sociology

Equivalent Course(s): SOCI 30004

SOCI 2005. Sociological Theory. 100 Units.

The course provides a basic introduction to modern sociological theory. Readings focus on classical texts by Marx, Weber, Durkheim, Simmel, Polyani, Foucault, Bourdieu, Goffman ending with an individually chosen (by each student) text by a theoretical writer from outside Europe or North America. Lectures provide a background history of modern social thought.

Instructor(s): K. Hoang Terms Offered: Autumn

Note(s): Required of students who are majoring in Sociology.

SOCI 20103. Social Stratification. 100 Units.

Social stratification is the unequal distribution of the goods that members of a society value - earnings, income, authority, political power, status, prestige etc. This course introduces various sociological perspectives about stratification. We look at major patterns of inequality throughout human history, how they vary across countries, how they are formed and maintained, how they come to be seen as legitimate and desirable, and how they affect the lives of individuals within a society. The readings incorporate classical theoretical statements, contemporary debates, and recent empirical evidence. The information and ideas discussed in this course are critical for students who will go on in sociology and extremely useful for students who want to be informed about current social, economic, and political issues.

Instructor(s): R. Stolzenberg Terms Offered: Winter

Equivalent Course(s): SOCI 30103

SOCI 20104. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

Instructor(s): M. Garrido Terms Offered: Spring

Equivalent Course(s): GEOG 32700, CRES 20104, SOCI 30104, SOSC 25100, GEOG 22700

SOCI 20106. Political Sociology. 100 Units.

This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. These competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored. The course covers readings for the Sociology Ph.D Prelim exam in political sociology.

Instructor(s): E. Clemens Terms Offered: Autumn

Prerequisite(s): Completion of the general education requirement in the social sciences

Equivalent Course(s): PBPL 23600, ENST 23500, SOCI 30106

SOCI 20112. Applications of Hierarchical Linear Models. 100 Units.

A number of diverse methodological problems such as correlates of change, analysis of multi-level data, and certain aspects of meta-analysis share a common feature—a hierarchical structure. The hierarchical linear model offers a promising approach to analyzing data in these situations. This course will survey the methodological literature in this area, and demonstrate how the hierarchical linear model can be applied to a range of problems.

Instructor(s): S. Raudenbush Terms Offered: Spring

Prerequisite(s): Applied statistics at a level of multiple regression

Equivalent Course(s): SOCI 30112, PPHA 44650

SOCI 20116. Global-Local Politics. 100 Units.

Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.

Instructor(s): T. Clark Terms Offered: Winter

Equivalent Course(s): SOCI 30116, HMRT 20116, LLSO 20116, PBPL 27900, HMRT 30116

SOCI 20120. Urban Policy Analysis. 100 Units.

This course addresses the explanations available for varying patterns of policies that cities provide in terms of expenditures and service delivery. Topics include theoretical approaches and policy options, migration as a policy option, group theory, citizen preference theory, incrementalism, economic base influences, and an integrated model. Also examined are the New York fiscal crisis and taxpayer revolts, measuring citizen preferences, service delivery, and productivity.

Instructor(s): T. Clark Terms Offered: Autumn

Equivalent Course(s): PBPL 24800, SOCI 30120

SOCI 20122. Introduction to Population. 100 Units.

This course provides an introduction to the field of demography, which examines the growth and characteristics of human populations. It also provides an overview of our knowledge of three fundamental population processes: fertility, mortality, and migration. We cover marriage, cohabitation, marital disruption, aging, and population and environment. In each case we examine historical trends. We also discuss causes and consequences of recent trends in population growth, and the current demographic situation in developing and developed countries.

Instructor(s): L. Waite Terms Offered: Winter

Equivalent Course(s): CHDV 20122, GNSE 20120, ENST 20500

SOCI 20125. Rational Foundations of Social Theory. 100 Units.

This course introduces conceptual and analytical tools for the micro foundations of macro and intermediate-level social theories, taking as a basis the assumption of rational action. Those tools are then used to construct theories of power, social exchange, collective behavior, socialization, trust, norm, social decision making and justice, business organization, and family organization.

Instructor(s): K. Yamaguchi Terms Offered: Winter

Equivalent Course(s): SOCI 30125

SOCI 20126. Japanese Society: Functional/Cultural Explanations. 100 Units.

The objective of this course is to provide an overview of social structural characteristics and the functioning of contemporary Japanese society by a juxtaposition of universalistic functional (or rational) explanations and particularistic cultural (and historical) explanations. As well become clear as complementary to each other. Substantively, the course primarily focuses on 1) the forms of social interaction and structure, 2) work organization and family, and 3) education, social inequality, and opportunity. The course also presents discussions of the extent to which Japan is "unique" among industrial societies. In covering a broad range of English-language literature on Japanese society, the course not only presents reviews and discussions of various alternative theoretical explanations of the characteristics of Japanese society, but also a profound opportunity to critically review and study selected sociological theories..

Instructor(s): K. Yamaguchi Terms Offered: Spring

Equivalent Course(s): SOCI 30126

SOCI 20175. The Sociology of Deviant Behavior. 100 Units.

This course examines how distinctions between "normal" and "deviant" are created, and how these labels shift historically, culturally, and politically. We analyze the construction of social problems and moral panics (e.g., smoking, "satanic" daycares, obesity) to explore how various moral entrepreneurs shape what some sociologists call a "culture of fear." Additionally, we investigate the impact on individuals of being labeled "deviant" either voluntarily or involuntarily, as a way of illustrating how both social control and social change operate in society.

Instructor(s): K. Schilt Terms Offered: Autumn

Equivalent Course(s): CHDV 20175

SOCI 20179. Labor Force and Employment. 100 Units.

This course introduces key concepts, methods, and sources of information for understanding the structure of work and the organization of workers in the United States and other industrialized nations. We survey social science approaches to answering key questions about work and employment, including: What is the labor force? What determines the supply of workers? How is work organized into jobs, occupations, careers, and industries? What, if anything, happened to unions? How much money do workers earn and why? What is the effect of work on health? How do workers and employers find each other? Who is unemployed? What are the employment effects of race, gender, ethnicity, and religion?

Instructor(s): R. Stolzenberg Terms Offered: Spring

Equivalent Course(s): SOCI 30179

SOCI 20192. The Effects of Schooling. 100 Units.

From at least the Renaissance until some time around the middle of the twentieth century, social class was the pre-eminent, generalized determinant of life chances in European and, eventually, American societies. Social class had great effect on one's social standing; economic well-being; political power; access to knowledge; and even longevity, health, and height. In that time, there was hardly an aspect of life that was not profoundly influenced by social class. In the ensuing period, the effects of social class have receded greatly, and perhaps have even vanished. In their place formal schooling has become the great generalized influence over who gets access to the desiderata of social life, including food, shelter, political power, and medical care. So it is that schooling is sociologically interesting for reasons that go well beyond education. The purpose of this course is to review what is known about the long-term effects of schooling.

Instructor(s): R. Stolzenberg Terms Offered: Spring

Equivalent Course(s): EDSO 20192, SOCI 30192

SOCI 20203. Emotions and Culture, Paradigms of Theoretical and Empirical Analysis. 100 Units.

The sociology of emotions is of increasing interest to contemporary societies. We believe now that even intelligence is dependent on emotions, and we find, in a variety of settings, that emotions and emotional energy directly influence situational and organization outcomes. The course gives an overview of the current state of the analysis of emotions in social science fields. Students will be asked to read, analyze, and discuss major works in the social studies of emotions in class, and to think about ways to apply emotional concepts in future research. Particular attention will go to analyzing the challenges for theorization and empirical specification.

Instructor(s): K. Knorr Cetina Terms Offered: Autumn

Equivalent Course(s): ANTH 25125, ANTH 35125, SOCI 30203

SOCI 20233. Race in Contemporary American Society. 100 Units.

This survey course in the sociology of race offers a socio-historical investigation of race in American society. We will examine issues of race, ethnic and immigrant settlement in the United States. Also, we shall explore the classic and contemporary literature on race and inter-group dynamics. Our investigative tools will include an analysis of primary and secondary sources, multimedia materials, photographic images, and journaling. While our survey will be broad, we will treat Chicago and its environs as a case study to comprehend the racial, ethnic, and political challenges in the growth and development of a city.

Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Spring. Autumn quarter offered at the Undergraduate level only and Spring offered at the Graduate level only

Equivalent Course(s): MAPS 30233, SOCI 30233

SOCI 20251. Trade, Development and Poverty in Mexico. 100 Units.

With a focus on the past two decades, this interdisciplinary course explores the impact of economic integration, urbanization, and migration on Mexico and, to a lesser extent, on the United States—in particular, working class communities of the Midwestern Rust Belt. The course will examine work and life in the borderland production centers; agriculture, poverty, and indigenous populations in rural Mexico; evolving trade and transnational ties (especially in people, food products and labor, and drugs) between the U.S. and Mexico; and trade, trade adjustment, and immigration policy.

Instructor(s): C. Broughton Terms Offered: Spring

Note(s): This course is offered in alternate years.

Equivalent Course(s): PBPL 24901, LACS 24901

SOCI 20252. Urban Innovation: Cultural Place Making and Scenescapes. 100 Units.

Activists from Balzac, Jane Jacobs, and others today seek to change the world using the arts. Ignored by most social science theories, these new cultural initiatives and policies are increasing globally. Urban planning and architecture policies, walking and parades, posters and demonstrations, new coffee shops and storefront churches reinforce selective development of specific cities and neighborhoods. These transform our everyday social environments into new types of scenes. They factor into crucial decisions, about where to work, to open a business, to found a political activist group, to live, what political causes to support, and more. The course reviews new case studies and comparative analyses from China to Chicago to Poland that detail these processes. Students are encouraged to explore one type of project.

Instructor(s): T. Clark Terms Offered: Spring

Equivalent Course(s): SOCI 30252

SOCI 20253. Introduction to Spatial Data Science. 100 Units.

Spatial data science consists of a collection of concepts and methods drawn from both statistics and computer science that deal with accessing, manipulating, visualizing, exploring and reasoning about geographical data. The course introduces the types of spatial data relevant in social science inquiry and reviews a range of methods to explore these data. Topics covered include formal spatial data structures, geovisualization and visual analytics, rate smoothing, spatial autocorrelation, cluster detection and spatial data mining. An important aspect of the course is to learn and apply open source software tools, including R and GeoDa.

Instructor(s): L. Anselin and M. Kolak Terms Offered: Autumn

Prerequisite(s): STAT 22000 (or equivalent), familiarity with GIS is helpful, but not necessary

Equivalent Course(s): GEOG 20500, MACS 54000, GEOG 30500, ENST 20510, SOCI 30253

SOCI 20258. Maverick Markets: Cultural Economy and Cultural Finance. 100 Units.

What are the cultural dimensions of economic and financial institutions and financial action? What social variables influence and shape 'real' markets and market activities? 'If you are so smart, why aren't you rich?' is a question economists have been asked in the past. Why isn't it easy to make money in financial areas even if one knows what economists know about markets, finance and the economy? And why, on the hand, is it so easy to get rich for some participants? Perhaps the answer is the real markets are complex social and cultural institutions which are quite different from organizations, administrations and the production side of the economy. The course provides an overview over social and cultural variables and patterns that play a role in economic behavior and specifically in financial markets. The readings examine the historical and structural embeddedness of economic action and institutions, the different constructions and interpretations of money, prices, and other dimensions of a market economy, and how a financial economy affects organizations, the art and other areas.

Instructor(s): K. Knorr Terms Offered: Spring

Equivalent Course(s): SOCI 30258, ANTH 25440, ANTH 35405

SOCI 20264. Wealth. 100 Units.

Wealth is the value of a person's accumulated possessions and financial assets. Wealth is more difficult for social researchers to measure than earnings and income, and wealthy people are notoriously uncooperative with efforts to study them and their assets. Further, wealth data conveys less information than income data about the lives of the middle- and lower-classes – who tend to have little or no wealth at all. However, information about wealth gives fundamentally important insight into the values, attitudes, behavior, consumption patterns, social standing, political power, health, happiness and yet more characteristics of individuals and population subgroups. This course considers the causes and consequences of wealth accumulation for individuals, the social groups to which they belong, and the societies in which they dwell.

Instructor(s): R. Stolzenberg Terms Offered: Winter

Equivalent Course(s): SOCI 30264

SOCI 20268. Health, Medicine, and Human Rights. 100 Units.

The World Health Organization, United Nations and other international bodies consider health a fundamental human right. At the same time, most countries around the world are characterized by profound inequalities in health and wellbeing. In this course, we leverage sociological and social scientific concepts through a human rights framework to understand how these inequalities in mental and physical health are perpetuated by the structure and culture of society, with an emphasis on U.S. society. We will also examine medicine as an institution with a problematic history of repeated human rights violations (in the U.S. and around the world) and explore how that history shapes the current practice of medicine, medical research, and relations between doctors and patients. Finally, we will explore how institutions provide (or fail to provide) equal access to healthcare, and how state understandings of the right to health influence the lives of individuals and communities.

Instructor(s): Mueller, Anna; Offidani-Bertrand, Carly Terms Offered: Autumn

Note(s): CHDV Distribution: B, C, D

Equivalent Course(s): CHDV 23440, HMRT 23440

SOCI 20269. Policing the City. 100 Units.

This course explores the historical origins, evolution, and current manifestations of policing the United States. Using a political sociological perspective, this course explores policing in ways that will provide broader lessons about societal issues of social control, social order, race, class, crime, social psychology, and politics. The course examines key issues in policing, such as police brutality, racial profiling, and the management of social protest. It also reviews the historical origins of the policy in order to understand that modern day policing issues is much more of a continuation of the past than most think. Reading and course material will be discussed in relation to current events.

Instructor(s): R. Vargas Terms Offered: Autumn

SOCI 20281. Library Methods for the Social Sciences. 100 Units.

This course is a graduate introduction to the methods involved with "research with records"—that is, material like manuscripts, books, journals, newspapers, ephemera, and government and institutional documents. (Such material has been typically printed but may now be stored electronically as well as physically.) The course covers the essentials of project design, bibliography, location, access, critical reading, source evaluation and provenance, knowledge categorization and assembly, and records maintenance. The course is a methodological practicum and will involve both small-scale exercises and a larger project. Major texts include Thomas Mann's Oxford Guide to Library Research and Andrew Abbott's Digital paper.

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

Note(s): Advanced undergrads by consent

Equivalent Course(s): SOCI 40142

SOCI 20281. Library Methods for the Social Sciences. 100 Units.

This course is a graduate introduction to the methods involved with "research with records"—that is, material like manuscripts, books, journals, newspapers, ephemera, and government and institutional documents. (Such material has been typically printed but may now be stored electronically as well as physically.) The course covers the essentials of project design, bibliography, location, access, critical reading, source evaluation and provenance, knowledge categorization and assembly, and records maintenance. The course is a methodological practicum and will involve both small-scale exercises and a larger project. Major texts include Thomas Mann's Oxford Guide to Library Research and Andrew Abbott's Digital paper.

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

Note(s): Advanced undergrads by consent

Equivalent Course(s): SOCI 40142

SOCI 20282. Immigrant America. 100 Units.

Nearly 60 million immigrants have arrived in the U.S. in the past 50 years, mostly from Latin America and Asia, but also from Africa and the Middle-East. Today, a near-record 14% of the country's population is foreign born compared with just 5% in 1965. These profound demographic changes raise critical questions: Why do immigrants come to the U.S.? What impact do they have on U.S. society? Are today's immigrants fundamentally different from previous waves of immigrants? Are these immigrants assimilating to the U.S. or retaining their culture? Why do some immigrant groups appear to fare better than others? This course will expose students to the latest social science research on contemporary immigration to the United States. We will explore its origins, adaptation patterns, and long-term effects on American society.

Instructor(s): R. Flores Terms Offered: Autumn

SOCI 20286. Classic Theories of Emotions. 100 Units.

This course is a seminar of classic readings in the social theory of emotion. Readings may include works by James, Freud, LeBon, Ekman, Lazarus, Stearns, Devereux, and others.

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

SOCI 20292. The Social Psychology of Inequality. 100 Units.

Social inequalities hinge to a significant degree on perceptions and beliefs, fears and desires, and antipathies and affections. This course explores questions related to social inequality that lie at the intersection of sociology and psychology. How and why do individuals identify themselves with different social groups? How do beliefs, values, and norms shape social interactions? How do intergroup stereotypes, prejudice, and discrimination develop and evolve? What engenders social conflict and aggression? In this course, we will explore how social psychological theory and research might help to explain a range of different social inequalities.

Instructor(s): G. Wodtke Terms Offered: Spring

SOCI 28083. A Mixed-Methods Introduction to Criminal Justice in Chicago. 100 Units.

This seminar builds toward the draft of a viable empirical research proposal on criminal justice in Chicago. Over ten weeks, students learn to identify and describe the key stages, actors, rules and norms at work in determining guilt and punishment. To accomplish this goal, they read and evaluate important case law and court opinions as well as empirical papers on criminal justice topics.

Instructor(s): K. Bourne Terms Offered: Autumn

SOCI 28084. Global Future of Work. 100 Units.

Rapid social changes in the 21st century had significantly transformed the landscape of work and employment, and some of the most salient trends include globalization, increasing precarity, and automation. This course examines the political, economic, and technological contexts of the most recent and profound transformation of work that the Millennial Generation face, probes into their global impacts on skill formation, inequality, and workers' livelihoods, and explores what would be the future of work. This course includes theoretical and empirical readings about changes in work requirements across the spectrum of technology, skills, gender, immigration status, sectors, and global regions.

Instructor(s): W. Xie Terms Offered: Winter

SOCI 28085. Political Culture: Power, People, and the Press in Contemporary Societies. 100 Units.

This is a course about the experience of politics in the Internet age. How do media technologies, social ties, and economic power shape politics and elections? Students critically engage with a mix of classic and contemporary approaches to understanding how media professionals, voters, and politicians interact.

Instructor(s): N. Judd Terms Offered: Spring

SOCI 29997. Readings in Sociology. 100 Units.

Students are required to submit the College Reading and Research Course Form. With consent of instructor, students may take this course for P/F grading if it is not being used to meet program requirements.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and program chair.

SOCI 29998. Sociology BA Thesis Seminar. 100 Units.

This required yearlong course is a forum for students who are majoring in sociology to present their BA papers. Students attend the seminar in Spring Quarter of their third year and in Autumn and Winter Quarters of their fourth year. They may enroll during any one of these quarters, but must attend all three. They submit a completed thesis during Spring Quarter of their fourth year. Students who are not graduating in June should participate in three quarters of the senior seminar in the twelve months before graduation. Students who plan to study abroad during Spring Quarter of their third year should consult with the Undergraduate Program Chair well in advance of their trip. For a general statement about the BA paper, students should obtain the brochure Undergraduate Program in Sociology in the departmental office.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open only to students who are majoring in sociology.

Note(s): Must be taken for a quality grade.



SOUTH ASIAN LANGUAGES AND CIVILIZATIONS

Department Website: <http://salc.uchicago.edu>

PROGRAM OF STUDY

The Department of South Asian Languages and Civilizations (SALC) offers an undergraduate major leading to a BA in the Humanities Collegiate Division. The social sciences are integrated into our program through the civilization sequence, and courses in the social sciences and religious studies are usually included in a student's program of study. Students majoring in SALC will gain a broad knowledge of the literature and history of the South Asian subcontinent (i.e., Bangladesh, India, Nepal, Pakistan, Sri Lanka), and proficiency in at least one South Asian language that is equivalent to one year of study or more. Students currently can study Bangla (Bengali), Hindi, Marathi, Sanskrit, Tamil, Tibetan, or Urdu. As part of their course of study, students are encouraged to participate in a study abroad program in South Asia, such as the South Asian Civilizations in India sequence (Pune program). The SALC curriculum will develop the student's skills in formulating analyses of various types of texts (i.e., historical, literary, filmic), and students will also engage with social scientific approaches to South Asian cultures. The thorough area knowledge of South Asian arts, culture, history, and politics, and the critical and linguistic skills developed through the SALC degree may prepare a student for any number of careers.

Students in other fields of study may also complete a minor in SALC. Information on the minor follows the description of the major below.

FORMS

Students who intend to join the SALC undergraduate program should fill out the appropriate form below and schedule a meeting with the SALC Director of Undergraduate Studies. Additional information about the timeline for completing these forms can be found in the corresponding section below.

Major form: http://salc.uchicago.edu/sites/salc.uchicago.edu/files/SALC_majorform.pdf

Honors form: http://salc.uchicago.edu/sites/salc.uchicago.edu/files/SALC_honorsform.pdf

Minor form: http://salc.uchicago.edu/sites/salc.uchicago.edu/files/SALC_minorform.pdf

GRADING

Students pursuing a major or minor in South Asian Languages and Civilizations must take a quality grade in all courses used to meet department requirements. More than half of the requirements must be met by courses bearing University of Chicago course numbers.

TIMELINE

First and Second Year

- Contact SALC Director of Undergraduate Studies and collect the form for intended minor/major.
- Start taking language, South Asia civilization, and other introductory classes.

Third Year

- Winter Quarter: If pursuing honors in SALC, find SALC faculty member who will act as your BA adviser to begin discussion of a research topic and schedule reading courses to be taken in the Autumn–Winter Quarters of the fourth year (SALC 29800 BA Paper I and SALC 29801 BA Paper II).

Fourth Year

- Autumn Quarter: Update form for departmental records. Submit a copy of the finalized form to your College adviser.
- Autumn–Winter Quarters: Take reading courses with SALC BA adviser.
- Spring Quarter: First week, submission of the BA thesis.

PROGRAM REQUIREMENTS

Ideally, students will begin their study with the two-quarter sequence SALC 20100-20200 Introduction to the Civilizations of South Asia I-II. All SALC majors must take this sequence or the equivalent program taught in Pune, SOSC 23004-23005-23006 South Asian Civilizations in India I-II-III. If this sequence is not used to satisfy the civilization studies general education requirement, then it will count toward the major.

The major requires three courses in a South Asian language at the second-year level or above. These courses must be taken at the University of Chicago, and credit cannot be granted by examination. Students with prior knowledge of one or the languages offered by SALC may take a placement test in order to determine the right level for them to enroll. The College's language competency requirement may be satisfied by demonstrated proficiency equivalent to one year of study of a South Asian language offered through SALC.

Students are also required to take six courses related to South Asia. In addition to SALC offerings, courses with significant South Asian content that originate in other departments may be eligible, subject to the approval of the SALC Director of Undergraduate Studies. Three of these six courses may be language courses, either further courses in the same language or courses in another South Asian language. Students should choose courses in consultation with the SALC Director of Undergraduate Studies and fill out a form indicating what they intend to list for their major requirements.

SUMMARY OF REQUIREMENTS

One of the following two-quarter sequences: *	200
SALC 20100-20200	Introduction to the Civilizations of South Asia I-II
SOSC 23004 & SOSC 23005	South Asian Civilizations in India I and South Asian Civilizations in India II
Three courses in a South Asian language at second-year level or above **	300
Six courses related to South Asia ***	600
Total Units	1100

* All SALC majors must take one of these two sequences. If the sequence is being used to satisfy the general education requirement in civilization studies, two additional courses related to South Asia must be substituted into the major.

** Credit may not be granted by examination. Courses must be taken at the University of Chicago.

*** May include SALC 29801 BA Paper II, SOSC 23006 South Asian Civilizations in India III, and up to three additional language courses (either further study in the same language or courses in another South Asian language). Courses from other departments with significant South Asian content require approval of the Director of Undergraduate Studies.

SAMPLE MAJOR PROGRAMS

The following groups of courses would comprise a major.

I. Emphasis on language(s)

SALC 20100-20200	Introduction to the Civilizations of South Asia I-II	200
TBTN 20100-20200-20300	Second-Year Tibetan I-II-III	300
ANTH 25500	Cultural Politics of Contemporary India	100
SALC 20800	Music of South Asia	100
SALC 28700	The State In India	100
URDU 10100-10200-10300	First-Year Urdu I-II-III	300
Total Units		1100

II. Emphasis on civilization

SALC 20100-20200	Introduction to the Civilizations of South Asia I-II	200
BANG 30100-30200-30300	Third-Year Bangla (Bengali) I-II-III	300
ANTH 21401	Logic/Practice Of Archaeology	100
SALC 20400	The Mahabharata in English Translation	100
SALC 20901 & SALC 20902	Indian Philosophy I: Origins and Orientations and Indian Philosophy II: The Classical Traditions	200
SALC 23104	Problems in the Study of Gender: Gender, Citizenship, Violence	100
Total Units		1000

HONORS

To be eligible for honors, students must:

1. maintain an overall GPA of 3.0 or higher
2. maintain a GPA of 3.3 or higher in courses satisfying major requirements
3. complete a BA thesis of superior quality

In order to be eligible to write a BA thesis in SALC, students must meet the civilization studies sequence and language requirements by the end of their third year. By then, they must also have completed the honors form and returned it to the SALC Director of Undergraduate Studies. In Winter Quarter of their third year, the student will arrange to work with a SALC faculty member for the Autumn and Winter Quarters of the following year. It is the student's responsibility to find and make an arrangement with an appropriate faculty member who will be in residence during the student's fourth year. In consultation with the BA thesis adviser, the student must also suggest the name of a faculty member who will act as a second reader.

Students will research, discuss, and write the BA thesis in the context of SALC 29800 BA Paper I and SALC 29801 BA Paper II, for which they will register in the Autumn and Winter Quarters of their fourth year. **Students may use SALC 29801 as one of their six content courses in the major.** SALC 29800 will be for general elective credit only.

Two hard copies of the thesis must be submitted to the SALC departmental office, and a PDF version must be sent electronically to the Director of Undergraduate Studies. The deadline for the submission of the thesis is Friday at 5 p.m. in the first week of Spring Quarter.

MINOR PROGRAM IN SOUTH ASIAN LANGUAGES AND CIVILIZATIONS

The minor program in South Asian Languages and Civilizations requires a total of seven or six courses, broken down into three categories.

Civilization Studies

All students in the minor are required to take two quarters of SALC 20100-20200 Introduction to the Civilizations of South Asia I-II or SOSC 23004-23005-23006 South Asian Civilizations in India I-II-III (taught in Pune). These two quarters will count toward either the general education requirement in civilization studies or the minor itself. If SALC 20100-20200 Introduction to the Civilizations of South Asia I-II or SOSC 23004-23005-23006 South Asian Civilizations in India I-II-III are *not* used to meet the general education requirement, both courses in the sequence must be included in the minor, for a total of seven courses. If they are counting toward the general education requirement instead, students must seek approval from the SALC Director of Undergraduate Studies to fulfill the requirement in the minor with one additional course related to South Asian civilizations, for a total of six courses.

Language

Three courses in a South Asian language at any level. Credit may not be granted by examination.

Electives

Two additional courses that may either be (a) listed as SALC courses or as one of the SALC languages (e.g., Bangla, Hindi, etc.), or (b) courses focused on South Asia that originate in other departments (subject to the approval of the SALC Director of Undergraduate Studies).

Students choose courses in consultation with the SALC Director of Undergraduate Studies.

SUMMARY OF REQUIREMENTS FOR THE MINOR IN SOUTH ASIAN LANGUAGES AND CIVILIZATIONS

One of the following two-quarter sequences: *	200
SALC 20100-20200	Introduction to the Civilizations of South Asia I-II
SOSC 23004 & SOSC 23005	South Asian Civilizations in India I and South Asian Civilizations in India II
Three courses in a South Asian language at any level **	300
Two courses related to South Asia ***	200
Total Units	700

* All students in the minor are required to take one of these two-quarter sequences. Students using one of the sequences to satisfy the general education requirement in civilization studies may not also use it toward the minor. In that case, students must seek approval from the SALC Director of Undergraduate Studies to fulfill the requirement in the minor with one additional course related to South Asian civilizations, for a total of six courses.

** Credit may not be granted by examination. Courses must be taken at the University of Chicago.

*** Two additional courses that may either be (a) listed as SALC courses or as one of the SALC languages (e.g., Bangla, Hindi, etc.), or (b) courses focused on South Asia that originate in other departments (subject to the approval of the SALC Director of Undergraduate Studies).

Students must receive the approval of the SALC Director of Undergraduate Studies on a form obtained from their College adviser and return it by the Spring Quarter of their third year. Students must also indicate their intent to minor in SALC with a form obtained from the SALC Director of Undergraduate Studies.

Courses in the minor (1) may not be counted double with the student's major(s) or with other minors and (2) may not be counted double toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

SALC SAMPLE MINORS

The following groups of courses would comprise a minor.

I. Seven-Course SALC Sample Minor

SALC 20100-20200	Introduction to the Civilizations of South Asia I-II	200
TAML 20100-20200-20300	Second-Year Tamil I-II-III	300
SALC 27701	Mughal India: Tradition & Transition	100
SALC 23000	From Gender Critique to Gay Marriage in India	100
Total Units		700

II. Six-Course SALC Sample Minor

SALC 20700	Critics Of Colonialism: Gandhi and Fanon	100
BANG 10100-10200-10300	First-Year Bangla (Bengali) I-II-III	300
SALC 20701	Postcolonial Theory	100
SALC 23900	Philosophical Education in Indo-Tibetan Buddhism	100
Total Units		600

PUNE PROGRAM: SOSC 23004-23005-23006 SOUTH ASIAN CIVILIZATIONS IN INDIA I-II-III

One of the College's study abroad programs that meet the general education requirement in civilization studies, the Autumn Quarter program in Pune (Poona) is devoted to the study of South Asian history and culture. It is built upon a three-course civilizations sequence examining the history, culture, and society of the South Asian subcontinent through course work, field studies, and direct experience. During the first seven weeks of the quarter, the program will be based in the city of Pune, where students will complete two courses and participate in expeditions to nearby cultural and historical sites.

Students participating in the Pune Program receive three credits for the civilizations sequence, which meets the general education requirement in civilization studies. Students who have already met the civilization studies requirement may use these SALC credits as electives. Two South Asian civilizations courses are required for students in the major or minor, as described above. The additional civilizations course, SOSC 23006 South Asian Civilizations in India III, can be used toward other SALC requirements. Course titles, units of credit, and grades will be placed on the Chicago transcript.

In addition to the civilizations sequence, students take a fourth course in Hindi during the first seven weeks of the quarter. For students with no prior experience in South Asian languages, this course is designed to facilitate their access to local culture and to provide a basis for further study. Advanced sections will be held for those students with prior course work or experience in Hindi.

Pune is a city of some four million inhabitants, situated on the eastern foothills of the Indian western coastal mountains, or ghats, about 100 miles southeast of Mumbai. Labeled famously by India's first prime minister, Jawaharlal Nehru, as "the Oxford and Cambridge of India," it is a major center for Indian art, religion, and higher education, and an ideal site for cultural immersion.

For further details, consult the Study Abroad website (study-abroad.uchicago.edu/programs/pune-south-asian-civilization-india). For more information about this and other study abroad programs, contact Lauren Schneider, Pune Project Coordinator, at lschneider12@uchicago.edu. For information on other study abroad programs in South Asia, contact the SALC undergraduate adviser.

SALC LANGUAGE COURSES

SALC language courses at all levels are open to undergraduates. Additional advanced courses in all SALC languages are also offered, either on a regular basis or by arrangement with the instructors.

GRADUATE-LEVEL LANGUAGE COURSES

Graduate-level language courses that may be open to qualified undergraduates can be found in the Graduate Announcements (<http://graduateannouncements.uchicago.edu/graduate/departmentsouthasianlanguagesandcivilizations>).

BANGLA COURSES**BANG 10100-10200-10300. First-Year Bangla (Bengali) I-II-III.**

This sequence concentrates on developing skills in speaking, listening, reading and writing Bangla at the novice and intermediate low levels. It is designed both for scholars who want to do research on Bengal and for those who want to gain proficiency in elementary Bangla for communication purposes. Evaluation will be based on classroom performance, attendance, homework assignments, projects, quizzes and final examination.

BANG 10100. First-Year Bangla (Bengali) I. 100 Units.

This sequence concentrates on developing skills in speaking, listening, reading and writing Bangla at the novice and intermediate low levels. It is designed both for scholars who want to do research on Bengal and for those who want to gain proficiency in elementary Bangla for communication purposes. Evaluation will be based on classroom performance, attendance, homework assignments, projects, quizzes and final examination.

Instructor(s): Mandira Bhaduri Terms Offered: Autumn

BANG 10200. First-Year Bangla (Bengali) II. 100 Units.

This sequence concentrates on developing skills in speaking, listening, reading and writing Bangla at the novice and intermediate low levels. It is designed both for scholars who want to do research on Bengal and for those who want to gain proficiency in elementary Bangla for communication purposes. Evaluation will be based on classroom performance, attendance, homework assignments, projects, quizzes and final examination.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): BANG 10100 or consent of instructor

BANG 10300. First-Year Bangla (Bengali) III. 100 Units.

This sequence concentrates on developing skills in speaking, listening, reading and writing Bangla at the novice and intermediate low levels. It is designed both for scholars who want to do research on Bengal and for those who want to gain proficiency in elementary Bangla for communication purposes. Evaluation will be based on classroom performance, attendance, homework assignments, projects, quizzes and final examination.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): BANG 10200 or consent of instructor

BANG 10200. First-Year Bangla (Bengali) II. 100 Units.

This sequence concentrates on developing skills in speaking, listening, reading and writing Bangla at the novice and intermediate low levels. It is designed both for scholars who want to do research on Bengal and for those who want to gain proficiency in elementary Bangla for communication purposes. Evaluation will be based on classroom performance, attendance, homework assignments, projects, quizzes and final examination.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): BANG 10100 or consent of instructor

BANG 10300. First-Year Bangla (Bengali) III. 100 Units.

This sequence concentrates on developing skills in speaking, listening, reading and writing Bangla at the novice and intermediate low levels. It is designed both for scholars who want to do research on Bengal and for those who want to gain proficiency in elementary Bangla for communication purposes. Evaluation will be based on classroom performance, attendance, homework assignments, projects, quizzes and final examination.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): BANG 10200 or consent of instructor

BANG 20100-20200-20300. Second-Year Bangla (Bengali) I-II-III.

This sequence is a continuation of First-Year Bangla and aims at gaining intermediate high proficiency in the language. Students who have prior knowledge of elementary Bengali can join the course. The course concentrates equally on speaking, listening, reading and writing skills. At the end of the course the learner is supposed to have a command of Bengali language and culture that allows him/her to communicate with native speakers with ease. He/she will have sufficient reading abilities to comprehend non-technical modern texts. Evaluation will be based on classroom performance, homework assignments, projects, tests, and final examination.

BANG 20100. Second-Year Bangla (Bengali) I. 100 Units.

This sequence is a continuation of First-Year Bangla and aims at gaining intermediate high proficiency in the language. Students who have prior knowledge of elementary Bengali can join the course. The course concentrates equally on speaking, listening, reading and writing skills. At the end of the course the learner is supposed to have a command of Bengali language and culture that allows him/her to communicate with native speakers with ease. He/she will have sufficient reading abilities to comprehend non-technical modern texts. Evaluation will be based on classroom performance, homework assignments, projects, tests, and final examination.

Instructor(s): Mandira Bhaduri Terms Offered: Autumn

Prerequisite(s): BANG 10300 or consent of instructor

BANG 20200. Second-Year Bangla (Bengali) II. 100 Units.

This sequence is a continuation of First-Year Bangla and aims at gaining intermediate high proficiency in the language. Students who have prior knowledge of elementary Bengali can join the course. The course concentrates equally on speaking, listening, reading and writing skills. At the end of the course the learner is supposed to have a command of Bengali language and culture that allows him/her to communicate with native speakers with ease. He/she will have sufficient reading abilities to comprehend non-technical modern texts. Evaluation will be based on classroom performance, homework assignments, projects, tests, and final examination.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): BANG 20100 or consent of instructor

BANG 20300. Second-Year Bangla (Bengali) III. 100 Units.

This sequence is a continuation of First-Year Bangla and aims at gaining intermediate high proficiency in the language. Students who have prior knowledge of elementary Bengali can join the course. The course concentrates equally on speaking, listening, reading and writing skills. At the end of the course the learner is supposed to have a command of Bengali language and culture that allows him/her to communicate with native speakers with ease. He/she will have sufficient reading abilities to comprehend non-technical modern texts. Evaluation will be based on classroom performance, homework assignments, projects, tests, and final examination.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): BANG 20200 or consent of instructor

BANG 20200. Second-Year Bangla (Bengali) II. 100 Units.

This sequence is a continuation of First-Year Bangla and aims at gaining intermediate high proficiency in the language. Students who have prior knowledge of elementary Bengali can join the course. The course concentrates equally on speaking, listening, reading and writing skills. At the end of the course the learner is supposed to have a command of Bengali language and culture that allows him/her to communicate with native speakers with ease. He/she will have sufficient reading abilities to comprehend non-technical modern texts. Evaluation will be based on classroom performance, homework assignments, projects, tests, and final examination.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): BANG 20100 or consent of instructor

BANG 20300. Second-Year Bangla (Bengali) III. 100 Units.

This sequence is a continuation of First-Year Bangla and aims at gaining intermediate high proficiency in the language. Students who have prior knowledge of elementary Bengali can join the course. The course concentrates equally on speaking, listening, reading and writing skills. At the end of the course the learner is supposed to have a command of Bengali language and culture that allows him/her to communicate with native speakers with ease. He/she will have sufficient reading abilities to comprehend non-technical modern texts. Evaluation will be based on classroom performance, homework assignments, projects, tests, and final examination.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): BANG 20200 or consent of instructor

HINDI COURSES**HIND 10100-10200-10300. First-Year Hindi I-II-III.**

This five-day-a-week sequence presents an introduction to the world's second most spoken language through reading, writing, listening, memorizing, and speaking. We begin with the Devanagari script, and we then introduce the Urdu script in Winter Quarter.

HIND 10100. First-Year Hindi I. 100 Units.

This five-day-a-week introductory sequence presents a dynamic, fun, and lively introduction to the world's second most spoken language through intensive conversation, reading, writing, and listening. No prior Hindi knowledge necessary.

Instructor(s): J. Grunebaum Terms Offered: Autumn

HIND 10200. First-Year Hindi II. 100 Units.

This five-day-a-week sequence presents an introduction to the world's second most spoken language through reading, writing, listening, memorizing, and speaking. We begin with the Devanagari script, and we then introduce the Urdu script in Winter Quarter.

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

Prerequisite(s): HIND 10100 or consent of instructor

HIND 10300. First-Year Hindi III. 100 Units.

This five-day-a-week sequence presents an introduction to the world's second most spoken language through reading, writing, listening, memorizing, and speaking. We begin with the Devanagari script, and we then introduce the Urdu script in Winter Quarter.

Instructor(s): J. Grunebaum Terms Offered: Spring

Prerequisite(s): HIND 10200 or consent of instructor

HIND 10200. First-Year Hindi II. 100 Units.

This five-day-a-week sequence presents an introduction to the world's second most spoken language through reading, writing, listening, memorizing, and speaking. We begin with the Devanagari script, and we then introduce the Urdu script in Winter Quarter.

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

Prerequisite(s): HIND 10100 or consent of instructor

HIND 10300. First-Year Hindi III. 100 Units.

This five-day-a-week sequence presents an introduction to the world's second most spoken language through reading, writing, listening, memorizing, and speaking. We begin with the Devanagari script, and we then introduce the Urdu script in Winter Quarter.

Instructor(s): J. Grunebaum Terms Offered: Spring

Prerequisite(s): HIND 10200 or consent of instructor

HIND 15001. Elementary Hindi in India. 100 Units.**HIND 15002. Elementary Hindi in India. 100 Units.****HIND 15003. Intermediate Hindi in India. 100 Units.****HIND 15004. Intermediate Hindi in India. 100 Units.****HIND 15005. Advanced Hindi in India. 100 Units.****HIND 15006. Advanced Hindi in India. 100 Units.****HIND 20100-20200-20300. Second-Year Hindi I-II-III.**

This intermediate Hindi sequence presupposes knowledge of the basic grammar of Hindi and requires substantial reading and translating of Hindi prose, alongside exposure to advanced Hindi grammar topics. Regular attention is given to conversation and composition. Texts in Hindi.

HIND 20100. Second-Year Hindi I. 100 Units.

This intermediate Hindi sequence presupposes knowledge of the basic grammar of Hindi and requires substantial reading and translating of Hindi prose, alongside exposure to advanced Hindi grammar topics. Regular attention is given to conversation and composition. Texts in Hindi. Prerequisite(s): HIND 10300 or consent of instructor

Instructor(s): J. Grunebaum Terms Offered: Autumn

Prerequisite(s): HIND 10300 or consent of instructor

HIND 20200. Second-Year Hindi II. 100 Units.

This intermediate Hindi sequence presupposes knowledge of the basic grammar of Hindi and requires substantial reading and translating of Hindi prose, alongside exposure to advanced Hindi grammar topics. Regular attention is given to conversation and composition. Texts in Hindi.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HIND 20100 or consent of instructor

HIND 20300. Second-Year Hindi III. 100 Units.

This intermediate Hindi sequence presupposes knowledge of the basic grammar of Hindi and requires substantial reading and translating of Hindi prose, alongside exposure to advanced Hindi grammar topics. Regular attention is given to conversation and composition. Texts in Hindi.

Instructor(s): J. Grunebaum Terms Offered: Spring

Prerequisite(s): HIND 20200 or consent of instructor

HIND 20200. Second-Year Hindi II. 100 Units.

This intermediate Hindi sequence presupposes knowledge of the basic grammar of Hindi and requires substantial reading and translating of Hindi prose, alongside exposure to advanced Hindi grammar topics. Regular attention is given to conversation and composition. Texts in Hindi.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HIND 20100 or consent of instructor

HIND 20300. Second-Year Hindi III. 100 Units.

This intermediate Hindi sequence presupposes knowledge of the basic grammar of Hindi and requires substantial reading and translating of Hindi prose, alongside exposure to advanced Hindi grammar topics. Regular attention is given to conversation and composition. Texts in Hindi.

Instructor(s): J. Grunebaum Terms Offered: Spring

Prerequisite(s): HIND 20200 or consent of instructor

MARATHI COURSES

MARA 10100-10200-10300. First-Year Marathi I-II-III.

This sequence follows the textbook *Marathi in Context* (with its online supplement *Marathi Online*) in its focus on developing the basic skills—comprehension, speaking, reading, and writing—of Marathi language use. It covers all the fundamentals of Marathi grammar, but only as they are encountered in context, within a wide array of social and conversational “situations.”

MARA 10100. First-Year Marathi I. 100 Units.

This sequence follows the textbook *Marathi in Context* (with its online supplement *Marathi Online*) in its focus on developing the basic skills—comprehension, speaking, reading, and writing—of Marathi language use. It covers all the fundamentals of Marathi grammar, but only as they are encountered in context, within a wide array of social and conversational “situations.”

Instructor(s): Sujata Mahajan Terms Offered: Autumn

MARA 10200. First-Year Marathi II. 100 Units.

This sequence follows the textbook *Marathi in Context* (with its online supplement *Marathi Online*) in its focus on developing the basic skills—comprehension, speaking, reading, and writing—of Marathi language use. It covers all the fundamentals of Marathi grammar, but only as they are encountered in context, within a wide array of social and conversational “situations.”

Instructor(s): Sujata Mahajan Terms Offered: Winter

Prerequisite(s): MARA 10100 or consent of instructor

MARA 10300. First-Year Marathi III. 100 Units.

This sequence follows the textbook *Marathi in Context* (with its online supplement *Marathi Online*) in its focus on developing the basic skills—comprehension, speaking, reading, and writing—of Marathi language use. It covers all the fundamentals of Marathi grammar, but only as they are encountered in context, within a wide array of social and conversational “situations.”

Instructor(s): Sujata Mahajan Terms Offered: Spring

Prerequisite(s): MARA 10200 or consent of instructor

MARA 10200. First-Year Marathi II. 100 Units.

This sequence follows the textbook *Marathi in Context* (with its online supplement *Marathi Online*) in its focus on developing the basic skills—comprehension, speaking, reading, and writing—of Marathi language use. It covers all the fundamentals of Marathi grammar, but only as they are encountered in context, within a wide array of social and conversational “situations.”

Instructor(s): Sujata Mahajan Terms Offered: Winter

Prerequisite(s): MARA 10100 or consent of instructor

MARA 10300. First-Year Marathi III. 100 Units.

This sequence follows the textbook *Marathi in Context* (with its online supplement *Marathi Online*) in its focus on developing the basic skills—comprehension, speaking, reading, and writing—of Marathi language use. It covers all the fundamentals of Marathi grammar, but only as they are encountered in context, within a wide array of social and conversational “situations.”

Instructor(s): Sujata Mahajan Terms Offered: Spring

Prerequisite(s): MARA 10200 or consent of instructor

MARA 15001. Elementary Marathi in India. 100 Units.**MARA 15002. Elementary Marathi in India. 100 Units.****MARA 15003. Intermediate Marathi in India. 100 Units.****MARA 15004. Intermediate Marathi in India. 100 Units.****MARA 15005. Advanced Marathi in India. 100 Units.****MARA 15006. Advanced Marathi in India. 100 Units.****MARA 20100-20200-20300. Second-Year Marathi I-II-III.**

This sequence significantly extends both the breadth and the depth of the social and conversational situations introduced in the first year and includes numerous readings, largely from *An Intermediate Marathi Reader*. It covers all the grammar required for reading most kinds of modern Marathi prose texts.

MARA 20100. Second Year Marathi-1. 100 Units.

This sequence significantly extends both the breadth and the depth of the social and conversational situations introduced in the first year and includes numerous readings, largely from *An Intermediate Marathi Reader*. It covers all the grammar required for reading most kinds of modern Marathi prose texts.

Prerequisite(s): MARA 10300 or consent of instructor

Instructor(s): Sujata Mahajan Terms Offered: Autumn

Prerequisite(s): MARA 10300 or consent of instructor

MARA 20200. Second-Year Marathi II. 100 Units.

This sequence significantly extends both the breadth and the depth of the social and conversational situations introduced in the first year and includes numerous readings, largely from An Intermediate Marathi Reader. It covers all the grammar required for reading most kinds of modern Marathi prose texts.
Instructor(s): Sujata Mahajan Terms Offered: Winter
Prerequisite(s): MARA 20100 or consent of instructor

MARA 20300. Second-Year Marathi III. 100 Units.

This sequence significantly extends both the breadth and the depth of the social and conversational situations introduced in the first year and includes numerous readings, largely from An Intermediate Marathi Reader. It covers all the grammar required for reading most kinds of modern Marathi prose texts.
Instructor(s): Sujata Mahajan Terms Offered: Spring
Prerequisite(s): MARA 20200 or consent of instructor

MARA 20200. Second-Year Marathi II. 100 Units.

This sequence significantly extends both the breadth and the depth of the social and conversational situations introduced in the first year and includes numerous readings, largely from An Intermediate Marathi Reader. It covers all the grammar required for reading most kinds of modern Marathi prose texts.
Instructor(s): Sujata Mahajan Terms Offered: Winter
Prerequisite(s): MARA 20100 or consent of instructor

MARA 20300. Second-Year Marathi III. 100 Units.

This sequence significantly extends both the breadth and the depth of the social and conversational situations introduced in the first year and includes numerous readings, largely from An Intermediate Marathi Reader. It covers all the grammar required for reading most kinds of modern Marathi prose texts.
Instructor(s): Sujata Mahajan Terms Offered: Spring
Prerequisite(s): MARA 20200 or consent of instructor

PALI COURSES

SANSKRIT COURSES

SANS 10100-10200-10300. First-Year Sanskrit I-II-III.

The first half (about fifteen weeks) of this sequence is spent mastering the reading and writing of the Devanagari script and studying the grammar of the classical Sanskrit language. The remainder of the sequence is devoted to close analytical reading of simple Sanskrit texts, which are used to reinforce the grammatical study done in the first half of this course. The aim is to bring students to the point where they are comfortably able, with the help of a dictionary, to read simple, narrative Sanskrit. Texts in Sanskrit.

SANS 10100. First-Year Sanskrit I. 100 Units.

The first half (about fifteen weeks) of this sequence is spent mastering the reading and writing of the Devanagari script and studying the grammar of the classical Sanskrit language. The remainder of the sequence is devoted to close analytical reading of simple Sanskrit texts, which are used to reinforce the grammatical study done in the first half of this course. The aim is to bring students to the point where they are comfortably able, with the help of a dictionary, to read simple, narrative Sanskrit. Texts in Sanskrit.
Instructor(s): Staff Terms Offered: Autumn

SANS 10200. First-Year Sanskrit II. 100 Units.

The first half (about fifteen weeks) of this sequence is spent mastering the reading and writing of the Devanagari script and studying the grammar of the classical Sanskrit language. The remainder of the sequence is devoted to close analytical reading of simple Sanskrit texts, which are used to reinforce the grammatical study done in the first half of this course. The aim is to bring students to the point where they are comfortably able, with the help of a dictionary, to read simple, narrative Sanskrit. Texts in Sanskrit
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): SANS 10100 or consent of instructor

SANS 10300. First-Year Sanskrit III. 100 Units.

The first half (about fifteen weeks) of this sequence is spent mastering the reading and writing of the Devanagari script and studying the grammar of the classical Sanskrit language. The remainder of the sequence is devoted to close analytical reading of simple Sanskrit texts, which are used to reinforce the grammatical study done in the first half of this course. The aim is to bring students to the point where they are comfortably able, with the help of a dictionary, to read simple, narrative Sanskrit. Texts in Sanskrit
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): SANS 10200 or consent of instructor

SANS 10200. First-Year Sanskrit II. 100 Units.

The first half (about fifteen weeks) of this sequence is spent mastering the reading and writing of the Devanagari script and studying the grammar of the classical Sanskrit language. The remainder of the sequence is devoted to close analytical reading of simple Sanskrit texts, which are used to reinforce the grammatical study done in the first half of this course. The aim is to bring students to the point where they are comfortably able, with the help of a dictionary, to read simple, narrative Sanskrit. Texts in Sanskrit

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SANS 10100 or consent of instructor

SANS 10300. First-Year Sanskrit III. 100 Units.

The first half (about fifteen weeks) of this sequence is spent mastering the reading and writing of the Devanagari script and studying the grammar of the classical Sanskrit language. The remainder of the sequence is devoted to close analytical reading of simple Sanskrit texts, which are used to reinforce the grammatical study done in the first half of this course. The aim is to bring students to the point where they are comfortably able, with the help of a dictionary, to read simple, narrative Sanskrit. Texts in Sanskrit

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SANS 10200 or consent of instructor

SANS 20100-20200-20300. Second-Year Sanskrit I-II-III.

This sequence begins with a rapid review of grammar learned in the introductory course, followed by readings from a variety of Sanskrit texts. The goals are to consolidate grammatical knowledge, expand vocabulary, and gain confidence in reading different styles of Sanskrit independently.

SANS 20100. Second-Year Sanskrit I. 100 Units.

The intermediate-level Sanskrit sequence will equip students to apply the core grammar concepts that they learned in the introductory course to selected narrative, poetic, dramatic, philosophical, and scholastic texts in Sanskrit. In-class activities and selected assignments that develop skills in writing, speaking, listening, and vocabulary retention will support students' success in reading the text(s) at hand. Students will expand their abilities to apply grammar concepts by bringing increased attention to syntax and morphology. Students will be able to identify major poetic meters. Students will begin to build the skills that they will need to make use of Sanskrit commentarial works. As a whole, the sequence in Intermediate Sanskrit will prepare students to read and analyze Sanskrit texts in a range of literary styles at the advanced level, and to do so with confidence.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): SANS 10300 or consent of instructor

SANS 20200. Second-Year Sanskrit II. 100 Units.

This sequence begins with a rapid review of grammar learned in the introductory course, followed by readings from a variety of Sanskrit texts. The goals are to consolidate grammatical knowledge, expand vocabulary, and gain confidence in reading different styles of Sanskrit independently. The winter quarter will be a reading of the Mahabharata.

Instructor(s): W. Doniger Terms Offered: Winter

Prerequisite(s): SANS 20100 or consent of instructor

Equivalent Course(s): SALC 48400, HREL 36000

SANS 20300. Second-Year Sanskrit III. 100 Units.

This sequence begins with a rapid review of grammar learned in the introductory course, followed by readings from a variety of Sanskrit texts. The goals are to consolidate grammatical knowledge, expand vocabulary, and gain confidence in reading different styles of Sanskrit independently. The winter quarter will be a reading of the Mahabharata.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SANS 20200 or consent of instructor

SANS 20200. Second-Year Sanskrit II. 100 Units.

This sequence begins with a rapid review of grammar learned in the introductory course, followed by readings from a variety of Sanskrit texts. The goals are to consolidate grammatical knowledge, expand vocabulary, and gain confidence in reading different styles of Sanskrit independently. The winter quarter will be a reading of the Mahabharata.

Instructor(s): W. Doniger Terms Offered: Winter

Prerequisite(s): SANS 20100 or consent of instructor

Equivalent Course(s): SALC 48400, HREL 36000

SANS 20300. Second-Year Sanskrit III. 100 Units.

This sequence begins with a rapid review of grammar learned in the introductory course, followed by readings from a variety of Sanskrit texts. The goals are to consolidate grammatical knowledge, expand vocabulary, and gain confidence in reading different styles of Sanskrit independently. The winter quarter will be a reading of the Mahabharata.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SANS 20200 or consent of instructor

SOUTH ASIAN LANGUAGES AND CIVILIZATIONS COURSES

SALC 20100-20200. Introduction to the Civilizations of South Asia I-II.

This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

SALC 20100. Introduction to the Civilizations of South Asia I. 100 Units.

The first quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.

Instructor(s): M. Alam Terms Offered: Winter

Equivalent Course(s): ANTH 24101, HIST 10800, SOSC 23000, MDVL 20100

SALC 20200. Introduction to the Civilizations of South Asia II. 100 Units.

The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.

Instructor(s): Dipesh Chakrabarty Terms Offered: Spring

Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000

Equivalent Course(s): ANTH 24102, HIST 10900, SOSC 23100

SALC 20200. Introduction to the Civilizations of South Asia II. 100 Units.

The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.

Instructor(s): Dipesh Chakrabarty Terms Offered: Spring

Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000

Equivalent Course(s): ANTH 24102, HIST 10900, SOSC 23100

SALC 20602. Persian Poetry: Shahnameh-2. 100 Units.

The Shahnameh, the Persian "Book of Kings," is generally classed as an epic or national epic. While it does not lack for battling champions and heroic saga, it also includes episodes in a variety of disparate genres and themes: creation narrative, mythology, folk tale, romance, royal chronicle, and political history. In this course we gain familiarity with the style and language of Ferdowsi's Shahnameh by slow reading and discussion of select episodes in Persian, in tandem with a reading of the whole text in English translation. We approach the work as a foundational text of Iranian identity; compendium of pre-Islamic mythology and lore; a centrifugal axis of Persianate civilization and Iranian monarchical tradition throughout Anatolia, Central Asia and South Asia; and as an instance of "world literature." We will read with an eye toward literary structure; genre; Indo-Iranian mythology; political theory and commentary; character psychology; ideals of masculinity, femininity and heroism; the interaction of text, oral tradition, illustration, scholarship, and translation in the shaping of the literary reception of the Shahnameh; and, of course, the meaning(s) of the work. We also address wider issues of textual scholarship: the sources of the Shahnameh, the scribal transmission of Ferdowsi's text, and the production of modern critical editions and theories of textual editing. Class discussions will be in English.

Instructor(s): Franklin Lewis Terms Offered: Spring

Prerequisite(s): PERS 30320; 2 years of Persian or the equivalent.

Equivalent Course(s): PERS 20321, ISLM 30321, FNLD 26109, PERS 30321

SALC 20702. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): CRES 24003, HIST 18303, SOSC 24003, ANTH 24003

SALC 20800. Music of South Asia. 100 Units.

The course explores some of the music traditions that hail from South Asia—a region defined by the countries of India, Pakistan, Sri Lanka, Nepal, Bhutan, Afghanistan, Maldives, and their diasporas. The course will study music and some of its inextricably linked forms of dance and theatre through the lens of ethnomusicology, where music is considered in its social and cultural contexts. Students will develop tools to listen, analyze, watch, and participate in South Asian forms of music-making, using case-study based inquiries as guides along the way.

Instructor(s): Ameer Nimjee Terms Offered: Spring

Equivalent Course(s): MUSI 33706, SALC 30800, RLST 27700, MUSI 23706

SALC 20901. Indian Philosophy I: Origins and Orientations. 100 Units.

A survey of the origins of Indian philosophical thought, emphasizing the Vedas, Upanisads, and early Buddhist literature. Topics include concepts of causality and freedom, the nature of the self and ultimate reality, and the relationship between philosophical thought and ritual or ascetic religious practice.

Instructor(s): D. Arnold Terms Offered: Winter

Equivalent Course(s): DVPR 30201, HREL 30200, RLST 24201, SALC 30901

SALC 20902. Indian Philosophy II: The Classical Traditions. 100 Units.

Following on the Indian Philosophy I course, this course will survey major developments in the mature period of scholastic philosophy in India - a period, beginning a little before the middle of the first millennium C.E., that is characterized by extensive and sophisticated debate (made possible by the emergence of shared philosophical vocabulary and methods) among Buddhist, Brahmanical, and Jain philosophers. Students are encouraged (but not required) to take Indian Philosophy I before taking this course.

Instructor(s): M. Kapstein Terms Offered: Spring

Equivalent Course(s): RLST 24202, MDVL 24202, DVPR 30302, SALC 30902, HREL 30300

SALC 23104. Problems in the Study of Gender: Gender, Citizenship, Violence. 100 Units.

Equivalent Course(s): HIST 11002, GNSE 10102

SALC 25706. Problems in the Study of Gender and Sexuality: Inequality. 100 Units.

This course analyzes inequality and the overt and covert violence that results from it. These inequalities are often grounded in gender and sex but also result from a complex intersection of gender, sex, and other identities. Inequality is what produces the experience of differential citizenship, a topic that exercises scholars the world over. In particular, those interested in issues of feminism, community, and ethnicity have studied why women (some women more than others) or particular social groups such as gay or trans groups, experience disenfranchisement more than their counterparts, even when, officially, many cultures/ nation states grant their members/citizens formal legal equality. Many of the examples around which this course is framed emerge out of South Asia, but our analyses will be structured through an engagement with theoretical texts that address issues of gendered oppression and discrimination in other parts of the world. Readings will include historical, anthropological, literary texts. Key themes of the course include: debates on *parite* in France and differential citizenship for religious minorities in India; caste based violence in India studied comparatively with debates on violence against aboriginal in Australia and Canada; rape and human rights; the politics of homosexuality; violence around popular and high culture; the panic around "family values". This course is part of the College Course Cluster program, Inequality.

Instructor(s): Rochona Majumdar Terms Offered: Autumn

Equivalent Course(s): GNSE 31106, GNSE 11006

SALC 26600. Asian Identities: 1890-1945. 100 Units.

Equivalent Course(s): HIST 16600

SALC 26611. Empires, Imperialism, and Islam. 100 Units.

This seminar course will survey interactions between empires and Islam from the early nineteenth century to the early twenty-first century. It will consider the varied responses of Islamic polities to the expansion of European empires, their role in proliferating networks of travel and communication, as well as the place of religion in anti-imperial and anticolonial movements. Geographically we will cover Asia very broadly defined: from the Ottoman Empire in the west, through the Middle East and Central and South Asia, to Indonesia and Malaysia to the east. Individual classes will focus, for instance, on imperial connections, the emergence of pan-Islamism, Sufi networks, oceanic travel, subaltern social and political movements, and Cold War-era Muslim ideologies. The course will conclude with a look at the rise of more militant Islamic ideologies in recent years. Investigating this two-century long history will help students understand the complex role that Islam has played in the making of the modern world. Course readings will be on the whole recent scholarship on these subjects, with key primary texts introduced in class.

Instructor(s): F. Zaman Terms Offered: Spring

Equivalent Course(s): HIST 26611, HIST 36611, SALC 36611

SALC 26613. Courts, Trials, and Controversies in Modern India. 100 Units.

The courtroom is a physical location where judges and juries sit to hear cases and deliver justice. It is also a site of intrigue, drama, controversy, and, as we will consider in this course, a tremendously rich and important source of history. The focus of this course will be the modern legal and political history of colonial and postcolonial India in the nineteenth and twentieth centuries. The course will move through a series of courtroom trials that range from everyday cases that received almost no attention in their time to high-profile cases involving political leaders such as Mahatma Gandhi. Placing these trials in their wider political, social, and cultural context, the course will encourage students to consider the place of law in history, and of history in law. By the end of the course, students will be able to critically interrogate what the purpose of different forms of trials are, what politics undergirds law, and what light the drama of the courtroom can shed upon larger questions of historical interest. Themes will include colonial violence, nationalism, postcolonial state formation, personal law, gender and justice, and history from below.

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

Prerequisite(s): Advanced undergraduate and graduate students with some prior knowledge of South Asian or imperial history.

Equivalent Course(s): HIST 26613, LLSO 26613, SALC 36613, HIST 36613

SALC 26709. Revolutionary Indian in a Global Context. 100 Units.

Equivalent Course(s): HIST 26609, HIST 36609

SALC 26804. Frontiers and Borders in South Asia. 100 Units.

Sometimes the frontline of empires and nation-states, sometimes neglected or inaccessible, peripheral spaces are often of core concern to the central state. The aim of this upper-level undergraduate seminar is to examine the history of borders, borderlands, and frontiers as political and social concepts and as produced spaces. We will examine an array of case studies in addition to more theoretical scholarship that spans the disciplines of history, environmental studies, political science, anthropology, and geography. While using South Asia (itself a rather recently invented "area") as the primary geographic and historical focus this course will not be bound exclusively to it. The first goal of the course is to explore the evolution of key concepts such as space, territory, frontier, and borders/borderlands. The second goal is to develop methods for analyzing subjects that are simultaneously physical spaces and political, social, and historical ideas. Finally, it seeks to introduce students to areas that often fall beyond the penumbra of historical surveys centered on the nation-state. No prior knowledge of South Asian history is assumed. Weekly readings will average 150 pages. Note: No prior knowledge of South Asian history is assumed.

Equivalent Course(s): GEOG 26400, HIST 26804, GLST 26804

SALC 26901. Orality, Literature and Popular Culture of Afghanistan and Pakistan. 100 Units.

Course description unavailable.

Instructor(s): C. R. Perkins Terms Offered: Winter 2013

Equivalent Course(s): CMLT 36901, HIST 36905, CMLT 26901, NEHC 20901, HIST 26905, NEHC 30901

SALC 26903. History and Literature of Pakistan: Postcolonial Representations. 100 Units.

No description available.

Instructor(s): C.R. Perkins Terms Offered: Autumn

Equivalent Course(s): SALC 46903, NEHC 26903, HIST 26608

SALC 27000. Survey/Lang/Lit of Pakistan. 100 Units.**SALC 27301. Buddhism in South Asia. 100 Units.**

Buddhism has been an important presence in South Asian religion and culture since its origins in northern India some 2500 years ago. In this course, we will survey the history of ideas and practices in Indian and Tibetan Buddhism from its earliest traces to the present. (C)

Instructor(s): C. Wedemeyer Terms Offered: Winter

Equivalent Course(s): RLST 27302

SALC 27701. Mughal India: Tradition & Transition. 100 Units.

The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth centuries, especially on selected issues that have been at the center of historiographical debate in the past decades.

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

Prerequisite(s): Advanced standing or consent of instructor. Prior knowledge of appropriate history and secondary literature required.

Equivalent Course(s): NEHC 30570, HIST 36602, HIST 26602, SALC 37701, NEHC 20570

SALC 27904. Wives, Widows, and Prostitutes: Hindi Literature and the "Women's Question" 100 Units.

From the early 19th century onward, the debate on the status of Indian women was an integral part of the discourse on the state of civilization, Hindu tradition, and social reform in colonial India. This course will explore how Indian authors of the late 19th and early 20th centuries engaged with the so-called "women's question."

Caught between middle-class conservatism and the urge for social reform, Hindi and Urdu writers addressed controversial issues such as female education, child marriage, widow remarriage, and prostitution in their fictional and discursive writings. We will explore the tensions of a literary and social agenda that advocated the 'uplift' of women as a necessary precondition for the progress of the nation, while also expressing patriarchal fears about women's rights and freedom. The course is open to both undergraduate and graduate students. Basic knowledge of Hindi and/or Urdu is preferable, but not required. We will read works by Nazir Ahmad, Premchand, Jainendra Kumar, Mirza Hadi Ruswa, and Mahadevi Varma in English translation, and also look at texts used in Indian female education at the time.

Instructor(s): U. Stark Terms Offered: Spring

Prerequisite(s): Consent of instructor based on demonstrated knowledge of Hindi

Equivalent Course(s): GNSE 27902, SALC 43800, GNSE 47900

SALC 28606. The Spirit of the Nation: Comparisons between India and China. 100 Units.

This course examines the spiritual nature of nationalism. All over the world nationalists of various political persuasions try to formulate the spiritual essence ('Geist') of the nation. They build theories of civilizational uniqueness or 'the genius of the nation', but use ideas that were originally intended to promote 'universal spirituality'. This tension between nationalism and universalism will be explored. Spiritual nationalism also has an uneasy relation with existing religious traditions that have their own ideas and practices around spirits. The course will focus on comparisons between India and China, but also engage with other nationalisms and religious traditions, such as Japanese Shintoism. The approach is less from a formal history of the circulation of ideas than from a comparative anthropology. Examination by final essay.

Instructor(s): Peter van der Veer Terms Offered: Spring

Equivalent Course(s): AASR 36806, SALC 38606, ANTH 35032, ANTH 23912

SALC 29002. Tibet: Culture, Art, and History. 100 Units.

This class will introduce students to Tibetan civilization from pre-modernity to the present with an emphasis on literature, society, visual arts, and history. Attention will be paid to Tibet's relations with neighboring polities in South, East, and Central Asia, as well as distinctive indigenous practices. The course will cover a range of Tibetan cultural forms, highlighting pre-modern sciences of medicine, logic, and meditation, as well as contemporary developments in Tibetan modernity and the diaspora communities. Course materials will include primary sources in translation (e.g. Dunhuang manuscripts and other literature), contemporary scholarship, as well as audio-visual materials. In addition to informed participation in course meetings/discussions, including regular, timely completion of reading assignments, students are expected to write two short (5-7pp) papers on topics assigned by the instructors. *All course readings will be available on electronic reserve via Canvas (<http://canvas.uchicago.edu/>)*

Instructor(s): Karma Ngodup and Christian K. Wedemeyer Terms Offered: Autumn

Equivalent Course(s): SALC 39002

SALC 29800-29801-29802. BA Paper I-II-III.

Students register for this sequence for two quarters. One quarter is for directed reading; and the second quarter is for writing and submission of the BA paper, which can be credited toward the SALC major requirements.

SALC 29800. BA Paper I. 100 Units.

Students register for this sequence for two quarters. The first quarter is for directed reading and may only be used as general elective credit.

Terms Offered: Autumn

Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29801. BA Paper II. 100 Units.

Students register for this sequence for two quarters. The second quarter is for writing and submission of the BA paper, which can be credited toward the SALC major requirements.

Terms Offered: Winter

Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29802. B.A. Paper III. 100 Units.

BA Paper

Terms Offered: Spring

Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29801. BA Paper II. 100 Units.

Students register for this sequence for two quarters. The second quarter is for writing and submission of the BA paper, which can be credited toward the SALC major requirements.

Terms Offered: Winter

Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29802. B.A. Paper III. 100 Units.

BA Paper

Terms Offered: Spring

Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29900. Informal Course: South Asia. 100 Units.

This individual reading course with faculty may be used for topics not requiring use of a South Asian language, for independent study, and by nonmajors who wish to explore a South Asian topic. Note(s): Students are required to submit the College Reading and Research Course Form.

Terms Offered: Autumn

Note(s): Students are required to submit the College Reading and Research Course Form.

TAMIL COURSES**TAML 10100-10200-10300. First-Year Tamil I-II-III.**

The grammar of modern Tamil, in its manifestation both in colloquial and formal styles, and a good amount of vocabulary needed for referring to the immediate environment and using in day today transactions will be acquired. The four language skills acquired will be at different levels of proficiency with listening and speaking at the top followed by reading of formal texts and ending with basic writing skills in the formal style. The gradual progression in listening will be from teacher-student to speaker-speaker; in speaking it will be from articulation of sounds and intonation to expressing personal needs and interests, performing practical tasks, narrating experience and expressing emotions; in reading it will be from alphabet and spelling in the two styles to sign boards, controlled texts, factual news stories, interpretive reports and jokes; in writing from conversion of colloquial style into conventional style to personal letters, paraphrasing and translation of sentences. The tools used are classroom conversations, conversational tapes, videos, graded print materials, select materials from the print media including tales, which are complemented by exercises and quizzes.

TAML 10100. First-Year Tamil I. 100 Units.

The grammar of modern Tamil, in its manifestation both in colloquial and formal styles, and a good amount of vocabulary needed for referring to the immediate environment and using in day today transactions will be acquired. The four language skills acquired will be at different levels of proficiency with listening and speaking at the top followed by reading of formal texts and ending with basic writing skills in the formal style. The gradual progression in listening will be from teacher-student to speaker-speaker; in speaking it will be from articulation of sounds and intonation to expressing personal needs and interests, performing practical tasks, narrating experience and expressing emotions; in reading it will be from alphabet and spelling in the two styles to sign boards, controlled texts, factual news stories, interpretive reports and jokes; in writing from conversion of colloquial style into conventional style to personal letters, paraphrasing and translation of sentences. The tools used are classroom conversations, conversational tapes, videos, graded print materials, select materials from the print media including tales, which are complemented by exercises and quizzes.

Instructor(s): E. Annamalai Terms Offered: Autumn

TAML 10200. First-Year Tamil II. 100 Units.

The grammar of modern Tamil, in its manifestation both in colloquial and formal styles, and a good amount of vocabulary needed for referring to the immediate environment and using in day today transactions will be acquired. The four language skills acquired will be at different levels of proficiency with listening and speaking at the top followed by reading of formal texts and ending with basic writing skills in the formal style. The gradual progression in listening will be from teacher-student to speaker-speaker; in speaking it will be from articulation of sounds and intonation to expressing personal needs and interests, performing practical tasks, narrating experience and expressing emotions; in reading it will be from alphabet and spelling in the two styles to sign boards, controlled texts, factual news stories, interpretive reports and jokes; in writing from conversion of colloquial style into conventional style to personal letters, paraphrasing and translation of sentences. The tools used are classroom conversations, conversational tapes, videos, graded print materials, select materials from the print media including tales, which are complemented by exercises and quizzes. The basic pedagogical materials are accessible at <https://tamilcourse.uchicago.edu/>.

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

Prerequisite(s): TAML 10100 or consent of instructor

TAML 10300. First-Year Tamil III. 100 Units.

The grammar of modern Tamil, in its manifestation both in colloquial and formal styles, and a good amount of vocabulary needed for referring to the immediate environment and using in day today transactions will be acquired. The four language skills acquired will be at different levels of proficiency with listening and speaking at the top followed by reading of formal texts and ending with basic writing skills in the formal style. The gradual progression in listening will be from teacher-student to speaker-speaker; in speaking it will be from articulation of sounds and intonation to expressing personal needs and interests, performing practical tasks, narrating experience and expressing emotions; in reading it will be from alphabet and spelling in the two styles to sign boards, controlled texts, factual news stories, interpretive reports and jokes; in writing from conversion of colloquial style into conventional style to personal letters, paraphrasing and translation of sentences. The tools used are classroom conversations, conversational tapes, videos, graded print materials, select materials from the print media including tales, which are complemented by exercises and quizzes. The basic pedagogical materials are accessible at <https://tamilcourse.uchicago.edu/>.

Instructor(s): E. Annamalai Terms Offered: Spring

Prerequisite(s): TAML 10200 or consent of instructor

TAML 10200. First-Year Tamil II. 100 Units.

The grammar of modern Tamil, in its manifestation both in colloquial and formal styles, and a good amount of vocabulary needed for referring to the immediate environment and using in day today transactions will be acquired. The four language skills acquired will be at different levels of proficiency with listening and speaking at the top followed by reading of formal texts and ending with basic writing skills in the formal style. The gradual progression in listening will be from teacher-student to speaker-speaker; in speaking it will be from articulation of sounds and intonation to expressing personal needs and interests, performing practical tasks, narrating experience and expressing emotions; in reading it will be from alphabet and spelling in the two styles to sign boards, controlled texts, factual news stories, interpretive reports and jokes; in writing from conversion of colloquial style into conventional style to personal letters, paraphrasing and translation of sentences. The tools used are classroom conversations, conversational tapes, videos, graded print materials, select materials from the print media including tales, which are complemented by exercises and quizzes. The basic pedagogical materials are accessible at <https://tamilcourse.uchicago.edu/>.

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

Prerequisite(s): TAML 10100 or consent of instructor

TAML 10300. First-Year Tamil III. 100 Units.

The grammar of modern Tamil, in its manifestation both in colloquial and formal styles, and a good amount of vocabulary needed for referring to the immediate environment and using in day today transactions will be acquired. The four language skills acquired will be at different levels of proficiency with listening and speaking at the top followed by reading of formal texts and ending with basic writing skills in the formal style. The gradual progression in listening will be from teacher-student to speaker-speaker; in speaking it will be from articulation of sounds and intonation to expressing personal needs and interests, performing practical tasks, narrating experience and expressing emotions; in reading it will be from alphabet and spelling in the two styles to sign boards, controlled texts, factual news stories, interpretive reports and jokes; in writing from conversion of colloquial style into conventional style to personal letters, paraphrasing and translation of sentences. The tools used are classroom conversations, conversational tapes, videos, graded print materials, select materials from the print media including tales, which are complemented by exercises and quizzes. The basic pedagogical materials are accessible at <https://tamilcourse.uchicago.edu/>.
 Instructor(s): E. Annamalai Terms Offered: Spring
 Prerequisite(s): TAML 10200 or consent of instructor

TAML 20100-20200-20300. Second-Year Tamil I-II-III.

This sequence is structured in a similar fashion as in the first year to develop the higher order of the four language skills. All materials, aural and visual, will be uncontrolled and unedited. The student will be introduced to web sources and dictionaries for self-reference and to using Unicode for writing. The student also will be exposed to dialects to have a taste of them. At the end of the course, the student will be able to converse in Tamil about specific topics of interest, to understand programs in the visual media including lyrics, to ask questions in field work situations, to read and understand texts on current events in newspapers and magazines, to understand and appreciate modern fiction and poetry, to read and understand public communications such as pamphlets, invitations, announcements, advertisements, and public speeches, and to write short essays and reports. If there is interest, web pages will be added to printed pages for reading and email and chat groups will be added for practicing writing.

TAML 20100. Second-Year Tamil-1. 100 Units.

This sequence is structured in a similar fashion as in the first year to develop the higher order of the four language skills. All materials, aural and visual, will be uncontrolled and unedited. The student will be introduced to web sources and dictionaries for self-reference and to using Unicode for writing. The student also will be exposed to dialects to have a taste of them. At the end of the course, the student will be able to converse in Tamil about specific topics of interest, to understand programs in the visual media including lyrics, to ask questions in field work situations, to read and understand texts on current events in newspapers and magazines, to understand and appreciate modern fiction and poetry, to read and understand public communications such as pamphlets, invitations, announcements, advertisements, and public speeches, and to write short essays and reports. If there is interest, web pages will be added to printed pages for reading and email and chat groups will be added for practicing writing. Prerequisite(s): TAML 10300 or consent of instructor
 Instructor(s): E. Annamalai Terms Offered: Autumn
 Prerequisite(s): TAML 10300 or consent of instructor

TAML 20200. Second-Year Tamil-2. 100 Units.

This sequence is structured in a similar fashion as in the first year to develop the higher order of the four language skills. All materials, aural and visual, will be uncontrolled and unedited. The student will be introduced to web sources and dictionaries for self-reference and to using Unicode for writing. The student also will be exposed to dialects to have a taste of them. At the end of the course, the student will be able to converse in Tamil about specific topics of interest, to understand programs in the visual media including lyrics, to ask questions in field work situations, to read and understand texts on current events in newspapers and magazines, to understand and appreciate modern fiction and poetry, to read and understand public communications such as pamphlets, invitations, announcements, advertisements, and public speeches, and to write short essays and reports. If there is interest, web pages will be added to printed pages for reading and email and chat groups will be added for practicing writing. The basic pedagogical materials are accessible at <https://tamilcourse.uchicago.edu/>.
 Instructor(s): E. Annamalai Terms Offered: Winter
 Prerequisite(s): TAML 20100 or consent of instructor

TAML 20300. Second-Year Tamil-3. 100 Units.

This sequence is structured in a similar fashion as in the first year to develop the higher order of the four language skills. All materials, aural and visual, will be uncontrolled and unedited. The student will be introduced to web sources and dictionaries for self-reference and to using Unicode for writing. The student also will be exposed to dialects to have a taste of them. At the end of the course, the student will be able to converse in Tamil about specific topics of interest, to understand programs in the visual media including lyrics, to ask questions in field work situations, to read and understand texts on current events in newspapers and magazines, to understand and appreciate modern fiction and poetry, to read and understand public communications such as pamphlets, invitations, announcements, advertisements, and public speeches, and to write short essays and reports. If there is interest, web pages will be added to printed pages for reading and email and chat groups will be added for practicing writing. The basic pedagogical materials are accessible at <https://tamilcourse.uchicago.edu/>.

Instructor(s): E. Annamalai Terms Offered: Spring
Prerequisite(s): TAML 20200 or consent of instructor

TAML 20200. Second-Year Tamil-2. 100 Units.

This sequence is structured in a similar fashion as in the first year to develop the higher order of the four language skills. All materials, aural and visual, will be uncontrolled and unedited. The student will be introduced to web sources and dictionaries for self-reference and to using Unicode for writing. The student also will be exposed to dialects to have a taste of them. At the end of the course, the student will be able to converse in Tamil about specific topics of interest, to understand programs in the visual media including lyrics, to ask questions in field work situations, to read and understand texts on current events in newspapers and magazines, to understand and appreciate modern fiction and poetry, to read and understand public communications such as pamphlets, invitations, announcements, advertisements, and public speeches, and to write short essays and reports. If there is interest, web pages will be added to printed pages for reading and email and chat groups will be added for practicing writing. The basic pedagogical materials are accessible at <https://tamilcourse.uchicago.edu/>.

Instructor(s): E. Annamalai Terms Offered: Winter
Prerequisite(s): TAML 20100 or consent of instructor

TAML 20300. Second-Year Tamil-3. 100 Units.

This sequence is structured in a similar fashion as in the first year to develop the higher order of the four language skills. All materials, aural and visual, will be uncontrolled and unedited. The student will be introduced to web sources and dictionaries for self-reference and to using Unicode for writing. The student also will be exposed to dialects to have a taste of them. At the end of the course, the student will be able to converse in Tamil about specific topics of interest, to understand programs in the visual media including lyrics, to ask questions in field work situations, to read and understand texts on current events in newspapers and magazines, to understand and appreciate modern fiction and poetry, to read and understand public communications such as pamphlets, invitations, announcements, advertisements, and public speeches, and to write short essays and reports. If there is interest, web pages will be added to printed pages for reading and email and chat groups will be added for practicing writing. The basic pedagogical materials are accessible at <https://tamilcourse.uchicago.edu/>.

Instructor(s): E. Annamalai Terms Offered: Spring
Prerequisite(s): TAML 20200 or consent of instructor

TIBETAN COURSES**TBTN 10100-10200-10300. First-Year Tibetan I-II-III.**

The Tibetan language, with a history going back more than one thousand years, is one of Asia's major literary languages. At the present time, it is the first language of close to seven million people in Tibet, as well as in India, Nepal, and Bhutan. The textbook is *The Manual of Standard Tibetan* by Nicolas Tournade and Sangda Dorje. This introductory sequence covers the script and pronunciation, the grammar of the modern Lhasa dialect, as well as basic reading and speaking skills.

TBTN 10100. First-Year Tibetan I. 100 Units.

The Tibetan language, with a history going back more than one thousand years, is one of Asia's major literary languages. At the present time, it is the first language of close to seven million people in Tibet, as well as in India, Nepal, and Bhutan. The textbook is *The Manual of Standard Tibetan* by Nicolas Tournade and Sangda Dorje. This introductory sequence covers the script and pronunciation, the grammar of the modern Lhasa dialect, as well as basic reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Autumn

TBTN 10200. First-Year Tibetan II. 100 Units.

The Tibetan language, with a history going back more than one thousand years, is one of Asia's major literary languages. At the present time, it is the first language of close to seven million people in Tibet, as well as in India, Nepal, and Bhutan. The textbook is *The Manual of Standard Tibetan* by Nicolas Tournade and Sangda Dorje. This introductory sequence covers the script and pronunciation, the grammar of the modern Lhasa dialect, as well as basic reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Winter
Prerequisite(s): TBTN 10100 or consent of instructor

TBTN 10300. First-Year Tibetan III. 100 Units.

The Tibetan language, with a history going back more than one thousand years, is one of Asia's major literary languages. At the present time, it is the first language of close to seven million people in Tibet, as well as in India, Nepal, and Bhutan. The textbook is *The Manual of Standard Tibetan* by Nicolas Tournade and Sangda Dorje. This introductory sequence covers the script and pronunciation, the grammar of the modern Lhasa dialect, as well as basic reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Spring
Prerequisite(s): TBTN 10200 or consent of instructor

TBTN 10200. First-Year Tibetan II. 100 Units.

The Tibetan language, with a history going back more than one thousand years, is one of Asia's major literary languages. At the present time, it is the first language of close to seven million people in Tibet, as well as in India, Nepal, and Bhutan. The textbook is *The Manual of Standard Tibetan* by Nicolas Tournade and Sangda Dorje. This introductory sequence covers the script and pronunciation, the grammar of the modern Lhasa dialect, as well as basic reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Winter
Prerequisite(s): TBTN 10100 or consent of instructor

TBTN 10300. First-Year Tibetan III. 100 Units.

The Tibetan language, with a history going back more than one thousand years, is one of Asia's major literary languages. At the present time, it is the first language of close to seven million people in Tibet, as well as in India, Nepal, and Bhutan. The textbook is *The Manual of Standard Tibetan* by Nicolas Tournade and Sangda Dorje. This introductory sequence covers the script and pronunciation, the grammar of the modern Lhasa dialect, as well as basic reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Spring
Prerequisite(s): TBTN 10200 or consent of instructor

TBTN 20100-20200-20300. Second-Year Tibetan I-II-III.

This intermediate sequence covers second-level pronunciation and grammar of the modern Lhasa dialect, as well as intermediate-level reading and speaking skills.

TBTN 20100. Second-Year Tibetan I. 100 Units.

This intermediate sequence covers second-level pronunciation and grammar of the modern Lhasa dialect, as well as intermediate-level reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Autumn
Prerequisite(s): TBTN 10300 or consent of instructor

TBTN 20200. Second-Year Tibetan II. 100 Units.

This intermediate sequence covers second-level pronunciation and grammar of the modern Lhasa dialect, as well as intermediate-level reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Winter
Prerequisite(s): TBTN 20100 or consent of instructor

TBTN 20300. Second-Year Tibetan III. 100 Units.

This intermediate sequence covers second-level pronunciation and grammar of the modern Lhasa dialect, as well as intermediate-level reading and speaking skills.

Instructor(s): D. Tomlinson Terms Offered: Spring
Prerequisite(s): TBTN 20200 or consent of instructor

TBTN 20200. Second-Year Tibetan II. 100 Units.

This intermediate sequence covers second-level pronunciation and grammar of the modern Lhasa dialect, as well as intermediate-level reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Winter
Prerequisite(s): TBTN 20100 or consent of instructor

TBTN 20300. Second-Year Tibetan III. 100 Units.

This intermediate sequence covers second-level pronunciation and grammar of the modern Lhasa dialect, as well as intermediate-level reading and speaking skills.

Instructor(s): D. Tomlinson Terms Offered: Spring
Prerequisite(s): TBTN 20200 or consent of instructor

URDU COURSES

URDU 10100-10200-10300. First-Year Urdu I-II-III.

These courses must be taken in sequence. This three-quarter sequence covers basic grammar and vocabulary. Spoken by thirty-five million people in South Asia, Urdu is the national language of Pakistan and one of the official languages of India. Our text is C. M. Naim's *Introductory Urdu, Volumes I and II*. Students learn to read and write the Urdu script, as well as to compose/write in Urdu. We also emphasize aural and oral skills (i.e., listening, pronunciation, speaking). These courses must be taken in sequence. Prospective students should contact the instructor, Elena Bashir (<http://salc.uchicago.edu/faculty/bashir>).

URDU 10100. First-Year Urdu I. 100 Units.

These courses must be taken in sequence. This three-quarter sequence covers basic grammar and vocabulary. Spoken by thirty-five million people in South Asia, Urdu is the national language of Pakistan and one of the official languages of India. Our text is C. M. Naim's *Introductory Urdu, Volumes I and II*. Students learn to read and write the Urdu script, as well as to compose/write in Urdu. We also emphasize aural and oral skills (i.e., listening, pronunciation, speaking). These courses must be taken in sequence. Prospective students should contact the instructor, Elena Bashir.

Instructor(s): Staff Terms Offered: Autumn

URDU 10200. First-Year Urdu II. 100 Units.

Spoken by over thirty-five million people in South Asia, Urdu is the national language of Pakistan and one of the official languages of India. It is written in the Perso-Arabic script, which facilitates learning to read and write several other South Asian languages. This three-quarter sequence covers basic grammar and vocabulary. Our text is C. M. Naim's *Introductory Urdu, Volumes I and II*. Students learn to read and write the Urdu script, as well as to compose/write in Urdu. By the end of three quarters students have covered all the major grammatical structures of the language. We also emphasize aural and oral skills (i.e., listening, pronunciation, speaking). These courses must be taken in sequence, since the script is introduced in the Autumn quarter. Students should also be aware that they need to contact the instructor ahead of time to discuss scheduling if they are planning to take this course. Elena Bashir, Autumn-Winter-Spring. Prospective students should contact instructor: ebashir@uchicago.edu.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): URDU 10100 or consent of instructor

URDU 10300. First-Year Urdu III. 100 Units.

Spoken by over thirty-five million people in South Asia, Urdu is the national language of Pakistan and one of the official languages of India. It is written in the Perso-Arabic script, which facilitates learning to read and write several other South Asian languages. This three-quarter sequence covers basic grammar and vocabulary. Our text is C. M. Naim's *Introductory Urdu, Volumes I and II*. Students learn to read and write the Urdu script, as well as to compose/write in Urdu. By the end of three quarters students have covered all the major grammatical structures of the language. We also emphasize aural and oral skills (i.e., listening, pronunciation, speaking). These courses must be taken in sequence, since the script is introduced in the Autumn quarter. Students should also be aware that they need to contact the instructor ahead of time to discuss scheduling if they are planning to take this course. Elena Bashir, Autumn-Winter-Spring. Prospective students should contact instructor: ebashir@uchicago.edu.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): URDU 10200 or consent of instructor.

URDU 10200. First-Year Urdu II. 100 Units.

Spoken by over thirty-five million people in South Asia, Urdu is the national language of Pakistan and one of the official languages of India. It is written in the Perso-Arabic script, which facilitates learning to read and write several other South Asian languages. This three-quarter sequence covers basic grammar and vocabulary. Our text is C. M. Naim's *Introductory Urdu, Volumes I and II*. Students learn to read and write the Urdu script, as well as to compose/write in Urdu. By the end of three quarters students have covered all the major grammatical structures of the language. We also emphasize aural and oral skills (i.e., listening, pronunciation, speaking). These courses must be taken in sequence, since the script is introduced in the Autumn quarter. Students should also be aware that they need to contact the instructor ahead of time to discuss scheduling if they are planning to take this course. Elena Bashir, Autumn-Winter-Spring. Prospective students should contact instructor: ebashir@uchicago.edu.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): URDU 10100 or consent of instructor

URDU 10300. First-Year Urdu III. 100 Units.

Spoken by over thirty-five million people in South Asia, Urdu is the national language of Pakistan and one of the official languages of India. It is written in the Perso-Arabic script, which facilitates learning to read and write several other South Asian languages. This three-quarter sequence covers basic grammar and vocabulary. Our text is C. M. Naim's *Introductory Urdu, Volumes I and II*. Students learn to read and write the Urdu script, as well as to compose/write in Urdu. By the end of three quarters students have covered all the major grammatical structures of the language. We also emphasize aural and oral skills (i.e., listening, pronunciation, speaking). These courses must be taken in sequence, since the script is introduced in the Autumn quarter. Students should also be aware that they need to contact the instructor ahead of time to discuss scheduling if they are planning to take this course. Elena Bashir, Autumn-Winter-Spring. Prospective students should contact instructor: ebashir@uchicago.edu.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): URDU 10200 or consent of instructor.

URDU 20100-20200-20300. Second-Year Urdu I-II-III.

This sequence is a continuation of URDU 10100-10200-10300. There is increased emphasis on vocabulary building. Depending on ability levels and interests of the students, readings can include selections from various original sources. Prospective students should contact the instructor, Elena Bashir (<http://salc.uchicago.edu/faculty/bashir>).

URDU 20100. Second-Year Urdu I. 100 Units.

This sequence is a continuation of URDU 10100-10200-10300. There is increased emphasis on vocabulary building. Depending on ability levels and interests of the students, readings can include selections from various original sources. Prospective students should contact the instructor, Elena Bashir. Prerequisite(s): URDU 10300 or consent of instructor

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): URDU 10300 or consent of instructor

URDU 20200. Second-Year Urdu II. 100 Units.

First year Urdu or comparable level of language skills. This sequence is a continuation of URDU 10100-10200-10300. There is increased emphasis on vocabulary building and reading progressively complex texts. Depending on ability levels and interests of the students, readings can include selections from various original sources. Elena Bashir, Autumn-Winter-Spring. Prospective students should contact instructor: ebashir@uchicago.edu.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): URDU 20100 or consent of instructor

URDU 20300. Second-Year Urdu III. 100 Units.

This sequence is a continuation of URDU 10100-10200-10300. There is increased emphasis on vocabulary building and reading progressively more complex texts. Depending on ability levels and interests of the students, readings can include selections from various original sources. Prospective students should contact instructor: ebashir@uchicago.edu.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): URDU 20200 or consent of instructor.

URDU 20200. Second-Year Urdu II. 100 Units.

First year Urdu or comparable level of language skills. This sequence is a continuation of URDU 10100-10200-10300. There is increased emphasis on vocabulary building and reading progressively complex texts. Depending on ability levels and interests of the students, readings can include selections from various original sources. Elena Bashir, Autumn-Winter-Spring. Prospective students should contact instructor: ebashir@uchicago.edu.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): URDU 20100 or consent of instructor

URDU 20300. Second-Year Urdu III. 100 Units.

This sequence is a continuation of URDU 10100-10200-10300. There is increased emphasis on vocabulary building and reading progressively more complex texts. Depending on ability levels and interests of the students, readings can include selections from various original sources. Prospective students should contact instructor: ebashir@uchicago.edu.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): URDU 20200 or consent of instructor.



STATISTICS

Department Website: <http://www.stat.uchicago.edu>

PROGRAM OF STUDY

The modern science of statistics involves the development of principles and methods for modeling uncertainty, for designing experiments, surveys, and observational programs, and for analyzing and interpreting empirical data. Mathematics plays a major role in all areas of statistics, from probability theory to data analysis. Statistics is an appropriate field for students with strong mathematical and computational skills and an interest in applying these skills to problems in the natural and social sciences. A program leading to the bachelor's degree in Statistics offers coverage of the principles and methods of statistics in combination with solid training in mathematics and some additional training in computation. The major can provide appropriate preparation for graduate study in statistics or in other subjects with strong quantitative components. Students considering graduate study in statistics or related fields are encouraged to discuss their programs with the Departmental Adviser for Majors at an early stage, whether or not they plan to receive an undergraduate degree in Statistics.

Students who are majoring in other fields of study may also complete a minor in Statistics and are encouraged to discuss their course choices with the Departmental Adviser for Minors. Information on the minor follows the description of the major.

GENERAL COURSE INFORMATION

Courses at the 10000 or 20000 level are designed to provide instruction in statistics, probability, and statistical computation for students from all parts of the University. These courses differ in emphasis on theory or methods, in mathematical level, and in the direction of applications.

INTRODUCTORY COURSES AND SEQUENCES

To begin their studies in statistics, students can choose from several courses. Students and College advisers are encouraged to contact the Departmental Adviser for Introductory Courses for advice on choosing an appropriate first course.

Students with little or no math background who do not intend to continue on to more advanced statistics courses may take *either* STAT 20000 Elementary Statistics or STAT 20010 Elementary Statistics Through Case Study; enrolling in both is not permitted. Either course satisfies the general education requirement in the mathematical sciences. These courses are two variants of an introductory course that emphasizes concepts rather than statistical techniques. Neither STAT 20000 Elementary Statistics nor STAT 20010 Elementary Statistics Through Case Study may be taken by students with credit for STAT 22000 Statistical Methods and Applications, STAT 23400 Statistical Models and Methods, or more advanced courses in the Department of Statistics. Neither STAT 20000 Elementary Statistics nor STAT 20010 Elementary Statistics Through Case Study counts toward the major or minor in Statistics.

The sequence STAT 11800 Introduction to Data Science I-STAT 11900 Introduction to Data Science II provides a computational introduction to statistical concepts, techniques, and applications to data analysis. STAT 11800 Introduction to Data Science I-STAT 11900 Introduction to Data Science II has considerable overlap with STAT 22000 Statistical Methods and Applications, but has a more computational and less mathematical emphasis than STAT 22000 Statistical Methods and Applications. Neither STAT 11800 Introduction to Data Science I nor STAT 11900 Introduction to Data Science II can count toward the major in Statistics. STAT 11900 Introduction to Data Science II, but not STAT 11800 Introduction to Data Science I, may be used as an elective in the minor in Statistics.

Students with at least MATH 13100 Elem Functions and Calculus I or placement into MATH 15100 Calculus I are encouraged to take STAT 22000 Statistical Methods and Applications instead of either STAT 20000 Elementary Statistics or STAT 20010 Elementary Statistics Through Case Study. Students with three quarters of calculus may choose either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods. Students may count either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods, but not both, toward the forty-two credits required for graduation.

STAT 22000 Statistical Methods and Applications is a general introduction to statistical concepts, techniques, and applications to data analysis and to problems in the design, analysis, and interpretation of experiments and observational programs. A score of 5 on the AP Statistics exam yields credit for STAT 22000 Statistical Methods and Applications, although this credit will not count toward the requirements for a major or minor in Statistics. STAT 22000 Statistical Methods and Applications can count toward the minor in Statistics, but for students matriculating in Autumn Quarter 2016 and after, cannot count toward the major in Statistics.

STAT 23400 Statistical Models and Methods covers much of the same material as STAT 22000 Statistical Methods and Applications, but at a somewhat higher mathematical level. The course is a one-quarter introduction to statistics that is appropriate for any student with a good command of univariate calculus including sequences and series. STAT 23400 Statistical Models and Methods can count toward the minor in Statistics, but for students matriculating in Autumn Quarter 2016 and after, cannot count toward the major in Statistics.

Students cannot hold credit for both STAT 22000 Statistical Methods and Applications and STAT 23400 Statistical Models and Methods. Students completing either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods forego their AP Statistics credit for STAT 22000 Statistical Methods and Applications.

2 Course Seq Code Title not found for STAT 24400 is recommended for students who wish to have a thorough introduction to statistical theory and methodology. 2 Course Seq Code Title not found for STAT 24400 is more mathematically demanding than either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods. STAT 24400 Statistical Theory and Methods I assumes some familiarity with multivariate calculus, and STAT 24500 Statistical Theory and Methods II assumes some familiarity with linear algebra.

2 Course Seq Code Title not found for STAT 24410 is an alternative version of 2 Course Seq Code Title not found for STAT 24400 that requires STAT 25100 Introduction to Mathematical Probability (or STAT 25150 Introduction to Mathematical Probability-A) as a prerequisite and that replaces some probability topics with additional statistical topics not normally covered in 2 Course Seq Code Title not found for STAT 24400. 2 Course Seq Code Title not found for STAT 24410 is particularly well-suited for students with a strong mathematical background who are interested in more extensive coverage of probability and statistics. Students may count either STAT 24400 Statistical Theory and Methods I or STAT 24410 Statistical Theory and Methods Ia, but not both, toward the 4200 units of credit required for graduation. Similarly, students may count either STAT 24500 Statistical Theory and Methods II or STAT 24510 Statistical Theory and Methods IIa, but not both, and they may count STAT 25100 Introduction to Mathematical Probability or STAT 25150 Introduction to Mathematical Probability-A, but not both, toward the 4200 units of credits required for graduation.

Students considering a major in Statistics are encouraged to begin with either 2 Course Seq Code Title not found for STAT 24400 or with the alternative sequence consisting of STAT 25100 Introduction to Mathematical Probability and 2 Course Seq Code Title not found for STAT 24410, rather than with STAT 23400 Statistical Models and Methods. Although students with a strong mathematical background can and do take either 2 Course Seq Code Title not found for STAT 24400 or the alternative sequence (STAT 25100 Introduction to Mathematical Probability and 2 Course Seq Code Title not found for STAT 24410) without prior course work in statistics or probability, some students find it helpful to take either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods as preparation.

The core of the Statistics major consists of three courses: STAT 25100 Introduction to Mathematical Probability and either 2 Course Seq Code Title not found for STAT 24400 or 2 Course Seq Code Title not found for STAT 24410. Either of these is recommended as a three-quarter cognate sequence for students in the quantitative sciences and mathematics. Note that STAT 25100 Introduction to Mathematical Probability may be taken before, after, or concurrently with 2 Course Seq Code Title not found for STAT 24400, though it is a prerequisite for 2 Course Seq Code Title not found for STAT 24410.

ADDITIONAL COURSES IN STATISTICAL THEORY, METHODS, AND APPLICATIONS

For students interested in continuing their study of statistics beyond the introductory level, STAT 22200 Linear Models and Experimental Design, STAT 22400 Applied Regression Analysis, STAT 22600 Analysis of Categorical Data, STAT 22700 Biostatistical Methods, and STAT 26700 History of Statistics are recommended. Note that because there is some overlap between STAT 22600 Analysis of Categorical Data and STAT 22700 Biostatistical Methods, only one of these two courses, not both, may be counted toward a major or minor in Statistics. The courses STAT 22200 Linear Models and Experimental Design, STAT 22400 Applied Regression Analysis, STAT 22600 Analysis of Categorical Data, and STAT 26700 History of Statistics may be taken in any order. Each presumes two quarters of calculus (except STAT 26700 History of Statistics) and a previous course in statistics (STAT 22000 Statistical Methods and Applications or higher). STAT 22700 Biostatistical Methods has STAT 22400 Applied Regression Analysis as a prerequisite.

For students who have completed 2 Course Seq Code Title not found for STAT 24400 and are interested in more advanced statistical methodology courses, STAT 24620 Multivariate Statistical Analysis: Applications and Techniques, STAT 26100 Time Dependent Data, STAT 26300 Introduction to Statistical Genetics, STAT 27400 Nonparametric Inference, STAT 27850 Multiple Testing, Modern Inference, and Replicability, and STAT 34300 Applied Linear Stat Methods are recommended. Many other graduate courses in Statistics offer opportunities for further study of statistical theory, methods, and applications. For details, consult the instructor or the Departmental Adviser for Majors, or visit the Graduate Announcements (<http://graduateannouncements.uchicago.edu/departments/statistics>).

COURSES IN PROBABILITY

Students interested in probability can begin with STAT 25100 Introduction to Mathematical Probability, which can be taken separately from any Statistics courses and can be supplemented with more advanced probability courses, such as STAT 25300 Introduction to Probability Models or MATH 23500 Markov Chains, Martingales, and Brownian Motion. Students with a strong mathematical background can take STAT 31200 Introduction to Stochastic Processes I, STAT 38100 Measure-Theoretic Probability I, and STAT 38300 Measure-Theoretic Probability III. Note that because there is some overlap between MATH 23500 Markov Chains,

Martingales, and Brownian Motion and STAT 31200 Introduction to Stochastic Processes I, only one of these two courses, not both, may be counted toward a major in Statistics.

COURSES IN MACHINE LEARNING

A student with a strong computer science background and some knowledge of elementary statistics could take STAT 27725 Machine Learning. Other courses in the category of machine learning include the advanced statistical methodology courses STAT 24620 Multivariate Statistical Analysis: Applications and Techniques and STAT 27400 Nonparametric Inference. Graduate course offerings in machine learning include STAT 37601 Machine Learning and Large-Scale Data Analysis and STAT 37710 Machine Learning.

COURSES IN OPTIMIZATION

A student with a strong mathematical background could take STAT 28000 Optimization. Graduate course offerings in optimization include STAT 31015 Mathematical Computation IIA: Convex Optimization and STAT 31020 Mathematical Computation IIB: Nonlinear Optimization.

GRADING

Students who are majoring or minoring in Statistics must receive a quality grade of at least C in all of the courses counted toward their major or minor program in Statistics. In addition, students who are majoring in Statistics must receive quality grades of at least C+ in both STAT 24400 Statistical Theory and Methods I and STAT 24500 Statistical Theory and Methods II (or at least C in both STAT 24410 Statistical Theory and Methods Ia and STAT 24510 Statistical Theory and Methods IIa). Subject to College and divisional regulations, and with the consent of the instructor, students may register for either quality grades or for P/F grading in any 20000-level Statistics course that is not counted toward a major or minor in Statistics. A grade of P is given only for work of C– quality or higher.

The following policy applies to students who wish to receive a mark of I for a Statistics course. In addition to submitting the official Incomplete Form required by the College, students must have completed at least half of the total required course work with a grade of C– or better, and they must be unable to complete the remaining course work by the end of the quarter due to an emergency. Students requesting a mark of I for STAT 20000 Elementary Statistics, STAT 20010 Elementary Statistics Through Case Study, STAT 22000 Statistical Methods and Applications, or STAT 23400 Statistical Models and Methods must obtain approval from both the current instructor and the Departmental Adviser for Introductory Courses.

PROGRAM REQUIREMENTS FOR MAJORS

The requirements for the BA and BS in Statistics were updated in 2017. Students who matriculated prior to Autumn 2017 may choose to follow these updated requirements; otherwise, they should consult the archived catalog from their year of matriculation (or, at their option, any later year) for the degree requirements in Statistics. All students who matriculated in Autumn 2017 or later should follow the updated requirements described below.

Every candidate must obtain approval of his or her course program from the Departmental Adviser for Majors. Students majoring in Statistics should meet the general education requirement in mathematical sciences with courses in calculus. The major program includes four additional prescribed mathematics courses, four prescribed statistics courses, and two prescribed computer science courses. Students are advised to complete the four mathematics courses by the end of their third year. Additional requirements include four approved elective courses in Statistics. The BS also requires an additional prescribed mathematics course and an approved, coherent, three-quarter sequence at the 20000 level in a field to which statistics can be applied. Students who are majoring in Statistics must receive quality grades of at least C+ in both STAT 24400 Statistical Theory and Methods I and STAT 24500 Statistical Theory and Methods II (or at least C in both STAT 24410 Statistical Theory and Methods Ia and STAT 24510 Statistical Theory and Methods IIa), and at least C in all other courses counted toward the Statistics major. A grade of P is not acceptable for any of these courses.

PRESCRIBED MATHEMATICS COURSES

The prescribed mathematics courses include a Calculus III requirement (MATH 13300 Elementary Functions and Calculus III or MATH 15300 Calculus III or MATH 16300 Honors Calculus III) and a Linear Algebra requirement (STAT 24300 Numerical Linear Algebra or MATH 20250 Abstract Linear Algebra). Note that MATH 19620 Linear Algebra may not be used to meet the Linear Algebra requirement.

For the BA, one of the following pairs of courses is required: MATH 20000-20100 Mathematical Methods for Physical Sciences I-II or MATH 20400 Analysis in Rn II-MATH 20500 Analysis in Rn III or MATH 20800 Honors Analysis in Rn II-MATH 20900 Honors Analysis in Rn III or the pair consisting of MATH 20000 Mathematical Methods for Physical Sciences I and STAT 28200 Dynamical Systems with Applications.

For the BS, students must take one of the following three courses: MATH 20000 Mathematical Methods for Physical Sciences I or MATH 20500 Analysis in Rn III or MATH 20900 Honors Analysis in Rn III; and, in addition, one of the following three courses: MATH 20100 Mathematical Methods for Physical Sciences II, MATH 27300 Basic Theory of Ordinary Differential Equations, or STAT 28200 Dynamical Systems with Applications; and, in addition, one of the following two courses: STAT 28000 Optimization or MATH 21100 Basic Numerical Analysis.

Students who are completing majors in both Statistics and Economics should follow the same mathematics requirements as Statistics majors. Students who have already taken MATH 19520 Mathematical Methods for Social Sciences and MATH 19620 Linear Algebra should discuss with the Departmental Adviser for Majors how best to meet the mathematics requirements for the Statistics major. For example, such students can petition to meet the requirements for the BA in Statistics by taking all three of MATH 20100 Mathematical Methods for Physical Sciences II, STAT 24300 Numerical Linear Algebra, and STAT 28200 Dynamical Systems with Applications.

PRESCRIBED STATISTICS COURSES

The four prescribed Statistics courses are STAT 25100 Introduction to Mathematical Probability, 2 Course Seq Code Title not found for STAT 24400 (or 2 Course Seq Code Title not found for STAT 24410), and either STAT 22400 Applied Regression Analysis or STAT 34300 Applied Linear Stat Methods.

It is recommended that students who have had some multivariable calculus begin the major by taking either STAT 25100 Introduction to Mathematical Probability or STAT 24400 Statistical Theory and Methods I as their first course in probability and statistics. An alternative route to beginning the major would be to first take either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods, neither of which count toward the major, but which could serve as a prerequisite for courses such as STAT 22400 Applied Regression Analysis, STAT 22200 Linear Models and Experimental Design, and STAT 22600 Analysis of Categorical Data, which do count toward the major. This second path is recommended for students who need additional time to complete multivariable calculus and linear algebra prerequisites and who want to get started on the major in the meantime.

ELECTIVES

Candidates for the BA are required to take four electives, at least two of which must be on List B below. The remaining two electives may be from either List B or C. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the BA. Similarly, students may count either MATH 23500 Markov Chains, Martingales, and Brownian Motion or STAT 31200 Introduction to Stochastic Processes I, but not both, toward the BA.

Candidates for the BS are required to take four electives. A candidate for the BS who has *not* taken STAT 34300 Applied Linear Stat Methods as one of the four prescribed statistics courses must take at least one elective from List A below, a second elective from List B, and the remaining two electives may be from either List B or C. A candidate for the BS who *has* taken STAT 34300 Applied Linear Stat Methods as one of the four prescribed statistics courses must take at least two electives from List B and the remaining two electives may be from either List B or C. For the BS in Statistics, STAT 28000 Optimization counts as a List C elective only if MATH 21100 Basic Numerical Analysis is also included in the program. In other words, students cannot double-count STAT 28000 Optimization toward both the four-elective requirement and the requirement to take one of STAT 28000 Optimization and MATH 21100 Basic Numerical Analysis. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the BS. Similarly, students may count either MATH 23500 Markov Chains, Martingales, and Brownian Motion or STAT 31200 Introduction to Stochastic Processes I, but not both, toward the BS.

Note: The following lists may change from time to time as courses change and new courses are added. Please consult the Departmental Adviser for Majors for approval of your electives.

LIST A: Advanced Statistical Methodology

STAT 24620	Multivariate Statistical Analysis: Applications and Techniques
STAT 26100	Time Dependent Data
STAT 26300	Introduction to Statistical Genetics
STAT 27400	Nonparametric Inference
STAT 27850	Multiple Testing, Modern Inference, and Replicability
Some additional graduate courses in Statistics (must be approved by Departmental Adviser for Majors)	

LIST B: Statistical Methodology

STAT 22200	Linear Models and Experimental Design
STAT 22600	Analysis of Categorical Data *
STAT 22700	Biostatistical Methods *
STAT 24620	Multivariate Statistical Analysis: Applications and Techniques
STAT 26100	Time Dependent Data
STAT 26300	Introduction to Statistical Genetics
STAT 26700	History of Statistics
STAT 27400	Nonparametric Inference
STAT 27850	Multiple Testing, Modern Inference, and Replicability
STAT 35800	Statistical Applications

STAT 37601	Machine Learning and Large-Scale Data Analysis
------------	--

Some additional graduate courses in Statistics (must be approved by Departmental Adviser for Majors)

- * Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the major.

LIST C: Other Upper Level/Graduate Courses

MATH 23500	Markov Chains, Martingales, and Brownian Motion *
------------	---

STAT 25300	Introduction to Probability Models
------------	------------------------------------

STAT 27725	Machine Learning
------------	------------------

STAT 28000	Optimization **
------------	-----------------

STAT 30900	Mathematical Computation I: Matrix Computation Course
------------	---

STAT 31015	Mathematical Computation IIA: Convex Optimization
------------	---

STAT 31020	Mathematical Computation IIB: Nonlinear Optimization
------------	--

STAT 31060	Further Mathematical Computation: Matrix Computation and Optimization
------------	---

STAT 31200	Introduction to Stochastic Processes I *
------------	--

STAT 37710	Machine Learning
------------	------------------

STAT 38100	Measure-Theoretic Probability I
------------	---------------------------------

STAT 38300	Measure-Theoretic Probability III
------------	-----------------------------------

Some additional graduate courses in Statistics (must be approved by Departmental Adviser for Majors)

- * Students may count either MATH 23500 Markov Chains, Martingales, and Brownian Motion or STAT 31200 Introduction to Stochastic Processes I, but not both, toward the major.

- ** For the BA in Statistics, STAT 28000 Optimization counts as a List C elective. For the BS in Statistics, STAT 28000 Optimization counts as a List C elective only if MATH 21100 Basic Numerical Analysis is also included in the program. In other words, for the BS, students cannot double-count STAT 28000 Optimization toward both the four-elective requirement and the requirement to take at least one of STAT 28000 Optimization and MATH 21100 Basic Numerical Analysis.

COMPUTER SCIENCE REQUIREMENT

Candidates for either the BA or the BS are required to take one of the following sequences: CMSC 12100-12200 Computer Science with Applications I-II or CMSC 15100-15200 Introduction to Computer Science I-II or CMSC 16100-16200 Honors Introduction to Computer Science I-II.

BS Requirement of Three-Quarter Sequence in a Field to Which Statistics Can Be Applied

Candidates for the BS (but not the BA) are required to take an approved, coherent, three-quarter sequence at the 20000 level in a field to which statistics can be applied. Generally this sequence should be in the natural or social sciences, but a sequence in another discipline may be acceptable. Courses in MATH or CMSC may not be used for this requirement. Sequences in which earlier courses are prerequisites for later ones are preferred. Example sequences include BIOS 20198 Biodiversity-BIOS 20196 Ecology and Conservation-BIOS 23406 Biogeography; 3 Course Seq Code Title not found for CHEM 22000; 3 Course Seq Code Title not found for CHEM 26100; ECON 20000-20100-20200 The Elements of Economic Analysis I-II-III; GEOS 21000 Mineralogy-GEOS 21100 Introduction to Petrology-GEOS 21200 Physics of the Earth; and 2 Course Seq Code Title not found for PHYS 23400 and PHYS 23700 Nuclei and Elementary Particles. All sequences must be approved by the Departmental Adviser for Majors.

SUMMARY OF REQUIREMENTS FOR THE BA IN STATISTICS

GENERAL EDUCATION

One of the following sequences: *	200
-----------------------------------	-----

MATH 13100-13200	Elementary Functions and Calculus I-II
------------------	--

MATH 15100-15200	Calculus I-II
------------------	---------------

MATH 16100-16200	Honors Calculus I-II
------------------	----------------------

MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL)
----------------------------	---

Total Units	200
-------------	-----

MAJOR

One of the following: *	100
-------------------------	-----

MATH 13300	Elementary Functions and Calculus III
------------	---------------------------------------

MATH 15300	Calculus III
------------	--------------

MATH 16300	Honors Calculus III
------------	---------------------

MATH 16310	Honors Calculus III (IBL)	
One of the following course pairs:		200
MATH 20000 AND	Mathematical Methods for Physical Sciences I	
STAT 28200	Dynamical Systems with Applications	
MATH 20000-20100	Mathematical Methods for Physical Sciences I-II	
MATH 20400-20500	Analysis in Rn II-III	
MATH 20410 & MATH 20510	Analysis in Rn II (accelerated) and Analysis in Rn III (accelerated)	
MATH 20800-20900	Honors Analysis in Rn II-III	
One of the following:		100
STAT 24300	Numerical Linear Algebra	
MATH 20250	Abstract Linear Algebra	
One of the following sequences:		200
STAT 24400 & STAT 24500	Statistical Theory and Methods I and Statistical Theory and Methods II	
STAT 24410 & STAT 24510	Statistical Theory and Methods Ia and Statistical Theory and Methods IIa	
One of the following:		100
STAT 25100	Introduction to Mathematical Probability	
STAT 25150	Introduction to Mathematical Probability-A	
One of the following:		100
STAT 22400	Applied Regression Analysis	
STAT 34300	Applied Linear Stat Methods	
One of the following sequences:		200
CMSC 12100-12200	Computer Science with Applications I-II	
CMSC 15100-15200	Introduction to Computer Science I-II	
CMSC 16100-16200	Honors Introduction to Computer Science I-II	
Four approved elective courses in Statistics **		400
Total Units		1400

* Credit may be granted by examination.

** At least two of the electives must be on List B. The remaining two electives may be from either List B or C. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the BA. Students may count either MATH 23500 Markov Chains, Martingales, and Brownian Motion or STAT 31200 Introduction to Stochastic Processes I, but not both, toward the BA.

SUMMARY OF REQUIREMENTS FOR THE BS IN STATISTICS

GENERAL EDUCATION

One of the following sequences: *		200
MATH 13100-13200	Elementary Functions and Calculus I-II	
MATH 15100-15200	Calculus I-II	
MATH 16100-16200	Honors Calculus I-II	
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL)	
Total Units		200

MAJOR

One of the following: *		100
MATH 13300	Elementary Functions and Calculus III	
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
MATH 16310	Honors Calculus III (IBL)	
One of the following:		100
MATH 20000	Mathematical Methods for Physical Sciences I	
MATH 20500	Analysis in Rn III	

MATH 20510	Analysis in Rn III (accelerated)	
MATH 20900	Honors Analysis in Rn III	
One of the following:		100
MATH 20100	Mathematical Methods for Physical Sciences II	
MATH 27300	Basic Theory of Ordinary Differential Equations	
STAT 28200	Dynamical Systems with Applications	
One of the following:		100
STAT 24300	Numerical Linear Algebra	
MATH 20250	Abstract Linear Algebra	
One of the following:		100
STAT 28000	Optimization	
MATH 21100	Basic Numerical Analysis	
One of the following sequences:		200
STAT 24400 & STAT 24500	Statistical Theory and Methods I and Statistical Theory and Methods II	
STAT 24410 & STAT 24510	Statistical Theory and Methods Ia and Statistical Theory and Methods IIa	
One of the following:		100
STAT 25100	Introduction to Mathematical Probability	
STAT 25150	Introduction to Mathematical Probability-A	
One of the following:		100
STAT 22400	Applied Regression Analysis	
STAT 34300	Applied Linear Stat Methods	
One of the following sequences:		200
CMSC 12100-12200	Computer Science with Applications I-II	
CMSC 15100-15200	Introduction to Computer Science I-II	
CMSC 16100-16200	Honors Introduction to Computer Science I-II	
Four approved elective courses in Statistics **		400
A coherent three-quarter sequence at the 20000 level in a field to which statistics can be applied ***		300
Total Units		1800

* Credit may be granted by examination.

** A candidate for the BS who has *not* taken STAT 34300 Applied Linear Stat Methods as one of the four prescribed statistics courses must take at least one elective from List A, a second elective from List B, and the remaining two electives may be from either List B or C. A candidate for the BS who *has* taken STAT 34300 Applied Linear Stat Methods as one of the four prescribed statistics courses must take at least two electives from List B and the remaining two electives may be from either List B or C. For the BS in Statistics, STAT 28000 Optimization counts as a List C elective only if MATH 21100 Basic Numerical Analysis is also included in the program. In other words, students cannot double-count STAT 28000 Optimization toward both the four-elective requirement and the requirement to take at least one of STAT 28000 Optimization and MATH 21100 Basic Numerical Analysis. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the BS. Students may count either MATH 23500 Markov Chains, Martingales, and Brownian Motion or STAT 31200 Introduction to Stochastic Processes I, but not both, toward the BS.

*** Generally, this sequence should be in the natural or social sciences, but a sequence in another discipline may be acceptable. Courses in MATH or CMSC may not be used for this requirement. Sequences in which earlier courses are prerequisites for later ones are preferred. Example sequences include BIOS 20198 Biodiversity-BIOS 20196 Ecology and Conservation-BIOS 23406 Biogeography; 3 Course Seq Code Title not found for CHEM 22000; 3 Course Seq Code Title not found for CHEM 26100; ECON 20000-20100-20200 The Elements of Economic Analysis I-II-III; ECON 20010-20110-20210 The Elements of Economic Analysis: Honors I-II-III; GEOS 21000 Mineralogy-GEOS 21100 Introduction to Petrology-GEOS 21200 Physics of the Earth; and 2 Course Seq Code Title not found for PHYS 23400-PHYS 23700 Nuclei and Elementary Particles. All sequences must be approved by the Departmental Adviser for Majors.

HONORS

The BA or BS with honors is awarded to students with Statistics as their primary major who have a GPA of 3.0 or higher overall and 3.25 or higher in the courses in the major and also complete an approved honors paper (STAT 29900 Bachelor's Paper). This paper is typically based on a structured research program that the student undertakes, with faculty supervision, in the first quarter of his or her fourth year. Eligible students who wish to be considered for honors should consult the Departmental Adviser for Majors before the end of their third

year. The research paper or project used to meet this requirement may not be used to meet the bachelor's paper or project requirement in another major or course. NOTE: Credit for STAT 29900 Bachelor's Paper will not count towards the courses required for a major in Statistics.

JOINT BA/MS OR BS/MS IN STATISTICS

This program enables unusually well-qualified undergraduate students to complete an MS in Statistics along with a BA or BS during their four years at the College. Although a student may receive a BA or BS in any field, a program of study other than Statistics is recommended.

Only a small number of students will be selected for the program through a competitive admissions process. Participants must apply to the MS program in Statistics by June 1 of their third year for admission to candidacy for an MS in Statistics during their fourth year. To be considered, students should have completed almost all of their undergraduate requirements, including all of their general education and language competence requirements, by the end of their third year. They should also have completed, at a minimum, 2 Course Seq Code Title not found for STAT 24400 (or 2 Course Seq Code Title not found for STAT 24410) with A or A- grades and all the mathematics requirements for the Statistics major with very high grades. While these are the minimum criteria, admission is competitive, and additional qualifications may be needed. Interested students are strongly encouraged to consult both the Departmental Adviser for Majors and their College adviser early in their third year.

Participants in the joint BA/MS or BS/MS program must meet the same requirements as students in the MS program in Statistics. Of the nine courses that are required at the appropriate level, up to three may also meet the requirements of an undergraduate program. For example, 2 Course Seq Code Title not found for STAT 24410 and STAT 34300 Applied Linear Stat Methods, which satisfy requirements for the MS in Statistics, could also be used to satisfy requirements of a BA or BS program in Statistics.

Other requirements include a master's paper and participation in the Consulting Program of the Department of Statistics. For details, visit the Department of Statistics Admissions page (<http://www.stat.uchicago.edu/admissions/featured>).

MINOR PROGRAM IN STATISTICS

The Statistics minor focuses on statistical methodology, in contrast to the Statistics major, which has a substantial theoretical component. The minor in Statistics requires five courses, some prescribed and some elective, chosen in consultation with the Departmental Adviser for Minors. Not every combination of elective courses is allowed. Generally, no more than two electives may be satisfied by courses offered by departments other than the Department of Statistics. Students are encouraged to obtain course advising early from the Departmental Adviser for Minors. By the end of Spring Quarter of the student's third year, a student who wishes to complete the Statistics minor must complete the Consent to Complete a Minor Form (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) to obtain formal approval of their degree program from the Departmental Adviser for Minors.

The core of the Statistics minor consists of STAT 22400 Applied Regression Analysis and either STAT 22200 Linear Models and Experimental Design or STAT 22600 Analysis of Categorical Data (or both). These three courses may be taken in any order after meeting the prerequisite of at least two quarters calculus and introductory statistics: STAT 22000 Statistical Methods and Applications, STAT 23400 Statistical Models and Methods, STAT 24500 Statistical Theory and Methods II, STAT 24510 Statistical Theory and Methods IIa, or AP credit for STAT 22000 Statistical Methods and Applications. STAT 11900 Introduction to Data Science II is also allowed to fulfill the introductory statistics prerequisite requirement.

An approved substitute for STAT 22600 Analysis of Categorical Data is PBHS 32700 Biostatistical Methods (also designated as STAT 22700 Biostatistical Methods), which requires STAT 22400 Applied Regression Analysis as prerequisite and is offered by the Department of Public Health Sciences. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the Statistics minor. STAT 22700 Biostatistical Methods does not count against the limit of no more than two electives from outside the Department of Statistics.

To complete the five-course minor, students must choose from among the approved electives listed below. Generally, no more than two electives may be satisfied by courses offered by departments other than the Department of Statistics. Students may petition the Department Adviser for Minors to include more than two electives from outside the Department of Statistics. Regardless, at most one elective can be satisfied by a course offered by the Booth School of Business. Further, due to the course grading policies of the Booth School of Business, their 40000-level courses cannot be counted toward the Statistics minor if taken during the quarter in which the student will graduate from the College.

STAT 11900 Introduction to Data Science II and either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods, but not both, may be used as electives in the Statistics minor if taken prior to any other courses for which at least STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods is prerequisite and before either of STAT 24500 Statistical Theory and Methods II or STAT 24510 Statistical Theory and Methods IIa. STAT 11900 Introduction to Data Science II can only be used as

an elective in the Statistics minor if the student also completes STAT 11800 Introduction to Data Science I (which cannot be included in a Statistics minor).

Students should note that STAT 11900 Introduction to Data Science II is a requirement for the Data Science minor and no course may be counted toward multiple minors. Likewise, if either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods is used to fulfill a requirement for any major(s), other minors, or general education requirements, then neither course may be used to fulfill a requirement in the Statistics minor. Students may not use AP credit for STAT 22000 Statistical Methods and Applications to fulfill a requirement for the Statistics minor.

The list of courses approved for the minor may change from time to time as courses change and new courses are added. Please consult the Departmental Adviser for Minors for approval of your minor program plan. Students may petition the Departmental Adviser for Minors for approval of another course. Such courses must have a minimum statistics prerequisite of introductory statistics (STAT 22000 Statistical Methods and Applications, STAT 23400 Statistical Models and Methods, STAT 24500 Statistical Theory and Methods II, or STAT 24510 Statistical Theory and Methods IIa), incorporate a considerable amount of data analysis, and cannot substantially overlap with the topics covered in departmental courses or other courses in the student's minor program.

No courses in the Statistics minor can be double counted with the student's major(s), other minors, or general education requirements. An approved elective must replace any course required for the Statistics minor that is used to meet the requirements for any major(s), other minors, or general education requirements.

The following courses offered by the Department of Statistics cannot be included in a Statistics minor: STAT 11800 Introduction to Data Science I, STAT 20000 Elementary Statistics, STAT 20010 Elementary Statistics Through Case Study, STAT 24300 Numerical Linear Algebra, STAT 24400 Statistical Theory and Methods I, STAT 24410 Statistical Theory and Methods Ia, STAT 25100 Introduction to Mathematical Probability, STAT 25150 Introduction to Mathematical Probability-A, STAT 25300 Introduction to Probability Models, STAT 27400 Nonparametric Inference, STAT 27850 Multiple Testing, Modern Inference, and Replicability, STAT 28000 Optimization, STAT 28200 Dynamical Systems with Applications, STAT 29700 Undergraduate Research, or any graduate courses in probability. In addition, CMSC 25400 Machine Learning (also designated as STAT 27725 Machine Learning) cannot be included in the Statistics minor.

Students who are minoring in Statistics must receive a quality grade of at least C in all of the courses counted toward the minor. A grade of P is not acceptable for any of these courses. More than half of the courses counted toward the Statistics minor must be met by registering for courses bearing University of Chicago course numbers.

SUMMARY OF REQUIREMENTS FOR THE MINOR IN STATISTICS

The following course: *		100
STAT 22400	Applied Regression Analysis *	
One of the following: **		100
STAT 22200	Linear Models and Experimental Design *	
STAT 22600	Analysis of Categorical Data * ,***	
Three approved electives ****		300
Total Units		500

* STAT 22200 Linear Models and Experimental Design, STAT 22400 Applied Regression Analysis, and STAT 22600 Analysis of Categorical Data may be taken in any order after meeting the prerequisite of at least two quarters calculus and introductory statistics: STAT 22000 Statistical Methods and Applications, STAT 23400 Statistical Models and Methods, STAT 24500 Statistical Theory and Methods II, STAT 24510 Statistical Theory and Methods IIa, or AP credit for STAT 22000 Statistical Methods and Applications. STAT 11900 Introduction to Data Science II is also allowed to fulfill the introductory statistics prerequisite requirement.

** If STAT 22200 Linear Models and Experimental Design is used to fulfill a requirement of the Statistics minor, then STAT 22600 Analysis of Categorical Data may be used as an elective in the minor. Similarly, If STAT 22600 Analysis of Categorical Data is used to fulfill a requirement of the Statistics minor, then STAT 22200 Linear Models and Experimental Design may be used as an elective in the minor.

*** An approved substitute for STAT 22600 Analysis of Categorical Data is STAT 22700 Biostatistical Methods, which requires STAT 22400 Applied Regression Analysis as prerequisite and is offered by the Department of Public Health Sciences. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the Statistics minor. STAT 22700 Biostatistical Methods does not count against the limit of no more than two electives from outside the Department of Statistics.

**** Not every combination of elective courses is allowed. Generally, no more than two electives may be satisfied by courses offered by departments other than the Department of Statistics. Students may petition the Departmental Adviser for Minors to include more than two electives from outside the Department of Statistics. Regardless, at most one elective can be satisfied by a course offered by the Booth School of Business. Further, due to the course grading policies of the Booth School of Business, their 40000-level courses cannot be counted toward the Statistics minor if taken during the quarter in which the student will graduate from the College.

DEPARTMENTAL ELECTIVES APPROVED FOR THE MINOR IN STATISTICS

STAT 11900	Introduction to Data Science II ¹	100
STAT 22000	Statistical Methods and Applications ^{1,2}	100
STAT 22200	Linear Models and Experimental Design ³	100
STAT 22600	Analysis of Categorical Data ^{3,4}	100
STAT 23400	Statistical Models and Methods ¹	100
STAT 24500	Statistical Theory and Methods II ⁵	100
STAT 24510	Statistical Theory and Methods IIa ⁵	100
STAT 26100	Time Dependent Data	100
STAT 26300	Introduction to Statistical Genetics	100
STAT 26700	History of Statistics	100

¹ STAT 11900 Introduction to Data Science II and either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods, but not both, may be used as electives if taken prior to any other courses for which at least STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods is prerequisite. If either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods is used to fulfill a requirement for any major(s), other minors, or general education requirements, then neither course may be used to fulfill a requirement in the Statistics minor. STAT 11900 Introduction to Data Science II can only be used as an elective in the Statistics minor if the student also completes STAT 11800 Introduction to Data Science I (which cannot be included in a Statistics minor).

² Students may not use AP credit for STAT 22000 Statistical Methods and Applications to meet a requirement for the Statistics minor.

³ If STAT 22200 Linear Models and Experimental Design is used to fulfill a requirement of the Statistics minor, then STAT 22600 Analysis of Categorical Data may be used as an elective in the minor. Similarly, if STAT 22600 Analysis of Categorical Data is used to fulfill a requirement of the Statistics minor, then STAT 22200 Linear Models and Experimental Design may be used as an elective in the minor.

⁴ An approved substitute for STAT 22600 Analysis of Categorical Data is PBHS 32700 Biostatistical Methods (also designated as STAT 22700 Biostatistical Methods), which requires STAT 22400 Applied Regression Analysis as prerequisite and is offered by the Department of Public Health Sciences. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the Statistics minor. STAT 22700 Biostatistical Methods does not count against the limit of no more than two electives from outside the Department of Statistics.

⁵ If either STAT 24500 Statistical Theory and Methods II or STAT 24510 Statistical Theory and Methods IIa is used as an elective in the Statistics minor, then the prerequisite STAT 24400 Statistical Theory and Methods I or STAT 24410 Statistical Theory and Methods Ia may not be counted toward the minor, but may be counted toward any major(s) or other minors.

NON-DEPARTMENTAL ELECTIVES APPROVED FOR THE MINOR IN STATISTICS

Because of the interdisciplinary nature of the field of statistics, other departments and committees offer courses approved for use as electives for the Statistics minor. Generally, no more than two electives may be satisfied by courses offered by departments other than the Department of Statistics. Students may petition the Departmental Adviser for Minors to include more than two electives from outside the Department of Statistics. Regardless, at most one elective can be satisfied by a course offered by the Booth School of Business. Further, due to the course grading policies of the Booth School of Business, their 40000-level courses cannot be counted toward the Statistics minor if taken during the quarter in which the student will graduate from the College.

Offering departments include Public Health Sciences, Computer Science, Comparative Human Development, Human Genetics, Public Policy, Sociology, and the Booth School of Business.

BIOS 21216	Intro Statistical Genetics	100
BUSN 41201	Big Data ¹	100
BUSN 41204	Machine Learning ¹	100
CHDV 30102	Introduction to Causal Inference	100
CHDV 32411	Mediation, Moderation, and Spillover Effects	100

PBHS 30910	Epidemiology and Population Health	100
PBHS 31001	Epidemiologic Methods	100
PBHS 32700	Biostatistical Methods ²	100
PBHS 33200	Statistical Analysis with Missing Data	100
PBHS 33300	Applied Longitudinal Data Analysis	100
PBHS 33400	Multilevel Modeling	100
PBHS 33500	Statistical Applications	100
PBPL 28820	Machine Learning and Policy	100
SOCI 20112	Applications of Hierarchical Linear Models	100
SOCI 20253	Introduction to Spatial Data Science	100

¹ At most one elective can be satisfied by a course offered by the Booth School of Business. Due to the course grading policies of the Booth School of Business, their 40000-level courses cannot be counted toward the Statistics minor if taken during the quarter in which the student will graduate from the College.

² An approved substitute for STAT 22600 Analysis of Categorical Data is PBHS 32700 Biostatistical Methods (also designated as STAT 22700 Biostatistical Methods), which requires STAT 22400 Applied Regression Analysis as prerequisite and is offered by the Department of Public Health Sciences. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the Statistics minor. STAT 22700 Biostatistical Methods does not count against the limit of no more than two electives from outside the Department of Statistics.

Some of the approved electives offered by other departments also bear a Statistics course number and some do not. Students should enroll in the relevant Department of Statistics course number when available. Examples include STAT 22700 Biostatistical Methods, STAT 22810 Epidemiology and Population Health, STAT 31900 Introduction to Causal Inference, STAT 33211 Mediation, Moderation, and Spillover Effects, STAT 35700 Epidemiologic Methods, STAT 35800 Statistical Applications, and STAT 36900 Applied Longitudinal Data Analysis.

Undergraduate registration in 30000-level and 40000-level courses is by instructor consent only. Undergraduates cannot pre-register for 30000-level or 40000-level courses. Instead, students should contact the instructor well in advance.

STATISTICS COURSES

STAT 10118. Pathways in Data Science. 100 Units.

Learn how to glean insights and meaning from complex sets of data in this overview of a field with growing importance in business, government, and scientific research. Students will learn to use the transformational tools of data science and see how researchers are applying them in the service of social good. Working with faculty from the Department of Statistics, students will study how data is collected and stored and then how it is explored, visualized, and communicated. Using Python, students will learn techniques for classification, prediction, inference, and regression. Then, together with researchers from the University of Chicago Urban Labs, students will explore how these tools and methods can be used to inform social policy in multiple domains, including poverty, health, and social mobility. Throughout the course, visiting guest lecturers will broaden students' perspectives by sharing how data science is used in their diverse fields, ranging from business applications to biology.

Terms Offered: Summer

STAT 11800-11900. Introduction to Data Science I-II.

Data science provides tools for gaining insight into specific problems using data, through computation, statistics, and visualization. These courses introduce students to all aspects of a data analysis process, from posing questions, designing data collection strategies, management+storing and processing of data, exploratory tools and visualization, statistical inference, prediction, interpretation, and communication of results. Simple techniques for data analysis are used to illustrate both effective and fallacious uses of data science tools.

STAT 11800. Introduction to Data Science I. 100 Units.

Data science provides tools for gaining insight into specific problems using data, through computation, statistics and visualization. This course introduces students to all aspects of a data analysis process, from posing questions, designing data collection strategies, management+storing and processing of data, exploratory tools and visualization, statistical inference, prediction, interpretation and communication of results. Simple techniques for data analysis are used to illustrate both effective and fallacious uses of data science tools. Although this course is designed to be at the level of mathematical sciences courses in the Core, with little background required, we expect the students to develop computational skills that will allow them to analyze data. Computation will be done using Python and Jupyter Notebook.

Instructor(s): Michael J. Franklin, Dan Nicolae

Terms Offered: Autumn

Prerequisite(s): None

Equivalent Course(s): CMSC 11800

STAT 11900. Introduction to Data Science II. 100 Units.

This course is the second quarter of a two-quarter systematic introduction to the foundations of data science, as well as to practical considerations in data analysis. A broad background on probability and statistical methodology as well as a basic proficiency in RStudio will be provided. More advanced topics on data privacy and ethics, reproducibility in science, data encryption, and basic machine learning will be introduced. We will explore these concepts with real-world problems from different domains.

Instructor(s): Michael J. Franklin, Dan Nicolae Terms Offered: Winter

Equivalent Course(s): CMSC 11900

STAT 11900. Introduction to Data Science II. 100 Units.

This course is the second quarter of a two-quarter systematic introduction to the foundations of data science, as well as to practical considerations in data analysis. A broad background on probability and statistical methodology as well as a basic proficiency in RStudio will be provided. More advanced topics on data privacy and ethics, reproducibility in science, data encryption, and basic machine learning will be introduced. We will explore these concepts with real-world problems from different domains.

Instructor(s): Michael J. Franklin, Dan Nicolae Terms Offered: Winter

Equivalent Course(s): CMSC 11900

STAT 20000. Elementary Statistics. 100 Units.

This course introduces statistical concepts and methods for the collection, presentation, analysis, and interpretation of data. Elements of sampling, simple techniques for analysis of means, proportions, and linear association are used to illustrate both effective and fallacious uses of statistics.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Note(s): For students with little or no math background. Not recommended for students planning to take STAT 22000 or STAT 23400 or more advanced courses in Statistics. Students with credit for STAT 20010, STAT 22000, STAT 23400, or more advanced courses in Statistics not admitted. This course may not be used in the Statistics major or minor. This course meets one of the general education requirements in the mathematical sciences. Only one of STAT 20000, STAT 20010, or STAT 22000, can count toward the general education requirement in the mathematical sciences.

STAT 20010. Elementary Statistics Through Case Study. 100 Units.

This course uses a single real-world case study to introduce statistical concepts throughout the quarter. Topics include methods for the collection, presentation, analysis, and interpretation of data, including elements of sampling, simple techniques for analysis of means, proportions, and linear association, and an introduction to the statistical programming language R. The case study examines the development of the water contamination crisis in Flint, Michigan, from its beginnings in 2014 to present day conditions. Students will use statistical techniques learned in the course to probe critical facets of the story, including: the demographics and history of Flint; the evidence for (and uncertainty about) the existence of contamination; statistical mistakes that allowed officials to initially deny the problem; and predictions for future health effects due to the contamination. Throughout the course, students will practice critically examining claims made in the media and in scientific publications. At the end of the quarter, students are asked to use their statistical skills to propose and defend a set of interventions to benefit the children of Flint.

Instructor(s): K. Burbank Terms Offered: Winter

Note(s): For students with little or no math background. Not recommended for students planning to take STAT 22000 or STAT 23400 or more advanced courses in Statistics. Students with credit for STAT 20000, STAT 22000, STAT 23400, or more advanced courses in Statistics not admitted. This course may not be used in the Statistics major or minor. This course meets one of the general education requirements in the mathematical sciences. Only one of STAT 20000, STAT 20010, or STAT 22000, can count toward the general education requirement in the mathematical sciences.

STAT 22000. Statistical Methods and Applications. 100 Units.

This course introduces statistical techniques and methods of data analysis, including the use of statistical software. Examples are drawn from the biological, physical, and social sciences. Students are required to apply the techniques discussed to data drawn from actual research. Topics include data description, graphical techniques, exploratory data analyses, random variation and sampling, basic probability, random variables and expected values, confidence intervals and significance tests for one- and two-sample problems for means and proportions, chi-square tests, linear regression, and, if time permits, analysis of variance.

Terms Offered: Autumn Spring Winter

Prerequisite(s): MATH 13100 or higher OR placement into MATH 15100 or higher

Note(s): Students may count either STAT 22000 or STAT 23400, but not both, toward the forty-two credits required for graduation. Students with credit for STAT 23400 not admitted. This course meets one of the general education requirements in the mathematical sciences. Only one of STAT 20000, STAT 20010, or STAT 22000, can count toward the general education requirement in the mathematical sciences.

STAT 22200. Linear Models and Experimental Design. 100 Units.

This course covers principles and techniques for the analysis of experimental data and the planning of the statistical aspects of experiments. Topics include linear models; analysis of variance; randomization, blocking, and factorial designs; confounding; and incorporation of covariate information.

STAT 22400. Applied Regression Analysis. 100 Units.

This course introduces the methods and applications of fitting and interpreting multiple regression models. The primary emphasis is on the method of least squares and its many varieties. Topics include the examination of residuals, the transformation of data, strategies and criteria for the selection of a regression equation, the use of dummy variables, tests of fit, nonlinear models, biases due to excluded variables and measurement error, and the use and interpretation of computer package regression programs. The techniques discussed are illustrated by many real examples involving data from both the natural and social sciences. Matrix notation is introduced as needed. Prerequisite: PBHS 32100. Equivalent Course(s): PBHS 32400
Equivalent Course(s): PBHS 32400

STAT 22600. Analysis of Categorical Data. 100 Units.

This course covers statistical methods for the analysis of qualitative and counted data. Topics include description and inference for binomial and multinomial data using proportions and odds ratios; multi-way contingency tables; generalized linear models for discrete data; logistic regression for binary responses; multi-category logit models for nominal and ordinal responses; loglinear models for counted data; and inference for matched-pairs and correlated data. Applications and interpretations of statistical models are emphasized.

Terms Offered: Winter

Prerequisite(s): STAT 11900 or STAT 22000 or STAT 23400 with a grade of at least C+, or STAT 22200 or STAT 22400 or STAT 24500 or STAT 24510 or PBHS 32100, or AP Statistics credit for STAT 22000. Also two quarters of calculus (MATH 13200, 15200, 16200, 16210, or placement into MATH 15300 or higher). Or instructor consent.
Equivalent Course(s): PBHS 32600

STAT 22700. Biostatistical Methods. 100 Units.

This course is designed to provide students with tools for analyzing categorical, count, and time-to-event data frequently encountered in medicine, public health, and related biological and social sciences. This course emphasizes application of the methodology rather than statistical theory (e.g., recognition of the appropriate methods; interpretation and presentation of results). Methods covered include contingency table analysis, Kaplan-Meier survival analysis, Cox proportional-hazards survival analysis, logistic regression, and Poisson regression.

Equivalent Course(s): PBHS 32700

STAT 22810. Epidemiology and Population Health. 100 Units.

This course does not meet requirements for the biological sciences major. Epidemiology is the study of the distribution and determinants of health and disease in human populations. This course introduces the basic principles of epidemiologic study design, analysis, and interpretation through lectures, assignments, and critical appraisal of both classic and contemporary research articles.

Equivalent Course(s): PBHS 30910, ENST 27400, PPHA 36410

STAT 23400. Statistical Models and Methods. 100 Units.

This course is recommended for students throughout the natural and social sciences who want a broad background in statistical methodology and exposure to probability models and the statistical concepts underlying the methodology. Probability is developed for the purpose of modeling outcomes of random phenomena. Random variables and their expectations are studied; including means and variances of linear combinations and an introduction to conditional expectation. Binomial, Poisson, normal and other standard probability distributions are considered. Some probability models are studied mathematically, and others are studied via computer simulation. Sampling distributions and related statistical methods are explored mathematically, studied via simulation, and illustrated on data. Methods include, but are not limited to, inference for means and proportions for one- and two-sample problems, two-way tables, correlation, and simple linear regression. Graphical and numerical data description are used for exploration, communication of results, and comparing mathematical consequences of probability models and data. Mathematics employed is to the level of single-variable differential and integral calculus and sequences and series.

STAT 24300. Numerical Linear Algebra. 100 Units.

This course is devoted to the basic theory of linear algebra and its significant applications in scientific computing. The objective is to provide a working knowledge and hands-on experience of the subject suitable for graduate level work in statistics, econometrics, quantum mechanics, and numerical methods in scientific computing. Topics include Gaussian elimination, vector spaces, linear transformations and associated fundamental subspaces, orthogonality and projections, eigenvectors and eigenvalues, diagonalization of real symmetric and complex Hermitian matrices, the spectral theorem, and matrix decompositions (QR, Cholesky and Singular Value Decompositions). Systematic methods applicable in high dimensions and techniques commonly used in scientific computing are emphasized. Students enrolled in the graduate level STAT 30750 will have additional work in assignments, exams, and projects including applications of matrix algebra in statistics and numerical computations implemented in Matlab or R. Some programming exercises will appear as optional work for students enrolled in the undergraduate level STAT 24300.

Terms Offered: Autumn

Prerequisite(s): Multivariate calculus (MATH 19520 or MATH 20000 or MATH 20500 or MATH 20510 or MATH 20900 or equivalent). Previous exposure to linear algebra is helpful.

Equivalent Course(s): STAT 30750

STAT 24400. Statistical Theory and Methods I. 100 Units.

This course is the first quarter of a two-quarter systematic introduction to the principles and techniques of statistics, as well as to practical considerations in the analysis of data, with emphasis on the analysis of experimental data. This course covers tools from probability and the elements of statistical theory. Topics include the definitions of probability and random variables, binomial and other discrete probability distributions, normal and other continuous probability distributions, joint probability distributions and the transformation of random variables, principles of inference (including Bayesian inference), maximum likelihood estimation, hypothesis testing and confidence intervals, likelihood ratio tests, multinomial distributions, and chi-square tests. Examples are drawn from the social, physical, and biological sciences. The coverage of topics in probability is limited and brief, so students who have taken a course in probability find reinforcement rather than redundancy. Students who have already taken STAT 25100 have the option to take STAT 24410 (if offered) instead of STAT 24400.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): (MATH 19520 or MATH 20000 with a grade of B or better), or MATH 16300 or 16310 or 20250 or 20300 or 20310 or 20700 or STAT 24300 or PHYS 22100.

Note(s): Some previous experience with statistics and/or probability helpful but not required. Concurrent or prior linear algebra (MATH 19620 or 20250 or STAT 24300 or equivalent) is recommended for students continuing to STAT 24500. Students may count either STAT 24400 or STAT 24410, but not both, toward the forty-two credits required for graduation.

STAT 24410. Statistical Theory and Methods Ia. 100 Units.

This course is the first quarter of a two-quarter sequence providing a principled development of statistical methods, including practical considerations in applying these methods to the analysis of data. The course begins with a brief review of probability and some elementary stochastic processes, such as Poisson processes, that are relevant to statistical applications. The bulk of the quarter covers principles of statistical inference from both frequentist and Bayesian points of view. Specific topics include maximum likelihood estimation, posterior distributions, confidence and credible intervals, principles of hypothesis testing, likelihood ratio tests, multinomial distributions, and chi-square tests. Additional topics may include diagnostic plots, bootstrapping, a critical comparison of Bayesian and frequentist inference, and the role of conditioning in statistical inference. Examples are drawn from the social, physical, and biological sciences. The statistical software package R will be used to analyze datasets from these fields and instruction in the use of R is part of the course.

Equivalent Course(s): STAT 30030

STAT 24500. Statistical Theory and Methods II. 100 Units.

This course is the second quarter of a two-quarter systematic introduction to the principles and techniques of statistics, as well as to practical considerations in the analysis of data, with emphasis on the analysis of experimental data. This course continues from either STAT 24400 or STAT 24410 and covers statistical methodology, including the analysis of variance, regression, correlation, and some multivariate analysis. Some principles of data analysis are introduced, and an attempt is made to present the analysis of variance and regression in a unified framework. Statistical software is used.

STAT 24510. Statistical Theory and Methods IIa. 100 Units.

This course is a continuation of STAT 24410. The focus is on theory and practice of linear models, including the analysis of variance, regression, correlation, and some multivariate analysis. Additional topics may include bootstrapping for regression models, nonparametric regression, and regression models with correlated errors.

Equivalent Course(s): STAT 30040

STAT 24620. Multivariate Statistical Analysis: Applications and Techniques. 100 Units.

This course focuses on applications and techniques for analysis of multivariate and high dimensional data. Beginning subjects cover common multivariate techniques and dimension reduction, including principal component analysis, factor model, canonical correlation, multi-dimensional scaling, discriminant analysis, clustering, and correspondence analysis (if time permits). Further topics on statistical learning for high dimensional data and complex structures include penalized regression models (LASSO, ridge, elastic net), sparse PCA, independent component analysis, Gaussian mixture model, Expectation-Maximization methods, and random forest. Theoretical derivations will be presented with emphasis on motivations, applications, and hands-on data analysis.

Terms Offered: Spring

Prerequisite(s): (STAT 24300 or MATH 20250) and (STAT 24500 or STAT 24510). Graduate students in Statistics or Financial Mathematics can enroll without prerequisites.

Note(s): Linear algebra at the level of STAT 24300. Knowledge of probability and statistical estimation techniques (e.g. maximum likelihood and linear regression) at the level of STAT 24400-24500.

Equivalent Course(s): STAT 32950

STAT 25100. Introduction to Mathematical Probability. 100 Units.

This course covers fundamentals and axioms; combinatorial probability; conditional probability and independence; binomial, Poisson, and normal distributions; the law of large numbers and the central limit theorem; and random variables and generating functions.

STAT 25150. Introduction to Mathematical Probability-A. 100 Units.

This course covers fundamentals and axioms; combinatorial probability; conditional probability and independence; binomial, Poisson, and normal distributions; the law of large numbers and the central limit theorem; and random variables and generating functions.

Instructor(s): Robert Fefferman Terms Offered: To be determined

Prerequisite(s): MATH 20500 or consent of instructor

Note(s): Students may count either STAT 25100 or STAT 25150, but not both, toward the forty-two credits required for graduation.

STAT 25300. Introduction to Probability Models. 100 Units.

This course introduces stochastic processes as models for a variety of phenomena in the physical and biological sciences. Following a brief review of basic concepts in probability, we introduce stochastic processes that are popular in applications in sciences (e.g., discrete time Markov chain, the Poisson process, continuous time Markov process, renewal process and Brownian motion).

Equivalent Course(s): STAT 31700

STAT 26100. Time Dependent Data. 100 Units.

This course considers the modeling and analysis of data that are ordered in time. The main focus is on quantitative observations taken at evenly spaced intervals and includes both time-domain and spectral approaches.

Instructor(s): Staff

Prerequisite(s): STAT 24500 w/B- or better or STAT 24510 w/C+ or better is required; alternatively STAT 22400 w/B- or better and exposure to multivariate calculus (MATH 16300 or MATH 16310 or MATH 19520 or MATH 20000 or MATH 20500 or MATH 20510 or MATH 20800). Graduate students in Statistics or Financial Mathematics can enroll without prerequisites. Some previous exposure to Fourier series is helpful but not required.

Equivalent Course(s): STAT 33600

STAT 26300. Introduction to Statistical Genetics. 100 Units.

As a result of technological advances over the past few decades, there is a tremendous wealth of genetic data currently being collected. These data have the potential to shed light on the genetic factors influencing traits and diseases, as well as on questions of ancestry and population history. The aim of this course is to develop a thorough understanding of probabilistic models and statistical theory and methods underlying analysis of genetic data, focusing on problems in complex trait mapping, with some coverage of population genetics. Although the case studies are all in the area of statistical genetics, the statistical inference topics, which will include likelihood-based inference, linear mixed models, and restricted maximum likelihood, among others, are widely applicable to other areas. No biological background is needed, but a strong foundation in statistical theory and methods is assumed.

Terms Offered: Spring

Prerequisite(s): STAT 24500 or STAT 24510

Note(s): STAT 26300 can count as either a List A or List B elective in the Statistics major.

Equivalent Course(s): STAT 35490

STAT 26700. History of Statistics. 100 Units.

This course covers topics in the history of statistics, from the eleventh century to the middle of the twentieth century. We focus on the period from 1650 to 1950, with an emphasis on the mathematical developments in the theory of probability and how they came to be used in the sciences. Our goals are both to quantify uncertainty in observational data and to develop a conceptual framework for scientific theories. This course includes broad views of the development of the subject and closer looks at specific people and investigations, including reanalyses of historical data.

Instructor(s): S. Stigler Terms Offered: Spring

Prerequisite(s): Prior statistics course

Equivalent Course(s): CHSS 32900, HIPS 25600, STAT 36700

STAT 27400. Nonparametric Inference. 100 Units.

Nonparametric inference is about developing statistical methods and models that make weak assumptions. A typical nonparametric approach estimates a nonlinear function from an infinite dimensional space rather than a linear model from a finite dimensional space. This course gives an introduction to nonparametric inference, with a focus on density estimation, regression, confidence sets, orthogonal functions, random processes, and kernels. The course treats nonparametric methodology and its use, together with theory that explains the statistical properties of the methods.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): STAT 24400 or STAT 24410 w/B- or better is required; alternatively STAT 22400 w/B+ or better and exposure to multivariate calculus (MATH 16300 or MATH 16310 or MATH 19520 or MATH 20000 or MATH 20500 or MATH 20510 or MATH 20800) and linear algebra (MATH 19620 or MATH 20250 or STAT 24300 or equivalent). Master's students in Statistics can enroll without prerequisites.

Equivalent Course(s): STAT 37400

STAT 27700. Mathematical Foundations of Machine Learning. 100 Units.

This course is an introduction to the mathematical foundations of machine learning that focuses on matrix methods and features real-world applications ranging from classification and clustering to denoising and data analysis. Mathematical topics covered include linear equations, regression, regularization, the singular value decomposition, and iterative algorithms. Machine learning topics include the lasso, support vector machines, kernel methods, clustering, dictionary learning, neural networks, and deep learning. Students are expected to have taken calculus and have exposure to numerical computing (e.g. Matlab, Python, Julia, R). Appropriate for graduate students or advanced undergraduates.

Instructor(s): Rebecca Willett Terms Offered: Winter

Prerequisite(s): Competence programming in Matlab, Julia, R, Python, or an equivalent system; knowledge of calculus, mathematical maturity.

Equivalent Course(s): CMSC 35300

STAT 27725. Machine Learning. 100 Units.

This course offers a practical, problem-centered introduction to machine learning. Topics covered include the Perceptron and other online algorithms; boosting; graphical models and message passing; dimensionality reduction and manifold learning; SVMs and other kernel methods; artificial neural networks; and a short introduction to statistical learning theory. Weekly programming assignments give students the opportunity to try out each learning algorithm on real world datasets.

Instructor(s): R. Kondor Terms Offered: Winter

Prerequisite(s): CMSC 15400 or CMSC 12300. STAT 22000 or STAT 23400 strongly recommended.

Equivalent Course(s): CMSC 25400

STAT 27850. Multiple Testing, Modern Inference, and Replicability. 100 Units.

This course examines the problems of multiple testing and statistical inference from a modern point of view. High-dimensional data is now common in many applications across the biological, physical, and social sciences. With this increased capacity to generate and analyze data, classical statistical methods may no longer ensure the reliability or replicability of scientific discoveries. We will examine a range of modern methods that provide statistical inference tools in the context of modern large-scale data analysis. The course will have weekly assignments as well as a final project, both of which will include both theoretical and computational components.

Equivalent Course(s): STAT 30850

STAT 28000. Optimization. 100 Units.

This is an introductory course on optimization that will cover the rudiments of unconstrained and constrained optimization of a real-valued multivariate function. The focus is on the settings where this function is, respectively, linear, quadratic, convex, or differentiable. Time permitting, topics such as nonsmooth, integer, vector, and dynamic optimization may be briefly addressed. Materials will include basic duality theory, optimality conditions, and intractability results, as well as algorithms and applications.

Instructor(s): L. Lim Terms Offered: Spring

Prerequisite(s): (MATH 20500 or 20510 or 20800) and (STAT 24300 or MATH 20250 or MATH 25500 or MATH 25800)

Equivalent Course(s): CAAM 28000

STAT 28200. Dynamical Systems with Applications. 100 Units.

This course is concerned with the analysis of nonlinear dynamical systems arising in the context of mathematical modeling. The focus is on qualitative analysis of solutions as trajectories in phase space, including the role of invariant manifolds as organizers of behavior. Local and global bifurcations, which occur as system parameters change, will be highlighted, along with other dimension reduction methods that arise when there is a natural time-scale separation. Concepts of bi-stability, spontaneous oscillations, and chaotic dynamics will be explored through investigation of conceptual mathematical models arising in the physical and biological sciences.

Instructor(s): Mary Silber Terms Offered: Winter

Prerequisite(s): MATH 27300 or (Multivariable calculus (MATH 19520 or 20000 or 20400 or 20410 or PHYS 22100 or equivalent), AND linear algebra, including eigenvalues & eigenvectors (MATH 19620 or STAT 24300 or MATH 20250)). Previous knowledge of elementary differential equations is helpful but not required.

Equivalent Course(s): CAAM 28200

STAT 29700. Undergraduate Research. 100 Units.

This course consists of reading and research in an area of statistics or probability under the guidance of a faculty member. A written report must be submitted at the end of the quarter.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of faculty adviser and Departmental Adviser for Majors

Note(s): Students are required to submit the College Reading and Research Course Form. Open to all students, including nonmajors. May be taken either for quality grades or for P/F grading.

STAT 29900. Bachelor's Paper. 100 Units.

This course consists of reading and research in an area of statistics or probability under the guidance of a faculty member, leading to a bachelor's paper. The paper must be submitted at the end of the quarter.

Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of faculty adviser and Departmental Adviser for Majors

Note(s): Students are required to submit the College Reading and Research Course Form. Open only to students who are majoring in Statistics. May be taken for P/F grading. Credit for STAT 29900 may not be counted toward the major in Statistics.



THEATER AND PERFORMANCE STUDIES

Department Website: <http://taps.uchicago.edu>

UNDERGRADUATE PROGRAM OF STUDY

Theater and Performance Studies (TAPS) seeks to animate the intersection of theory and practice in the arts. Many TAPS courses are studio seminars, combining academic and practice-based inquiry taught by distinguished faculty and professional artists from Chicago's vibrant theater community. Students work closely with the Director of Undergraduate Studies and faculty advisors to shape an individual course of study that reflects the student's interests while fulfilling the program's interdisciplinary requirements.

Students in other fields of study may also complete a minor in TAPS. Information follows the description of the major.

REQUIREMENTS FOR THE MAJOR

Starting with the Class of 2020, students in the TAPS program must meet the following requirements:

1. TAPS 22900 Introduction to Theater & Performance Studies, designed to introduce students to foundational ideas and critical skills relevant to the study of theater and performance.
2. Six elective courses in theater and/or performance theory, considered broadly to include history, theory, aesthetics, or analysis. Theory courses may be selected from the TAPS course offerings listed below or from related course offerings in the College. Ideally, at least four of these courses will be taken from members of the faculty in TAPS and all elective courses will be at a 20000 level or higher. Course selection is subject to the approval of the Director of Undergraduate Studies.
3. Five elective courses in artistic practice. Many of these courses will be found in the practical course offerings of TAPS listed below, as well as the course offerings in Cinema and Media Studies, Creative Writing, Visual Arts, and Music, among others. Ideally, all elective courses will be at a 20000 level or higher. Here, too, the student undertakes course selection in consultation with, and subject to the approval of, the Director of Undergraduate Studies at the time the major is declared.
4. TAPS 29800 Theater and Performance Studies BA Colloquium, to be taken in the student's fourth year, is devoted to the preparation of the BA project. Although TAPS 29800 extends over two quarters, students register for the course in only Autumn *or* Winter Quarter, receiving 100 units of credit and one grade for the course.

BA PROJECT

As the culmination of an undergraduate program combining practice and theory, BA projects in Theater and Performance Studies will encompass both original artistic work (e.g., staged reading, site-specific installation, solo performance, choreography) and a critical paper. BA project proposals are developed by the student in consultation with the Director of Undergraduate Studies, subject to the approval of the Chair of Theater and Performance Studies, and supervised by a faculty member.

With the support of the Director of Undergraduate Studies and other TAPS faculty, students will select a faculty advisor for their BA project and submit a BA Project Statement during Spring Quarter of the third year.

In the fourth year, students will enroll in TAPS 29800 Theater and Performance Studies BA Colloquium, the Theater and Performance Studies BA Colloquium, which offers a weekly forum in Autumn and Winter Quarters to develop the BA project in collaboration with peers and in accordance with a carefully designed set of deadlines. During Spring Quarter of the fourth year, students will present their artistic work(s) and submit their final complete project by Friday of fifth week for honors consideration, or by Friday of the eighth week for the completion of the major. Students graduating in any quarter other than Spring should consult with the Director of Undergraduate Studies about an appropriate timeline.

HONORS

Eligibility for honors requires an overall cumulative GPA of 3.25 or higher, a GPA of 3.5 or higher in the TAPS major, and a BA project that is judged by the designated advisors to display exceptional intellectual and creative merit. If the faculty advisors recommend the project for honors, the Chair of TAPS in consultation with the TAPS faculty will issue a recommendation to the Associate Dean and Master of the Humanities Collegiate Division, who makes the ultimate decision.

SUMMARY OF REQUIREMENTS FOR THE MAJOR

TAPS 22900	Introduction to Theater & Performance Studies	100
Six (6) theory and analysis courses		600
Five (5) artistic practice courses		500
TAPS 29800	Theater and Performance Studies BA Colloquium	100
Completion of the TAPS BA project for Majors		
Total Units		1300

APPLICATION TO THE MAJOR

Students interested in joining the program are encouraged to consult with the Director of Undergraduate Studies in Spring Quarter of their first year or as soon as possible thereafter. Students who have decided to join the program should file an Application to the Major form with the Director of Undergraduate Studies by the beginning of Spring Quarter of their second year or no later than the end of Autumn Quarter of their third year.

Students will need to formalize their declaration on my.uchicago.edu and regularly provide documentation of any approvals for the major to their College adviser for the necessary processing.

GRADING

All courses in the major or minor must be taken for a quality grade.

MINOR PROGRAM IN THEATER AND PERFORMANCE STUDIES

Students interested in joining the minor program are encouraged to consult with the Director of Undergraduate Studies in Spring Quarter of their second year or as soon as possible thereafter. Students who have decided to join the program should file an Application to the Minor form with the Director of Undergraduate Studies by the beginning of Spring Quarter in their third year. The signed form must be submitted to the student's College adviser.

The TAPS minor requires a total of six courses plus an original artistic work (e.g., staged reading, site specific installation, solo performance piece, choreography). Required courses include: TAPS 22900 Introduction to Theater & Performance Studies and at least two advanced TAPS courses (i.e., 20000-level or higher). The remaining courses must bear a clear and coherent relationship to the original artistic work prepared for the TAPS minor.

In addition, all those minoring in TAPS must register for TAPS 29800 Theater and Performance Studies BA Colloquium. The focus of this course will be the development of the student's artistic project, as described above, to be presented in Spring Quarter of the fourth year. Each student must also submit a brief critical reflection on the project by eighth week of the graduating quarter.

Courses counted toward the minor may not also be counted toward the student's major(s), toward other minors, or toward general education requirements. Courses in the minor must be taken for a quality grade, and more than half of the courses for the minor must bear University of Chicago course numbers.

SUMMARY OF REQUIREMENTS FOR THE MINOR

TAPS 22900	Introduction to Theater & Performance Studies	100
Two TAPS courses (20000-level or higher)		200
Two arts electives (20000-level or higher)		200
TAPS 29800	Theater and Performance Studies BA Colloquium	100
Completion of the TAPS BA Project for Minors		
Total Units		600

THEATER AND PERFORMANCE STUDIES COURSES

TAPS 10100. Drama: Embodiment and Transformation. 100 Units.

Students examine the performance and the aesthetics of two dramatic works in contrasting styles but with unifying themes. The goal of this course is to develop an appreciation and understanding of a variety of techniques and of the processes by which they are theatrically realized. Rather than focus on the dramatic text itself, we concentrate on the piece in performance, including the impact of cultural context on interpretation. To achieve this, students are required to act, direct, and design during the course.

Instructor(s): D. New, P. Pascoe, S. Bockley, S. Murray, D. DeMayo, H. Crawford
Terms Offered: Autumn Spring Winter

Note(s): Attendance at first class meeting is mandatory. This course meets the general education requirement in the arts.

TAPS 10200. Acting Fundamentals. 100 Units.

This course introduces fundamental concepts of performance in the theater with emphasis on the development of creative faculties and techniques of observation, as well as vocal and physical interpretation. Concepts are introduced through directed reading, improvisation, and scene study.

Instructor(s): D. New, P. Pascoe, L. Danzig, T. Pasculli, S. Murray, D. DeMayo, H. Crawford, H. Coleman
Terms Offered: Autumn Spring Winter

Note(s): Attendance at first class meeting is mandatory; prior theater or acting training not required. This course meets the general education requirement in the arts.

TAPS 10300 through 10699. Text and Performance. *Experience in dramatic analysis or performance not required. Attendance at first class meeting is mandatory. Each of these courses meets the general education requirement in the arts.* Workshops in dramatic technique and attendance at performances at Chicago theaters, in addition to class time, are required.

TAPS 10300	Text and Performance	100
TAPS 10500	Staging Terror	100
TAPS 10600	Staging Desire	100

TAPS 10300. Text and Performance. 100 Units.

This course offers an introduction to a number of significant dramatic works and seminal figures in the theorization of theater and performance. But the course's aspirations go much further: we will be concentrating upon the intersection of interpretation and enactment, asking how these pieces appear on stage and why. This will not be merely descriptive work, but crucially it will be interpretive and physical work. Students will prepare and present applied interpretations—that is, interpretations that enable conceptual insights to take artistic form. Throughout, we will be searching for that elusive combination of philological rigor, theoretical sophistication, and creative inspiration—probing the theoretical stakes of creativity and testing the creative implications of analytic insights.

Instructor(s): L. Kruger, S. Bockley, S. Murray, J. Muse, H. Crawford, H. Coleman Terms Offered: Autumn Spring Winter

Note(s): Attendance at first class meeting is mandatory. Experience in dramatic analysis or performance not required. This course meets the general education requirement in the arts.

TAPS 10500. Staging Terror. 100 Units.

This course meets the general education requirement in the dramatic, musical, and visual arts. This course explores the interplay between horror, terror, and pleasure through in-class discussions of theoretical works and the possibilities of practical creative application. The paradox of the attraction to repulsion will be considered as well as the values of shock, suspense, and subtlety. Texts will include Grand Guignol, Shakespeare, Gothic novels, and horror films.

Instructor(s): H. Coleman Terms Offered: Autumn

Note(s): Attendance at the first class is mandatory. This course is offered in alternate years. This course meets the general education requirement in the arts.

TAPS 10600. Staging Desire. 100 Units.

This course explores the interplays between romance, attractions, and distractions through in-class discussions of theoretical works and the possibilities of practical creative application. The paradox of instant gratification and prolonged desire will be considered as well as the values of shock, suspense, and subtlety. Texts will include classic and contemporary drama, vampire cult fiction, fairy tales, films, and theoretic source material. Working 4-dimensionally, we will examine how theorized stagings can evoke and undermine sentimentality. This course will constantly question how analysis itself can be a performative practice and how performance can serve as a critical endeavor. The course will culminate in a series of original scenes to be shown at the end of the quarter. Experience in dramatic analysis or performance not required.

Instructor(s): H. Coleman Terms Offered: Spring

Note(s): Attendance at first class meeting is mandatory. Course offered in alternate years. This course meets the general education requirement in the arts.

TAPS 10700. Introduction to Stage Design. 100 Units.

Course explores the application of the visual and aural arts to the varied forms of design for the stage (i.e., scenic, lighting, costume, sound). We pay particular attention to the development of a cogent and well-reasoned analysis of text and an articulate use of the elements of design through a set of guided practical projects.

Instructor(s): K. Boetcher Terms Offered: Autumn Spring

Note(s): Lab fee is required. Attendance at first class meeting is mandatory. This course meets the general education requirement in the arts.

TAPS 15500. Beginning Screenwriting. 100 Units.

This course introduces the basic elements of a literate screenplay, including format, exposition, characterization, dialog, voice-over, adaptation, and the vagaries of the three-act structure. Weekly meetings include a brief lecture period, screenings of scenes from selected films, extended discussion, and assorted readings of class assignments. Because this is primarily a writing class, students write a four- to five-page weekly assignment related to the script topic of the week. Equivalent Course(s): CRWR 27102

Instructor(s): J. Petrakis Terms Offered: Autumn, Winter

TAPS 20100. Twentieth-Century American Drama. 100 Units.

Beginning with O'Neill's 'Long Day's Journey into Night' through the American avant-garde to the most recent production on Broadway, this course focuses on American contemporary playwrights who have made a significant impact with regard to dramatic form in context to specific decade as well as cumulatively through the twentieth century. Textual analysis is consistently oriented towards production possibilities, both historically and hypothetically.

Instructor(s): H. Coleman Terms Offered: TBD

Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 20600. Adapting the Unadaptable. 100 Units.

Fiction has always provided rich source material for drama. But much 20th and 21st century fiction can seem unadaptable—it is often sprawling, poetic, interior, fragmentary, or cerebral (or all of the above!). This hands-on course will challenge students to approach modern and contemporary literature with unconventional tools of staging, editing, and design. Students will also be introduced to the work of contemporary theater companies and productions that have taken on seemingly impossible adaptation projects, and closely study adaptations of Jorge Luis Borges, Franz Kafka, Virginia Woolf and others.

Instructor(s): S. Bockley Terms Offered: TBD

Note(s): Attendance at first class is mandatory.

Equivalent Course(s): ENGL 20603

TAPS 20700. Dramaturgy and Dramatic Criticism. 100 Units.

This course is an orientation and practicum in contemporary dramaturgy. After surveying Enlightenment treatises that occasioned Western dramaturgical practices, students will critically engage present-day writings that consider the objectives and ultimate *raison d'être* for the production dramaturg. Students then undertake dramaturgical research, exploring different methodologies and creative mind-sets for four representative performance genres: period plays; new plays; operas or musicals; and installations or performance art. Special attention will be given to cultivating skills for providing constructive feedback and practicing dramaturgy as an artistic collaborator and fellow creator. The class culminates in the design and compilation of a sourcebook for actors, directors, and designers, followed by a dramaturgical presentation intended for a professional rehearsal room.

Instructor(s): D. Matson Terms Offered: Winter

Note(s): Attendance at first class is mandatory.

Equivalent Course(s): ENGL 20710, TAPS 30710

TAPS 21600. Acting Workshop. 100 Units.

This advanced acting course will prep you for the professional industry. The classes are based on the Meisner Technique and the Black Box Acting Studio Method. You will work on technique, auditions, and learn to consistently bring your full self to the table.

Terms Offered: TBD

Note(s): Attendance at first class meeting is mandatory.

Equivalent Course(s): TAPS 31600

TAPS 21700. An Actor Observes. 100 Units.

This course addresses techniques and modes of observation and their application to scene study. Observation study is used to strengthen acting choices, build the physical world of the play, and create original, vital characterizations. It also serves to deepen awareness of group dynamics, integrate symbolic, psychological and physical meaning in a character's behavior, and guide the process of breaking down a scene. Students will perform observation exercises and apply their discoveries to scene work.

Instructor(s): P. Pascoe Terms Offered: Autumn

Note(s): Attendance at first class meeting is mandatory.

TAPS 21730. Movement for Actors. 100 Units.

This course will explore how an actor uses movement as a tool to communicate character, psychological perspective and style. The foundation of our movement work will center on the skills of balance, coordination, strength, flexibility, breath control and focus. Building on the skills of the actor both in terms of naturalistic character work and stylized theatrical text. Students will put the work into practice utilizing scene work and abstract gesture sequences through studying the techniques of Michael Chekov, Vsevolod Meyerhold, Anne Bogart, Complicite and Frantic Assembly.

TAPS 22250. Creating Musical Theater. 100 Units.

How does a new musical get made? This course is a hands-on exploration of an unusually collaborative art form. Students will survey a range of eras and styles, with special attention to the crafting of lyric alongside melody, along the way gaining practical skills in the creation and staging of new works. We will also look at the American Musical in light of and against related theatrical traditions from vaudeville to opera, with an eye to recent less mainstream commercial successes in the "musical theater" canon, as well as experimental and multimedia forms.

Instructor(s): S. Bockley Terms Offered: TBD

Note(s): Attendance at first class session is mandatory.

TAPS 22900. Introduction to Theater & Performance Studies. 100 Units.

This course is designed to introduce students to foundational concepts and critical skills relevant to the study of theater and performance. In addition to wide-ranging readings and discussions, students will attend a variety of performances and screenings representing a cross-section of genres, interpretive styles, and institutional settings. Although the course will be directed by Prof. Trent, it will be divided into discrete units, each led by a different instructor from the TAPS teaching staff. Thus, students will gain exposure to a variety of teaching styles, areas of expertise, and approaches to the field. The course is open to all undergraduate students as an elective; it also serves as a required course for all TAPS majors and minors.

Instructor(s): staff Terms Offered: Spring

Note(s): Attendance at first class session is mandatory.

TAPS 23000. Introduction to Directing. 100 Units.

This course employs a practice in the fundamental theory of play direction and the role of the director in collaboration with the development of textual analysis. By examining five diversely different texts using three different approaches to play analysis (Aristotle, Stanislavski, Ball) students begin developing a method of directing for the stage in support of the written text. In alternating weeks, students implement textual analysis in building an understanding of directorial concept, theme, imagery and staging through rehearsal and in-class presentations of three-minute excerpts from the play analysis the previous week. The culmination is a final five-minute scene combining the tools of direction with a method of analysis devised over the entire course.

Instructor(s): S. Murray Terms Offered: Winter

Note(s): Attendance at first class meeting is mandatory.

TAPS 23100. Advanced Directing. 100 Units.

This course will investigate the intersections of time, space, text and the body in the creation of performance. The coursework is structured to deconstruct all four ideas and practice their application through a range of scripted and unscripted projects.

Terms Offered: Spring

Note(s): Attendance at first class meeting is mandatory.

TAPS 23150. Theater-Making Lab. 100 Units.

This course replaces Directing Study with an expanded quarterly lab for students working on theater and performance projects. Each quarter, the lab will be customized to serve directors, designers and dramaturgs who are working on current productions, preparing proposals for future productions, and/or in some way engaged in project development. The cohort will meet weekly to develop project ideas, build skills, experiment with methods of collaboration, receive and give feedback to each other, and receive individual mentorship from the course instructor. Instructor consent required. Interested students should complete the application to the course and are encouraged to reach out to instructors with questions and ideas. Priority will be given to TAPS majors and minors. Open to undergraduate and graduate students.

Instructor(s): L. Danzig, T. Trent, S. Murray Terms Offered: TBD

Note(s): Attendance at first class session is mandatory.

Equivalent Course(s): TAPS 33150

TAPS 23600. Improv and Sketch. 100 Units.

This course will explore the many different schools of thought in the Chicago improv comedy community, including but not limited to The Second City, iO, and The Annoyance. Organic discovery and plot will be highlighted within scene work as well as the group dynamic, with comedy as the result. Come ready to play and play hard.

Instructor(s): S. Messing Terms Offered: Autumn, Winter

Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 23700. Playwriting: Creating Natural Dialogue for the Stage. 100 Units.

This course employs collaboration among the students to help each individual writer create natural dialogue for the stage. Students will utilize improvisation to write a contemporary scene focusing on the natural rhythms and nuances of modern communication. Through these improvisations, the students create a framework for their narrative with a special focus on developing unique voices for each character. Students read scenes from contemporary plays which emphasize spontaneous and realistic dialogue. Students have weekly assignments that further explore the characters they are writing. Each class includes an active roundtable discussion of the weekly assignments as well as collaborative exercises that further explore the voices of their characters.

In addition to the weekly assignments, students write two complete scenes that will receive readings by their classmates. Note(s): Attendance at first class meeting is mandatory.

Instructor(s): E. Linder Terms Offered: Autumn

Note(s): Attendance at first class meeting is mandatory.

TAPS 23910. Advanced Playwriting Workshop. 100 Units.

A workshop that explores and develops authenticity in playwriting with playwright, Calamity West. Students will write original full-length plays to be developed over the course of ten weeks.

Instructor(s): C. West Terms Offered: Winter

Note(s): Attendance at first class meeting is mandatory

TAPS 23930. Fundamentals of Playwriting. 100 Units.

This workshop will explore the underlying mechanics that have made plays tick for the last 2,500 odd years, from Euripedes to Shakespeare to Büchner to Caryl Churchill, Susan Lori-Parks, and Annie Baker, etc. Students will be asked to shamelessly steal those playwrights' tricks and techniques (if they're found useful), and employ them in the creation of their own piece. Designed for playwrights at any level (beginning or advanced), the workshop's primary goals will be to develop a personal sense of what "works" on stage within the context of what's worked in the past, and to generate a one act play, start to finish.

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

Note(s): ATTENDANCE AT FIRST CLASS IS MANDATORY.

Equivalent Course(s): TAPS 33930

TAPS 24000. Director/Designer Collaboration. 100 Units.

This course explores one of the most vital elements of theatrical production, the designer - director collaboration. The reciprocal adapting and adjusting necessary for artistic collaboration often launches visual storytelling for the stage into unexplored and potentially unknown territories, resulting in the extraordinary. Students will use text analysis, historical exploration, and visual and thematic research in tandem with collaborative communication requirements to develop projects for presentation.

Instructor(s): K. Boetcher Terms Offered: Spring

Note(s): Attendance at first class meeting is mandatory.

TAPS 24410. Transmedia Puzzle Design & Performance. 100 Units.

This course will introduce students to the burgeoning field of immersive puzzle design. Students will develop, implement and playtest puzzles that are suited for a range of experiences: from the tabletop to the immersive, from online puzzle hunts to broad-scoped alternate reality games (ARG). Students in this course will work directly with master puzzler, Sandor Wiesz, the commissioner of The Mystery League.

Equivalent Course(s): MAAD 24410, TAPS 34410

TAPS 24904. Performance Lab: Devising Methods. 100 Units.

How do you create a theater production when there is no script? Students will be exposed to different methods of devising theater including moment work, verbatim theater, object-based theater and more. Students will create several short works from various sources, working alone and collaboratively. We will explore how processes of devising impact the roles of writer, director, performer, dramaturg and designer. To supplement their practice-based research, students will prepare presentations on select artists nationally and internationally working in devised theater.

Instructor(s): L. Danzig Terms Offered: TBD

Note(s): Attendance at first class is mandatory.

TAPS 25505. Adaptation for the Screen. 100 Units.

This course introduces students to the rewards and difficulties of adapting literary material to the big screen. In addition to reading short stories and viewing the films that were made from these stories, all students will be given the same short story to adapt into a 50-60 minute film. Progress on these scripts will be addressed through in-class readings, leading to final meetings with the instructor about your completed first drafts. Screenwriting experience is helpful, but not essential. Class size is limited to 10 students.

Instructor(s): J. Petrakis Terms Offered: Spring

Note(s): Attendance at first class is mandatory.

TAPS 25515. Contemporary Political Strategies in Performance. 100 Units.

The emphasis of the course is on strategies-in the words of curator Florian Malzacher, "artistic strategies in politics, and political strategies in art." In moments of political struggle, what can art DO, and what can it not? We will be combining case studies with theoretical background, examining strategies like occupation, participation, parafiction, 'technologies of care,' détournement and the art strike. Students will have the opportunity to put some of these approaches to the test by designing one or more local interventions according to the interests of the group.

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

Equivalent Course(s): TAPS 35515, ARTV 20213, ARTV 30213, MAAD 24515

TAPS 25800. POC (Playwrights of Color) 100 Units.

This course explores contemporary works by American playwrights of color, with a focus on how to thoughtfully lead and/or participate in conversations around race and theatre both in- and outside of the rehearsal room.

Students will read and discuss how playwrights such as Adrienne Kennedy (1960s), Suzan-Lori Parks (1990s-2000s), Branden Jacob-Jenkins and Young Jean Lee (2018) employ imagery, archetypes and stereotypes, and taught and true history to expand and morph not just the American canon but the American story to include rather than exclude people of color.

Instructor(s): Jess McLeod Terms Offered: Autumn

Note(s): ATTENDANCE AT FIRST CLASS SESSION IS MANDATORY.

Equivalent Course(s): CRES 25800

TAPS 26250. Contemporary Dance Techniques. 100 Units.

This course is an overview of the formal practices and trends that shape dance as an evolving contemporary art form. Designed for students with minimal dance experience who want to broaden their dance knowledge and deepen their physical skills, the course draws from a range of contemporary dance techniques including modern, improvisation, Hip-Hop, choreography, and partnering techniques. Lectures, viewings, and discussion will support experiential practice components, and professional guest artists will address select topics.

ATTENDANCE AT FIRST CLASS IS MANDATORY.

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

Equivalent Course(s): TAPS 36250

TAPS 25910. Short Form Digital Storytelling: Creating a Web Series. 100 Units.

This course examines the short form storytelling of the digital web series. Through lectures, viewings and discussions in weekly meetings students will determine what makes a strong web series and apply the findings to writing and polishing the pilot episode of their own web series. Students will write weekly 4-5 page assignments building toward the creation of a 5-6 episode series.

Instructor(s): T. Brown Terms Offered: Spring

Note(s): Attendance at first class session is mandatory.

Equivalent Course(s): MAAD 24910

TAPS 26100. Dance Composition. 100 Units.

When does movement become text? How do bodies combine with time, space, and energy to communicate ideas? In this workshop-formatted course, we explore these questions as we study and create dance. Students develop improvisational skills by exploring the dance principles of space, time, dynamics, and the process of abstraction. Through physical exercises, discussions, and readings, students learn how to initiate and develop movement ideas. Major dance works from many styles (e.g., ballet, modern, avant-garde) are viewed and analyzed, as students develop an understanding of choreographic forms. Students also develop a proficiency in the areas of observation and constructive criticism. The course culminates with a choreographic project.

Instructor(s): J. Rhoads Terms Offered: Autumn

Note(s): Attendance at first class meeting is mandatory.

Equivalent Course(s): TAPS 36100

TAPS 26530. Staging the Internet. 100 Units.

The theater has often been used as a means to embody psychic spaces, from Medieval mystery plays and other allegorical works to Richard Foreman's attempt to give theatrical form to consciousness itself. This practice-based lab class will propose to 'stage the internet' - what techniques and strategies can we develop to give tangible shape to the virtual world? Our explorations will be catalyzed by readings on data and interfaces, networks and protocols, procedural/algorithmic art, digital labor, and competing notions of the virtual.

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

Prerequisite(s): Course is designed for advanced undergraduates and graduates. Previous coursework in theater & performance studies or related fields required.

Note(s): Attendance at first class meeting is mandatory.

Equivalent Course(s): MAAD 24530, TAPS 46530, ARTV 20214, ARTV 30214

TAPS 27570. Scenic & Costume Design for the Stage. 100 Units.

This course explores the various forms and processes of designing scenery and costume for theatrical performance. With particular attention to a cohesive reading of a text, students engage contextual and historical exploration, and visual and thematic research, as well as the documentation needed to complete a scenic and costume world (e.g., sketching, swatching, model making), with a focus on how the two disciplines communicate with each other to create a shared visual language. The course additionally covers, nominally, the history of stage design and looks at major trends in modern stage design.

Instructor(s): K. Boetcher Terms Offered: Autumn

Note(s): Attendance at the first class session is mandatory.

TAPS 28100. Lighting Design for the Stage. 100 Units.

This course places equal emphasis on the theory and practice of modern stage lighting. Students learn the mechanical properties of lighting equipment; how to create, read, and execute a lighting plot; the functions of lighting in a theatrical context; color and design theory; and how to read a text as a lighting designer.

Instructor(s): M. Durst Terms Offered: Spring

Note(s): Attendance at first class meeting is mandatory.

TAPS 28320. The Mind as Stage: Podcasting. 100 Units.

Audio storytelling insinuates itself into the day-to-day unlike other narrative forms. People listen to podcasts while they do the dishes, drive to work, or walk the dog. This hands-on course will explore the unique opportunities that this intimate relationship with an audience affords the storyteller. Documentary techniques and practices will form the basis of the course, with assignments from audio fiction and non-fiction, oral history, documentary theater, and comedy. Students will complete several short audio exercises and one larger podcast project.

Instructor(s): S. Geis Terms Offered: Winter

Note(s): Attendance at first class session is mandatory.

Equivalent Course(s): TAPS 38320, MAAD 23820

TAPS 28415. Verse Forms in Theater and Spoken Word Tradition. 100 Units.

A writing workshop for theater makers/playwrights/directors for the study and development of character-driven verse. Traditional verse for the stage (blank and rhymed, Elizabethan through 1900s) will be explored, as well as modern attempts (Eliot through Ives). Where does the often thin line lie between a sonnet and a soliloquy? Students will be challenged to write verse for the stage, channeling their voice not through a personal, confessional "I", but through the mask, through character--as Shakespeare did with his sonnets, as Dickinson often did with her small ballads.

Instructor(s): M. Maher Terms Offered: TBD

Note(s): Attendance at first class is mandatory.

TAPS 28421. Theater for Social Change. 100 Units.

Augusto Boal argues that theatre is "rehearsal for the revolution." Boal's Theatre of the Oppressed provides key strategies for collaboratively crafting dramatic narrative. These strategies challenge the conventional Aristotelian structure that privileges a single protagonist and subordinates other stories. Instead, Boal structures a poetics in which the "spect-actor" contributes their voice. Students will engage in devising and embodiment exercises in Image Theatre, Newspaper Theatre, Forum Theatre, and more, by interpreting texts, (e.g., religious texts, constitutional documents, or political manifestos), interrogating current events, exploring public narratives, and valuing diverse learning styles. Students will contextualize destinations for the course material according to the aesthetic and academic questions that they bring into the classroom. To consider ethical concerns surrounding participatory theatre, we will examine arts groups past and present that employ the techniques of the Theatre of the Oppressed. Readings include Boal, Freire, Jan Cohen-Cruz, Michael Rohd, bell hooks, and Knight and Schwarzman.

Instructor(s): T. Trent Terms Offered: Spring

Note(s): Attendance at first class is mandatory

Equivalent Course(s): CRES 28421, TAPS 38421

TAPS 28479. Theater and Performance in Latin America. 100 Units.

What is performance? How has it been used in Latin America and the Caribbean? This course is an introduction to theatre and performance in Latin America and the Caribbean that will examine the intersection of performance and social life. While we will place particular emphasis on performance art, we will examine some theatrical works. We ask: how have embodied practice, theatre and visual art been used to negotiate ideologies of race, gender and sexuality? What is the role of performance in relation to systems of power? How has it negotiated dictatorship, military rule, and social memory? Ultimately, the aim of this course is to give students an overview of Latin American performance including blackface performance, indigenous performance, as well as performance and activism.

Instructor(s): D. Roper Terms Offered: Winter

Prerequisite(s): Undergraduates must be in their third or fourth year

Note(s): Taught in English.

Equivalent Course(s): LACS 39117, GNSE 39117, SPAN 39117, GNSE 29117, CRES 29117, TAPS 38479, SPAN 29117, CRES 39117, LACS 29117

TAPS 29900. Reading and Research. 100 Units.

This is a reading and research course for independent study.

Equivalent Course(s): TAPS 49900

TAPS 29800. Theater and Performance Studies BA Colloquium. 100 Units.

This two-quarter sequence is open only to fourth-year students who are majoring and/or minoring in theater and performance studies.

Terms Offered: Autumn Winter

Prerequisite(s): Consent of Director of Undergraduate Studies.

Note(s): 100 units credit is granted only after successful completion of the Winter term.



TUTORIAL STUDIES

PROGRAM OF STUDY

Tutorial Studies is a program only in an administrative sense; it serves as an alternative for students who propose a coherent course of studies that clearly will not fit within a regular major. Students in the College may be admitted to Tutorial Studies at any point in their careers; their requirements will then be written to fill the time they have left until graduation. On the whole, the New Collegiate Division prefers to admit students to this format late rather than early: for a senior year in Tutorial Studies rather than a two-year program and for two years rather than three. Admission to Tutorial Studies is handled separately from admission to other New Collegiate Division programs.

Students in Tutorial Studies are held to all College requirements and to the New Collegiate Division requirements, including the production of substantial written work. Tutorial Studies makes no other requirements of students admitted to the program, but particular students may be held to certain requirements judged appropriate by the tutor or the program chairman.

Students in Tutorial Studies have no major; instead, all students have a tutor. A tutor is a member of the Chicago faculty who has agreed to take responsibility for their work. An individual student's education is worked out between the student and the tutor under the general supervision of the program chairman. Because of the special burden placed on the tutor, the rule states: *the student and the tutor are admitted together*. Students may enter Tutorial Studies only when they have found a tutor and after there has been sufficient discussion among student, tutor, and program chairman to establish to the satisfaction of all three that:

1. the student knows what he or she wants to do
2. the tutor understands it and wants to take charge of it
3. it is something worth doing and something that will constitute an appropriate segment of a College education
4. it can be done with the available resources
5. it cannot be done effectively within any existing College program.

A student in Tutorial Studies, like other New Collegiate Division students, takes both regular courses and reading courses. Reading courses may be taken with members of the faculty other than the tutor.

In the past, successful Tutorial Studies students have generally belonged to one of two categories:

1. students who wish to focus on some relatively narrow topic (the poetry of Baudelaire, for example) but in a rather broad way, that is, in terms of poetics, culture history, psychology, and so on.
2. students who wish to construct some more conventional program that the College does not offer: American studies, for instance, or education.

PROGRAM REQUIREMENTS

Admissions to Tutorial Studies are made by the master of the New Collegiate Division upon the recommendation of the program chairman. In the nature of the case, requirements in Tutorial Studies can hardly be specified. It is expected that thirteen courses will be devoted to the immediate purposes of the student's project, of which several will be individual study courses with the principal tutor or other faculty members.

NOTE: Courses used to meet requirements for the Tutorial Studies major must be chosen in consultation with the faculty tutor and completed subsequent to admission into the program.

GRADING, TRANSCRIPTS, AND RECOMMENDATIONS

The independent study and major papers required by the New Collegiate Division are best evaluated in faculty statements on the nature and quality of the work. In support of the independent study grades of Pass, Fail, and Incomplete, faculty supervisors are asked to submit such statements to student files maintained in the New Collegiate Division office. Responses to the major papers and copies of the papers themselves are also available in this collection of statements, which is used to support graduate applications and to evaluate New Collegiate Division candidates for Phi Beta Kappa, College honors, and other awards. Students should request statements of reference from faculty with whom they have worked.

HONORS

Honors are awarded in all the New Collegiate Division majors. In Tutorial Studies the essential requirement for honors is an exceptionally distinguished senior paper. Papers considered worthy of honors by the initial readers are referred to a third reader whose identity is unknown to the student. In addition, honors depend on the student's grades, especially in the Tutorial Studies program; a 3.50 GPA is roughly the floor but, because a

good deal of New Collegiate Division work tends to be ungraded, the GPA standard cannot be stated precisely. Faculty evaluations of ungraded work are taken into account along with grades.



VISUAL ARTS

Department Website: <http://dova.uchicago.edu>

PROGRAM OF STUDY

The Department of Visual Arts (DoVA) is concerned with art making as a vehicle for exploring creativity, expression, perception, and the constructed world. Whether students take courses listed under ARTV to meet a general education requirement or as part of a major in visual arts, the goal is that they will develop communicative, analytical, and expressive skills through the process of artistic production. The following three courses meet the general education requirement in the arts: ARTV 10100 Visual Language: On Images, ARTV 10200 Visual Language: On Objects, and ARTV 10300 Visual Language: On Time and Space. Most advanced courses require one of these as a prerequisite. (See individual course listings for specific prerequisites.)

RANGE OF COURSE OFFERINGS

The following courses introduce visual communication through the manipulation of various traditional and nonart materials, engaging principles of visual language while stressing the relationship between form and meaning. Readings and visits to local museums and galleries are required.

ARTV 10100	Visual Language: On Images	100
ARTV 10200	Visual Language: On Objects	100
ARTV 10300	Visual Language: On Time and Space	100

ARTV courses numbered 21000 to 29700 include media specific courses that teach technical skills and provide a conceptual framework for working in these media (e.g., painting, photography, sculpture, video). Also included are more advanced studio courses designed to investigate the vast array of objects, spaces, and ideas embedded in the contemporary artistic landscape. ARTV courses numbered 20000 to 20999 are not studio-based and may not be counted toward studio requirements for the major or minor. ARTV courses in the 20000 to 20999 range may be counted toward the two electives relevant to the major. (See Program Requirements for more information.)

Students in other fields of study may also complete a minor in visual arts. Information follows the description of the major.

PROGRAM REQUIREMENTS

The BA program in the Department of Visual Arts is intended for students interested in the practice and study of art. DoVA's faculty consists of a core of artists and other humanists interested in making and thinking about art. Students who major in visual arts take an individually arranged program of studio, lecture, and seminar courses that may include some courses outside the Humanities Collegiate Division. The program seeks to foster understanding of art from several perspectives: the practice and intention of the creator, the visual conventions employed, and the perception and critical reception of the audience. In addition to work in the studio, these aims may require study of many other subjects, including but not limited to art history, intellectual history, criticism, and aesthetics.

All students take ARTV 10100 Visual Language: On Images, ARTV 10200 Visual Language: On Objects, or ARTV 10300 Visual Language: On Time and Space in the first two years of their studies. After completing one of these general education courses but no later than Winter Quarter of their third year, students meet with the Director of Undergraduate Studies to plan the rest of their program. At least six of the courses beyond the general education requirement in the arts must be drawn from the second level of studio-based offerings (studio art courses numbered 21000 and above). Please note that only courses that are primarily focused on art making can be applied toward this requirement. Students may take up to two studio-based independent study courses (ARTV 29700 Independent Study in Visual Arts) toward their six studio requirements. Two of the remaining three electives may include any intellectually consistent combination of visual arts studio courses, visual arts critical and theory courses, and any other relevant offerings in the College. One elective must be a 20000-level (not meeting the general education requirement in the arts) course in Art History (ARTH).

Students take ARTV 29600 Junior Seminar in their third year. At the end of the Junior Seminar, students may choose to apply for the visual arts studio track. Places in the studio track are limited. Applicants will be reviewed by a faculty committee at the end of their third year, and studio track decisions will be announced before the start of the Autumn Quarter of fourth year. Students in the studio track present their work in a thesis exhibition and may be eligible to receive shared studio space in their senior year. (See "Studio Track" section below for more details.)

Students who wish to study abroad in their third year should contact the department as soon as possible to discuss options for taking the Junior Seminar, which is generally only offered one quarter per year, in the Spring Quarter. Junior Seminar can sometimes be taken in the second year with permission from the Director of Undergraduate Studies.

All visual arts majors must take ARTV 29850 Senior Seminar in the Autumn Quarter of their fourth year. Students in the studio track are required to take an additional course, ARTV 29900 Senior Project, which serves

as a critical art forum to prepare for the thesis exhibition in the spring. (See "Studio Track" section below for more details.)

SUMMARY OF REQUIREMENTS FOR MAJORS

MAJOR

One of the following:	100
ARTV 10100 Visual Language: On Images	
ARTV 10200 Visual Language: On Objects	
ARTV 10300 Visual Language: On Time and Space	
ARTV 29600 Junior Seminar	100
ARTV 29850 Senior Seminar	100
Six studio art courses numbered 21000 and above**	600
Two electives relevant to the major	200
One 20000-level course in Art History †	100
Total Units	1200

** ARTV courses numbered 20000 to 20999 cannot be used toward this requirement.

† ARTH courses that satisfy the general education requirement in the arts are not eligible.

STUDIO TRACK

Visual arts majors may apply for the studio track at the end of their third year. Places in the studio track are limited. Applicants will be reviewed by a faculty committee at the end of the third year, and studio track decisions will be announced before the start of the Autumn Quarter of fourth year. Studio track students work in consultation with the Director of Undergraduate Studies and the visual arts faculty to mount a thesis exhibition at the beginning of the Spring Quarter of their senior year. Studio track students may also be awarded shared studio space during the senior year, based on merit and need, and contingent upon space being available.

Additionally, studio track students must take ARTV 29900 Senior Project in the Winter Quarter of their final year, in preparation for their thesis exhibition.

SUMMARY OF REQUIREMENTS FOR STUDIO TRACK MAJORS

MAJOR

One of the following:	100
ARTV 10100 Visual Language: On Images	
ARTV 10200 Visual Language: On Objects	
ARTV 10300 Visual Language: On Time and Space	
ARTV 29600 Junior Seminar	100
ARTV 29850 Senior Seminar	100
ARTV 29900 Senior Project	100
Six studio art courses numbered 21000 and above**	600
Two electives relevant to the major	200
One 20000-level course in Art History †	100
Total Units	1300

** ARTV courses numbered 20000 to 20999 cannot be used toward this requirement.

† ARTH courses that satisfy the general education requirement in the arts are not eligible.

HONORS

Students must have a portfolio of exceptional quality to be recommended to graduate with honors in visual arts. Visual arts faculty make final honors decisions at the end of the student's fourth year, based on performance in visual arts courses, the quality of participation in critiques, and the thesis exhibition.

GRADING

Students majoring in visual arts must receive quality grades for the 12 or 13 courses that constitute the major. With consent of their College adviser and the instructor, nonmajors may take visual arts courses for P/F grades if the courses are not used to meet a general education requirement.

MINOR PROGRAM IN THE DEPARTMENT OF VISUAL ARTS

The minor in visual arts requires six courses: one is from the 10000-level sequence (ARTV 10100 Visual Language: On Images, ARTV 10200 Visual Language: On Objects, or ARTV 10300 Visual Language: On Time and Space), and five are drawn from visual arts studio courses numbered 21000 to 29700, chosen in consultation with

the Director of Undergraduate Studies. ARTV courses numbered 20000 to 20999 are not studio-based and may not be counted toward studio requirements for the minor.

Students who elect the minor program in visual arts must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the Director of Undergraduate Studies. The Director's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors; and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

SUMMARY OF REQUIREMENTS FOR THE MINOR IN VISUAL ARTS

MINOR

One of the following:	100
ARTV 10100 Visual Language: On Images	
ARTV 10200 Visual Language: On Objects	
ARTV 10300 Visual Language: On Time and Space	
Five studio art courses numbered 21000 and above**	500
Total Units	600

** ARTV courses numbered 20000 to 20999 cannot be used toward this requirement.

COURSE ATTENDANCE

Students must attend the first and second classes to confirm enrollment. No exceptions will be made unless the student notifies the instructor before the first class.

VISUAL ARTS COURSES

ARTV 10100. Visual Language: On Images. 100 Units.

Through studio work and critical discussions on 2D form, this course is designed to reveal the conventions of images and image-making. Basic formal elements and principles of art are presented, but they are also put into practice to reveal perennial issues in a visual field. Form is studied as a means to communicate content. Topics as varied as, but not limited to, illusion, analogy, metaphor, time and memory, nature and culture, abstraction, the role of the author, and universal systems can be illuminated through these primary investigations. Visits to museums and other fieldwork required, as is participation in studio exercises and group critiques. Students must attend class for the full first week to confirm enrollment. Wait list requests are due several weeks before the quarter begins. Sign up for the wait list at dova.uchicago.edu/content/wait-list-core-courses-0

Terms Offered: Autumn Spring Winter

Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the arts. Previous experience in media-based studio courses not accepted as a substitute for this course. Students must attend class for the full first week to confirm enrollment. Wait list requests are due several weeks before the quarter begins. Sign up for the wait list at dova.uchicago.edu/content/wait-list-core-courses-0

ARTV 10200. Visual Language: On Objects. 100 Units.

Through studio work and critical discussions on 3D form, this course is intended to reveal the conventions of sculpture while investigating its modes of production. Basic formal elements and principles of art are presented, but also put into practice to reveal perennial issues in a visual field. Form is studied as a means to communicate content. Topics as varied as, but not limited to, platonic form, analogy, metaphor, verisimilitude, abstraction, nature and culture, and the body politic can be illuminated through these primary investigations. Visits to museums and other fieldwork required, as is participation in studio exercises and group critiques. Students must attend class for the full first week to confirm enrollment. Wait list requests are due several weeks before the quarter begins. Sign up for the wait list at dova.uchicago.edu/content/wait-list-core-courses

Terms Offered: Autumn Spring Winter

Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the arts. Previous experience in media-based studio courses not accepted as a substitute for this course. Students must attend class for the full first week to confirm enrollment. Wait list requests are due several weeks before the quarter begins. Sign up for the wait list at dova.uchicago.edu/content/wait-list-core-courses-0

ARTV 10300. Visual Language: On Time and Space. 100 Units.

Through studio work and critical discussion on four-dimensional form, this course is designed to reveal the conventions of the moving image, performance, and/or the production of digital-based media. Basic formal elements and principles of art are presented, but also put into practice to reveal perennial issues in a visual field. Form is studied as a means to communicate content. Topics as varied as but not limited to narrative, mechanical reproduction, verisimilitude, historical tableaux, time and memory, the body politic, and the role of the author can be illuminated through these primary investigations. Some sections focus solely on performance; others incorporate moving image technology. Please check Class Search at registrar.uchicago.edu/classes for details. Visits to museums and other fieldwork required, as is participation in studio exercises and group critiques. Students must attend class for the full first week in order to confirm enrollment. Wait list requests are due several weeks before the quarter begins. Sign up for the wait list at dova.uchicago.edu/content/wait-list-core-courses-0

Terms Offered: Spring Winter

Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the arts. Previous experience in media-based studio courses not accepted as a substitute for this course. Students must attend class for the full first week to confirm enrollment. Wait list requests are due several weeks before the quarter begins. Sign up for the wait list at dova.uchicago.edu/content/wait-list-core-courses-0

ARTV 15650. Art Since 1900. 100 Units.

Focusing on the interrelationships between avant-garde culture and the emerging mass cultural formations of industrializing societies, our survey will address a wide range of historical and methodological questions: the impact of new technologies of production, the utopian projects of the Euro-American avant-gardes, the transformation of modernist conceptions of artistic autonomy, the changing roles of cultural institutions, the construction of social Others, the formation of new audiences, and the rise of "contemporary art."

Equivalent Course(s): ARTH 15650

ARTV 16210. Media Art and Design Practice. 100 Units.

This studio-based course explores the practice, conventions, and boundaries of contemporary media art and design. This can encompass areas as diverse as interactive installation, app design, and the Internet meme. Through projects and critical discussion, students engage with the problems and opportunities of digitally-driven content creation. Fundamental elements of digital production are introduced, including basic properties of image, video, and the global network. Further topics as varied as though not limited to web production, digital fabrication, interfaces, the glitch, and gaming may be considered. Sections will vary based on the instructor's fields of expertise. This course counts towards the General Education requirement in Art-Music-Drama.

Instructor(s): J. Satrom Terms Offered: Spring

Prerequisite(s): HUMA 16000 and HUMA 16100 or instructor consent

Note(s): This course meets the general education requirement in the arts. This course may not count toward the Media Arts and Design minor.

Equivalent Course(s): MAAD 16210

ARTV 20002-20003. History of International Cinema I: Silent Era; History of International Cinema II: Sound Era to 1960.

This sequence is required of students majoring in Cinema and Media Studies. Taking these courses in sequence is strongly recommended but not required.

ARTV 20002. History of International Cinema I: Silent Era. 100 Units.

This course provides a survey of the history of cinema from its emergence in the mid-1890s to the transition to sound in the late 1920s. We will examine the cinema as a set of aesthetic, social, technological, national, cultural, and industrial practices as they were exercised and developed during this 30-year span. Especially important for our examination will be the exchange of film techniques, practices, and cultures in an international context. We will also pursue questions related to the historiography of the cinema, and examine early attempts to theorize and account for the cinema as an artistic and social phenomenon.

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

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): This is the first part of a two-quarter course.

Equivalent Course(s): CMLT 32400, ARTH 38500, ARTH 28500, MAPH 33600, CMLT 22400, MAAD 18500, CMST 28500, ENGL 29300, CMST 48500, ENGL 48700

ARTV 20003. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): ARTH 38600, CMST 48600, CMLT 32500, MAPH 33700, CMST 28600, ENGL 48900, CMLT 22500, REES 45005, REES 25005, ENGL 29600, MAAD 18600, ARTH 28600

ARTV 20003. History of International Cinema II: Sound Era to 1960. 100 Units.

The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended

Equivalent Course(s): ARTH 38600, CMST 48600, CMLT 32500, MAPH 33700, CMST 28600, ENGL 48900, CMLT 22500, REES 45005, REES 25005, ENGL 29600, MAAD 18600, ARTH 28600

ARTV 20006. Contemporary Art. 100 Units.

This course will consider the practice and theory of visual art in the late twentieth and early twenty-first centuries. Among the subjects that will drive our narrative will be the rise of postmodernism, pop art, the aesthetics of the social movements of the 1960s, institutional critique, the relationship between reproductive media and Feminism, the concept of spectacle, conceptual art, the appearance of a global art industry after 1989, the connections between art school and art-making, "relational aesthetics," the fate of art in the age of the Internet, the art of the post-studio moment, and what happens to art when it engages with *everything*.

Instructor(s): M. Jackson Terms Offered: Spring

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): ARTH 15800

ARTV 20008. Ways of Curating and Collecting. 100 Units.

This seminar takes stock of contemporary currents in curating and collecting practices at a time when we are experiencing rapid expansion of the museum sector internationally, and witnessing the growing ubiquity of "curation" within the spheres of leisure, culture, entertainment and tourism. Using institutions across campus, the city of Chicago and beyond as our primary locus, we will explore curatorial and collecting strategies employed by a variety of visual arts institutions and platforms from the scale of the single-room/single curator gallery, to the museum and the international biennial. We will consider how curatorial and exhibition-making practices have evolved from the latter half of the 20th century to the present day. We will consider the socio-cultural and political implications of curatorial work, and reflect on the shifting status of the art object within collecting and non-collecting institutions. Together we will explore significant curatorial projects at a local, national and international level; we will undertake site visits as well as play host to visiting curators, artists and thinkers. Course readings will feature the writings of seminal international curators as well as selections from historians and theorists in the field of curatorial studies. Students will work through a series of independent and collaborative assignments as well as a final project that integrates curatorial theory and practice.

Instructor(s): Y. Umolu Terms Offered: Winter

Equivalent Course(s): ARTH 36110, ARTV 30008, ARTH 26110

ARTV 20010. Contemporary Art in Paris. 100 Units.

In this course, we will explore important institutions and contexts for exhibiting contemporary international art in the city of Paris. Our approach will be ethnographic as well as aesthetic and take place at various scales: from national museums to arts foundations, galleries, artist studios, and alternative spaces and artists' "squats." Of special interest will be how different architectures and spaces of installation affect our reception and understanding of art. Video and moving image installation will be a special emphasis where possible. Course work will include presentations and weekly contributions to a public blog. Possible field trips could include the Musée d'art moderne de la ville de Paris, la Cinémathèque Française, Fondation Cartier pour l'art contemporain, Galerie Marion Goodman, Les Frigos, and the Paris Art Fair at the Grand Palais.

ARTV 20011. Control Art. 100 Units.

This class is an investigation into the relationships between the forces of community building, aesthetics and social control using a selective history of art and art systems associated with the People's Republic of China as a case study. Class time in Chicago will run four weeks, during academic weeks seven through ten of spring quarter and culminate in a required trip to Beijing June 15th -28th. Using wide-ranging sources, the class will speak to the ways that groups and governments alike have used art and art likes things to influence, coerce and inspire people and meaning. In summation the class as the grand question of how contemporary art production has worked hand-in-hand with the development of a modern aesthetic state. Over the past two decades, conditions of China have coalesced to produce various forms that are both familiar and novel. Political and artistic centers of social and economic power that used to be differently concentrated have shifted such that presently in China there is a flowering, or explosion--the appropriateness of the metaphor dependent upon the perspective taken. The PRC provides a fantastic case study of art's relationship to social, economic, and political systems. Here, because of different historical and philosophical conditions, ideas about originality, the copy, the spheres public and private, labor, and pleasure, have coalesced into distinct forms and artistic production.

Terms Offered: Spring

Equivalent Course(s): ARTV 30011

ARTV 20013. XCAP: The Experimental Capstone - Experiencing the Real - Nature, Culture, Society. 100 Units.

An essential - if little remarked-upon - aspect of our work as scholars and students within an academic community is that we are concerned with that which is real. We read about things that are real. We write about things that are real. We attempt to prove the realities of our theories and we theorize the real. But what is it like to take "the real" as a question not simply of text or theory, but of experience? In this course, we will immerse ourselves in some of the many ways in which we (human beings living in an industrialized society in the early twenty-first century) have come to know that which is real, and to distinguish it from that which is unreal, ambiguous, or even fake. Equal parts ethnography, history, reportage, philosophy, and fabrication, this course takes action and embodiment as its key elements - particularly action and embodiment as manifested through the sometimes-twinned, sometimes-conflicting pursuits of science and art. In considering the nature of the real, we will consider our own embodiment and cognition in conjunction with the material and technological worlds of our own late modern moment as principle elements of the ways in which we come to know the real.

Instructor(s): Michael Rossi & Jason MacLean Terms Offered: Spring

Note(s): This course is one of three offered in The Experimental Capstone (XCAP) in the 2018-19 academic year. Enrollment in this course is by application only. Only students graduating in the 2018-19 academic year will be considered for enrollment. For more information about XCAP, visit <https://sifk.uchicago.edu/courses/xcap/>
Equivalent Course(s): KNOW 29970, HIST 25317, HIPS 29200

ARTV 20014. XCAP: The Experimental Capstone - The Art of Healing: Medical Aesthetics in Russia and the U.S. 100 Units.

What makes a medical treatment look like it will work? What makes us feel that we are receiving good care, or that we can be cured? Why does the color of a pill influence its effectiveness, and how do placebos sometimes achieve what less inert medication cannot? In this course we will consider these problems from the vantage points of a physician and a cultural historian. Our methodology will combine techniques of aesthetic analysis with those of medical anthropology, history and practice. We will consider the narratology of medicine as we examine the way that patients tell their stories-and the way that doctors, nurses, buildings, wards, and machines enter those narratives. The latter agents derive their meaning from medical outcomes, but are also embedded in a field of aesthetic values that shape their apperception. We will look closely at a realm of medical experience that continues to evade the grasp of instruments: how the aesthetic experience shapes the phenomenon of medical treatment.

Instructor(s): William Nickell; Brian Callender; Elizabeth Murphy Terms Offered: Autumn

Note(s): This course is one of three offered in The Experimental Capstone (XCAP) in the 2019-20 academic year.

Enrollment in this course is restricted to 3rd and 4th year undergraduates in the College. For more information about XCAP, visit <https://sifk.uchicago.edu/courses/xcap/>

Equivalent Course(s): BIOS 29209, HIPS 28350, ANTH 24360, KNOW 29901

ARTV 20203. Biography, History, Art: Documenting Blakelock. 100 Units.

This Gray Center sponsored research practicum is tied to a film project with documentary-maker and Mellon Collaborative Fellow Ric Burns about outsider artist Ralph Blakelock. America's van Gogh, Blakelock created art far ahead of his time, went mad, and spent nearly twenty years in an asylum before emerging into the glare of flashbulbs as the most sought-after painter of the 1910s, only to end his life as victim of a con game. In between, he sojourned with the Sioux, hobnobbed with Gilded Age millionaires, channeled Longfellow and Mendelssohn in his art, struggled in the emergent New York "art world", played vaudeville piano, and became one of the first major figures in modern celebrity-driven mass media. How best to capture this kaleidoscopic life and Blakelock's dizzying art in a documentary is the creative challenge of the seminar. Our focus will be on Blakelock's *Ghost Dance/The Vision of Life*. Art Institute conservators, assisted by chemistry department Professor Steven Sibener, will use scientific imaging to see inside the painting, whose provenance and context of production and reception need to be researched. Participants will be assigned to specific topics based on area of expertise. The course should be of particular interest to students in DOVA, Art History, History, English, Psychology, Chemistry, Cinema Studies, and Anthropology.

Instructor(s): Lawrence Rothfield; Ric Burns Terms Offered: Spring

Prerequisite(s): Instructor consent required. Open to students at all levels, undergraduate and graduate. Email a letter of interest to Professor Rothfield: lary@uchicago.edu.

Equivalent Course(s): ARTV 30203, ENGL 26522, ENGL 36522

ARTV 20210. Imagining Chicago's Common Buildings. 100 Units.

This class is an architectural studio based in the common residential buildings of Chicago and the city's built environment. While design projects and architectural skills will be the focus of the class, it will also incorporate readings, a small amount of writing, some social and geographical history, and several explorations around Chicago. The studio will: (1) give students interested in pursuing architecture or the study of cities experience with a studio class and some skills related to architectural thinking, (2) acquaint students intimately with Chicago's common residential buildings and built fabric, and (3) situate all this within a context of social thought about residential architecture, common buildings, housing, and the city. Please note: the class has required meetings on both Tuesdays (5-6:20) and Fridays (2:30-5:50, with a break) beginning on Tuesday October 2nd. This course is part of the College Course Cluster program: Urban Design.

Instructor(s): L. Joyner Terms Offered: Autumn

Note(s): Consent is required to enroll in this class. Interested students should email the instructor (Luke Joyner, lukejoy@uchicago.edu) to briefly explain their interest and any previous experience with the course topics. Please note: The course has required meetings on both Tuesdays (5-6:20 p.m.) and Fridays (2:30-5:50 p.m., with a break) beginning on Tuesday October 1. Students must attend first class to confirm enrollment.

Equivalent Course(s): ARTH 24190, ENST 24190, AMER 24190, ARCH 24190, GEOG 24190

ARTV 20212. Performance Lab: Non-Fiction Sources. 100 Units.

How do you create a solo or group performance from sources other than a play? How do you build original performance out of personal stories, interviews, research, an historical or current event? What are the methods for collecting non-fictional material, learning about someone else's experience, uncovering the complexities of something that has occurred? And how does one compose that material into a staged event? This course explores what constitutes a story, the blurred boundaries between what's 'real' and what's 'fiction', the status of interpretation, the stakes of performing as oneself and as other people, and the ethics of turning lived experience into staged performance. Students will work individually and collaboratively on creating original performances based on topics of their choice, in addition to viewing live and recorded performances, reading essays and scripts, and meeting visiting artists.

Instructor(s): L. Danzig, E. Lansana Terms Offered: Spring

Note(s): Attendance at first class is mandatory.

Equivalent Course(s): HMRT 34902, ARTV 30212, TAPS 24902, TAPS 34902, HMRT 24902

ARTV 20213. Contemporary Political Strategies in Performance. 100 Units.

The emphasis of the course is on strategies-in the words of curator Florian Malzacher, "artistic strategies in politics, and political strategies in art." In moments of political struggle, what can art DO, and what can it not? We will be combining case studies with theoretical background, examining strategies like occupation, participation, parafiction, 'technologies of care,' détournement and the art strike. Students will have the opportunity to put some of these approaches to the test by designing one or more local interventions according to the interests of the group.

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

Equivalent Course(s): TAPS 35515, ARTV 30213, TAPS 25515, MAAD 24515

ARTV 20214. Staging the Internet. 100 Units.

The theater has often been used as a means to embody psychic spaces, from Medieval mystery plays and other allegorical works to Richard Foreman's attempt to give theatrical form to consciousness itself. This practice-based lab class will propose to 'stage the internet' - what techniques and strategies can we develop to give tangible shape to the virtual world? Our explorations will be catalyzed by readings on data and interfaces, networks and protocols, procedural/algorithmic art, digital labor, and competing notions of the virtual.

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

Prerequisite(s): Course is designed for advanced undergraduates and graduates. Previous coursework in theater & performance studies or related fields required.

Note(s): Attendance at first class meeting is mandatory.

Equivalent Course(s): MAAD 24530, TAPS 46530, ARTV 30214, TAPS 26530

ARTV 20215. Adaptation: Text and Image. 100 Units.

A course concerned with the marriage of image and text that explores films, illuminated manuscripts, comic books/graphic novels, children's picture books and present day (perhaps local) theater productions that deal at their core with the balance and dance between story and picture. Examples of work studied would be Chris Marker's *La jetée*, Alice in Wonderland and its many adaptations, the comics of Winsor McCay, Seth, Chris Ware, etc, and William Blake's engraved poems and images. The theatrical collaborations between the instructors themselves ("*The Cabinet*" and "*Cape and Squiggle*," both produced by Chicago's Redmoon Theatre) will be discussed as well.

Instructor(s): M. Maher, F. Maugeri Terms Offered: Spring

Equivalent Course(s): TAPS 28465, MAAD 14865

ARTV 20300. Introduction to Film Analysis. 100 Units.

This course introduces basic concepts of film analysis, which are discussed through examples from different national cinemas, genres, and directorial oeuvres. Along with questions of film technique and style, we consider the notion of the cinema as an institution that comprises an industrial system of production, social and aesthetic norms and codes, and particular modes of reception. Films discussed include works by Hitchcock, Porter, Griffith, Eisenstein, Lang, Renoir, Sternberg, and Welles.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Note(s): Required of students taking a major or minor in Cinema and Media Studies.

Equivalent Course(s): ARTH 20000, CMST 10100, ENGL 10800

ARTV 20500. Introduction to Genres: Writing the Visual Arts. 100 Units.

Equivalent Course(s): CRWR 12121

ARTV 20663. Urban Studies: Placemaking. 100 Units.

This course considers the values that drive neighborhood transformation, how policy is shaped and implemented, and the role that arts and culture can play in mindful city-building. Classroom hours will be spent with Theaster Gates, professor, Department of Visual Art, in addition to other UChicago faculty, discussing key principles in guiding city redevelopment in mindful and equitable ways. Students will gain field experience working with Place Lab, Gates's multidisciplinary team that documents and demonstrates urban ethical redevelopment strategies initiated through arts and culture. Working across a variety of projects, students will be exposed to programming, data collection, development, community building, strategy, and documentation. Weekly site visits will give students the opportunity to see analogous projects and meet practitioners throughout Chicago.

Equivalent Course(s): PBPL 25663

ARTV 20805. Framing, Re-framing, and Un-framing Cinema. 100 Units.

By cinema, we mean the art of the moving image, which is not limited to the material support of a flexible band called film. This art reaches back to early devices to trick the eye into seeing motion and looks forward to new media and new modes of presentation. With the technological possibility of breaking images into tiny pixels and reassembling them and of viewing them in new way that this computerized image allows, we now face the most radical transformation of the moving image since the very beginnings of cinema. A collaboration between the OpenEndedGroup (Marc Downie and Paul Kaiser), artists who have created new modes of the moving image for more than decade, and film scholar Tom Gunning, this course will use this moment of new technologies to explore and expand the moving image before it becomes too rigidly determined by the powerful industrial forces now propelling it forward. This course will be intensely experimental as we see how we might use new computer algorithms to take apart and re-experience classic films of the past. By using new tools, developed for and during this class, students will make new experiences inside virtual reality environments for watching, analyzing, and recombining films and that are unlike any other. These tools will enable students, regardless of previous programming experience, to participate in this crucial technological and cultural juncture.

Equivalent Course(s): CMST 27805, ARTV 30805, CMST 37805

ARTV 21001. Figure Drawing: Trans/Figuration. 100 Units.

Figure drawing is an experience that engages us visually, physically, emotionally, and psychologically. This many-faceted relationship is examined through the use of a variety of traditional and experimental materials, set-ups, and drawing methods. Assignments and class critiques investigate different models of stylistic invention, ranging from realism to comic expression. This studio class includes readings, field trips, and class projects that address the human form as source for developing your own visual responses to related issues—such as identity, narrative, and social critique.

Instructor(s): K. Desjardins Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 31001

ARTV 21006. The Zine as Art Theory and Practice. 100 Units.

The Zine as Art Theory and Practice is a seminar/studio hybrid that combines reading, thinking, and making. Embracing the vibrant history and short turn-around time of the artist magazine or zine, course readings are prompts for you to create your own magazines. Rather than slick glossy commercial pages, your projects will be in the lineage of the hand-drawn, the doodle, the monotype, the playbill, the Xerox, and the collage. Your magazines are a space for you to combine thoughts, images, questions, speculations, manifestos, ambivalences, rants, passions, characters and ideas.

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

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 31006

ARTV 21501. Introduction to Printmaking. 100 Units.

An introduction to basic printmaking techniques, including monoprint, intaglio (drypoint), planographic, and relief printing. Printmaking will be explored as a "bridge medium": a conduit between drawing, painting, and sculpture. Emphasis will be placed upon investigating visual structures through "calculated spontaneity" and "controlled accidents," as well as on the serial potential inherent in printmaking, as opposed to the strictly technical aspects of this medium.

Instructor(s): K. Desjardins Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 31501

ARTV 21701. Conceptual Drawing. 100 Units.

When does a drawing become an object rather than a picture? How can a line leave the page and be made as an action in the world? Can a design tell a story? These questions and many others will guide course work, addressing the history of drawing, its contemporary condition as its potential for presenting personal ideas and innovative new forms. Art historical examples and non-art formats such as maps, instructional graphics and schematics will be introduced as models for weekly assignments and longer-term projects.

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

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 31701

ARTV 21702. Drawing Concepts. 100 Units.

This course will focus on expanding the definition and practice of drawing. Studio work will engage traditional, spatial and process-oriented mark making in order to materialize thematically driven projects. Emphasis will be placed equally on the formal concerns of subject, material, and technique as well as the ability to effectively convey one's concept. Projects will include weekly and longer-term assignments, in addition to critique.

Participation in field trips is required.

Instructor(s): B. Collins Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 31702

ARTV 21800. Studio Practice. 100 Units.

This course considers a variety of methods, processes and media to explore conceptual issues pertinent to a contemporary art practice. Through research, material investigation, experimentation and revision, students will develop their own approach to a daily self-directed practice. Projects will include weekly and longer-term assignments, individual and collaborative work. We will also look at the practices of established artists for possible models. Participation in several field trips is required.

Instructor(s): B. Collins Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 31800

ARTV 22000-22002. Introduction to Painting I-II.

This studio course introduces students to the fundamental elements of painting (its language and methodologies) as they learn how to initiate and develop an individualized investigation into subject matter and meaning. This course emphasizes group critiques and discussion. Courses taught concurrently.

ARTV 22000. Introduction to Painting I. 100 Units.

This studio course introduces students to the fundamental elements of painting (its language and methodologies) as they learn how to initiate and develop an individualized investigation into subject matter and meaning. This course emphasizes group critiques and discussion.

Terms Offered: Winter

Equivalent Course(s): ARTV 32200

ARTV 22002. Introduction to Painting II. 100 Units.

No description available

Terms Offered: Winter

Equivalent Course(s): ARTV 32202

ARTV 22002. Introduction to Painting II. 100 Units.

No description available

Terms Offered: Winter

Equivalent Course(s): ARTV 32202

ARTV 22200. Introduction to Sculpture. 100 Units.

This course introduces the technical fundamentals of sculptural practice. Using basic introductions to welding, basic woodworking and metal fabrication students will undertake assignments designed to deploy these new skills conceptually in their projects. Lectures and reading introduce the technical focus of the class in various historical, social and economic contexts. Discussions and gallery visits help engender an understanding of sculpture within a larger societal and historical context.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200, or 10300.

Equivalent Course(s): ARTV 32000

ARTV 22304. Ceramics: Surface and Content. 100 Units.

Ceramics and painting have a long connected history. In Natural History (77-79 AD), Pliny the Elder attempts to trace the history of portraiture. Butades the potter, brokenhearted at the departure of his soon-to-be-married daughter, catches a glimpse of her profile on the wall from the reflection cast by a candle and traces the outline with some clay. In the retelling of this narrative, this act of doubling is attributed, variously, to the origin of portrait painting and to the origin of the portrait modeling, depending on the focus of the outline as an act done by a brush or the plastic actions of filling in the trace. While historically apocryphal, this account captures the historical dance between ceramics as a surface for painting and material to form shape. In this course, you will bring surface and form together to create a space and site of content. While using the inherently plastic nature of clay to create shape, the workshop format of this course will instrumentalize the surface to test and play with color and line. Thinking of ceramics as a flexible surface for archival paint, also known as glaze, this studio course will test glazes, oxides, decals, and multi-fired surfaces. Assignments will be geared towards experimental results that allow students to further their own interests and practices.

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

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 32304

ARTV 22314. Ceramics: Adaptive Practices. 100 Units.

Ceramics has accompanied long the adaptive dance of human survival for at least 30,000 years. Sitting in proximity to food, architecture, death rights and more, this course will think forward with the material. What forms of adaptivity are currently required? This is a course in speculative fiction with the material of clay in all its forms, fix and unfixed, working through wet, dry, fired, and glazed.

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

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 32314

ARTV 22500. Computational Imaging. 100 Units.

This studio course introduces fundamental tools and concepts used in the production of computer-mediated artwork. Instruction includes a survey of standard digital imaging software and hardware (i.e., Photoshop, scanners, storage, printing, etc.), as well as exposure to more sophisticated methods. We also view and discuss the historical precedents and current practice of media art. Using input and output hardware, students complete conceptually driven projects emphasizing personal direction while gaining core digital knowledge.

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

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): MAAD 22500, CMST 28800, ARTV 32500

ARTV 22501. Art & Machine Intelligence. 100 Units.

Course description coming soon

Instructor(s): J. Salavon Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): ARTV 32501

ARTV 23801. Video. 100 Units.

This is a production course geared towards short experimental works and video within a studio art context.

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

Prerequisite(s): ARTV 10100, 10200 or 10300

Equivalent Course(s): MAAD 23801, ARTV 33801

ARTV 23804. Experimental Animation: Exploring Manual Techniques. 100 Units.

Individually directed video shorts will be produced in this intensive studio course. Experimental and improvised approaches to animation and motion picture art will focus on analog and material techniques, with basic digital post-production also being introduced. Early and experimental cinema, puppetry and contemporary low-tech animation will be presented as formal and technical examples.

Instructor(s): S. Wolniak Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 33804

ARTV 23805. Minimalist Experiment in Film and Video. 100 Units.

This multilevel studio will investigate minimalist strategies in artists' film and video from the late 1960s to the present day. Emphasis will be placed on works made with limited means and/or with "amateur" formats such as Super-8 and 16mm film, camcorders, Flip cameras, SLR video, and iPhone or iPad. Our aim is to imagine how to produce complex results from economical means. Important texts will be paired with in class discussion of works by artists such as Andy Warhol, Yoko Ono, Kurt Kren, Jack Goldstein, Larry Gottheim, Bruce Baillie, James Benning, John Baldessari, Morgan Fisher, Stan Douglas, Matthew Buckingham, Sam Taylor-Wood, and others.

Instructor(s): D.N. Rodowick Terms Offered: Autumn

Equivalent Course(s): CMST 38006, ARTV 33815, CMST 28006

ARTV 23808. Introduction to 16mm Filmmaking. 100 Units.

The goal of this intensive laboratory course is to give its students a working knowledge of film production using the 16mm gauge. The course will emphasize how students can use 16mm technology towards successful cinematography and image design (for use in both analog and digital postproduction scenarios) and how to develop their ideas towards constructing meaning through moving pictures. Through a series of group exercises, students will put their hands on equipment and solve technical and aesthetic problems, learning to operate and care for the 16mm Bolex film camera; prime lenses; Sekonic light meter; Sachtler tripod; and Arri light kit and accessories. For a final project, students will plan and produce footage for an individual or small group short film. The first half the class will be highly structured, with demonstrations, in-class shoots and lectures. As the semester continues, class time will open up to more of a workshop format to address the specific concerns and issues that arise in the production of the final projects. This course is made possible by the Charles Roven Fund for Cinema and Media Studies.

Instructor(s): T. Comerford Terms Offered: Winter

Equivalent Course(s): MAAD 23808, CMST 38921, CMST 28921, ARTV 33808

ARTV 23809. Experimental Animation: Digital and Camera-less Production. 100 Units.

Through digital and camera-less production techniques such as scanning, signal manipulation, and appropriation, this course will emphasize image construction, digital effects, and post-production for creation of animated art. It can function as a continuation of Experimental Animation: Exploring Manual Techniques or be a stand alone course. Early video effects and image processing, and a wide variety of digital and abstract animation will be presented as formal and technical examples.

Instructor(s): S. Wolniak Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200 or 10300.

Equivalent Course(s): MAAD 23809, ARTV 33809

ARTV 23900. Drawing. 100 Units.

This intensive multilevel studio course is dedicated to investigations of genre, technique, and format in relation to subject matter and individual expression. Guided and self-directed experiments are used to develop visual work within conceptual and thematic frameworks. Art historical examples and contemporary strategies in two-dimensional art are presented as models. Students are expected to produce a body of work consisting of studies, sketches, and finished projects in a range of scales and materials. Classes are dedicated to studio work, lectures, critiques, and field trips.

Instructor(s): B. Collins Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 33900

ARTV 23905. Creative Thesis Workshop. 100 Units.

This seminar will focus on how to craft a creative thesis in film or video. Works-in-progress will be screened each week, and technical and structural issues relating to the work will be explored. The workshop will also develop the written portion of the creative thesis. The class is limited to seniors from CMS and DOVA, and MAPH students working on a creative thesis.

Instructor(s): J. Hoffman Terms Offered: Spring Winter

Prerequisite(s): CMST 23930; CMST 23931 or 27600; departmental approval of senior creative thesis project.

Equivalent Course(s): CMST 33905, ARTV 33905, CMST 23905

ARTV 23930. Documentary Production I. 100 Units.

Documentary Video Production focuses on the making of independent documentary video. Examples of various modes of documentary production will be screened and discussed. Issues embedded in the genre, such as the ethics, the politics of representation, and the shifting lines between "the real" and "fiction" will be explored. Story development, pre-production strategies, and production techniques will be our focus, in particular-research, relationships, the camera, interviews and sound recording, shooting in available light, working in crews, and post-production editing. Students will work in crews and be expected to purchase a portable hard drive. A five-minute string-out/rough-cut will be screened at the end of the quarter. Students are strongly encouraged to take Doc Production 2 to complete their work.

Instructor(s): J. Hoffman Terms Offered: Autumn

Note(s): Prior or concurrent enrollment in CMST 10100 recommended for undergraduate students.

Equivalent Course(s): HMRT 25106, MAAD 23930, CMST 33930, HMRT 35106, ARTV 33930, CMST 23930

ARTV 23931. Documentary Production II. 100 Units.

Documentary Video Production II focuses on the shaping and crafting of a non-Fiction video. Enrollment will be limited to those students who have taken Documentary Production I. The class will discuss issues of ethics, power, and representation in this most philosophical and problematic of genres. Students will be expected to write a treatment outline detailing their project and learn about granting agencies and budgeting. Production techniques will concentrate on the language of handheld camera versus tripod, interview methodologies, microphone placement including working with wireless systems and mixers, and lighting for the interview. Post-production will cover editing techniques including color correction and audio sweetening, how to prepare for exhibition, and distribution strategies.

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

Prerequisite(s): CMST 23930, HMRT 25106, or ARTV 23930

Equivalent Course(s): CMST 33931, HMRT 35107, ARTV 33931, HMRT 25107, CMST 23931, MAAD 23931

ARTV 24000. Introduction to Black and White Film Photography. 100 Units.

Photography is a familiar medium due to its ubiquitous presence in our visual world, including popular culture and personal usage. In this course, students learn technical procedures and basic skills related to the 35mm camera, black and white film, and print development. They also begin to establish criteria for artistic expression. We investigate photography in relation to its historical and social context in order to more consciously engage the photograph's communicative and expressive possibilities. Course work culminates in a portfolio of works exemplary of the student's understanding of the medium. Field trips required.

Instructor(s): E. Hogeman Terms Offered: Autumn Winter

Prerequisite(s): ARTV 10100, 10200 or 10300.

Note(s): Students need their own 35mm film camera.

Equivalent Course(s): ARTV 34000

ARTV 24004. Introduction to Color Photography. 100 Units.

In this course students learn technical procedures and basic skills related to camera operation, color editing workflows, and inkjet printing. Students interested in working with film will learn how to make inkjet prints from high resolution scans from 35mm negatives. Through readings, discussions, and field trips we will investigate color photography in relation to its historical and social context in order to more consciously engage the contemporary photograph's communicative and expressive possibilities. Course work culminates in a portfolio of works exemplary of the student's understanding of the medium. Students need their own DSLR camera (with manual settings) or a 35mm film camera.

Instructor(s): E. Hogeman Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200 or 10300

Note(s): Students need their own DSLR camera (with manual settings) or a 35mm film camera.

Equivalent Course(s): ARTV 34004

ARTV 24201. Collage. 100 Units.

This studio course explores collage as a means for developing content and examining complex cultural and material relationships. Projects and assigned texts outline the history of collage as a dynamic art form with a strong political dimension, as well as critically addressing how it is being used today.

Instructor(s): S. Wolniak Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 34201

ARTV 24403. Advanced Photography. 100 Units.

The goal of this course is to develop students' investigations and explorations in photography, building on beginning level experience and basic facility with this medium. Students pursue a line of artistic inquiry by participating in a process that involves experimentation, reading, gallery visits, critiques, and discussions, but mostly by producing images. Primary emphasis is placed upon the visual articulation of the ideas of students through their work, as well as the verbal expression of their ideas in class discussions, critiques, and artist's statements. As a vital component of articulating ideas and inquiry, students will refine their skills, e.g., black and white or color printing, medium or large format camera usage, or experimenting with light-sensitive materials.

Instructor(s): L. Letinsky Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000.

Note(s): Camera and light meter required.

Equivalent Course(s): ARTV 34403

ARTV 24550. Shopcraft: Methods and Materials. 100 Units.

Designed as a complementary course to the DOVA sculpture sequence, Shopcraft explores the tools and techniques available to students in the wood shop. Topics covered include shop safety; the properties of woods; the planning and material selection process for sculpture, furniture, and other woodworking applications; the care and use of hand tools; and interpreting and creating scale drawings and conceptual plans. A series of small projects designed to challenge and expand students' design, drafting, and woodworking skills are assigned. In addition, students are invited to incorporate projects from sculpture classes or their individual studio practice into the course.

Instructor(s): D. Wolf Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 34550

ARTV 24554. Costume Design and Technology for the Stage. 100 Units.

In this course, students will learn the basics of designing costumes for theatrical productions, encompassing the skills of theatrical rendering and sketching, as well as the implementation of the design and basic sewing techniques. Students will learn to adopt a vocabulary using the elements and principles of design, understand and experience the process intrinsic to producing costumes for the theater, analyze the production needs related to costumes, and prepare a finalized costume design for a theatrical production.

Instructor(s): Staff Terms Offered: TBD

Note(s): Attendance at the first class meeting is mandatory.

Equivalent Course(s): TAPS 27550

ARTV 25402. Metamedia Design Studio. 100 Units.

Computers dynamically simulate the details of any other medium. This course looks past traditional media and engages with the computer as a "metamedium"; an environment with infinite degrees of representation. Relationships between form and content will be explored and exploited through editing, augmenting, and deconstructing the data that makes up digital media. Students will digitally improvise with experimental and expanded approaches to creating new media art. Topics surveyed will include: aesthetics as filters, algorithms as art, metadata as content, glitches as tools, and hystorical dream machines. In addition to making new media art, we will consider our relationship to contemporary media and the politics of digital agency in an increasingly connected world.

Instructor(s): J. Satrom Terms Offered: Autumn

Equivalent Course(s): MAAD 21500

ARTV 25403. ARTGAMES: Infinite Lives. 100 Units.

Reset your expectations of video games! Video games can be political, experimental, and poetic. New media artists have been leveraging unconventional approaches to interactive media for decades. This studio course will playfully explore the methods, tools, and environments used to create artgames and machinima. Develop, hack, mod, and utilize video games as an artistic medium. Challenge the rules, mechanics, and interfaces of existing video games and consider the infinite possibilities of artgames.

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

Equivalent Course(s): MAAD 20500

ARTV 26200. Intervention and Public Practice. 100 Units.

Public art has experienced tremendous change in the past twenty years, no longer stopping at the monumental forms of the early twentieth century. They have come to include temporary, socially charged, and environmentally responsive projects. What is this new public art, and how does it engage and inform public discourse? This course seeks to tease out answers by surveying contemporary projects, both nationally and internationally. We also look at the processes by which artists and their works are selected and the implications of their work within the communities of their development.

Instructor(s): T. Gates Terms Offered: Autumn

Note(s): Field trips required.

Equivalent Course(s): ARTH 26206, ARTV 36200, ARTH 36206

ARTV 26214. On Art and Life. 100 Units.

This course is a multidisciplinary intensive into the ways in which artistic production is dependent on and part of larger cultural tropes. Utilizing contemporary culture as a framework, how does art form connective tissues with the worlds that happen outside of the artist's studio? Visual art is a communicative form that requires subject matter, and this course will investigate the myriad of ways that artists mine culturally meaningful materials, forms, and images as both subjects and as palette. Participation in several field trips and out-of-class film screenings is required. Reference materials are drawn from a variety of disciplines.

Instructor(s): G. Oppenheimer Terms Offered: Winter

Prerequisite(s): ARTV 10100, 10200, or 10300

Equivalent Course(s): ARTV 36214

ARTV 27204. Painting Matters. 100 Units.

Description coming shortly

Instructor(s): J. Stockholder Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200 or 10300 and some experience in painting

Equivalent Course(s): ARTV 37204

ARTV 27211. Through the Looking Glass: Intermediate/Advanced Painting. 100 Units.

Course description coming shortly.

Instructor(s): K. Desjardins Terms Offered: Spring

Prerequisite(s): ARTV 10100, 10200 and 10300

Equivalent Course(s): ARTV 37211

ARTV 27700. Introduction to Puppetry. 100 Units.

Introduction to Puppetry invites students to explore the vast and dynamic world of the history of Puppet Theater and expertly trains students in multiple forms of the medium. From Bun Ra Ku to hand puppetry, Mask Performance to Shadow Puppetry, Toy Theater to banners and contastorias, students will be exposed to the form through real examples of sophisticated objects and expert direction. Students will be immersed in the history, literature, and philosophy of the ritual and performance of the puppet, and will be provided the opportunity to build their own draft of a short production.

Instructor(s): F. Maugeri Terms Offered: Winter

Note(s): Attendance at first class meeting is mandatory.

Equivalent Course(s): TAPS 27700

ARTV 27920. Virtual Reality Production. 100 Units.

Focusing on experimental moving-image approaches at a crucial moment in the emerging medium of virtual reality, this class will explore and interrogate each stage of production for VR. By hacking their way around the barriers and conventions of current software and hardware to create new optical experiences, students will design, construct and deploy new ways of capturing the world with cameras and develop new strategies and interactive logics for placing images into virtual spaces. Underpinning these explorations will be a careful discussion, dissection and reconstruction of techniques found in the emerging VR "canon" that spans new modes of journalism and documentary, computer games, and narrative "VR cinema." Film production and computer programming experience is welcome but not a prerequisite for the course. Students will be expected to complete short "sketches" of approaches in VR towards a final short VR experience.

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

Equivalent Course(s): CMST 27920, MAAD 24920, CMST 37920, ARTV 37920

ARTV 27921. Augmented Reality Production. 100 Units.

Focusing on experimental moving-image approaches at a crucial moment in the emerging medium of augmented reality, this class will explore and interrogate each stage of production of AR works. Students in this production-based class will examine the techniques and opportunities of this new kind of moving image. During this class we'll study the construction of examples across a gamut from locative media, journalism, and gameplay-based works to museum installations. Students will complete a series of critical essays and sketches towards a final augmented reality project using a custom set of software tools developed in and for the class.

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

Equivalent Course(s): MAAD 22911, CMST 27911, CMST 37911, ARTV 37921

ARTV 27922. Sound / Image Mapping. 100 Units.

This class will examine the history and production of "hard" sound-image relationships through the lens of computational form. Through studying the range of digital and mechanical tools that have sought to couple the senses - from 19th century color organs and dreams of synesthesia, through music videos and contemporary new media installations, to recent advances in "machine listening" - students will complete a series of critical essays and sketches leading towards a final project using custom software developed in and for the class.

Instructor(s): M. Downie Terms Offered: Winter

Equivalent Course(s): CMST 28010, MAAD 20810

ARTV 27923. Experimental Captures. 100 Units.

This production-based class will explore the possibilities and limits of capturing the world with imaging approaches that go beyond the conventional camera. What new and experimental image-based artworks can be created with technologies such as laser scanning, structured light projection, time of flight cameras, photogrammetry, stereography, motion capture, sensor augmented cameras or light field photography? This hands-on course welcomes students with production experience while being designed to keep established tools and commercial practices off-kilter and constantly in question.

Instructor(s): M. Downie Terms Offered: Winter

Equivalent Course(s): MAAD 21011, CMST 27011, CMST 37011, ARTV 37923

ARTV 28000. Film and Revolution. 100 Units.

On the fiftieth anniversary of 1968 our course couples the study of revolutionary films (and films about revolution) with seminal readings on revolutionary ideology and on the theory of film and video. The goal will be to articulate the mechanics of revolution and its representation in time-based media. Students will produce a video or videos adapting the rich archive of revolutionary film for today's situation. The films screened will be drawn primarily from Soviet and US cinema, from the 1920s to the present day, proceeding more or less chronologically. We begin with newsreels and a "poetic documentary" by Dziga Vertov; they will be paired with classic readings from revolutionary theory, from Karl Marx and Vladimir Lenin to Fidel Castro and Bill Ayres, and from film theory, including Vertov, Andre Bazin and Jean-Luc Godard. Readings will acquaint students with contemporary assessments of the emancipatory potential of film.

Instructor(s): R. Bird; C. Smith Terms Offered: Spring

Equivalent Course(s): CMST 34521, CMST 24521, REES 36071, REES 26071, ARTV 38000

ARTV 28001. Intermediate 16mm Filmmaking. 100 Units.

This course will allow students to continue working on projects begun in the Intro to 16mm Production course (or developing a new small-scale project), in addition to developing skills with the following: sophisticated approaches to cinematography (comparative and reflective light metering, color negative exposure); varying workflows for post-production editing (analog and digital); and sound recording and design. Students will meet as a group for lectures, technical demonstrations and a shooting workshop. Course meeting time will also be set aside for individual conferences with the instructor to address project development and completion. Students should expect to budget between 120.00-500.00 for their filmstock and processing costs, depending on the project. This course is made possible by the Charles Roven Fund for Cinema and Media Studies. Instructor permission required.

Instructor(s): T. Comerford Terms Offered: Spring

Prerequisite(s): Permission from instructor is required for registration. Students will bid for entry to the class by emailing tcomerford@uchicago.edu, listing their year, major and previous production experience. Priority will be given to students who have previously completed the Intro to 16mm course, followed by CMS and DOVA majors, from graduate students to first-years. Students whose bids are accepted will be registered officially by the instructor at the first class meeting.

Equivalent Course(s): CMST 28922, CMST 38922, ARTV 38001

ARTV 29600. Junior Seminar. 100 Units.

Students in the Junior Seminar engage in two main activities: (1) a series of studio projects challenging the imagination and enlarging formal skills; and (2) an introduction to the contemporary art world through selected readings, lectures, careful analysis of art objects/events, and critical writing. Studio skills are developed while contending with the central task of articulating ideas through a resistant medium. Toward the end of the quarter, students who wish to apply for the Honors Track may submit their applications to the Department. Visits to museums, galleries, and other cultural and commercial sites required, as is attendance at designated events.

Instructor(s): S. Wolniak, A. Ginsburg Terms Offered: Spring

Prerequisite(s): For Visual Arts majors only

Note(s): Students who are majoring in visual arts should enroll in this required course in Spring Quarter of their third year. Students who plan to study abroad in Spring of their third year should contact the Department and register for Junior Seminar in their second year.

ARTV 29700. Independent Study in Visual Arts. 100 Units.

Students in this reading course should have already done fundamental course work and be ready to explore a particular area of interest much more closely.

Terms Offered: Autumn Spring Winter

Prerequisite(s): ARTV 10100, 10200, or 10300 and consent of instructor

Note(s): Students are required to submit the College Reading and Research Course Form.

ARTV 29850. Senior Seminar. 100 Units.

This is a critique-based course utilizing group discussion and individual guidance in the service of advancing the art practice of students who are majoring in visual arts. Emphasis is placed on the continued development of student's artistic production that began in the preceding Junior Seminar. Readings and written responses required. In addition to studio work, visits to museums and galleries required.

Instructor(s): K. Desjardins, W. Pope.L Terms Offered: Autumn

Note(s): Required of students who are majoring in Visual Arts. Students must take this class in the Autumn Quarter of their fourth year, after having completed Junior Seminar.

ARTV 29900. Senior Project. 100 Units.

Required of Visual Arts majors in the Studio Track. This course provides an opportunity for students to engage in a sustained and intense development of their art practice in weekly critiques throughout the Winter Quarter.

Instructor(s): L. Letinsky Terms Offered: Winter

Prerequisite(s): Only students who are in the Studio Track may register for this class.



MINORS

The College offers a wide spectrum of minors across a number of subjects and divisions. These range from intensive explorations of a single field to highly interdisciplinary examinations of more broadly defined concepts. Students are not required to complete a minor. Minors are a way of focusing a student's general electives, demonstrating fluency in areas not reflected in a major, complementing a major, or simply allowing students the opportunity to widen the scope of their education in the College. Minors typically consist of five to seven courses. Not every major offers a minor; some minors are unaffiliated with any major. Just as with majors, a minor will be noted on students' transcripts.

POLICIES AND REGULATIONS

Minors are subject to several regulations. If any are not met or followed properly, it could result in the loss of the formal minor.

- Before declaring a minor, a student must meet with the undergraduate program adviser in the relevant subject and fill out a Consent to Complete a Minor Program form, which determines the specific courses that will make up the minor. This form should be returned to the student's College adviser. Once the form is completed, the minor may be declared in the student portal (<https://my.uchicago.edu>).
 - If the student takes courses for the minor that do not match the courses on the Consent form, either a new form must be submitted to the College adviser or written approval must be sent by the department acknowledging the deviation.
- No course may be counted toward a major and a minor, nor may a course be used toward general education requirements and a minor.
- More than half of the courses in the minor must be completed through University of Chicago course registrations (as opposed to test or examination credit).
- Minors should be declared by third year. A minor can be discontinued at any time.

MINORS OFFERED

Architectural Studies
 Art History
 Astronomy and Astrophysics
 Biological Sciences
 Chemistry
 Cinema and Media Studies
 Classical Studies
 Comparative Race and Ethnic Studies
 Computational Neuroscience
 Computer Science
 Data Science
 Digital Studies of Language, Culture, and History
 East Asian Languages and Civilizations
 Education and Society
 English and Creative Writing
 Environmental and Urban Studies
 Gender and Sexuality Studies
 Geographic Information Science
 Germanic Studies
 Health and Society
 History
 History, Philosophy, and Social Studies of Science and Medicine
 Human Rights

Inequality, Social Problems, and Change
Jewish Studies
Latin American and Caribbean Studies
Linguistics
Mathematics
Media Arts and Design
Medieval Studies
Molecular Engineering
Molecular Engineering Technology and Innovation
Music
Near Eastern Languages and Civilizations
Neuroscience
Norwegian Studies
Philosophy
Physics
Religious Studies
Renaissance Studies
Romance Languages and Literatures (Catalan, French and Francophone Studies, Italian, Portuguese, Spanish)
Russian and East European Studies
South Asian Languages and Civilizations
Statistics
Theater and Performance Studies
Visual Arts



ACADEMIC REGULATIONS AND PROCEDURES

Because students are held responsible for this information, they are encouraged to discuss any questions they have with their College advisers. For a general overview, students are urged to review the Policies and Regulations (<http://registrar.uchicago.edu/policies-regulations>) page published by the University Registrar. The following pages describe some of the College's regulations and procedures in greater detail.

- Academic and Enrollment Statuses
- Course and Grade Policies
- Registration
- Academic Advising
- Academic Integrity



ACADEMIC AND ENROLLMENT STATUSES

ACADEMIC PROBATION AND SUSPENSION

In each quarter of registration, students must complete, by the end of the quarter, 300 units of course credit with passing grades and with a minimum GPA of 2.0. Incompletes are not considered sufficient for course completion.

A student who fails to meet this minimum requirement will ordinarily be placed on academic probation for the following quarter. Academic probation is a formal sanction but is not permanently notated on the official transcript.

Students on academic probation are expected to complete, by the end of the quarter, 300 units of course credit with passing grades in the next quarter of registration and with a minimum GPA of 2.0. Please note that Incompletes are not sufficient for course completion. Students on academic probation who meet those minimum expectations will be returned to good standing at the end of the quarter. Any student who fails to meet the minimum requirements while on probation will ordinarily be asked to leave the College for a period of time, usually at least one year. Students are not permitted to transfer in course work from another institution taken during the period of suspension.

If any student fails to complete, by the end of a quarter, a minimum of 300 units of course work **and** also fails to attain a GPA minimum of 2.0 in the same quarter, the student may be immediately suspended regardless of whether the preceding quarter was satisfactory.

NOTE: Students on financial aid who fail to meet the completion rate (70 percent of registered courses) and GPA requirements and/or fail to complete their degree within 150% of the program timeframe may jeopardize their financial aid packages.

For the purpose of determining eligibility to participate in varsity sports, all students eligible to register are considered to be in good standing.

EXTENDED ENROLLMENT STATUS

Students who (1) have satisfied their course requirements for graduation and (2) are within their 12 quarters of enrollment but (3) still have outstanding work to complete, namely BA theses or Incompletes, may request to spend their final quarter of enrollment in "Extended" status. Students must make the request with their College adviser prior to the end of the first week of the quarter during which the student intends to be on Extended Enrollment Status. Students in Extended Enrollment Status do not register for courses but retain many privileges afforded to students. Students should ask their College adviser about administrative fees associated with this status.

Students in Extended Enrollment Status will be expected to graduate at the end of the Extended quarter. If a student does not graduate at the end of the Extended quarter, the student will be placed in the status of No Further Enrollments Required, if applicable.

NO FURTHER ENROLLMENTS REQUIRED

Students who have either (a) exceeded their 12 quarters of enrollment but still have work to complete or (b) exceeded their one quarter of Extended Enrollment Status will be placed in a status called No Further Enrollments Required. Students on this status will not pay any fees and will retain access to the Library and University email. Students may remain in this status until they have reached the maximum of eight quarters of leave, cumulative or consecutive, after which they will be administratively withdrawn from the College. However, petitions may be granted to extend a leave for up to 12 cumulative quarters for students as a reasonable accommodation for a disability or otherwise as required by law. Students seeking an exception to the eight-quarter maximum must petition the College Dean of Students no later than the end of the eighth quarter of leave.

REDUCED COURSE LOAD

In order to make satisfactory progress toward the degree, in 12 quarters students must complete the required 4200 units by taking six quarters at a three-course load and six quarters at a four-course load. Accreditation, AP, and IB exams, as well as transfer credits or credits earned during the summer session, may affect these numbers.

In certain limited circumstances, students who need an additional quarter of enrollment in order to complete their primary major may submit a petition to the Dean of Students. Petitions will be evaluated on a case-by-case basis. Ordinarily, petitions for an additional quarter of enrollment will not be considered to complete a secondary major or a minor. Note: summer quarters do not count toward the twelve quarters of enrollment policy. Students ordinarily do not need to request permission for an additional summer quarter of enrollment.

Students who have been provided with a written accommodation by the University's Student Disability Services Office, allowing for enrollment in three courses per quarter for more than six quarters, may also be eligible for additional quarters in which to complete their 4200 units. In such cases students must petition the

Dean of Students Office and receive approval in advance (ordinarily during the spring quarter of the student's second year).

LEAVES OF ABSENCE

Students planning a leave should consult with their College adviser and also arrange for an interview with one of the deans in the Office of the Dean of Students. For full tuition refund, a leave of absence must be arranged either at the end of the quarter prior to the leave or by Friday of first week of the quarter that a student is going to be on leave. For the refund schedule, visit bursar.uchicago.edu/tuition-refund-schedule.

In connection with certain leaves (e.g., some medical leaves or leaves taken because of behavioral issues), the dean of students may require, among other things, information from a physician or therapist as a condition for resumption of studies. All conditions are determined on a case-by-case basis.

Ordinarily, students who take a leave of absence after the end of fifth week are not eligible to return for a minimum of one full quarter.

WITHDRAWING FROM THE COLLEGE

Students who decide not to return to the College must formally withdraw their registration. To do so, students should contact the Office of the Dean of Students in the College. At the time of withdrawal, students are advised of the conditions under which they may resume their studies in the College. For a complete overview of College policies regarding leaves of absence and withdrawals, visit <https://college.uchicago.edu/advising/leave-absence-withdrawal>.

APPLYING TO GRADUATE WITH NON-ACTIVE ENROLLMENT STATUSES

Students in Extended Enrollment Status or in the status of No Further Enrollments Required, or withdrawn as described above, can apply to graduate provided they have:

1. met all of their remaining graduation requirements and have cleared all restrictions;
2. informed their College advisers; and
3. submitted a College Degree Application Form by the Friday of the first week of the quarter. The College adviser can provide this form.

TWELFTH GRADE CERTIFICATES

Students who entered the College before graduation from high school and who expect to qualify for a Twelfth Grade Certificate in the Spring Quarter should file an application with the registrar before the first week of Spring Quarter of their first year. In order to be eligible for the certificate, they must have completed during their first academic year a minimum of nine courses with an overall GPA of 1.75 or higher. Certificates are mailed following the end of Spring Quarter. No certificate is awarded without an application.



COURSE AND GRADE POLICIES

GRADING SCALE

The following grades are awarded in undergraduate courses:

Letter Grade	Grade Point Average
A	4.0
A–	3.7
B+	3.3
B	3.0
B–	2.7
C+	2.3
C	2.0
C–	1.7
D+	1.3
D	1.0
F	0.0
P	N/A (See below)
W	N/A (See below)
NGR	N/A (See below)
I	N/A (See below)

The grades A through F are known as **quality grades** and carry a specific weight in calculating official grade point averages (GPA). The mark F indicates unsatisfactory work and does not confer credit. A grade of F may not be subsequently changed, except when entered in error by the instructor or the registrar. Be aware that while a D is considered passing, some programs require a higher grade minimum for any course counting in the major or minor.

These averages are regularly calculated to determine Dean's List, academic probation, and general honors. They may influence awards like Phi Beta Kappa and departmental honors. Note that College students who take a course at the University of Chicago Booth School of Business may receive an A+ grade according to the Chicago Booth grade system, but will receive 4.0 grade points in the College grade system for that Chicago Booth course. For College students, other Chicago Booth grades convert to grade points according to the College scale above.

NOTE: Only grades for University of Chicago courses are calculated into a student's GPA. Grades from courses taken at other institutions do not contribute to the GPA. Grades from off-campus study abroad or domestic programs do not contribute to the GPA *unless the courses are listed on the transcript with University of Chicago course numbers.*

PASS/FAIL GRADING

Students who wish to receive a passing grade rather than a quality grade have one option open to them: Pass/Fail (P/F). Students considering P/F grading should consult with their College adviser early in the quarter because this option is subject to conditions and restrictions. Whether a course with a grade of P can be counted toward a student's degree depends on how it is to be used in the student's program. All general education courses must be taken for quality grades, and most courses satisfying requirements in the major must be taken for quality grades. However, some majors permit a limited number of P marks. For P/F grading, the student and instructor reach an informal agreement, at the discretion of the instructor and according to departmental policy, before the instructor submits a grade for the course; no action is required by the student's adviser.

The P grade indicates that the student has submitted sufficient evidence to receive a passing grade. As some departments give credit only for a grade of C– or higher, students should establish with the instructor what constitutes passing work. A mark of P may not later be changed to a quality grade, and a quality grade may not be changed to a P. Although the P confers course credit, it is not calculated in the GPA. Students who do not pass a P/F course receive an F, which counts as a zero in the calculation of the GPA. A grade of F may not be subsequently changed, except when entered in error by the instructor or the registrar.

COURSE WITHDRAWALS

The "W" (Withdrawn) grade means that the student has decided after week 3 of the quarter not to complete the work of the course. Students who wish to exercise this option must request a W from their adviser by the Friday of 10th week or the day before the final project/exam is due, whichever is earlier. When made before the deadline, a request for a withdrawal cannot be denied except in cases of academic dishonesty. A withdrawal may not be granted after completion of the course.

Once a student requests a W, it may not subsequently be changed to any other mark. W grades do not confer grade or impact GPA; however, they will count against the completion rate needed to maintain good academic standing.

Students who register for graduate-level courses are subject to the policies governing graduate grading. Students should discuss the implications of these policies with their advisers before registering for courses numbered 30000 and above. NOTE: Grades earned in graduate-level courses contribute to a student's GPA as indicated earlier in this section.

INCOMPLETES

The mark "I" (Incomplete) is intended for a student who has not completed the requirements of a course before the end of the quarter but who has

1. participated actively in the course,
2. completed the majority of the requirements of the course with work that is of a passing quality, and
3. made satisfactory arrangements with the instructor to complete the remaining work.

The student must submit the request for an Incomplete to the instructor before the end of the course. Approval to complete work late is at the discretion of the instructor and/or according to departmental policy.

The student is also responsible for completing and submitting an official Incomplete Form, which must be obtained from the student's College adviser and turned into the registrar's office by Friday of the first week of the following quarter. After this point, students who are otherwise qualified for an "I" may petition the Dean of Students in the College for approval to arrange the Incomplete. If the required form has not been submitted by the deadline, a grade of "W" will be entered for the course.

Incompletes must be finished within a period of time agreed upon between student and instructor. In the absence of a specified due date, the work must be completed within one year. In the interim, an "I" will appear in place of a grade. When the course is completed, the "I" notation will remain on the academic record alongside the student's final grade, indicating that the work was completed outside the course's standard timeframe. Students with compelling reasons for the Incomplete may petition the Dean of Students in the College to remove the "I" from the transcript.

If the course work has not been completed within the specified time period and an extension has not been granted, the student will receive a W unless the instructor indicates a specific grade on the Incomplete Form.

NGR (NO GRADE)

The mark "NGR" (No Grade) is entered on the student's grade report by the registrar's office when the instructor has failed to submit a final grade for a student. The NGR may be resolved by submission of a final grade or a formal Incomplete Form. If neither has been submitted by Friday of the first week of the following quarter, the NGR will be converted into a W. After this point, students who are otherwise qualified for an Incomplete may petition the Dean of Students in the College for approval to arrange the Incomplete.

When a final grade is submitted to replace an NGR, that grade will be entered on the academic record with an "I" notation, indicating that the work was completed outside the course's standard timeframe. That "I" may be removed only if the instructor states that the student's work was completed before the end of the quarter or if the student successfully petitions the Dean of Students in the College.

The intermediary NGR should not be interpreted as an informal Incomplete or as a way to avoid an "I" on the transcript. Rather, students are strongly urged to protect themselves against misunderstandings and missed deadlines by arranging for an official Incomplete if one proves necessary.

ACADEMIC PROBATION

In each quarter of registration, students must complete, by the end of the quarter, 300 units of course credit with passing grades and with a minimum GPA of 2.0. Incompletes are not considered sufficient for course completion. A student who fails to meet this minimum requirement will ordinarily be placed on academic probation for the following quarter. For details and information about implications, please see the "Academic Probation and Suspension" section on the Academic and Enrollment Statuses page.

DEAN'S LIST

Degree-seeking students whose cumulative grade point averages are 3.25 or above for an academic year (in which they have completed a minimum of nine courses with at least seven quality grades) are placed on the Dean's List for that year and their official transcripts are marked accordingly. Students are only considered for Dean's List once all of their grades for the academic year have been recorded. A determination is made each year on the basis of grades available in the registrar's office after July 1. For course work that does not contribute to the GPA, see Grading Scale.

HONORS

For honors within a major, students should refer to that department's program description for the eligibility requirements. Students are awarded general honors at the time of graduation if their overall GPA is 3.25 or

above. For the purposes of assessing eligibility for honors, major GPA and overall GPA are calculated based on courses taken in all quarters except for the quarter in which the student plans to graduate. For information on course work that does not contribute to the GPA, see Grading Scale.

CLASS ATTENDANCE

It is the expectation of the College that students will attend all classes for which they have registered. Nevertheless, it is up to the individual department, faculty member, or instructor to set the attendance policy for their individual courses. Students should keep in mind that attendance at the first class is required in many courses to confirm enrollment. Many courses will automatically drop students who do not attend the first class meeting or even the entire first week of class meetings. The academic calendar can be found at academic-calendar.uchicago.edu.

COURSE LOAD

A full-time course load is three or four courses per quarter; the tuition is the same in either case. Over the typical four-year program (i.e., twelve quarters), a student who registers for six four-course quarters and six three-course quarters will successfully reach the 4200 units of credit required to graduate.

Students who wish to take a fifth course in a given quarter, pushing them over 400 units of credit, must formally petition (<https://college.uchicago.edu/advising/tools-forms>) the Dean of Students in the College for permission to do so. To confirm the instructor's willingness to allow a late registration into the course and the student's participation in the course, the petition must include a signed consent form from the instructor. The petition will be considered in week 3 of the quarter.

Although students may progress at varying rates toward the degree, no student may register for more than 12 quarters without the permission of the Dean of Students in the College. No student may register for more than 13 quarters.

REPETITION OF COURSES

When a student repeats a course, both courses appear on the student's transcript and both grades are averaged into the student's GPA. However, only one registration for the course counts toward the total number of credits required for graduation.

In the quarter that a course is repeated, students on financial aid must register for 300 units in addition to the repeated course unless (1) a failing grade was received in a course that a student needs to meet general education requirements or requirements in their major, or (2) the student's major mandates a higher grade than was previously received.

READING PERIOD

Two days of every academic quarter (Thursday and Friday of tenth week) are designated "College Reading and Review Period." Instructors and/or teaching assistants may hold review sessions on these days. However, no new material may be introduced, assignments may not be due, and final examinations may not be given (except as necessary for graduating students) during the reading period. The Reading and Review Period may not be dispensed with by classroom vote.

EXAMINATION SCHEDULE

Students should verify that travel arrangements do not conflict with their final examinations. For the College examination schedule, visit registrar.uchicago.edu/calendars/final-exams.



REGISTRATION

PRE-REGISTRATION

At the end of each quarter, students in residence preregister for the following quarter. Prior to Autumn Quarter, each student must confirm that he or she will be a registered student in Autumn Quarter. To confirm, please click here (<https://registrar.uchicago.edu/records/student-profile-information/annual-confirmation>). (<https://confirm.uchicago.edu>)

REGISTRATION CHANGES

Course registration may be changed during the first three weeks of each quarter. A change of registration is any course "drop," any course "add," or any substitution of one course for another. No changes in registration are permitted after Friday of third week without a petition to a dean in the Office of the Dean of Students. For details, visit college.uchicago.edu/advising/registration.

REGISTRATION FOR PROFESSIONAL SCHOOL COURSES

If certain requirements are met, advanced undergraduates may register for up to six courses in the following professional schools at the University of Chicago: the University of Chicago Booth School of Business, the Law School, the School of Social Service Administration, or the Irving B. Harris Graduate School of Public Policy Studies. With the exception of Chicago Booth courses, interested students must petition to the Office of the Dean of Students in the College for approval to register for a professional school course. This petition must be submitted in the quarter prior to the quarter of planned registration. Students interested in Chicago Booth courses must follow the guidelines for registration at college.uchicago.edu/advising/chicago-booth-school-business. For more information about requirements and registration procedures, students should consult their College advisers.

NOTE: Professional school courses generally do not substitute for courses in the major; and no more than four can count toward the forty-two courses (4200 units) required in an undergraduate degree program.

RESTRICTIONS

The privilege of registration (as well as the use of University services and facilities) will be denied students who have been placed on restriction. Restriction may result from a student's failure to fulfill financial obligations to the University or to comply with University rules and regulations. Whenever possible, students are warned of an impending restriction and are notified when one has been imposed. Students must clear the restriction with the administrative or academic office which imposed it before they can register for subsequent quarters. For more information, visit registrar.uchicago.edu/records/hold. Restrictions are also listed in the student's account on my.uchicago.edu.



ACADEMIC ADVISING

OFFICE OF THE DEAN OF STUDENTS IN THE COLLEGE

Upon matriculation, every student is assigned to a professional academic adviser on the staff of the dean of students. The primary responsibility of advisers is to support students as they address the range of decisions they will make during college. Advisers help students discover how to pursue their interests within the curricular requirements of the College and plan an appropriate program of study leading to a degree in their selected major. Students should direct questions about courses and programs of study and about University rules and regulations to their College advisers. Advisers are also a good first source of assistance with personal problems. Every effort is made to keep students with the same adviser throughout their time in the College, although for various reasons students are sometimes reassigned to a different adviser within the office.

College advisers can provide students with information about the full range of educational opportunities available in the University community and can assist students in preparing for careers and graduate study. Information about study abroad, fellowships and scholarships, and careers (health professions, law, business) is provided by advisers with expertise in those areas.

Students can view a list of the staff members (<http://college.uchicago.edu/about/college-staff-directory>) of the office of the dean of students in the College, and the office can be reached by writing colletheadvising@uchicago.edu.

THE COLLEGIATE DIVISIONS

The masters of the Collegiate Divisions (Biological Sciences, Humanities, New Collegiate Division, Physical Sciences, Social Sciences) have curricular and staffing responsibilities for their divisions. The senior advisers of the divisions, assisted by faculty committees, rule on interpretations of the general education requirements in response to questions from advisers or students. Lists of the masters and divisional administrators or administrative assistants for all of the Collegiate Divisions are available at college.uchicago.edu/academics/collegiate-divisions.

MAJOR PROGRAMS

Students typically select a major no later than the end of their second year, often sooner. This decision should be discussed with the student's College Adviser. After students choose a major, they should have regular contact with the appropriate director of undergraduate studies and other counselors in their department. Among the topics that students discuss with counselors are questions about requirements, study and research opportunities, graduate school and career planning, and departmental events, both social and academic. Some programs of study admit students on the basis of an application procedure. Before officially declaring an intent to pursue such a major, a student must receive consent from the department. Contact information is available at the beginning and end of each program of study description in this catalog.

MINOR PROGRAMS

Students who elect to pursue a minor program should meet with the appropriate director of undergraduate studies to declare their intention. Before the end of Spring Quarter of their third year, students must submit to their College adviser the director's approval for the minor on a form obtained from the adviser. Students choose courses to meet the requirements of the minor in consultation with the director of undergraduate studies.



ACADEMIC INTEGRITY

As students and faculty of the University of Chicago, we all belong to an academic community with high scholarly standards of which we are justly proud. Our community also holds certain fundamental ethical principles to which we are equally deeply committed. We believe it is contrary to justice, to academic integrity, and to the spirit of intellectual inquiry to submit the statements or ideas or work of others as one's own. To do so is plagiarism or cheating, offenses punishable under the University's disciplinary system. Because these offenses undercut the distinctive moral and intellectual character of the University, we take them very seriously; punishments for committing them may range up to permanent expulsion from the University of Chicago. The College, therefore, expects that you will properly acknowledge your use of another's ideas, whether that use is by direct quotation or by paraphrase, however loose. In particular, if you consult any written source and either directly or indirectly use what you find in that source in your own work, you must identify the author, title, and page number. If you have any doubts about what constitutes "use," consult your instructor and visit college.uchicago.edu/advising/academic-integrity-student-conduct.



EXAMINATION CREDIT

In order to earn a degree from the College of the University of Chicago, a student must obtain credit for at least forty-two quarter courses (4200 units), distributed among general education requirements, major program requirements, and electives, as described in the section on the curriculum at the front of this publication. For students matriculating in Autumn 2017 or later, of the 4200 units, 3800 units of credit must be earned by course enrollment, i.e., not credit by examination.

All students receive credit toward their degrees by taking courses in the College. In addition, students may receive credit and/or satisfy College requirements in the following ways: by placement test; by Advanced Placement (AP) examinations; by accreditation examination; by International Baccalaureate (IB) Programme; and by credit transferred from another institution. The limits and conditions placed on credit earned in these various ways are explained in the following section and on the Transfer Credit page. A student must be in residence at the University of Chicago for at least six quarters and must successfully complete a minimum of eighteen courses (1800 units) while in residence. More than half of the requirements for a major or minor must be met by registering for courses bearing University of Chicago course numbers.

PLACEMENT TESTS

Placement tests serve to adapt the needs and backgrounds of individual students to the College curriculum. They place entering students at the proper level of study in a given subject. On the one hand, placement tests minimize the repetition of subjects already mastered and, on the other, they reduce the possibility that students might begin their programs with courses for which they are inadequately prepared. Placement tests measure skill in problem solving as well as general knowledge in a subject field. Students who have some background in the areas being tested are urged to review it, but incoming students without such knowledge are not expected to acquire it over the summer preceding entrance.

Placement tests may be taken only at the time of matriculation and each test may be taken only once. Information that describes these tests is sent to incoming first-year and transfer students.

CHEMISTRY PLACEMENT TEST

Students who wish to enroll in chemistry must take the online chemistry placement test along with the Mathematics Placement Test (or they must have earned a score of 5 on the AP Chemistry exam).

ECONOMICS PLACEMENT TEST

Students who wish to begin their economics major with ECON 20000 The Elements of Economic Analysis I in their first year must pass the economics placement test or complete ECON 19800 Introduction to Microeconomics. No standardized external exams (IB, AP, A-Levels) will substitute. The placement test will be offered Monday evening of the first week of Autumn Quarter.

LANGUAGE PLACEMENT TESTS

Language placement tests are required of students who plan to continue in languages studied prior to entrance in the College. Language placement tests determine where a student begins language study; results do not confer credit or satisfy the language competency requirement.

Online placement tests in some languages may be taken the summer before arrival on campus. Students will be given instructions in early July on how to access more information. For placement in languages without an online exam, students meet with a coordinator in the language during Orientation Week.

International students are not permitted to take language placement exams in their native language. Students interested in further study in their native language should consult with the appropriate language coordinator for course recommendations.

Placement tests are not available in languages not taught at the University of Chicago. For additional information, visit humanities.uchicago.edu/about/languages-uchicago.

MATHEMATICS PLACEMENT TEST

Every entering student must take the Mathematics Placement Test. This online test must be taken during the summer before arrival on campus. Scores on the Mathematics Placement Test, combined with a student's high school record, determine the appropriate beginning mathematics course for each student:

- MATH 11200 Studies In Mathematics I
- MATH 13100 Elem Functions and Calculus I
- MATH 15100 Calculus I
- MATH 15200 Calculus II
- MATH 15300 Calculus III

Students who receive a sufficiently high score on the Mathematics Placement Test may receive an invitation to enroll in MATH 16100 Honors Calculus I/MATH 16110 Honors Calculus I (IBL). On the basis of placement test

results, students may also be invited to sit the on-campus Higher-Level Mathematics Exam prior to the start of Autumn Quarter, which would allow placement into courses at a higher level than MATH 15300 (see below).

Scores on the Mathematics Placement Test are used to determine placement into PHYS 13100 Mechanics or PHYS 14100 Honors Mechanics.

ACCREDITATION EXAMINATIONS

Credit is available by accreditation examinations, which are optional, to those students who have already studied certain subjects at the college level. See the information below under each subject heading for when these exams are offered. In the case of a course where both experimental and theoretical skills are involved, students may be required to fulfill the laboratory portion along with the rest of the class.

College credit achieved by accreditation examination is entered as units of credit on the student's official academic record. Letter grades are not assigned. An accreditation examination may be taken only once.

HIGHER-LEVEL MATHEMATICS EXAM

Students who have scored at a high level on the online Mathematics Placement Test (described above) will receive an invitation to take the Higher-Level Mathematics Exam, which will be offered prior to the Autumn Quarter. Students planning to continue with higher level mathematics or other disciplines requiring advanced mathematics are urged to take this College-administered accreditation exam. On the basis of this exam, a student may receive placement into:

- MATH 15910 Introduction to Proofs in Analysis
- MATH 19520 Mathematical Methods for Social Sciences
- MATH 19620 Linear Algebra
- MATH 20000 Mathematical Methods for Physical Sciences I

Students may also be invited to begin MATH 16100 Honors Calculus I/MATH 16110 Honors Calculus I (IBL) or MATH 20700 Honors Analysis in Rn I. Students who are invited to begin Honors Calculus are encouraged to forgo credit in MATH 15100 Calculus I and/or MATH 15200 Calculus II in order to take the full Honors Calculus sequence, MATH 16100-16200-16300 Honors Calculus I-II-III or MATH 16110-16210-16310 Honors Calculus I (IBL); Honors Calculus II (IBL); Honors Calculus III (IBL).

MATHEMATICS CREDIT

Students who place into MATH 15200 Calculus II will earn examination credit for MATH 15100 Calculus I upon completion of MATH 15200. Students who place into MATH 15300 Calculus III will receive examination credit for MATH 15100 and MATH 15200 by completing MATH 15300. Additionally, students who have placement into MATH 15300 but do not intend to take any further calculus courses (e.g., humanities majors, pre-health students) may earn examination credit for MATH 15100 and MATH 15200 by receiving a sufficiently high score on the Higher-Level Mathematics Exam.

CHEMISTRY ACCREDITATION EXAMINATIONS

Students who are exceptionally well prepared in chemistry may earn credit for one or more quarters of chemistry on the basis of AP scores or accreditation examinations. Students who have taken the Advanced Placement (AP) test in chemistry and received a grade of 5 will be given credit for CHEM 11100 Comprehensive General Chemistry I. The Department of Chemistry also administers an accreditation examination in CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III. Students may receive credit for chemistry on the basis of their performance on these examinations. The examination in general chemistry is offered *only* during Orientation, or at the start of Autumn Quarter by arrangement with Dr. Vera Dragisich, Department of Chemistry, 702.3071. Only incoming students (i.e., first-year and transfer students) are eligible to take these examinations.

PHYSICS ACCREDITATION EXAMINATIONS

Accreditation examinations are administered for the content of PHYS 12100-12200-12300 General Physics I-II-III and PHYS 14100-14200-14300 Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat. The first examination may be taken by incoming students only at the time of matriculation in the College. Students who pass the first examination (for PHYS 12100 General Physics I or PHYS 14100 Honors Mechanics) will receive credit for the lecture part of the course only and will then be invited to try the next examination of the series. Entering students who have taken AP physics in high school but who do not receive AP credit from the College (and who do not plan to major in physics) may take the PHYS 12100 General Physics I accreditation examination. Students who receive AP credit for PHYS 12100-12200 General Physics I-II but whose planned major requires PHYS 13100-13200 Mechanics; Electricity and Magnetism or PHYS 14100-14200-14300 Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat are eligible to take the PHYS 14100 Honors Mechanics examination. Entering transfer students who choose a major requiring physics but who are not granted transfer credit for a completed calculus-based introductory physics sequence may take one of the accreditation examinations.

NOTE: Accreditation examinations in physics confer credit only for the lecture portion of the courses; additional laboratory work may be required.

ADVANCED PLACEMENT CREDIT

Students who request college credit or fulfillment of College requirements for Advanced Placement (AP) examinations taken in high school (i.e., before a student matriculates in the College) are asked to submit an official report of their scores on the AP tests given by the College Entrance Examination Board. The decision to grant credit is reported at the end of the first year in residence and units of credit awarded appear on the student's official academic record.

While AP scores alone are sometimes used to establish placement or to confer credit, satisfactory performance on the College's own placement tests may supplement AP scores and lead to additional credit.

The following chart shows how AP credit is automatically awarded. For further information on how credit may be used toward individual degree programs, a student should consult his or her College adviser. For more information on how AP credit may be used to meet major requirements, refer to the major requirements listed under "Programs of Study" in this catalog.

NOTE: For students matriculating in Autumn 2017 or later, at least 3800 units of credit must be earned by course enrollment, i.e., not credit by examination. For students matriculating in Autumn 2018 or later, only scores of 5 on approved tests will confer language competency.

Students who matriculated prior to 2017 should refer to the Advanced Placement credit table in the catalog of their year of matriculation for earlier guidelines regarding AP credit. Archived catalogs can be found here (<http://collegecatalog.uchicago.edu/thecollege/archives>).

AP Exam	Score	Credit Awarded 2018-19
Art History	5	100 units general elective credit
Biology	4	100 units general education (BIOS 10130)
Biology	5	100 units general education (BIOS 10130)+
Calculus AB	5	MATH 15100 placement
Calculus BC	4	MATH 15200 placement
Calculus BC	5	MATH 15200 placement †
Chemistry	5	CHEM 11100*
Economics: Micro AND Macro	5	100 units general elective credit
English Language and Composition	5	100 units general elective credit
English Literature and Composition	5	100 units general elective credit
Government and Politics: Comparative AND U.S.	5	100 units general elective credit
History: European	5	100 units general elective credit
History: U.S.	5	100 units general elective credit
History: World	5	100 units general elective credit
Music Theory	5	100 units general elective credit
Physics C: Mechanics AND E&M	5	PHYS 12100-12200 ‡
Physics C: Mechanics only	5	PHYS 12100 ‡
Physics C: E&M only	5	PHYS 12200 ‡
Statistics	5	STAT 22000++
Studio Art (2-D Design, 3-D Design, or Drawing)	5	100 units general elective credit
Chinese Language and Culture; French Language and Culture; German Language and Culture; Italian Language and Culture; Japanese Language and Culture; Latin (Literature or Vergil); Spanish Language and Culture; Spanish Literature and Culture	5	Satisfies the Language Competency Requirement

Students may earn any amount of credit from AP exams, placement, accreditation, IB, or other examinations. However, for students matriculating in Autumn 2017 or later, at least 3800 units must be earned through course

enrollment. Students who enrolled prior to Autumn 2017 should consult the catalog of their year of entry for policies regarding the use of AP and examination credit, or speak to their College adviser.

AP Physics or Calculus: Students who register for physics or calculus forgo AP credit for the courses they complete.

- † A student who submits a score of 5 on the Calculus BC exam will also receive an invitation to register for MATH 16100 Honors Calculus I.
- ‡ Students wishing to apply AP credits for "Physics C: Mechanics only" or "Physics C: E&M only" toward the physical sciences general education requirement should plan to complete the requirement with an appropriate course from PHYS 12100-12200 General Physics I-II.
- + A Biological Sciences major requires a "Fundamentals" sequence in general education or an "Advanced Biology Fundamentals" sequence in the major. Students with an AP 4 or 5 who complete three quarters of an "Advanced Biology Fundamentals" sequence are awarded a second AP credit to meet the general education requirement.
- * AP Chemistry: Students with a score of 5 may accept credit for CHEM 11100 Comprehensive General Chemistry I, or they can register for CHEM 12100 Honors General Chemistry I or CHEM 12200 Honors General Chemistry II. Students who complete CHEM 11100 Comprehensive General Chemistry I or CHEM 12100 Honors General Chemistry I on campus will forfeit the AP credit.
- ++ AP Statistics: Will count for general education mathematics credit. May not be used to meet requirements for the statistics major or minor. Students who register and obtain credit for STAT 20000 Elementary Statistics, STAT 22000 Statistical Methods and Applications, or STAT 23400 Statistical Models and Methods forgo AP credit for STAT 22000 Statistical Methods and Applications.

INTERNATIONAL BACCALAUREATE PROGRAMME

Credit earned for courses in the International Baccalaureate (IB) Programme may be applied to certain general education requirements or to electives as described below. Credit will not be granted for other exams. Course credit is only granted for grades of 7 on Higher-Level IB Examinations (HL). The Language Competency Requirement may be satisfied with grades of 5, 6, or 7 on Standard-Level or Higher-Level IB Examinations in languages other than English. Students who receive a 7 on the Higher-Level Calculus exam receive placement into MATH 15200 and an invitation to MATH 16100.

IB Examination	Score	Credit Awarded 2018-19
Biology	7 Higher Level	100 units general education (BIOS 10130)
English	7 Higher Level	100 units general elective credit
Languages other than English	5, 6, or 7 Standard Level or Higher Level	Satisfies the Language Competency Requirement

BRITISH A-LEVELS AND OTHER EXAMINATIONS

Students with A-level work in calculus, physics, and chemistry are encouraged to take the College's placement and/or accreditation examinations prior to matriculation. Credit for A-level work in biology may be awarded by petition to the Senior Adviser in the Biological Sciences Collegiate Division; credit for A-levels in other fields except language may be awarded by petition to the Dean of Students in the College. No credit is given for general education requirements in humanities or social science. Elective credit may be given only for grades of A in the Advanced Test in liberal arts subjects.



TRANSFER CREDIT

TRANSFER CREDIT

Transfer credit must be evaluated and approved by the Office of the Dean of Students in the College. If approved, transfer credit is listed on the student's University of Chicago transcript only as the number of credits approved to transfer. Transfer credit does not count toward the University of Chicago GPA, nor do the grades appear on the University of Chicago transcript. Students participating in University of Chicago-sponsored direct enrollment programs will have their credits vetted by the Study Abroad (<https://study-abroad.uchicago.edu>) office instead of the College Dean of Students office.

In this section, you will find guidelines for what credit may and may not be accepted by the College, as well as additional restrictions on course work in certain fields. In the subsequent sections are directions for submitting transfer course work for approval, specific rules related to transfer students, and additional restrictions on course work taken prior to matriculation. Course credit approved to transfer will count toward the 3800-unit credit minimum students are required to earn via course enrollment.

MINIMUM REQUIREMENTS FOR TRANSFER ELIGIBILITY

Courses MUST:

- Be taken at an accredited institution that grants bachelor's degrees, subject to review by the Office of the Dean of Students in the College.
- Confer at least three semester hours or four quarter hours of credit. For institutions without standard credit hours, contact hours (normally a minimum of 30) may be used.
- Be completed with a grade of C or above (not C- or P). Students in science majors must earn at least a B in science courses.
- Not duplicate credit that students will earn or have already earned for college-level course work. (For instance, a student could not take PLSC 28701 Introduction to Political Theory and also transfer in credit for an Introduction to Political Theory course taken elsewhere.)
- Be in liberal arts subjects similar to those offered in the College at the University of Chicago.

Courses in the following categories are NOT eligible for transfer credit:

- Course work taken during a period of suspension from the University of Chicago.
- Calculus and pre-calculus. (Credit may only be earned via accreditation or AP test prior to matriculation.)
- Any kind of online/distance, tutorial, or independent study course work, including internship credit.
- Professional or technical courses, or course work otherwise unlike University of Chicago liberal arts courses. This includes such areas as: law, civil/mechanical engineering, speech, education, leadership, and first-year writing. Courses in media production will transfer if there is an equivalent course in the College, as verified by the relevant department.
- Undergraduate business courses will be reviewed for transfer credit by the faculty of the University of Chicago Booth School of Business. Chicago Booth actively discourages students from taking non-University of Chicago courses.
- Foreign language courses taken before Autumn Quarter 2017. Advanced literature or topics courses taught in a foreign language may qualify. Placement level is determined by exam.

Science course work must follow these additional guidelines:

- Students in any science major must earn at least a B in science courses.
- Courses must have a lab to be considered for the physical sciences general education requirement. At least one course in the biological sciences general education requirement must have a lab component.
- Chemistry course work must be taken at an institution accredited by the American Chemical Society.
- Chemistry majors may only transfer credit for general chemistry. Incoming transfer students may seek to earn credit for organic chemistry via an accreditation exam offered during Orientation Week.
- Physics courses must be calculus-based and include a lab component to be considered as a substitute for General Physics (e.g., PHYS 12100-12200-12300 General Physics I-II-III, PHYS 13100-13200-13300 Mechanics; Electricity and Magnetism; Waves, Optics, and Heat)

Courses petitioned to count for general education credit in the civilization studies or arts requirement must follow these additional guidelines:

- Should fulfill the spirit of the requirement and have similarities to eligible courses offered on campus.

- For the civilization studies requirement, area studies courses in history with an emphasis on primary sources will be favored over courses that focus on political science, anthropology, sociology, etc.

Language course work must follow these additional guidelines:

- Only courses taken in Autumn Quarter 2017 or later are eligible. Courses completed earlier (including Summer Quarter 2017) do **not** qualify.
- Completion of an approved intermediate- or advanced-level course with a B or above satisfies the language competency requirement.
- Satisfactory completion (grade of C or above) of approved courses equivalent to one year of introductory language study (e.g., GRMN 10100) qualifies the student for the on-campus language competency examination offered in Winter Quarter.
- Students planning or considering additional language study on campus should take the language placement test to confirm placement.
- Students may not duplicate credit, so completing the equivalent of, e.g., SPAN 10300 at another institution and taking SPAN 10300 at the University of Chicago (or vice versa) results in forfeiture of the transfer credit.
- Courses are subject to all other restrictions and guidelines on this page.

PROCESS FOR PETITIONING FOR TRANSFER CREDIT

For students taking courses elsewhere while enrolled in a degree program at UChicago:

Students who wish to take courses at other institutions after they enter the College should carefully read the regulations for transfer credit listed above and discuss their plans in advance with their College advisers. To have non-University of Chicago courses considered for transfer credit, students must follow these steps:

1. Submit a petition (<http://petition.uchicago.edu>) to the Office of the Dean of Students in the College, including course descriptions and/or syllabi, units of credit, and the name of the institution where courses will be taken. This information should be submitted online well in advance of taking the course. (Students with inactive logins should contact College Advising (collegeadvising@uchicago.edu) for a PDF version of the petition form.)
2. If approved by the College, the student may seek additional approval for use of that pre-evaluated credit toward major/minor/general education requirements. Instructions will be provided if/when the initial petition is approved. Note that approval is not guaranteed and should be sought as early as possible.
3. Have an official transcript sent to their College adviser upon completion of the course work.

Note: Students should petition for approval well in advance of the start date of the desired courses. Students submitting petitions without a sufficient window should not expect to receive a final decision before the courses begin, especially if they hope to use the course toward a particular requirement.

For students participating in a University of Chicago-sponsored direct enrollment program:

These students do not need to petition the College Dean of Students office and should instead speak to their program director in Study Abroad about the appropriate next steps.

For transfer students:

See Transfer Students below.

COLLEGE COURSES TAKEN PRIOR TO MATRICULATION

Courses taken during high school:

Students should not petition until they determine (in their second year or later) that they will need the credit. Students may petition earlier if previous course work may serve as a prerequisite for an University of Chicago course. The petition (<http://petition.uchicago.edu>) must be submitted to the Office of the Dean of Students in the College, including course descriptions and/or syllabi, units of credit, and the name of the institution where courses were taken. These restrictions also apply to courses completed at the University of Chicago prior to matriculation.

To be considered for credit, petitions must comply with the preceding regulations and the following restrictions:

- Courses may not have counted toward high school graduation requirements.
- Credit for science and calculus courses is not accepted; students should take the appropriate placement or accreditation exams at the time of matriculation.
- Approved credit may *only* be used as general elective credit. Credit will not be awarded for general education requirements or foreign language courses.

- Courses must have been offered to a cohort that included undergraduate students. Courses taught specifically for high school student programs will not transfer.

Undergraduate courses taught in the College at the University of Chicago are exempt from these restrictions.

Courses taken in the summer prior to matriculation:

Admitted students are not allowed to register for University of Chicago courses in the summer prior to matriculation. It is important that admitted students first learn about curricular issues and academic expectations alongside their classmates during Orientation Week.

Admitted students who take college-level courses at another institution may submit a petition (<http://petition.uchicago.edu>) for transfer credit after matriculation. They should discuss the process with their College adviser during first-year advising meetings. The transfer credit petition will be evaluated based on all of the above criteria. Credit will be awarded for general elective credit only.

EARLY COLLEGE PROGRAMS

Students who have attended what are commonly known as early college programs (i.e., programs in an undergraduate setting attended in lieu of one or more years of high school) will fall into one of two categories:

- Students who may apply as traditional first-year students. In this case, any credit earned in the early college program will be subject to the regulations described above in Courses taken during high school, or
- Students who *must apply to the College as transfer students*. If accepted these students will be held to the standards described in the Transfer Students section below. It is essential to note that all students accepted as transfer admits will be subject to the same expectations, including a shorter timeline for completing their college education.

Students from a number of early college programs, including Bard High School Early College and TAMS at North Texas, are considered by the University of Chicago to be first-year applicants, which means their credit will be subject to the Courses taken during high school regulations. Additionally, any courses that were taken to fulfill high school graduation requirements will not be accepted for credit under any circumstances.

Students should contact College Admissions (collegeadmissions@uchicago.edu) for clarification of their entry status.

TRANSFER STUDENTS

After admitted transfer students have committed to attending University of Chicago, they receive information from the Admissions Office about how to submit the materials necessary for an evaluation of their previous college course work. Students must also have their previous institution send a final, official transcript to the Admissions Office. These materials should be submitted no later than June 15. *Transfer evaluations cannot be completed before a student has accepted an offer of admission.* Note that transfer credit does not count toward the University of Chicago GPA, nor do the grades appear on the University of Chicago transcript. Students may not receive more than 1200 units of transfer credit for one academic year of work, nor may they receive more than 400 units of credit for one summer of study.

The evaluation of transfer credit is based on the guidelines and restrictions listed in the previous section.

Note the following restrictions in particular:

- Credit for calculus and pre-calculus is not accepted. Credit for calculus will be granted only by College accreditation or AP exam, or on the basis of completion of a higher-level course.
- Depending on the student's major and on the level of work to be evaluated, credit for some courses in other sciences may also be subject to examination.
- The restrictions on college course work taken during high school (outlined in the previous section) apply to all undergraduate students.
- Completion of an approved beginning-level language sequence at a different institution doesn't satisfy the language competency requirement; ordinarily, it would qualify the student to take an on-campus competency exam.

Residency Requirements and Enrollment Limits for Transfer Students

A transfer student must be in residence as a degree-seeking student in the College for at least six quarters (excluding summers) and successfully complete a minimum of 18 courses (1800 units) while in residence. More than half of the requirements for a major and/or minor must be met by registering for courses bearing University of Chicago course numbers. Course credit approved to transfer will count toward the 3800-unit credit minimum students are required to earn via course enrollment.

The Dean of Students in the College expects all students to complete their degrees in a timely fashion, ordinarily within 12 quarters. This expectation will be tailored for transfer students who enter the College with a substantial number of credits. Based on the transfer evaluation, transfer students will be assigned a time frame in which they are expected to complete their requirements—typically six or nine quarters. Transfer students may

petition the Dean of Students in the College for one additional quarter of study if academically necessary for the undergraduate degree. Transfer students may not register beyond their allotted quarters without the permission of the Dean of Students in the College.

After matriculation in the College, transfer students may not earn additional credits from schools other than the University of Chicago. Faculty-led study abroad programs sponsored by the College may be used to meet both the residency and course requirements. Transfer students will be allowed to participate in direct enrollment study abroad programs affiliated with the College, but these courses cannot be used to satisfy the residency requirement.



INTERDISCIPLINARY OPPORTUNITIES

These pages identify interdisciplinary areas and courses in those areas. Some students may explore these areas through one of the formal programs of study. Students may also wish to plan their own programs in one of these areas: Interdisciplinary Studies in the Humanities or Tutorial Studies. Students should discuss these options with their College advisers.

- Big Problems
- Chicago Studies
- Clinical and Translational Science
- Course Clusters
- Parrhesia Program for Public Discourse
- Signature Courses in the College
- Stevanovich Institute on the Formation of Knowledge



BIG PROBLEMS

Department Website: <http://bigproblems.uchicago.edu>

The Big Problems courses that follow are among a growing number of capstone experiences offered as electives to fourth-year students in the College. Under special circumstances involving senior project needs, third-year students may petition for permission to register for a Big Problems course.

"Big problems" are characteristically matters of global or universal concern that intersect with several disciplines and affect a variety of interest groups. They are problems for which solutions are crucially important but not obviously available.

Big Problems courses emphasize process as well as content: learning how to creatively confront difficult intellectual and pragmatic problems wider than one's area or expertise and to consider how to deal with the uncertainty that results. This often points to the importance of working in groups. If the core curriculum provides a basis for learning and the majors develop more specialized knowledge, the Big Problems experience leads to the development of skills for thinking about and dealing with the important but unyielding issues of our time.

Big Problems courses encourage linkage to BA papers, research experiences, or internships. They use interdisciplinary team teaching, seeking to cross disciplines and divisions and to transcend familiar models of content, organization, and instruction.

Each year a Big Problems Lecture Series features outside speakers and additional workshops for interested students.

BIG PROBLEMS COURSES OFFERED IN 2019–20

BPRO 22612. Medical Ethics: Central Topics. 100 Units.

Decisions about medical treatment, medical research, and medical policy often have profound moral implications. Taught by a philosopher, two physicians, and a medical lawyer, this course will examine such issues as paternalism, autonomy, assisted suicide, kidney markets, abortion, and research ethics. (A)

Instructor(s): D. Brudney; Staff Terms Offered: Winter

Prerequisite(s): Third or fourth year standing. This course does not meet requirements for the Biological Sciences major.

Note(s): Philosophy majors: this course fulfills the practical philosophy (A) requirement.

Equivalent Course(s): BIOS 29314, PHIL 31609, HIPS 21609, PHIL 21609

BPRO 22800. Drinking Alcohol: Social Problem or Normal Cultural Practice? 100 Units.

Alcohol is the most widely used psychoactive agent in the world, and, as archaeologists have recently demonstrated, it has a very long history dating back at least 9,000 years. This course will explore the issue of alcohol and drinking from a trans-disciplinary perspective. It will be co-taught by an anthropologist/archaeologist with experience in alcohol research and a neurobiologist who has experience with addiction research. Students will be confronted with literature on alcohol research from anthropology, sociology, history, biology, medicine, psychology, and public health and asked to think through the conflicts and contradictions. Selected case studies will be used to focus the discussion of broader theoretical concepts and competing perspectives introduced in the first part of the course. Topics for lectures and discussion include: What is alcohol? The early history of alcohol; Histories of drinking in ancient, medieval, and modern times; Alcohol and the political economy; Alcohol as a cultural artifact; Styles of drinking and intoxication; Alcohol, addiction, and social problems; Alcohol and religion; Alcohol and health benefits; Comparative case studies of drinking.

Instructor(s): M. Dietler, W. Green Terms Offered: Spring

Prerequisite(s): Third or fourth-year standing.

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): BIOS 02280, ANTH 25310

BPRO 27155. Urban Design with Nature. 100 Units.

This course will use the Chicago region as a laboratory for evaluating the social, environmental, and economic effects of alternative forms of human settlement. Students will be introduced to the basics of geographic information systems (GIS) and use GIS to map Chicago's "place types" - human habitats that vary along an urban-to-rural transect, as well as the ecosystem services provided by the types. They will then evaluate these place types using a range of social, economic and environmental criteria. In this way, students will evaluate the region's potential to simultaneously realize economic potential, protect environmental health, and provide social connectivity. This course is part of the College Course Cluster program: Urban Design.

Instructor(s): Sabina Shaikh and Emily Talen Terms Offered: Autumn

Prerequisite(s): Third or fourth-year standing

Note(s): Students who have taken ENST 27150: Urban Design with Nature: Assessing Social and Natural Realms in the Calumet Region in the Spring of 2018 may not enroll in this course.

Equivalent Course(s): ENST 27155, GEOG 27155, PBPL 27156

BPRO 27800. Science and Christianity. 100 Units.

Both Christianity and science have had a critical impact on the development of Western society. Can they continue to flourish, enriching each other, or are they fundamentally at odds and in competition? This seminar will examine the major points of potential tension and synergy between science and Christianity, with the goal of open discussion and an eye on helping students develop their own ideas. We will consider themes such as evolution, extraterrestrial intelligence, consciousness, and particulars of the Christian faith.

Instructor(s): D. Abbot, D. Fabrycky, Staff. Terms Offered: Spring

Prerequisite(s): Third- or fourth-year standing

BPRO 27900. Climate Change in Media and Design. 100 Units.

If meteorological data and models show us that climate change is real, art and literature explore what it means for our collective human life. This is the premise of many recent films, novels, and artworks that ask how a changing climate will affect human society. In this course, we will examine the aesthetics of climate change across media, in order to understand how narrative, image, and even sound help us witness a planetary disaster that is often imperceptible. Rather than merely analyzing or theorizing various futures, this course will prepare students in hands-on methods of "speculative design" and "critical making." Each Tuesday, we will study how art and literature draw on the specific capacities of written and visual media to represent climate impacts, and how new humanities research is addressing climate change. Each Thursday, we will participate in short artistic exercises that explore futures of each area. These exercises include future object design, bodymapping and story circles, tabletop gameplay, and serious game design. Throughout the quarter, guest speakers from across the humanities, sciences, and social sciences will visit the class to speak about how their disciplines are working to understand and mitigate climate impacts. The most substantial work of the quarter will be an ambitious multimedia or transmedia project about one of the core course topics to be completed in a team.

Instructor(s): P. Jagoda, B. Morgan Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): ENGL 27904, MAAD 21900, ENST 27900

BPRO 28300. Disability and Design. 100 Units.

Disability is often an afterthought, an unexpected tragedy to be mitigated, accommodated, or overcome. In cultural, political, and educational spheres, disabilities are non-normative, marginal, even invisible. This runs counter to many of our lived experiences of difference where, in fact, disabilities of all kinds are the "new normal." In this interdisciplinary course, we center both the category and experience of disability. Moreover, we consider the stakes of explicitly designing for different kinds of bodies and minds. Rather than approaching disability as a problem to be accommodated, we consider the affordances that disability offers for design. This course begins by situating us in the growing discipline of Disability Studies and the activist (and intersectional) Disability Justice movement. We then move to four two-week units in specific areas where disability meets design: architecture, infrastructure, and public space; education and the classroom; economics, employment, and public policy; and aesthetics. Traversing from architecture to art, and from education to economic policy, this course asks how we can design for access.

Instructor(s): M. Friedner, J. Iverson Terms Offered: Winter

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): MAAD 28300, CHDV 28301, MUSI 25719

BPRO 28400. Thinking Psychoanalytically: From the Sciences to the Arts. 100 Units.

Since Freud's seminal investigation into the nature of the mind, psychoanalytic thinking has offered a unique approach to unconscious, relational, and meaningful dimensions of human experience. Despite assaults on the field from numerous quarters, psychoanalytic thinking remains central to the work of practitioners across an array of disciplines. After an introduction to key psychoanalytic concepts including the unconscious, repression, and transference, we will investigate some of the ways in which these ideas are mobilized within clinical practice, neuroscience, anthropology, education, philosophy, literary studies, and the visual arts through a series of lectures presented by specialists from these fields. Along the way, we will gain an appreciation for some of the ways in which psychoanalytic perspectives continue to inspire a variety of current scientific and humanistic projects.

Instructor(s): A. Beal; Staff Terms Offered: Spring

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): ANTH 24316

BPRO 28900. Inequality: Origins, Dimensions, and Policy. 100 Units.

For the last four decades, incomes in the United States and across the globe have grown more unequal. That fact has attracted worldwide attention from scholars, governments, religious figures, and public intellectuals. In this interdisciplinary course, participating faculty members drawn from across the University and invited guest speakers will trace and examine the sources and challenges of inequality and mobility in many of its dimensions, from economic, political, legal, biological, philosophical, public policy, and other perspectives. This course is part of the College Course Cluster program: Inequality.

Instructor(s): A. Sanderson and Staff Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing

Note(s): ECON 24720 or ECON 22410 may be used as an Economics elective, but only one of the two may be used toward Economics major requirements.

Equivalent Course(s): PBPL 28920, ECON 24720

BPRO 29000. Energy and Energy Policy. 100 Units.

This course shows how scientific constraints affect economic and other policy decisions regarding energy, what energy-based issues confront our society, how we may address them through both policy and scientific study, and how the policy and scientific aspects can and should interact. We address specific technologies, both those now in use and those under development, and the policy questions associated with each, as well as with more overarching aspects of energy policy that may affect several, perhaps many, technologies.

Instructor(s): S. Berry, G. Tolley Terms Offered: TBD. May be offered 2019-20

Prerequisite(s): PQ: Third- or fourth-year standing. For ECON majors who want ECON credit for this course (ECON 26800): PQ is ECON 20100.

Equivalent Course(s): PBPL 29000, PSMS 39000, ECON 26800, CHSS 37502, ENST 29000, PPHA 39201

BIG PROBLEMS COURSES OFFERED IN PREVIOUS YEARS

Any of these courses may be offered in the future.

BPRO 21500. What is Civic Knowledge? 100 Units.

What is civic knowledge? Although civic rights and duties are supposedly universal to all citizens in a "democratic" nation, their implementation often depends on the strength of community connections and the circulation of knowledge across racial, class, and social boundaries. Focusing on the city of Chicago, we ask how citizens (in their roles as citizens) forge communities, make urban plans, and participate in civic affairs. How does the city construct the public spheres of its residents? Are the social practices of Chicagoans truly "democratic"? Could they be? What does "Chicago" stand for, as a political and cultural symbol? For both Chicagoans and their representatives, the circulation of knowledge depends not only on conventional media but also on how the city is constructed and managed through digital media.

Instructor(s): R. Schultz, M. Browning. Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): LLSO 24906, PHIL 21006, HUMA 24906, PBPL 21500

BPRO 22200. Boundaries, Modules, and Levels. 100 Units.

This course investigates conceptual problems arising in the attempt to analyze the structure of complex systems in a variety of biological, psychological, social, and technological contexts, and how the answers may vary with how the boundaries are drawn. We confront descriptive, critical, and normative puzzles arising from questions such as the following: Is a society just a collection of people, an organized collection of people, or something more? Can a corporation have rights and responsibilities? Can groups have identities? Why are minds in the head, or are they? And are genes the bearers of heredity?

Instructor(s): W. Wimsatt, Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): HIPS 20601, PHIL 22210

BPRO 22300. Empire. 100 Units.

Students in this course read a variety of texts (e.g., writings of Thucydides, Vergil, and Forster; documents from the caliphate of Andalusia; current articles). By viewing their own experiences in the light of Arab, British, Greek, and Roman empires, students reflect on America's role in the cultures and countries of the twenty-first century. Economics, language, culture, ecology, and social ethics may provide the lenses through which students view and review their experiences.

Instructor(s): Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing. Completion of the general education requirement in civilization studies through a College-sponsored study abroad program.

Equivalent Course(s): HUMA 22303, CLCV 28707

BPRO 22400. The Ugly American Comes Home. 100 Units.

The aims of this course are to interrogate not only the experience of studying abroad, but also the condition of coming "home" and facing a range of needs to assimilate and articulate your experience. We address being abroad and afterward through a range of reading materials, including travel writings, philosophies of education, and considerations of narrative and perception. Writing assignments will explicitly address the challenge of integrating study abroad with other forms of knowledge and experience that characterize collegiate education.

Instructor(s): J. Ketelaar, M. Merritt Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing; completion of a study abroad program (University of Chicago program, other institution's program, or self-structured program).

Equivalent Course(s): INST 22400

BPRO 22500. Medicine and Society: Things, Bodies, Persons. 100 Units.

Course description isn't available.

Terms Offered: Not offered in 2019-2020

Equivalent Course(s): BIOS 29310, HIPS 22501, PHIL 22501

BPRO 22600. Autonomy & Medical Paternalism. 100 Units.

Course description isn't available.

Terms Offered: Not offered in 2019-2020

Equivalent Course(s): HIPS 21901, PHIL 22601, BIOS 29311

BPRO 23000. Cosmos and Conscience: Looking for Ourselves Elsewhere. 100 Units.

Science and religion are two ways, among many others, that people can seek to know about reality: how do we construct ordered pictures of the whole-cosmos or civilization-and how do we relate to them in terms of action? How do we know what we do not know, and what does that kind of "knowledge" mean for the orientation and direction of human existence? How would cultural biases be affected by knowing that there are others "out there" in the universe, should we discover them? From various perspectives, this course addresses these questions of the origins, structures, and ends of reality as we look for ourselves-seek understanding of the human condition-in the cosmos but also in complex religious and cultural traditions. Whereas in our popular culture, science is often identified with the realm of knowledge and religion is simply "belief" or "practice," the course also seeks to trace the rational limits of science and the rational force of religion with respect to the ethical problem of the right and good conduct of human life.

Instructor(s): W. Schweiker, D. York Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing.

Equivalent Course(s): RLST 23603, ASTR 23000

BPRO 23400. Is Development Sustainable? 100 Units.

This course examines alternative concepts and theoretical grounds for notions of sustainable development.

We analyze core issues underlying population growth, resource extraction, "sustainable consumption," environmental change, and social transformation through a consideration of economic, political, scientific, and cultural institutions and processes. The course, based on orienting lectures and intensive class discussion of core texts, focuses on the sustainability problems of both highly industrialized countries as well as of developing nations. Previous exposure to environmental or development issues, although useful, is not required.

Instructor(s): A. Kolata Terms Offered: Not offered in 2019-2020

Note(s): This course qualifies as a "Discovering Anthropology" selection for Anthropology Majors.

Equivalent Course(s): ENST 24400, ANTH 22015, PBPL 24400, HIPS 23400

BPRO 23500. The Organization of Knowledge. 100 Units.

This course explores several structures of knowledge that students may have encountered in their core and specialized education, with the goal of enabling students to identify and explore the implications of these different structures. We ask whether all knowledge is relative, and if so, to what? When things are structured differently, does that mean that knowledge is lost? Or are there several diverse ways of structuring knowledge, each of which may be viable? We read a wide range of classical and modern thinkers in various disciplines.

Instructor(s): W. Sterner, Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): HIPS 23000, HUMA 23502

BPRO 23600. Social Context, Biology, and Health. 100 Units.

We take for granted our relationships with other people as fundamental. Yet when these connections are absent or disrupted, our minds and biology are likewise disrupted. Epidemiological studies have now clearly established a relationship between social isolation and both mental and physical health. This course adopts an integrative interdisciplinary approach that spans the biological to sociological levels of analysis to explore the interactions involved and possible mechanisms by which the social world gets under the skin to affect the mind, brain, biology, and health.

Instructor(s): J. Cacioppo, M. McClintock, L. Waite Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): PSYC 25300

BPRO 23760. The Social Brain: Social Isolation and Loneliness. 100 Units.

The past two decades have witnessed a remarkable rise in the number of investigations published on the social brain. The discoveries conveyed by the titles of many of these reports (e.g., the neural basis of love, altruism, morality, generosity, trust) have piqued the interest of young investigators, funding agencies, the media, and laypeople alike. Such attention is a double-edged sword, however, as errors are exaggerated in importance, and oversimplifications create false expectations and, ultimately, disillusionment in what the field can contribute.

It is, of course, one thing to assume that neural processes underlie all psychological phenomenon, it is another to claim that a given brain region is the biological instantiation of complex psychological functions like the self, empathy or loneliness. The purpose of this course is to examine opportunities and challenges in this field primarily through research on two of the most important topics in the field: social isolation and empathy.

Instructor(s): J. Cacioppo, L. Hawkley Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.

Equivalent Course(s): BIOS 29324, PSYC 23760

BPRO 23800. The Affect System. 100 Units.

The term "affect" typically refers to feelings beyond those of the traditional senses, with an emphasis on the experience of emotions and variations in hedonic tone. The structure and processes underlying mental contents are not readily apparent, however, and most cognitive processes occur unconsciously with only selected outcomes reaching awareness. Over millions of years of evolution, efficient and manifold mechanisms have evolved for differentiating hostile from hospitable stimuli and for organizing adaptive responses to these stimuli. These are critically important functions for the evolution of mammals, and the integrated set of mechanisms that serve these functions can be thought of as an "affect system." It is this affect system-its architecture and operating characteristics, as viewed from neural, psychological, social, and political perspectives-that is the focus of the course.

Instructor(s): J. Cacioppo, E. Oliver, S. Cacioppo Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): PSYC 23880, PLSC 23810

BPRO 23900. Biological and Cultural Evolution. 100 Units.

This course draws on readings in and case studies of language evolution, biological evolution, cognitive development and scaffolding, processes of socialization and formation of groups and institutions, and the history and philosophy of science and technology. We seek primarily to elaborate theory to understand and model processes of cultural evolution, while exploring analogies, differences, and relations to biological evolution. This has been a highly contentious area, and we examine why. We seek to evaluate what such a theory could reasonably cover and what it cannot.

Instructor(s): W. Wimsatt, S. Mufwene Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing or consent of instructor required; core background in evolution and genetics strongly recommended.

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): CHDV 23930, NCDV 27400, ANTH 38615, LING 39286, ANTH 28615, CHDV 33930, CHSS 37900, PHIL 22500, LING 11100, PHIL 32500, BIOS 29286, HIPS 23900

BPRO 24000. Understanding Wisdom. 100 Units.

Thinking about the nature of wisdom goes back to the Greek philosophers and the classical religious sages, but the concept of wisdom has changed in many ways over the history of thought. While wisdom has received less scholarly attention in modern times, it has recently re-emerged in popular discourse with a growing recognition of its potential importance for addressing complex issues in many domains. But what is wisdom? It's often used with a meaning more akin to "smart" or "clever." Is it just vast knowledge? This course will examine the nature of wisdom-how it has been defined, how its meaning has changed, and what its essential components might be. We will examine how current psychological theories conceptualize wisdom and consider whether, and how, wisdom can be studied scientifically; that is, can wisdom be measured and experimentally manipulated to illuminate its underlying mechanisms and understand its functions? Finally, we will explore how concepts of wisdom can be applied in business, education, medicine, the law, and in the course of our everyday lives. Readings will be drawn from a wide array of disciplines including philosophy, classics, history, psychology, behavioral economics, medicine, and public policy.

Instructor(s): A. Henly, H. Nusbaum Terms Offered: Not offered in 2019-2020

Note(s): See PSYC 24055 The Psychological Foundations of Wisdom.

Equivalent Course(s): HUMA 24005, RLST 24050, PSYC 24050

BPRO 24100. Science and Religion. 100 Units.

In this course, we explore some aspects of the relations between science and religion in Western culture (e.g., Christian, Jewish, Islamic). Questions include: What are science and religion? Are they competing intellectual systems for making sense of the world? What are social institutions? Can they be in conflict with one another? Can they support one another? Each of the instructors treats these questions by examining certain historical episodes and texts to add different perspectives to the material.

Instructor(s): Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

BPRO 24150. Romantic Love: Cultural, Philosophical, and Psychological Aspects. 100 Units.

This double-credit course combines humanistic and social scientific disciplines to examine the phenomenon of romantic love—a “big problem” in practical, theoretical, and cultural senses. The course starts by comparing representations of romantic love experiences in visual, musical and literary arts and myths. After exploring what may be specific to this form of love, we address two further issues: the role and sources of non-rational experience in romantic love, and the role of romantic love in modern marriage. Illumination of these topics is sought through the discussion of humanistic and social scientific texts and cinematic presentations.

Instructor(s): D. Orlinsky, Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Note(s): The class meets for six hours a week.

Equivalent Course(s): CHDV 24150, GNSE 24150, HUMA 24150

BPRO 24160. Love and Tragedy in Tolstoy's Anna Karenina. 100 Units.

Tolstoy's great novel Anna Karenina may be the finest and most compelling depiction in literature of the diverse aspects and outcomes of romantic love. Combining humanistic and social scientific perspectives, this course undertakes an intensive study of the novel to examine the joys and sorrows of romantic love, and the successes and tragedies that follow from it, as well as the aesthetic achievement of the novel as a major work of art. Resources for understanding the development of the novel's characters and the fate of their relationships are drawn from Freud's Introductory Lectures on Psychoanalysis and other works. Bases for a critical appreciation of the novel are drawn from Aristotle's Poetics and Nietzsche's The Birth of Tragedy.

Instructor(s): D. Orlinsky, Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): HUMA 24160, CHDV 24160, GNSE 24160

BPRO 24200. Psychoneuroimmunology. 100 Units.

This course covers all aspects of neuroimmunoendocrinology at the molecular, cellular, and organismal and social levels.

Instructor(s): M. McClintock, J. Quintans Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third or fourth-year standing

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): PSYC 24150, PSYC 34100, BPRO 44140, BIOS 02370

BPRO 24300. Globalization and Neo-Liberalism. 100 Units.

Developments over the past decade have led a number of former leading enthusiasts of globalization to raise basic criticisms of the neo-liberal paradigm. In doing this, they have echoed and drawn attention to the results of economists and historians whose work undercuts the basic premises of neo-liberalism. This course explicates a varied collection of this work, viewed as a critique and alternative to neo-liberalism, by economic historians (e.g., Hobsbawm, Williams, Arrighi, Polanyi) and economists (e.g., Palley, Taylor, Stretton, Marglin, Eatwell, MacEwan, Blecker, Brenner).

Instructor(s): M. Rothenberg, Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): INST 24300

BPRO 24400. Concepts of the Self from Antiquity to the Present. 100 Units.

This seminar explores the evolution of ideas about the nature and formation of selfhood from classical antiquity to the present. Along the way, we look at Greek tragedy, Stoic philosophy, early Christian texts, and the conceptual models of selfhood and self-understanding behind Descartes, Kant, Freud, Foucault, and others. Students should be prepared to deal extensively with scholarship on self, ethics, and community across the fields of philosophy, anthropology, psychology, and social history.

Instructor(s): S. Bartsch, J. Goldstein Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): HIST 20400, CLCV 28100

BPRO 24500. Language and Globalization. 100 Units.

Globalization has been a buzz word in our lives over the past few decades. It is also one of those terms whose varying meanings have become more and more challenging to characterize in a uniform way. The phenomena it names have been associated with important transformations in our cultures, including the languages we speak. Distinguishing myths from facts, this course articulates the different meanings of globalization, anchors them in a long history of socioeconomic colonization, and highlights the specific ways in which the phenomena it names have affected the structures and vitalities of languages around the world. We learn about the dynamics of population contact in class and their impact on the evolution of languages.

Instructor(s): S. Mufwene Terms Offered: Not offered in 2019-2020

Note(s): Not offered in 2018-2019

Equivalent Course(s): CRES 27500, ANTH 27705, LING 37500, CRES 37500, LING 27500, ANTH 47905

BPRO 24600. Moments in Atheism. 100 Units.

Atheism is as old as religion. As religion and its place in society have evolved throughout history, so has the standing and philosophical justification for non-belief. This course examines the intellectual and cultural history of atheism in Western thought from antiquity to the present. We are concerned with the evolution of arguments for a non-religious worldview, as well as with the attitude of society toward atheism and atheists.

Instructor(s): S. Bartsch, Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Note(s): Not offered in 2018-2019

Equivalent Course(s): RLST 25200, CLCV 22400, HIST 29402

BPRO 24700. From Neo-Liberalism to Neo-Imperialism. 100 Units.

This course examines the thesis advanced by a number of recent thinkers on the organic ties between neo-liberal doctrine and the rise of a new imperialism. In *False Dawn*, noted conservative political theorist John Gray gives a critique of the global free market. In *Capital Resurgent: Roots of the Neoliberal Revolution*, two important left critics, economists Gerard Dumenil and Dominique Levy, investigate the economic roots of neo-liberalism. Finally, in reading two recent works by the economic geographer David Harvey (*A Brief History of Neo-Liberalism and The New Imperialism*) we consider in depth the link between neo-liberalism and imperialism.

Instructor(s): M. Rothenberg, Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): INST 24700

BPRO 24800. Complex Problem: World Hunger. 100 Units.

Few of our policymakers are experts in economics, agronomy, food science, and molecular biology, yet all of these disciplines are essential for developing strategies to end world hunger. Choosing one country as a test case, we look at the history, politics, governmental structure, population demographics, and agricultural challenges. We then study the theory of world markets, global trade, and microeconomics of developing nations, as well as the promise and limitation of traditional breeding and biotechnology.

Instructor(s): J. Malamy, Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): SOSC 26900, BIOS 02810, ENST 24800

BPRO 24900. Biology and Sociology of AIDS. 100 Units.

This interdisciplinary course deals with current issues of the AIDS epidemic.

Instructor(s): H. Pollack, J. Schneider Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): SSAD 65100, BIOS 02490

BPRO 25000. Images of Time: Japanese History Through Film. 100 Units.

Focusing attention on the emerging nexus between audio-visual media and historical studies, this course deals with theories of time, history, and representation while making those ideas and problems concrete through a study of the way in which history in Japan has been mediated by the cinema. A close reading of a wide range of films produced in and about Japan in tandem with primary and secondary materials on theories of time, images, and national history highlights the historicity and history of both film and Japan. All work in English.

Instructor(s): J. Ketelaar, Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing required; knowledge of Japanese not required.

Equivalent Course(s): HIST 24603, EALC 24601, CMST 24906

BPRO 25100. Evolutionary Theory and Its Role in the Human Sciences. 100 Units.

The course's aim is two-fold: (1) an examination of the origins and development of Darwin's theory from the early nineteenth century to the present; and (2) a selective investigation of the ways various disciplines of the human sciences (i.e., sociology, psychology, anthropology, ethics, politics, economics) have used evolutionary ideas.

Instructor(s): R. Richards, Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): HIPS 25801, PHIL 25123, HIIST 25004

BPRO 25200. Body and Soul: Approaches to Prayer. 100 Units.

Why do we pray? Why do we experience prayer practice as reaching out towards an intentional being whom we cannot (except in representation) touch, see, or hear? This course approaches an answer to that question by looking at the way we pray, particularly in a Christian context. What kinds of bodily engagement do we find in prayer; what impact might prayer practice have upon our bodies; what bodily features of prayer might help to explain why its practice has been so compelling to so many for so many years?

Instructor(s): Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): RLST 28800

BPRO 25400. Jews and Christians in the Middle East. 100 Units.

Minorities around the world today invite questions about the prospects of pluralism and tolerance in modern societies. This course will explore these long-studied questions by examining the case of Jews and Christians in the Middle East, as well as its tangled histories with Muslims and Jews in Mediterranean Europe. Co-taught by a historian of Jews in Iraq and an anthropologist of Copts in Egypt, we will explore histories and ethnographies to consider the political, social, and religious dimensions of minority communities. Our syllabus also blends various literary genres and forms of media with academic scholarship to explore various voices in the conversation about Jews and Christians in the Middle East—from novels, films, and poetry to theological tracts and political treatises. We raise the following questions throughout our course: What terms for coexistence have governed Jews, Christians, and Muslims in the Mediterranean? How are religious practices and traditions linked to histories of rule? How do ideologies (e.g., nationalism, secularism, communism) shape the way minorities understand themselves and how society understands them?

Instructor(s): O. Bashkin, A. Heo Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): RLST 20231, NEHC 20585, JWSC 26215

BPRO 25500. Art and Human Rights. 100 Units.

This seminar-style course will explore historical and contemporary interventions in visual and performative artistic practices with human rights. Co-taught by a historian and theater-maker, the course will consider various paradigms for looking at how artists work on human rights. Course work will include critical readings, viewings of artistic work, and direct conversations with artists. Students will also participate in a multi-day summit on campus (April 29-May 2) that will bring distinguished artists from throughout the world to address the question "What is an artistic practice of human rights, conceptually, aesthetically and pragmatically?" Students will be given the option to produce either an academic or artistic final project.

Instructor(s): M. Bradley, L. Buxbaum Danzig Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): TAPS 25510, HIST 29906, ARTV 20009, HMRT 25502

BPRO 26030. The Nuclear Age. 100 Units.

Seventy-five years ago a group of scientists launched the first sustained nuclear chain reaction, commonly known as CP-1, at the University of Chicago under Stagg Field. This course will be part of the commemoration and reflection taking place across the University this fall. Its goal will be to explore the ensuing Nuclear Age from different disciplinary perspectives by organizing a ring-lecture. Each week's lecture, delivered by faculty from fields across the university (for instance, Physics, Biomedicine, Anthropology, and English), will be followed by a discussion section to synthesize and integrate not only the material from the weekly lectures, but the many events happening at the University this fall. CP-1 was not only a scientific achievement of the highest magnitude, but also a civilization-changing event that remains at the boundary of the thinkable.

Instructor(s): D. L. Nelson Terms Offered: Not offered in 2019-2020

Prerequisite(s): Second, third, or fourth-year standing.

Equivalent Course(s): HIST 25424, ENGL 26030, SIGN 26031

BPRO 26050. Memory, Commemoration & Mourning. 100 Units.

This course focuses on the manner in which we make use of the past, the personal past, the collective past, and the place of social and historical change in retelling and rewriting life-history and history. The course begins with a discussion of memory, conceptions of the personal and historic past, and such related issues as nostalgia, mourning, and the significance of commemoration in monument and ritual. These issues are explored in a number of topics such as twentieth-century war memorials, high school and college reunions, and the Holocaust and its representation in contemporary European society.

Instructor(s): Staff Terms Offered: Not offered in 2019-2020

Equivalent Course(s): PSYC 25450, CHDV 27102, FNDL 23312, AASR 30001, RLST 28102

BPRO 26102. War. 100 Units.

In this course, we ask such questions as: Why do humans go to war? What is the experience of war like? How does war affect the individual and his society? What is a just war? An unjust war? Can we conceive of a world without war? We read and discuss texts such as Homer's *The Iliad*, Thucydides' *History of the Peloponnesian War*, Tolstoy's *War and Peace*, Jonathan Shay's *Achilles in Vietnam*, and Glen Gray's *The Warriors*. The readings serve primarily as a starting point for the discussion of the above questions and any other issues raised by the class that are related to war.

Instructor(s): Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): HUMA 26300

BPRO 26300. Globalization: History and Theory. 100 Units.

This course makes sense of globalization as a historical phenomenon focusing primarily on the long twentieth century, but with a look back into the "deep history" of the making of the contemporary world. While the course has a theoretical bent, it should be taken as an introduction into modern history. It has three goals in particular: (1) It introduces the main concepts and theories of globalization. (2) It explores key moments, processes, and events in the annals of globalization. (3) It highlights the nature of contentions over the terms of global order.

Instructor(s): M. Geyer, Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): HIST 29901

BPRO 26400. Movies and Madness. 100 Units.

We propose to investigate representations of madness in fictional, documentary, and experimental film. We divide the topic this way to emphasize the different dimensions of cinematic address to questions of mental illness, and the ways that film genres imply distinct formal and epistemological conventions for the representation of insanity. Documentary ranges from instructional and neutral reportage, to polemical, essayistic interventions in the politics of psychiatry and the asylum, the actual conditions of mental illness in real historical moments. Documentary also includes the tendency in new media for "the mad" to represent themselves in a variety of media. With experimental film, our aim will be to explore the ways that the cinematic medium can simulate experiences of mania, delirium, hallucination, obsession, depression, etc., inserting the spectator into the subject position of madness. We will explore the ways that film techniques such as shot-matching, voice-over, montage, and special effects of audio-visual manipulation function to convey dream sequences, altered states of consciousness, ideational or perceptual paradoxes, and extreme emotional states. Finally, narrative film we think of as potentially synthesizing these two strands of cinematic practice, weaving representations of actual, possible, or probable situations with the special effects of mad subjectivity. Our emphasis with narrative film will be to focus-not simply on the mentally ill subject as hero.

Instructor(s): W. J. T. Mitchell, J. Hoffman Terms Offered: Not offered in 2019-2020. See ENGL course on "Cinematic: Movies and Madness."

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): ARTH 26905, CMST 35550, ENGL 28703, ARTV 26411, ARTH 36905, ARTV 36411, CMST 25550, ENGL 38703

BPRO 26500. Picturing Words/Writing Images (Studio) 100 Units.

What is the relationship between reading and looking? Images in mind and images on paper-words in mind and on the page-we will explore the intersection of these different ways to think, read, and look, as we make poems, drawings, paintings, etc., in class. We will investigate the problem of representing language as it is expressed in the work produced in class. Studying works by contemporary visual artists like Jenny Holzer and Ann Hamilton, and practicing poets such as Susan Howe and Tom Phillips will inform our investigation. The course will feature visits to our studio by contemporary poets and visual artists, who will provide critiques of student work and discussion of their own ongoing projects. These visitors will help to frame our artistic and literary practice within the ongoing conversation between word and image in modern culture. We will ask, what are the cognitive, phenomenological, social, and aesthetic consequences of foregrounding the pictorial/visual aspect of alphabetical characters? (C, H)

Instructor(s): J. Stockholder, S. Reddy Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing. Previous experience in an arts studio or creative writing course recommended, but not required.

Equivalent Course(s): ARTV 26901, ENGL 34319, ENGL 24319, CRWR 46341, ARTV 36901, CRWR 26341

BPRO 26600. Antonioni's Films: Reality and Ambiguity. 100 Units.

In this in-depth study of several Antonioni films, our eye is on understanding his view of reality and the elements of ambiguity that pervade all of his films. Together, as a film scholar and physicist, we bring out these aspects of his work together with his unique cinematic contributions. This course introduces students to this poet of the cinema and the relevance of Antonioni's themes to their own studies and their own lives.

Instructor(s): Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): ARTH 28904, HUMA 26600, CMST 26801

BPRO 26700. Mythical History, Paradigmatic Figures: Caesar, Augustus, Charlemagne, Napoleon. 100 Units.

What is the process by which some historical figures take on mythical proportions? This course examines four case studies of conquerors who attained sovereign power in times of war (conquest, civil war, revolution), who had a foundational role in empire-building, and who consciously strove to link themselves to the divine and transcendent. Their immense but ambiguous legacies persist to this day. Although each is distinct as a historical individual, taken together they merge to form a paradigm of the exceptional leader of epic proportions. Each models himself on exemplary predecessors: each invokes and reinvents myths of origin and projects himself as a model for the future. Basic themes entail mythic history, empire, the exceptional figure, modernity's fascination with antiquity, and the paradox of the imitability of the inimitable.

Instructor(s): M. Lowrie, R. Morrissey Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): CLCV 26713, FREN 36701, FREN 26701, SCTH 30411, FNDL 22912, CLAS 36713

BPRO 26750. Anxiety. 100 Units.

The phenomenon of anxiety emerged as one of the leading psychological disorders of the 20th and 21st centuries. Worrying ourselves into the realm of the pathological, we now have a requisite measure of anxiety for every prescribed stage of life. But why are we so anxious? Considering its prevalence in everyday life, the concept and theories of anxiety have been employed surprisingly seldom as a way into film, fiction, and art. In this course we examine the modern origin of contemporary discourses specific to anxiety and their unique manifestation in cultural artifacts. To understand the complex of anxiety in the so-called Western world, we rely on the theories of Søren Kierkegaard, Martin Heidegger, Sigmund Freud, Jacques Lacan, and Alenka Zupančič; fiction by Stoker, Schnitzler, Kafka, and Sebald; and film by Haneke, Kubrick, Ophuls, and Hitchcock. We will also have guest speakers from the fields of clinical psychiatry, geriatric medicine, philosophy, and comparative anthropology.

Instructor(s): M. Sternstein, A. Flannery Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Note(s): English majors: This course fulfills the Theory (H) distribution requirement.

Equivalent Course(s): GRMN 26715, MAPH 36750, ENGL 24260

BPRO 27000. Perspectives on Imaging. 100 Units.

Taught by an imaging scientist and an art historian, this course explores scientific, artistic, and cultural aspects of imaging from the earliest attempts to enhance and capture visual stimuli through the emergence of virtual reality systems in the late twentieth century. Topics include the development of early optical instruments (e.g., microscopes, telescopes), the invention of linear perspective, the discovery of means to visualize the invisible within the body, and the recent emergence of new media. We also consider the problem of instrumentally mediated seeing in the arts and sciences and its social implications for our image-saturated contemporary world.

Instructor(s): P. La Riviere, Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third or fourth-year standing

Note(s): This course does not meet requirements for the biological sciences major.

Equivalent Course(s): BIOS 02927, ARTH 36900, ARTH 26900, CMST 37300, CMST 27300, HIPS 24801

BPRO 27600. Creation and Creativity. 100 Units.

This seminar explores several creation stories from anthropological, literary, philosophical, and psychological perspectives. We compare the accounts of the beginning in Genesis, Hesiod's Theogony, Ovid's Metamorphoses, Bhagavad Gita, the Maya's Popol Vuh, and other sources, including Native American ones. We explore the ways cosmic creation has been imagined in world culture. We also delineate human literary creativity and ask about the relationship between individual creativity and the cultural myths of creation. We consider at least one modern theory of the beginning of the universe.

Instructor(s): Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): ANTH 27610

BPRO 28000. Terror, Religion, and Aesthetics. 100 Units.

Through our contemporary experiences of terrorist acts, we apprehend the no-citizens' land of life without a social contract, of the violent "state of nature" among people. In varied genres (e.g., poems, plays, novels, memoirs, essays), we engage with the transformative powers of diverse aesthetics (e.g., catharsis, the sublime, theatre of cruelty, realism, fable, satire) and of religious faiths (e.g., deism, Hinduism, Judaism, Islam, Sufism, Buddhism) to counteract terror and redeploy our civil status in society.

Instructor(s): M. Browning, Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): RLST 23401, HMRT 28801

BPRO 28100. What is Enlightenment? 100 Units.

What is enlightenment? How does one become enlightened, and who is enlightened? In Euro-American civilization, the eighteenth-century Age of Enlightenment championed the powers of human reason against religion and superstition to achieve scientific progress. Buddhism in the nineteenth century was represented by the heirs of Enlightenment as a religion for the Enlightenment to the point of not being a religion at all. Both traditions offer pathways to freedom (or liberation?) that draw on our rational capabilities, and both sponsor the production of knowledge that re-revises our place in the world. But they seem to be opposed: how could reason reject "religious" beliefs but also take part in "religious" traditions that aim to bring certain kinds of persons into being? We compare the mental models, discourses, methods of analysis, world-images, and practices of these traditions of enlightenment to assess the kinds of disciplines that their theoreticians and practitioners acquire and use.

Instructor(s): M. Browning, Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): RLST 23403, HUMA 28109, SALC 27601

BPRO 28200. Narrating Migration. 100 Units.

Human migration is one of the most pressing global problems of our time, though it is not a new phenomenon. It has shaped societies throughout time, and the degree to which it is perceived as a "problem" or an "opportunity" changes radically according to circumstances and ideologies. In this course, we will analyze the different ways in which migration has been perceived, understood, and experienced. We will focus on two intense episodes in the global history of migration: migration from early nineteenth-century Britain; and migration to late 20th and 21st-century America. Our emphasis throughout will be on the ways in which migration is narrated: the stories that societies tell about the migration of themselves and others. We will cover a wide range of migration narratives, including those of creative writers and artists, and will consider them through the lenses of literary criticism, history, theory, and also artistic practice itself.

Instructor(s): J. McDonagh, V. Tran Terms Offered: Not Offered in 2019-20

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): ENGL 28200

BPRO 28500. Sex and Ethics. 100 Units.

Sex is a big problem. How do we think about sex in proximity to considering the ethics of risk, harm, and the potential for good? Developing an account specifically of an ethics of sex requires thinking about the place of sex and sexual vulnerability in social life with an eye toward understanding what's good and what might count as abuses, violations, disruptions, or deprivations of specifically good things about sex. In popular discussion, for example, "consent" often demarcates ethically good sex from bad sex. This course inquires whether consent is an adequate metric for sexual ethics; if it is necessary or sufficient; if certain factors (e.g., age, gender, violence) vitiate its normative force; and whether its legal definition conflicts, coheres with, or contributes to its general cultural reception. These issues require us to think about the ways people do, do not, and cannot know what they're doing in sex, and complicate the aspiration to have an ethics in proximity to sex. This year's version of the course focuses on political theory/policy/popular scandal in relation to aesthetics and sex theory archives. We talk about sex in proximity to modes of comportment in love, scandal, prostitution, stranger intimacy, political freedom and discipline, impersonality, and experimentality.

Instructor(s): L. Berlant, Staff Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing

Equivalent Course(s): PLSC 21901, GNSE 28502, ENGL 28500

BPRO 28600. Health Care and the Limits of State Action. 100 Units.

In a time of great human mobility and weakening state frontiers, epidemic disease is able to travel fast and far, mutate in response to treatment, and defy the institutions invented to keep it under control: quarantine, the cordon sanitaire, immunization, and the management of populations. Public health services in many countries find themselves at a loss in dealing with these outbreaks of disease, a deficiency to which NGOs emerge as a response (an imperfect one to be sure). Through a series of readings in anthropology, sociology, ethics, medicine, and political science, we will attempt to reach an understanding of this crisis of both epidemiological technique and state legitimacy, and to sketch out options.

Instructor(s): H. Saussy, M. Schwartz Terms Offered: Not offered in 2019-2020

Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.

Equivalent Course(s): CMLT 28900, BIOS 29323, HMRT 28602

BPRO 28700. Alternate Reality Games: Theory and Production. 100 Units.

Games are one of the most prominent and influential media of our time. This experimental course explores the emerging genre of "alternate reality" or "transmedia" gaming. Throughout the quarter, we will approach new media theory through the history, aesthetics, and design of transmedia games. These games build on the narrative strategies of novels, the performative role-playing of theater, the branching techniques of electronic literature, the procedural qualities of video games, and the team dynamics of sports. Beyond the subject matter, students will design modules of an Alternate Reality Game in small groups. Students need not have a background in media or technology, but a wide-ranging imagination, interest in new media culture, or arts practice will make for a more exciting quarter.

Instructor(s): Patrick Jagoda, Heidi Coleman Terms Offered: Not offered in 2019-20

Prerequisite(s): Third- or fourth-year standing. Instructor consent required. To apply, submit writing through online form at <http://bigproblems.uchicago.edu>; see course description. Once given consent, attendance on the first day is mandatory. Questions: mb31@uchicago.edu.

Note(s): Note(s): English majors: this course fulfills the Theory (H) distribution requirement.

Equivalent Course(s): ENGL 25970, ARTV 30700, ENGL 32314, TAPS 28466, CMST 25954, CMST 35954, MAAD 20700, ARTV 20700

BPRO 28800. From Fossils to Fermi's Paradox: Origin and Evolution of Intelligent Life. 100 Units.

The course approaches Fermi's question, "Are we alone in the universe?," in the light of recent evidence primarily from three fields: the history and evolution of life on Earth (paleontology), the meaning and evolution of complex signaling and intelligence (cognitive science), and the distribution, composition and conditions on planets and exoplanets (astronomy). We also review the history and parameters governing extrasolar detection and signaling. The aim of the course is to assess the interplay between convergence and contingency in evolution, the selective advantage of intelligence, and the existence and nature of life elsewhere in the universe - in order to better understand the meaning of human existence.

Instructor(s): P. Sereno; L. Rogers; S. London Terms Offered: May be offered in Winter 2021

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): PSYC 28810, ASTR 18700, BIOS 29142

BPRO 29100. What Genomes Teach About Evolution. 100 Units.

This course does not meet requirements for the biological sciences major. The twenty-first century opened with publication of the draft human genome sequence, and there are currently over 3,000 species whose genomes have been sequenced. This rapidly growing database constitutes a test of nineteenth- and twentieth-century theories about evolution and a source of insights for new theories. We discuss what genome sequences have to teach us about the relatedness of living organisms, the diversity of cellular life, mechanisms of genome change over evolutionary time, and the nature of key events in the history of life on earth. The scientific issues are related to the history of evolutionary thought and current public controversies about evolution.

Instructor(s): J. A. Shapiro, M. Long Terms Offered: Not offered in 2019-2020

Prerequisite(s): Consent of instructor. This course does not meet requirements for the biological sciences major.

Equivalent Course(s): BIOS 29319

BPRO 29200. Global Energy & Climate Challenge: Economics, Science & Policy. 100 Units.

The global energy and climate challenge is one of the most important and urgent problems society faces. Progress requires identifying approaches to ensure people have access to the inexpensive and reliable energy critical for human development, without causing disruptive climate change or unduly compromising health and the environment. The course pairs technical and economic analysis to develop an understanding of policy challenges in this area. Lecture topics will include the past, present, and future of energy supply and demand, global climate change, air pollution and its health consequences, selected energy technologies such as solar photovoltaics, nuclear power, unconventional oil and gas, and an analysis of theoretical and practical policy solutions in developed and emerging economies.

Instructor(s): M. Greenstone, J. Deutch Terms Offered: Not offered in 2019-2020

Prerequisite(s): PQ: Third- or fourth-year standing in the College.

Equivalent Course(s): PPHA 39905, ENST 28220, PBPL 29200, ECON 26730

BPRO 29660. Colloquium: Digital Humanities/Digital History. 100 Units.

This course will be an interdisciplinary introduction to digital humanities broadly writ with an emphasis on literary and historical developments over long periods of time (*longue durée*), and across large textual, cultural, and archival databases. Questions we will address include how do we constitute and navigate these collections? How do we conceive of digital tools in ways that speak to humanists and humanistic social scientists? How do we incorporate these tools and approaches into discursive argumentation and other traditional humanistic and historical modes of inquiry. No technical background is required, but basic computer skills and reading knowledge of French would be welcome. History concentrators may direct their coursework in this class toward the completion of a pre-BA essay for the major using primary sources.

Instructor(s): C. Gladstone, R. Morrissey, J. Sparrow Terms Offered: Not offered in 2019-2020

Prerequisite(s): History majors must take a History colloquium in their third year.

Equivalent Course(s): HIST 29661, FREN 29661, HIST 39661, FREN 39661



CHICAGO STUDIES

Department Website: <http://chicagostudies.uchicago.edu>

Chicago Studies (<http://chicagostudies.uchicago.edu>) provides opportunities for undergraduates to engage, learn about, and serve the City of Chicago in ways that enrich and build upon their chosen fields of study. Its menu of curricular programs, events, and para-curricular experiences is designed to create flows of scholarly and civic inspiration between the life of the city and all disciplines represented in the College, and to develop the practice of local citizenship among students through reciprocal collaborations between the campus and the city. Chicago Studies develops intensive, place-based academic encounters, research experiences, and opportunities for engagement that help students think critically and substantively about urban areas more broadly.

Chicago Studies sponsors regular roundtables on Chicago-focused research and social issues to introduce College students to potential mentors, methodologies for urban research, and Chicago research topics. The “Engage Chicago through Research” data portal (<http://chicagostudies.uchicago.edu/research>) collects and promotes Chicago-focused datasets and research, including student research, to further promote the study of the city. Each year, the Chicago Studies Undergraduate Research prize and colloquium (sponsored in collaboration with the College Center for Research and Fellowships (<http://ccrf.uchicago.edu>)) highlights the best essays written by University of Chicago undergraduates on the history, politics, and cultural life of Chicago; the finalists in this competition are published in the *Chicago Studies* annual, a professionally edited and designed journal. A subcommittee of the Chicago Studies Faculty Advisory Board considers submissions, which may be from any discipline, each spring.

Chicago Studies partners with the Program on the Global Environment, Office of Civic Engagement, UChicago Arts, the Mansueto Institute for Urban Innovation, and the Institute of Politics to curate co-curricular experiences that introduce students and faculty to events, resources, and organizations throughout the Chicago region. Students in the College can also obtain advising and resources to connect their programs of study with partners and communities across the city. Chicago Studies also works closely with Career Advancement, the Institute of Politics, the Pozen Family Center for Human Rights, and Civic Engagement–sponsored programs, such as the University Community Service Center and the Neighborhood Schools Program, to connect students with substantive internship and research fellowship opportunities with organizations engaged in the life of the city.

CHICAGO STUDIES QUARTERS

The Chicago Studies Quarters offer a cohesive set of courses that join classroom instruction with experiential learning opportunities, using the city and the region as a site of inspiration and instruction.

The Chicago Studies Quarter (CSQ) (<http://chicagostudies.uchicago.edu/quarter>) is a selective, quarter-long academic program that allows a small cohort of students to devote an entire term to the intensive study and exploration of the distinctive folkways and civic codes that distinguish Chicago as a world city. Admitted students enroll in three interrelated courses with a common theme, taught by distinguished scholars in various disciplines. Like Study Abroad courses, CSQ courses utilize excursions within the city, guest speakers, and engagement with civic groups and leaders to enrich class readings and assignments. Participants in the CSQ are required to take all three course offerings, but may register for a fourth course of their choosing provided it does not conflict with the required classes or the mandatory excursions held on Fridays.

Chicago Studies Quarter: Calumet (<http://chicagostudies.uchicago.edu/calumet>) focuses on topics of human land use in the Calumet Region just south and east of the city. It is a full-time, one-quarter experience intended to help students bridge theory and practice in environmental studies. The program features four integrated courses, projects, field trips, guest lectures, and presentations.

The Chicago Studies Quarters are designed for undergraduates in good academic standing who have completed at least two quarters of study in the College. While the program stipulates no minimum grade-point average, an applicant’s transcript should demonstrate that the applicant is a serious student who will make the most of this opportunity. The Chicago Studies Quarters are open to University of Chicago undergraduate students only; applications from outside the University are not accepted. For more information, please contact Sabina Shaikh (sabina@uchicago.edu) or Emily Talen (talen@uchicago.edu), faculty directors for Chicago Studies.

CHICAGO STUDIES COURSE CLUSTER

In addition to the Chicago Studies Quarter, the College offers other courses that explore aspects of Chicago’s ecology, culture, politics, history, social structure, and economic life. Many of these courses are cross-listed between departments, meaning many of them may fulfill requirements in multiple academic programs; most are integrated into the Urban Environments track of the Environmental and Urban Studies major. Some of them may also contribute to students’ completion of the academic requirements of the Chicago Studies Certificate Program (<http://chicagostudies.uchicago.edu/certificate/courses>). The courses listed here represent a sample of what is often available, depending on departmental offerings. Chicago-focused courses are identified as part of the Chicago Studies Course Cluster in the course registration system; thematic listings of such courses are also available on the Chicago Studies website (<http://chicagostudies.uchicago.edu/cluster>).

Historical, literary, artistic, or social scientific explorations of Chicago

- ARTH 17410 Frank Lloyd Wright in Chicago and Beyond
- ARTH 24170 Research the Chicago Cityscape
- CRES 21201 Chicago Blues
- CRWR 12131 Reading as a Writer: Chicagoans: The City in Short Story, Poem, and Nonfiction Reportage
- ENST 22300 South Side Ecologies
- SOSC 26000 Chicago Neighborhoods
- SOSC 26003 Chicago by Design
- TAPS 24500 Chicago Theater: Budgets and Buildings

Courses using Chicago as a focus or a significant example

- ANTH 25325 History and Culture of Baseball
- CRES 27501 Urban Indians: Native Americans and the City
- ECON 26600 Urban Economics
- ENGL 22903 Literature of the City: Between Utopia and Dystopia, Design and Occupation
- SOCI 20215 Urban Health
- TAPS 23600 Improv and Sketch

Courses involving active or community-engaged learning in Chicago

- ENST 27420 Urban Gardens: Therapeutic, Educational, and Community Building Practicum
- PBPL 26200-26300 Field Research Project in Public Policy I-II

CHICAGO STUDIES CERTIFICATE PROGRAM

Undergraduate students who wish to integrate their academic inquiry with positive impact in Chicago through sustained community engagement, urban scholarship, and creative expression have the opportunity pursue a certificate in Chicago Studies (<http://chicagostudies.uchicago.edu/certificate>).

Students may begin pursuing the Chicago Studies Certificate at any time during their College careers. This will require an initial (and highly preliminary) proposal for how one hopes to fulfill the requirements and an advising session to discuss the plan and resources available to support it. That mandatory advising is provided by the Chicago Studies staff, with a second required meeting before proposal of the capstone project.

Students who complete the certificate will have that designated on their transcript. The transcript designation and the certificate itself are standalone recognitions, conferred by the College and its partners without reference to students' formal degree programs. However, completion of the Chicago Studies Certificate does fulfill the internship/field study requirement of the Environmental and Urban Studies major.

The Chicago Studies Certificate Program includes the following components:

1. Introductory Urban Impact Training Experiences ("Modules," at least 3)
2. Chicago-Focused Courses (at least 3)
3. High-Impact Community Engagement
4. Capstone Project

1. Introductory Urban Impact Training Experiences ("Modules," at least 3)

These not-for-credit, non-curricular introductory experiences—some of which may be facilitated by external organizations—expose students to local civic actors, leadership and research skills, and Chicago social issues, and are open to all University of Chicago students. As a first stage of the certificate, students must participate in three of these to help them frame, focus, and reflect on the kind of impact they hope to have as engaged scholars. At the end of this, students declare a focus for their certificate work: an issue, an organization, a neighborhood, a population.

A list of available urban impact training experiences ("modules") may be found on the Chicago Studies Certificate Program website (<http://chicagostudies.uchicago.edu/certificate/modules>). A number of existing programs sponsored by Chicago Studies' partners (both internal and external to the University) may also fulfill one or more of these requirements; students should discuss this during their initial advising appointment.

2. Chicago-Focused Courses (at least 3)

The Chicago Studies Certificate requires completion of three Chicago-focused courses with a C– or above. Successful completion of any of the Chicago Studies Quarters will satisfy this requirement, as will completion of an approved sequence of courses drawn from the Chicago Studies Course Cluster. In some cases, special permission may be granted for inclusion of one or more courses outside the cluster. Students not completing a

formal Chicago Studies Quarter will need to propose and receive faculty approval for their chosen theme and receive subsequent approvals for each course chosen along the way.

Petitions should be made in advance of enrollment and will be evaluated on a case-by-case basis, in relation to the petitioner's stated rationale for including specific courses in their program of study and engagement. The General Petition Form (<https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/GeneralPetition.pdf>) is available on the College website and should be directed to Sabina Shaikh (sabina@uchicago.edu) (Sabina@uchicago.edu), faculty director for Chicago Studies. Advising on this academic component and selection of appropriate courses is available; visit the Chicago Studies website (<http://chicagostudies.uchicago.edu/certificate/courses>) for more information.

3. High-Impact Community Engagement

Program participants must demonstrate a sustained, impactful engagement with Chicago's diverse communities in the following ways:

- complete at least 200 hours of community-benefiting engagement in Chicago; AND
- receive a positive recommendation from a community-based supervisor of or partner in their engagement; AND
- articulate both academic learning and skills development from this experience and its relevance to the student's capstone project in a significant way.

Advising on the selection of appropriate engagement opportunities is available through UCSC. Some examples of existing opportunities that could fulfill this program requirement include:

- 200+ hours of documented volunteer engagement on a single community issue through leadership in a community service recognized student organization
- 200+ hours of student employment with a single community organization or on a single issue through community-based Federal Work-Study
- completion of the University Community Service Center's Summer Links (<https://ucsc.uchicago.edu/page/summer-links-2017>) internship and social justice education program
- completion of the Institute of Politics (<http://politics.uchicago.edu>) Summer Political Internship (in Chicago)
- completion of a Pozen Family Center (<http://humanrights.uchicago.edu>) Human Rights Internship (in Chicago)

Information about available and forthcoming engagement opportunities, as well as the mechanisms for their approval and documentation, can be found on the Chicago Studies Certificate Program website (<http://chicagostudies.uchicago.edu/certificate/engagement>); one-on-one advising with Chicago Studies staff is also available upon request.

4. Capstone Project

A Capstone Project is a high-impact learning practice that requires students to integrate, apply, and articulate their learning across a sequence of experiences. Many capstones will be completed during the fourth year of study, but it is possible to complete a capstone earlier.

To receive the Chicago Studies Certificate and transcript designation, program participants must successfully produce a major paper, project, or product (e.g., a discipline-based research project, investigative journalism series, creative production, action research product, etc.) that:

- integrates aspects of the student's academic and community-based learning throughout the student's fulfillment of previous certificate components; AND
- takes Chicago either as its focus OR uses it as a significant example (for works focused on broader urban themes); AND
- responds to a community-defined priority or question, including being presented as such to one or more relevant publics.

Advising on and approval of capstone project proposals is run by the Chicago Studies team, which can assist students in identifying appropriate community partners, issues, and audiences for capstones from Civic Engagement's citywide network of collaborators. In the case of capstone projects based on or closely related to a student's formal academic work (e.g., a BA thesis), capstone adjudication will assess only the capstone's successful integration of the student's academic and community-based learning, as required for the certificate. Such evaluations should not be taken as direction of the student's formal discipline-based academic research.

In addition to on-campus presentation opportunities provided through Chicago Studies, students should also, whenever possible, directly present their capstones to relevant publics in the broader community as an expression of reciprocal benefit to those whose community-based knowledge has helped to inform their completion.

Questions about the Chicago Studies Certificate Program may be directed to Christopher Skrable (cskrable@uchicago.edu), Director of Chicago Studies and Experiential Learning in the College. Additional information is also available on the Chicago Studies website (<http://chicagostudies.uchicago.edu>).

PRIMARY CONTACTS

General Information and Programming; Certificate Program

Christopher Skrable
Director, Chicago Studies and Experiential Learning
Harper Memorial Library 487
773.834.1159
cskrable@uchicago.edu

Chicago Studies Quarters; Faculty Advisory Board

Sabina Shaikh
Faculty Director, Chicago Studies
Director, Program on the Global Environment
Harper Memorial Library 482
773.834.4405
sabina@uchicago.edu

Emily Talen
Faculty Director, Chicago Studies
Professor of Urbanism
1126 E. 59th St.
talen@uchicago.edu

Administrative Contact; Chicago Studies Annual

Daniel Koehler
Associate Dean of the College for Academic Affairs
Harper Memorial Library 244
773.702.0121
dkoehler@uchicago.edu



CLINICAL AND TRANSLATIONAL SCIENCE

Department Website: <http://chess.uchicago.edu/CCTS>

The Committee on Clinical and Translational Science (CCTS) is a freestanding academic unit housed within the Biological Sciences Division. Our mission is to enhance multidisciplinary training in clinical and translational science at the University of Chicago. We seek to offer high-quality curriculum and mentorship to a new generation of researchers who will synthesize social and biological science to significantly advance medical science and practice.

With joint input from the Center for Health and the Social Sciences (<http://chess.bsd.uchicago.edu>) (CHeSS) and the Institute for Translational Medicine (<http://itm.uchicago.edu>), the CCTS mobilizes faculty from across the University to enhance course offerings in clinical and translational science. While most courses offered in CCTS are designed for graduate-level trainees, postdoctoral fellows, and junior faculty, there are also specific courses designed for undergraduate students interested in health and social sciences. For more information contact Kelsey Bogue, Committee Administrator, at kbogue@bsd.uchicago.edu.

Current areas of concentration include:

- Comparative Effectiveness Research
- Translational Informatics
- Health Services Research
- Quality and Safety
- Clinical Research
- Community-Based Research
- Global Health
- Pharmacogenomics

Below is a list of undergraduate courses that have been offered in the past. Refer to the CCTS section of the CHeSS website at <http://chess.uchicago.edu/CCTS> for current course offerings and prerequisites for each course.

EXAMPLES OF PREVIOUSLY OFFERED UNDERGRADUATE COURSES

CCTS 21003. Topics in Clinical Research. 100 Units.

This course provides an overview of clinical research subject matter from the history and ethics of clinical research to the types and practice of contemporary clinical research. How does clinical research differ from other research traditions? What is special about clinical research? What types of questions can be answered by clinical research (what questions not)? What types of ethical oversight over the responsible conduct of research have arisen over the years? We will learn how to read and critique clinical research, survey the major types of clinical research designs, and the differences between hypothesis generation and hypothesis testing. Finally, we provide an overview of the mechanics of developing and implementing clinical research, including grant writing, regulatory issues, and quality assurance. Along the way, we will be teaching core statistical concepts including prevalence, risk ratios, and sensitivity and validation techniques. The objectives are for students to obtain an understanding of how and why to perform clinical research and to do so in an ethical and responsible manner.

Instructor(s): Valerie Press Terms Offered: Spring. Offered 2020

Prerequisite(s): Completed general education requirement in the social sciences. This course does not meet requirements for the Biological Sciences major.

Equivalent Course(s): BIOS 29327

EXAMPLES OF PREVIOUSLY OFFERED CO-UNDERGRADUATE/GRADUATE COURSES

CCTS 20400. Health Disparities in Breast Cancer. 100 Units.

Across the globe, breast cancer is the most common women's cancer. In the last two decades, there have been significant advances in breast cancer detection and treatment that have resulted in improved survival rates. Yet, not all populations have benefited equally from these improvements, and there continues to be a disproportionate burden of breast cancer felt by different populations. In the U.S., for example, white women have the highest incidence of breast cancer but African-American women have the highest breast cancer mortality overall. The socioeconomic, environmental, biological, and cultural factors that collectively contribute to these disparities are being identified with a growing emphasis on health disparities research efforts. In this 10-week discussion-based course students will meet twice weekly and cover major aspects of breast cancer disparities.

Instructor(s): Eileen Dolan, Suzanne Conzen Terms Offered: Winter

Prerequisite(s): BIOS 25108

Equivalent Course(s): CCTS 40400, BIOS 25327

CCTS 20500. Machine Learning & Advanced Analytics for Biomedicine. 100 Units.

The age of ubiquitous data is rapidly transforming scientific research, and advanced analytics powered by sophisticated learning algorithms is uncovering new insights in complex open problems in biology and biomedicine. The goal of this course is to provide an introductory overview of the key concepts in machine learning, outlining the potential applications in biomedicine. Beginning from basic statistical concepts, we will discuss concepts and implementations of standard and state of the art classification and prediction algorithms, and go on to discuss more advanced topics in unsupervised learning, deep learning architectures, and stochastic time series analysis. We will also cover emerging ideas in data-driven causal inference, and demonstrate applications in uncovering etiological insights from large scale clinical databases of electronic health records, and publicly available sequence and omics datasets. The acquisition of hands-on skills will be emphasized over machine learning theory. On successfully completing the course, students will have acquired enough knowledge of the underlying machinery to intuit and implement solutions to non-trivial data science problems arising in biology and medicine.

Instructor(s): Ishanu Chattopadhyay Terms Offered: Winter. Not offered every year

Prerequisite(s): Rudimentary knowledge of probability theory, and basic exposure to scripting languages such as python/R is required. This course does not qualify in the Biological Sciences major.

Equivalent Course(s): BIOS 29208, CCTS 40500

CCTS 21005. The Making of the "Good Physician": Virtue Ethics and the Development of Moral Character in Medicine. 50 Units.

This multi-disciplinary course draws insights from medicine, sociology, moral psychology, philosophy, ethics and theology to explore answers to the unique challenges that medicine faces in the context of late modernity: How does one become a "good physician" in an era of growing moral pluralism and health care complexity? Students will engage relevant literature from across these disciplines to address issues regarding the legitimate goals of medicine, medical professionalism, the doctor-patient relationship, vocation and calling, the role of religion in medicine, and character development in medical education. The course will first introduce the challenges that moral pluralism in contemporary society presents to the profession of medicine along with the subsequent calls for a renewed pursuit of clinical excellence in today's complex health care system. It will then survey the resurgence of a philosophical discipline (virtue ethics) that has begun to shape contemporary debate regarding what types of "excellences" are needed for a good medical practice dominated by medical science and technology.

Instructor(s): John Yoon Terms Offered: Spring

Note(s): This course is limited to those who have been accepted into the Emerging Scholars Cohort in Bioethics (Hyde Park Institute, <https://hydeparkinstitute.org/esc>). Depending on space availability, other students interested in enrolling will need prior approval from Course instructor(s).

Equivalent Course(s): CCTS 41005

CCTS 40006. Pharmacogenomics: Discovery and Implementation. 100 Units.

Pharmacogenomics is aimed at advancing our knowledge of the genetic basis for variable drug response. Advances in genetic knowledge gained through sequencing have been applied to drug response, and identifying heritable genetic variants that predict response and toxicity is an area of great interest to researchers. The ultimate goal is to identify clinically significant variations to predict the right choice and dose of medications for individuals—"personalizing medicine." The study of pharmacogenomics is complicated by the fact that response and toxicity are multigenic traits and are often confounded by nongenetic factors (e.g., age, co-morbidities, drug-drug interactions, environment, diet). Using knowledge of an individual's DNA sequence as an integral determinant of drug therapy has not yet become standard clinical practice; however, several genetics-guided recommendations for physicians have been developed and are highlighted. The ethics and economics of pharmacogenomics are also discussed.

Instructor(s): R. S. Huang, B. Stranger Terms Offered: Spring

Prerequisite(s): Undergraduates (third- and fourth-years only) must have taken BIOS 20187 and are required to email instructors for approval (bstranger@medicine.bsd.uchicago.edu and rhuang@medicine.bsd.uchicago.edu) prior to registering.

Equivalent Course(s): CABI 47510

CCTS 43100. Topics in Global Health. 100 Units.

This course is a continuation of Introduction to Global Health (CCTS 43000). It is designed to address specific medical issues of global significance including maternal and child health, communicable and non-communicable diseases, and emerging diseases; the course will also address the impact of population growth, migration, environmental decay, and humanitarian disasters on health. Finally, the course will discuss research and career opportunities within the field of global health.

COURSE CLUSTERS

The Course Cluster Program (<https://college.uchicago.edu/academics/college-course-clusters>) is designed to continue the thematic focus and multidisciplinary perspective of the general education curriculum; to expose students to ideas from the vantage point of different disciplines across the humanities and the social, physical, and biological sciences; to stimulate and cultivate the student's intellectual curiosity and sense of academic adventure; and to help students structure their electives without imposing programmatic strictures and limiting the freedom of intellectual exploration.

Course clusters consist of three or more courses on a common topic or issue that are offered over a span of two to three years. Course clusters can be made up of existing courses or encourage the creation of new courses. Courses within a cluster can have different formats. They can be smaller seminars or larger lecture courses. The only prerequisite is that they have no prerequisites and not be designed primarily for minors/majors (even though they can count towards major requirements).

Please review the College Course Clusters page (<https://college.uchicago.edu/academics/college-course-clusters>) **for updated information regarding the Course Cluster Initiative, including courses belonging to each cluster.**

The following are examples of course clusters currently offered:

CLIMATE CHANGE, CULTURE, AND SOCIETY

The planetary scale of anthropogenic climate change challenges us to reassess many central questions in the humanities and social sciences from justice and power to truth and art. This course cluster encourages students to explore the problem of climate change from a variety of disciplinary perspectives. Courses in history, political science, classics, English, philosophy, and other disciplines from the social sciences and the humanities complement courses in the physical and biological sciences. In addition to learning about the science of climate change in the latter, the former will ask a host of questions: What were the historical roots of fossil fuel use? What can the human past teach us about our ability to cope with climate change? How will we ensure justice and human rights in the face of a threat that affects poor people and future generations disproportionately? In what ways might literature and art help understand and communicate climate change, and shape our sense of agency and hope in facing an uncertain future?

ECONOMIC HISTORY, FROM SUMER TO THE GLOBAL WORLD

The course cluster "Economic History, from Sumer to the Global World" will propose every year up to three courses in economic history. We wish to cover a broad time span and a wide range of cultures. The courses will put a special emphasis on the methodology of economic history. The students will thus also be able to acquire a deep knowledge of the questions that are currently debated in this field.

HISTORY OF THE LAW

The development of law and legal systems is one of the defining hallmarks of societies from antiquity to the present. Abundant written evidence survives from the societies of the ancient Mediterranean, the Near East, South Asia, and East Asia. This cluster of courses will include deep dives into individual legal systems known from ancient societies in Greece, Rome, Babylonia, Assyria, Israel, Egypt, China, and India, as well as comparative investigations informed by historical and anthropological literatures.

INEQUALITY

The problem of inequality has been an abiding concern in the social sciences and humanities. In recent years it has attracted heightened attention and inspired scholarly innovation, fostering real ferment among those seeking to understand the mainsprings of the modern world. To understand such an abiding aspect of social and cultural organization requires a broad set of analytical resources and intellectual perspectives. Drawing on a range of methodologies, students will trace and examine the sources and challenges of inequality and mobility in many of their dimensions, selecting from courses in economics, history, political science, gender and sexuality studies, public policy, and other disciplines across the divisions. The broad, considered lens offered by this approach will allow students in the cluster to understand more fully the dynamics and consequences of inequality in modern culture and society, and its roots in persistent patterns of distribution of wealth, income, education, and social and other kinds of capital.

URBAN DESIGN

Urban design concerns the proactive effort to create human settlements of a particular character and quality. The study of urban design is an opportunity to evaluate the difference between ideal and actuality, gaining an understanding of what urban designers are trying to do and why and evaluating the reasons behind apparent successes and failures. Students will explore the history, theory, and practice of urban design from multiple perspectives, from historical surveys to more contemporary investigations of urban interventions and their effect on social change, in courses offered through art history, geographical studies, history, anthropology, sociology, comparative human development, and other disciplines from the social sciences and humanities. Whether urban design is capable of balancing social equity, aesthetic achievement, economic growth, and

environmental stewardship is of key interest within the field, practice, and study of urban design. How do we leverage meaningful public engagement in the urban design process? How do we balance individual expression and a sense of the collective? Students will engage with these fundamental problems in diverse contexts across the cluster.



PARRHESIA PROGRAM FOR PUBLIC DISCOURSE

PARRHESIA PROGRAM FOR PUBLIC DISCOURSE MISSION

Rooted in the University of Chicago's principles of freedom of expression and academic inquiry, the Parrhesia Program for Public Discourse offers an innovative curriculum in the theory and practice of public discourse and deliberation. It strives to foster open and inclusive public discourse by developing students' abilities to articulate and communicate their ideas effectively, thereby allowing them to engage productively in civic deliberation and dialogue. Theory-driven as well as practice-oriented, the Parrhesia Program for Public Discourse offers courses at multiple levels of instruction, such as courses on the history and theory of free discourse and rhetoric as well as on the principles and practices of public speaking, deliberation, and dialogue. The curriculum aims to develop communicative competence within a wide variety of communities, including academic, professional, and civic. The Parrhesia Program for Public Discourse will be integrated into the College's distinctive undergraduate curriculum and reflects the conviction that open discourse can advance probing and challenging critical thought.

PARRHESIA PROGRAM FOR PUBLIC DISCOURSE COURSES

PARR 13000. Academic, Professional, and Civic Speaking. 100 Units.

This course emphasizes clear, direct, and concise presentation of complex, specialized, or controversial ideas to a variety of audiences. Through theory, exercises, and practice, this course prepares students to communicate at various levels in academic, professional, and civic contexts. This course is suitable for third and fourth-year students in the College.

Instructor(s): L. Brammer Terms Offered: Spring

PARR 15000. Political Rhetoric: Speeches, Campaigns, and Protests. 100 Units.

By critically examining historical and contemporary political discourse the class will attempt to elucidate how symbolic action creates meaning and shapes political positions as well as policy decisions. Utilizing rhetorical theory, students will analyze oral, written, and digital public communication aimed at influencing social, political, legal, and religious issues and institutions. It will explore topics such as the role of power and identity in political communication, the ethical dimension of public discourse, and the concept of a free and open public sphere. Through readings, discussions, case studies, and analytical assignments, students will learn to critically examine as well as to produce effective public discourse.

Instructor(s): L. Brammer Terms Offered: Winter

Equivalent Course(s): ENGL 15005, FNDL 20199

PARR 21000. Public Deliberation and Free Expression. 100 Units.

Public deliberation theory explores how to engage citizens in inclusive, informed deliberation and collective decision-making on civic issues. In this course, students will study public deliberation theory, explore issues in free expression, and study frameworks designed to engage communities in learning about and discussing controversial issues. Drawing on what they've learned over the quarter, students will design and test frameworks to educate and engage college students in the principles and practice of free expression and open inquiry.

Instructor(s): L. Brammer Terms Offered: Spring



SIGNATURE COURSES IN THE COLLEGE

Signature Courses are intended to introduce College students to exciting themes, ideas, and materials in the humanities and social sciences. They afford unique and memorable learning experiences, exemplary of humanistic inquiry.

They are designed as gateway courses that open up fields and disciplines for further exploration. Thus, Signature Courses have no prerequisites and are open to all College students. While they are conceived as general elective courses, they may count towards departmental major and minor requirements.

Please refer to the **College Signature Courses page** on the College website for the most up-to-date information about Signature Courses being offered.



STEVANOVICH INSTITUTE ON THE FORMATION OF KNOWLEDGE

Department Website: <https://sifk.uchicago.edu/courses>

STEVANOVICH INSTITUTE ON THE FORMATION OF KNOWLEDGE

The Stevanovich Institute on the Formation of Knowledge (SIFK) opened in the fall of 2015 at the University of Chicago as a focal point for scholars to ask, What do we know?

In the current era, this question is more confusing than ever, and answers are hard to come by. We face unreliable news, non-replicable scientific experiments, masses of data, groupthink, cultural relativism, confusion about values, entrenched beliefs, and more.

In such an environment, we seek new methods for asking about the world. At the Stevanovich Institute on the Formation of Knowledge, we aim to understand how factors like history, politics, culture, and religion can shape knowledge—year in and year out, over decades, over centuries. We believe that to understand a phenomenon, one must approach from a number of different fields, and with sensitivity to context. As no area of knowledge arises in a vacuum, we underplay the division of knowledge into departments within the university, offering KNOW courses that bring together perspectives from a number of fields.

ABOUT SIFK COURSES

Join us for a KNOW course as we try to find new answers to some of the largest and most perennial questions, all bearing on what it means to be human in the 21st century. We offer undergraduates and graduate students team-taught courses that challenge conventional wisdom across the board.

KNOW courses are cross-listed with a variety of departments, so students can enroll in them as a major course with their department's course number or as an elective with the KNOW course number. We also offer a new Experimental Capstone series of courses (XCAP), that brings practice together with theory, inside and outside the classroom—yet another way of broadening academic knowledge and bringing a new dimension to the undergraduate experience.

For up-to-date KNOW course listings, visit sifk.uchicago.edu/courses (<https://sifk.uchicago.edu/courses>).

XCAP: THE EXPERIMENTAL CAPSTONE

In addition to its KNOW courses, the Stevanovich Institute on the Formation of Knowledge is delighted to announce an unprecedented set of new courses: XCAP, The Experimental Capstone. Designed for upper-level undergraduates, a new XCAP course will be debuted each quarter in 2019–20. XCAP courses, which will be team-taught by faculty from different divisions or schools, are designed to challenge students to build upon their University of Chicago educational experience by adding practice, impact, and influence as important dimensions for undergraduate education.

XCAP courses will incorporate a variety of topics and frameworks, but inherent in each of these courses are the following three elements:

- an element of practice, a result in a product, or a measurable impact;
- an appeal to students from all the collegiate divisions for maximal interaction of different points of view; and
- a part of the College experience with particular relevance to post-College life.

The XCAP courses may be taken Pass/Fail or for a quality grade, and students may take one, two, or all three quarters of XCAP, as the courses are not part of a sequence. Each course will be taught by a different team of faculty and will provide a distinct perspective on the three core elements above.

To see the full listing of 2019–20 XCAP courses, visit sifk.uchicago.edu/courses/xcap.

KNOW COURSES

KNOW 12203. Italian Renaissance: Dante, Machiavelli, and the Wars of Popes and Kings. 100 Units.

This course will consider Florence, Rome, and the Italian city-states in the age of plagues and cathedrals, Dante and Machiavelli, Medici and Borgia (1250-1600), with a focus on literature, philosophy, primary sources, the revival of antiquity, and the papacy's entanglement with pan-European politics. We will examine humanism, patronage, politics, corruption, assassination, feuds, art, music, magic, censorship, education, science, heresy, and the roots of the Reformation. Writing assignments focus on higher-level writing skills, with a creative writing component linked to our in-class live-action-role-played (LARP) reenactment of a Renaissance papal election. This is a Department of History Gateway course.

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

Prerequisite(s): Graduate students by consent only; register for the course as HIST 90000 (sect 53) Reading and Research: History.

Note(s): History Gateways are introductory courses meant to appeal to first- through third-year students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages. Equivalent Course(s): MDVL 12203, ITAL 16000, CLCV 22216, RLST 22203, HIST 12203, SIGN 26034

KNOW 15620. Imagining Pagans in the Middle Ages. 100 Units.

This undergraduate course investigates what became of classical paganism during the Christian Middle Ages. How did medieval writers portray Greek and Roman practices of worship and its pantheon of gods? For medieval literate culture, classical myths were both an index of historical difference - 'we no longer believe what they believed' - and an ongoing source of poetic, narrative, and symbolic potency. Through the close-reading of a variety of source texts, the course examines what classical myths and pagan belief means to late-medieval poets and thinkers. In particular, we'll look to how 'imagining pagans' incited the medieval historical imagination; inspired cosmological or proto-scientific thought experiments; disrupted orthodox theology; and finally, worked to establish fiction as a domain of literature. The poetry of Geoffrey Chaucer will be at the heart of the class, but we will also read widely across medieval culture. No previous experience with Middle English is necessary. (Pre-1650)

Instructor(s): Julie Orlemanski; Joe Stadolnik Terms Offered: Winter

Equivalent Course(s): ENGL 15620, MDVL 15620

KNOW 17403. Science, Culture, and Society in Western Civilization II: Early Modern Period. 100 Units.

Renaissance & Enlightenment." This lecture-discussion course examines the development science and scientific philosophy from the mid-fifteenth to the mid-nineteenth centuries. The considerations begin with the recovery of an ancient knowledge in the works of Leonardo, Vesalius, Harvey, and Copernicus. Thereafter the course will focus on Enlightenment science, as represented by Galileo, Descartes, Newton, and Hume. The course will culminate with the work of Darwin, who utilized traditional concepts to inaugurate modern science. For each class, the instructor will provide a short introductory lecture on the texts, and then open discussion to pursue with students the unexpected accomplishments of the authors under scrutiny.

Instructor(s): Robert J. Richards Terms Offered: Autumn

Equivalent Course(s): HIPS 17403, HIST 17403

KNOW 21418. Darwinism and Literature. 100 Units.

In this course we will explore the notion that literary fiction can contribute to the generation of new knowledge of the human mind, human behavior, and human societies. Some novelists in the late 19th and early 20th century provided fictional portrayals of human nature that were grounded into Darwinian theory. These novelists operated within the conceptual framework of the complementarity of science and literature advanced by Goethe and the other romantics. At a time when novels became highly introspective and psychological, these writers used their literary craftsmanship to explore and illustrate universal aspects of human nature. In this course we read the work of several novelists such as George Eliot, HG Wells, Joseph Conrad, Jack London, Yuvgeny Zamyatin, Leopold von Sacher-Masoch, Italo Svevo, and Elias Canetti, and discuss how these authors anticipated the discoveries made decades later by cognitive, social, and evolutionary psychology.

Instructor(s): D. Maestriperi & R. Richards Terms Offered: Autumn

Equivalent Course(s): CHDV 27861, KNOW 31418, CHDV 37861, HIPS 24921, CHSS 34921

KNOW 21419. Indigenous Knowledge and the Foundations of Modern Social Theory. 100 Units.

Indigenous people are often seen as "objects" of social theory; this course considers their role as subjects of social theory-makers of modern knowledge who made foundational contributions to basic ideas about humanity. We will take up three case studies, each of which highlights an indigenous people who unleashed a cascade of fresh thinking: the Australian Aborigines who influenced the ideas of Émile Durkheim and Sigmund Freud; the Native peoples of the Northwest Coast of America who stimulated Franz Boas to reconstruct the concept of culture; and the indigenous peoples of the Trobriand Islands who shaped Bronisław Malinowski's ideas about gifts, hospitality, and reciprocity. As we will see, much of what we call social theory turns out to rely on a vast archive of nonstate knowledge generated by indigenous intellectuals.

Instructor(s): Isaiah Lorado Wilner Terms Offered: Spring

Equivalent Course(s): HIPS 21419

KNOW 22709. Introduction to Philosophy of Quantum Mechanics. 100 Units.

In this class we examine some of the conceptual problems associated with quantum mechanics. We will critically discuss some common interpretations of quantum mechanics, such as the Copenhagen interpretation, the many-worlds interpretation and Bohmian mechanics. We will also examine some implications of results in the foundations of quantum theory concerning non-locality, contextuality and realism. (B) (II)

Instructor(s): T. Pashby Terms Offered: Spring

Prerequisite(s): Prior knowledge of quantum mechanics is not required since we begin with an introduction to the formalism. Only familiarity with high school geometry is presupposed but expect to be introduced to other mathematical tools as needed.

Equivalent Course(s): PHIL 32709, CHSS 32709, HIPS 22709, PHIL 22709

KNOW 24112. Screening India: Bollywood and Beyond. 100 Units.

Cinema is, unarguably, the medium most apposite for thinking through the complexities of democratic politics, especially so in a place like India. While Indian cinema has recently gained international currency through the song and dance ensembles of Bollywood, there remains much more to be said about that body of films. Moreover, Bollywood is a small (though very important) part of Indian cinema. Through a close analysis of a wide range of films in Hindi, Bengali, Kannada, and Urdu, this course will ask if Indian cinema can be thought of as a form of knowledge of the twentieth century.

Instructor(s): R.Majumdar Terms Offered: Spring

Equivalent Course(s): KNOW 34112, HIST 36808, SALC 20511, CMST 34112, CMST 24112, GNSE 24112, HIST 26808, SALC 30511, GNSE 34112

KNOW 26000. BIG: Monumental Buildings and Sculptures in the Past and Present. 100 Units.

Why are so many societies - including our own - obsessed with building monumental things like pyramids and palaces? What do we learn about cultures past and present from the monuments they built? This course explores famous monuments from around the world to answer these questions through the lens of archaeology, architecture, and art history.

Instructor(s): James Osborne Terms Offered: Spring

Equivalent Course(s): SIGN 26000, NEHC 20085

KNOW 27016. Comparative Metahistory. 100 Units.

The seminar will focus on classical, medieval, and modern historiography from China, India, and Tibet seeking answers to three general questions: (1) How are senses of historical time created in Asian historiographies by means of rhetorical figures of repetition, parallelism, dramatic emplotment, frame stories, and interweaving storylines? (2) How are historical persons and events given meaning through use of poetic devices, such as comparison, simile, and metaphor? And (3) How do Asian histories impose themselves as realistic accounts of the past by means of authoritative devices using citation of temporal-spatial facts, quotation of authority, and/or reliance on established historical genres? The methods employed to answer these questions are here adapted from pre-modern Asian knowledge systems of literary theory, poetics, dramaturgy, and epistemology, and thus permit looking at other knowledge formations from within the discourse of the traditions themselves.

Instructor(s): Haun Saussy (University of Chicago) & Ulrich Timme Kragh (Adam Mickiewicz University, Poland) Terms Offered: Autumn

Equivalent Course(s): CMLT 27016, EALC 27016, KNOW 37016, EALC 37016

KNOW 27017. Passing. 100 Units.

In this course, we examine how people move within and between categories of identity, with particular attention to boundary crossings of race and gender in U.S. law and literature from the nineteenth century to the present. Law provides a venue and a language through which forces of authority police categories of identity that, at Jean Stefancic and Richard Delgado observe, "society invents, manipulates, or retires when convenient." Readings will include theoretical texts as well as court rulings, cultural ephemera, and literary texts.

Instructor(s): Nicolette I. Bruner Terms Offered: Spring

Equivalent Course(s): GNSE 27017, ENGL 27017, CRES 27017

KNOW 27860. History of Evolutionary Behavioral Sciences. 100 Units.

This course will consist in lectures and discussion sessions about the historical and conceptual foundations of evolutionary behavioral sciences (evolutionary anthropology, evolutionary psychology, ethology, comparative behavioral biology), covering the period from the publication of Charles Darwin's *The Origin of Species* up to the present day. Topics will include new theoretical developments, controversies, interdisciplinary expansions, and the relationships between evolutionary behavioral sciences and other disciplines in the sciences and the humanities.

Instructor(s): D. Maestripieri Terms Offered: Autumn

Prerequisite(s): N/A

Equivalent Course(s): HIPS 27860, CHDV 27860, CHSS 37860, HLTH 27860, CHDV 37860

KNOW 28000. Tutorial: Antiquity, Archaeology, and Anthropology: Humanism and the Rise of Science in Germany. 100 Units.

What do Homeric poetry and human skulls have in common? What about the Old Testament and Mycenaean pottery shards? Or Roman ruins and entomology? They were all used to illuminate the course of human history and they all transformed pre-existing conceptions about the past. This course traces the development of the human sciences from a general and preparatory program of humanistic study into specialized research disciplines focused on the production of new knowledge. Through a focus on the study of antiquity, archaeology, and anthropology in Germany, students will examine how information about the humanity and its past was produced, what the function or purpose of such knowledge was, and how this changed over time. They will also investigate the ways in which broader political, social, and cultural concerns shaped scientific research and were, in turn, shaped (or not) by it. In so doing this class explores how, why, and in what ways the development of German science was fundamentally and intrinsically shaped by humanistic inquiries about history and humanity. It also challenges linear notions of disinterested, secular, scientific progress as well as the modern division between natural sciences, human sciences, and the humanities.

Instructor(s): K. Palmieri Terms Offered: Autumn. Autumn 2019

Equivalent Course(s): HIPS 29633, HIST 25017

KNOW 28900. Magic, Science, and Religion. 100 Units.

The relationship between the categories of magic, science, and religion has been a problem for modern social science since its inception in the nineteenth century. In the first half of this course, we will critically examine some of the classical and contemporary approaches to these concepts. In the second half, we will explore a number of detailed historical and ethnographic studies about modern phenomena that call some of the fundamental assumptions behind these categories into question.

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

Equivalent Course(s): RLST 28900, ANTH 23906, AASR 30501

KNOW 29901. XCAP: The Experimental Capstone - The Art of Healing: Medical Aesthetics in Russia and the U.S. 100 Units.

What makes a medical treatment look like it will work? What makes us feel that we are receiving good care, or that we can be cured? Why does the color of a pill influence its effectiveness, and how do placebos sometimes achieve what less inert medication cannot? In this course we will consider these problems from the vantage points of a physician and a cultural historian. Our methodology will combine techniques of aesthetic analysis with those of medical anthropology, history and practice. We will consider the narratology of medicine as we examine the way that patients tell their stories and the way that doctors, nurses, buildings, wards, and machines enter those narratives. The latter agents derive their meaning from medical outcomes, but are also embedded in a field of aesthetic values that shape their perception. We will look closely at a realm of medical experience that continues to evade the grasp of instruments: how the aesthetic experience shapes the phenomenon of medical treatment.

Instructor(s): William Nickell; Brian Callender; Elizabeth Murphy Terms Offered: Autumn

Note(s): This course is one of three offered in The Experimental Capstone (XCAP) in the 2019-20 academic year.

Enrollment in this course is restricted to 3rd and 4th year undergraduates in the College. For more information about XCAP, visit <https://sifk.uchicago.edu/courses/xcap/>

Equivalent Course(s): BIOS 29209, HIPS 28350, ANTH 24360, ARTV 20014

KNOW 29941. XCAP: The Experimental Capstone - The Affect System. 100 Units.

The Affect system in Medicine and the Political Science is a multidisciplinary course that aims to explore the concept of "affect" from different angles and unique perspectives. Drawing broadly from Medicine, philosophy and the political science, this course seeks to understand the affect system in different cultures and environments. The term "affect" typically refers to feelings beyond those of the traditional senses, with an emphasis on the experience of emotions and variations in hedonic tone. The structure and processes underlying mental contents are not readily apparent, however, and most cognitive processes occur non-consciously with only selected outcomes reaching awareness. Over millions of years of evolution, efficient and manifold mechanisms have evolved for differentiating hostile from hospitable stimuli and for organizing adaptive responses to these stimuli. These are critically important functions for the evolution of mammals, and the integrated set of mechanisms that serve these functions can be thought of as an "affect system." It is this affect system - its architecture and operating characteristics, as viewed from neural, psychological, social, and political perspectives, that is the focus of the course.

Instructor(s): Stephanie Cacioppo and Eric Oliver Terms Offered: Winter

Note(s): This course is one of three offered in The Experimental Capstone (XCAP) in the 2019-20 academic year.

Enrollment in this course is restricted to 3rd and 4th year undergraduates in the College. For more information about XCAP, visit <https://sifk.uchicago.edu/courses/xcap/>

Equivalent Course(s): PSYC 29941

KNOW 29971. XCAP: The Experimental Capstone - What is an Intervention (for Mental Health)? 100 Units.

What does it mean for a practice to be understood as an intervention in the domain of mental health?

Interventions in mental health can be carried out with tools ranging from chemicals and electrical impulses, to words, affects, and social relationships, to organizations. They can involve acting on a range of distinct targets -- from brains and bodies to psyches and emotional conflicts to housing and employment. This course will use a focus on mental health interventions to introduce students to a range of conceptual and practical issues surrounding mental health and illness, as well as to raise a set of broader questions about the relationships between knowledge formation, practice, ethics, and politics. The questions we will ask throughout the course will include: What does it mean for an intervention to be successful? How is effectiveness understood and measured? Are mental health interventions ethically-neutral or do they contain embedded within them assumptions about the normal, the pathological, and the good life? We will think through these questions vis-a-vis readings drawn from psychiatry, psychology, and the social sciences -- but more importantly, through weekly practical and experiential activities. Each week will focus on one kind of mental health intervention, and will involve a particular kind of practical learning activity.

Instructor(s): Michael Marcangelo and Eugene Raikhel Terms Offered: Spring

Note(s): This course is one of three offered in The Experimental Capstone (XCAP) in the 2019-20 academic year.

Enrollment in this course is restricted to 3rd and 4th year undergraduates in the College. For more information about XCAP, visit <https://sifk.uchicago.edu/courses/xcap/>

Equivalent Course(s): CHDV 20971



JOINT DEGREE PROGRAMS

The University offers a number of joint degrees to students in the College. Joint BA-MA/MS programs permit qualified students to enter upon a course of graduate study while also completing their work in the College. Applicants must have completed a significant portion of their undergraduate program before they can apply to master's level programs. Generally this means that students are admitted to candidacy for the master's degree during their fourth year in the College. During this year of graduate work, students will be billed for tuition at the graduate rate.

Interested students should discuss their plans with their College adviser and aim to complete all of their general education requirements by the end of their second year. All applicants to joint degree programs must meet with their College adviser in the Autumn Quarter of their third year.

Any department may initiate a joint program by submitting a program proposal to the College Curriculum Committee.

FIVE-YEAR JOINT BACHELOR'S/MASTER'S PROGRAMS

Five-year joint bachelor's/master's programs permit undergraduate students to begin a master's degree program during their fourth year in the College. Successful students earn a bachelor's degree at the end of their fourth year and a master's degree at the end of their fifth year.

Students begin the application process in the Autumn Quarter of their third year by meeting with their College adviser. By the end of the third year, all joint degree candidates will need to complete at least 39 of the required 42 credits for the undergraduate degree, including all general education requirements (students should consult the individual five-year programs to determine the exact number of credits that need to be completed).*

Students pursuing joint degrees should be aware that they will be charged at the graduate tuition rate in their fourth year of study. College aid can be applied toward tuition charges in the fourth year of study but will not extend into the fifth year. Students should check with individual graduate programs to pursue the possibility of supplemental aid.

- Joint BA/MA in Computational Social Science
- Joint BA/MAT in Education and Teaching Certification
- Joint BA/MA in the Humanities (Two-Year Language Option)
- Joint BA/MA in Middle Eastern Studies
- Joint BA/MPP in Public Policy Studies (Harris)
- Joint BA/MS in Computational Analysis and Public Policy (Harris)
- Joint BA/MA in Social Service Administration
- Professional Option: Medicine

FOUR-YEAR JOINT BACHELOR'S/MASTER'S PROGRAMS

Four-year joint bachelor's/master's programs permit successful undergraduate students to complete a master's degree program over their fourth year in the College. Though their admissions criteria vary, they are all highly selective programs. Interested students should discuss their plans with their College adviser and aim to complete all of their general education requirements by the end of their second year. Students planning to pursue a joint degree in the physical sciences should consult closely with their individual departments regarding course selection in their major.

Students apply to four-year joint bachelor's/master's programs during their third year in the College. They begin the process before the end of the Autumn Quarter by meeting with both their College Adviser and the joint degree program coordinator in their department of interest. They are also required to meet with the dean of students in their prospective graduate division. By the end of the third year, all joint degree candidates will need to complete at least 39 of the required 42 credits for the undergraduate degree; this should include all general education requirements.

Students pursuing joint degrees typically register for nine courses in their fourth and final year of study.[†] In the humanities and social sciences programs, all course work will be graduate level. In the physical sciences, students will work with program advisers to develop an individualized program of course work. All students will be allowed to use up to three credits from their graduate course work to fulfill the remaining credits for the undergraduate degree.* (Candidates may petition the director of undergraduate studies to apply the three graduate courses toward their major, otherwise the courses will be applied toward general electives).

Students should be aware that they will be charged at the graduate tuition rate in their fourth year of study. College aid can be applied toward tuition charges in the fourth year of study but will not cover the additional expenses associated with graduate tuition rates and fees. Students should check with individual graduate programs to pursue the possibility of supplemental aid.

- Joint BS/MS in Chemistry
- Joint BA/MS or BS/MS in Computer Science
- Joint BA/MA in Digital Studies of Language, Culture, and History
- Joint BA/MA in the Humanities
- Joint BA/MA in International Relations
- Joint BA/MA in Latin American and Caribbean Studies
- Joint BA/MS or BS/MS in Mathematics
- Joint BA/MA in the Social Sciences
- Joint BA/MS or BS/MS in Statistics

Notes

- * Courses in a minor cannot be double-counted anywhere in a student's program, including in the graduate portion of the degree.
- † Students pursuing a BA project are typically expected to register for one or two BA workshops in their fourth year. These workshops count as courses in the undergraduate program and are in addition to the nine graduate courses associated with most joint degree fourth-year curricula. Joint degree candidates should be aware that registration for a fourth course in any term may result in higher tuition. Students are encouraged to complete their BA project before beginning their graduate course work.



JOINT BS/MS IN CHEMISTRY

Students who achieve advanced standing through their performance on placement examinations or accreditation examinations may consider the formulation of a four-year degree program that leads to the concurrent award of the BS and MS degrees in chemistry. For more information, consult Ka Yee Lee at kayeelee@uchicago.edu and Vera Dragisich at vdragisi@uchicago.edu in the Department of Chemistry.



JOINT BA/MA IN COMPUTATIONAL SOCIAL SCIENCE

Department Website: <http://macss.uchicago.edu>

The Master of Arts in Computational Social Science (<http://macss.uchicago.edu>) is a two-year program of graduate study. It has a structured curriculum, with a total of 18 required and elective courses tailored to the disciplinary track a student follows. Students submit an article-length MA thesis in their second year, after completing a three-quarter research commitment working directly with a member of our executive or affiliated faculty (<http://macss.uchicago.edu/directories/full/all>).

The program aims to produce leading social scientists in each of our core social science fields—economics, sociology, political science, psychology, history, and anthropology—producing competitive PhD applicants, well-trained in computational approaches, who have mastered the research and analytical skills necessary to make important contributions.

Students receive close mentorship from the program's faculty director, academic staff, and members of our executive and affiliated faculty.

They receive full professional support from our director of career services, with biweekly workshops, career planning, and employer recruitment.

Finally, all MA students may participate in an optional summer practicum between their first and second years, with internships drawn from academic and professional organizations. International students have three years of STEM work eligibility after they graduate.

PROGRAM REQUIREMENTS AND COURSE WORK

Students submit an article-length MA thesis in their second year, after completing a three-quarter research commitment working directly with a member of our Computation Faculty (<https://macss.uchicago.edu/directories/full/all>).

The courses are selected with the advice of our academic staff and follow different disciplinary tracks, tailored to the research commitments of each student.

In their first year, all students take a three-course core: Perspectives on Computational Analysis, Perspectives on Computational Modeling, and Perspectives on Computational Research.

Most take a three-course sequence on Computer Science with Applications (with more advanced courses for students with prior exposure and an optional sequence for psychology concentrators).

The remaining three courses vary and depend on the student's prior training and disciplinary path. Priority will go to any needed courses in statistics, linear algebra, or advanced math in particular disciplines (e.g., real analysis in economics). If those requirements are met, the student will take up to three social science electives in their area of research.

In their second year, all students complete a three-course "research commitment," producing an MA thesis modeled on a professional journal article. They take three advanced courses in computational methods, tailored to their disciplinary interest. And they complete three social science electives in their area of research.

If students desire, they can petition to replace any portion of the three-quarter research commitment with social science electives or other courses in computational methods.

Outside of their course work, all MA students are expected to attend our weekly Computation Workshop, where advanced scholars and invited guests present drafts of their research for critique and discussion.

ADMISSION

Students who wish to pursue a joint BA/MA degree should consult first with their College adviser and then with the associate dean of students (Kelly Pollock, kpollock@uchicago.edu) in the Autumn Quarter of their third year.

Please see this page (<https://macss.uchicago.edu/content/bama-degree-requirements>) to review our eligibility requirements for the BA/MA.

Any questions about the MA in Computational Social Science can be directed to our managing director (Chad Cyrenne, c-cyrenne@uchicago.edu).

APPLICATION REQUIREMENTS

- Applicants are expected to have a GPA of 3.55 or higher.
- Applications are due by February 1.
- The application (<https://apply-ssd.uchicago.edu/apply>) is submitted online to the dean of students of the Division of the Social Sciences. (See apply-ssd.uchicago.edu/apply.)

- BA/MA applicants should not pay the application fee. Email admissions@ssd.uchicago.edu ([admissions@ssd.uchicago.edu?subject=Fee Waiver BA/MA Dual Degree Program](mailto:admissions@ssd.uchicago.edu?subject=Fee%20Waiver%20BA/MA%20Dual%20Degree%20Program)) to ask how to receive the fee waiver.
- GRE scores are not required.
- Prospective BA/MA students are expected to complete all of their general education requirements and all but three of their BA requirements before they begin the BA/MA program in the Autumn Quarter of their fourth year.
- Up to three graduate courses can be used as electives in the undergraduate program or can be applied to the undergraduate major, by petition to the director of undergraduate studies.
- Students in the BA/MA program are charged tuition at graduate rates in their fourth year. They retain whatever aid has been provided in the College. In their fifth year, students are eligible for an award of two-thirds tuition if they achieve a 3.4 GPA over their first nine courses.
- Students may walk and receive the BA in June of their fourth year if they wish to graduate with other members of their College class.
- All other requirements for the MA degree are identical.

HOW TO APPLY

The Application for Admission and Financial Aid, with instructions and deadlines, is available online at: apply-ssd.uchicago.edu/apply.

For additional information about our program, please contact E. G. Enbar, our student affairs administrator, at 773.702.8312 or egenbar@uchicago.edu.

Please also visit our website: <https://macss.uchicago.edu>.



JOINT BA/MS OR BS/MS IN COMPUTER SCIENCE

Outstanding undergraduates may apply to complete an MS in computer science along with a BA or BS (generalized to "Bx") during their four years at the College. Students must be admitted to the joint MS program. There are three different paths to a Bx/MS: a research-oriented program for computer science majors (Option 1 below), a professionally oriented program for computer science majors (Option 2), and a professionally oriented program for non-majors (Option 3).

Participants in the Bx/MS program must meet the requirements for the BA or BS, complete nine courses for the MS, and, if applicable, a master's project. Students may double-count up to two courses toward both their Bx and MS degrees. By the conclusion of their third year, students must have completed 3900 of the 4200 units of credit required by the College, including all general education requirements.

To be considered for the program, students need to have earned a 3.5 GPA and have completed one of the following:

- one of CMSC 12100, CMSC 15100, or CMSC 16100 and one of CMSC 12200, CMSC 15200, or CMSC 16200 with at least a B+ average in the two, or
- one of CMSC 12100, CMSC 15100, or CMSC 16100 and one of CMSC 27100, CMSC 27130, or CMSC 37110 with at least a B+ average in the two.

The detailed requirements of the three program options follow.

BX/MS OPTION 1: RESEARCH-ORIENTED COMPUTER SCIENCE MAJORS

Option 1 is designed for computer science majors who are interested in research. Students pursuing a Bx with a computer science major currently have to take at least fourteen courses chosen from an approved program, while obtaining an MS requires nine courses. The research-oriented option requires students to take a total of twenty-one courses: twelve that count only toward the Bx degree, seven that count only toward the MS, and two that count toward both the Bx and MS degrees.

The nine courses required for the MS degree under Option 1 are as follows: Discrete Mathematics (CMSC 27100, CMSC 27130, or CMSC 37115); Algorithms (CMSC 27200, CMSC 27230, or CMSC 37000); one Core Systems course (see *Allowed Courses* below); Machine Learning (CMSC 25400, CMSC 35400, or TTIC 31020); Reading and Research (Autumn); Reading and Research (Winter); and three electives.

At most two courses can be drawn from the CMSC 20000-level course list, and at most two courses can be counted towards a student's computer science major and MS degree. Option 1 students are expected to take their electives from the Computer Science Department's CMSC 30000-level offerings and selected TTIC (Toyota Technological Institute at Chicago) offerings.

Students in this option are required to complete a master's project, write a report describing the project, and give a public presentation. Master's projects are overseen by a faculty member and evaluated by a committee of three faculty members, including the student's project adviser. The two required Reading and Research courses are intended to help students get started on their projects early in their fourth year and to complete their projects in a timely fashion.

BX/MS OPTION 2: PROFESSIONALLY ORIENTED COMPUTER SCIENCE MAJORS

Option 2 is designed for computer science majors who are seeking the opportunity to build upon their foundational skills and take some industry-oriented electives. As with Option 1, computer science majors who are pursuing a joint Bx/MS are required to take a total of twenty-one courses: twelve that count only toward the Bx degree, seven that count only toward the MS, and two that count toward both the Bx and MS degrees.

The nine courses required for the MS degree under Option 2 are as follows: Discrete Mathematics (CMSC 27100, CMSC 27130, or CMSC 37115); Algorithms (CMSC 27200, CMSC 27230, or CMSC 37000); two Core Systems courses (see *Allowed Courses* below); and five electives.

At most two courses can be drawn from the CMSC 20000-level offerings, and at most two courses can be counted toward both a student's computer science major and MS degree.

Option 2 allows students to take electives from the Computer Science Department's CMSC 30000-level and MPCS 50000-level offerings and selected TTIC offerings. With prior approval, Option 2 also allows one course from a graduate program outside of the Computer Science Department.

BX/MS OPTION 3: PROFESSIONALLY ORIENTED NON-COMPUTER SCIENCE MAJORS

Option 3 is designed for students who are not computer science majors and wish to combine a professionally oriented MS in computer science with their undergraduate major. Students in this option are expected to complete nine courses, two of which can be also counted as electives toward a student's BA or BS.

The nine courses required for the MS degree under Option 3 are as follows: Discrete Mathematics (CMSC 27100, CMSC 27130, CMSC 37115, or MPCS 50103) or Core Programming (see *Allowed Courses* below);

Algorithms (CMSC 27200, CMSC 27230, CMSC 37000, or MPCS 55001); three Core Systems courses (see *Allowed Courses* below); and four electives.

Students in the option are allowed to take electives from the department's CMSC 20000-level, CMSC 30000-level, and MPCS 50000-level offerings or selected TTIC offerings (see *Allowed Courses* below for more details). At most two courses can be drawn from the department's CMSC 20000-level offerings. At most two courses can be counted toward both a student's Bx and MS degrees, with the following constraints:

- A CMSC/MPCS/TTIC course that counts toward the MS degree can always be double-counted as a College elective.
- A CMSC/MPCS/TTIC course that counts toward the MS degree may be double-counted toward the student's major, as long as it is a course that is already routinely counted toward that major. If not, the adviser for the major would have to approve this course.
- Students can double-count, with prior approval, at most one non-CMSC/MPCS/TTIC course (which, on the BA/BS side, can count toward any College or major requirement).

ALLOWED COURSES

The following guidelines are used when deciding whether a course can be counted toward the Bx/MS requirements:

- In all options, courses that can be counted as Core Systems courses in the computer science major (<http://collegecatalog.uchicago.edu/thecollege/computerscience>) or the PhD program (<https://www.cs.uchicago.edu/graduate/phd-programs/cs-course-requirements>) can be counted as Core Systems courses in the Bx/MS program.
- In Option 2, a course that can be counted as a Core Systems course in the Master's Program in Computer Science (MPCS) (<https://csmasters.uchicago.edu/page/9-course-ms-program>) can only be counted as a Core Systems course in the Bx/MS program if an equivalent course does not exist in the computer science major.
- In Option 3, any MPCS Core Programming course can be counted as a Core Programming course, unless the student has already taken an introductory CMSC 100-level course in the same language as the Core Programming course the student wishes to take. Students who have completed an introductory sequence in Computer Science (one of CMSC 12100, CMSC 15100, or CMSC 16100 and one of CMSC 12200, CMSC 15200, or CMSC 16200) are considered to have fulfilled the Core Programming requirement for the purposes of MPCS course prerequisites.
- In Option 3, any MPCS Core Systems course can be counted as a Core Systems course in the Bx/MS program.
- In all options, CMSC 20000-level, CMSC 30000-level, and TTIC courses can generally be counted as electives.
- In Options 2 and 3, MPCS courses can generally be counted as electives.
- In all options, students may not count two courses with different course codes that have significant overlap (e.g., CMSC 23300 Networks and Distributed Systems and MPCS 54001 Networks).



JOINT BA/MA IN DIGITAL STUDIES OF LANGUAGE, CULTURE, AND HISTORY

Department Website: <https://digitalstudies.uchicago.edu/undergraduate/bama-digital-studies>

ABOUT

The Digital Studies curriculum is designed to develop not only technical programming skills, but a deeper understanding of the complexities and cultural implications of technology across a broad range of academic disciplines. Students in the Digital Studies program will discover how to use a wide variety of powerful software tools while learning how to think about computing from a humanistic perspective.

The Master of Arts Program in Digital Studies allows students in the College to combine a BA program in an undergraduate major with an interdisciplinary MA program in Digital Studies. The MA Program allows students flexibility to explore interests in a number of areas, including textual analysis, computational linguistics, historical or cultural studies, and digital arts and media.

WHERE TO BEGIN

Qualified students in the College who wish to pursue a joint BA/MA degree in Digital Studies should consult with their College adviser followed by conversations with the Digital Studies program director and the Dean of Students Office in the Division of the Humanities. Interested students are advised to begin these discussions by the end of their second year in the College.

Potential applicants should meet with their College adviser during the Autumn Quarter of their third year to fill out a BA/MA worksheet. The College adviser's signature certifies that prospective applicants are far enough along in their College program to complete the course requirements for both degrees within four years.

ELIGIBILITY

Permission to receive concurrent BA/MA degrees in Digital Studies is a privilege extended only to those undergraduate students who have demonstrated a record of uncommon excellence and who are sufficiently advanced in the fulfillment of the undergraduate degree requirements. The academic demands on these students are significant, and applicants are carefully reviewed in the context of both their undergraduate major and the Digital Studies degree requirements.

- Applicants should have a GPA of 3.55 or higher for their undergraduate work and are expected to have entered their major.
- Applicants are expected to have completed 39 of the 42 courses required for graduation, including all general education requirements (exceptions must be approved by the Digital Studies Program Director), before entering concurrent residence status for the three quarters preceding the anticipated quarter of graduation.

HOW TO APPLY

Interested students should apply through the online graduate application through the Humanities Division. The application should be completed by February 1.

Applicants must submit the following items:

- MA application
- Statement of academic purpose
- Three letters of recommendation
- Official transcript(s)
- BA/MA Worksheet, signed by the student's College adviser

Applicants are not required to pay the application fee nor are they required to sit for the Graduate Record Examination (GRE).

Applicants will be interviewed by the Digital Studies program director. These conversations will focus on the program's requirements and the applicant's qualifications and objectives.

The application is evaluated by the admissions committee of the MA program on the basis of the student's academic record, letters of recommendation, and personal statement of intellectual and academic goals. Admission to the MA program is highly competitive and subject to approval by the College.

PROGRAM REQUIREMENTS

Course Requirements

- 9 courses over 4 academic quarters.
- 7 required courses, 1 elective course, and 1 capstone project course.

- The elective course(s) must have a digital component and are subject to approval by the Digital Studies program director. A list of approved electives can be found on the Digital Studies website. Courses taken prior to entry into the MA may be counted as electives to fulfill this requirement.
- Digital Studies BA/MA students must complete an introductory programming course prior to entering their fourth year. DIGS 20001 Introduction to Computer Programming is offered every Spring Quarter and is recommended as it is tailored for Digital Studies students, but students are also welcome to take an equivalent Computer Science course such as CMSC 12100 Computer Science with Applications I, CMSC 15100 Introduction to Computer Science I, or CMSC 16100 Honors Introduction to Computer Science I to fulfill this requirement.
- DIGS 20002 Basic Mathematics and Statistics for Digital Studies (currently offered in the Autumn Quarter) or STAT 22000 Statistical Methods and Applications (currently available every quarter) may also be taken as an undergraduate prior to the student's fourth year, or DIGS 30002 must be taken in the Autumn Quarter of the student's fourth year. An introduction to statistics is a prerequisite for subsequent courses in the program.
- Students who have taken CMSC 12100, CMSC 15100, CMSC 16100, and/or STAT 22000 as part of their major requirements may substitute these courses with additional electives as approved by the program director.

Course Sequence

The elective course may be taken in any quarter, subject to its own prerequisites.

Spring Quarter (or previously)

- DIGS 20001 Introduction to Computer Programming (or equivalent Computer Science introductory course); an introduction to programming is a prerequisite for subsequent courses in the program

Autumn Quarter

- DIGS 30002 Basic Mathematics and Statistics for Digital Studies; required only if the student has not previously completed STAT 22000 or DIGS 20002
- DIGS 30003 Data Management for Linguistic, Cultural, and Historical Research
- DIGS 30007 Issues in Digital Studies of Language, Culture, and History

Winter Quarter

- DIGS 30004 Data Analysis for Linguistic, Cultural, and Historical Research
- DIGS 30005 Data Publication for Linguistic, Cultural, and Historical Research

Spring Quarter

- DIGS 30006 Natural Language Processing
- DIGS 30008 Thesis Preparation

CAPSTONE PROJECT

Students prepare their capstone projects under the supervision of a faculty member and a lecturer in Digital Studies. During the Winter and Spring Quarters, students consult with their faculty adviser as well as the lecturer in Digital Studies as they develop and write their theses. The lecturer will schedule biweekly individual and group meetings.

Students in a major in which a BA paper is required may (subject to the approval of their BA paper adviser, MA project adviser, undergraduate adviser, and the director of the MA program, and with the understanding that it is based on substantial additional research and analysis) submit an MA paper proposal related to their BA essay.

GENERAL GUIDELINES

- Students who begin work towards the MA in Digital Studies degree and then leave the University without completing the program will not be allowed to complete the MA in Digital Studies at a later date.
- Once a student has begun to pursue both the BA degree and the MA in Digital Studies a leave of absence is not normally possible. Students who find that they must take a leave of absence for a medical or family emergency during this period must obtain the approval of the dean of students in the Humanities as well as the dean of students in the College.

- Admissions decisions are usually not released before College preregistration for the following year takes place. Admissions committees often wish to see Winter Quarter grades before making decisions. Thus, applicants should preregister for the coming academic year as usual.



JOINT BA/MAT IN EDUCATION AND TEACHING CERTIFICATION

Program Website: <https://utep.uchicago.edu>

The University of Chicago Urban Teacher Education Program (UChicago UTEP) is a five-year experience that includes a two-year master's degree program and three years of post-graduation supports. Through UChicago UTEP, candidates receive a master of arts in teaching (MAT) degree and Illinois teaching certification. There are two certification pathways, Elementary (grades 1–6) and Middle Grades (5–8).

The two pathways meet Illinois's new licensure structure and standards for teaching: (1) all core subjects in self-contained elementary grades 1–6; and (2) specific core subjects in departmentalized middle grades 5–8.

UChicago UTEP offers a joint BA/MAT program for qualified fourth-year College students. All BA/MAT students participate in all aspects of UChicago UTEP alongside MAT students throughout the two years of the program. Through the BA/MAT program, fourth-year undergraduate students complete their BA while also completing the first year (Foundations Year) of the MAT program. Upon completion of the BA degree and the first year of the MAT program (Foundations Year), students enter the Residency Year of the program as full MAT students.

For more information about the two-year course sequence and practicum-related experiences, please visit the UChicago UTEP (<https://utep.uchicago.edu>) website.

WHERE TO BEGIN

Undergraduate students interested in the BA/MAT program should begin by discussing this option with their College adviser as well as speaking with Diane Wright, UChicago UTEP student services administrator and recruiter/admissions coordinator. The purposes of these discussions are to ensure that interested students are far enough along in their undergraduate program to complete the major requirements for the BA (with the exception of a BA thesis, if required) by the end of the third year in the College and to ensure that core course requirements for UTEP have also been met.

Interested students are advised to begin these discussions with their College adviser in the Spring Quarter of their second year in the College to determine feasibility of the program before applying to the joint program in the Autumn Quarter of the third year. Prior to application, students must meet with the College adviser again to fill out the eligibility worksheet provided by the College as part of the application process.

ELIGIBILITY AND PROGRAM REQUIREMENTS

- UChicago UTEP is open to all College majors.
- Students should have a 3.0 GPA or higher in their undergraduate major at time of application to UTEP.
- By the end of the third year in the College, students are expected to have completed 36 of the required 42 courses to matriculate into the BA/MAT program, including all general education requirements before entering the BA/MAT program as a fourth-year dual degree student. Up to six courses can be double counted between the BA and MAT programs.
- For Illinois teaching certification, the following general education requirements must be met prior to entering the BA/MAT program. These requirements can be met through the general education requirements for all College students.
 - One science course (in any of the following areas: life, physical/chemistry, earth science, space science)
 - Two social science courses (in any of the following areas: history, geography, civics and government, economics, anthropology)
 - One mathematics course (in any of the following areas: college-level math, number sense, geometry, probability and statistics, calculus)
 - One fine arts course (in any of the following areas: music, art, dance, etc.)
- BA Thesis Requirements
 - As a part of fitting the required components of the College and the UChicago UTEP program into the fourth year, UTEP will provide the equivalent of the BA Seminar to College students who complete the BA/MAT program. This will be offered to BA/MAT participants who do **not** enroll in the BA Seminar in the Spring Quarter of their third year. As such, UTEP BA/MAT program enrollees in majors such as sociology and comparative human development will continue to register for the BA Seminar within their department. For UTEP BA/MAT program enrollees who are in majors such as public policy studies, which have the BA Seminar in the Autumn Quarter of the fourth year, UTEP will offer a replacement BA Seminar. Students must seek and receive approval from their major departments for this exception.

- The UTEP BA Seminar will mirror the approach and content that is included in the BA Seminar in other departments, including instruction and advising in identifying a thesis topic, data collection, research methods, constructing a literature review, and creating a final thesis.
- For UTEP BA/MAT students, a BA focused on an approved education-related topic will fulfill the final paper requirements for the Autumn and Winter Quarter Foundations of Education courses.
- Students enter joint residency status during the three quarters prior to the anticipated date of College graduation, during which time they will be charged tuition at the UTEP master's rates. Students will carry over their undergraduate financial aid for the joint fourth year. Students may qualify for graduate-level financial assistance during the fifth (full year) of UTEP.

APPLICATION PROCESS

Application for admission to UChicago UTEP should be completed during Autumn Quarter of the student's third year in the College.

Applicants must submit the following items:

- Online application (including three letters of recommendation)
- Official transcripts
- A Composite ACT Plus Writing score of 22 or higher with a minimum score of 19 on the Combined English/Writing *or* a Composite SAT score of 1030 or higher on Critical Reading plus Mathematics, with a minimum score of 450 on Writing if taken before March 5, 2016, *or* a Composite SAT score of 1110 (Evidence-based Reading and Writing plus Mathematics) or higher, and a minimum score of 26 on the Writing and Language Test for the Redesigned SAT taken on or after March 5, 2016, in lieu of the Illinois Certification Testing System (<http://www.icts.nesinc.com>) (ICTS/Illinois Licensure Testing System or ILTS) Basic Skills or Test of Academic Proficiency (TAP) exams. If the SAT score is submitted, it must include the writing subtest.
- The GRE exam is **not** required for admission.
- If the application meets the criteria, students will be invited to an in-person interview during the Winter Quarter of their third year in the College.

For more information, please email Diane Wright, UChicago UTEP student services administrator and recruiter/admissions coordinator, at dianenew@uchicago.edu.



JOINT BA/MA IN THE HUMANITIES

Department Website: <http://maph.uchicago.edu>

Students in the College may pursue the master of arts degree in the Humanities while working toward an undergraduate degree. Undergraduate students admitted to this program pursue a specific course of study depending on their specific research and professional interests. Students may design their own course of study in any of the departments within the Humanities Division, such as Philosophy, English Language and Literature, or Art History, specializing in a single field or moving across disciplines. Alternatively, they may choose a more directed course of study in a number of fields with specific Master of Arts Program in the Humanities (MAPH) program options, like Gender and Sexuality Studies, Theater and Performance Studies, Digital Humanities, Cinema and Media Studies, Classics, Cultural Policy, or Creative Writing.

Undergraduate students who wish to complete an MA in the Humanities concurrently with a bachelor's degree should begin by discussing this option with their College adviser in the Autumn Quarter of their third year and with the director of undergraduate studies in their major, followed by a conversation with the associate director of the MAPH Program and the dean of students in the Division of the Humanities.

Undergraduate students pursuing this option are in "concurrent residence" beginning in the Autumn Quarter of their fourth year at the University and remain in this status for three contiguous quarters.

QUALIFICATIONS AND ELIGIBILITY

Permission to receive concurrent BA and MA in the Humanities degrees is granted only to those undergraduate students who have demonstrated, in their undergraduate work, a record of uncommon excellence and who are sufficiently advanced in the fulfillment of the undergraduate degree requirements. The academic demands on these students are significant and applicants are carefully reviewed in the context of both the undergraduate major and the MA in the Humanities degree requirements.

Applicants should have a minimum GPA for their undergraduate work comparable to that required for honors in the major and have completed the College general education requirements as well as 39 courses.

In addition to a distinguished record of achievement during their time in the College, applicants must convincingly demonstrate that they will be able to complete all requirements for the two degrees by the end of the allotted three quarters of full-time concurrent residence. For this purpose, potential applicants should meet with their College adviser and fill out a BA/MA Worksheet. The adviser's signature certifies that prospective applicants are far enough along in their College program to complete the course requirements for both degrees within four years.

TWO-YEAR LANGUAGE OPTION

Year 1

During the first year, students participating in the Two-Year Language Option (<https://maph.uchicago.edu/study/two-year-language-option>) (TLO) move through the MAPH year (<https://maph.uchicago.edu/study/maph-year>) in the traditional manner—a required core course in the Autumn Quarter, seven elective courses, and completion of a thesis in the Spring Quarter. However, BA/MA TLO students must devote at least one of their electives to language study every quarter. Students are eligible for College aid in the first year.

Year 2

In the second year, BA/MA TLO students take nine courses—three electives and any outstanding language study courses for a minimum of nine language courses over the two years. Students are no longer eligible for College aid, but, in the second year, TLO students receive a scholarship that covers 90 percent of that year's tuition. To receive this scholarship, students must have completed all nine first-year courses by the start of Autumn Quarter and maintained a 3.5 GPA in those courses.

For more information, please email ma-humanities@uchicago.edu or contact Maren Robinson (marenr@uchicago.edu), associate director, at 773.834.1201.

TIME LIMITS

This course of study is not intended to prolong registration beyond four undergraduate years for those completing the standard BA/MA option or five years for the Two-Year Language Option. All course registrations for both degrees must be completed in three quarters after enrollment into the MAPH Program for the standard BA/MA option or six quarters after enrollment for the Two-Year Language Option. Students who have finished all requirements for the BA and the MA in the Humanities in the Spring Quarter may take both the BA and the MA in the Humanities degrees at Convocation in June. Students in the TLO may take the BA in the fourth year and the MA in the fifth year at Spring Convocation.

REGISTRATION, TUITION, AND FINANCIAL AID

To receive at the same time both the BA degree and the MA in the Humanities degree requires that the last three quarters of the undergraduate course of study be spent in full-time (three courses per quarter) registration status in MAPH. Students are to register for a minimum of nine graduate courses. Three graduate-level courses

may be double counted, that is, applied to both the College and the MAPH requirements. (Students may petition their director of undergraduate studies to apply the three graduate-level courses to their undergraduate major; otherwise the courses will be applied to general electives). For each of the three quarters in which the students are registered in MAPH, they pay tuition at the graduate tuition rate, which is somewhat higher than the undergraduate tuition rate.*

Students are not eligible for financial assistance from the Humanities Division. However, any awards a student receives from College Aid will continue in the MA year. Students in the TLO may be eligible for funding in the fifth year.

- * Students pursuing a BA project are typically expected to register for one or two BA workshops in their fourth year. These workshops count as courses in the undergraduate program and are in addition to the nine graduate courses associated with the MAPH curriculum. Joint degree candidates should be aware that registration for a fourth course in any term may result in higher tuition.

COURSE REQUIREMENTS

Students will be required to take MAPH 30100 Foundations of Interpretive Theory (the MAPH core course). The core starts two weeks prior to the beginning of Autumn Quarter and is only offered in the autumn. In addition to the core, students take eight courses, three per quarter, over the course of the year. One of these courses is MAPH 30200 Thesis Writing Workshop A/MAPH 30400 Thesis Writing Workshop B.

Students prepare their theses under the supervision of faculty members and their preceptors. During the winter, students participate in a non-credit thesis workshop (MAPH 30200 Thesis Writing Workshop A) with their precept groups. Students exchange drafts with their peers and workshop their writing in biweekly to weekly sessions. In addition, preceptors are available for individual consultations as the thesis workshop progresses. During the spring, students participate in a for-credit workshop (MAPH 30400 Thesis Writing Workshop B). Preceptors divide their group into subgroups for weekly or biweekly meetings, supplementing this with individual meetings.

For courses counting toward the MA in the Humanities degree, including any courses that are double counted, students must earn a *B-* or better in the core, must maintain a *B* average with no grade lower than *B-*, and must earn a *B* or better on their thesis.

APPLICATION PROCEDURES

Students interested in obtaining both the BA degree and the MA in the Humanities degree should submit an online application (<https://humanities.uchicago.edu/students/admissions/apply-now>). The application should be submitted by February 15, but applications are accepted and reviewed starting January 1.

The following documents must be on file with the Humanities Dean of Students office before the application will be reviewed:

1. the application
2. three letters of recommendation
3. official transcript(s)
4. BA/MA Worksheet: filled out and signed by the College adviser
5. Joint BA/MA in the Humanities Form: top portion filled out
6. Applicants interested in the Two-Year Language Option (TLO) (<https://maph.uchicago.edu/study/two-year-language-option>) must submit the above materials and a supplemental document. In the supplement, applicants should indicate why they are interested in the TLO and what language(s) they plan to study.

Applicants are not required to pay the application fee nor are they required to sit for the Graduate Record Examination.

Applicants will be interviewed by the MAPH program director. These conversations will focus on the program's requirements and the applicant's qualifications and objectives.

For more information, please email ma-humanities@uchicago.edu or contact Maren Robinson (marenr@uchicago.edu), associate director, at 773.834.1201.

GENERAL GUIDELINES

- Students who begin work towards the MA in the Humanities degree and then leave the University without completing the program will not be allowed to complete the MA in the Humanities at a later date.
- Once a student has begun to pursue both the BA degree and the MA in the Humanities degree, a leave of absence is not normally possible. Students who find that they must take a leave of absence for a medical or family emergency during this period must obtain the approval of the dean of students in the Humanities as well as the dean of students in the College.

- Admissions decisions are usually not released before College preregistration for the following year takes place. Admissions committees often wish to see Winter Quarter grades before making decisions. Thus, applicants should preregister for the coming academic year as usual.



JOINT BA/MA IN INTERNATIONAL RELATIONS

Department Website: <http://cir.uchicago.edu>

The special strength of the Committee on International Relations (CIR), the first graduate program of its kind in the nation, lies in its interdisciplinary approach to a wide range of questions relating to international issues. The Committee's faculty includes members of the various departments in the Division of the Social Sciences, as well as the University of Chicago Booth School of Business, the Irving B. Harris Graduate School of Public Policy Studies, the Divinity School, and the Law School. Their expertise extends over a broad range of subjects: international relations theory, security studies, international political economy, international history, history and conduct of U.S. foreign policy, human rights, international law and organization, international development, and regional international relations.

JOINT BA/MA PROGRAM

Qualified students in the College who wish to pursue a joint MA degree in international relations should consult with their College adviser, the Associate Dean of Students in the Social Sciences (Kelly Pollock (kpollock@uchicago.edu)), and a CIR preceptor. These meetings should happen in the Autumn Quarter of the student's third year and are a mandatory component of the application process. Students are expected to have a GPA of 3.55 or higher, and at that time they are also expected to have met most of their general education requirements and to have chosen their major.

APPLICATION

Interested students should submit their formal application to the program by the February 1 deadline for regular graduate admissions. Applications should be submitted to the Dean of Students of the Division of the Social Sciences online at apply-ssd.uchicago.edu/apply. Please note that BA/MA applicants should not pay the application fee. Please email admissions@ssd.uchicago.edu to ask about a fee waiver.

Based on the available course list, applicants to the CIR BA/MA program must also submit a Proposed Curriculum document that identifies (1) up to three courses completed as part of the BA degree that will be petitioned to count toward the MA degree distribution requirements (NOTE: These courses cannot be counted as part of the required nine graduate-level courses—see Program Requirements below) and (2) the graduate-level courses they intend to take during their year in the program. CIR preceptors are available for consultation and guidance on a student's preparation of the document. NOTE: A student admitted to the CIR BA/MA program must submit changes to the CIR Program Chair.

Space in the CIR BA/MA program is limited, and admission is very competitive. The application is evaluated by the CIR Admissions Committee on the basis of the student's academic record, letters of recommendation, GRE scores if available, a 10- to 20-page term or research paper, and a personal statement of intellectual and academic goals. Admission to the MA program is also subject to approval by the College. BA/MA students are expected to complete all but three of their BA requirements before entering joint residence status for the three quarters preceding the anticipated quarter of graduation (up to three graduate courses can be used as electives in the undergraduate program or they can be applied to the undergraduate major by petition to the Director of Undergraduate Studies). Students in joint residence status are charged tuition at graduate rates.

PROGRAM REQUIREMENTS

Students selected to participate in the joint degree program must meet all the normal BA requirements for their particular field of study, as well as all the general education requirements. In addition, joint degree students in international relations must meet the following requirements:

1. Completion of nine graduate-level courses for quality grades, including seven CIR-approved courses. NOTE: The total number of CIR-approved credits required for the joint degree is 48, assuming that three courses taken at the graduate level in the fourth year may be double counted toward both degrees.

2. Fulfillment of the CIR distribution requirement. This is designed to ensure that, within the nine required courses for the MA degree, students achieve sufficient depth and breadth in the study of international relations. Students may petition the CIR to count toward their MA distribution requirements up to three appropriate courses taken for their BA degree. Currently, each student must pass three courses each in two of four fields of international relations:

- a. Security, International History, and International Relations Theory
- b. International Political Economy and Development
- c. Regional Studies and Nationalism
- d. Human Rights, Environment, and Law

3. A passing grade in the Committee's noncredit Perspectives on International Relations (INRE 30000) course in Autumn Quarter.

4. A passing grade in the Committee's MA paper workshop (INRE 46500) in Winter and Spring Quarters.

5. Completion of an MA paper that is approved by a faculty adviser and a preceptor.

6. Completion of both BA and MA degrees within a quarter of each other.

Details are available in the Committee office (5730 S. Woodlawn Ave.).



JOINT BA/MA IN LATIN AMERICAN AND CARIBBEAN STUDIES

Department Website: <http://clas.uchicago.edu>

The master of arts program in Latin American and Caribbean Studies (LACS) makes it possible for highly qualified students in the College to combine a BA program in an undergraduate major with an interdisciplinary MA program in Latin American and Caribbean Studies, which provides students with a thorough knowledge of the cultures, history, politics, and languages of the region. Students are enabled to augment their undergraduate studies by placing their knowledge of a particular field in an interdisciplinary context and by continuing specialized work on the graduate level.

BA/MA students participate with MA students in all aspects of the Latin American and Caribbean Studies program and pursue a specific course of study depending on their research and professional interests. Students with interests across the humanities and social sciences can take advantage of the MA in Latin American and Caribbean Studies. Undergraduate students pursuing this option are in "concurrent residence" beginning in the Autumn Quarter of their fourth year at the University and remain in this status for three contiguous quarters.

For more information about course offerings and the MA program, please visit the Center for Latin American Studies (<http://clas.uchicago.edu>) website.

WHERE TO BEGIN

Undergraduate students interested in the BA/MA program should begin by discussing this option with the director of undergraduate studies in their major and their College adviser, followed by conversations with the student affairs coordinator of the Latin American and Caribbean Studies program and the Dean of Students Office in either the Division of the Humanities or the Division of the Social Sciences. Interested students are advised to begin these discussions in the spring of their second year in the College.

Potential applicants should meet with their College adviser in the autumn of their third year and fill out a BA/MA Worksheet. The College adviser's signature certifies that prospective applicants are far enough along in their College program to complete the course requirements for both degrees within four years.

ELIGIBILITY

Permission to receive concurrent BA/MA degrees in Latin American and Caribbean Studies is a privilege extended only to those undergraduate students who have demonstrated a record of uncommon excellence and who are sufficiently advanced in the fulfillment of the undergraduate degree requirements. The academic demands on these students are significant, and applicants are carefully reviewed in the context of both their undergraduate major and the Latin American and Caribbean Studies degree requirements.

- Applicants should have a GPA of 3.55 or higher for their undergraduate work and are expected to have entered their major.
- Applicants are expected to have completed 39 of the 42 courses required for graduation, including all general education requirements (exceptions must be approved by the program coordinator), before entering concurrent residence status for the three quarters preceding the anticipated quarter of graduation.

HOW TO APPLY

Interested students should apply through the online graduate application from the division in which they intend to focus their MA studies, either Humanities or Social Sciences. Consultation with the Latin American and Caribbean Studies student affairs coordinator will clarify the appropriate division for students who are uncertain. The application should be completed by February 1.

Applicants must submit the following items:

- MA application
- Three letters of recommendation
- Official transcript(s)
- BA/MA Worksheet, signed by the student's College adviser

Applicants are not required to pay the application fee nor are they required to sit for the Graduate Record Examination (GRE).

Applicants will be interviewed by the LACS program director. These conversations will focus on the program's requirements and the applicant's qualifications and objectives.

The application is evaluated by the admissions committee of the MA program on the basis of the student's academic record, letters of recommendation, and personal statement of intellectual and academic goals. Admission to the MA program is highly competitive and subject to approval by the College.

TIME LIMITS

This course of study is not intended to prolong registration beyond four undergraduate years. All courses for both degrees must be completed in three quarters after enrollment into the LACS MA program. Students who have finished all requirements for the BA and the MA in the Spring Quarter may take both the BA and MA degrees at Spring Convocation.

The MA degree must be received no later than the Summer Quarter convocation after Autumn Quarter admission to concurrent residency.

COURSE REQUIREMENTS

Students selected to participate in the joint degree program fulfill all general education, elective, and major requirements for the BA.

Students will be required to take nine courses, three per quarter, over the course of the year. Students are required to enroll in the Latin American and Caribbean Studies core course (LACS 40501 MA Proseminar). The proseminar is only offered in the Autumn Quarter. Among the remaining eight courses, five must be Latin American content courses. Students must complete an MA paper that is approved by a faculty adviser and the LACS postdoctoral lecturer.

The program is worked out by the student in consultation with the student affairs coordinator and the LACS program director. Students should note that they must have a B average in their graduate work, including the MA thesis.

THESIS REQUIREMENTS

Students prepare their theses under the supervision of faculty members and the Latin American and Caribbean Studies postdoctoral lecturer. During the Winter and Spring Quarters, students consult with their faculty adviser as well as the LACS postdoctoral lecturer as they develop and write their theses. The lecturer will schedule biweekly individual and group meetings.

Students in a major in which a BA paper is required may (subject to the approval of their BA paper adviser, MA paper adviser, undergraduate adviser, and the director of the MA program, and with the understanding that it is based on substantial additional research and analysis) submit an MA paper proposal related to their BA essay. Undergraduate LACS majors who pursue the BA/MA option should consult with the director of the MA program about how to proceed with their theses.

ADDITIONAL GUIDELINES

- Students who begin work towards the Latin American and Caribbean Studies MA degree and then leave the University without completing the program will not be allowed to complete the LACS MA degree at a later date.
- Once a student has begun to pursue both the BA degree and the MA in Latin American and Caribbean Studies degree, a leave of absence is not normally possible. Students who find that they must take a leave of absence for a medical or family emergency during this period must obtain the approval of the dean of students in the Humanities or Social Sciences as well as the dean of students in the College.
- Admissions decisions are usually not released before College pre-registration for the following year takes place. The admissions committee often wishes to see Winter Quarter grades before making decisions. Thus, applicants should pre-register for the coming academic year as usual.



JOINT BA/MS OR BS/MS IN MATHEMATICS

Qualified College students may receive both a bachelor's and a master's degree in mathematics concurrently at the end of their studies in the College. Qualification consists of satisfying all requirements of each degree in mathematics. To be eligible for the joint program, a student must begin MATH 20700 Honors Analysis in Rn I in the Autumn Quarter of the student's first year. By following a program of prescribed undergraduate course sequences in mathematics and succeeding in all courses with grades no lower than A-, the student becomes eligible to enroll in graduate courses in mathematics in the student's third year. While only a few students complete the joint BA/MS program, many undergraduates enroll in graduate-level mathematics courses. Admission to all mathematics graduate courses requires prior written consent of the director or co-director of undergraduate studies.

Students should submit their application for the joint program to one of the departmental counselors as soon as possible, but no later than the Winter Quarter of their third year. For more information, contact John Boller, Departmental Counselor, at 773.702.5754 or oller@math.uchicago.edu.



JOINT BA/MA IN MIDDLE EASTERN STUDIES

Students in the College may pursue the master of arts degree in Middle Eastern Studies leading to the award of a four-year undergraduate degree in their declared major and a two-year graduate degree in Middle Eastern Studies after five years of studies at the University of Chicago.

Undergraduate students who wish to complete both degrees in five years should begin by discussing this option in the Autumn Quarter of their third year with their College adviser and with the BA adviser in their major, followed by a conversation with the deputy director for academic programs of the Middle Eastern Studies program (Paul Walker, 773.702.4619, pwalker@uchicago.edu) and the dean of students representative of the Social Sciences or Humanities Division, depending on the student's undergraduate major.

Undergraduate students pursuing this option are in "concurrent residence" beginning in the Autumn Quarter of their fourth year at the University and remain in this status for three contiguous quarters. Upon completion of the BA at the end of the fourth year, the students continue to be registered as graduate students for three contiguous quarters in the second year of the Middle Eastern Studies program.

QUALIFICATIONS AND ELIGIBILITY

Permission to receive both the BA in a major field and the MA in Middle Eastern Studies is not an automatic prerequisite of undergraduate study at Chicago. It is a privilege extended only to those undergraduate students who have demonstrated, in their undergraduate work, a record of uncommon excellence and who are sufficiently advanced in the fulfillment of the undergraduate degree requirements. The academic demands on these students are significant, and applicants are carefully reviewed in the context of both their undergraduate major and the master's degree requirements.

Applicants should have a minimum GPA for their undergraduate work comparable to that required for honors in their major and have completed the College general education requirements as well as 39 courses, including some graduate-level courses.

Furthermore, applicants are required to have completed by the end of their third year:

- one year (three courses) of a Middle Eastern language, and
- three courses related to Middle Eastern studies

Applicants who are pursuing an undergraduate major that requires a BA thesis will be permitted to register for the BA thesis workshop as a fourth course during the fourth year of undergraduate studies.

In addition to a distinguished record of achievement during their time in the College, applicants must convincingly demonstrate that they will be able to complete all requirements for the two degrees by the end of the allotted six quarters of full-time residence. For this purpose, potential applicants should meet with their adviser in the College and fill out a BA/MA Worksheet. The adviser's signature certifies that prospective applicants are far enough along in their College program to complete the course requirements for both degrees within five years.

TIME LIMITS

This course of study prolongs registration at the University to five years. Students are expected to complete the BA requirements at the end of the fourth year in the College to be allowed to continue into the second year of the MA program and receive their BA at the end of the fourth year in the College.

Students enrolled in the second year of the Middle Eastern Studies program as part of this BA/MA program will be enrolled as any other students in the second year of the Middle Eastern Studies program and subject to the same rules and requirements for graduation.

REGISTRATION, TUITION, AND FINANCIAL AID

To receive both the BA in an undergraduate discipline and MA in Middle Eastern Studies requires that the last three quarters of the regular undergraduate course of study be spent in full-time (three courses per quarter) registration status in the Middle Eastern Studies program and an additional three quarters of registration in the Middle Eastern Studies program. For each of the six quarters in which students are registered in the MA program, the students are charged the graduate tuition rate, which is somewhat higher than the undergraduate tuition rate.

Students are not eligible for financial assistance from the Social Sciences or Humanities Division in the first year of the MA program (their fourth year in the College). Therefore, students admitted to this program should consult the College Aid Office to determine if their financial aid will be affected. In the second year of the MA program, students are eligible for financial aid from the Social Sciences or Humanities Division on the same terms as any other second-year graduate student in the Middle Eastern Studies program.

A minimum of six quarters of undergraduate residence in the College is required, including the three quarters of registration of the first year in the Middle Eastern Studies program.

COURSES AND REQUIREMENTS

No more than three graduate-level courses taken in the fourth year in the College may be double-counted; that is, applied to both the College requirements and the MA requirements. Graduate courses taken during the second or third year in the College may not be counted toward the BA/MA in Middle Eastern Studies. Once admitted to the BA/MA program, students will be required to complete the core course requirements of the MA degree.

During their fourth year in the College (first year of the MA program), students retain their undergraduate privilege of registering for four courses per quarter. However, students are encouraged to take no more than three, if possible. During the second year of the MA program, students must follow MA rules, which restrict enrollment to three courses per quarter. The MA program requires a master's thesis which must be planned, researched, and written, and this requires a significant amount of time.

APPLICATION PROCEDURES

Third-year students in the College who have been certified by their adviser that they are prepared to pursue both the BA and MA degrees in Middle Eastern Studies in five years should obtain a graduate program application. Depending on the undergraduate major of the student, the graduate application should be obtained from either the Dean of Students Office in the Social Sciences (Foster 103) or Dean of Students office in the Humanities (Walker 111). The application should be completed, signed, and returned to the same office with all the necessary supporting documents by February 1.

The following documents must be on file with the divisional Dean of Students Office before the application will be reviewed:

1. the application
2. two letters of recommendation
3. a writing sample
4. official transcript(s)
5. BA/MA Worksheet: Filled out and signed by the College adviser
6. BA/MA Form: Top portion filled out

Applicants are not required to pay the application fee nor are they required to sit for the Graduate Record Examination. Applicants will be interviewed by the Center for Middle Eastern Studies deputy director for academic programs. These conversations will focus on the program's requirements and the applicant's qualifications and objectives.

Admissions decisions are usually not released before College preregistration for the following year takes place. Admissions committees often wish to see Winter Quarter grades before making decisions. Thus, applicants should preregister for the coming academic year as any other undergraduate student.

OTHER GUIDELINES

- Students who begin work towards the MA degree in Middle Eastern Studies and then leave the University without completing the program will not be allowed to complete the MA at a later date.
- Once a student has begun to pursue both the BA and the MA degree, a leave of absence is not normally possible. Students who find that they must take a leave of absence for a medical or family emergency during this period must obtain the approval of the dean of students of the applicable graduate division as well as the dean of students in the College.

CONTACT

For more information, please contact Paul Walker, Deputy Director for Academic Programs (pwalker@uchicago.edu; 773.702.4619).



JOINT BA/MPP IN PUBLIC POLICY STUDIES (HARRIS)

The University of Chicago Harris School of Public Policy offers students an opportunity to begin their professional training in public policy while still in the College, leading to the awarding of a four-year undergraduate degree in their declared major and a two-year master of public policy (MPP) degree after five years of studies at the University of Chicago.

The MPP is a professional degree program designed for students who wish to gain rigorous training in public policy skills and issues. The core curriculum draws on a variety of disciplines and fields, including economics, statistics, sociology, political science, political economy, organizational theory, and program evaluation. These areas provide a foundation in critical analysis, reflecting Harris Public Policy's belief that mastering quantitative and analytical skills prepares students to be effective public policy leaders.

PROGRAM REQUIREMENTS

Students selected to participate in the joint degree program must meet all normal BA requirements for their particular field of study, as well as all general education requirements. In addition, joint degree students in the BA/MPP program must satisfy the following criteria:

1. Students are encouraged to complete all general education and BA requirements in their third year in the College before beginning the MPP degree in the fourth year. Students who wish to count these courses toward their undergraduate major must receive permission from their major's director of undergraduate studies. Students must complete all BA requirements before beginning the fifth year.
2. Applicants are expected to have a GPA of 3.25 or higher.
3. All majors are strongly encouraged to apply.
4. Students must have completed at least one course, at any level, in at least two of the following three areas at the College: microeconomics, statistics, or calculus. Examination credit will not be accepted for this requirement, i.e., AP course work.
5. Students must register for at least nine courses (900 units of credit) in their fifth year.
6. PPHA courses taken prior to entering the BA/MPP program will not count toward the MPP. If the courses taken prior to matriculation are required for the MPP, the student will substitute them with approved electives.
7. Students enter joint residence status during the three quarters prior to the anticipated date of College graduation, during which time they will be charged tuition at Harris's master's rates. Students will still be eligible for financial aid from the College while in joint residence.
8. Students must complete all requirements of the MPP, as stated in the Graduate Announcements (<http://registrar.uchicago.edu/page/catalogs-and-announcements>), to receive the BA/MPP degree.

APPLICATION PROCEDURES

Before beginning the application process with Harris, students are encouraged to first meet with their College adviser. Students should make appointments during their second year to ensure that all College requirements are met. After reviewing with their College adviser, students should speak with Sparkle Dalphinis, associate director of student recruitment at Harris (sdalphinis@uchicago.edu), early in the third year. Interested students should submit their formal application to the program by April 15 of their third year in the College: <https://apply-harris.uchicago.edu/apply>. Please note that BA/MPP applicants are exempt from the application fee and do not have to submit a GRE score.

For more information, please contact Harris Recruitment and Admissions at harrisadmissions@uchicago.edu.



JOINT BA/MS IN COMPUTATIONAL ANALYSIS AND PUBLIC POLICY (HARRIS)

The University of Chicago Harris School of Public Policy in conjunction with the Department of Computer Science offers students an opportunity to begin their professional training in the growing field of civic technology and data science in public policy while still in the College, leading to the awarding of a four-year undergraduate degree in their declared major and a two-year master of science degree in computational analysis and public policy (MSCAPP) after five years of study at the University of Chicago.

The BA/MSCAPP is a professional degree program for students in the College who wish to gain rigorous training in the emerging and critical role of technologists fluent in public policy skills and issues. The policy piece of the core curriculum draws on a variety of disciplines and fields, including economics, statistics, sociology, political science, political economy, organizational theory, and program evaluation. These areas provide a foundation in critical analysis, reflecting Harris Public Policy's belief that mastering quantitative and analytical skills prepares students to be effective public policy leaders.

The computer science core curriculum augments the core policy training with courses in computer programming, data analytics and machine learning, and database management. The unique combination equips students with technical expertise that is useful for many aspects of society but increasingly in demand in the public sector. By combining the strengths of the two faculties, the program builds on the tradition of interdisciplinary teaching and research at the University.

PROGRAM REQUIREMENTS

The BA/MSCAPP program assumes students have no formal computer science training or exposure to programming at the onset of admission to the program. Students from all majors are encouraged to apply.

Students selected to participate in the joint degree program must meet all BA requirements for their particular field of study, as well as all general education requirements. In addition, joint degree students in the BA/MSCAPP program must satisfy the following criteria:

1. Admission to the BA/MSCAPP program assumes no prior computer science course work or coding experience. Candidates are evaluated on the strength of their application, similar to the metrics used for admission to the BA/MPP program.
2. Students are encouraged to complete all BA requirements in their third year before beginning the MSCAPP degree program in the fourth year. Students with two or fewer courses remaining in the BA, excluding any thesis, research, or final paper requirements, are eligible for admission with approval from the MSCAPP program director. The final two courses can be double-counted toward the BA and the MS, but these courses must be graduate-level courses (course number 30000 or above). Students who wish to count these courses toward their undergraduate major must receive permission from their major's director of undergraduate studies. Students must complete all BA requirements before beginning the fifth year.
3. Applicants are expected to have an overall GPA of 3.25 or higher.
4. All majors are strongly encouraged to apply.
5. Students must have completed at least one course, at any level, in at least two of the following three areas in the College: microeconomics, statistics, or calculus. Examination credit will not be accepted for this requirement, i.e., AP credit.
6. Students must register for at least nine courses (900 units of credit) in their fifth year.
7. No courses taken in CMSC (Computer Science) or PPHA (Public Policy/Harris) prior to entering the BA/MSCAPP program will be allowed to count toward the requirements for the MSCAPP. If the courses taken before entering the program would have fulfilled MSCAPP requirements, students will be permitted to replace those courses with approved electives.
8. Students enter joint residence status during the three quarters prior to the anticipated date of College graduation, during which time they will be charged tuition at Harris's master's rates. During their fourth year of study students will still be eligible for College aid.
9. Students must complete all requirements of the MSCAPP program, as stated in the Graduate Announcements (<http://registrar.uchicago.edu/page/catalogs-and-announcements>), to receive the BA/MSCAPP degree.
10. The GRE is not required for admission to the BA/MSCAPP program for students who have taken at least two MATH (Mathematics) courses and received a B grade or higher. Applicants who have not taken MATH courses should submit a GRE as part of their application.

APPLICATION PROCEDURES

Before beginning the application process with Harris Public Policy, students should make appointments during their second year to ensure that all College requirements are met. After reviewing with their College adviser, students should speak with Sparkle Dalphinis, Associate Director of Student Recruitment at Harris

(sdalphinis@uchicago.edu), early in the third year. Interested students should submit their formal application to the program by April 15 of their third year in the College: <https://apply-harris.uchicago.edu/apply>. Please note that BA/MSCAP program applicants are exempt from the application fee.

For more information, please contact Harris Recruitment and Admissions at harrisadmissions@uchicago.edu. (jerickson1@uchicago.edu)



JOINT BA/MA IN THE SOCIAL SCIENCES

Department Website: <http://mapss.uchicago.edu>

The MA Program in the Social Sciences (MAPSS) is an intense, intellectually transformative one-year program. Students concentrate in Anthropology, Economics, History, Political Science, Psychology, and Sociology. Some pursue interdisciplinary work in Comparative Human Development, Social Thought, or Conceptual and Historical Studies of Science. Others may specialize in Quantitative Methods for Social Analysis, Education and Society, Gender and Sexuality Studies, and Geographic Information Science.

All MAPSS students take nine graduate courses, selected from all University of Chicago departments and professional schools. Each student works closely with the program directors, our senior academic staff, and an assigned preceptor, designing a customized curriculum and defining an area of scholarly research. They work directly with University of Chicago faculty on the MA thesis.

Students must take MAPS 30000 (<http://collegecatalog.uchicago.edu/search/?P=MAPS%2030000>) Perspectives in Social Science Analysis, our core course, in the Autumn Quarter. In addition, students must satisfy a methods requirement by selecting among dozens of graduate alternatives in ethnography, historical methods, involved interviewing, network analysis, survey analysis, content analysis, game theory, rational choice, causal inference, statistics, interpretive methods, comparative case study, and others.

We offer preeminent training for those aspiring to go on to funded PhD study in the social sciences. Each year 70 to 90 of our graduates do so successfully, at a 90 percent placement rate. More than 100 MAPSS graduates are pursuing the PhD at the University of Chicago alone.

MAPSS also offers an exceptional program of career placement, working directly with our director of career services, with weekly workshops, on-campus recruitment, and visits by leading alumni who provide mentorship in a variety of fields.

JOINT BA/MA PROGRAM

Qualified students in the College who wish to pursue a joint BA/MA degree in the Master of Arts Program in the Social Sciences should consult with their College adviser, the associate dean of students in the social sciences (Kelly Pollock, kpollcock@uchicago.edu), and Chad Cyrenne (c-cyrenne@uchicago.edu), managing director of MAPSS, as early as possible in their third year, during the Autumn Quarter.

Please see this page (<https://mapss.uchicago.edu/bama-degree-requirements-current-uchicago-college-students>) to review our eligibility requirements for the BA/MA.

APPLICATION

Interested students should submit their formal application to the program by February 1. Applications should be submitted to the dean of students of the Division of the Social Sciences online at apply-ssd.uchicago.edu/apply. Please note that BA/MA applicants should not pay the application fee. Please email admissions@ssd.uchicago.edu to ask how to receive the fee waiver.

Space in the MAPSS BA/MA program is limited, and admission is very competitive. The application is evaluated by the MAPSS Admissions Committee on the basis of the student's academic record, letters of recommendation, and a personal statement of intellectual and academic goals. Admission to the MA program is also subject to approval by the College. Prospective BA/MA students are expected to complete all but three of their BA requirements before entering joint residence status for the three quarters preceding the anticipated quarter of graduation. Up to three graduate courses can be used as electives in the undergraduate program or they can be applied to the undergraduate major by petition to the director of undergraduate studies. Students in joint residence status are charged tuition at graduate rates.

PROGRAM REQUIREMENTS

Students selected to participate in the joint degree program must meet all normal BA requirements for their particular field of study, as well as all general education requirements. In addition, joint degree students in MAPSS must satisfy the following criteria:

1. Completion of nine MAPSS-approved graduate-level courses for quality grades, including MAPS 30000 Perspectives in Social Science Analysis in the Autumn Quarter and a course that satisfies the graduate methods requirement.
2. Completion of 48 total credits for the joint degree. Up to three courses taken at the graduate level in the fourth year may be double-counted toward both the BA and the MA degree, with permission from the College.
3. Completion of an MA paper that is approved by the faculty adviser.
4. Completion of both the BA and MA degrees, the second awarded no later than the August convocation following a September matriculation.

PRECEPTORS/GRADUATE ADVISORS

Please contact E. G. Enbar (egenbar@uchicago.edu) to be put in touch with a preceptor who shares your disciplinary or research interests.



JOINT BA/MA IN SOCIAL SERVICE ADMINISTRATION

The School of Social Service Administration (SSA) offers students an opportunity to begin their professional training in social work and social welfare administration and policy while still in the College. Qualified students who wish to pursue a joint MA degree at SSA should consult with their College adviser and with the director of admissions at SSA as soon as their second year, but no later than early in their third year.

Students will need a GPA of 3.25 or higher and to have completed both their general education requirements and the requirements for their College major by the end of their third year.

BA/MA students take nine courses in their fourth College year: seven SSA Core courses and two electives. Students will also complete two field placements (an evaluated internship): one in the first year (College year four) and one in the second year of joint residence. The nine graduate-level courses together with field work constitute a demanding curriculum; therefore students are encouraged to complete their BA projects before beginning their graduate course work.

BA/MA students enter joint residence status during the three quarters prior to the anticipated date of College graduation, during which time they will be charged tuition at SSA's graduate rates.

For more information, contact Ron Martin, director of admissions for SSA, at 773.702.1492 or admissions@ssa.uchicago.edu, or visit ssa.uchicago.edu/ab-am-program.



JOINT BA/MS OR BS/MS IN STATISTICS

This program enables unusually well-qualified undergraduate students to complete an MS in Statistics along with a BA or BS during their four years at the College. Although a student may receive a BA or BS in any field, a program of study other than Statistics is recommended.

Only a small number of students will be selected for the program through a competitive admissions process. Participants must apply to the MS program in Statistics by June 1 of their third year for admission to candidacy for an MS in Statistics during their fourth year. To be considered, students should have completed almost all of their undergraduate requirements, including all of their general education and language competence requirements, by the end of their third year. They should also have completed, at a minimum, both 2 Course Seq Code Title not found for STAT 24400 (or 2 Course Seq Code Title not found for STAT 24410) with A or A- grades and all the mathematics requirements for the Statistics major with very high grades. While these are the minimum criteria, admission is competitive, and additional qualifications may be needed. Interested students are strongly encouraged to consult both the departmental adviser for majors and their College adviser early in their third year.

Participants in the joint BA/MS or BS/MS program must meet the same requirements as students in the MS program in Statistics. Of the nine courses that are required at the appropriate level, up to three may also meet the requirements of an undergraduate program. For example, 2 Course Seq Code Title not found for STAT 24410 and STAT 34300 Applied Linear Stat Methods, which satisfy requirements for the MS in Statistics, could also be used to satisfy requirements of a BA or BS program in Statistics.

Other requirements include a master's paper and participation in the Consulting Program of the Department of Statistics. For details, visit the Department of Statistics Admissions page (<http://www.stat.uchicago.edu/admissions/featured>).



PROFESSIONAL OPTION: MEDICINE

The University of Chicago Pritzker School of Medicine's Professional Option Program in Medicine permits undergraduate students who have demonstrated outstanding potential for success in medicine to begin medical school during their fourth year in the College. This is a highly competitive, merit-award program.

Due to the accelerated nature of the curriculum, applicants must have outstanding academic credentials as evidenced by a combination of GPA and MCAT scores that place them among the top candidates nationwide for medical school. The academic requirements for eligibility include a minimum GPA of 3.7 and an MCAT score not less than the 93rd percentile, with no individual section score less than the 85th percentile. Additionally, eligible students have a clear understanding of their motivation for medicine and can provide evidence of analytical thinking, effective communication skills, leadership, and meaningful engagement in the various communities in which they participate, in addition to compelling reasons to attend Pritzker.

Candidates will apply to this program during their third year in the College. Eligible students must have completed 33 credits (of the 42 required for a degree in the College) by the end of their third year. These 33 credits must include all 15 general education requirements and one-half of the requirements for their major.

Through this program, students will, upon completion of the first year of medical school at Pritzker, be allowed to use credit from their medical school courses to fulfill the remaining nine credits for the undergraduate degree. At the successful conclusion of their first year of medical school, students completing their degree in this fashion will receive the *Bachelor of Arts in Professional Option: Medicine*. Because students pursuing a professional option program do not complete the requirements for a College major, they are not eligible for departmental honors upon receiving their bachelor's degree.

Interested students should schedule an appointment with their UChicago Careers in Health Professions (<https://careeradvancement.uchicago.edu/uchicago-careers-in/health-professions>) (UCIHP) adviser early in their second year, and in the Autumn Quarter of their third year will need to meet with their College adviser to evaluate their curricular progress. Following those meetings, students should schedule an appointment with their UCIHP adviser to further solidify their plans and intent to apply. The deadline for applications is February 28.

Students with questions or who would like more information, please contact UChicago Careers in Health Professions (ucihp@uchicago.edu).



STUDY ABROAD

Department Website: <http://study-abroad.uchicago.edu>

STUDY ABROAD PROGRAMS

UChicago Study Abroad encourages students to expand their education through diverse intellectual perspectives, active participation in a new culture, and critical, firsthand engagement with local and global challenges. Chicago's distinctive range of faculty-led programming blends the academic rigor and spirit of intellectual curiosity that is central to the College curriculum with the University's wide-reaching international mission.

The College sponsors 66 study abroad programs in 22 countries (34 cities) around the world. These include faculty-led, direct enrollment, and language-intensive programs.

FACULTY-LED PROGRAMS

CIVILIZATION ABROAD PROGRAMS

The following programs allow students to fulfill their civilization studies requirement in a single quarter. Courses are taught primarily by University of Chicago faculty and carry no language prerequisite, other than for the civilization sequences taught in French and Spanish. Students also study a local language.

- Athens (Spring Quarter)
- Barcelona (Winter Quarter taught in English, Spring Quarter taught in Spanish)
- Beijing (Autumn Quarter)
- Cairo (Winter Quarter)
- Dakar (Winter Quarter, offered in alternating years)
- Hong Kong (Spring Quarter)
- Jerusalem (Spring Quarter)
- Oaxaca (Winter Quarter)
- Paris (Autumn, Winter, Spring, and Summer Quarters: European Civilization taught in English)
- Paris (Autumn Quarter: European Civilization taught in French)
- Paris (Autumn Quarter: African Civilizations, offered in alternating years)
- Paris (Spring Quarter: Russian Civilization)
- Pune (Autumn Quarter)
- Rabat (Winter Quarter)
- Rome (Autumn Quarter)
- Vienna (Autumn Quarter)

THEMATIC PROGRAMS

Thematic programs are also taught primarily by University of Chicago faculty and offer a range of courses across disciplines, some of which meet major, minor, or general education requirements.

- Barcelona: Public Policy (Spring Quarter)
- Florence: Living with History (September Course)
- Hong Kong: Economics (Winter Quarter)
- Hong Kong: Human Rights in Asia (September Course)
- London: British Literature and Culture (Autumn Quarter)
- Paris: Astronomy (Spring Quarter)
- Paris: Cinema and Media Studies (Winter Quarter)
- Paris: Classics of Social and Political Thought (Autumn Quarter, offered in alternating years)
- Paris: Humanities (Spring Quarter)
- Paris: Global Health (Winter Quarter)
- Paris: Law, Letters, and Society (September Course)
- Paris: Mathematics (Spring Quarter)
- Paris: Neuroscience (Autumn Quarter)
- Paris: Social Sciences (Winter Quarter)
- Vienna: Human Rights (Spring Quarter)

DIRECT ENROLLMENT PROGRAMS

Direct enrollment programs are available at partner universities in the following cities:

- Barcelona: Universitat Pompeu Fabra
- Beijing: Peking University, Renmin University
- Berlin: Freie Universität Berlin
- Bologna: University of Bologna
- Great Britain and Ireland
 - King's College (London)
 - London School of Economics and Political Science
 - St. Catherine's College (Oxford) (Note: Autumn Quarter only)
 - Trinity College (Cambridge)
 - Trinity College (Dublin)
 - University College (London)
 - University of Bristol
 - University of Edinburgh
- Kyoto: Kyoto Consortium for Japanese Studies
- Menton: Sciences Po
- Milan: Bocconi University
- Paris: various universities, including Sciences Po
- Santiago: Catholic University of Chile
- Seoul: Yonsei University
- Shanghai: Fudan University
- St. Petersburg: Smolny College
- Tokyo: Waseda University

LANGUAGE PROGRAMS

Quarter-long intensive language programs offer intermediate and advanced level instruction. After completing one additional course on campus, students qualify to take the University of Chicago advanced foreign language proficiency certificate exam.

- Paris (Summer Quarter)
- Toledo (Autumn Quarter)

ADDITIONAL DETAILS

Students who wish to study abroad should attend the Autumn Quarter information meetings organized by the Study Abroad Office. Students should discuss their plans with their College adviser to determine how study abroad fits into their degree program in Chicago and should make an appointment with the relevant Study Abroad staff member to discuss the program and application process. Visit the College Scheduling site (<https://collegescheduling.uchicago.edu/samonline/BookAppt?C=C&T=P&P=88>) to make an appointment. For more information, including the most current list of program locations, visit study-abroad.uchicago.edu.

Participants in University of Chicago Study Abroad programs pay the same tuition as if they were on campus, plus a non-refundable study abroad administrative fee and, in most cases, a program fee set by the College. Each program fee includes housing and subsidizes the cost of excursions, instruction, and local support. Please visit the specific program pages (<http://study-abroad.uchicago.edu/programs>) for precise fees. Financial aid (<http://study-abroad.uchicago.edu/tuition/financial-aid>) and scholarship and grant (<http://study-abroad.uchicago.edu/tuition/scholarships-grants>) opportunities are available. A limited number of awards of up to \$5,000 are available to Odyssey Scholars who will participate in a University of Chicago Study Abroad program and who can demonstrate additional financial need beyond the financial aid already provided for study abroad.

Students participating in some study abroad programs (e.g., direct enrollment programs) are not eligible for the Dean's List for that year. Please note that more than half of the requirements for a major or minor must be met by registering for courses bearing University of Chicago course numbers. Please see the Direct Enrollment Credit Guide (<http://study-abroad.uchicago.edu/direct-enrollment-credit-guide>) for more information.

SUMMER INTERNATIONAL TRAVEL GRANTS

Each year the College awards approximately 100 Summer International Travel Grants to support outstanding undergraduates for intensive language study or research abroad. Funding begins at \$4,000. Applications are submitted online (see the Study Abroad website (<http://study-abroad.uchicago.edu/sitg>) for details) and are normally due mid-February.

FOREIGN LANGUAGE ACQUISITION GRANTS (FLAG)

The FLAG Program offers awards of \$4,000 to defray the costs of intermediate or advanced language study abroad. Study programs must be at least eight weeks in duration of intensive language study (at least 15 hours

per week) and located in a setting where the target language is predominantly spoken. Applicants must have completed or placed out of the first year of the target language by the program start date. If a language is not offered on campus, applicants may apply at any level. For French and Spanish language applications, preference will be given to students who have completed some intermediate language study.

RESEARCH GRANTS

Research grants provide \$4,000 to support students conducting summer research outside the United States. In most cases these awards support research leading to a BA paper; however, other academic research projects may also be considered.



PREPARATION FOR PROFESSIONAL STUDY

Department Website: <http://careeradvancement.uchicago.edu>

BUSINESS

The College general education curriculum provides excellent preparation in the critical thinking skills needed for graduate-level study in business administration. Along with the course work required to complete their major, it is advisable for interested students to pursue courses that hone their quantitative, verbal, and written skills. In addition, after their first year, students may enroll in up to six graduate-level courses at the University of Chicago Booth School of Business, with four of those courses counting toward the degree requirement. While many sections allow undergraduate enrollment, Chicago Booth also offers undergraduate versions of many classes with 20000-level numbers. BUSN 20000-level (undergraduate-only) courses will follow some College policies regarding registration, scheduling, grading, etc. The BUSF 30000-level versions will be subject to Chicago Booth's academic and administrative policies. Consult the Booth website for details.

Additional support for students considering graduate study in business is provided through the Dougan Scholars Certificate Program, Trott Business Program, Financial Markets Program, and Business Career Services.

The Dougan Scholars Certificate Program is a selective program managed by Chicago Booth, while the Trott Business Program and Financial Market Program are selective programs managed by the College through Career Advancement. Applications are accepted from all students, regardless of their major, during the first and second year for the Dougan Scholars Certificate Program, and during the first year for the Trott Business Program and Financial Markets Program. While the specific focus and requirements of the selective programs vary, each includes course work requirements at Chicago Booth, opportunities to build additional business understanding through special events with industry and academic professionals, and mentoring opportunities with upper-level College students and MBA students.

Business Career Services is an open enrollment option available to all students in the College offering industry-experienced advising and a menu of optional workshops and experiential opportunities.

Most graduate business schools require applicants to take the Graduate Management Admissions Test (GMAT). A GMAT score is currently valid for five years. Students planning to apply to graduate studies in business administration within five years of graduation should take the GMAT in their final year in the College; students can learn more and register at <http://www.mba.com/us>. Graduate business schools typically expect matriculating students to have acquired, on average, five years of work experience.

EDUCATION PROFESSIONS

To strengthen the University of Chicago's reputation as a "teacher of teachers," the College and Career Advancement launched UChicago Careers in Education Professions (<https://careeradvancement.uchicago.edu/uchicago-careers-in-education-professions>) in the fall of 2012. UChicago Careers in Education Professions provides specialized preparation for students in pursuing careers in teaching as well as educational administration, research, and policy.

UChicago Careers in Education Professions is a selective program that provides a variety of resources for students, including advising, workshops, guest speakers, teacher-training programs, partnerships with public and private local schools, internship opportunities, and treks to various education institutions.

Advising: Students have access to one-on-one advising with the program director of UChicago Careers in Education Professions, an expert with extensive experience in education. The program director provides students with personalized assistance in career planning, finding job and internship opportunities that match their interests, and preparing application materials.

Workshops and Events: Workshops are held throughout the academic term and cover an array of issues in the education field. Events have included, for example, talks with former U.S. Secretary of Education Arne Duncan, education technology entrepreneurs, local principals in community schools, and researchers investigating promising best practices in teaching, learning, and child development.

Metcalf Internship Opportunities and Career Treks: Education Professions is committed to offering students valuable internship opportunities at a wide range of education-focused organizations. In addition, the program offers career treks to Chicago area schools, non-profits, and leading policy and research institutes. During these treks, students have the opportunity to experience firsthand myriad work environments and career roles in these organizations.

Partnership with the Urban Education Institute: Through a close partnership with the Urban Education Institute (<http://uei.uchicago.edu>) (UEI) and numerous academic departments, the College offers over 30 education-related courses. These include: ECON 26700 Economics of Education, SOCI 20105 Bidwell's Educ Organization/Social Inequality, and PBPL 25405 Child Poverty and Chicago Schools.

Gap Year Support: Increasingly, College students wait to apply for graduate programs until after they graduate, giving them time to make sure they are making the right decision and are able to assemble a

competitive application. Education Professions supports students who choose to take time between college and their graduate programs in several ways. We continue to work with alumni who may need assistance with their applications or decision-making process. We also help students and alumni find appropriate gap year experiences in the field of education.

ENTREPRENEURSHIP

Students with an interest in starting a business, working at a start-up, or exploring entrepreneurial finance will find a wide range of resources available to them through UChicago Careers in Entrepreneurship (<https://careeradvancement.uchicago.edu/uchicago-careers-in/entrepreneurship>). The goal of this pre-professional program is not to have every student start a business, but rather for every student to have the opportunity to be exposed to an entrepreneurial way of thinking through experiential learning opportunities that complement the general education curriculum.

In addition to organizing College-specific workshops and opportunities, this Career Advancement program also works closely with the Polsky Center for Entrepreneurship and Innovation (<http://research.chicagobooth.edu/polsky>). College students are able to take advantage of world-class opportunities and resources available through the Polsky Center, including attending industry conferences, attending workshops organized by the MBA student-run Entrepreneurship and Venture Capital Club, and attending office hours with Entrepreneurs-in-Residence. Students are also able to take courses at Chicago Booth, notably an undergraduate-only section of Building the New Venture, an undergraduate-only section of Application Development, and the College New Venture Challenge course.

Programming highlights for UChicago Careers in Entrepreneurship include:

- The College New Venture Challenge is an undergraduate-only business plan competition that enables students to go through the progression of discovering an idea, building a team, creating a proof of concept, and pitching to investors. Throughout the competition, students are engaged with mentors drawn from alumni and local entrepreneurs.
- Many student teams also enter competitions that are not sponsored by the University. Examples include competitions sponsored by Clinton Global Initiative, Clean Energy Trust, Net Impact, Microsoft, Google, and Wal-Mart, as well as competitions sponsored by other universities like Stanford and MIT.
- Social entrepreneurship is a popular topic on campus with many student organizations, including GlobeMed, Campus Catalyst, and Envision Do, supporting students who want to solve social and environmental issues through new innovations.
- Start-up careers and internships are another area of student interest. Many local companies participate in the Metcalf Internship program, and local start-up companies are encouraged to hire UChicago students through subsidies and other promotions. Of note, UChicago Careers in Entrepreneurship has strong partnerships with the University's Polsky Exchange in Hyde Park, the 1871 incubator at the Merchandise Mart, and the health care incubator Matter.
- In addition to bringing in alumni and local entrepreneurs as speakers, the program also engages with local angel investors and venture capital firms. Students have worked in associate roles while in school with such local groups as Chicago Ventures, OCA Ventures, and Hyde Park Angels.
- Career treks are an outstanding way for students to meet with companies in various industries as well as learn about different regions of the country or the world. In addition to treks to Silicon Valley, UChicago Careers in Entrepreneurship looks to engage with other regional hubs of entrepreneurial opportunity, including New York City, Boston, Austin, and Chicago.

HEALTH PROFESSIONS

UChicago Careers in Health Professions (<https://careeradvancement.uchicago.edu/uchicago-careers-in/health-professions>) (UCIHP) provides students with the resources and support to develop the knowledge, skills, competencies, and experiences required for advanced study in the health professions. The College's broad and intellectually expansive liberal arts education, coupled with pre-health courses and support from UChicago Careers in Health Professions, is exceptional preparation for a career in health and medicine. Students develop the competencies required by graduate schools of the health professions, including: in-depth experience with the process of scientific inquiry; a facility in drawing linkages among scientific disciplines; strong critical thinking and communication skills; the ability to use mathematics to explain the natural world; mastery of basic principles of physics and chemistry; an understanding of the diversity of subject matter and methods of investigation in the biological sciences; and a sophisticated appreciation of the social context of health and medicine.

Upon meeting the College's general education requirements, *students are encouraged to major in any discipline in which they have a strong interest*, while fulfilling the following common entry requirements for advanced study in the field:

- 3 quarters of general chemistry with labs
- 3 quarters of organic chemistry with labs
- 3 quarters of biology with labs

- 3 quarters of physics with labs
- 1 quarter of biochemistry
- 3 quarters of a general education humanities sequence (recommended)
- 3 quarters of calculus (recommended)
- 1 quarter of statistics (recommended)

The Biological Sciences Collegiate Division (BSCD) offers several course sequences that prepare students for advanced study in the health professions. Students should consult the Biological Sciences page in this catalog and work closely with their College advisers to determine which sequence is most appropriate.

Students should be aware that the MCAT has expanded to include a section on Behavioral and Psychological Sciences; for more information, visit students-residents.aamc.org/applying-medical-school/article/whats-mcat-exam (<https://students-residents.aamc.org/applying-medical-school/article/whats-mcat-exam>). Students are encouraged to consider SOSO 18100 Topics in Behavioral and Social Sciences Relevant to Medicine or other course work within the Social Sciences Collegiate Division to assist in preparing for this section.

Students who are unable to complete three quarters of a general education humanities sequence in their first year should plan to take a writing-intensive English course when their schedule allows. They should understand however, that this English course cannot be applied to the general education humanities requirement.

It is recommended that students work closely with their College advisers to choose courses appropriate to their level of preparation and interest. Although the College offers course sequences that fulfill all of the above requirements, some schools of the health professions have additional requirements. To ensure all requirements are met, students are also encouraged to check directly with the schools to which they intend to apply.

UChicago Careers in Health Professions supports students and alumni as they explore the health professions, among them allopathic (MD) and osteopathic (DO) medicine, nursing (PhD), dental (DDS) and podiatric (DPM) medicine, veterinary medicine (DVM), pharmacy (PharmD), and health services research (PhD). In addition to curricular assistance, UChicago Careers in Health Professions offers a wide range of cocurricular support that empowers students to achieve a high level of academic, professional, and personal success.

Students interested in the health professions should consult first with their College adviser and then with UChicago Careers in Health Professions. Appointments may be made with UCIHP via AdviseStream (<http://uchicago.advisestream.com>).

JOURNALISM, ARTS, AND MEDIA

Journalism, arts, and media converge and flourish at the University of Chicago. Through the College's strong liberal arts curriculum and the Reva and David Logan Center for the Arts, students pursue multiple interdisciplinary areas, even as they become experts in specific areas of interest. As part of Career Advancement, UChicago Careers in Journalism, Arts, and Media (UCIJAM) provides essential professional development opportunities to help students launch successful careers in these fields. Internships, fellowships, employment opportunities, and alumni networks take University students across the country and around the globe, allowing them to grow outside the classroom, develop as professionals, and pursue opportunities in a wide variety of disciplines.

UChicago Careers in Journalism, Arts, and Media (<https://careeradvancement.uchicago.edu/uchicago-careers-in/journalism-arts-media>) complements the College's emphasis on academics with one-on-one career advising and programming designed to connect students with emerging and established professionals in the fields of journalism, publishing, visual art, music, film, television, theater, architecture, design, and more. Internships, mentorships, apprenticeships, and collaborations with working professionals provide students with the hands-on experience and deep networking needed to launch successful careers.

The program is organized and managed by Career Advancement. The components include:

- Individual advising to help students win internships and jobs in their particular areas of interest
- Workshops with leading practitioners to develop practical skills and networking opportunities
- UChicago Careers in Journalism, Arts, and Media—wide emphasis on building a body of work, including an emphasis on personal entrepreneurship
- Grants and apprenticeships to help support students working in unpaid internships and student-initiated projects
- Advising of registered student organizations

LAW

The College curriculum provides excellent preparation for the study of law. More important than a specific major is the acquisition of certain skills necessary for the intelligent practice of law: the ability to communicate effectively in oral and written expression, a critical understanding of human institutions and values, and

the ability to reason closely from given premises and propositions to tenable conclusions. Such skills can be developed in any major and by taking courses in English language and literature, philosophy, public policy, American history, political science, mathematics, and economics.

Students interested in a career in law should use the resources provided by the UChicago Careers in Law (<https://careeradvancement.uchicago.edu/uchicago-careers-in/law>) program, which is organized and managed by the Career Advancement office. UChicago Careers in Law supports students as they explore their interest in law through programming, internships, treks, and advising.

Advising: Students have access to one-on-one advising with the program director and assistant director of UChicago Careers in Law, experts with extensive experience in the legal field. The directors provide students with personalized assistance in career exploration and planning, finding job and internship opportunities that match their interests, and preparing application materials for those positions. UChicago Careers in Law also assists students and College alumni in targeting law schools, preparing successful applications, and choosing the most appropriate law school.

Workshops and Guest Speakers: UChicago Careers in Law workshops are held throughout the academic year and cover an array of current topics and issues in the field of law, including an introduction to legal research and writing. These programs include alumni lawyers practicing in private, public, and nonprofit sectors who give students an accurate picture of professional experiences across a broad range of fields, including international law, corporate law, public interest, and government services.

Metcalf Internship Opportunities: Internships in law-related organizations provide students with on-the-job experience—which can be extremely useful in determining whether or not law is the correct path to take—and allow them to explore different areas of legal practice. The Metcalf Internship Program provides paid, substantive internships exclusively available to UChicago students.

Treks: UChicago Careers in Law students visit public and private institutions in order to gain exposure to a wide range of legal careers and workplaces. Local Treks are available to students throughout the academic year and also include opportunities to meet with attorneys in such major legal markets as New York and Washington, DC.

Mentor Program: With nearly 100 students participating each year, the Mentor Program creates a community between University of Chicago law students and undergraduates, providing students from the College with guidance and helpful insights into the law school experience. The Law School and the College have sustained a very close relationship over the years, and the College is consistently one of the largest feeder undergraduate schools to the Law School.

PUBLIC POLICY AND SERVICE

The public and social service sectors cover a wide range of opportunities in government and nonprofits, including domestic and international policy, direct social service, philanthropy and development, and nonprofit consulting and administration, among many others. The Fried Public Policy and Service Program (<https://careeradvancement.uchicago.edu/uchicago-careers-in/public-social-service>) engages with students interested in the diverse range of government and nonprofit careers. Employers in these arenas look for individuals with deep commitment to their organization's mission. Through their rigorous academic studies, University of Chicago students learn the essential skills necessary to contribute meaningfully in service fields, including qualitative and quantitative research skills, the ability to analyze complex problems and to develop creative and effective solutions, exemplary written and oral communication skills, and an aptitude for managing and prioritizing numerous projects and commitments.

Fried programs and advising hours are open to students of all levels, and students may participate in the program at any point during their College years. Students interested in public policy and service are encouraged to meet with Fried Public Policy and Service Program advisers to explore specific areas of interest. Numerous resources are offered to educate students about specific areas within public and social service and to connect them with alumni and employers in their chosen fields. Resources include:

- Paid internship opportunities with government agencies and nonprofit organizations
- Skill-building workshops to educate students about how to navigate job searches and careers in the public and social service sectors
- Information sessions with industry experts to help students learn about different organizations and agencies and the types of opportunities available
- Panels with alumni from a variety of fields to offer students networking opportunities and the opportunity to learn how University of Chicago graduates have translated their educations into careers in these sectors
- Treks to such locations as Washington, DC, and New York City, as well as in Chicago, to visit a variety of organizations and agencies to learn about public and social service work in the field

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH

UChicago Careers in Science, Technology, Engineering, and Math (<https://careeradvancement.uchicago.edu/uchicago-careers-in/science-technology>) (UCISTEM) helps students explore, prepare for, and obtain careers or professional school placement in STEM fields. Students of any major may join UChicago Careers in Science, Technology, Engineering, and Math, in which they have the opportunity to participate in an elective workshop curriculum as well as such experiential learning options as research assistantships, internships, externships, and innovation competitions. Opportunities for mentorship, alumni networking, and one-on-one advising are readily available as well. UChicago Careers in Science, Technology, Engineering, and Math students have successfully gone on to graduate school programs and careers in a variety of fields, including alternative energy, biotechnology, entrepreneurship, and national laboratory research.

Components of the program include advising, workshops, and expert speakers, the Annual Undergraduate Research Symposium, research and internship opportunities, career treks, the Facilitating UChicago Students in Engineering (FUSE) cohort, and connections with such University partners as the Institute for Molecular Engineering (<http://ime.uchicago.edu>), the Marine Biological Laboratory (<http://www.uchicago.edu/mbi>), and Fermi National Accelerator Laboratory (<http://www.fnal.gov>). Benefits may include:

- Exploration of the diverse career options in STEM fields through workshops led by alumni, industry treks, and facility tours to such Chicagoland organizations as Argonne National Laboratory (<http://www.anl.gov>)
- Exposure to industry information, workplace cultures, and networks of alumni mentors and student peers on diverse industry treks such as the Houston Energy Trek or the San Francisco Tech Trek
- Opportunities to hone skill sets for graduate school applications and employers such as GRE preparation and programming skill sets
- Finding laboratory positions on campus or off campus through the Metcalf Internship Program



RESEARCH AND FELLOWSHIPS

The College Center for Research and Fellowships (CCRF) (<http://ccrf.uchicago.edu>) provides comprehensive advising and institutional support for undergraduate research and nationally competitive fellowships. Students benefit from a wide range of information sessions and targeted workshops on specific opportunities, as well as on how to write research proposals and personal statements, how to build relationships with faculty, how to secure strong letters of recommendation and how to create a comprehensive *curriculum vitae* for use in securing research experiences, grants and fellowships.

Students also benefit from high-impact individual advising about getting started in research, identifying research opportunities and counsel on making research public through presentations publications. Undergraduates interested in applying for nationally and internationally competitive fellowships benefit from extensive advising about preparing and applying for opportunities including, but not limited to: the Fulbright US Student Program (<http://us.fulbrightonline.org/fulbright-us-student-program>), Knight-Hennessy Scholars (<https://knight-hennessy.stanford.edu>), Schwarzman Scholars (<http://schwartzmanscholars.org>), Yenching Academy Scholars (<http://yenchingacademy.org>), National Science Foundation Graduate Research Fellowship (<https://www.nsfgrfp.org>), and the Marshall (<http://www.marshallscholarship.org>), Rhodes (<http://www.rhodesscholar.org>), Truman (<https://www.truman.gov>), Gates Cambridge (<https://www.gatescambridge.org>), Mitchell (<https://www.us-irelandalliance.org/mitchellscholarship>), Churchill (<http://www.winstonchurchillfoundation.org/scholarship.html>), Goldwater (<https://goldwater.scholarsapply.org>), Udall (<https://www.udall.gov/OurPrograms/Scholarship/Scholarship.aspx>), and Beinecke (<http://fdnweb.org/beinecke>) scholarship programs.

CCRF staff members (<http://ccrf.uchicago.edu/about-ccrf/our-staff>) provide general support to all students by helping them to identify relevant opportunities and assist them in strategically planning for those opportunities, closely mentor students through rigorous application processes, and facilitate campus endorsement procedures when relevant. CCRF Research staff also assist faculty in supporting current research opportunities and aiding in the creation and curating of new opportunities.

Undergraduates can access a searchable database of undergraduate research opportunities (<http://ccrf.uchicago.edu/undergraduate-research/finding-research-opportunities>)—including funding—and guidance on getting involved in research on the CCRF website (<http://ccrf.uchicago.edu/undergraduate-research-uchicago>). Students can also search the national fellowship opportunities database (<http://ccrf.uchicago.edu/search>)—which also includes UChicago-based funding on the CCRF website (<http://ccrf.uchicago.edu/national-scholarships-and-fellowships>) as well.

Students are strongly encouraged to sign up for the CCRF weeklylistserv (<http://ccrf.uchicago.edu>) to stay up to date about opportunities, deadlines, and relevant information sessions. Individual advising appointments are strongly recommended for any student in getting involved in undergraduate research or applying to national scholarships, fellowships, or postgraduate opportunities. Appointments can be made through Appointment Manager via the CCRF website (<http://ccrf.uchicago.edu/contact-us>).



CONTACT US

Current students with questions about the policies or requirements described within the *College Catalog* should contact their College adviser (<https://college.uchicago.edu/about/college-staff-directory?office=College%20Academic%20Advising%20Office>) via phone (773.702.8615) or email (collegeadvising@uchicago.edu), or the relevant program of study.

Prospective students should contact the College Admissions office directly via phone (773.702.8650) or email (collegeadmissions@uchicago.edu).

Technical questions about the *College Catalog* website should be directed to the Office of the University Registrar via phone (773.702.7891) or email (reg-courses@lists.uchicago.edu).



INDEX

A

Academic Advising	889
Academic and Enrollment Statuses	883
Academic Integrity	890
Academic Regulations and Procedures	882
Anthropology	70
Architectural Studies	98
Art History	102
Arts	13
Astrophysics	120

B

Big Problems	900
Biological Chemistry	131
Biological Sciences	14
Biological Sciences	134

C

Chemistry	169
Chicago Studies	912
Cinema and Media Studies	184
Civilization Studies	18
Classical Studies	204
Clinical and Translational Science	916
Comparative Human Development	225
Comparative Literature	234
Comparative Race and Ethnic Studies	237
Computational and Applied Mathematics	251
Computational Neuroscience	253
Computer Science	255
Contact Us	966
Course and Grade Policies	885
Course Clusters	918
Creative Writing	272

	D	
Data Science		284
Digital Studies of Language, Culture, and History		285
	E	
Earning a Degree		11
East Asian Languages and Civilizations		288
Economics		307
Education and Society		339
English Language and Literature		341
Environmental and Urban Studies		380
Environmental Science		370
Examination Credit		891
	F	
Fundamentals: Issues and Texts		402
	G	
Gender and Sexuality Studies		412
Geographical Sciences		424
Geophysical Sciences		431
Germanic Studies		448
Global Studies		457
	H	
Health and Society		465
History		468
History, Philosophy, and Social Studies of Science and Medicine (HIPS)		499
Human Rights		514
Humanities		34
	I	
Inequality, Social Problems, and Change		520
Interdisciplinary Opportunities		899
Interdisciplinary Studies in the Humanities		526
Introduction		6
	J	
Jewish Studies		530
Joint BA/MA in Computational Social Science		930
Joint BA/MA in Digital Studies of Language, Culture, and History		934

Joint BA/MA in International Relations	942
Joint BA/MA in Latin American and Caribbean Studies	944
Joint BA/MA in Middle Eastern Studies	947
Joint BA/MA in Social Service Administration	954
Joint BA/MA in the Humanities	939
Joint BA/MA in the Social Sciences	952
Joint BA/MAT in Education and Teaching Certification	937
Joint BA/MPP in Public Policy Studies (Harris)	949
Joint BA/MS in Computational Analysis and Public Policy (Harris)	950
Joint BA/MS or BS/MS in Computer Science	932
Joint BA/MS or BS/MS in Mathematics	946
Joint BA/MS or BS/MS in Statistics	955
Joint BS/MS in Chemistry	929
Joint Degree Programs	927
L	
Latin American and Caribbean Studies	540
Law, Letters, and Society	546
Liberal Education at Chicago	12
Linguistics	560
M	
Mathematical Sciences	45
Mathematics	568
Media Arts and Design	588
Medieval Studies	598
Minors	880
Molecular Engineering	603
Music	618
N	
Near Eastern Languages and Civilizations	627
Neuroscience	661
New Collegiate Division	671
Norwegian Studies	672
P	
Parrhesia Program for Public Discourse	920

Philosophy	675
Physical Sciences	46
Physics	684
Political Science	694
Preparation for Professional Study	960
Professional Option: Medicine	956
Programs of Study	68
Psychology	709
Public Policy Studies	719
R	
Registration	888
Religious Studies	743
Renaissance Studies	754
Research and Fellowships	965
Romance Languages and Literatures	756
Russian and East European Studies	788
S	
Signature Courses in the College	921
Social Sciences	54
Sociology	808
South Asian Languages and Civilizations	817
Statistics	837
Stevanovich Institute on the Formation of Knowledge	922
Study Abroad	957
T	
The Curriculum	7
Theater and Performance Studies	854
Transfer Credit	895
Tutorial Studies	862
V	
Visual Arts	864