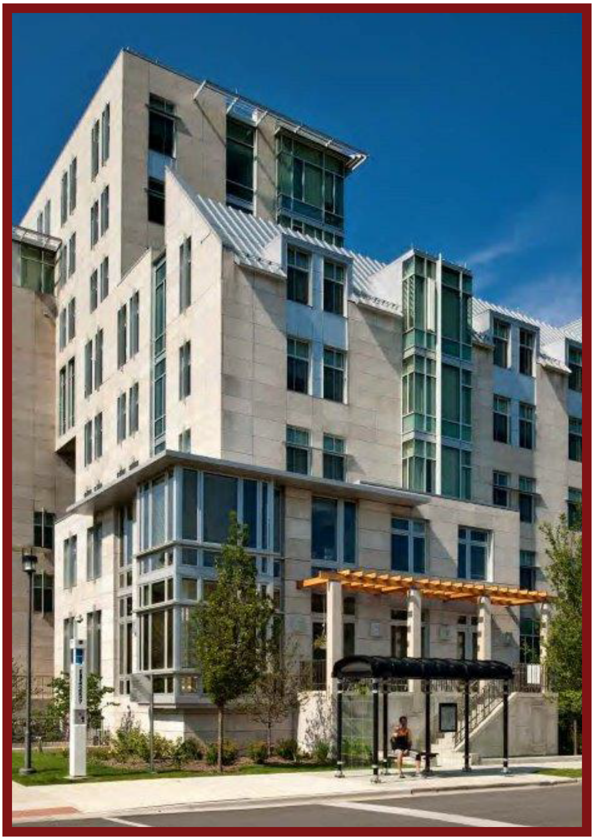
The University of Chicago



The College

Catalog 2015-2016

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. 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.

General Information

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

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 programs on the basis of individual merit. The University, therefore, 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 physical or mental disability unrelated to ability, protected veteran status, military status, unfavorable discharge from military service, citizenship status, genetic information, marital status, parental status, ancestry, source of income, credit history, housing status, order of protection status, actual or perceived association with such a person, and does not discriminate against members of other protected classes under the law.

The University official responsible for coordinating compliance with the University of Chicago nondiscrimination policy is Ingrid Gould, Interim Affirmative Action Officer. She can be reached via email at i-gould@uchicago.edu and by telephone at 773.702.8846.

The Interim 504 and ADA Coordinator for the University is Gregory Moorehead, Director of Student Disability Services. He can be reached via email at gmoorehead@uchicago.edu and by telephone at 773.702.7776.

The Interim Title IX Coordinator for the University is Belinda Cortez Vazquez, Associate Dean of Students in the office of Campus and Student Life. She can be reached via email at belinda@uchicago.edu and by telephone at 773.834.9710.

The content of this catalog is accurate as of April 1, 2015. It is subject to change.

Cover photo by Anton Grassl.

Table *of* Contents

The Curriculum

The University of Chicago College curriculum has three components: general education requirements, a major, and electives.

General education requirements, which are described below, consist of integrated, often interdisciplinary, sequences. They cannot be replaced by other courses (except in the sciences as indicated below) and they should be completed by the end of the second year. Please note that 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.

Majors are described in detail in the Programs of Study (p. 46) section of the catalog.

Electives provide scope to a student's work in the College. Students choose electives to pursue interests, wherever they fall in the College catalog, that are not covered by their general education sequences or their major. Depending on other choices, electives comprise about one-third of the degree program.

Students choose courses across the curriculum in consultation with College advisers and faculty counselors. Credit for forty-two quarter courses is required for the undergraduate degree. Students may count each quarter course only once in the degree program of forty-two courses.

General Education

Humanities, Civilization Studies, and the Arts (6 quarters)

An essential component of general education is learning how to appreciate and analyze texts intellectually, historically, and aesthetically. Through this general education requirement, students at Chicago 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. Finally, students learn how to study texts and art forms within a specific cultural and chronological frame. Students may choose from many options to meet these requirements.

Students take a total of six quarters in humanities and civilization studies, selecting one of the following three options. The letters in parentheses refer to the sections below.

1. A three-quarter humanities sequence (A); a two-quarter civilization studies sequence (C); and one course in the dramatic, musical, and visual arts (B).
2. A three-quarter civilization studies sequence (C); a two-quarter humanities sequence (A); and one course in the dramatic, musical, and visual arts (B).
3. A two-quarter humanities sequence (A); a two-quarter civilization studies sequence (C); and two quarter courses in the dramatic, musical, and visual arts (B).

A. Interpretation of Historical, Literary, and Philosophical Texts

All humanities courses that meet general education requirements engage students in the pleasure and challenge of humanistic works through the close reading of a broad range 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. In combination with these courses, students take HUMA 19100 Humanities Writing Seminars that introduce the analysis and practice of expert academic writing.

The humanities sequences give students the opportunity to focus on a range of issues and texts. All HUMA 10000-level sequences that meet general education requirements 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.

A three-quarter sequence in humanities is recommended for students who are preparing for medical school or for law school. Students who are unable to complete a three-quarter sequence in their first year should plan to take a writing-intensive English course when their schedule allows. This English course, however, cannot be applied to the general education humanities requirement.

NOTE: Students registered in any of the sequences below must attend the first and second class sessions or their registration will be dropped.

HUMA 11000-11100-11200	Readings in World Literature I-II-III	300
HUMA 11500-11600-11700	Philosophical Perspectives I-II-III	300
HUMA 12000-12100-12200	Greek Thought and Literature 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

B. Dramatic, Musical, and Visual Arts

These courses provide 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 objective is met either by the intensive study of selected masterpieces or by producing original works of art, drama, music, or performance.

The courses below are not 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 the courses on the list below can be used to satisfy the general education requirement in the dramatic, musical, or visual arts. NOTE: Substitutes will not be approved. Students with expertise in one particular area of the arts should pursue course work in a different area.

ARTH 10100	Introduction to Art	100
ARTH 14000 through 16999. Art Surveys		
ARTH 17000 through 18999. Art in Context		
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 through 14499. Introductions to Cinema and Media Studies		
CMST 14500 through 14599. Topics in Cinema and Media Studies		
CRWR 12100 through 12199. Introduction to Genres or Reading As a Writer		
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 10699. Text and Performance		
TAPS 10700	Introduction to Stage Design	100
TAPS 28400	History and Theory of Drama I	100
TAPS 28401	History and Theory of Drama II	100

C. Civilization Studies

Each sequence provides an in-depth examination of the development and accomplishments of one of the world's great civilizations through direct encounters with some of its most significant documents and monuments. Students who have completed (or plan to complete) three quarters of a humanities sequence and one quarter of the dramatic, musical, or visual arts and therefore need only two quarters of civilization studies, may take any of the three-quarter sequences as a two-quarter sequence. NOTE: Not all of the sequences that follow are offered every year; consult departmental course listings.

CRES 24001-24002-24003	Colonizations I-II-III	300
GNSE 15002-15003	Gender and Sexuality in World Civilizations I-II	200
HIPS 17300-17400-17402-17501-17502-17503	Science, Culture, and Society in Western Civilization I-II-II-III-IV-III	600
HIST 10101-10102	Introduction to African Civilization I-II	200

HIST 13001-13002-13003	History of European Civilization I-II-III +	300
HIST 13100-13200-13300	History of Western Civilization I-II-III	300
HIST 13500-13600-13700	America in World Civilization I-II-III	300
HIST 13900-14000	Introduction to Russian Civilization I-II	200
HIST 15100-15200-15300-15400	Introduction to the Civilizations of East Asia I-II-III-IV	400
HIST 16700-16800-16900	Ancient Mediterranean World I-II-III	300
JWSC 20120 through 20199 OR 20220 through 20299. Jewish Civilization *		
LACS 16100-16200-16300	Introduction to Latin American Civilization I-II-III	300
MUSI 12100-12200	Music in Western Civilization I-II	200
NEHC 20001-20002-20003	Ancient Near Eastern History and Society I-II-III	300
NEHC 20004-20005-20006	Ancient Near Eastern Thought and Literature I-II-III	300
NEHC 20011-20012-20013	Ancient Empires I-II-III	300
NEHC 20416-20417-20418	Semitic Languages, Cultures, and Civilizations I-II-III	300
NEHC 20501-20502-20503	Islamic History and Society I-II-III	300
NEHC 20601-20602-20603	Islamic Thought and Literature I-II-III	300
SALC 20100-20200	Introduction to the Civilizations of South Asia I-II	200

* **Jewish Civilization:** This course numbering system is new in 2015–2016. Consult the Jewish Studies (p. 633) page of this catalog for specifics.

\+ This notation indicates sequences with optional courses, and/or those providing students a choice of courses that fulfill the sequence. Review the description for more detail about sequence options and requirements.

Students may also complete their civilization studies requirement by participating in one of the College's study abroad programs listed below. For more information about these programs, see the Study Abroad (p. 1150) section of this catalog or visit study-abroad.uchicago.edu. Eligible Study Abroad programs include:

Athens: Greek Antiquity and Its Legacy I-II-III

Barcelona: Civilization in the Western Mediterranean I-II-III

Barcelona: La Civilization en el Mediterraneo Occidental I-II-III

Beijing: East Asian Civilizations I-II-III

Cairo: Middle Eastern Civilizations I-II-III

Hong Kong: Colonizations I-II-III (new in 2015–2016)

Istanbul: Middle Eastern Civilizations I-II-III

Jerusalem: Jerusalem in Middle Eastern Civilizations I-II-III

Oaxaca: Mexico in Latin American Civilizations I-II-III

Paris: European Civilization I-II-III

Paris: Civilisation Européenne I-II-III

Paris: African Civilizations: Colonialism, Migration, Diaspora I-II-III

Pune: South Asian Civilization in India I-II-III

Rome: Rome, Antiquity to Baroque I-II-III

Vienna: Vienna in Western Civilization I-II-III

Natural and Mathematical Sciences (6 quarters)

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.

The physical sciences sequences are intended to be taught with a high level of intellectual rigor but at a level accessible to students without prior exposure to the physical sciences or mathematics beyond algebra and geometry. A given course should meet at least some of the following goals:

1. To instill the confidence to be a life-long learner in areas involving numbers, scientific concepts, and technology;

2. To develop an ability to evaluate strengths and weaknesses of arguments based on the use of data, technical claims, and scientific theories;

3. To gain an understanding of the intellectual beauty of the subject, that is, understanding why some people devote their life to the field;

4. In some courses, to master at least one area in real depth.

Mathematical sciences courses may investigate a number of different lines of inquiry, including formal reasoning through use of precise artificial languages, methods for learning about the world using imperfect or incomplete data, and developing approaches to quantifying and characterizing natural processes.

Students take six quarter courses in the following areas: at least two quarters of physical sciences (see section A); at least two in the biological sciences (see section B); and at least one in the mathematical sciences (see section C).

Students may meet the natural sciences requirement with a two- or three-quarter sequence in the physical sciences and a two- or three-quarter sequence in the biological sciences. Students meet the mathematical sciences requirement with one or two quarters of computer science, mathematics, or statistics. Students should choose among the following options based on their major and/or preparation for the health professions. General education courses in the sciences are sometimes available abroad. See study-abroad.uchicago.edu for details.

A. Physical Sciences Sequences

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, Geoscience, or Physics, or by taking an acceptable pairing of Physical Sciences (PHSC) courses, which generally have a broader focus than the disciplinary sequences.

Detailed course and sequence descriptions may be found in the Physical Sciences (p. 797) section of Programs of Study.

B. Biological Sciences Sequences

Detailed course and sequence descriptions may be found in the Biological Sciences (p. 110) section of Programs of Study. 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 for the biological sciences:

1. For nonmajors: A two-quarter general education sequence. Students may choose to take BIOS 10130 Core Biology as their first course. For their second quarter, students choose from a menu of topics courses (BIOS 11000–19999) that are comprehensive reviews of specialized topics in the biological sciences. Nonmajors are encouraged to enroll in additional biological sciences courses that cover topics of interest to them.

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 student should register for the section that best suits his or her interests based upon the descriptions in the Biological Sciences (p. 110) section.

2. For nonmajors preparing for the health professions: A Fundamentals Sequence or the Pre-Med Sequence for non-science majors described in the Biological Sciences (p. 110) section.

3. For students majoring in the Biological Sciences: 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).

C. Mathematical Sciences Courses and Sequences

These courses develop the powers of formal reasoning through use of precise artificial languages found in mathematics, computer science, statistics, or formal logic. They present broadly applicable techniques for formulating, analyzing, and solving problems, and for evaluating proposed solutions.

Only courses beyond the level of precalculus may be used to meet the mathematical sciences requirement. Students may select from the following list of courses to fulfill the requirement in the mathematical sciences.

Students must meet this 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.

CMSC 10200	Introduction to Programming for the World Wide Web II	100
CMSC 10500-10600	Fundamentals of Computer Programming I-II	200
CMSC 11000-11100	Multimedia Programming as an Interdisciplinary Art I-II	200
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
MATH 13100-13200	Elementary Functions and Calculus I-II	200
MATH 15100-15200	Calculus I-II	200
MATH 16100-16200	Honors Calculus I-II	200
STAT 20000	Elementary Statistics	100
Statistics AP credit (score of 4 or 5)		
Calculus BC AP credit (score of 5); or placement into MATH 15300 through placement test		
Calculus BC AP credit (score of 4); or placement into MATH 15200 through placement test*		
Calculus AB AP credit (score of 5); or placement into MATH 15200 through placement test*		

* MATH 13100 Elementary Functions and Calculus I, MATH 15100 Calculus I, and MATH 16100 Honors Calculus I may be used to meet the mathematical sciences requirement only if MATH 13200 Elementary Functions and Calculus II, MATH 15200 Calculus II, or MATH 16200 Honors Calculus II is also taken. Statistics AP credit may not be used in combination with a calculus course, with STAT 20000 Elementary Statistics, or with STAT 22000 Statistical Methods and Applications.

Social Sciences (3 quarters)

These sequences cultivate an understanding of fundamental concepts, theories, and philosophies in the social sciences and demonstrate how the social sciences formulate basic questions and inquire about the nature of social life through acts of imagination as well as through systematic analysis. All of the sequences present some of the main ideas, theories, and inquiries of the social sciences and show how they enhance our understanding of central issues facing the world. Classical social-scientific texts and methodologies are given close attention in discussion and lecture settings. Courses must be taken in sequence.

NOTE: Students registered in any of the sequences below must attend the first and second class sessions or their registration will be dropped.

"**Power, Identity, and Resistance**" concentrates on various aspects of power, from the roles of markets and states to the social structures that determine individual, class, and gender inequalities.

"**Self, Culture, and Society**" studies problems basic to social, cultural, and historical existence. The sequence starts with the conceptual foundations of political economy as well as theories of capitalism and modern society. Students then consider the relation of culture, society, and lived experience. Finally, students consider the social and cultural constitution of the person, with examination of race, gender, and sexuality.

"**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 course's objective is to convey both the promise and the pitfalls of social science and a sense of its uses and abuses.

"**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.

"**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 11100-11200-11300	Power, Identity, and Resistance I-II-III	300
SOSC 12100-12200-12300	Self, Culture, and Society I-II-III	300
SOSC 13100-13200-13300	Social Science Inquiry I-II-III	300
SOSC 14100-14200-14300	Mind I-II-III	300
SOSC 15100-15200-15300	Classics of Social and Political Thought I-II-III	300

Major Programs

(9 to 19 quarter courses)

Majors complement the breadth of the 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. 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 range from nine to thirteen courses, and in special cases up to nineteen courses.

The number of courses required for a major determines the number of electives; together they total twenty-seven courses. Programs that specify thirteen courses require fourteen electives; programs that specify twelve courses require fifteen electives, and so on.

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 declare a major by meeting with their College adviser and with the director of undergraduate studies in the department. 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

- Biological Sciences
- Biological Sciences with Specialization in Cancer Biology
- Biological Sciences with Specialization in Cellular and Molecular Biology
- Biological Sciences with Specialization in Ecology and Evolution
- Biological Sciences with Specialization in Endocrinology
- Biological Sciences with Specialization in Genetics
- Biological Sciences with Specialization in Immunology
- Biological Sciences with Specialization in Microbiology
- Biological Sciences with Specialization in Neuroscience

In the Humanities Collegiate Division (HCD)

Art History

Cinema and Media Studies

Classical Studies

Comparative Literature

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

- 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

In the New Collegiate Division (NCD)

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

In the Physical Sciences Collegiate Division (PSCD)

Biological Chemistry
Chemistry
Computational and Applied Mathematics
Computer Science
Environmental Science
Geophysical Sciences
Mathematics
- Applied Mathematics
- Mathematics
- Mathematics with Specialization in Economics

Physics
- Physics
- Physics with Specialization in Astrophysics

Statistics

In the Social Sciences Collegiate Division (SSCD)

Anthropology
Comparative Human Development
Comparative Race and Ethnic Studies
Economics
Environmental Studies
Geographical Studies
History
History, Philosophy, and Social Studies of Science and Medicine
International Studies
Latin American Studies
Political Science

- Psychology
- Public Policy Studies
- Sociology

Minor Programs

Some majors offer minors to students in other fields of study. For requirements, see descriptions elsewhere in this catalog of programs listed below. A minor requires five to seven courses. 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. Courses taken to complete a minor are counted toward electives. Students declare a minor by meeting with their College adviser and with the director of undergraduate studies in the department. 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.

Minor programs are offered in the following areas:

- Art History
- Biological Sciences
    - Biological Sciences
    - Computational Neuroscience
- Cinema and Media Studies
- Classical Studies
- Comparative Race and Ethnic Studies
- Computer Science
- East Asian Languages and Civilizations
- English and Creative Writing
- Environmental Studies
- Gender and Sexuality Studies
- Germanic Studies
- History
- History, Philosophy, and Social Studies of Science and Medicine
- Human Rights
- Jewish Studies
- Latin American Studies
- Linguistics
- Mathematics
- Medieval Studies

Molecular Engineering

Music

Near Eastern Languages and Civilizations

Norwegian Studies

Philosophy

Physics

Religious Studies

Romance Languages and Literatures

Russian and East European Studies

South Asian Languages and Civilizations

Statistics

Theater and Performance Studies

Visual Arts

Electives

(8 to 18 quarter courses)

Elective courses may be taken in any subject matter or discipline, including the same discipline as the student's major. They provide each student 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 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.

Language credit, whether it is earned by course registration or petition, is usually counted toward electives, unless a major requires or permits language courses or credit as part of the major. Courses taken to complete a minor are counted toward electives.

Up to six credits earned by examination (Advanced Placement and International Baccalaureate Programme tests taken in high school, and placement tests taken during Orientation) may be used as electives. For more information, see the Examination Credit and Transfer Credit (p. 35) section elsewhere in this catalog.

Other College Requirements

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;
- completing (with a quality grade) a first-year language sequence or higher-level course offered at the University of Chicago;
- receiving a score of 3 or higher on an AP examination in French, German, Italian, Latin, or Spanish; or receiving a score of 4 or higher on an AP examination in Japanese. (To meet the language competence requirement using IB test scores, students should consult with their advisers or with the assessment director regarding individual languages.);
- placing into the second year or higher in a foreign language offered at the University of Chicago, then participating in one of the College's Civilization Studies Abroad programs (visit study-abroad.uchicago.edu for more information) where that language is spoken, and completing (with a quality grade) the language course offered in the program; or
- participating in a College-approved one-quarter foreign language study abroad program and completing all required courses with a quality grade (visit study-abroad.uchicago.edu for more information).

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 to Catherine Baumann (C 502, 702.8008, ccbauman@uchicago.edu). Supporting documentation must also be provided.

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 1999 and 2010, refer to the appropriate archived editions of Courses & Programs of Study (collegecatalog.uchicago.edu/archives).

NOTE: Students are strongly urged to complete the language competence requirement in their first two years in the College.

After meeting the language competence requirement, students may work toward an Advanced Foreign Language Proficiency Certificate. For more information, visit college.uchicago.edu/academics-advising/academic-opportunities/advanced-language-proficiency.

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 course descriptions and further information on the physical education program, visit athletics.uchicago.edu.

Physical education courses are not included among the forty-two academic courses counted toward a degree, and they are not counted toward the number of courses that determine full- or part-time status.

Degree Program Worksheet

Download a pdf of the Degree Program Worksheet. (collegecatalog.uchicago.edu/thecollege/degreeprogramworksheet/Degree_Program_Worksheet_2013.pdf)

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.

Academic Regulations and Procedures

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. Because students are held responsible for this information, they are encouraged to discuss any questions they have with their College advisers. The following pages describe some of the College's regulations and procedures in greater detail.

Grading and Academic Status

Academic Warning and Probation

In each quarter of registration, full-time students must complete at least three courses *on time* with a minimum GPA of 1.75. Part-time students must complete *on time* all of the courses for which they register with the minimum GPA. A student who fails to meet this requirement is placed on academic warning for the following quarter. An **academic warning** is an informal sanction without a notation on the transcript. Students on academic warning are expected to complete at least three courses in the next quarter of registration with a minimum term GPA of 1.75; courses must be completed on time. In the case of part-time students, all courses must be completed. At the end of that quarter, students who meet those expectations will return to good standing. Those who do not will be placed on **academic probation** and an official sanction will be noted on the transcript. Upon completion of the following quarter, students on probation are either taken off probation or asked to leave the College for a period of time, usually at least one year.

If a student has been taken off probation and fails to meet the minimum course completion rate and GPA threshold in the subsequent quarter, the Dean of Students may decide to place the student directly back on academic probation.

Special rules apply to first-year students. First-year students who complete either no courses or only one course in any quarter are placed directly on probation.

NOTE: Students on financial aid who fail to meet the completion rate (75 percent of registered courses) and GPA requirements and/or fail to complete nine courses each year 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.

Dean's List

Full-time, degree-seeking students whose 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 on July 1. The GPA is not recomputed for Summer Quarter grades. For course work that does not contribute to the GPA, see note below under "Grades."

Grades

The following grades are awarded in undergraduate courses:

Letter Grade	GPA Weight	Passing	Confer Credit	Quality Grade
A	4.0	Yes	Yes	Yes
A-	3.7	Yes	Yes	Yes
B+	3.3	Yes	Yes	Yes

B	3.0	Yes	Yes	Yes
B-	2.7	Yes	Yes	Yes
C+	2.3	Yes	Yes	Yes
C	2.0	Yes	Yes	Yes
C-	1.7	Yes	Yes	Yes
D+	1.3	Yes	Yes	Yes
D	1.0	Yes	Yes	Yes
F	0.0	No	No	Yes
P	See Below	Yes	Yes	No
I		See Note Below		
Q		See Note Below		
W		See Note Below		

The grades A through F are known as quality grades and carry a specific weight in calculating official grade point averages (GPA). 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.

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.

The I (Incomplete) grade is intended for a student who has not completed the requirements of a course before the end of the quarter but who has (1) made satisfactory arrangements with the instructor to complete the remaining work, (2) completed the majority of the requirements of the course with work that is of a passing quality, and (3) participated actively in the course. The student is also responsible for completing and submitting an official Incomplete Form, which must be obtained from the student's College adviser. 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. 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. When the work is completed, the grade for the course is entered on the transcript following the I, which remains on the academic record. 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 a grade is indicated on the Incomplete Form.

The Q grade stands for "Query." It is entered on the student's grade report by the registrar when the instructor has failed to submit a final grade for a student or has entered an I for the student without also submitting an Incomplete Form. Students with a Q on their grade reports should consult the instructor immediately about the reason for the Q. Students must have the Q replaced with a grade or with an official Incomplete Form before Friday of the fourth week of the succeeding quarter, or the Q will be converted to a W.

A grade submitted by an instructor to replace a Q will be entered on the academic record following an I unless the instructor states that the student's work was completed on time. The Q 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.

The W (or WF or WP) grade means that the student has decided after the third week of the quarter not to complete the work of the course. Students who wish to exercise this option must request a W before the date of the final examination or the due date of the final paper. A request for a withdrawal made before the deadline cannot be denied except in cases of academic dishonesty. The instructor and/or the department have the option to issue a W, a WF, or a WP. No credit is conferred for any of these marks. A W may not subsequently be changed to any other mark.

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.

NOTE: Only grades for University of Chicago courses are calculated into a student's GPA. Grades from advanced standing (transfer courses) 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*.

Taking Courses

Class Attendance

Attendance at the first class is required in many courses to confirm enrollment. The academic calendar can be found at uchicago.edu/academics/calendar.

Course Load

Students register for three or four courses per quarter. Most courses bear 100 units of credit. Over the typical four-year program (twelve quarters), a student normally registers for at least six four-course quarters and as many as six three-course quarters. Although students may progress at varying rates toward the degree, no student may register for more than fifteen quarters without the permission of the dean of students in the College.

A student is considered full time whether registered for three or four courses; the tuition is the same in either case. Students must formally petition the dean of students in the College for permission to take a fifth course. The petition will be considered in the third week of the quarter, at which time, if it is approved, the student will be registered and billed for the fifth course. NOTE: The charge for the fifth course is the difference between the cost of two and three courses.

Students who wish to register for fewer than three courses must make that request to their College adviser before the end of the first week of the quarter. Because such students have part-time status, their financial aid will be reevaluated and they must request permission if they wish to remain in University of Chicago housing. Part-time students must complete *on time* all of the courses for which they register with a minimum GPA of 1.75 in order to remain in good academic standing.

Examination Schedule

Students should verify that travel arrangements do not conflict with their final examinations. For the College examination schedule, visit registrar.uchicago.edu/final-exams.

Leaves of Absence and Withdrawals

Students planning a leave should consult with their College adviser and also arrange for an interview with one of the College deans 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.

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 the College website at college.uchicago.edu/policies-regulations/leaves-restrictions-warnings/leave-absence.

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.

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 three courses 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 (2) the student's major mandates a higher grade than was previously received.

Earning a Degree

Honors

For **honors within a major,** students should refer to that department's program description (p. 46) 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 the Grades section of Grading and Academic Status (p. 24) in this catalog.

Petitions

Any student who wishes to appeal for special consideration under a College regulation or an interpretation thereof may file a petition with the Dean of Students in the College. Students are encouraged to speak to their adviser for more information.

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 forty-two quarter courses (4200 Units): This number may be reached in part by examination or advanced standing (transfer credit) where appropriate.
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, full or part time, and must successfully complete a minimum of eighteen courses while 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

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.

Registration

Preregistration

At the end of each quarter, students in residence preregister for the following quarter. This process is commonly referred to as course request or bidding (http://college.uchicago.edu/advising/course-requests-resolution). Prior to Autumn Quarter, students must confirm that they will be a registered student in Autumn Quarter.

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. For details, visit college.uchicago.edu/academics-advising/course-selection-registration/add-/-drop.

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 their guidelines for registration (https://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 credits 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. 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. Students typically work with the same adviser throughout their four years in the College. 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.

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.

A list of the staff members of the dean of students in the College is available at college.uchicago.edu/about-college/college-directory.

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/about-college/collegiate-divisions.

The Major Programs

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. 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. Contact information is available at the beginning of each program of study description in this catalog.

The 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/policies-regulations/academic-integrity-student-conduct.

Examination Credit and Transfer 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, distributed among general education requirements, major program requirements, and electives, as described in the section on the curriculum at the front of this publication. 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 advanced standing, which is credit transferred from another institution. The limits and conditions placed on credit earned in these various ways are explained in the following section. A student must be in residence at the University of Chicago for at least six quarters, full or part time, and must successfully complete a minimum of eighteen courses 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 and may be used to award academic credit where appropriate. 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.

Biological Sciences Placement Test

Information will be sent to incoming students the summer before they arrive on campus.

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.

Placement tests are not available in languages not taught at the University of Chicago. For additional information, visit college.uchicago.edu/newstudents/examination-credit-and-transfer-credit/placement-tests.

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. Students will be given instructions in early July on how to access more information. Scores on the mathematics placement test, combined with a student's high school record, determine the appropriate beginning mathematics course for each student: a precalculus course (MATH 10500 Fundamental Mathematics I) or one of three other courses (MATH 11200 Studies in Mathematics I, MATH 13100 Elementary Functions and Calculus I, or MATH 15100 Calculus I). Students wishing to begin in mathematics courses beyond MATH 15100 Calculus I must take the calculus accreditation examination, given on campus during Orientation Week.

Scores on the mathematics placement test are used to determine placement into CHEM 10100 Introductory General Chemistry I, CHEM 11100 Comprehensive General Chemistry I, CHEM 12100 Honors General Chemistry I, PHYS 13100 Mechanics, and 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.

Calculus Accreditation Examination

Well-prepared students are invited to take the calculus accreditation exam in order to have the option of beginning in a mathematics course beyond the first quarter of calculus. On the basis of this exam, students may be invited to begin MATH 16100 Honors Calculus I or MATH 20700 Honors Analysis in Rn I, or to earn credit for up to three quarters of calculus.

During Orientation Week, the College administers the calculus accreditation examination. On the basis of this exam, a student may receive credit for up to three quarters of calculus (MATH 15100-15200-15300 Calculus I-II-III). Students earning one quarter of credit on this exam may begin MATH 15200 Calculus II; students earning two quarters of credit may begin with MATH 15300 Calculus III; and students earning three quarters of credit may begin with MATH 19900 Introduction to Analysis and Linear Algebra, MATH 19520 Mathematical Methods for Social Sciences, MATH 19620 Linear Algebra, or MATH 20000 Mathematical Methods for Physical Sciences I. Strong students, especially those planning to continue with higher level mathematics or other disciplines requiring advanced mathematics, are urged to take this accreditation exam. 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.

Students may also earn up to two quarters of credit for calculus on the basis of AP scores. Students with a grade of 5 on the BC Calculus AP exam receive credit for MATH 15100 Calculus I and MATH 15200 Calculus II, and may begin taking MATH 15300 Calculus III. Students with a grade of 4 on the BC Calculus AP exam or a grade of 5 on the AB Calculus AP exam receive credit for MATH 15100 Calculus I and may begin taking MATH 15200 Calculus II.

The calculus accreditation exam is given only during Orientation Week and may be taken only once by incoming students (first-years or transfers).

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 11100-11200-11300 Comprehensive General Chemistry I-II-III. 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.

Physical Sciences Accreditation Examination

For students whose probable major is in the Humanities, Social Sciences, or New Collegiate divisions, a good performance on this examination will confer two quarters of credit for the general education requirement in the physical sciences. Students with good high school preparation in both chemistry and physics are strongly encouraged to take this examination, which is offered during Orientation only to entering students.

The physical sciences accreditation examination does not give credit for chemistry or physics. Students planning to major in the biological or physical sciences or prepare for the health professions must fulfill their general education requirement in the physical sciences by passing or placing out of a three-quarter sequence of 10000-level courses in either chemistry or physics. (Students who register for chemistry or physics forgo credit earned on the physical sciences accreditation examination.) Students who are exceptionally well prepared in chemistry and/or physics should consider taking the chemistry and/or physics accreditation examination(s).

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 12100-12200-12300 General Physics I-II-III but whose planned major requires PHYS 13100-13200-13300 Mechanics; Electricity and Magnetism; Waves, Optics, and Heat 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: Credit for no more than six electives may be gained by any combination of examination or placement credit.

Although students may use AP placement to satisfy the language competence requirement, language AP scores do not confer credit.

AP Exam	**Score**	**Credit Awarded 2015-16 based on exams offered in May 2015**
Art History	4 or 5	3 quarters general elective credit
Biology	4	1 quarter general education (BIOS 10130)
Biology	5	1 quarter general education (BIOS 10130)+
Calculus AB	5	MATH 15100 †
Calculus BC	4	MATH 15100 †
Calculus BC	5	MATH 15100-15200 †
Chemistry	4	2 quarters 10000-level PHSC*
Chemistry	5	CHEM 11100-11200-11300
Chinese Language and Culture	4 or 5	Satisfies the Language Competency Requirement
Economics: Micro AND Macro	4 or 5	2 quarters general elective credit
English Language and Composition	4 or 5	3 quarters general elective credit
English Literature and Composition	4 or 5	3 quarters general elective credit
French Language and Culture	3, 4, or 5	Satisfies the Language Competency Requirement
German Language and Culture	3, 4, or 5	Satisfies the Language Competency Requirement

Government and Politics: Comparative AND U.S.	4 or 5	3 quarters general elective credit
History: European	5	1 quarter general elective credit
History: U.S.	5	1 quarter general elective credit
History: World	5	1 quarter general elective credit
Italian Language and Culture	3, 4, or 5	Satisfies the Language Competency Requirement
Japanese Language and Culture	4 or 5	Satisfies the Language Competency Requirement
Latin Literature or Vergil	3, 4, or 5	Satisfies the Language Competency Requirement
Music Theory	4 or 5	3 quarters general elective credit
Physics 1 AND 2	4 or 5	2 quarters 100-level PHSC*
Physics B	4 or 5	2 quarters 10000-level PHSC*
Physics C: Mechanics AND E&M	3	2 quarters 10000-level PHSC*
Physics C: Mechanics AND E&M	4 or 5	PHYS 12100-12200-12300 ‡
Physics C: Mechanics only	4 or 5	PHYS 12100 ‡
Physics C: E&M only	4 or 5	PHYS 12200 ‡
Spanish Language and Culture	3, 4, or 5	Satisfies the Language Competency Requirement
Spanish Literature and Culture	3, 4, or 5	Satisfies the Language Competency Requirement
Statistics	4 or 5	STAT 22000++
Studio Art (2-D Design, 3-D Design, or Drawing)	4 or 5	3 quarters general elective credit

Credit for no more than six general electives may be gained by any combination of AP, placement, accreditation, IB, or other examinations.

AP Physics or Calculus: Students who register for physics or calculus forgo AP credit for the courses they complete.

AP Chemistry: Students with a score of 5 may accept credit for CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III, or they can register for CHEM 12100-12200-12300 Honors General Chemistry I-II-III in Autumn/Winter/Spring Quarters. Students who complete one to three quarters of Comprehensive General Chemistry or Honors General Chemistry forgo AP credit for all quarters completed at the University of Chicago.

† A student who wishes to receive credit for MATH 15300 Calculus III or to register for MATH 16100-16200-16300 Honors Calculus I-II-III is required to take the calculus accreditation examination during Orientation.

‡ 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 12100-12200-12300 General Physics I-II-III.

+ 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.

* Students forgo credit when they register for the same subject in which they have AP credit for 10000-level PHSC.
Physics: PHYS 120s, 130s, 140s, or PHSC 11100-11200 Modern Physics I-II
Chemistry: General Chemistry or Honors General Chemistry

++ 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 6 or 7 on Higher-Level IB Examinations (HL). The Language Competency Requirement may be satisfied with grades of 5, 6 or 7 on Higher-Level IB Examinations (HL) in languages other than English.

IB Examination	Score	Credit Awarded 2015-16
Biology	6 or 7 Higher Level	1 quarter biological sciences general education (BIOS 10130)
English	6 or 7 Higher Level	3 quarters general elective credit
Languages other than English	5, 6, or 7 Higher Level	Satisfies the Language Competency Requirement
Physics	6 or 7 Higher Level	1 quarter 10000-level PHSC*

Credit for no more than six general electives may be gained by any combination of AP, placement, accreditation, IB, or other examinations.

* Students with a grade of 6 or 7 on the Higher-Level IB Physics Examination will receive one quarter of 10000-level PHSC credit and may complete the general education requirement in the physical sciences with only PHSC 10900 Ice-Age Earth, PHSC 11000 Environmental History of the Earth, PHSC 12500 Molecular Mechanisms of Human Disease, PHSC 13400 Global Warming: Understanding the Forecast, PHSC 13500 Chemistry and the Atmosphere, or PHSC 13600 Natural Hazards. NOTE: Students who register for physics forgo both IB and AP credit for 10000-level PHSC.

British A-Levels and Other Examinations

Credit for A-level work in calculus, physics, and chemistry may be awarded through satisfactory performance on the College's placement or accreditation examinations taken at the time of matriculation. Credit for A-level work in biology may be awarded by petition to the Senior Advisor 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

Courses Taken While in a Degree Program Elsewhere

Students transferring from other institutions must be in residence at the University of Chicago campus for at least six quarters, full or part time, and must successfully complete a minimum of eighteen courses while in residence. NOTE: Certain College-sponsored study abroad programs (chiefly the civilization studies abroad programs) may be used to meet this residency and course requirement.

Generally, the College grants transfer credit for liberal arts courses carrying at least three semester hours or four quarter hours of credit and passed with a grade of C or better (in some cases, a grade of B or better is required) from an accredited institution. Transfer credit is not awarded for foreign language courses. Instead, transfer students are encouraged to take the appropriate language placement test(s) upon completing courses at the 20200 level or higher at Chicago. Students may petition for placement credit for the language courses between 20100 and the course completed.

Transfer credit, referred to as advanced standing, is listed on the student's University of Chicago transcript only as number of credits approved for transfer. Courses and grades are not listed, nor do transferred courses contribute to the student's University of Chicago grade point average for the purpose of computing an overall GPA, Dean's List, departmental honors, or general honors. Credit for courses in precalculus and calculus must be validated by College placement examinations. Depending on the student's major and on the level of work to be evaluated, credit for some courses in chemistry, physics, and biology may also be subject to examination.

Professional or technical courses (e.g., journalism, business, law, musical performance, speech, nursing) do not transfer; only courses similar to those taught in the College may transfer. The College grants credit for some CEEB

Advanced Placement examinations with scores of 4 or 5, but not for CLEP, USAFI, or correspondence course work.

Most transfer students can complete their studies with no more than one extra quarter beyond the usual four college years, although this may depend on how course work elsewhere relates to the structure of a Chicago degree program. College housing and financial aid are available to all transfer students. After matriculation in the College, transfer students may not earn additional credits from schools other than the University of Chicago, except for study abroad programs sponsored by the University of Chicago. However, these courses will not count toward the requirement to be in residence at the University of Chicago campus for at least six quarters, full or part time, and to successfully complete a minimum of eighteen courses while in residence. NOTE: Certain College-sponsored study abroad programs (chiefly the civilization studies programs) may be used to meet this residency and course requirement.

More than half of the requirements for a major must be met by registering for courses bearing University of Chicago course numbers.

Courses Taken Elsewhere While in a Degree Program at the University of Chicago

Students who wish to take courses at other institutions after they enter the College should read carefully the following regulations for transfer credit and discuss their plans in advance with their College advisers.

Before registering for course work elsewhere, students must submit to the Office of the Dean of Students a petition requesting tentative pre-approval for transfer credit to be applied toward graduation requirements. The petition should include course descriptions and/or syllabi, units of credit, and the name of the institution where courses will be taken. Students who wish to apply transfer credit to requirements in their major or minor must have the approval of their program chair.

Upon completion of the course work, students should have an official transcript sent to their College adviser. Transfer credit is listed on the student's Chicago transcript only as number of credits approved for transfer.

To be eligible for transfer credit, a course:

- must be taken for a quality grade and the grade received must be a C or higher; and
- must confer at least three semester hours or four quarter hours of credit, although contact hours (normally a minimum of 30) may be used for institutions without standard credit models.

No course is eligible for transfer credit if it:

- is taken at an institution that does not grant bachelor's degrees or is unaccredited;
- duplicates college-level course work for which credit has already been granted or appears anywhere in the student's high school record;
- is eligible for placement-test credit (e.g., calculus or precalculus);

- is a foreign language course (literature or advanced courses taught in a foreign language may qualify for transfer credit);
- is a distance learning, independent study, or tutorial course; or
- is a professional or technical course or is otherwise unlike liberal arts courses that are offered by the College (e.g., accounting, business administration, communications, engineering, English composition, leadership, music performance, nursing, public speaking, rhetoric, first-year writing).

Students who wish to take science courses that are eligible for transfer credit must comply with the preceding regulations and also must follow the guidelines below:

- The grade must be a B or higher if the student is majoring in science.
- General education courses must have a laboratory component.
- To receive credit in physics at the 12000-, 13000-, or 14000-level, the course must be calculus based.
- To receive credit for chemistry, the course must be taken at an institution that is accredited by the American Chemical Society. Students majoring in chemistry may not receive transfer credit for organic chemistry, although they may take an accreditation test that confers credit.

Students who wish to take transfer courses that are eligible to be counted toward the general education Civilization Studies requirement must comply with the preceding regulations and are expected to follow the guidelines below:

- The course curriculum should fulfill the spirit of the Civilization Studies requirement as described in the Curriculum (p. 7) section of this catalog.
- Courses taught by faculty whose primary academic affiliation is with the host institution are preferred.

College Courses Taken during High School

Because it is not uncommon for students to graduate from the University of Chicago with more than the required forty-two credits, students should wait to begin the petition process until they determine (in their second year or later) that they will need the credit. However, students may petition earlier if previous course work may serve as a prerequisite for a Chicago course.

Students who wish to receive credit for college courses taken during high school must submit a petition to the Dean of Students. Credit is evaluated on an individual basis. To be considered for credit, petitions must comply with both the preceding regulations and the following guidelines:

- Course work may not have been counted toward high school graduation requirements.
- Credit for science and calculus courses is awarded only by satisfactory performance on the appropriate placement or accreditation examinations taken at the time of matriculation.
- Credit for college-level courses completed prior to matriculation at the University of Chicago, including courses taken at the University of Chicago itself, may be used only as general elective credit. Credit will not be awarded for general education requirements or for foreign language courses.

- Course work must have been completed in a cohort containing undergraduate students, not in a program open only to high school students.

College Courses Taken in the Summer Prior to Matriculation in the College

Admitted students are not allowed to register for University of Chicago courses in the summer prior to matriculation in the College. Before they begin their course work, it is important that admitted students learn about curricular issues, academic expectations, placement test results, and course selection alongside their classmates during the First-Year Orientation. Admitted students may take college-level courses at another institution. In order to receive credit for those courses, they must petition the Dean of Students complying with the regulations and guidelines outlined above. As the general education curriculum is designed to provide a common vocabulary of ideas and skills for all students in the College, credit will not be awarded for general education requirements.

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. Higher numbered courses within these categories do not indicate increasing levels of difficulty. Undergraduates registered for 30000-level courses will be held to graduate-level requirements. College students use the undergraduate number to register for courses that are cross listed with graduate divisions or professional schools. 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.

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 17600 Basic Geometry, for example, a student must first have completed MATH 16300 Honors Calculus III or MATH 15900 Introduction to Proofs in Analysis and Linear Algebra. 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.

For More Information

For further specifics on quarterly course offerings, consult the time schedules (timeschedules.uchicago.edu). For further information about areas of study, consult the College (http://college.uchicago.edu) website at college.uchicago.edu and the program websites linked on the individual program of study pages in this catalog.

Anthropology

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. This petition should be submitted before the end of the second week of the quarter in which the student is enrolled in the course.

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 11100-11200-11300 Power, Identity, and Resistance I-II-III and SOSC 12100-12200-12300 Self, Culture, and Society I-II-III are particularly recommended.

For a firm foundation in the discipline, at least one Reading Ethnographies (ANTH 216xx) course is recommended in addition to the required Methods course.

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 Introduction to African Civilization I-II, ANTH 24101-24102 Introduction to the Civilizations of South Asia I-II, ANTH 23101-23102-23103 Introduction to Latin American Civilization I-II-III, and ANTH 24001-24002-24003 Colonizations I-II-III. 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.

± 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.

Grades

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 20001. Discovering Anthropology: Varieties of National Experience. 100 Units.

The nation remains the most important and ubiquitous form of cultural-political organization in the world today, yet it is a target of sharp critique and under brutal challenge in many regions. This course takes an anthropological perspective on nations, national belonging, and the contradictions, conflicts, and tensions that seem to be their unavoidable concomitants. What does it mean to feel loyalty to a nation? How is culture a historical product of nation and a contributor to its maintenance? What does language have to do with it? How have national cultures been invented, commodified, made into museums, tourist destinations, and heritage sites? What does "indigeneity" have to do with nationhood? What about empires? Are xenophobia and war the source and unavoidable concomitants of nationalism? How is religion variously related to nation? Participants in the course will read ethnographic and historical works from around the globe in order to take up these questions.
Instructor(s): S. Gal Terms Offered: Autumn

ANTH 20002. Discovering Anthropology: Culture, Technology, Mediation. 100 Units.

This course introduces students to some of the major themes and theoretical questions posed in and by anthropology over the last century through the conceptual and experiential matrix of technology and mediation. Our intellectual journey will take us from techniques of magic through technologies of spatiotemporal organization, communication, and exchange. We will explore the formation of the body, social, individual, and mass as expressions of the culture of mediation and the mediation of culture. Readings from the course will cover a broad intellectual terrain that combines seminal anthropological texts with arguments from media theory and the philosophy of technology.
Instructor(s): M. Fisch Terms Offered: Autumn

ANTH 20003. Discovering Anthropology: Reading Race. 100 Units.
Instructor(s): R. Tuttle Terms Offered: Winter (Tentative)

ANTH 20100. The Inka and Aztec States. 100 Units.

This course is an intensive examination of the origins, structure, and meaning of two native states of the ancient Americas: the Inka and the Aztec. Lectures are framed around an examination of theories of state genesis, function, and transformation, with special reference to the economic, institutional, and symbolic bases of indigenous state development. This course is broadly comparative in perspective and considers the structural significance of institutional features that are either common to or unique expressions of these two Native American states.
Instructor(s): A. Kolata Terms Offered: Not offered 2015-16; will be offered 2016-17
Equivalent Course(s): ANTH 40100,LACS 20100,LACS 40305

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): MAPS 36900,ANTH 30405,CHDV 30405,HMRT 25210,HMRT 35210,SOSC 36900

ANTH 20535. The Social Life of Clean Energy. 100 Units.
This course in political and environmental anthropology focuses on how renewable energy forms (like solar, wind, biofuel, and geothermal) have become increasingly important sites of political activity, commercial opportunity and social imagination across the world. Against the backdrop of an enduring geopolitics and geoeconomics of petroleum, coal, and nuclear power, of transnational activist and governmental discourse on sustainability, and of local concerns about resource entitlement and cultural sovereignty, we examine how clean energy forms are being imagined, developed, institutionalized, and contested in a variety of places across the world. In each case, we explore the unique social life of an emergent technology and source of power.
Instructor(s): C. Howe Terms Offered: Summer

ANTH 20701-20702. Introduction to African Civilization I-II.
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 two-quarter sequence.

ANTH 20701. Introduction to African Civilization I. 100 Units.
Part one considers literary, oral, and archeological sources to investigate African societies and states from the early Iron Age through the emergence of the Atlantic world. Case studies include the empires of Ghana, Mali, and Great Zimbabwe. The course also treats the diffusion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade.
Instructor(s): E. Osborn Terms Offered: Autumn
Equivalent Course(s): HIST 10101,CRES 20701

ANTH 20702. Introduction to African Civilization II. 100 Units.
Part two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.
Instructor(s): J. Cole Terms Offered: Winter
Note(s): CHDV Distribution, C
Equivalent Course(s): HIST 10102,CHDV 21401,CRES 20802

ANTH 20702. Introduction to African Civilization II. 100 Units.
Part two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.
Instructor(s): J. Cole Terms Offered: Winter
Note(s): CHDV Distribution, C
Equivalent Course(s): HIST 10102,CHDV 21401,CRES 20802

ANTH 21015. Media, Culture, and Society. 100 Units.
This course is a theoretical and ethnographic overview of past, current, and future directions of anthropological research on the mass media. We study issues as diverse as projects of media representation and cultural conservation among indigenous peoples, the relationship of mass media to nationalism across the world, the social life of journalism and news making in an era of new technologies and ownership consolidation, and current debates over the role of mass media.
Instructor(s): D. Boyer Terms Offered: Summer

ANTH 21102. History and Theory of Human Evolution. 100 Units.
This course is a seminar on racial, sexual, and class bias in the classic theoretic writings, autobiographies, and biographies of Darwin, Huxley, Haeckel, Keith, Osborn, Jones, Gregory, Morton, Broom, Black, Dart, Weidenreich, Robinson, Leakey, LeGros-Clark, Schultz, Straus, Hooton, Washburn, Coon, Dobzhansky, Simpson, and Gould.
Instructor(s): R. Tuttle Terms Offered: Winter
Equivalent Course(s): ANTH 38400,EVOL 38400,HIPS 23600

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, form 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): S. 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: Not offered 2015-16; will be offered 2016-17
Equivalent Course(s): CRES 21201

ANTH 21217. The Luo of Kenya. 100 Units.
This course is an overview of the history and contemporary culture of the Luo, a Nilotic-speaking people living on the shores of Lake Victoria. We examine the migration of the Luo into the region, the history of their encounter with British colonialism, and their evolving situation within the postcolonial Kenyan state. We also use the wide variety of studies of the Luo to illuminate transformations in the nature of ethnographic research and representations.
Instructor(s): M. Dietler Terms Offered: Not offered 2015-16; will be offered 2016-17
Equivalent Course(s): AFAM 21217

ANTH 21230. Intensive Study of a Culture: Lowland Maya History and Ethnography. 100 Units.
The survey encompasses the dynamics of first contact; long-term cultural accommodations achieved during colonial rule; disruptions introduced by state and market forces during the early postcolonial period; the status of indigenous communities in the twentieth century; and new social, economic, and political challenges being faced by the contemporary peoples of the area. We stress a variety of traditional theoretical concerns of the broader Mesoamerican region stressed (e.g., the validity of reconstructive ethnography; theories of agrarian community structure; religious revitalization movements; the constitution of such identity categories as indigenous, Mayan, and Yucatecan). In this respect, the course can serve as a general introduction to the anthropology of the region. The relevance of these area patterns for general anthropological debates about the nature of culture, history, identity, and social change are considered.
Instructor(s): J. Lucy Terms Offered: Autumn
Equivalent Course(s): ANTH 30705,CHDV 20400,CHDV 30401,CRES 20400,LACS 30401,LACS 20400

ANTH 21254. Pirates. 100 Units.
Many questions regarding pirates, smugglers, and privateers go to the heart of major anthropological problems (e.g., the nature of informal economies, the relationship between criminality and the state, transnationalism, the evolution of capitalism, intellectual property and globalization, political revolutions, counter-culture, and the cultural role of heroic [or anti-heroic] narratives). Each week we tackle one of these topics, paring a classic anthropological work with specific examples from the historical, archaeological, and/or ethnographic literature. We compare pirate practices in the early modern Caribbean to examples spanning from ancient ship raiders in the Mediterranean to contemporary software "piracy."
Instructor(s): S. Dawdy Terms Offered: Not offered 2015-16; will be offered 2016-17
Equivalent Course(s): LACS 21254

ANTH 21264. Political Struggles of Highland Asia. 100 Units.
As Edmund Leach noted in a later edition of *The Political Systems of Highland Burma*, massive changes largely occasioned by outside forces reshaped political relations in the later twentieth century. And not just in Highland Burma. This course compares political trajectories of societies across the arc of the Himalayan Highlands, from Burma to Afghanistan. From World War II, through decolonization and the cold war, and via many and disparate counterinsurgency campaigns, conflict and violence has marked the region, big states and small, old states and new. This course compares the recent political regimes, struggles and fortunes of Burma, Northeast India, Nepal, Tibet, and Afghanistan.
Instructor(s): J. Kelly Terms Offered: Not offered 2015-16; will be offered 2016-17
Equivalent Course(s): CRES 21264

ANTH 21265. Celts: Ancient, Modern, and Postmodern. 100 Units.
Celts and things Celtic have long occupied a prominent and protean place in the popular imagination, and "the Celts" has been an amazingly versatile concept in the politics of identity and collective memory in recent history. This course is an anthropological exploration of this phenomenon that examines: (1) the use of the ancient past in the construction of modern nationalist mythologies of Celtic identity (e.g., in France and Ireland) and regional movements of resistance to nationalist and colonialist project (e.g., in Brittany, Ireland, Scotland, Wales, Gallicia, Asturias); (2) the construction of transnational ethno-nostalgic forms of Celtic identity in modern diasporic communities (Irish, Scottish, etc.); and (3) various recent spiritualist visions of Celticity that decouple the concept from ethnic understandings (e.g., in the New Age and Neo-Pagan movements). All of these are treated in the context of what is known archaeologically about the ancient peoples of Europe who serve as a symbolic reservoir for modern Celtic identities. The course explores these competing Celtic imaginaries in the spaces and media where they are constructed and performed, ranging from museums and monuments, to neo-druid organizations, Celtic cyberspace, Celtic festivals, Celtic theme parks, Celtic music, Celtic commodities, etc.
Instructor(s): M. Dietler Terms Offered: Not offered 2015-16; Will be offered 2016-17

ANTH 21269. East Asia before Confucius. 100 Units.
The teachings of the Chinese philosopher Confucius have long been considered the social glue holding East Asian societies together. Enduring ideas such as respect for elders, compassion, and social conformity can all be traced to Confucius' writings. Confucian principles prescribed an idea of world order based on benevolent ruler and good citizen, a model seemingly at odds with Marx's characterization of oriental despotism. To what extent did these principles cement the foundations for the earliest states in East Asia? Using the rich material record uncovered from archaeological excavations in China, Korea, and Japan, this course evaluates the development of social and political networks before the time of Confucius. We will compare constructions of communities, kingship, and ritual landscapes to understand how such principles spoke to conceptions of power and morality.
Instructor(s): A. Yao Terms Offered: Autumn

ANTH 21303. Making the Natural World: Foundations of Human Ecology. 100 Units.
This course considers the conceptual underpinnings of contemporary Western notions of ecology, environment, and balance, but it also examines several specific historical trajectories of anthropogenic landscape change. We approach these issues from the vantage of several different disciplinary traditions, including environmental history, philosophy, ecological anthropology, and paleoecology.
Instructor(s): M. Lycett 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 21305. Explorations in Oral Narrative (The Folktale) 100 Units.
This course studies the role of storytelling and narrativity in society and culture. Among these are a comparison of folktale traditions, the shift from oral to literate traditions and the impact of writing, the principal schools of analysis of narrative structure and function, and the place of narrative in the disciplines (i.e., law, psychoanalysis, politics, history, philosophy, anthropology).
Instructor(s): J. Fernandez Terms Offered: Not offered 2015-16; will be offered 2016-17
Equivalent Course(s): ANTH 45300

ANTH 21401. Logic and Practice of Archaeology. 100 Units.
This course offers an overview of the concepts and practice of anthropological archaeology. We discuss the varied goals of archaeological research and consider the range of ways in which archaeologists build inferences about the past from the material record. Throughout the quarter, the more general discussion of research logic and practice is situated in the context of detailed consideration of current archaeological projects from different parts of the world.
Instructor(s): M. Lycett Terms Offered: Not offered 2015-16; will be offered 2016-17

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: Not offered 2015-16; will be offered 2016-17
Equivalent Course(s): ANTH 38300,HIPS 21100

ANTH 21420. Ethnographic Methods. 100 Units.
This course introduces theory and practice, as well as situates ethnography within social science research more generally. Students are exposed to a wide range of investigative and analytical techniques used in ethnographic research and to multiple forms of interpretation and representation of ethnographic data. Students are required to apply the methods discussed in class through field assignments and through a final ethnographic project that is developed in consultation with the instructor. This course is particularly useful for students who intend to write a senior thesis the following year. Field trips to sites in Chicago required.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Preference given to third-year anthropology majors, others by consent only

ANTH 21610. Linguistic Ethnographies. 100 Units.
Ethnographies are the classic statements of anthropological knowledge. What does an ethnography look like when it is focused on linguistic practices? How does one read such a document? How does one create such a document? First task is reading: What are some of the novel directions in the ethnographic study of communicative form? We consider recent developments in the writing of monographs on specific topics as: language and materiality, literacy, media and forms of mediation, slang and other youth styles, among others. Close reading and critique of these books provides the basis for seminar participants to write their own ethnographic papers, based on original research done during the course. The final few sessions of the course will discuss the ethnographic projects of participants.
Instructor(s): S. Gal Terms Offered: Not offered 2015; will be offered 2016-17

ANTH 21725. Mass Mediated Society and Japan. 100 Units.
This course explores the emergence of mass mediated society in twentieth century industrial modernity through the sociocultural lens of Japan. Specifically, we will be looking at the evolution of new social forms, identities, subjectivities, and experience engendered through mass mediating technologies. At the same time, we will consider the various forms of discourse that arise in relation to these phenomena. Although our attention will be on the experience and effects of mass mediated society in Japan, readings will not be Japan exclusive. They will draw from a wide range of disciplines, combining critical theory with ethnographic, and historical texts. We will also consider examples from popular culture. No previous knowledge of Japan or Japanese language is required.
Instructor(s): M. Fisch Terms Offered: TBD

ANTH 22000. The Anthropology of Development. 100 Units.
This course applies anthropological understanding to development programs in "underdeveloped" and "developing" societies. Topics include the history of development; different perspectives on development within the world system; the role of principal development agencies and their use of anthropological knowledge; the problems of ethnographic field inquiry in the context of development programs; the social organization and politics of underdevelopment; the culture construction of "well-being;" economic, social, and political critiques of development; population, consumption, and the environment; and the future of development.
Instructor(s): A. Kolata Terms Offered: Not offered 2015-16; will be offered 2016-17
Equivalent Course(s): ANTH 35500,ENST 22000

ANTH 22105. The Anthropology of Science. 100 Units.
Reading key works in the philosophy of science, as well as ethnographic studies of scientific practices and objects, this course introduces contemporary science studies. We interrogate how technoscientific "facts" are produced, discussing the transformations in social order produced by new scientific knowledge. Possible topics include the human genome project, biodiversity, and the digital revolution.
Instructor(s): J. Masco Terms Offered: TBD
Equivalent Course(s): ANTH 32300,HIPS 21301

ANTH 22125. Introduction to Science Studies. 100 Units.
Science is a dense site of practices, norms, and values that shapes what it means to be human in the contemporary era. Interwoven with the character of scientific knowledge is the character of the ideas that can be thought and not thought, the diseases that will be treated and not treated, the lives that can be lived and not lived. Yet, science, objectivity, and knowledge have proved resistant to critical analysis. This course is an introduction to thinkers who have withstood this resistance and explores questions about the nature, culture, and politics of scientific knowledge and its production.
Instructor(s): K. Sunder Rajan Terms Offered: Winter

ANTH 22130. Anthropology of the Machine. 100 Units.
This course examines the machine as a social problematic, asking what is the machine and what is its relationship with technology, science, nature, bodies, and culture. Moving between the tangible and the abstract, we explore the machine as material instantiation, historical paradigm, metaphor, limit, method, and ideal. The course will follow a lecture/seminar format, and students will develop an anthropology of the machine as part of the course requirements.
Instructor(s): M. Fisch Terms Offered: Autumn (Tentative)

ANTH 22205. Slavery and Unfree Labor. 100 Units.
This course offers a concise overview of institutions of dependency, servitude, and coerced labor in Europe and Africa, from Roman times to the onset of the Atlantic slave trade, and compares their further development (or decline) in the context of the emergence of New World plantation economies based on racial slavery. We discuss the role of several forms of unfreedom and coerced labor in the making of the "modern world" and reflect on the manner in which ideologies and practices associated with the idea of a free labor market supersede, or merely mask, relations of exploitation and restricted choice.
Instructor(s): S. Palmié Terms Offered: TBD
Equivalent Course(s): ANTH 31700,CRES 22205,LACS 22205,LACS 31700

ANTH 22400. Big Science and the Birth of the National Security State. 100 Units.
This course examines the mutual creation of big science and the American national security state during the Manhattan Project. It presents the atomic bomb project as the center of a new orchestration of scientific, industrial, military, and political institutions in everyday American life. Exploring the linkages between military technoscience, nation-building, and concepts of security and international order, we interrogate one of the foundation structures of the modern world system.
Instructor(s): J. Masco Terms Offered: TBD
Equivalent Course(s): ANTH 34900,HIPS 21200

ANTH 22530. Ethnographic Film. 100 Units.
This seminar explores ethnographic film as a genre for representing "reality," anthropological knowledge, and cultural lives. We examine how ethnographic film emerged in a particular intellectual and political economic context, as well as how subsequent conceptual and formal innovations have shaped the genre. We also consider social responses to ethnographic film in terms of (1) the contexts for producing and circulating these works, (2) the ethical and political concerns raised by cross-cultural representation, and (3) the development of indigenous media and other practices in conversation with ethnographic film. Throughout the course, we situate ethnographic film within the larger project for representing "culture," addressing the status of ethnographic film in relation to other documentary practices (e.g., written ethnography, museum exhibitions, documentary film).
Instructor(s): J. Chu Terms Offered: Winter
Equivalent Course(s): ANTH 32530

ANTH 22535. Engaging Media: Thinking about Media and Their Audiences. 100 Units.
In the first part of the course we look at how post–World War II mass communications and "classical" film theory theorized communication and spectatorship; in particular, we trace the dialogue between these liberatory models and the totalitarianism and propaganda (i.e., top-down models of control) of the times. We then look at theories of mass media reception and spectatorship that put ideology at the center of their analysis, interrogating theories of the "receiver" of media messages as cultural dope (Frankfurt school Marxism), psychoanalytic and (post-)Marxist theories of spectatorship ("Screen" theory), feminist critiques of film spectatorship, and reactions to the above in cognitivist film studies. We then turn to British Cultural Studies' theories of media, focusing on how such work attempts to reconcile models of reception as ideologically unproblematic and as determined by the ideological structures of production and reception. Particular focus is given to the theoretical arguments regarding ideology and media, the notion of "code," and the differences and similarities in the model of communication with the sociology of mass communication. In the second half of the course we look at anthropological approaches to media and how anthropologists have taken up the issue of media reception. Why have anthropologists largely ignored media and reception studies until recently? What kinds of contributions can anthropology make to the theorization and methodological approach to reception? By critically looking at ethnographies of reception, we problematize the concept of reception proper, looking at more holistic ways of dealing with the issue of the mediation of social life. In the final part of the course we re-evaluate what we mean by "mass media" and "reception." First we look media (con)texts that blur the duality of production/reception. We then consider new forms of media and to what extent "reception" as a category even makes sense in attempting to understand how engagement with such new media functions.
Instructor(s): C. Nakassis Terms Offered: TBD
Equivalent Course(s): ANTH 32535

ANTH 22606. Indigeneities. 100 Units.
Depending on how you look at it, questions of indigeneity—the who, how, what, and why of peoples that either identify, or are identified, as "native"—are questions that at once transcend, entail, and/or are produced by Euro-American scholarly, political, and legal inquiry. Whether assailed as the product of colonial orientalism or celebrated as the ur-subjectivity of those who resist it (or something in between), the claims of, to, and about indigeneity continue to excite and demand attention scholarly and political. Indeed some argue that politics of indigeneity have gained unique traction in recent decades, as indigenous actors, scholars, and their advocates have pressed for changes to legal, political, and cultural/scientific regimes that have indigenous affairs as their chief objects of inquiry. One need only consider the 2007 passage of the UN Declaration of the Rights of Indigenous Peoples, the legal decisions acknowledging the force of native title in the Supreme Courts of Australia and Canada, and even the changes in various regimes of research concerning the social scientific study of native peoples and/or the representation of their material culture, all of which happened less than 20 years ago. Despite these long-standing interests and recent social, politica,l and economic gains, indigenous communities remain among the most vulnerable in the world. These trenchant inequalities beg the question, how does the condition of indigeneity relate to the various social forces shaping the world today and to the lived experiences of those who claim to be, or get named as, indigenous. It is towards an exploration of this question that this course is dedicated. Among the lines of inquiry that we will pursue in the course are: (1) tracing the genealogies of indigeneity as a notion, both in Euro-American human sciences and in other epistemological traditions; (2) considering the role that notions of indigeneity play in contemporary national and international political regimes; (3) exploring how indigeneity is claimed or disclaimed, by different peoples around the world, and why; and (4) considering the ways in which notions of indigeneity are being figured in new regimes of possession and commodification, including intellectual property, genetics and genome mapping, and the role of indigenous knowledge in resource extraction and bioprospecting. In pursuing these questions this course will endeavor to tease out the manifold relationships that the rising politics of indigeneity at the dawn of the 21st century has to other global political economic phenomena. Simultaneously, the course will also attend to the ways in which different peoples, caught up in different sociopolitical milieu, orient to the notion of indigeneity as it articulates with their lived experiences with matters of autochthony (the state of being "from here"), allochthony (being "from elsewhere"), and the consequences of those distinctions to their everyday lives.
Instructor(s): J. Richland Terms Offered: Winter
Equivalent Course(s): ANTH 33106

ANTH 22609. Indigenous Methodologies. 100 Units.
The 1969 publication of Vine Deloria Jr.'s *Custer Died for your Sins* forever changed the landscape for academic research with indigenous communities in North America, if not the world. Declaring, "Indians have been cursed above all other peoples in history. Indians have anthropologists."(Deloria 1988[1969]: 78), Deloria's broadside was aimed at a social science academy whose research methods, ethics, and findings he felt offered little concrete benefit to the indigenous peoples whose lives they studied. Whether accurate or not, the critique sent ripples not only through the academy, but through policy circles and the native communities themselves, inaugurating a period of remarkable refiguring of the legal, scholarly, and interpersonal landscapes against which social science research on indigenous peoples is constituted. This refiguring has emerged in a variety of modes and with different effects and outcomes. In this course, students will be introduced to the evolving ethics, methods, policies, and epistemologies shaping social science research with indigenous communities in North America. In addition, in the second half of the quarter, students will get firsthand experience working on issues of relevance to social science research with indigenous communities under the supervision of Prof. Richland and leadership at two institutions in Chicago —the Title VII American Indian Education Program and the North American Anthropology Division of the Field Museum. In this part of the course, students will be paired up and work on independent projects that are designed to address the needs and interests of these organizations and the indigenous peoples with which they work, and then to initiate their own academic inquiry alongside those projects. These projects will provide you with an opportunity to understand and implement the theories, ethics, and methods learned in class, revealing the rewards and challenges of conducting research programs that engage leading theories and debates in the academy while also making real contributions to the indigenous communities with which students are working.
Instructor(s): J. Richland Terms Offered: TBD
Equivalent Course(s): ANTH 33107

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: TBD
Equivalent Course(s): ANTH 41810

ANTH 22715. Weber, Bakhtin, Benjamin. 100 Units.
Ideal types? The iron cage? Captured speech? No alibis? Dialectical Images? Charismatic authority? Heteroglossia? Modes of Domination? Seizing the flash? Finished, monological utterances? Conditions of possibility? Strait gates through time? Weber, Bakhtin, and Benjamin provide insights and analytical tools of unsurpassed power. Scholars who use them best have faced and made key decisions about social ontology and social science epistemology, decisions that follow from specific, radical propositions about society and social science made by these theorists and others they engage, starting at least from Immanuel Kant. This course is designed for any student who wants to more clearly understand the arguments of Weber, Bakhtin, and Benjamin, and to understand more broadly the remarkable trajectories of German social theory after Kant. It is designed especially for anyone hoping to use some of their conceptions well in new research. (Yes, Bakhtin is Russian, and cultural theory in Russia and the U.S. too will come up.) Fair warning: this course focuses on four roads out of Kant's liberal apriorism (including culture theory from Herder to Boas and Benedict, as well as Benjamin and the dialectical tradition, Bakhtin's dialogism, and Weber's historical realism). We will spend less time on good examples of current use of Weber's, Bakhtin's, and Benjamin's ideas than on the writings of Weber, Bakhtin, and Benjamin themselves, and their predecessors and interlocutors (including Herder, Hegel, Clausewitz, Marx, Ihering, and Simmel). The premise of the course is that you will do more in your own research with a roadmap than with templates.
Instructor(s): J. Kelly Terms Offered: TBD
Equivalent Course(s): ANTH 43720

ANTH 22910. Performance and Politics in India. 100 Units.
This seminar considers and pushes beyond such recent instances as the alleged complicity between the televised "Ramayana" and the rise of a violently intolerant Hindu nationalism. We consider the potentials and entailments of various forms of mediation and performance for political action on the subcontinent, from "classical" textual sources, through "folk" traditions and "progressive" dramatic practice, to contemporary skirmishes over "obscenity" in commercial films.
Instructor(s): W. T. S. Mazzarella Terms Offered: TBD
Equivalent Course(s): SALC 22900

ANTH 22915. The Crowd. 100 Units.
At the end of the nineteenth century, the figure of the unruly, affect-laden crowd appeared as both the volatile foundation and the dystopian alter ego of the democratic mass society. By the middle of the twentieth century, following the traumatic excesses of communism and fascism in Europe, the crowd largely disappeared from polite sociological analysis—to be replaced by its serene counterpart, the communicatively rational public. At the turn of the twenty-first century, however, the previously demonized crowd has unexpectedly returned, now in the valorized guise of 'the multitude'—in part as a result of a growing sense of the exhaustion of the categories of mainstream liberal politics.
Instructor(s): W. Mazzarella Terms Offered: Spring
Equivalent Course(s): Anth 41901,ANTH 22915

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.
Instructor(s): E. Kouri Terms Offered: Autumn
Equivalent Course(s): LACS 16100,CRES 16101,HIST 16101,HIST 36101,LACS 34600,SOSC 26100

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): M. Tenorio Terms Offered: Winter
Equivalent Course(s): LACS 16200,CRES 16102,HIST 16102,HIST 36102,LACS 34700,SOSC 26200

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): B. Fischer Terms Offered: Spring
Equivalent Course(s): LACS 16300,CRES 16103,HIST 16103,HIST 36103,LACS 34800,SOSC 26300

ANTH 23102-23103. Introduction to Latin American Civilization II-III.

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): M. Tenorio Terms Offered: Winter
Equivalent Course(s): LACS 16200,CRES 16102,HIST 16102,HIST 36102,LACS 34700,SOSC 26200

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): B. Fischer Terms Offered: Spring
Equivalent Course(s): LACS 16300,CRES 16103,HIST 16103,HIST 36103,LACS 34800,SOSC 26300

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): B. Fischer Terms Offered: Spring
Equivalent Course(s): LACS 16300,CRES 16103,HIST 16103,HIST 36103,LACS 34800,SOSC 26300

ANTH 23600. Medicine and Society in Twentieth-Century China. 100 Units.
This course is a survey of historical and anthropological approaches to medical knowledge and practice in twentieth-century China. Materials cover early modernizing debates, medicine and the state, Maoist public health, traditional Chinese medicine, and health and medicine in popular culture.
Instructor(s): J. Farquhar Terms Offered: TBD
Equivalent Course(s): ANTH 33610,HIPS 22601

ANTH 23620. Medicine and Anthropology. 100 Units.
The rise of modern biological medicine into global dominance dates from the 18th century, with the field developing in tandem with technological industrialization, scientific objectivism, and secular modernism in writing and social theory. The things we now have before us in the medical field—doctors, patients, drugs, symptoms, diseases, pacemakers, antiseptic wipes, psychologies, therapeutic protocols, health insurance, white coats, immunizations, folk remedies, and much more—are many of the things that ground all of our ethics and our politics in contemporary North America. In order to better understand how medicine affects wider worlds of experience and action, this course gathers a number of historical and ethnographic studies of medical knowledge and practice for careful study. In a series of readings and discussions we will consider the social and political economic shaping of illness and suffering and the "culture-bound" character of diseases; we will examine medical and healing systems—well beyond biomedicine—as social institutions and as sources of epistemological authority; and we will read about the knowledge politics of medical experts and their clients and patients. Topics covered will also include the problem of belief; local theories of disease causation and healing efficacy; the placebo effect and contextual healing; theories of embodiment; medicalization; modernity and the distribution of risk; the meanings and effects of medical technologies; and the relatively recent global health movement.
Instructor(s): J. Farquhar Terms Offered: TBD
Equivalent Course(s): ANTH 33620,CHDV 23620,CHDV 33620

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
Equivalent Course(s): ANTH 33700,ANTH 23700

ANTH 23715. Self-Determination: Theory and Reality. 100 Units.
From the Versailles Conference (1919) through the Bandung Conference (1955) and beyond, global politics has been reorganized by efforts to implement and sustain political sovereignty on the basis of national self-determination. This course examines the theories informing this American-led plan and its real consequences, with attention to India, Algeria, Indo-China, New Zealand, Fiji, and Hawaii. Dilemmas in decolonization, partitions, the consequences of the cold war, and the theory and practice of counterinsurgency are discussed together with unintended consequences of the plan in practice, especially the rise of political armies, NGOs, and diaspora.
Instructor(s): J. Kelly Terms Offered: Winter
Equivalent Course(s): ANTH 43715

ANTH 23805. Nature/Culture. 100 Units.
Exploring the critical intersection between science studies and political ecology, this course interrogates the contemporary politics of "nature." Focusing on recent ethnographies that complicated our understandings of the environment, the seminar examines how conceptual boundaries (e.g., nature, science, culture, global/local) are established or transgressed within specific ecological orders).
Instructor(s): J. Masco Terms Offered: Winter (Tentative)
Equivalent Course(s): ANTH 43805,CHSS 32805,HIPS 26203

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.
Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter.
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,HIST 18301,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,HIST 18302,SOSC 24002

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): CRES 24003,HIST 18303,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,HIST 18302,SOSC 24002

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): CRES 24003,HIST 18303,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): SALC 20100,HIST 10800,SASC 20000,SOSC 23000

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): R. Majumdar Terms Offered: Spring
Prerequisite(s): SALC 20100,ANTH 24101,HIST 10800,SASC 20000,SOSC 23000
Equivalent Course(s): SALC 20200,HIST 10900,SASC 20100,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): R. Majumdar Terms Offered: Spring
Prerequisite(s): SALC 20100,ANTH 24101,HIST 10800,SASC 20000,SOSC 23000
Equivalent Course(s): SALC 20200,HIST 10900,SASC 20100,SOSC 23100

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: Winter
Equivalent Course(s): ANTH 35115,CHDV 33301,HIPS 27302,CHDV 23301

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): Third- or fourth-year standing. Instructor consent required.
Note(s): CHDV Distribution, B, C
Equivalent Course(s): CHDV 21000,AMER 33000,ANTH 35110,CHDV 31000,GNSE 21001,GNSE 31000,PSYC 23000,PSYC 33000

ANTH 24511-24512. 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 24511. Anthropology of Museums I. 100 Units.
Instructor(s): M. Fred Terms Offered: Winter
Prerequisite(s): Advanced standing and consent of instructor
Equivalent Course(s): ANTH 34502,CHDV 38101,CRES 34501,MAPS 34500,SOSC 34500

ANTH 24512. Anthropology of Museums II. 100 Units.
Instructor(s): M. Fred Terms Offered: Spring
Prerequisite(s): Advanced standing or consent of instructor
Equivalent Course(s): CRES 34502,SOSC 34600

ANTH 24512. Anthropology of Museums II. 100 Units.
Instructor(s): M. Fred Terms Offered: Spring
Prerequisite(s): Advanced standing or consent of instructor
Equivalent Course(s): CRES 34502,SOSC 34600

ANTH 24705. Jurisdiction: Language and the Law. 100 Units.
Instructor(s): J. Richland Terms Offered: TBD
Equivalent Course(s): ANTH 34705

ANTH 24800. Uncanny Modernities. 100 Units.
This seminar examines the concept of the "uncanny" as an ethnographic topic. Pursuing the linkages between perception, trauma, and historical memory, this course asks if the modern state form necessarily produces the uncanny as a social effect. We explore this theme through works of Freud, Lacan, Derrida, Benjamin, and Foucault, as well as recent ethnographies that privilege the uncanny in their social analysis.
Instructor(s): J. Masco Terms Offered: TBD
Equivalent Course(s): ANTH 54800

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 culturenature 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. *About Nature* starts with critiques of the essentialized Nature in the modernist, theological, and scientific discourses but it directs attention elsewhere: to the zones of writing and practice, academic and activist, professional and popular, where the natural figures through theoretical insights, empirical observations, or in practical problems; where it materializes in sensuous encounters, knowledgeable collecting, or ecstatic experiences; and where it rallies communities of inquiry and interest.,We will be interested in popular commitments to natural living and eating, from North American wild fermentation movement to Russian dacha summer gardens and will read about some local traditions and revivals of medicinal, artisanal, and homemade foods. We will ask how are the process of foraging, preparing, consuming, and sharing playing up and reworking locally contingent intimacies between vegetal, animal, and otherwise non-human worlds. The class readings jump scales from “hyperobjects” (Morton 2013) to microbes (Paxson 2013, Money 2011). The reading list mixes ethnographies with literary, philosophical, and “mystical” texts and pairs anthropological discussions with practical manuals (on bee-keeping, mushroom collecting, and live-culture foods) and popular science books (on mushrooms, insects, and herbs). Our aim in reading so widely is to grasp the capacity with which the natural assembles and animates varied phenomena, collective feelings, and usable facts as well as to catalogue the excesses and mysteries where the luxuriant, charming, formidable value of the natural lingers, lurks, or “huddles defensively” (Tsing 2012; Shiva 1993, 1997). ,Moreover, the class will look obliquely to the natural sciences—botany, environmental sciences, and entomology—presuming neither their thorough disenchantment nor a merely performative and populist value of scientific “wonder” and curiosity, but rather listening to how the empirical requirements and experiential contacts, proofs and feelings spell out the range of relations with the natural objects, forms, and worlds across genres. ,Throughout, our class discussions and a few field visits will be most attentive to the fungal and feral, insective and instinctive, weedy and herbal, as we interrogate, with Anna Tsing and others, relations that compose the natural-cultural forms, lives, and collectives at the seams of global capital.
Instructor(s): L. Jasarevic Terms Offered: Winter
Equivalent Course(s): INST 27702

ANTH 25200. Approaches to Gender in Anthropology. 100 Units.
This course examines gender as a cultural category in anthropological theory, as well as in everyday life. After reviewing the historical sources of the current concern with women, gender, and sexuality in anthropology and the other social sciences, we critically explore some key controversies (e.g., the relationship between production and reproduction in different sociocultural orders; the links between "public" and "private" in current theories of politics; and the construction of sexualities, nationalities, and citizenship in a globalizing world).
Instructor(s): S. Gal Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 43800,GNDR 25201,GNDR 43800,ANTH 25200

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): J. Farquhar Terms Offered: TBD
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? chemical definition, cultural forms, production processes, biological effects; The early history of alcohol: archaeological studies; Histories of drinking in ancient, medieval, and modern times; Alcohol and the political economy: trade, politics, regulation, resistance; Alcohol as a cultural artifact: the social roles of drinking; Styles of drinking and intoxication; Alcohol, addiction, and social problems: the interplay of biology, culture, and society; Alcohol and religion: integration vs. prohibition; Alcohol and health benefits: ancient beliefs and modern scientific research; Comparative case studies of drinking: ethnographic examples, historical examples, contemporary America (including student drinking).

Instructor(s): M. Dietler, W. Green Terms Offered: Autumn

Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.

Equivalent Course(s): BPRO 22800,BIOS 02280

ANTH 25325. History and Culture of Baseball. 100 Units.
Study of the history and culture of baseball can raise in a new light a wide range of basic questions in social theory. The world of sports is one of the paradoxical parts of cultural history, intensely intellectually scrutinized and elaborately “covered” by media, yet largely absent from scholarly curricula. Perhaps more than any other sport, baseball has even drawn a wide range of scholars to publish popular books about it, yet has produced few professional scholars whose careers are shaped by study of it. In this course, we will examine studies that connect the cultural history of baseball to race, nation, and decolonization, to commodity fetishism and the development of capitalist institutions, to globalization and production of locality. We will compare studies of baseball from a range of disciplinary perspectives (economics, evolutionary biology, political science, history, and anthropology) and will give special attention to the culture and history of baseball in Chicago. We hope and expect that this course will be a meeting ground for people who know a lot about baseball and want to learn more about cultural anthropology, and people who are well read in anthropology or social theory who want to know more about baseball. The course will draw heavily on the rich library of books and articles about baseball, scholarly and otherwise, and will also invite students to pursue their own research topics in baseball culture and history.
Instructor(s): J. Kelly Terms Offered: TBD
Equivalent Course(s): ANTH 35325

ANTH 25410. Anthropology of Everyday Life. 100 Units.
In an effort to clarify the field of everyday life ethnography and stimulate critical reflection on the everyday lives we all lead, this course draws on three bodies of literature: (1) classic anthropological approaches to studying social life (e.g., behaviorism and utilitarianism, the sacred/profane distinction, phenomenology, habitus and practice); (2) twentieth-century cultural Marxist critical theory; and (3) recent studies of popular culture. This course includes a workshop component to accommodate student projects.
Instructor(s): J. Farquhar Terms Offered: TBD

ANTH 25500. Cultural Politics of Contemporary India. 100 Units.
Structured as a close-reading seminar, this class offers an anthropological immersion in the cultural politics of urban India today. A guiding thread in the readings is the question of the ideologies and somatics of shifting "middle class" formations; and their articulation through violence, gender, consumerism, religion, and technoscience.
Instructor(s): W. Mazzarella Terms Offered: TBD
Equivalent Course(s): ANTH 42600,SALC 20900,SALC 30900

ANTH 25710. Global Society and Global Culture: Paradigms of Social and Cultural Analysis. 100 Units.

This course introduces students to major theories of globalization and to core approaches to global society and global culture. We discuss micro- and macroglobalization, cultural approaches to globalization, world systems theory, glocalization, and hybridization approaches and the "strong program" in globalization studies. Empirically oriented topics include global love, global finance, global terrorism, and the globalization of nothing. The empirical ethnographies of the global are chosen to illustrate the interest and feasibility of globalization studies and of critical studies of dimensions of globalization.
Instructor(s): K. Knorr Cetina Terms Offered: Autumn
Equivalent Course(s): ANTH 35710,SOCI 30169,SOCI 20169

ANTH 25900. South Asian Archaeology. 100 Units.

South Asia has a rich historical record, from the very beginnings of our species to the present, and yet the earlier part of this record is surprisingly little-known outside specialist circles. This course provides a broad overview of South Asian archaeology and early history, from the beginnings of agricultural production to the expansion of states and empires in the early days of textual records. We cover critical anthropological processes such as the origins and expansion of agriculture, the development of one of the world's first urban societies—the Harappan or Indus civilization—the growth and institutionalization of social inequalities, and changing contexts of social and religious life. While the course actually extends a bit beyond the time of the Buddha, its major focus is on the periods up to and including the Early Historic. No prior experience of either South Asia or archaeology is assumed; Indeed, we will think quite a bit about the nature of evidence and about how we know about the more distant past.
Instructor(s): K. Morrison Terms Offered: TBD
Equivalent Course(s):

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
Note(s): NEHC 20765 and 20766 may be taken in sequence or individually.
Equivalent Course(s): NEHC 30766,EEUR 20766,EEUR 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): ANTH 35908,CMLT 23301,CMLT 33301,NEHC 20568,NEHC 30568,REES 36800,REES 26800

ANTH 26020. Archaeology of Modernity. 100 Units.
This course covers the development, themes, practices, and problems of the archaeology of the modern era (post 1450 AD), or what in North America is better known as the subfield of "historical archaeology." Texts and discussions address topics such as the archaeology of colonialism, capitalism, industrialization, and mass consumption. Case studies from plantation archaeology, urban archaeology, and international contexts anchor the discussion, as does a consideration of interdisciplinary methods using texts, artifacts, and oral history. Our goal is to understand the historical trajectory of this peculiar archaeological practice, as well as its contemporary horizon. The overarching question framing the course is: what is modernity and what can archaeology contribute to our understanding of it?
Instructor(s): S. Dawdy Terms Offered: TBD
Equivalent Course(s): ANTH 46020

ANTH 26505. Non-Industrial Agriculture. 100 Units.
Agriculture is, fundamentally, a human manipulation of the environment, a deliberately maintained successional state designed to serve human needs and desires. In this course, we use the history of non-industrial agriculture to think through some contemporary concerns about environmental change and the sources of our food—including topics such as genetically modified plants, fertilizers, sustainability, and invasive species. Beginning with the origins of agriculture in the early Holocene, we examine several forms of so-called "traditional" agriculture in the tropics and elsewhere, from swidden to intensive cropping. While the course is framed in terms of contemporary concerns, our focus is primarily historical and ethnographic, focusing on the experiences of agriculturalists over the last ten thousand years, including non-industrial farmers today. Students will be expected to produce and present a research paper.
Instructor(s): K. Morrison Terms Offered: Winter
Equivalent Course(s): ANTH 46505,ENST 26505

ANTH 26710-26711. Ancient Landscapes I-II.
The landscape of the Near East contains a detailed and subtle record of environmental, social, and economic processes that have obtained over thousands of years. Landscape analysis is therefore proving to be fundamental to an understanding of the processes that underpinned the development of ancient Near Eastern society. This class provides an overview of the ancient cultural landscapes of this heartland of early civilization from the early stages of complex societies in the fifth and sixth millennia B.C. to the close of the Early Islamic period around the tenth century A.D.

ANTH 26710. Ancient Landscapes I. 100 Units.
Instructor(s): S. Branting Terms Offered: Autumn

ANTH 26711. Ancient Landscapes II. 100 Units.
Instructor(s): S. Branting Terms Offered: Winter
Prerequisite(s): NEAA 20061
Equivalent Course(s): NEAA 20062,GEOG 25800

ANTH 26715. The Rise of the State in the Near East. 100 Units.
This course introduces the background and development of the first urbanized civilizations in the Near East in the period from 9000 to 2200 BC. In the first half of this course, we examine the archaeological evidence for the first domestication of plants and animals and the earliest village communities in the "fertile crescent" (i.e., the Levant, Anatolia, Mesopotamia). The second half of this course focuses on the economic and social transformations that took place during the development from simple, village-based communities to the emergence of the urbanized civilizations of the Sumerians and their neighbors in the fourth and third millennia BC.
Instructor(s): G. Stein Terms Offered: Winter
Prerequisite(s): Any course in archaeology or permission of instructor
Equivalent Course(s): NEAA 20030

ANTH 26830. Archaeology of Religious Experience. 100 Units.
This seminar provides a critical exploration of archaeological approaches to past religious life. Drawing on a variety of case studies spanning a broad temporal and geographic spectrum, we examine/interrogate how object worlds can help to expand our understanding of religion in prehistoric and historic societies. Firmly grounded in contemporary anthropological thinking, this course explores theoretical and methodological possibilities, challenges, and limitations arising from archaeological studies of religious experience.
Instructor(s): F. Richard Terms Offered: TBD

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): A. Yao Terms Offered: Autumn
Prerequisite(s): Advanced standing and consent of instructor

ANTH 27130. America: Society, Polity, and Speech Community. 100 Units.
We explore the place of languages and of discourses about languages in the history and present condition of how American mass society stands in relation to the political structures of the North American (nation-) states and to American speech communities. We address plurilingualisms of several different origins (i.e., indigenous, immigrant) that have been incorporated into the contemporary American speech community, the social stratification of English in a regime of standardization that draws speakers up into a system of linguistic "register," and how language itself has become an issue-focus of American political struggles in the past and contemporaneously.
Instructor(s): M. Silverstein Terms Offered: TBD
Equivalent Course(s): LING 27130

ANTH 27135. Theories and Practices of Communicating Politically. 100 Units.
A linguistic anthropological consideration of how communication mediates political processes, with the ultimate goal of focusing reflexively on those of mass participatory democracies. Readings will range over primary materials as well as theorists of the so-called public sphere (Habermas, Warner, Fraser); ethnographic accounts of the texture of political processes (Brenneis, Caton); and rhetorical, literary, and pragmatic analyses of Western, especially Anglo-American, moments of political communication (Gustafson, Looby, Campbell, and Jamieson). Of two class meetings per week, generally one will be devoted to the instructor’s exposition, the second to student presentations and discussion in seminar format. Among other things, a course research paper will be required.
Instructor(s): M. Silverstein Terms Offered: TBD

ANTH 27300. Language Voice and Gender. 100 Units.
This course explores how we “voice” ourselves as “gendered” persons by, in essence, performing gender in discursive interaction, that is, in language-mediated and semiosis-saturated interpersonal events. The several analytic orders and interacting semiotic planes of framing gender will be emphasized, as also the inherently “dialectic” character of social categories of identity such as gender, which exist emergently as “culture” between essential[ized] individual “nature” and interested intuitions we have and formulate about the micro- and macrosocial orders in which we participate. No prior linguistics or sociocultural anthropology is presupposed, but serious attention to conceptual and theoretical issues in the sociocultural analysis of language in relation to identity will be nurtured in the course of the discussion. We start with a review of some key ideas that have shaped the recent study of language and gender, then cycle back to consider several problematic areas, and finally look at some discursively rich ethnographic treatments of gendering.
Instructor(s): M. Silverstein Terms Offered: TBD

ANTH 27505. Professional Persuasions: The Rhetoric of Expertise in Modern Life. 100 Units.
This course dissects the linguistic forms and semiotics processes by which experts (often called professionals) persuade their clients, competitors, and the public to trust them and rely on their forms of knowledge. We consider the discursive aspects of professional training (e.g., lawyers, economists, accountants) and take a close look at how professions (e.g., social work, psychology, medicine) stage interactions with clients. We examine a central feature of modern life—the reliance on experts—by analyzing the rhetoric and linguistic form of expert knowledge.
Instructor(s): S. Gal Terms Offered: TBD
Equivalent Course(s): LING 27220

ANTH 27510. Language and Temporality: Ethnographies of Time. 100 Units.
How does language create our sense of time, and our conviction that there is/are pasts, presents, and futures? How are quite different forms of time (in conjunction with space) constructed by language ideologies and enacted in familiar and exotic interactional events? National time and memory, narrative time, historical time, romantic time, diagetic time, diasporic time, global time, institutional time, and many others—have all been proposed and discussed in recent ethnographies. They all require mediation by linguistic or broadly semiotic form and action. The class will start with some theoretical discussion of semiotic tools for analyzing temporality and then read a series of recent ethnographies that take up these issues in depth.
Instructor(s): S. Gal Terms Offered: TBD

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,ANTH 37605,CHDV 31901,PSYC 21950,PSYC 31900,LING 27700,LING 37700

ANTH 27615. Citationality and Performativity. 100 Units.
This class explores the concept of citationality—the (meta)semiotic form and quality of reflexive interdiscursive practices—and its relationship to various social forms and formations. Particular focus is given to the citational form of performativity and the performativity of citational acts. Drawing on the semiotic of Charles Sanders Peirce's and its reformulation by linguistic anthropology, in the first part of the class we explore J. L. Austin's discussion of performativity, Jacques Derrida's discussion of performativity and his critique of speech act theory, and Judith Butler's and others' reading of Derrida and Austin. The second part of the class explores various forms of citational practices, including reported speech; gender performativity, mimicry, and drag; mockery and parody; and brand forms.
Instructor(s): C. Nakassis Terms Offered: Spring

ANTH 28010. Introduction to Biological Anthropology. 100 Units.
This course provides a general evolutionary framework for the 360 living and 470 fossil primate species. Applications of chromosomal studies (karyology) and biomolecular comparisons (molecular phylogenetics) are also covered. Other topics include principles of classification, principles of phylogenetic reconstruction, scaling effects of body size, primates in the context of mammal evolution, diets and dentitions, locomotor morphology and behavior, morphology and function of sense organs, evolutionary aspects of the brain, reproductive biology, and social organization. Each lecture concludes with implications for human evolution.
Instructor(s): R. Martin Terms Offered: Spring
Prerequisite(s): BIOS 10110 or 10130
Equivalent Course(s): BIOS 13330

ANTH 28100. Evolution of the Hominoidea. 200 Units.
This course is a detailed consideration of the fossil record and the phylogeny of Hominidae and collateral taxa of the Hominidea that is based upon studies of casts and comparative primate osteology.
Instructor(s): R. Tuttle Terms Offered: TBD
Prerequisite(s): Third- or fourth-year standing and consent of instructor
Equivalent Course(s): ANTH 38100,EVOL 38100,HIPS 24000

ANTH 28200. Naturalizing Disaster: Nature, Vulnerability, and Social History. 100 Units.
The United Nations International Strategy for Disaster Reduction defines disaster in three crucial terms: hazards, vulnerability, and capacity. While only the first of these can be "natural′"in the way that that term is commonly understood, catastrophic events and processes are frequently represented as exogenous, autonomous, and unpredictable elements of a bio-physical world. Beginning from the theorization of disaster as a property of nature, this seminar examines the political ecology of drought, flood, earthquake, and famine in their historical, economic, and cultural contexts, focusing on community vulnerability and capacity as outcomes of socio-natural histories and relations. Drawing on historical and contemporary case studies, we will consider a number of dimensions of the dynamic between nature, dislocation, and communities in an increasingly vulnerable world.
Instructor(s): M. Lycett and P. Drake Terms Offered: Not Offered 2015-16
Equivalent Course(s): ANTH 38220,ENST 26201

ANTH 28210. Colonial Ecologies. 100 Units.
This seminar explores the historical ecology of European colonial expansion in a comparative framework, concentrating on the production of periphery and the transformation of incorporated societies and environments. In the first half of the quarter, we consider the theoretical frameworks, sources of evidence, and analytical strategies employed by researchers to address the conjunction of environmental and human history in colonial contexts. During the second half of the course, we explore the uses of these varied approaches and lines of evidence in relation to specific cases and trajectories of transformation since the sixteenth century.
Instructor(s): M. Lycett, K. Morrison Terms Offered: Spring
Equivalent Course(s): ANTH 48210,ENST 28210

ANTH 28300. Comparative Primate Morphology. 200 Units.
This course covers functional morphology of locomotor, alimentary, and reproductive systems in primates. Dissections are performed on monkeys and apes.
Instructor(s): R. Tuttle Terms Offered: TBD
Equivalent Course(s): ANTH 38200,EVOL 38200,HIPS 23500

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
Equivalent Course(s): ANTH 38800,BIOS 23247

ANTH 28420. Death, the Body, and the Ends of Life. 100 Units.
Is death a universal and natural condition? Is life necessarily its opposite? Anthropologists have sought to problematize the biological and psychological 'reality' of death by drawing out the conditional ways death is constructed and experienced across different cultural contexts. These range from 'normal' deaths to the unconventional (e.g. sorcery killings and human sacrifice) and even virtual deaths. How might these culturally specific accounts be open to comparison and influence new conceptualizations? This course will explore this wide-ranging literature to foreground how death puts self, personhood, and the *social* into question while engaging the body or corpse as a site of this cultural (re)production. A focus of the course is to seek out a possible productive tension between death as a form of cultural representation to those that analyze the making and allowing of life and death. Tracing classic to recent ethnographic, archaeological, psychological writings, this course will explore themes such as grief and mourning, the undead, immortality, disposals and funerals, and the materiality of dying.
Instructor(s): A. Yao Terms Offered: TBD
Equivalent Course(s): ANTH 48710

ANTH 28510. Anthropology of Space/Place/Landscape. 100 Units.
Materiality has emerged as a fertile interest in anthropology and other social sciences. Within this broad conceptual umbrella, space, place, and landscape have become critical lenses for analyzing and interpreting people's engagement with their physical surroundings. Once an inert backdrop to social life, a mere epiphenomenon, the material world is now acknowledged as a generative medium and terrain of cultural production: at once socially produced and framing sociality, shaping and constraining human possibilities, both by and against design. This course concerns itself with these articulations: (1) the spatial production of social worlds, (2) its expressions in different cultural and historical settings, and (3) its trails of ambiguous effects. Drawing on several fields, anthropology and geography chiefly, but also art history, architecture, philosophy, and social theory, we will explore how the triad of space/place/landscape works on, in, and through different social worlds and its role in the making of social experience, perception, and imagination. We will also reflect on how spatial formations frequently elude the very social projects that have birthed them. The objective of the course is to provide you with a foundation in contemporary spatial thought, which can be creatively applied to questions of spatiality in your own research setting.
Instructor(s): F. Richard Terms Offered: TBD
Equivalent Course(s): ANTH 58510

ANTH 28600. 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: Autumn, Spring
Note(s): BIOS 23241 recommended; Autumn course in Paris, Spring course on campus
Equivalent Course(s): BIOS 13253

ANTH 28702. Archaeologies of Political Life. 100 Units.
This seminar examines how archaeologists have approached political life in the past forty years. Its aim is to question the categories through which political worlds are often studied (beginning with such unwieldy terms as 'states,' 'chiefdoms,' 'complexity,' etc.) and complicate analyses of politics in the past. Rather than relying on concepts that already predetermine the outcome of political functioning, we will read key texts in anthropology and political theory (on sovereignty, domination, legitimacy, political economy, governance, ideology, hegemony, subjectivity, anarchy) to dissect the foundations and operations of power, expose its cultural logics, and explore the processes behind the categories. Some of the questions that will guide our discussions include: How do politics work in both past and present? Through what channels and modalities? With what effects (anticipated or not)? And what role does the material world play in mediating these relations? Each week will pair theoretical readings with case-studies drawn from different parts of the world and from different moments in history. Through this seminar, students will gain familiarity with classic archaeological thinking on power and critical perspectives steering contemporary studies of past politics.
Instructor(s): F. Richard Terms Offered: TBD
Equivalent Course(s): ANTH 58702

ANTH 29105. Pollen Analysis. 100 Units.
Although this course is concerned with Holocene vegetation history and the impact of humans on that vegetation, concepts and lab skills presented can be applied to a variety of disciplines. Initial lab exercises prepare students for the primary focus of the course: the collection, processing, analysis, and interpretation of a pollen core from a local wetland. We take one weekend field trip to collect the core and observe local vegetation. Students then analyze and interpret pollen from the core, culminating in an in-class research symposium.
Instructor(s): K. Morrison Terms Offered: Not offered 2014-15; will be offered 2015-16

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: Various
Prerequisite(s): Consent of instructor
Note(s): Undergraduates may take this course only once for credit.
Equivalent Course(s): ANTH 59500

ANTH 29700. Readings in Anthropology. 100 Units.
Terms Offered: Autumn, Winter, Spring
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.
Terms Offered: Autumn, Winter, Spring
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.
Terms Offered: Winter
Prerequisite(s): Consent of instructor and Director of Undergraduate Studies
Note(s): Open only to students currently writing BA honors papers.

Art History

Program of Study

The study of art history encompasses the visual arts 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. Within the department, survey classes provide a chronological overview of an extended period in Western or non-Western art, while Art in Context courses focus on a particular artist or artists, medium or theme, artistic problem, movement, or period. Upper-level classes may be similarly focused but at a more advanced level, or may deal with theoretical questions. After taking an introduction to art historical methods in their third year, fourth-year students who are majoring in art history 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. The major in art history thus introduces students to a variety of cultures and approaches while providing analytical skills to enable students to focus their attention productively on specific questions in the study of art. In combination with a broad general education, art history provides excellent preparation for professions as well as graduate school in art history and careers in the arts.

Nonmajors may take any 10000-level course to meet general education requirements or as an elective; ARTH 10100 Introduction to Art is designed specifically to introduce these students to skills in thinking and writing about art of different cultures and periods. Nonmajors may also take more advanced courses with the instructor's consent after completing one 10000-level course or its equivalent.

Introductory Courses

Any of these 10000-level courses is an appropriate choice to meet the general education requirement in the dramatic, musical, and visual arts. None presuppose prior training in 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 studio art, or who have equivalent nonacademic experience, may elect to take an advanced lecture course, numbered from 20100 to 28999. The 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.

Program Requirements

The BA in art history is intended to furnish students with a broad knowledge of Western and non-Western art. It also provides an opportunity for the complementary, intensive study of an area of special interest. It is recommended for students who wish to develop their abilities in visual analysis and criticism; to acquire some sense of the major developments in the arts from ancient times to the present; and to understand the visual arts as aspects of social, cultural, and intellectual history. 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. Thus, the major in art history can be viewed as training for a wide range of professions. The program in art history also prepares interested students for advanced study at the graduate level and, eventually, for work in academia, museums, galleries, and other organizations.

General Requirements for Art History Majors

1. Students register for an approved drama, music, visual arts, cinema and media studies, or creative writing course to meet the general education requirement in the dramatic, musical, and visual arts; art history majors may not use art history courses to meet general education requirements.
2. Students register for a total of four Survey Courses (see definition under Courses for Nonmajors above): one course at the 14000 level, one course at the 15000 level, one course at the 16000 level, and a fourth Survey Course of the student's choosing. Art History majors should see the instructor about additional assignments and requirements in these courses. With permission of the Director of Undergraduate Studies, majors may substitute up to two Art in Context courses for Survey Courses in the same chronological and geographical region.
3. Art history majors take the department's two undergraduate seminars. In Winter Quarter of their third year, they register for the ARTH 29600 Junior Seminar: Doing Art History. Students who wish to study abroad during that

quarter are strongly urged to enroll in ARTH 29600 Junior Seminar: Doing Art History in the Winter Quarter of their second year and must meet with the Director of Undergraduate Studies to discuss their program in the major before they go abroad. In Autumn Quarter of their fourth year, they register for the BA paper writing seminar (ARTH 29800 Senior Seminar: Writing Workshop) (see following section).

4. Students in art history write at least two research papers that are ten to fifteen pages in length before starting their fourth year, typically in the context of 20000-level courses in art history. Alternatives include 40000-level graduate seminars, reading courses, or, more rarely, Art in Context courses. It is the student's responsibility to initiate arrangements with an instructor and obtain his or her signature on an approval form when the paper is completed. To obtain an approval form, visit arthistory.uchicago.edu/files/undergraduate-research-approval-form.pdf.

   A research paper should address a topic chosen by the student in consultation with the instructor. The student should draw on 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 for a class by the instructor do not qualify. However, students may ask the instructor to allow a substitution of a research paper or they may write a research paper in addition to basic course requirements.
5. Students develop a special field of interest (see below).
6. Within this field, students write a BA paper (see below).
7. Double Majors and the BA Thesis: Whether or not a single BA thesis can satisfy the 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
8. Students may apply to transfer up to four courses in art history to fulfill their major requirements. Students who wish to receive credit in the major or minor for courses taken elsewhere should read carefully the following information. Preference will be given to courses that fall into the survey course category or, in the case of students in Track II (see below), into the category of special field courses taken in disciplines/departments outside art history. Approval is required from the Director of Undergraduate Studies, who will review each course individually. These guidelines apply not only to courses taught at other institutions and in study abroad programs but also to courses that are affiliated with the University but not taught by University faculty. Students should meet

with the Director of Undergraduate Studies well in advance to discuss a course they wish to take. After completing the course, students should 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 Office of the Dean of Students in the College must 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. Please note that it may be possible use such a course to meet requirements in the College but not in the major. For more information, visit college.uchicago.edu/policies-regulations/course-registration-policies/transfer-credit.

Recommendations for Art History Majors

1. Students are encouraged to take graduate seminars with prior consent of instructor. (These seminars are also open to nonmajors with the same proviso.)
2. 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.
3. 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 Italian for those with primary interest in the art of Italy.

Two Tracks

In structuring their programs, students may choose one of two orientations ("tracks"): one offering a broad coverage of the history of art, and the other offering a close cross-disciplinary study of a specific area or topic.

Track I

In addition to the four Survey Courses, the ARTH 29600 Junior Seminar: Doing Art History, and the ARTH 29800 Senior Seminar: Writing Workshop, Track I students take six upper-level courses within the department. Up to two Art in Context courses (see definition under Courses for Nonmajors above) may be substituted for upper-level courses with prior approval of the Director of Undergraduate Studies. Within the six departmental courses, students must develop a special field consisting of three courses with a relevance to one another that is clearly established. The field may be defined by chronological period, medium, national culture, genre, theme, or methodological concerns. Because they reflect the interests of individual students, such fields range widely in topic, approach, and scope. Reading courses with art history faculty may be used to pursue specific questions within a field. Students are encouraged to distribute the remaining three departmental courses widely throughout Western and non-Western art. Within their six upper-level courses, students must take at least one course in Western art before 1400, one course in Western art after 1400, and one course in non-Western art.

Track II

In addition to the four Survey Courses, ARTH 29600 Junior Seminar: Doing Art History, and ARTH 29800 Senior Seminar: Writing Workshop, Track II students take six courses: three upper-level courses inside and two courses outside the Department of Art History that make up the special field, and one additional upper-level course in art history, the subject of which is the student's choice. In order to encourage breadth of expertise, the elective course may *not* be in the student's special field. Occasionally, Art in Context courses (see definition under Courses for Nonmajors above) may be substituted for upper-level courses with prior approval of the Director of Undergraduate Studies.

In Track II, the special field may take many different forms. It may be civilization defined by chronological period, nation-state, or cultural institution. Extradepartmental courses in history and literature are particularly relevant to such a program. Another special field might be conceptual in character (e.g., art and the history of science, urban history, geography) and draw upon a variety of extradepartmental courses in the Humanities Collegiate Division and the Social Sciences Collegiate Division. A field could combine historical, critical, and theoretical perspectives (e.g., visual arts in the twentieth century) and include courses in art history, drama, music, film, and popular culture. Finally, art history and studio courses (e.g., Visual Arts) may be combined in special fields exploring their interrelations (e.g., abstraction and conceptualism in modern art).

The Special Field

The topic for the BA paper normally develops from the special field and allows for further study of the area through independent research and writing.

Whether a student is following Track I or Track II, the declaration form for the special field must be received and approved by the Director of Undergraduate Studies *no later than the end of a student's third year*. Students should obtain the form at arthistory.uchicago.edu/files/SpecialFieldDeclaration.pdf and discuss the proposed special field with the Director of Undergraduate Studies. It is strongly recommended that students complete at least two courses in their special field by the end of their third year.

Undergraduate Seminars and the BA Paper

The ARTH 29600 Junior Seminar: Doing Art History is designed to introduce the methods of art historical research. It also requires students to develop a BA paper topic and identify potential faculty advisers. Students who wish to study abroad during Winter Quarter of their third year are strongly urged to take ARTH 29600 Junior Seminar: Doing Art History in the Winter Quarter of the second year and must meet with the Director of Undergraduate Studies to discuss their program in the major before they go abroad.

By the end of their third year, it is the student's responsibility to find a member of the faculty who agrees to act as the faculty research adviser for the BA paper. The research paper or project used to meet this requirement may not be used to meet the BA paper requirement in another major without the approval of both majors.

ARTH 29800 Senior Seminar: Writing Workshop is a workshop course 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 this 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 research adviser.

Students may elect to take ARTH 29900 Preparation for the Senior Paper in Autumn or Winter Quarter to afford additional time for research or writing. NOTE: This course may not count toward the twelve courses required in the major. It may be taken for a *P/F* grade with consent of the instructor.

A polished draft of the paper is due by Friday of ninth week of the quarter preceding graduation; the final version is due Monday of second week of the quarter of graduation. Both are to be submitted in duplicate: one copy to the research adviser and the second to the Director of Undergraduate Studies. Because individual projects vary, no specific requirements for the senior paper have been set. Essays range in length from twenty to forty pages, but there is no minimum or maximum.

Summary of Requirements

GENERAL EDUCATION

Introductory drama, music, ARTV, or Creative Writing course		100
Total Units		100

MAJOR: TRACK I

14000s Survey Course		100
15000s Survey Course		100
16000s Survey Course		100
Survey Course of student's choice		100
3 upper-level ARTH courses in special field *		300
3 upper-level ARTH courses (The six upper-level courses must include, altogether, one course each in Western art before 1400, Western art after 1400, and non-Western art.) *		300
ARTH 29600	Junior Seminar: Doing Art History	100
ARTH 29800	Senior Seminar: Writing Workshop	100
BA paper		
Total Units		1200

MAJOR: TRACK II

14000s Survey Course		100
15000s Survey Course		100
16000s Survey Course		100
Survey Course of student's choice		100

3 upper-level ARTH courses in special field *		300
2 courses outside ARTH related to special field		200
1 upper-level ARTH elective (not special field)		100
ARTH 29600	Junior Seminar: Doing Art History	100
ARTH 29800	Senior Seminar: Writing Workshop	100
BA paper		
Total Units		1200

* With prior approval, up to two Art in Context courses may be used toward this requirement.

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, as well as for help with any academic problems within the major. When choosing courses, students should refer to the worksheet available at arthistory.uchicago.edu/files/MajorWorksheet-form.pdf. This form helps each student and the Undergraduate Program Chair monitor the student's progress in the program.

Grading

Art history majors must receive quality grades in art history courses taken for the major. ARTH 29900 Preparation for the Senior Paper is open for *P/F* grading with consent of instructor, but this course may not count toward the twelve courses required in the major. Art history courses elected beyond program requirements may be taken for *P/F* grading with consent of instructor. Students taking art history courses to meet the general education requirement in the dramatic, musical, and visual arts must receive quality grades. Nonmajors may select the *P/F* grading option with consent of instructor if they are taking an art history class that is not satisfying a general education requirement. A Pass grade is given only for work of *C-* quality or higher.

Honors

Students who complete their course work and their BA papers with great distinction are considered for honors. Candidates also must have a 3.3 or higher overall GPA and a 3.5 or higher GPA for art history course work.

Standards will inevitably differ from adviser to adviser, but in general students are expected to write a BA paper that is of *A* quality—although not all *A* papers will necessarily receive honors. An honors thesis involves substantial research; makes an argument that is supported with evidence; and is well crafted, inventive, and, often, intellectually passionate.

The faculty adviser of a student who wishes to be considered for honors must submit a detailed letter of nomination. Students are not responsible for requesting the letter, but they should plan to work closely with their adviser to make sure they understand the standards that they are expected to meet.

Minor Program in Art History

The minor in art history requires a total of seven courses: three survey courses (one from the 14000 series, one from the 15000 series, and one from the 16000 series), and four courses at the 20000 level or above. With the permission of the Director of Undergraduate Studies, students may substitute up to two Art in Context courses (17000 and 18000 series) for 20000-level courses. Students also write one research paper of about ten to fifteen pages on a topic chosen with and guided by the instructor, by individual arrangement at the start of one of the 20000-level courses. As one of their 20000-level courses, 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 with a minor in art history may use art history courses to meet general education requirements.

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 at arthistory.uchicago.edu/files/MinorProgramApplicationForm.pdf.

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. If students have already taken one of the survey courses to fulfill the general education requirement, they may substitute an additional 20000-level course to complete their seven-course program. 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 art history:

Sample Minor Program

- ARTH 14000–14999 e.g., The Ancient World, The Medieval World, or Renaissance Art
- ARTH 15000–15999 e.g., Nineteenth-Century Art, or Twentieth-Century Art
- ARTH 16000–16999 e.g., Art of Asia: China, or Arts of Japan
- ARTH 20000 series, e.g., ARTH 28804 American Art Since 1960; or ARTH 27304 Photo/Modernism/Esthetic; or ARTH 28300 Chinese Scroll Painting; or ARTH 22204 Medieval Chinese Visual Cult; or ARTH 26504 Revolution and 20th Century Mexican Culture

Courses

ARTH 10100. Introduction to Art. 100 Units.
This course seeks to develop skills in perception, comprehension, and appreciation when dealing with a variety of visual art forms. It encourages the close analysis of visual materials, explores the range of questions and methods appropriate to the explication of a given work of art, and examines the intellectual structures basic to the systematic study of art. Most importantly, the course encourages the understanding of art as a visual language and aims to foster in students the ability to translate this understanding into verbal expression, both oral and written. Examples draw on local collections.
Terms Offered: Autumn, Winter, Spring
Note(s): Students must attend first class to confirm enrollment. For nonmajors, this course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 14000 through 16999. Art Surveys. *May be taken in sequence or individually. Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.* The major monuments and masterpieces of world painting, sculpture, and architecture are studied as examples of humankind's achievements in the visual arts. Individual objects are analyzed in detail and interpreted in light of society's varied needs. While changes in form, style, and function are emphasized, an attempt is also made to understand the development of unique and continuous traditions of visual imagery throughout world civilization. Courses focus on broad regional and chronological categories.

For nonmajors, these courses meet the general education requirement in the dramatic, musical, and visual arts. Art History majors/minors who wish to take these courses for departmental credit should see the instructor about additional assignments and requirements.

ARTH 14107. Greek Art and Archaeology. 100 Units.
This course will survey the art and archaeology of ancient Greece from ca. 1000 BCE–ca. 200 BCE. Participants 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. The big question is: How can we make sense of the past by means of artifacts?
Instructor(s): R. Neer Terms Offered: Winter
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): CLCV 21807

ARTH 14200. From Missionary Images to Image Explosion: Introduction to Medieval Art. 100 Units.

This course explores the challenging world of medieval art. Beginning with the fourth-century fusion of Imperial and Christian images and ending with the advent of print, we trace how images and art-making took on new roles—and re-invented old ones—over the course of the Middle Ages. We consider architecture, sculpture, wall-painting, manuscript painting, stained glass, metalwork, and textiles in their historical contexts, questioning why medieval objects look the way they do and how they were seen and used by medieval viewers. Readings include medieval sources (in translation) and exemplary modern scholarship.

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

Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 14700. Building Renaissance Italy: A Survey of the Built Environment. 100 Units.

This introductory course surveys the major patrons, architects, and building programs that defined the spatial contexts of the Renaissance in Italy. Between the 15th and 16th centuries, the political aspirations of governments, popes, princes, and merchants demanded a more articulated architectural environment that would facilitate increasingly complex modes of public and private life. They were aided in this endeavor by the emergence of a newly professionalized class of architects, who turned their eyes towards both a systematic study of the classical past and a critical assessment of their contemporary world. Renaissance urban palaces—both civic and private—and rural villas provided the stages upon which a new art of living could be performed. New inventions in military engineering responded to rapidly advancing technologies of warfare. Urban planning techniques created new topographies of spiritual and political triumph and reform, while treatises on ideal cities laid the foundations for the modern integrated multi-functional city. Between Venice, Florence, Rome, and their rural surroundings, this course will focus on a range of important patrons such as Roman popes, Venetian doges, princely courts, and private merchants, and will explore what made the works of such architects as Filippo Brunelleschi, Giuliano da Sangallo, Leon Battista Alberti, Francesco di Giorgio, Michelangelo, Jacopo Sansovino, and Andrea Palladio so creative, innovative, and influential well into our own contemporary architectural landscape.

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

Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 15200. Global Baroque. 100 Units.

Instructor(s): R. Zorach Terms Offered: Spring

Note(s): PQ: Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 15600. Twentieth-Century Art. 100 Units.
Focusing on the interrelationships between avant-garde culture and the emerging mass cultural formations of industrializing societies in Europe, North America, Asia, and South America, 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.” Prior knowledge of art history not required.
Instructor(s): M. Jackson; T. Zhurauliova Terms Offered: Autumn; Winter
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 15780. Modern Art from the Enlightenment until Today. 100 Units.
Surveying the history of modern Western art from the 18th through the 21st century, this course will introduce students to the artists, art works, and issues central to the relationship between art and modernity: the rise of the self and identity politics, the growth of the metropolis, the questioning of the "real" and the invention of photography, the autonomous thrust and semiotic potential of abstraction, the political ambitions of the avant-garde, and the impact of consumer and media cultures. Most discussion sections will center around original works of art and take place in the Smart Museum of Art.
Instructor(s): C. Mehring Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 16100. Art of Asia: China. 100 Units.
This course is an introduction to the arts of China focusing on major monuments and artworks produced in imperial, aristocratic, literati, religious, and public milieus. Lectures will reconstruct the functions and the meanings of objects, to better understand Chinese culture through the objects it produced.
Instructor(s): TBD Terms Offered: TBD
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): EALC 16100

ARTH 16213. Andean Art and Architecture. 100 Units.
The civilizations of ancient Peru, Bolivia, and Ecuador challenge many of our assumptions about the nature of art and society. In this course, we will study traditional Andean forms of art, such as textiles and landscape modification, as well as more familiar media, such as architecture and sculpture. Focusing on the art of the Chavín, Nazca, Moche, Tiwanaku, and Inca civilizations, among others, we will consider the interplay between naturalism and abstraction, imperial control and regional diversity, and the challenges of the Andean environment. In addition to a textbook, we will read scholarly articles addressing aspects of Andean art history. Students will have the opportunity to hone their research and writing skills through short writing assignments and a final research paper drawing on objects in Chicago's superb museum collections.
Instructor(s): C. Brittenham Terms Offered: Spring
Note(s): PQ: Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): LACS 16213

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 dramatic, musical, and visual arts.
Equivalent Course(s): LACS 16460

ARTH 17000 through 18999. Art in Context. *May be taken in sequence or individually. Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.* Courses in this series investigate basic methods of art historical analysis and apply them to significant works of art studied within definite contexts. Works of art are placed in their intellectual, historical, cultural, or more purely artistic settings in an effort to indicate the origins of their specific achievements. An informed appreciation of the particular solutions offered by single works and the careers of individual artists emerges from the detailed study of classic problems within Western and non-Western art.

For nonmajors, these courses meet the general education requirement in the dramatic, musical, and visual arts. Art History majors/minors who wish to take these courses for departmental credit should see the instructor about additional assignments and requirements.

ARTH 17121. The Art of Leonardo da Vinci. 100 Units.
The central focus of this course will be on the small, damaged and disputed body of paintings that Leonardo has left to us, the wealth of his drawings that help us make sense of that problematic heritage and provide the most direct route into his creative thinking, and the hundreds of pages of text in the form of notes in mirror-image handwriting that comment on art and so many other subjects. Our structure will be roughly chronological, including his late fifteenth-century Florentine artistic and social context (e.g., artists such as Verrocchio, Pollaiuolo, Ghirlandaio, and Botticelli), his two long periods in Milan as a court artist, his triumphant return to Florence and rivalry with the young Michelangelo, his brief and unsatisfying stay in papal Rome, and the little known, mythic final years in France. Among the themes that will be critically examined are: Leonardo's role in the creation of what is still grandiosely called the High Renaissance; the value and problematic aspects of thinking of him as the quintessential artist-scientist; the significance of the fact that he has been a figure of such obsessive art-historical and broader cultural significance for over 500 years (e.g., readings by Vasari, Freud, and the innumerable artists who have interpreted and mimicked his work); and the ways in which recent scientific and digital imaging have shed surprising amounts of new light on his art. Through the concentrated art-historical material studied, the course will take seriously the attempt to introduce students with little or no background in art history to some of the major avenues for interpretation in this field, including formal, stylistic, iconographical, psychological, social, feminist, theoretical, and reception. Readings are chosen with this diversity of approach in mind.
Instructor(s): C. Cohen Terms Offered: Autumn
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): FNDL 21414

ARTH 17205. Islamic Gardens in Landscape and Image. 100 Units.
Garden imagery is ubiquitous in the art and architecture of the Islamic world from the eighth century to the eighteenth, and from Spain to India. The poetic trope whereby a visually pleasing object or site is compared to the garden of paradise is equally ubiquitous. But does this imply any historical consistency in the significance of garden imagery, of actual gardens, or of the poetic trope? In this course we explore this question by examining both garden imagery and actual gardens from many different times and places in the Islamic world. How do their visual forms and cultural significance shift according to specific historical circumstances?
Instructor(s): P. Berlekamp Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): NEAA 17205

ARTH 17410. Frank Lloyd Wright in Chicago and Beyond. 100 Units.
This course looks at Wright's work from multiple angles. We examine his architecture, urbanism, and relationship to the built environment, as well as the socio-cultural context of his lifetime and legend. We take advantage of the Robie House on campus and of the rich legacy of Wright's early work in Chicago; we also think about his later Usonian houses for middle-income clients and the urban framework he imagined for his work (Broadacre City), as well as his Wisconsin headquarters (Taliesin), and spectacular works like the Johnson Wax Factory (a field trip, if funds permit), Fallingwater, and the Guggenheim Museum. By examining one architect's work in context, students gain experience analyzing buildings and their siting, and interpreting them in light of their complex ingredients and circumstances. The overall goal is to provide an introduction to thinking about architecture and urbanism.
Instructor(s): K. Taylor Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): FNDL 20502

ARTH 17411. Strategies of Modernism in Latin America. 100 Units.
This course departs from Andrea Giunta's observation that Latin American artists employed three primary strategies (swallowing, appropriation, and inversion) in adopting and modifying forms of cosmopolitan modernism. We will survey Latin American versions of Impressionism, primitivism, Expressionism, Cubism, Futurism, Surrealism, and abstraction in the early twentieth century, asking how artists negotiated between the formal innovations they encountered in Paris and local imperatives to form authentic national cultures. In tracing the movement of artists and forms between Paris and Caracas, Mexico City, Havana, Buenos Aires, Montevideo, and São Paulo, we will investigate the relationship of modern art and modernity under distinct historical conditions. Artists to be studied include Armando Reverón, Tarsila do Amaral, Wifredo Lam, Rufino Tamayo, Frida Kahlo, and Joaquín Torres-García.
Instructor(s): M. Sullivan Terms Offered: Autumn
Prerequisite(s): PQ: Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): LACS 17411

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. 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 3:00 p.m.
Instructor(s): M. Ward Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 17611. Envisioning the Colonial Metropolis. 100 Units.
This course explores urbanism and its representations in the colonial enterprises of Spain and Portugal from the 16th to the 18th century. Focusing on four cities, Mexico City (Mexico), Cuzco (Peru), Luanda (Angola), and Salvador da Bahia (Brazil), we will analyze how the policies adopted by the Spanish and Portuguese crowns led to the development of different types of cities, and how indigenous populations contributed to the distinctively local texture of each urban fabric. Bringing together analytical writings on urbanism, architecture, and space with close formal consideration of these cities and their representations in pictorial, cartographic, and literary media, we will consider how urbanism on the one hand and its social uses on the other hand contributed to the political and religious enterprise of colonialism, shaped colonial identities, and helped fashion notions of race and gender. Along with architecture, both durable and ephemeral, and city planning, the course will consider cities as spaces of social and economic interactions, examining processions, parades, and marketplaces as key elements of these cities of empire.
Instructor(s): C. Fromont Terms Offered: Winter
Note(s): PQ: Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): LACS 17611

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. Assignments include three papers and a variety of written homework exercises.
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 dramatic, musical, and visual arts.

ARTH 18700. The Arts of Arabic and Persian Manuscripts. 100 Units.
This undergraduate art in context course focuses on Islamic arts of the book from the eleventh through sixteenth centuries. We will pay particular attention to relationships between painting, calligraphy, and illumination; problems of copying and originality; challenges posed by manuscripts that have been altered by successive generations of users; multiple levels of text-image relationships; and identify special considerations related to the manuscript format. Throughout the seminar we will consider points of congruence and divergence between how such issues were theorized in (translated) primary texts contemporaneous to the manuscripts being studied, and how they are theorized today.
Instructor(s): P. Berlekamp Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.

*The following courses **do not** meet the general education requirement in the dramatic, musical, and visual arts.*

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 1970s and early 1980s. We will focus on the various technical aspects of analog video, as well as on artistic practice and early writings on the subject. Topics may 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

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 medieval theological conceptions of gifting as well as politically charged "secular" practices of medieval gift-culture, and how the patronage of works of art served a variety of ideological and social aims, and we will scrutinize the implicit aesthetics and notions of value congealed in works of art and "ars." Not least, the course aims to interrogate how a changing politics of luxury contributed to changing conceptions of the status of the artwork and the artist over the course of the Middle Ages.
Instructor(s): A. Kumler Terms Offered: Winter
Prerequisite(s): Knowledge of art history &/or medieval studies very helpful. Students interested in the course MUST attend the first day of class to remain enrolled or to add the course. Requires consent No
Equivalent Course(s): ARTH 32611

ARTH 23801. Soundscapes of the Early Modern City. 100 Units.
This course focuses mainly on the late medieval and Renaissance soundscapes in Italian cities, but owing to the nature of the scholarship, we will be focusing as well on some modern examples as well. The conceptual framework on which it is based explores a variety of theoretical frameworks that have contributed to the construction of the soundscape as an urban phenomenon. It will explore such pre-modern themes as the acoustic construction of sacred and secular space, bells and bell towers, the visual and aural aspects of early modern time-keeping practices, ritual forms of music and singing in the public sphere, the auditory practices of civic devotion, the phenomena of mendicant preaching and public storytelling, as well as more modern and industrial soundscapes, such as noise and the circulation of information through urban communication networks.
Instructor(s): N. Atkinson Terms Offered: Winter
Equivalent Course(s): ARTH 33801

ARTH 24812. Museums and Art. 100 Units.
This course considers how the rise of the art museum in the 19th and 20th centuries 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. Though reference will be made to the contemporary art world, the focus will be on materials and case studies drawn from the French Revolution through the 1960s. French, German, English, and American museums will be featured.
Instructor(s): M. Ward Terms Offered: Spring
Equivalent Course(s): ARTH 34812

ARTH 25105. Chichen Itza. 100 Units.
The Art and Architecture of Chichen Itza. 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
Equivalent Course(s): ARTH 35105,LACS 25101,LACS 35101

ARTH 25202. Visual Encounters in the Global Renaissance. 100 Units.
This course examines the visual, material, and political encounters between Europeans and peoples from Africa, Asia, and the Americas between the era of European expansion inaugurated circa 1450 to the abolitionist period of the mid-1800s. It seeks to bring a multicultural framework to the understanding of the early modern period. We will examine the role of images, material exchange, and visual reckoning in the early modern institutions and endeavors that helped shape our current world: the Atlantic slave trade, envisioning the other in European and non-European art, religious encounters and conflicts, visual and material exchange in scientific explorations, imperialism and colonialism. Special attention will be given to the enduring effects of these interactions in contemporary European societies and emphasis brought to a critical consideration of the idea of the Renaissance as a keystone of histories of 'Western' art, culture, and science.
Instructor(s): C. Fromont Terms Offered: Autumn
Equivalent Course(s): ARTH 35202

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 Tansaekhwa.
Instructor(s): M. Sullivan Terms Offered: Winter
Equivalent Course(s): ARTH 35810,LACS 25810,LACS 35810

ARTH 26101. Painting in South Asia. 100 Units.
This course surveys the rich diversity of painted media in South Asia, from the fifth-century murals that decorate the rock-cut Buddhist caves at Ajanta to contemporary canvases that travel the world. We will explore how the familiar categories with which we describe painting, such as Landscape, Portraiture, Narrative, and even Modern, might be productively reassessed in light of South Asian aesthetic traditions by locating the works in their physical, ritual, and intellectual contexts. The course culminates in the contested spaces of contemporary art, where questions of politics, identity, and intention come to the fore. Although mainly focusing on the painting traditions of India, the course will include painting from Pakistan, the Himalayas, Sri Lanka, and the South Asian diaspora.
Instructor(s): A. Seastrand Terms Offered: Winter
Equivalent Course(s): SALC 28403

ARTH 26600. Early 20th-Century Urban Visions. 100 Units.
It is hard to understand contemporary architectural debate about how cities should develop without knowing its origins in the influential city planning proposals developed by architects and planners in pre–World War II Europe and North America. This course studies those foundations, looking at the period when modernist architects and intellectuals proclaimed the obsolescence of the metropolis just as it came to dominate the modern landscape. We will examine a variety of strategies devised to order or replace the metropolis during the late nineteenth and early twentieth centuries, ranging from the City Beautiful movement in Chicago, Camillo Sitte's influential critique of Vienna's Ringstrasse, and the English garden city alternative Lewis Mumford championed for the New York region, to Le Corbusier's Plan Voisin for Paris and Frank Lloyd Wright's Broadacre City model displayed in New York's Rockefeller Center. We conclude with urban renewal in New York and Chicago, and Jane Jacobs's reaction. Course readings are in primary sources. Focusing on particular projects and their promulgation in original texts and illustrations, as well as in exhibitions and film, we will be especially concerned with their polemical purposes and contexts (historical, socio-cultural, professional, biographical) and with the relationship between urbanism and architecture.
Instructor(s): K. Taylor Terms Offered: Autumn
Note(s): This course does not meet the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 36600

ARTH 27505. The Black Arts Movement in Chicago. 100 Units.
This course studies the 1960s–1970s Black Arts Movement in Chicago, in particular its visual artists, in the broader context of African American art and artists in Chicago from the 1940s to the 1990s. The class will make frequent trips to the South Side Community Art Center at 3831 South Michigan Avenue. Topics include the relationship of art to political militancy, the place of history, the formation of a "Black aesthetic," text-image relations, and the uses of different media (painting and sculpture, printmaking, performance).
Instructor(s): R. Zorach Terms Offered: Autumn

ARTH 28402. The Art of the Maya Tomb. 100 Units.
Over the past 70 years, archaeologists have discovered a number of spectacular burials of ancient Maya kings, queens, and nobles, who went to their graves adorned with jades and elegant textiles, surrounded by painted vessels full of foodstuffs and other offerings. Many other works of Maya art in museums and private collections were likely also removed from tombs, unfortunately under less controlled and documented circumstances. What can these objects teach us about how the Maya understood death and the afterlife? How did the assemblages of objects in the tombs of identifiable historical figures address the shared beliefs of all Mesoamericans as well as particular historical and political circumstances? How did Maya tombs—and beliefs about death—change over time? This course will address these and other questions through a series of case studies of archaeologically excavated tombs, considering logics of sacrifice and assemblage, the relationship between tomb interior and exterior, attitudes towards the past reflected in the burial of heirlooms, and practices of ancestor veneration and commemoration.
Instructor(s): C. Brittenham Terms Offered: Spring
Equivalent Course(s): ARTH 38402,LACS 28402,LACS 38402

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 own BA 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. This seminar is followed by a workshop in Autumn Quarter focusing on research and writing issues for fourth-year students who are majoring in art history, which is designed to help writers of BA papers advance their projects.
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 dramatic, musical, and visual 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.
Terms Offered: Autumn, Winter, Spring
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.
This workshop is designed to assist students in researching and writing their senior papers, for which they have already developed a topic in the Junior Seminar. Weekly meetings target different aspects of the process; students benefit from the guidance of the workshop instructors, but also are expected to consult with their individual faculty advisers. At the end of this course, students are expected to complete a first draft of the senior paper and to make an oral presentation of the project for the seminar.
Terms Offered: Autumn
Note(s): Required of fourth-year students who are majoring in art history. This course does not meet the general education requirement in the dramatic, musical, and visual arts.

ARTH 29900. Preparation for the Senior 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 adviser.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and Undergraduate Program Chair
Note(s): Students are required to submit the College Reading and Research Form. May be taken for P/F grading with consent of instructor. This course may not count toward the twelve courses required in the major. This course does not meet the general education requirement in the dramatic, musical, and visual arts.

Biological Chemistry

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 (or equivalent) [†*]	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

CHEM 11300	Comprehensive General Chemistry III (or equivalent) [†*]	100
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 22000-22100-22200	Organic Chemistry I-II-III	
CHEM 23000-23100-23200	Honors Organic Chemistry I-II-III	
CHEM 26100-26200	Quantum Mechanics; Thermodynamics	200
CHEM 26700	Experimental Physical Chemistry	100
One of the following:		100
CHEM 20200	Inorganic Chemistry II	
CHEM 23300	Organic Chemistry of Life Processes	
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.

* See Advanced Placement and Accreditation Examininations 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 20150-20151) unless they pursue a double major in the Biological Sciences. They are expected to show competency in mathematical modelling 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 Fundamental 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.

NOTE: The three-quarter sequence MATH 20300-20400-20500 Analysis in Rn I-II-III may be substituted for MATH 20000 Mathematical Methods for Physical Sciences I; and MATH 27000 Basic Complex Variables and 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.

Grading

Students majoring in Biological Chemistry must receive quality grades in all courses required in the degree program. To qualify for the BS degree, students must: (1) achieve a GPA of 2.0 or higher; and (2) receive no grade lower than C- in the 20000-level or higher Chemistry, Biology, and Department of Biochemistry and Molecular Biology courses that are found in the preceding list.

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/page/degree-programs-and-admissions.html.

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, and Pete Segall at psegall@uchicago.edu in the College advising office.

Biological Sciences

PROGRAM OF STUDY

Biology is the study of life, past and present. Life operates within supportive ecosystems that generate selective pressures driving diversity and complexity through natural selection. The faculty of the College believe that a sound knowledge of biology is essential for understanding many of the most pressing problems of modern life and for intelligent involvement in their eventual solution. The Biological Sciences Collegiate Division, therefore, provides a variety of general education courses for all College students—prospective biologists and non-biologists alike. Although most of the course offerings beyond the introductory year are designed to serve the needs of students majoring in biological sciences, many of these courses are well suited to students in other areas who wish to study some aspect of modern biology in greater detail. Courses on the ethical and societal implications of the biological sciences, for example, are of interest to many non-majors.

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 for the biological sciences:

1. a two-quarter general education sequence for non-majors; or
2. The Pre-Med Sequence for non-science majors (described below, the first two courses of BIOS 20170 through BIOS 20175); or
3. 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) are required for students majoring in the Biological Sciences.

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 meet 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; consult your 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 for 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

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. Emphasis is placed on introducing students to the diversity of subject matter and methods of investigation in the biological sciences. The program prepares students for graduate or professional study in the biological sciences and for careers in the biological sciences. The following sections describe the requirements for a BA in the biological sciences. Sequences in the first year of the program are referred to as the Fundamentals and consist of the following: (1) The Advanced Biology sequence is designed for first-year students who have achieved a score of 4 or 5 on the Advanced Placement Biology test and are primarily interested in pursuing a research career. (2) The Track A and B sequences are designed for second-year students and are structured to provide them with a broad-based understanding of contemporary biology. (3) Track C (Life, Ecosystems, and Evolution) is designed for students interested in pursuing careers in ecology and evolution or environmental science and includes a broad survey of these fields. At the completion of the first three quarters of a Fundamentals sequence students begin taking the upper-level advanced elective courses and may start a specialization. **NOTE: Biological Sciences does NOT require the third quarter of Calculus in any of the sequences. Students entering Tracks A, B, or C 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 Fundamentals sequence MUST take BIOS 20236 Biological Dynamics. NO MATH courses may be substituted for these requirements.**

General Education Courses for Biological Sciences Majors

To prepare for more advanced work in the biological sciences, students must take:

Physical Sciences		
One of the following sequences:		200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II (or equivalent)	
or CHEM 11100 & CHEM 11200	Comprehensive General Chemistry I and Comprehensive General Chemistry II	
Mathematics		
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	
Biological Sciences		
One of the following:		200
BIOS 20150 & BIOS 20151	How Can We Understand the Biosphere? and Introduction to Quantitative Modeling in Biology (Basic)	
BIOS 20150 & BIOS 20152	How Can We Understand the Biosphere? and Introduction to Quantitative Modeling in Biology (Advanced)	
Total Units		600

Students with a score of 5 on the AP biology test may use their AP credit to meet the general education requirement for the biological sciences if the first three quarters of the Advanced Biology sequence are completed.

Courses Required for the Biological Sciences Major*

Natural Science excluding Biology

In addition to the General Education requirements, students majoring in biological sciences must complete the third quarter of general chemistry (CHEM 11300 Comprehensive General Chemistry III, or equivalent); two quarters of organic chemistry (CHEM 22000-22100 Organic Chemistry I-II/CHEM 23100 Honors Organic Chemistry II)**; two quarters of physics (PHYS 12100-12200 General Physics I-II, or higher); and one additional 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)).

Biology Fundamentals Sequence

Students register for four quarters of Biology Fundamentals courses associated with one of four tracks: Track A includes BIOS 20186 (p. 110) Fundamentals of Cell and Molecular Biology, BIOS 20187 (p. 110) Fundamentals of Genetics, BIOS 20188 (p. 110) Fundamentals of Physiology, and BIOS 20190 (p. 110) Principles of Developmental Biology; Track B includes BIOS 20186 (p. 110) Fundamentals of Cell and Molecular Biology, BIOS 20187 (p. 110) Fundamentals of Genetics, BIOS 20189 (p. 110) Fundamentals of Developmental Biology, and BIOS 20191 Integrative Physiology or BIOS 20242 (p. 110) Principles of Physiology; Track C (Life, Ecosystems, and Evolution) includes BIOS 20196 (p. 110) Ecology and Conservation, BIOS 20197 (p. 110) Evolution and Ecology, BIOS 20198 (p. 110) Biodiversity, and BIOS 20187 Fundamentals of Genetics (variant BB); the four-quarter Advanced Biology Fundamentals sequence (BIOS 20234 (p. 110) Molecular Biology of the Cell, BIOS 20235 (p. 110) Biological Systems, BIOS 20236 (p. 110) Biological Dynamics, and BIOS 20242 (p. 110) Principles of Physiology) makes up the final track and is open only to first-year students who have scored 4 or 5 on the AP biology exam. Students who do not enter the Advanced Biology sequence must complete 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) in the winter or spring quarter of their first year. (These two courses fulfill the general education requirement in the biological sciences.)

*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 (http://ccihp.uchicago.edu) (UCIHP).

**The first two quarters of organic chemistry are required for all biology majors except for those completing Track C (Life, Ecosystems, and Evolution), who may take either two quarters of Organic Chemistry or two quarters of General Physics.

NOTE: Biological Sciences does NOT require the third quarter of calculus in any of the sequences. Students entering Tracks A, B, or C 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 MATH courses may be substituted for these requirements.

20200-level and Above Courses in Biological Sciences

Students in Tracks A and B and the Advanced Biology sequence also register for BIOS 20200 Introduction to Biochemistry plus five additional 20200 to 28000-level and above courses in Biological Sciences. Track C also requires five additional 20236 to 28000-level and above courses in the Biological Sciences, but not BIOS 20200 Introduction to Biochemistry. 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 00206 Readings: Biology and BIOS 00299 Advanced Research: Biological Sciences may not be used to meet requirements for the biological sciences major. In most cases, courses listed under the heading Specialized Courses (numbered in the 29000 range) may not be used to meet requirements for the biological sciences major. Limited exceptions are specifically noted.

Summary of General Education Requirements for Advanced Biology and Tracks A, B, and C

GENERAL EDUCATION

One of the following CHEM sequences (or equivalent): §		200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II	
CHEM 11100-11200	Comprehensive General Chemistry I-II	
One of the following 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 BIOS sequences:		200
BIOS 20150 & BIOS 20151	How Can We Understand the Biosphere? and Introduction to Quantitative Modeling in Biology (Basic)	
BIOS 20150 & BIOS 20152	How Can We Understand the Biosphere? and Introduction to Quantitative Modeling in Biology (Advanced)	
Completion of the three-quarter Advanced Biology sequence *		
Total Units		600

* Open only to students with a 4 or 5 on the AP Biology test. Upon completion of the first three quarters of the sequence, students will be awarded a total of 200 units to be counted toward the general education requirement in the biological sciences.

§ Credit may be granted by examination.

Summary of Major Requirements: Advanced Biology*

MAJOR

CHEM 11300	Comprehensive General Chemistry III (or equivalent) §	100
PHYS 12100-12200	General Physics I-II (or higher) §	200
One of the following:		100
BIOS 26210	Mathematical Methods for Biological Sciences I	
PHYS 12300	General Physics III (or higher)	
STAT 22000	Statistical Methods and Applications (or higher, or petition BSCD for replacement) §	
All of the following:		
BIOS 20234	Molecular Biology of the Cell	100
BIOS 20235	Biological Systems	100
BIOS 20236	Biological Dynamics	100
BIOS 20200	Introduction to Biochemistry	100
BIOS 20242	Principles of Physiology	100
Five courses above BIOS 20242 in Biological Sciences		500
One of the following sequences:		200
CHEM 22000-22100	Organic Chemistry I-II	

CHEM 23000-23100	Honors Organic Chemistry I-II	
Total Units		1600

* Open only to students with a 4 or 5 on the AP Biology test. Upon completion of the first three quarters of the sequence, students will be awarded a total of 200 units to be counted toward the general education requirement in the biological sciences.

§ Credit may be granted by examination.

Summary of Major Requirements: Track A

MAJOR

CHEM 11300	Comprehensive General Chemistry III (or equivalent) §	100
PHYS 12100-12200	General Physics I-II (or higher) §	200
One of the following:		100
BIOS 26210	Mathematical Methods for Biological Sciences I	
PHYS 12300	General Physics III (or higher)	
STAT 22000	Statistical Methods and Applications (or higher) §	
All of the following:		
BIOS 20186	Fundamentals of Cell and Molecular Biology	100
BIOS 20187	Fundamentals of Genetics	100
BIOS 20188	Fundamentals of Physiology	100
BIOS 20190	Principles of Developmental Biology	100
BIOS 20200	Introduction to Biochemistry	100
Five courses above BIOS 20236 in Biological Sciences		500
One of the following sequences:		200
CHEM 22000-22100	Organic Chemistry I-II	
CHEM 23000-23100	Honors Organic Chemistry I-II	
Total Units		1600

§ Credit may be granted by examination.

Summary of Major Requirements: Track B

MAJOR

CHEM 11300	Comprehensive General Chemistry III (or higher) §	100
PHYS 12100-12200	General Physics I-II (or higher) §	200
One of the following:		100
BIOS 26210	Mathematical Methods for Biological Sciences I	
PHYS 12300	General Physics III (or higher)	
STAT 22000	Statistical Methods and Applications (or higher) §	

All of the following:		
BIOS 20186	Fundamentals of Cell and Molecular Biology	100
BIOS 20187	Fundamentals of Genetics	100
BIOS 20189	Fundamentals of Developmental Biology	100
BIOS 20200	Introduction to Biochemistry	100
AND		
BIOS 20191	Integrative Physiology	100
or BIOS 20242	Principles of Physiology	
Five courses above BIOS 20242 in Biological Sciences		500
One of the following sequences:		200
CHEM 22000-22100	Organic Chemistry I-II	
CHEM 23000-23100	Honors Organic Chemistry I-II	
Total Units		1600

§ Credit may be granted by examination.

Summary of Major Requirements: Track C

MAJOR		
CHEM 11300	Comprehensive General Chemistry III (or equivalent) §	100
One of the following two-quarter sequences:		200
CHEM 22000-22100	Organic Chemistry I-II	
CHEM 23000-23100	Honors Organic Chemistry I-II	
PHYS 12100-12200	General Physics I-II (or higher) §	
One of the following:		100
BIOS 26210	Mathematical Methods for Biological Sciences I	
PHYS 12300	General Physics III (or higher)	
STAT 22000	Statistical Methods and Applications (or higher) §	
All of the following:		
BIOS 20196	Ecology and Conservation	100
BIOS 20197	Evolution and Ecology	100
BIOS 20187	Fundamentals of Genetics (Variant BB)	100
BIOS 20198	Biodiversity	100
Three additional quantitative courses		300
Five courses above BIOS 20236 in Biological Sciences		500
Total Units		1600

§ Credit may be granted by examination.

Grading

Students must receive quality grades in all courses that meet requirements for the biological sciences major.

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 Division of the Biological Sciences to sponsor and supervise research on an individual tutorial basis. Students register for BIOS 00199 Undergraduate Research or BIOS 00299 Advanced Research: Biological Sciences for course credit. Consult the following course description section for information about procedures, grading, and requirements for registration in BIOS 00199 Undergraduate Research and BIOS 00299 Advanced Research: Biological Sciences. For more information, see bscd.uchicago.edu/content/undergrad-research. NOTE: Course credit cannot be given for work that is compensated by a salary.

Some financial support may be available to students for summer research through their research supervisors or through fellowships awarded competitively by the Biological Sciences Collegiate Division. The deadline for applications for fellowships is early March preceding the summer of the fellowship application.

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 3.6 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 3.25 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 (http://bscd.uchicago.edu/page/honors-biology). Candidates must apply for either program no later than the beginning of Spring quarter of their third year in the College.

Pre-Med Sequence for Nonmajors

This integrated, five-course sequence explores the molecular, cellular, organismal, and biochemical properties of living systems. Open only to first- or second-year non-science majors, it is designed to prepare students with the fundamental knowledge required for graduate study in the health professions. The sequence begins with BIOS 20170 Microbial and Human Cell Biology in the Winter Quarter and BIOS 20171 Human Genetics and Developmental Biology and BIOS 20172 Mathematical Modeling for Pre-Med Students in the Spring Quarter. The second year of the sequence continues with BIOS 20173 Perspectives of Human Physiology in the Autumn Quarter and then concludes in the Winter Quarter with BIOS 20175 Biochemistry and Metabolism. BIOS 20171 Human Genetics and Developmental Biology must be taken concurrently with BIOS 20172 Mathematical Modeling for Pre-Med Students in the Spring Quarter of the first year, and BIOS 20173 Perspectives of Human Physiology must be taken in the Autumn Quarter of the second year. The courses in this sequence cannot be applied toward a major in Biological Sciences. Students who complete this sequence are, however, eligible for the Biological Sciences minor. These students must combine the sequence with four upper-level Biological Sciences courses to complete the requirement for the minor. (Please review the section on the Minor Program in the Biological Sciences for additional relevant information.)

SPECIALIZATION PROGRAMS IN THE BIOLOGICAL SCIENCES

Students who wish to complete a "specialization" should discuss their plans with the specialization chair in Spring Quarter of their second year. Students may complete only one 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 Fundamentals Sequences BIOS 20180 or 20190.

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, The 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 junior or senior years, having successfully completed BIOS 25108 and BIOS 25308 above, and started work in their chosen research laboratory.

BIOS 25309	Cancer Metastasis	100
BIOS 25310	Pharmacogenomics: Discovery and Implementation	100

Laboratory Research

To complete the specialization in cancer biology, students will also carry out individual guided research, participate in the honors research program, 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

Students majoring in biological sciences who meet the following requirements will be recognized as having completed a specialization in the area of cellular and molecular biology.

The following requirements must be met:

Courses

One of the following:		100
CHEM 22200	Organic Chemistry III	
CHEM 23200	Honors Organic Chemistry III	
Three of the following: *		300
BIOS 21207	Cell Biology	
BIOS 21236	Genetics of Model Organisms	
BIOS 21237	Developmental Mechanisms	
BIOS 23299	Plant Development and Molecular Genetics	
BIOS 21208	Fundamentals of Molecular Biology	
Total Units		400

* If students choose a developmental course, they must choose between BIOS 21237 or BIOS 23299.

Laboratory Research

Completion of an independent research project is required under the guidance of a faculty mentor/adviser that either:

1. Qualifies as a senior honors project; or
2. Is approved by the director of the specialization and the student's research adviser.

The specialization in cellular and molecular biology is administered by the Department of Molecular Genetics and Cell Biology. For more information, consult Gayle Lamppa (773.702.9837, gklamppa@uchicago.edu).

Specialization in Ecology and Evolution

Students majoring in biological sciences who complete the course work indicated below and write a research-based senior thesis 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 adviser 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 Track C for the BIOS fundamentals sequence.

2. Students in the Ecology and Evolution specialization must take three courses in statistics (STAT 22000 (p. 110) Statistical Methods and Applications or higher) or other quantitative approaches relevant to their research plans (BIOS 26210 (p. 110) Mathematical Methods for Biological Sciences I and BIOS 26211 (p. 110) Mathematical Methods for Biological Sciences II recommended). These courses can count toward the quantitative requirements for Track C.

3. Three of the upper-level courses required for completion of the BIOS major must be chosen from a menu of courses in 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 (Chris 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

After taking the following three courses, students majoring in biological sciences 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 will also have the option of participating in a hands-on research component in an endocrinology lab. 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 specialization can be completed as Endocrinology I–II-III or Endocrinology II-III-I.

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

The specialization in endocrinology is administered by the Institute for Endocrine Discovery & Clinical Care, the Committee on Molecular Metabolism & Nutrition, and the NIH funded Diabetes Research & Training Center. For more information, consult Matthew Brady (mbrady@medicine.bsd.uchicago.edu).

Specialization in Genetics

Biological sciences majors who obtain a B or better in seven courses from the list below and complete an independent research project will be recognized as having fulfilled the requirements for a specialization in the area of genetics. Please consult Vincent Lynch (vjlynch@uchicago.edu) if you would like to request approval for any non-listed course with significant genetics content to satisfy this requirement.

Introductory Courses (3 courses)		
One of the following:		100
BIOS 20187	Fundamentals of Genetics	
BIOS 20235	Biological Systems	
and		
BIOS 20197	Evolution and Ecology	100
and		
STAT 22000	Statistical Methods and Applications (or higher)	100
Advanced Courses (4 courses)		
BIOS 21206	Human Evolution and Disease	100
and one of the following:		100
BIOS 21236	Genetics of Model Organisms (Autumn)	
BIOS 23258	Molecular Evolution I: Fundamentals and Principles (Winter)	
and two of the following:		200
BIOS 21208	Fundamentals of Molecular Biology (Winter)	
BIOS 21216	Intro Statistical Genetics (Winter)	
BIOS 21237	Developmental Mechanisms (Winter)	
BIOS 21229	Genome Informatics: How Cells Reorganize Genomes (Winter)	
BIOS 23286	An Introduction to Population Genetics (Spring)	
BIOS 23299	Plant Development and Molecular Genetics (Spring)	
BIOS 25216	Molecular Basis of Bacterial Diseases (Winter)	
BIOS 25287	Introduction to Virology (Spring)	
BIOS 28407	Genomics and Systems Biology (Spring)	
Total Units		700

Laboratory Research

completion of an independent research project.

The project must either:

qualify as a senior honors project

or

be approved by the director of the specialization.

The specialization in genetics is administered by the Committee on Genetics. Consult Jocelyn Malamy (773.702.4651, jmalamy@bsd.uchicago.edu) for more information.

Specialization in Immunology

After taking three of the four courses listed below, students majoring in biological sciences will be recognized as having completed a specialization in immunology. The fourth course is available to students who wish further study.

Students are required to take the following three courses:

BIOS 25256	Immunobiology (Autumn)	100
BIOS 25258	Immunopathology (Winter)	100
BIOS 25266	Molecular Immunology (Spring)	100
The following is an elective course:		
BIOS 25260	Host Pathogen Interactions (Autumn)	100

For more information, students should consult with Bana Jabri, Department of Pathology and the 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 following requirements will be recognized as having completed a specialization in microbiology. Students register for three required courses in the specialization (BIOS 25206 Fundamentals of Bacterial Physiology, BIOS 25216 Molecular Basis of Bacterial Diseases, and BIOS 25287 Introduction to Virology). Several electives are available to provide additional training in microbiology. With prior approval from the specialization chair, it may be possible to substitute one course from the list of suggested electives for one of the required courses. For more information, students should consult with Dominique Missiakas, undergraduate adviser of the Committee on Microbiology (834.8161, dmissiak@bsd.uchicago.edu).

Students are required to take the following three courses:

BIOS 25206	Fundamentals of Bacterial Physiology (Autumn)	100
BIOS 25216	Molecular Basis of Bacterial Diseases (Winter)	100
BIOS 25287	Introduction to Virology (Spring)	100
Total Units		300

Specialization in Neuroscience

Students majoring in biological sciences who complete the three required courses on the list that follows will be recognized as having completed a specialization in neuroscience. Students who elect to specialize should consult Megan McNulty (mmcnulty@uchicago.edu), who is available to advise on the choice of classes and to help identify labs in which individual research projects can be carried out. Students who plan to specialize are encouraged to begin the required sequence below in Autumn Quarter of their third year, carry out individual guided research, participate in the honors research program, and attend neurobiology/biopsychology-related seminars.

BIOS 24203	Fundamentals of Neuroscience (Autumn)	100
BIOS 24204	Cellular Neurobiology (Winter)	100
BIOS 24205	Systems Neuroscience (Spring)	100
Total Units		300

Requirements for the Bachelor of Science Degree in the Biological Sciences

Students can earn a BS in the Biological Sciences by (1) completing three upper-level BIOS courses beyond those required for the BA degree, and (2) writing a BS thesis (research paper or literature review) under the supervision of a faculty adviser. The additional upper-level courses must be chosen in consultation with the thesis adviser and a BSCD senior adviser. 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 suitable 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 Chris Andrews (candrews@uchicago.edu) or Megan McNulty (mmcnulty@uchicago.edu).

MINOR PROGRAM IN THE BIOLOGICAL SCIENCES

Students who elect the minor program must meet with the master or one of the senior advisers of the Biological Sciences Collegiate Division by the Spring Quarter of their second year in order to obtain consent to pursue the minor and to plan out the appropriate curriculum.

The minor in Biological Sciences requires a total of seven BIOS courses beyond the general education requirement. Courses in the minor may be selected from a specific area of the biological sciences (e.g., molecular and cell biology, genetics, evolutionary biology, developmental biology, organismal biology, ecology, neurobiology, immunobiology, microbiology). Alternatively, courses may be selected from related areas to construct a program that gives a more inclusive account of how different disciplines of biology interact. These areas could comprise, for instance, immunology and microbiology, organismal biology and evolution, genetics and genomics, developmental biology and evolution, or ecology and evolution. Other combinations are also possible.

Students must meet general education requirements for the biological sciences and the physical sciences before entering the program. Biological Sciences courses at the 10000-level or above and MATH 11200 (p. 110) Studies in Mathematics I and MATH 11300 (p. 110) Studies in Mathematics II or MATH 13100 (p. 110) Elementary Functions and Calculus I and MATH 13200 (p. 110) Elementary Functions and Calculus II are the minimal general education requirements for the minor. Students interested in completing the minor are strongly encouraged to take BIOS 20150 How Can We Understand the Biosphere? and BIOS 20151 (p. 110) Introduction to Quantitative Modeling in Biology (Basic) or (BIOS 20152 (p. 110) Introduction to Quantitative Modeling in Biology (Advanced)) to complete the general education requirement in the biological sciences, as these courses also serve as prerequisites to the Fundamentals courses (BIOS 20186-88/89 or BIOS 20196-98), three of which are required for the minor. Students who fulfill their BIOS general education requirements via other paths may also request approval to pursue the minor. General Chemistry and Organic Chemistry are not specifically required. These courses would, however, allow for a greater variety of upper-level Biological Sciences courses, especially those in the areas of molecular and cellular biology; chemistry and/or biochemistry are usually prerequisites for those courses.

Following completion of the general education requirements, the minor can then be completed by taking three Fundamentals courses and at least four upper level electives to be chosen in consultation with one of the senior advisers in the Biological Sciences Collegiate Division.

Students who complete the pre-med sequence for non-majors (BIOS 20170s) are also eligible for the Biological Sciences minor. BIOS 20170 Microbial and Human Cell Biology and BIOS 20171 Human Genetics and Developmental Biology satisfy the general education requirement in biology; BIOS 20172 Mathematical Modeling for Pre-Med Students , BIOS 20173 Perspectives of Human Physiology and BIOS 20175 Biochemistry and Metabolism satisfy the fundamentals requirement. These students must follow up the 20170s with at least four upper-level electives to be chosen in consultation with one of the senior advisers in the Biological Sciences Collegiate Division.

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.

Prior to beginning the minor program, students must obtain formal approval from the master or one of the senior advisers in the biological sciences on a form obtained from their College adviser and returned to the adviser by the deadline. To schedule an appointment with the master, students should contact Kirsten Cole (kcole@uchicago.edu). Alternatively, students can schedule an appointment with one of the senior advisers (Christine Andrews (candrews@uchicago.edu) or Megan McNulty (mmcnulty@uchicago.edu)).

Back To Top

Minor Program in Computational Neuroscience

The minor in computational neuroscience is offered by the Biological Sciences Collegiate Division. 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 to either traditional academic careers or to opportunities in the corporate world. For more information, visit cns.bsd.uchicago.edu.

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 have an interest in neuroscience. 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.

The minor requires completion of the following five courses:

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 26210-26211	Mathematical Methods for Biological Sciences I-II *	200
Total Units		500

* Autumn and Winter Quarters of the Mathematical Methods for Biological Sciences sequence

Students who elect the minor program are required to meet with the chair of the Committee on Computational Neuroscience (Nicholas Hatsopoulos) by the end of Spring Quarter of their third year. Students must obtain formal approval from the chair to complete the minor program on a form obtained from their College adviser and returned to the adviser by the deadline. 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 must earn a B- average or above in courses counted toward the minor. All courses for the minor must be taken for quality grades.

Courses: 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.

Biological Sciences Sequences for Nonmajors

Students choose from the following options to meet the biological sciences requirement. The requirement should be completed by the end of the second year.

1. Students may choose to take BIOS 10130 Core Biology as their first course. For their second quarter, students choose from a menu of topics courses (BIOS 11000–19999) that are comprehensive reviews of specialized topics in the biological sciences (descriptions follow). Nonmajors are encouraged to enroll in additional biological sciences courses that cover topics of interest to them.

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. The student should register for the section that best suits their interests based upon the descriptions below.

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.
Terms Offered: Autumn, Winter, Spring

Section Descriptions of 10130. Core Biology

A. Neurobiology. The brain and being human: What does it mean to be human? What makes us unique and how have we evolved? Bridging the brain, the body, and biological behavior, this course uses inquiry-driven interactive learning activities, readings from the popular and scientific press, and directed writing exercises to explore the brain and the biological basis of being human. *M. McNulty. Autumn, Winter. L.*

B. Microbes and Immunity. These sections cover the most basic concepts in biology, such as life, macromolecules, cells, energy, metabolism, evolution, and genomics, as well as human anatomy and physiology. These particular sections draw 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, Winter, 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. Spring. L.*

2. Students may choose one of the sequences below (BIOS 10450 Pharmacological Perspectives in Cell and Molecular Biology and BIOS 10451 Pharmacological Perspectives II or BIOS 10500 Metabolism and Exercise and BIOS 10501 Metabolism and Nutrition or BIOS 10602 Multiscale Modeling of Biological Systems I and BIOS 10603 Multiscale Modeling of Biological Systems II or BIOS 17100 Darwin's "On the Origin of Species" and "The Descent of Man"* and BIOS 17101 Experimental Biology By the Sea)* as an alternative to BIOS 10130 Core Biology plus a Topics course. Taking one of these sequences meets the general education requirement in biological sciences.

* BIOS 17100 Darwin's "On the Origin of Species" and "The Descent of Man" and BIOS 17101 Experimental Biology By the Sea, along with HIST 15002 Whales and Whaling in American History, comprise the three-course sequence titled "The Whale: Biology, Culture, and Evolution on Nantucket Sound" and are taken together off campus during the autumn quarter at the Marine Biological Laboratory in Woods Hole, Massachusetts. Enrollment is by application. More information concerning this program, including application materials, is available at college.uchicago.edu/academics/whale-biology-culture-and-evolution-nantucket-sound. See also the Biological Sciences Collegiate Division website bscd.uchicago.edu.

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): This course is equivalent to BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 10451. Pharmacological Perspectives II. 100 Units.
Must new 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, except by petition.

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).
Instructor(s): M. Osadjan Terms Offered: Autumn
Prerequisite(s): This course is equivalent to BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, 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, except by petition.
Note(s): Credit may not be earned for both BIOS 10501 and BIOS 12114.

BIOS 10602. Multiscale Modeling of Biological Systems I. 100 Units.
This course is intended for students with strong quantitative background, such as those majoring in physical sciences or economics. The first course in the sequence begins with the organization of life at the molecular level, and builds a physical understanding to the workings of macromolecules such as proteins, membranes, DNA, and RNA. Students learn computational tools such as molecular dynamics simulations to investigate the function of proteins.
Instructor(s): D. Kondrashov Terms Offered: Autumn. L.
Prerequisite(s): MATH 13300/15300/16300 or equivalent placement This course is equivalent to BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 10603. Multiscale Modeling of Biological Systems II. 100 Units.
Must be taken in sequence with BIOS 10602. This second course in the sequence focuses on biological information. Students learn about biological databases, algorithms for sequence alignment, phylogenetic tree building, and systems biology. The goal is to take the mechanistic understanding of molecular biology developed in the first quarter, and synthesize into a larger, system-level view of living things. Students implement computational algorithms using Python.
Instructor(s): E. Haddadian Terms Offered: Winter. L.
Prerequisite(s): BIOS 10602. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 17100. Darwin's "On the Origin of Species" and "The Descent of Man" 100 Units.
This lecture-discussion class will focus on a close reading of Darwin's two classic texts. An initial class or two will explore the state of biology prior to Darwin's *Beagle* voyage, and then consider the development of his theories before 1859. Then we will turn to his two books. Among the topics of central concern will be the logical, epistemological, and rhetorical status of Darwin's several theories, especially his evolutionary ethics; the religious foundations of his ideas and the religious reaction to them; and the social-political consequences of his accomplishment. The year 2009 was the two hundredth anniversary of Darwin's birth and the one hundred fiftieth of the publication of *On the Origin of Species*.
Instructor(s): R. Richards Terms Offered: Autumn
Prerequisite(s): Second-year students and beyond preferred. Good academic standing. Application and acceptance into the quarter-long program at the Marine Biological Laboratory in Woods Hole.
Equivalent Course(s): HIPS 24901,HIST 24905,PHIL 23015

BIOS 17101. Experimental Biology By the Sea. 100 Units.
This course will explore areas of experimental biology through laboratory exercises, field trips, and lectures. Experiments and demonstrations will highlight the use of marine organisms to study areas as diverse as early embryonic development, marine mammal communication, and the broad biodiversity of the ocean, coastline, and marshes of the area. Through their activities, students will learn about important biological questions, experimental design, and modern research technologies. Exercises and assignments will also introduce students to the important role of the Marine Biological Laboratory in the history of biology.
Instructor(s): K. Matlin Terms Offered: Autumn. L.
Prerequisite(s): Prerequisite(s): Second year students and beyond preferred. Good academic standing. Application and acceptance into the entire quarter-long program at the MBL required. Taught at the Marine Biological Laboratory in Woods Hole, Massachusetts. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

Topics Courses for Nonmajors

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.

BIOS 11119. The Biology of Gender. 100 Units.
This course explores the biological evidence and theories that seek to explain gender in humans. This course relies on current research in neuroscience, physiology, and cell biology to address topics such as the genetics of gender; sexual differentiation of the fetus; sexually dimorphic brain regions; the biology of gender identity and gender preference; and hormonal/environmental contributions to gender.
Instructor(s): M. Osadjan Terms Offered: Autumn
Prerequisite(s): PQ: BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.
Equivalent Course(s): GNSE 12000,BIOS 11119

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, except by petition.
Equivalent Course(s): ENST 12402

BIOS 11128. Introduction to Human Genetics. 100 Units.
This course covers both classical Mendelian human genetics and advances in molecular genetics. We discuss the inheritance of normal human traits and a variety of genetic diseases, including single gene traits and multifactorial, complex traits. Other topics include chromosome abnormalities, sex inheritance, human population genetics, and microevolution.
Instructor(s): T. Christianson Terms Offered: Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

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: Autumn, Winter, Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 12107. Cell Biology of Physiological Stress. 100 Units.
This course studies the application of cell biology principles to physiological stress. We use paradigms (e.g., fasting) to talk about organ interactions (e.g., the Cori cycle). This includes discussions of receptors, kinases, and other cellular biology.
Instructor(s): M. Musch Terms Offered: Autumn
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, 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, Summer
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, 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 discusses basic concepts involved in the functioning of the cardiopulmonary system, followed by various types of patho-physiological stresses experienced by the lungs and heart. We discuss how these systems adapt to stress conditions by turning on "emergency response" mechanisms at the molecular, cell, tissue, and organ levels. We also discuss current strategies and drugs designed to treat maladaptive changes taking place in the heart and lungs under stress.
Instructor(s): M. Gupta, K. Birukov Terms Offered: Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, 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, 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: Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 12118. The Descent of Man: Human Health across the Ages. 100 Units.
This course examines the relationship between human health, lifestyles, and environment. How have agriculture, urbanization, and industrialization affected human health? We discuss measures of heath among hunting and gathering societies, after the development of agriculture and large settlements, at the dawn of the city, and in contemporary industrialized and developing societies. Topics include diet, malnutrition, malaria, the bubonic plague, sanitation, pollution, the obesity epidemic, stress, and sleep.
Instructor(s): K. Knutson Terms Offered: Autumn. Offered every other year in odd years
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13107. Environmental Ecology. 100 Units.
This course emphasizes basic scientific understanding of ecological principles that relate most closely to the ways humans interact with their environments. It includes lectures on the main environmental pressures, notably human population growth, disease, pollution, climate change, habitat destruction, and harvesting. We emphasize the ongoing impacts on the natural world, particularly causes of population regulation and extinction and how they might feed back on to humans. Discussion required.
Instructor(s): T. Price Terms Offered: Winter
Prerequisite(s): NTSC 10300 or BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.
Equivalent Course(s): ENST 12404,NTSC 10400

BIOS 13111. Natural History of North American Deserts. 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): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13112. Natural History of North American Deserts: 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): Consent of instructor. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13115. From So Simple a Beginning: Evolution. 100 Units.
This course discusses a wide range of biological and geological phenomena in the light of evolutionary theory. The material is presented in the form of scientific inquiry to provide insight into how we know what we know. Concepts are presented using examples relevant to the human condition and human evolution. The diversity of organisms is demonstrated throughout the course in the lectures, using living and preserved specimens. Practical sessions in the Evolving Planet exhibit of the Field Museum required.
Instructor(s): P. Sierwald, R. Bieler Terms Offered: Winter
Prerequisite(s): PQ: BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13123. 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. (L)
Instructor(s): D. Jablonski Terms Offered: Autumn
Prerequisite(s): BIOS 10130; No Biological Sciences majors except by petition to the BSCD Senior Advisers.
Equivalent Course(s): GEOS 13900

BIOS 13125. Ecology and the Environment. 100 Units.
This course introduces the principles of ecology and environmental biology. Focusing on both studies of wild populations of plants and animals as well as human ecology, we discuss population growth, the distribution and abundance of species, and conservation biology. Other topics include such current environmental issues as climate change, invasive species, and resource use. This course is intended for students who are not majoring in biological sciences or who are seeking an introductory understanding of ecology and environmental biology.
Instructor(s): S. Pruett-Jones Terms Offered: Summer
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13126. Tropical Ecology: Biodiversity and Human Impacts. 100 Units.
This course covers the description of the geographic distribution of the tropics, the nature of biological communities found there in contrast with temperate communities, and the interrelations of those communities with human society, both indigenous and global. Conservation of tropical biodiversity and ecosystem services related to human populations and exploitation of resources is a major theme of the course.
Instructor(s): E. Larsen Terms Offered: Winter
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13128. Plant-Animal Interactions. 100 Units.
In this course we investigate the ecological interactions between plants and animals, and their evolution. Through readings and discussion we explore herbivory and mutualisms (pollination, seed dispersal). How do plants defend themselves against herbivores? How have plants and their seed dispersers, pollinators, and predators co-evolved?
Instructor(s): A. Hunter Terms Offered: Winter
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13131. Chicago's Natural History: Where Is it? What Is It? and There It Goes! 100 Units.
In this course you will explore the organisms of the Chicago region, and learn how to identify major groups of organisms: animal phyla and some orders and classes, plant divisions and higher plant families. The identification principles will be useful beyond Chicago as well. The class will combine field and lab exercises in sampling and identification, and lectures on the ecology and evolution of the organisms, with an emphasis on species native to the region. Be prepared to work outdoors and walk around Hyde Park, carrying a net and with binoculars on, in all sorts of weather. L.
Instructor(s): A. Hunter Terms Offered: Autumn
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13140. The Public and Private Lives of Insects. 100 Units.
This course examines the ecology and evolution of insects, from their early evolution over 350 million years ago to their adaptations that allow them to exploit nearly every habitat on earth and become the most diverse animal group on the planet. We explore the basic biology of insects that have allowed them to become the largest group of animals on the planet, making up approximately 1.5 million of the 2 million described species.
Instructor(s): E. Larsen Terms Offered: Autumn, Winter
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13253. 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: Autumn, Spring
Note(s): BIOS 23241 recommended; Autumn course in Paris, Spring course on campus
Equivalent Course(s): ANTH 28600

BIOS 14112. Workings of the Human Brain: From Brain to Behavior. 100 Units.
This course examines how the brain generates behavior. Topics include the organization of the nervous system; the mechanisms by which the brain translates external stimuli into electrical and chemical signals to initiate or modify behavior; and the neurological bases of learning, memory, sleep, cognition, drug addiction, and neurological disorders.
Instructor(s): M. McNulty Terms Offered: Winter, Summer
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 14114. Drugs Galore: What They Are and What They Do to You. 100 Units.
The course will cover several drugs used and abused (such as alcohol, ritalin, adderall, cannabinoids), their targets and pharmacological actions.
Instructor(s): R. Zaragoza Terms Offered: Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 15106. Plagues: Past and Present. 100 Units.
This course explores selected examples of ancient, re-emerging, and emerging pathogens in the context of biology, as well as epidemiology and the selective pressures that influence the spread and control of epidemics. Emphasis is placed on the biological basis of how microbes gain access to and cause damage in their hosts and the struggle between the pathogen and the host's immune system. Students also gain an understanding of the basis for diagnostic procedures, treatments, and immunization. Discussion sessions required in addition to lectures.
Instructor(s): S. Boyle-Vavra Terms Offered: Winter
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 15115. Cancer Biology: How Good Cells Go Bad. 100 Units.
This lecture/discussion course examines the multi-step process by which normal cells become malignant cancer cells. Topics include how defects in the regulation of proliferation, differentiation, and apoptosis can occur in cancer cells, as well as how cancer cells can acquire the ability to attract blood vessels (angiogenesis) and to invade other organ systems (metastasis). We emphasize the study of signal transduction pathways and how they are altered in cancer cells. The concept of genes that cause cancer (oncogenes) and genes that deter cancer (tumor suppressor genes) is discussed. New disease treatments that target specific molecular defects within cancer cells are reviewed.
Instructor(s): M. Villereal Terms Offered: Winter, Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 15119. Immunology: Light and Tasty. 100 Units.
The goal of this course is to familiarize students with the properties of the immune system, with a focus on responses to infections. The material is presented in a series of lectures, and learning is reinforced through reading and discussing relevant current literature. The first half of the course focuses on the cellular and molecular aspects of the immune system. The second half focuses on how the various components are integrated during the response to infectious agents. The flu (including H1N1) and HIV are used as examples.
Instructor(s): B. Fineschi Terms Offered: Winter
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 15123. The Microbiome in Human and Environmental Health. 100 Units.
Modern microbiology is an exciting time. We are just now discovering the full extent of the impact microbial life - bacteria, archaea, eukayrotes and viruses – has on our lives. In this course we will examine and dissect a brief history of microbiology, uncover the vast biochemical and metabolic diversity of the microbial world examining life at the extremes, delve into the human microbiome and its myriad roles in our health, physiological and psychological wellbeing, examine the microbiome of our human world (the built environment), and highlight the myriad ways microbes influence our social and economic success. We will present a compelling multidisciplinary examination of the current state of the art in microbial sciences.
Instructor(s): J. Gilbert, H. Shuman Terms Offered: Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition

Biological Sciences Sequences for Majors and Students Preparing for the Health Professions

Fundamentals Sequences

Beginning with students matriculating in Autumn 2010, all first-year students who wish to major in Biological Sciences must take two of the following three courses during Spring Quarter of their first year as prerequisites for the Fundamentals courses. (Chemistry and Biological Chemistry majors can take the Fundamentals

Sequences without the Biological Sciences 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 or BIOS 20152.)

BIOS 20150. How Can We Understand the Biosphere? 100 Units.
This course is designed to introduce Biological Sciences majors to a wide range of subdisciplines within biology. Lecture topics include ecology, evolution, organismal biology, biodiversity, molecular biology, development, and structural biology. Students will gain experience with integrative approaches to science as they read and dissect the primary literature and complete a quarter-long group project organized around a big question in biology.
Instructor(s): L. Mets, M. McNulty, C. Andrews, Staff Terms Offered: Spring
Prerequisite(s): CHEM 10100-10200 or CHEM 11100-11200 or CHEM 12100-12200

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) AND CHEM 10100-10200 or CHEM 11100-11200 or CHEM 12100-12200. 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, Spring. L.
Prerequisite(s): MATH placement of 15200 or higher OR completion of MATH 16200 AND CHEM 10100-10200 or CHEM 11100-11200 or CHEM 12100-12200. First-year Biology Major standing only.

BIOS 20170 through BIOS 20175

This integrated sequence explores the molecular, cellular, organismal, and biochemical properties of living systems. It is designed to prepare students who do not intend to major in biology for graduate study in the health professions. This five-course sequence begins with BIOS 20170 Microbial and Human Cell Biology in the Winter Quarter and both BIOS 20171 Human Genetics and Developmental Biology and BIOS 20172 Mathematical Modeling for Pre-Med Students in the Spring Quarter. The second year of the sequence continues with BIOS 20173 Perspectives of Human Physiology in the Autumn Quarter and concludes with BIOS 20175 Biochemistry and Metabolism in the Winter Quarter. BIOS 20172 must be taken concurrently with BIOS 20171 in the Spring Quarter of the first year. *This sequence is open only to first- and second-year non-science majors and cannot be applied toward a major 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-science 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 and other medical professionals, and gain experience with microbiological and basic microscopy techniques and vertebrate dissection in lab.
Instructor(s): L. Mets, C. Andrews, R. Zaragoza, E. Kovar Terms Offered: Winter. L.
Prerequisite(s): First or second-year standing

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): T. Christianson, C. Schonbaum, R. Zaragoza, C. Andrews 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

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.
Instructor(s): C. Andrews, E. Kovar Terms Offered: Autumn. L.
Prerequisite(s): BIOS 20170, BIOS 20171, BIOS 20172, BIOS 20175

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. Strieleman Terms Offered: Winter
Prerequisite(s): BIOS 20170, BIOS 20171, BIOS 20172

BIOS 20186 through 20191

This sequence is an introduction to the breadth of biology as a modern scientific discipline. It 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): Variant A: G. Lamppa, A. Imamoto, T Christianson. Variant B: L. Mets, B. Glick, C. Schonbaum. Terms Offered: Autumn. L.
Prerequisite(s): BIOS 20150 and BIOS 20151. Second year standing or above. An average grade of C or higher in, and completion of, 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.

BIOS 20187. Fundamentals of Genetics. 100 Units.
The goal of this course is to integrate recent developments in molecular genetics and the human genome project into the structure of classical genetics. Topics include Mendelian inheritance, linkage, tetrad analysis, DNA polymorphisms, human genome, chromosome aberrations and their molecular analysis, bacterial and virus genetics, regulatory mechanisms, DNA cloning, mechanism of mutation and recombination, and transposable elements.
Instructor(s): Variant A: M. Nobrega, V. Lynch, T. Christianson. Winter. Variant B: Staff, C. Schonbaum, E. Kovar. Winter. L.. Terms Offered: Winter. 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. (Variant A.)
Instructor(s): D. McGehee, M. Osadjan Terms Offered: Spring. L.
Prerequisite(s): BIOS 20187
Note(s): Variant A. 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. (Variant B.)
Instructor(s): R. Ho, S. Horne-Badovinac, C. Schonbaum, E. Kovar Terms Offered: Spring. L.
Prerequisite(s): BIOS 20187BB
Note(s): Variant B.

BIOS 20190. Principles of Developmental Biology. 100 Units.
This course will cover important concepts of developmental biology including differentiation, lineage, fate, pattern formation, and morphogenesis. We will review developmental processes and experimental evidence used to uncover underlying mechanisms. We will focus on a few model organisms—vertebrates (chicken and mice) and non-vertebrates (Drosophila). (Variant A)
Instructor(s): A. Imamoto, W. Du Terms Offered: Autumn
Prerequisite(s): BIOS 20186AA-BIOS 20187AA
Note(s): Variant A.

BIOS 20191. Integrative Physiology. 100 Units.
This course investigates body function in animals (including humans) at times of rest and under various environmental stresses such as temperature, salinity, altitude, fasting, activity, and others. The lectures and labs of this course will draw together concepts of physics, chemistry, and quantitative biology to explore the interactions of molecules, cells, tissues, and organs in living organisms. Students will be asked to serve as test subjects in the various laboratory exercises of this course.
Instructor(s): M. Osadjan Terms Offered: Winter. L.
Prerequisite(s): BIOS 20189. This course is intended for students in the Fundamentals Sequence BB track only.
Note(s): Credit can NOT be earned for both BIOS 20188 and BIOS 20191.

BIOS 20196 through 20198

Life, Ecosystems, and Evolution

This sequence is designed for students majoring in Biology and interested in pursuing a course of study in ecology and evolution or environmental science. The three-course sequence is an introduction to biological diversity, conservation biology, principles of ecology, and mechanisms of evolution. Topics include a broad survey of biological diversity and evolutionary relationships, the evidence for evolution, mechanisms of adaptation and speciation, life-history strategies, competition and predation, mechanisms that shape communities, and how these topics apply to current issues in conservation biology. Students in the Variant A sequence are required to take BIOS 20186AA, 20187AA, 20188AA, and 20190AA. Students in the Variant B sequence are required to take BIOS 20186BB, 20187BB, 20189BB, and 20242. Once a variant is started, students may not switch to the other variant unless they have petitioned the BSCD Senior Advisers (Megan McNulty or Christine Andrews).

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.
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 20197. Evolution and Ecology. 100 Units.
This course surveys the basic principles of ecology and evolutionary biology. Topics in evolutionary biology include the evidence for evolution, the history of life, the mechanisms of evolution (e.g., mutation, selection, genetic drift), adaptation, speciation, the origin of evolutionary novelties, and phylogenetics. Topics in ecology include demography and life histories, competition, predation, and the interspecific interactions that shape the structure of ecological communities.
Instructor(s): S. Allesina, M. Kronforst, C. Andrews Terms Offered: Winter. L.
Prerequisite(s): BIOS 20150 and BIOS 20151 or BIOS 20152
Note(s): BIOS 20197 is identical to the previously offered BIOS 20185. Students who have taken BIOS 20185 should not enroll in BIOS 20197.

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.

Four-Quarter Advanced Biology Fundamentals Sequence

Advanced Biology is an accelerated four-quarter Fundamentals sequence designed for motivated first-year students with exceptionally strong science and math backgrounds and an intense interest in examining and understanding biological mechanisms. Successful students are those motivated to learn about biological processes and mechanisms through learning how to interpret the primary evidence that supports modern understanding. The courses emphasize experimental design and interpretation, together with quantitative and theoretical approaches to understanding biological mechanisms. This sequence is most appropriate for students considering careers in biomedical sciences. 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). 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.

Upon completion of the first three quarters of the Advanced Biology sequence, students will have three credits in the major and they will have met the general education requirement in the biological sciences. Nonmajors who are preparing for the health professions meet the general education requirement by completing the first two quarters of the Advanced Biology Fundamentals Sequence. Beginning with the graduating class of 2015, all students must register for BIOS 20234 Molecular Biology of the Cell (Autumn Quarter), BIOS 20235 Biological Systems (Winter Quarter), and BIOS 20236 Biological Dynamics (Spring Quarter). To continue in the sequence, students must receive a minimum grade of B- in each course.* During their second year, Advanced Biology students are required to take BIOS 20242 Principles of Physiology (Autumn Quarter) and BIOS 20200 Introduction to Biochemistry (Spring Quarter).

** Students unable to continue in the sequence after the first term will receive one AP Biology credit to be applied to their Biology general education requirement along with BIOS 20234 and may continue in the Biological Sciences major by taking BIOS 20187AA or BIOS 20187BB and then completing the requirements for Tracks A or B. Students unable to continue after the second term, may continue in the Biological Sciences major by completing BIOS 20188 or BIOS 20189 and then completing the requirements for Tracks A or B.*

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.
Instructor(s): M. Glotzer, A. Ruthenburg, N. Bhasin. L. Terms Offered: Autumn
Prerequisite(s): Score of 4 or 5 on the AP biology test
Note(s): To continue in the sequence, students must receive a minimum grade of B- in BIOS 20234

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, R. Hudson, 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 Summary

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; (I) Integrative Biology; (M) Minor Program in Interdisciplinary Sciences; (MIV) Microbiology, Immunology, or Virology; (N) Neuroscience; (O) Organismal; and (S) Specialized. L indicates courses with laboratory.

Autumn Quarter

20173. Human Physiology. L. (F)

20186. Fundamentals of Cell and Molecular Biology. L. (F)

20190. Principles of Developmental Biology. (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)

21416. Stem Cells and Regeneration. (C)

22233. Comparative Vertebrate Anatomy. L. (O)

22306. Evolution and Development. (O)

23248. Primate Behavior and Ecology. (E&E)

23253. Apes and Human Evolution. (E&E)

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)

24203. Introduction to Neuroscience. (N)

24206. Peering Inside the Black Box: Neocortex. (N)

24208. Survey of Systems Neuroscience. (N)

24209. Photons to Consciousness. (N)

25206. Fundamentals of Bacterial Physiology. (MIV)

25226. Endocrinology I: Cell Signaling. (MIV)
25256. Immunobiology. (MIV)
25260. Host Pathogen Interactions. (MIV)
25309. Cancer Metastasis. (MIV)
26120. An Introduction to Bioinformatics and Proteomics. L. (CI)
26210. Mathematical Models for Biological Sciences I. (CI)
29286. Biological and Cultural Evolution. (S)
29323. Health Care and the Limits of State Action. (S)

Winter Quarter

20152. Introduction to Quantitative Modeling in Biology. L. (Advanced) (F)
20170. Microbial and Human Cell Biology. L. (F)
20175. Biochemistry and Nutrition. (F)
20187. Fundamentals of Genetics. L. (F)
20191. Integrative Physiology. L. (F)
20197. Evolution and Ecology. L. (F)
20235. Biological Systems. L. (F)
20242. Physiology. (F)
21206. Human Evolution and Disease. (C)
21208. Fundamentals of Molecular Biology. (C)
21216. Introductory Statistical Genetics. (C)
21229. Genome Informatics: How Cells Reorganize Genomes. (C)
21237. Developmental Mechanisms. (C)
21349. Protein Structure and Functions in Medicine. (C)
21358. Simulation, Modeling, and Computation in Biophysics. (C)
22226. Human Developmental Biology. (O)
22247. Principles of Pharmacology. (O)
23100. Dinosaur Science. (E&E)
23247. Bioarchaeology and the Human Skeleton. (E&E)
23249. Animal Behavior. (E&E)
23258. Molecular Evolution I: Fundamentals and Principles. (E&E)
23281. Evolutionary Aspects of Gene Regulation. (C)
23289. Marine Ecology. (E&E)
23365. Evolutionary and Genomic Medicine I. (E&E)
23406. Biogeography. (E&E)
24204. Cellular Neurobiology. (N)
24231. Methods in Computational Neuroscience. L. (N)
24246. Neurobiology of Disease I. (N)

25108. Cancer Biology. (MIV)
25216. Molecular Basis of Bacterial Disease. (MIV)
25227. Endocrinology II: Systems and Physiology. (MIV)
25258. Immunopathology. (MIV)
25407. Organ Transplantation. (MIV)
26211. Mathematical Models for Biological Sciences II. (CI)
29279. Topics in Global Health. (S)
29281. Introduction to Medical Ethics. (S)
29294. Introduction to Global Health. (S)
29300. Biological Psychology. (S)

Spring Quarter

20150. How Do We Understand the Biosphere? (F)
20151. Introduction to Quantitative Modeling in Biology. L. (Basic) (F)
20152. Introduction to Quantitative Modeling in Biology. L. (Advanced) (F)
20171. Human Genetics and Developmental Biology. L. (F)
20172. Mathematical Modeling for Pre-Med Students I. 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)
21207. Cell Biology. (C)
21317. Topics in Biological Chemistry. (C)
21328. Biophysics of Biomolecules. (C)
21356. Vertebrate Development. (O)
21357. Extracellular Matrices: Chemistry and Biology. (O)
21407. Image Processing In Biology. (C)
21409. Cytoskeleton Dynamics and Function. (C)
21410. Synthetic Biology and Regulation of Genes. (C)
21417. Systems Biology: Molecular Regulatory Logic of Networks. (C)
22236. Reproductive Biology of Primates. (C)
22249. Principles of Toxicology. (O)
22250. Chordates: Evolution and Comparative Anatomy. (O)
23232. Ecology and Evolution in the Southwest. (E&E)
23233. Ecology and Evolution in the Southwest: Field School. (E&E)
23252. Field Ecology. L. (E&E)
23254. Mammalian Ecology. L. (E&E)

23286. An Introduction to Population Genetics. (C)
23299. Plant Development and Molecular Genetics. (E&E)
24205. Systems Neuroscience. L. (N)
24218. Molecular Neurobiology. (N)
24232. Computational Approaches to Cognitive Neuroscience. (N)
24247. Neurobiology of Disease III. (N)
24408. Signal Analysis and Modeling for Neuroscientists. L. (N)
25109. Topics in Reproductive Biology and Cancer. (MIV)
25126. Animal Models of Human Disease. (MIV)
25129. Animal Models of Neuropsychiatric Disorders. (MIV)
25228. Endocrinology III: Human Disease. (MIV)
25266. Molecular Immunology. (MIV)
25287. Introduction to Virology. (MIV)
25308. Heterogeneity in Human Cancer: Etiology and Treatment. (MIV)
25310. Pharmacogenomics: Discovery and Implementation. (MIV)
25419. Infectious Disease Epidemiology, Networks, and Modeling. (MIV)
28407. Genomics and Systems Biology. (M)
29270. A History of Cell and Molecular Biology. (S)
29285. Evolution and Medicine: Brain and Sex. (S)
29288. Genetics in an Evolutionary Perspective. (S)
29313. Medical Ethics: Who Decides and on What Basis? (S)
29318. Principles of Epidemiology. (S)
29321. The Problem of Evil: Disease? (S)
29322. The Role of Animals in Modern Society. (S)
29324. The Social Brain: Social Isolation and Loneliness. (S)
29326. Introduction to Medical Physics and Medical Imaging. (S)

Advanced-Level Courses

There are three types of advanced courses. In courses listed under the heading General Courses, instructors present the general principles and recent developments for broad areas within the biological sciences. Such courses are usually offered on a regular basis, either annually or biennially. In courses listed under the heading Specialized Courses, the focus is on either a topic of particular interest to the instructor or on topics that are examined at a more advanced level than in General Courses. Such courses are offered less regularly, as warranted by student and faculty interest. Unless otherwise stated, most General Courses and Specialized Courses assume mastery of the material covered in the Fundamentals Sequences. Courses listed under the headings Specialized Courses and Independent Study and Research may not be counted toward the courses required for the major with the exception of BIOS 00296 Undergraduate Honors Research.

General Courses

Most general and specialized courses that are at the 20000-level and above assume mastery of the material covered in the Fundamentals Sequences. Students who have not yet completed the Fundamentals Sequence should consult with the individual instructor and the BSCD senior adviser before registering for the following courses. Students must confirm their registration with their instructors by the second class meeting or their registration may be canceled.

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, P. Strieleman, L. Terms Offered: Autumn, Spring, Summer
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 21206. Human Evolution and Disease. 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 are introduced through lectures and are complements by discussion and student presentations of original research papers.
Instructor(s): V. Lynch, A. Di Rienzo Terms Offered: Winter
Prerequisite(s): Second-year standing; BIOS 20182, 20192, BIOS 20187, or BIOS 20235

BIOS 21207. Cell Biology. 100 Units.
Third- or fourth-year standing. This course covers fundamental concepts in gene expression and RNA processing, and then focuses on ribosome dynamics, regulation of protein synthesis and turnover, chaperone and proteasome functions, RNA and protein shuttling in and out of the nucleus, trafficking to different cellular compartments, cytoskeleton structures, movement through the endoplasmic reticulum and golgi, mitochondrial and chloroplast biogenesis, signaling pathways from the cell surface to the nucleus, cell-cell interactions, and apoptosis. Experimental approaches in cell biology are emphasized. Students participate in discussions on specialized topics based on original research reviews.
Instructor(s): G. Lamppa Terms Offered: Spring
Prerequisite(s): Third or fourth year standing, second year students with permission. Biochemistry is recommended

BIOS 21208. Fundamentals of Molecular Biology. 100 Units.
This course covers the structure of genetic material, chromatin, replication, DNA repair and transcription, including its regulation, RNA processing, post-transcriptional regulation, and protein synthesis. Third- or fourth-year standing is required for undergraduates; any graduate student may enroll.
Instructor(s): J. Staley, Staff Terms Offered: Winter
Prerequisite(s): For College students: Basic knowledge of genetics and biochemistry
Equivalent Course(s): BCMB 31000,MGCB 31000

BIOS 21216. Intro Statistical Genetics. 100 Units.
This course focuses on genetic models for compex 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.
Terms Offered: Winter
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): BIOS 20187

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, J. Malamy, E. Ferguson, A. Palmer Terms Offered: Autumn
Prerequisite(s): BIOS 20187

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: BIOS 20189, BIPS 20190, or BIOS 20235 or equivalent.
Equivalent Course(s): DVBI 36400,MGCB 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
Equivalent Course(s): 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): Completion of a Biological Sciences Fundamentals sequence. Recommended for Advanced Biology students

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.
Instructor(s): T. Sosnick Terms Offered: Spring
Prerequisite(s): Consent of instructor
Equivalent Course(s): BCMB 32200,BPHS 31000

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: Winter
Prerequisite(s): Completion of a Biological Sciences Fundamentals sequence. Biochemistry strongly recommended.
Equivalent Course(s): CABI 31900,NURB 31349

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 pattering, organogenesis). We make extensive use of the primary literature and emphasize experimental approaches (e.g. classical embryology, genetics, molecular genetics).
Instructor(s): V. Prince, C. Ragsdale. Terms Offered: Spring
Prerequisite(s): For College students: Completion of the first three quarters of a Biological Sciences Fundamentals Sequence
Equivalent Course(s): DVBI 35600,MGCB 35600

BIOS 21357. Extracellular Matrices: Chemistry and Biology. 100 Units.
This course covers advanced topics dealing with the biology and chemistry of the extracellular matrix, cell-matrix interactions, and current methodologies for engineering these interfaces.
Instructor(s): J. Collier, M. Mrksich, M. Gardel, K. Matlin Terms Offered: Spring
Prerequisite(s): For College students: Completion of the first three quarters of a Biological Sciences fundamentals sequence or consent of instructor.
Equivalent Course(s): MPMM 33000

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 Mathlab 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): BCMB 31358,CPNS 31358

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
Prerequisite(s): For College students: One year of calculus
Equivalent Course(s): MGCB 34300

BIOS 21409. Cytoskeleton Dynamics and Function. 100 Units.
Cytoskeleton Dynamics and Function will focus on the regulation and dynamics of the eukaryotic cytoskeleton and the fundamental cellular process the cytoskeleton controls including division, motility, polarity, endocytosis, and transport. Equal emphasis will be given to discussing the mechanistically diverse molecular factors that regulate cytoskeletal polymer dynamics, the cellular processes they control, and the array of interdisciplinary strategies researchers utilize to investigate the cytoskeleton including genetics, cell biology, time-lapse fluorescent microscopy, biochemistry and biophysics. Lectures will be combined with reading and discussion of primary research articles to bridge the gap between scientific exploration and knowledge.
Instructor(s): D. Kovar, M. Gupta Terms Offered: Spring
Prerequisite(s): BIOS 20234 or BIOS 20186 and BIOS 20200, or consent of instructor. Second, third, or fourth-year standing.

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): 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 21417. Systems Biology: Molecular Regulatory Logic of Networks. 100 Units.
Systems biologists investigate networks of genes and model how they function. They do this to better understand the nature of systems-based mechanisms that control development, physiology, evolution, and disease resistance. Quantitative techniques and computational tools help investigators analyze heterogeneous data about molecular networks to uncover meaningful relationships about key components. These studies inspire a framework for understanding the molecular regulatory logic of living states. Related principles about dynamic biological systems are the focus of the course.
Instructor(s): B. Aprison, E. Kovar. Terms Offered: Spring
Prerequisite(s): Completion of the first three quarters of a Biological Fundamentals Sequence and consent of Instructor

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): Staff Terms Offered: Winter
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 topics course for the general education requirement in the Biological Sciences.
Equivalent Course(s): PHYS 25500,MENG 21900

BIOS 21507. Selected Topics in Molecular Engineering: 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): Joel Collier and Jeffrey Hubbell Terms Offered: Spring
Prerequisite(s): BIOS 20186 or BIOS 20234
Equivalent Course(s): MENG 24300

BIOS 22226. Human Developmental Biology. 100 Units.
This course covers the anatomic and physiologic development of the human from conception to birth, on an organ-by-organ basis. Special attention is paid to the profound physiologic events that take place in the transition from intra-uterine to extra-uterine life. Examples of clinical conditions due to specific errors in development are presented in context. Genetic regulation of organogenesis with reference to mouse models are discussed where the data are available.
Instructor(s): J. Marks Terms Offered: Winter
Prerequisite(s): Completion of the first three quarters of a Biological Sciences Fundamentals Sequence.

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): Completion of the first three quarters of a Biological Sciences Fundamentals Sequence

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 (2016)
Prerequisite(s): Biological Sciences Fundamentals or AP 5 sequence

BIOS 22247. Principles of Pharmacology. 100 Units.
This course considers the physiological and biochemical bases of drug actions, common pharmacological methods, and a small set of specific drugs and their targets.
Instructor(s): P Singleton Terms Offered: Winter
Prerequisite(s): BIOS 20200

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): BIOS 22247

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: Spring. L.
Prerequisite(s): Completion of the first three quarters of a Biological Sciences Fundamentals Sequence. Recommended for Advanced Biology students.
Equivalent Course(s): EVOL 30250,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
Prerequisite(s): Completion of the first three quarters of a Biological Sciences Fundamentals Sequence and consent of instructor

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.
Instructor(s): U. Schmidt-Ott Terms Offered: Autumn
Prerequisite(s): Advanced undergraduates may enroll with the consent of the instructor.
Equivalent Course(s): ORGB 33850,DVBI 33850,EVOL 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 and a prior course in general science, preferably geology or biology

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): Completion of the general education requirement in the biological sciences, BIOS 20185, or BIOS 20197, 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): BIOS 20185 or BIOS 20197 and consent of instructor

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
Equivalent Course(s): ANTH 28400,ANTH 38800

BIOS 23248. Primate Behavior and Ecology. 100 Units.
This course is the second of three in the Primate Biology and Human Evolution sequence (see also BIOS 23241 and BIOS 23253). This course explores the behavior and ecology of nonhuman primates with emphasis on their natural history and evolution. Specific topics include methods for the study of primate behavior, history of primate behavior research, socioecology, foraging, predation, affiliation, aggression, mating, parenting, development, communication, cognition, and evolution of human behavior.
Instructor(s): D. Maestripieri Terms Offered: Autumn
Prerequisite(s): Completion of the general education requirement in the biological sciences

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.
Instructor(s): S. Pruett-Jones (even years), J. Mateo (odd years) Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in the biological sciences
Note(s): CHDV Distribution, A

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 23253. 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: Autumn, Spring
Note(s): BIOS 23241 recommended; Autumn course in Paris, Spring course on campus

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.
Prerequisite(s): Completion of the general education requirement in the biological sciences and third-year standing; or BIOS 20184 or 20185, or 20187

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): Two quarters of biology and 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): GEOS 26300,EVOL 32400,GEOS 36300

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.
Instructor(s): Z. Luo, K. Angielczyk Terms Offered: Autumn. L.
Prerequisite(s): Second-year standing and completion of a Biological Sciences Fundamentals sequence; or GEOS 13100-13200 or GEOS 22300, or consent of instructors.

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, and the comparative method in evolutionary biology.
Instructor(s): C. Andrews Terms Offered: Autumn
Prerequisite(s): BIOS 20184 or 20185, 20197 or 20198, or AP 5 sequence, or consent of instructor

BIOS 23281. Evolutionary Aspects of Gene Regulation. 100 Units.
Using primary research literature, this course examines recent advances in understanding of evolution of gene regulation. Topics include patterns and forces of evolutionary change in regulatory DNA and transcription factors, genetic changes that are responsible for phenotypic evolution, and discovery and evolutionary of implications of gene control by microRNAs.
Instructor(s): I. Ruvinsky Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): EVOL 32600,ECEV 32500,GENE 32500,DVBI 32500,ORGB 32600

BIOS 23286. An Introduction to Population Genetics. 100 Units.
Population genetics connects genetics and evolution. It addresses such questions as: What determines the level of genetic variation in a population? How fast do populations evolve? This course emphasizes population genetics theory and modeling, but connects them to empirical observations in many organisms, including humans. Many concepts are examines with computer programs written in R, and homework problems require students to write R programs. Prior programming experience is not required, and instruction in R is provided.
Instructor(s): R. Hudson Terms Offered: Spring
Prerequisite(s): BIOS 20187

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): 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.
Instructor(s): J. Greenberg Terms Offered: Spring
Prerequisite(s): For undergraduates only: Completion of the general education requirement in the biological sciences
Equivalent Course(s): DVBI 36100,ECEV 32900,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 multi-cellular 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): Completion of the first three quarters of a Biological Sciences Fundamentals Sequence. Background in evolution and population genetics.

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): C. Moreau, R. Ree. Terms Offered: Autumn. L.
Prerequisite(s): Completion of the general education requirement in the biological sciences 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): Completion of the general education requirement in the biological sciences and a course in either ecology, evolution, or earth history; or consent of instructor
Equivalent Course(s): ENST 25500,EVOL 45500,GEOG 25500,GEOG 35500

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: Autumn. L.
Prerequisite(s): Integral calculus and some background in biology

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. Lumbsch Terms Offered: Spring
Prerequisite(s): BIOS 20187

BIOS 24203. Fundamentals of Neuroscience. 100 Units.
This course is designed as a rigorous introduction to the study of neurons, nervous systems and brains. Two subjects will be covered in great depth: the systems anatomy of the vertebrate brain and the cellular physiology of neuronal communication. The final lectures of the course will introduce the molecular biology of brain development and the neural circuits that mediate feature detection in the retina. A highlight of this course will be laboratory dissections of sheep brains and demonstrations of dissected human brains.
Instructor(s): C. Ragsdale, W. Wei Terms Offered: Autumn
Prerequisite(s): Completion of the first three quarters of a Biological Sciences Fundamentals Sequence
Note(s): Advanced Biology students should take BIOS 24209 in place of BIOS 24203.

BIOS 24204. Cellular Neurobiology. 100 Units.
This course meets one of the requirements of the neuroscience specialization. This course is concerned with the structure and function of the nervous system at the cellular level. It describes the cellular and subcellular components of neurons and their basic membrane and electrophysiological properties. We study cellular and molecular aspects of interactions between neurons, which leads to functional analyses of the mechanisms involved in the generation and modulation of behavior in selected model systems.
Instructor(s): P. Lloyd, A. Fox. Terms Offered: Winter
Prerequisite(s): BIOS 24203

BIOS 24205. Systems Neuroscience. 100 Units.
This course meets one of the requirements of the neuroscience specialization. This course introduces 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): M. Hale, D. Freedman Terms Offered: Spring
Prerequisite(s): BIOS 24204 or consent of instructor
Equivalent Course(s): PSYC 24000,PSYC 31200

BIOS 24206. Peering Inside 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
Prerequisite(s): BIOS 24205 or consent of instructor.
Equivalent Course(s): CPNS 34206

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. Early sensory processing and the motor system are presented in particular depth. A highlight of this course is that students become practiced at recognizing the nuclear organization and cellular architecture of the rodent, cat, and primate brain.
Instructor(s): L. Osborne. Terms Offered: Autumn
Prerequisite(s): Consent of instructor

BIOS 24209. Photons to Consciousness: Cellular and Integrative Brain Functions. 100 Units.
Advanced Biology students taking the Neuroscience sequence or specialization, should take this course in place of BIOS 24203. 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: Autumn
Prerequisite(s): BIOS 20236 or consent of instructor

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): J. Moss Terms Offered: Winter
Prerequisite(s): CHEM 2200-22100-22200 or BIOS 20200 required; prior course in neurobiology or physiology recommended.

BIOS 24218. Molecular Neurobiology. 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): BIOS 20200 and 24204, or consent of instructor

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): BIOS 26210 and BIOS 26211 which must be taken concurrently, or consent of instructor.
Equivalent Course(s): CPNS 34231

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: Spring
Prerequisite(s): BIOS 26210, a course in systems neuroscience, and knowlege using Matlab, or consent of instructor.
Equivalent Course(s): CPNS 33200, ORGB 34650, PSYC 34410,CPNS

BIOS 24239. Cellular Mechanisms of Learning. 100 Units.
We will explore the molecular and cellular mechanisms that have been proposed to underlie learning and memory. Although we will briefly mention other animal systems, we will focus primarily on cellular / molecular studies in the mammalian hippocampus, and on genetic/molecular studies in *Drosophila*. This course is designed to begin with a description of the general cellular components that are crucial to understanding learning at the cellular level followed by the examination of critical primary (research) publications with extensive student discussion and participation. Students should have some background in cell and molecular biology and some understanding of neurobiological mechanisms.
Instructor(s): P. Lloyd Terms Offered: Spring
Prerequisite(s): Completion of a Biological Sciences Fundamentals sequence.

BIOS 24246. Neurobiology of Disease I. 100 Units.
This seminar course is devoted to basic clinical and pathological features and pathogenic mechanisms of neurological diseases. The first semester is devoted to a broad set of disorders ranging from developmental to acquired disorders of the central and peripheral nervous system. Weekly seminars are given by experts in the clinical and scientific aspects of the disease under discussion. For each lecture, students are given a brief description of clinical and pathological features of a given set of neurological diseases followed by a more detailed description of the current status of knowledge of several of the prototypic pathogenic mechanisms.
Instructor(s): C. Gomez, Staff Terms Offered: Winter
Prerequisite(s): NURB 31800 or BIOS 24203
Equivalent Course(s): CPNS 34600,NURB 34600,CCTS 40100

BIOS 24247. Neurobiology of Disease II. 100 Units.
This seminar course is devoted to understanding pathogenic mechanisms of neuronal death, neurodegenerative disease, and neuronal repair. Weekly seminars are given by experts in the basic and clinical aspects of neurodegenerative diseases. For each lecture, students are provided with a brief description of clinical and pathological features of a given set or mechanistic category of neurodegenerative diseases that is followed by a more detailed description of the current status of knowledge of several of the prototypical pathogenic mechanisms.
Instructor(s): C. Gomez, Staff Terms Offered: Spring
Prerequisite(s): BIOS 24246
Equivalent Course(s): CPNS 34700,NURB 34700

BIOS 24248. Biological Clocks and Behavior. 100 Units.
The course will consider biological rhythms evident in animals and humans, with an emphasis on daily and annual cycles. We will learn the formal properties of biological clocks, the ways in which rhythms are generated, and how they are synchronized to the external environment. There will be an emphasis on the role of the nervous and endocrine systems of mammals and birds in relation to behavioral rhythms of eating, drinking, sleeping, sex activity, hibernation, migration, seasonal affective disorders, menstrual and estrous cycles.
Instructor(s): B. Prendergast Terms Offered: Spring
Prerequisite(s): BIOS 24246 or equivalent.
Equivalent Course(s): CPNS 34700,NURB 34700

BIOS 24249. Neurobiology 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.
Instructor(s): W. Wei, M. Sherman, J. Maunsell, S. Shevell
Prerequisite(s): BIOS 24203 or consent of instructor.

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): BIOS 26210 and 26211, or consent of instructor.
Equivalent Course(s): CPNS 32111

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): Completion of the general education requirement for the biological sciences

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, D. Vander Griend Terms Offered: Spring
Prerequisite(s): Completion of a Biological Sciences fundamentals sequence 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): G. Langan, M. Niekrasz Terms Offered: Spring
Prerequisite(s): BIOS 20186 or 20234, or consent of instructor

BIOS 25129. Animal Models of Neuropsychiatric Disorders. 100 Units.
This course will cover the development, validation, and use of animal models of neuropsychiatric disorders. A wide range of animal models will be covered including behavioral, pharmacological, and genetic models, with an emphasis on mouse models. The disorders covered will range from those with unknown etiology to those with known single-gene causes. Disorders covered will include schizophrenia, mood disorders, obsessive-compulsive disorder, and autism spectrum disorders.
Instructor(s): S. Dulawa Terms Offered: Spring
Equivalent Course(s): NURB 33800

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. Missiakas Terms Offered: Autumn
Prerequisite(s): BIOS 20186 or 20234, or consent of instructor
Equivalent Course(s): MICR 30600

BIOS 25216. Molecular Basis of Bacterial Diseases. 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.
Instructor(s): H. Shuman Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in the biological sciences
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): BIOS 20200
Equivalent Course(s): CPHY 33600,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, M. Musch Terms Offered: Spring
Prerequisite(s): Completion of the first three quarters of a Biological Fundamentals Sequence.

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.
Instructor(s): A. Bendelac Terms Offered: Autumn
Prerequisite(s): Completion of a Biological Sceinces Fundamentals Sequence which includes, Cell, Genetics, Developmental Biology, and Physiology

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): Consent of instructor
Equivalent Course(s): IMMU 30010,PATH 30010

BIOS 25260. Host Pathogen Interactions. 100 Units.
This course explores the basic principals of host defense against pathogens and pathogens' strategies to overcome host immune mechanisms. We address evolutionary aspects of innate and adaptive immune responses, while also studying specific examples of viral and bacterial interactions with their hosts. The reviews of relevant immunological mechanisms necessary for appreciation of host/pathogen interactions are incorporated in the studies of specific cases.
Instructor(s): A. Chervonsky Terms Offered: Autumn
Prerequisite(s): BIOS 25206 and BIOS 25256

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
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): T. Golovkina, B. Roizman Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in the biological sciences 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: Spring
Prerequisite(s): A grade of B or better in BIOS 25108

BIOS 25309. Cancer Metastasis. 100 Units.
This course focuses on the fundamental principles of cancer metastases as well as new and emerging concepts in metastatic colonization of target organs. Metastasis remains the most lethal aspect of cancer, thus its importance to cancer biologists cannot be overstated. In this course, students will gain a robust knowledge of hypothesis-driven studies that laid the foundation for our current understanding of cancer metastases, recent breakthroughs, and discussion of ongoing novel, cross-disciplinary studies. This course builds molecular and cellular knowledge gained in preceding courses and specifically addresses the discovery and implementation of use of metastasis suppressors in dissecting molecular mechanisms controlling dormancy, metastatic colonization of target organs, and cancer cell-microenvironment interactions that may be targeted therapeutically.
Instructor(s): C. Rinker-Schaeffer Terms Offered: Autumn
Prerequisite(s): B average or above in a Biological Sciences Fundamentals Sequence.

BIOS 25310. 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): M. E. Dolan, R. S. Huang Terms Offered: Spring
Prerequisite(s): BIOS 20186 and 20187 and consent of Instructor.
Equivalent Course(s): CABI 47510,CCTS 40006

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. Every other year in odd years.
Prerequisite(s): BIOS 25256

BIOS 25419. Infectious Disease Epidemiology, Networks and Modeling. 100 Units.
This intermediate-level epidemiology course directed by two infectious disease epidemiologist-physicians will provide an up to date perspective on forgotten, contemporary and emerging infections. The course lectures and readings will provide a rigorous examination of the interactions among pathogens, hosts and the environment that produce disease in diverse populations. In addition to the demographic characteristics and the behaviors of individuals that are associated with a high risk of infection, we will examine complex aspects of the environment as they pertain to disease transmission. These include poverty, globalization, social networks, public health, and racial and ethnic disparities. Methodologic approaches to infectious disease epidemiology that will be covered include traditional study designs, molecular epidemiology, social network analysis, modeling, and network science. Local and global approaches will be applied to case studies from the United States, Asia, and Africa.
Instructor(s): M. David, J. Schneider Terms Offered: Spring
Prerequisite(s): HSTD 30700 or HSTD 30900 or introductory epidemiology or consent of instructor
Note(s): offered every other year in 'odd' years
Equivalent Course(s): PBHS 31300

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).
Instructor(s): E. Haddadian Terms Offered: Autumn. L.
Prerequisite(s): Completion of a Biological Sciences Fundamentals sequence or BIOS 20172 or consent of Instructor. No computation background required.

BIOS 26210-26211. Mathematical Methods for Biological Sciences I-II.

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 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
Equivalent
Equivalent Course(s): CPNS 31100,PSYC 36211

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
Equivalent
Equivalent Course(s): CPNS 31100,PSYC 36211

BIOS 27710-27711-27712-27713-27714-27715. Ecology – Marine Biological Laboratory; Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems – Marine Biological Laboratory.; Independent Undergraduate Research in Environmental Sciences – Marine Biological Laboratory; Quantitative Environmental Analyses – Marine Biological Laboratory; Methods in Microbial Ecology – Marine Biological Laboratory.; Roles of Animals in Ecosystems – Marine Biological Laboratory.

Marine Biological Laboratory Semester in Environmental Sciences Sequence (SES).

Courses BIOS 27710-27715 are the College designations for the Semester in Environmental Science (SES program) that is taught at the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts. Registration in BIOS 27710, 27711 and 27712 plus one of BIOS 27713, 27714, or 27715 is required. Admission to the SES program is by application, which must be received by the MBL in March of the year preceding the start of the semester. Admissions decisions will be mailed in April. Note that these courses start at the beginning of September, typically 4 weeks prior to the start of the College's Autumn quarter, and are completed by the end of Autumn quarter. For an example course calendar, see: http://www.mbl.edu/ses/files/2014/09/2014-SES-Student-Calendar-.pdf. More information on the course content and the application process can be found at http://www.mbl.edu/ses/courses/ and http://www.mbl.edu/ses/files/2012/09/2015-SES-Application-Form.pdf, respectively.

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.
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): 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.
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): 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. 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): ENSC 24300,BIOS 27715

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 28407. Genomics and Systems Biology. 100 Units.
This lecture course explores the technologies that enable high-throughput collection of genomic-scale data, including sequencing, genotyping, gene expression profiling, assays of copy number variation, protein expression and protein-protein interaction. We also cover study design and statistical 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 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 are drawn from the primary literature.
Instructor(s): Y. Gilad Terms Offered: Spring
Prerequisite(s): STAT 23400 or Statistics in the Biomath Sequence
Equivalent Course(s): BPHS 47300,CABI 47300,HGEN 47300,IMMU 47300

Big Problems Courses

These courses may not be used towards the general education requirement in biological sciences unless approved through petition to the BSCD Senior Advisers.

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? chemical definition, cultural forms, production processes, biological effects; The early history of alcohol: archaeological studies; Histories of drinking in ancient, medieval, and modern times; Alcohol and the political economy: trade, politics, regulation, resistance; Alcohol as a cultural artifact: the social roles of drinking; Styles of drinking and intoxication; Alcohol, addiction, and social problems: the interplay of biology, culture, and society; Alcohol and religion: integration vs. prohibition; Alcohol and health benefits: ancient beliefs and modern scientific research; Comparative case studies of drinking: ethnographic examples, historical examples, contemporary America (including student drinking).
Instructor(s): M. Dietler, W. Green Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): BPRO 22800,ANTH 25310

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: Will be offered 2015-2016
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

Specialized Courses

These courses may not be counted toward the courses required for the Biological Sciences major except as noted below.

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 29265. 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. Maestripieri Terms Offered: Winter
Equivalent Course(s): CHDV 37950,PSYC 27950,PSYC 37950,CHDV 27950

BIOS 29270. A History of Cell and Molecular Biology. 100 Units.
This course will trace the parallel histories of cell and molecular biology, primarily in the 20th century, by exploring continuities and discontinuities between these fields and their precursors. Through discussion, attempts will be made to develop definitions of cell and molecular biology that are based upon their practices and explanatory strategies, and to determine to what extent these practices and strategies overlap. Finally, the relevance of these definitions to current developments in biology will be explored. The course is not designed to be comprehensive, but will provide an overall historical and conceptual framework.
Instructor(s): K. Matlin Terms Offered: Spring
Prerequisite(s): This course does not meet the requirements for the Biological Sciences Major.
Equivalent Course(s): HIPS 25902

BIOS 29279. 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.
Instructor(s): C. S. Olopade Terms Offered: Winter 2015
Prerequisite(s): This course does not meet the requirements for the Biological Sciences major.
Equivalent Course(s): CCTS 43100,BIOS 29279

BIOS 29280. Developmental Psychopathology. 100 Units.
This course does not meet requirements for the biological sciences major. This advanced course focuses on the development of mental disorders that have their onset in infancy, childhood, or adolescence from the perspective of developmental psychopathology. Developmental psychopathology is a field that lies at the interface of clinical and developmental psychology within which the aim is to identify the earliest deviations from normative developmental processes that likely lead to the development of psychopathology. By incorporating the study of basic biological and psychological processes into the study of psychopathology, the identification of earliest markers, and ultimately causal factors, may be achieved.
Instructor(s): K. Keenan Terms Offered: Spring
Prerequisite(s): Consent of instructor. This course does not meet the requirements for the Biological Sciences Major.
Equivalent Course(s): PSYC 22750

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): J. Schneider, C. S. Olopade Terms Offered: Winter
Prerequisite(s): This course does not meet requirements for the biological sciences major
Equivalent Course(s): CCTS 43000,PBHS 30030

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): B. Prendergast 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

BIOS 29313. 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 Terms Offered: Not offered in 2015-16; will be offered in 2016-17
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet requirements for the biological science major.
Equivalent Course(s): BPRO 22610,HIPS 21911,PHIL 21610

BIOS 29318. Principles of Epidemiology. 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.
Instructor(s): B. Lahey Terms Offered: Autumn
Prerequisite(s): Introductory statistics recommended or Consent of Instructor. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): PBHS 30900,ENST 27400,PPHA 36400,STAT 35000

BIOS 29321. The Problem of Evil: Disease? 100 Units.
The problem of evil remains a central problem for monotheistic religions: How can an omnipotent and benevolent God allow evil in the world? Disease represents an important "test case" for this question. Some argue that disease should not be called evil and would reserve this word for moral ills. Others argue that disease is a dysfunction of nature and therefore represents evil par excellence. In this course, we examine a variety of texts treating the question of disease as a philosophical issue and exemplar of the problem of evil. The texts include Scripture (Job) and selections from the writings of Aristotle, Thomas Aquinas, Feodor Dostoevsky, Albert Camus, and Thomas Mann.
Instructor(s): S. Meredith Terms Offered: Spring
Prerequisite(s): Third- and fourth-year students only. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): RETH 30300

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): E. Lyon, H. Saussy Terms Offered: Spring
Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): BPRO 28600,CMLT 28900,HMRT 28602

BIOS 29325. Social Epidemiology. 100 Units.
This course will examine research that has sought to understand how social factors influence health. We will survey and evaluate different types of measurements used in social epidemiology (such as measurements of socioeconomic status, race, ethnicity, stress, social support and neighborhood characteristics), types of study designs, and debates and theories in the literature. A prior course in epidemiology or closely related filed (such as demography or medical sociology) is highly desirable. Familiarity with the statistical methods used in the literature we will be reading, in particular multivariate regression analysis, is necessary.
Instructor(s): D. Lauderdale Terms Offered: Winter
Prerequisite(s): A course in epidemiology, demography, medical sociology or the equivalent, and familiarity with multivariate statistical methods.
Note(s): Offered 2014-15 (not offered every year).
Equivalent Course(s): PBHS 31400

BIOS 29326. Introduction to Medical Physics and Medical Imaging. 100 Units.
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. 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, C. Pelizzari Terms Offered: Spring
Prerequisite(s): PHYS 23500. This course does not meet requirements for the biological sciences major.

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 2015
Prerequisite(s): Completed general education requirement in the social sciences
Equivalent Course(s): CCTS 21003

Independent Study and Research

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.
Instructor(s): L. Mets Terms Offered: Autumn, Winter, Spring, Summer
Prerequisite(s): Consent of research sponsor and the Master of BSCD.
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 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: Autumn, Winter, Spring, Summer
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 00289-00290-00291-00292. Interdisciplinary Research Seminar ; Interdisciplinary Research Seminar I-II-III.
These courses cannot be counted toward any of the five upper-level biological sciences courses required for the biological sciences major. This seminar course for advanced research students serves as a classroom component to complement their experience in their mentor's lab. Students participate in critical analyses of scientific literature and formal presentations of their ongoing research, as well as writing and revising reviews, research reports, and theses.

BIOS 00289. Interdisciplinary Research Seminar. 000 Units.
Instructor(s): S. Kron, Staff Terms Offered: Summer
Prerequisite(s): Consent of Instructor

BIOS 00290. Interdisciplinary Research Seminar I. 100 Units.
Instructor(s): S. Kron, Staff Terms Offered: Autumn
Prerequisite(s): Consent of Instructor

BIOS 00291. Interdisciplinary Research Seminar II. 100 Units.
Instructor(s): S. Kron, Staff Terms Offered: Winter
Prerequisite(s): Consent of Instructor

BIOS 00292. Interdisciplinary Research Seminar III. 100 Units.
Instructor(s): S. Kron, Staff Terms Offered: Spring
Prerequisite(s): Consent of Instructor

BIOS 00290. Interdisciplinary Research Seminar I. 100 Units.
Instructor(s): S. Kron, Staff Terms Offered: Autumn
Prerequisite(s): Consent of Instructor

BIOS 00291. Interdisciplinary Research Seminar II. 100 Units.
Instructor(s): S. Kron, Staff Terms Offered: Winter
Prerequisite(s): Consent of Instructor

BIOS 00292. Interdisciplinary Research Seminar III. 100 Units.
Instructor(s): S. Kron, Staff Terms Offered: Spring
Prerequisite(s): Consent of Instructor

BIOS 00295. Undergraduate Honors Research. 000 Units.
This seminar course is designed to complement the Summer Quarter laboratory component of the Research Honors program, associated with the Biology Honors Summer Fellowship. Students will meet weekly for a mandatory research-in-progress meeting and other scheduled scholarly activities throughout the Summer Quarter. An end-of-summer or beginning-of-fall retreat will provide an opportunity for all students to report on progress toward their thesis. All students must be in residence on campus during the Summer Quarter except for specific field work with their thesis mentor. Admission to Research Honors by application. Graded P/F.
Instructor(s): Honors Faculty, Staff Terms Offered: Summer
Prerequisite(s): Consent of Instructor
Note(s): Consent Only. Acceptance in the BSCD Research Honors Program.

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.
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): L. Mets Terms Offered: Autumn, Winter, Spring, Summer
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.

Chemistry

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 (or equivalent) †*	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

CHEM 11300	Comprehensive General Chemistry III (or equivalent) †*	100
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
One of the following sequences:		300
CHEM 22000-22100-22200	Organic Chemistry I-II-III	
CHEM 23000-23100-23200	Honors Organic Chemistry I-II-III	
CHEM 26100-26200	Quantum Mechanics; 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 (or equivalent) †*	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

CHEM 11300	Comprehensive General Chemistry III (or equivalent) †*	100
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 20100-20200	Inorganic Chemistry I-II	200
One of the following sequences:		300

CHEM 22000-22100-22200	Organic Chemistry I-II-III	
CHEM 23000-23100-23200	Honors Organic Chemistry I-II-III	
CHEM 23300	Organic Chemistry of Life Processes	100
CHEM 26100-26200-26300	Quantum Mechanics; Thermodynamics; 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.

NOTE: The three-quarter sequence MATH 20300-20400-20500 Analysis in Rn I-II-III may be substituted for MATH 20000 Mathematical Methods for Physical Sciences I; and MATH 27000 Basic Complex Variables and 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 earned a score of 5 on the AP test in chemistry are given credit for CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III. Many such students elect to take CHEM 12100-12200-12300 Honors General Chemistry I-II-III. Students who complete one to three quarters of Comprehensive General Chemistry or Honors General Chemistry forgo partial or full 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

In order to qualify for the BA or BS degree, a GPA of 2.0 or higher (with no grade lower than C-) is needed in required chemistry courses. Students majoring in chemistry must receive quality grades in all courses required in the degree program. 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/page/degree-programs-and-admissions.html.

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 12100-12200-12300 Honors General Chemistry I-II-III

MATH 15100-15200-15300 Calculus I-II-III or equivalent

Second Year

CHEM 22000-22100-22200 Organic Chemistry I-II-III or CHEM 23000-23100-23200 Honors Organic Chemistry I-II-III

MATH 20000-20100 Mathematical Methods for Physical Sciences I-II

Physics sequence (three quarters)

Third Year

CHEM 26100-26200-26300 Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics (if physics is taken in the second year)

CHEM 20100 Inorganic Chemistry I

CHEM 20200 Inorganic Chemistry II, CHEM 23300 Organic Chemistry of Life Processes, or CHEM 26300 Chemical Kinetics and Dynamics (for BS)

Fourth Year

CHEM 26100-26200-26300 Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics (if physics taken in the third year)

CHEM 23300 Organic Chemistry of Life Processes 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 vdragisi@uchicago.edu in the Chemistry Department and Pete Segall at psegall@uchicago.edu in the College advising office.

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.

Courses

CHEM 00111-00112-00113. Collaborative Learning in General Chemistry I-II-III.
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.

CHEM 00111. Collaborative Learning in General Chemistry I. 000 Units.
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.
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.
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 00112-00113. Collaborative Learning in General Chemistry II-III.

CHEM 00112. Collaborative Learning in General Chemistry II. 000 Units.
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.
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 00113. Collaborative Learning in General Chemistry III. 000 Units.
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 00220-00221-00222. Collaborative Learning in Organic Chemistry I-II-III.
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.

CHEM 00220. Collaborative Learning in Organic Chemistry I. 000 Units.
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.
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 00221-00222. Collaborative Learning in Organic Chemistry II-III.

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.
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 00222. Collaborative Learning in Organic Chemistry III. 000 Units.
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. FOR THE THIRD (SPRING) QUARTER OF THE SEQUENCE, STUDENTS WILL ENROLL IN CHEM 11300.

CHEM 10100. Introductory General Chemistry I. 100 Units.
Instructor(s): Staff. 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. Not recommended for students majoring in Chemistry or Biological Chemistry.

CHEM 10200. Introductory General Chemistry II. 100 Units.
Instructor(s): Staff. 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. Not recommended for students majoring in Chemistry or Biological Chemistry.

CHEM 11300. Comprehensive General Chemistry III. 100 Units.
Instructor(s): K.Y.C. Lee, B.Roux. L: M. Zhao Terms Offered: Spring
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 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.
Instructor(s): N. Scherer, D. Mazziotti. L: 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.
Instructor(s): G. Engel, B. Tian. 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.
Instructor(s): K.Y.C. Lee, B.Roux. L: M. Zhao Terms Offered: Spring
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.
Instructor(s): G. Engel, B. Tian. 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.
Instructor(s): K.Y.C. Lee, B.Roux. L: M. Zhao Terms Offered: Spring
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 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.
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.
Instructor(s): A. Tokmakoff. 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.
Instructor(s): G. Voth. 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.
Instructor(s): A. Tokmakoff. 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.
Instructor(s): G. Voth. 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 20100-20200. Inorganic Chemistry I-II.
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.

CHEM 20100. Inorganic Chemistry I. 100 Units.
Instructor(s): D. Talapin 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.
Instructor(s): R. Jordan Terms Offered: Spring
Prerequisite(s): CHEM 20100 and CHEM 22200

CHEM 20200. Inorganic Chemistry II. 100 Units.
Instructor(s): R. Jordan Terms Offered: Spring
Prerequisite(s): CHEM 20100 and CHEM 22200

CHEM 22000-22100-22200. Organic Chemistry I-II-III.
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.

CHEM 22000. Organic Chemistry I. 100 Units.
Instructor(s): V. Rawal. L: V. Keller Terms Offered: Autumn
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 22100. Organic Chemistry II. 100 Units.
Instructor(s): L. Yu. 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.
Instructor(s): J. Piccirilli. 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 22100. Organic Chemistry II. 100 Units.
Instructor(s): L. Yu. 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.
Instructor(s): J. Piccirilli. 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.
Instructor(s): M. Hopkins Terms Offered: Spring
Prerequisite(s): CHEM 20100 and 23300, or consent of instructor

CHEM 23000-23100-23200. Honors Organic Chemistry I-II-III.
This course studies the fundamental structures of organic molecules and the spectroscopic methods used to define. 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.

> **CHEM 23000. Honors Organic Chemistry I. 100 Units.**
> Instructor(s): Y. Krishnan. L: V. Keller Terms Offered: Autumn
> Prerequisite(s): An average grade of B+ or higher in CHEM 11100-11200-11300 or equivalent, a 5 on the AP Chemistry exam, or consent of the department, and/or via placement exam.
> Note(s): Students who have taken CHEM 22000 or 22100 with an average grade of B+ or higher may petition the department to move into the Honors sequence. 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 23100. Honors Organic Chemistry II. 100 Units.
Instructor(s): S. Kozmin. L: V. Keller Terms Offered: Winter
Prerequisite(s): An average grade of B+ or higher in CHEM 11100-11200-11300 or equivalent, a 5 on the AP Chemistry exam, or consent of the department, and/or via placement exam.
Note(s): Students who have taken CHEM 22000 or 22100 with an average grade of B+ or higher may petition the department to move into the Honors sequence. 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 23200. Honors Organic Chemistry III. 100 Units.
Instructor(s): J. Lewis. L: V. Keller Terms Offered: Spring
Prerequisite(s): An average grade of B+ or higher in CHEM 11100-11200-11300 or equivalent, a 5 on the AP Chemistry exam, or consent of the department, and/or via placement exam. Students who have taken CHEM 22000 or 22100 with an average grade of B+ or higher may petition the department to move into the Honors sequence. 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 23100. Honors Organic Chemistry II. 100 Units.
Instructor(s): S. Kozmin. L: V. Keller Terms Offered: Winter
Prerequisite(s): An average grade of B+ or higher in CHEM 11100-11200-11300 or equivalent, a 5 on the AP Chemistry exam, or consent of the department, and/or via placement exam.
Note(s): Students who have taken CHEM 22000 or 22100 with an average grade of B+ or higher may petition the department to move into the Honors sequence. 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 23200. Honors Organic Chemistry III. 100 Units.
Instructor(s): J. Lewis. L: V. Keller Terms Offered: Spring
Prerequisite(s): An average grade of B+ or higher in CHEM 11100-11200-11300 or equivalent, a 5 on the AP Chemistry exam, or consent of the department, and/or via placement exam. Students who have taken CHEM 22000 or 22100 with an average grade of B+ or higher may petition the department to move into the Honors sequence. 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 23300. Organic Chemistry of Life Processes. 100 Units.
This course addresses the chemical foundations of the biosynthetic pathways for amino acids, carbohydrates, lipids, and natural products. We emphasize reaction mechanisms in the biosynthesis of these naturally occurring molecules.
Instructor(s): Y. Weizmann Terms Offered: Autumn
Prerequisite(s): A grade of C or higher in CHEM 22200 or 23200, or consent of instructor

CHEM 26100-26200-26300. Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics.
This three-quarter sequence studies the application of physical and mathematical methods to the investigation of chemical systems.

CHEM 26100. Quantum Mechanics. 100 Units.
This course presents quantum mechanics, the Schrödinger wave equation with exact and approximate methods of solution, angular momentum, and atomic spectra and structure.
Instructor(s): K.Y.C. Lee 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.
Instructor(s): P. Guyot-Sionnest Terms Offered: Winter
Prerequisite(s): CHEM 11300 or equivalent; MATH 20100 and PHYS 13300

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): L. Butler Terms Offered: Spring
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.
Instructor(s): P. Guyot-Sionnest Terms Offered: Winter
Prerequisite(s): CHEM 11300 or equivalent; MATH 20100 and PHYS 13300

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): L. Butler 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): N. Scherer 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. L.
Instructor(s): A. Dinner 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.
Instructor(s): K.Y.C. Lee Terms Offered: Autumn, Winter, Spring
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.
Terms Offered: Summer, Autumn, Winter, Spring
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: Spring
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: Winter
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 Terms Offered: Spring
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.
Instructor(s): D. Talapin Terms Offered: Autumn
Prerequisite(s): CHEM 20100

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 31100. Supramolecular Chemistry. 100 Units.
This course develops the concepts of supramolecular chemistry (both organic and metal-based systems) and its applications. Coordination chemistry is introduced as a background to metal-based supramolecular systems. The chemistry and physical properties of transition metal complexes are presented, including crystal field theory, molecular orbital theory, magnetism, and electronic spectra. The mechanisms by which molecular motors operate are presented and reference is made to synthetic systems that attempt to emulate biological molecular motors.
Terms Offered: Not offered in 2015–16
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.
Instructor(s): L. Yu Terms Offered: Autumn
Prerequisite(s): CHEM 22200/23200 and 26200, or consent of instructor

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): S. Kozmin 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.
Instructor(s): V. Rawal Terms Offered: Winter
Prerequisite(s): CHEM 22200/23200 or consent of instructor

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.
Terms Offered: Not offered in 2015–16
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.
Terms Offered: Not offered in 2015–16
Equivalent Course(s): BCMB 32500

CHEM 32900. Polymer Chemistry. 100 Units.
This course introduces a broad range of polymerization reactions and discusses their mechanisms and kinetics. New concepts of polymerization and new materials of current interest are introduced and discussed. We also discuss the physical properties of polymers, ranging from thermal properties to electrical and optical properties in both a solution state and a solid state. Our emphasis is on structure/property relationship.
Terms Offered: Not offered in 2015–16
Prerequisite(s): CHEM 22200/23200 and 26300

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.
Terms Offered: Not offered in 2015–16
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.
Terms Offered: Not offered in 2015–16
Prerequisite(s): CHEM 23300

CHEM 33200-33300. Chemical Biology I-II.
This course emphasizes the concepts of physical organic chemistry (e.g., mechanism, molecular orbital theory, thermodynamics, kinetics) in a survey of modern research topics in chemical biology. Topics, which are taken from recent literature, include the roles of proteins in signal transduction pathways, the biosynthesis of natural products, strategies to engineer cells with novel functions, the role of spatial and temporal inhomogeneities in cell function, and organic synthesis and protein engineering for the development of molecular tools to characterize cellular activities.

> **CHEM 33200. Chemical Biology I. 100 Units.**
> Instructor(s): B. Dickinson Terms Offered: Winter
> Prerequisite(s): Basic knowledge of organic chemistry and biochemistry
>
> **CHEM 33300. Chemical Biology II. 100 Units.**
> Instructor(s): R. Moellering Terms Offered: Spring
> Prerequisite(s): Basic knowledge of organic chemistry and biochemistry

CHEM 33300. Chemical Biology II. 100 Units.
Instructor(s): R. Moellering Terms Offered: Spring
Prerequisite(s): Basic knowledge of organic chemistry and biochemistry

CHEM 33400. High-Throughput Methods in Chemistry. 100 Units.
The course focuses on discovery of reactions, bioactive compounds, and materials by construction of chemical libraries and screening them for desired properties.
Terms Offered: Not offered in 2015–16

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): L. Butler 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): G. Voth 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): D. Mazziotti 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): S. Sibener Terms Offered: Spring
Prerequisite(s): CHEM 36100 required; 36300 recommended

CHEM 36800. Advanced Computational Chemistry and Biology. 100 Units.
The theme for this course is the identification of scientific goals that computation can assist in achieving. The course is organized around the examination of exemplary problems, such as understanding the electronic structure and bonding in molecules and interpreting the structure and thermodynamic properties of liquids. 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. L.
Instructor(s): K. Freed Terms Offered: Not offered in 2015–16
Prerequisite(s): CHEM 26100-26200, or PHYS 19700 and 23400
Note(s): This course may not be used to meet requirements for the BS degree.

CHEM 36900. Materials Chemistry. 100 Units.
This course covers structural aspects of colloidal systems, surfactants, polymers, diblock copolymers, and self-assembled monolayers. We also cover the electronic properties associated with organic conducting polymers, organic light-emitting devices, and transistors. More novel topics of molecular electronics, nanotubes, quantum dots, and magnetic systems are also covered. The aim of the course is to provide a broad perspective of the various contributions of chemistry to the development of functional materials.
Terms Offered: Not offered in 2015–16

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.
Terms Offered: Not offered in 2015–16

CHEM 37200. Statistical Mechanics of Polymers/Glasses. 100 Units.
The material in this course is designed to describe the basic statistical mechanics of polymers in dilute and semi-dilute solutions, including the use of path integrals and renormalization group methods. Lattice models are used to describe polymer melts and blends, focusing on miscibility and the descent into glass formation.
Terms Offered: Not offered in 2015–16
Prerequisite(s): CHEM 36400 or equivalent

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.
Terms Offered: Not offered 2015–16
Prerequisite(s): CHEM 23300, CHEM 26200.

CHEM 51100. Scientific Methods and Ethics. 100 Units.
This course prepares students for independent research by introducing them to the general methodology of scientific research.
Terms Offered: Not offered in 2015–16

Cinema and Media Studies

Program of Study

For more than a century, and across widely different cultures, film has been a primary medium for storytelling; it has served to depict and explore the world, to engage and shape the human senses and emotions, memory, and imagination. We live in a time in which the theatrical exhibition of films to a paying public is no longer the primary venue in which motion pictures are consumed. But cinema seems to survive, even as it is being transformed by television, video, and digital media; these media, in turn, are giving rise to new forms of moving image culture.

The major 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 graduating with a Cinema and Media Studies major will be trained in critical, formal, theoretical, and historical thinking and analysis. The program thus fosters discussion and writing skills. Students will gain the tools to approach film history as well as today's media environment within specific cultural contexts and broad transnational perspectives.

Students wishing to enter the program should consult with the Director of Undergraduate Studies no later than Spring Quarter of their second year. Participation in the program must be declared to the Director of Undergraduate Studies before registration.

Program Requirements

The major consists of twelve courses (four required courses and eight elective courses) and a BA research paper.

Required Courses

The following five 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; it must be completed before other required courses. It should be completed as early as possible; it must be completed by the end of the third year.

History of International Cinema sequence CMST 28500 and 28600: This required two-quarter sequence covers the silent era (CMST 28500 History of International Cinema I: Silent Era) and the sound era to 1960 (CMST 28600 History of International Cinema II: Sound Era to 1960), as well as major characteristics and developments of each. It is typically taught in Autumn and Winter Quarters. It should be completed by the end of the third year.

CMST 29800 Senior Colloquium: In Autumn Quarter of their fourth year, students must participate in a Senior Colloquium that helps them conceptualize their BA research paper and address more advanced questions of methodology and theory.

CMST 29900 BA Research Paper: Students are required to register for CMST 29900 BA Research Paper during the term in which they plan to graduate from the College. CMST 29900 BA Research Paper is a zero credit course. Registration for CMST 29900 ensures that a thesis grade will appear on the student's transcript. While students who entered the College before Autumn Quarter 2011 are not required to register for CMST 29900 as part of the major, they are strongly urged to do so to ensure that a thesis grade appears on the transcript. Whether or not these students choose to register for CMST 29900, they must complete the BA thesis as part of the program requirements.

Elective Courses

Of the eight remaining courses, five must either originate in or be cross-listed with Cinema and Media Studies. Students must receive prior approval of the five courses that they choose, 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). Members of the affiliated faculty often teach courses that meet requirements for the three elective courses; students are encouraged to consult with them when making their selections. 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 available on the CMS website at cms.uchicago.edu.

Although the other three courses may be taken outside Cinema and Media Studies, students must demonstrate their relevance to the study of cinema. For example, a group of courses could focus on: traditional disciplines (e.g., history, anthropology/ethnography, philosophy, psychology, linguistics, sociology, political economy); subfields within area studies (e.g., East Asian, South Asian, African American, Jewish studies); art forms and media other than film, photography, and video (e.g., art history, architecture, literature, theater, opera, dance); or cross-disciplinary topics or sets of problems (e.g., the urban environment, violence and pornography, censorship, copyright and industry regulation, concepts of the public sphere, globalization). A form listing and explaining the choice of outside electives must be submitted to the Director of Undergraduate Studies by fourth week of Winter Quarter of the student's third year is available on the CMS website at cms.uchicago.edu.

BA Research Paper

Before seventh week of Spring Quarter of their third year, students meet with the Director of Undergraduate Studies to discuss the focus of their required BA project.

Students begin reading and research during the summer. By the end of fourth week of the Autumn Quarter of their fourth year, students select a project adviser and prepare to present an outline of their project to the Senior Colloquium. Writing and revising take place during Winter Quarter. The final version is due by fourth week of the quarter in which the student plans to graduate.

The BA research paper typically consists of a substantial essay that engages a research topic in the history, theory, and criticism of film and/or other media. A creative project in film or video production supplemented by an essay is sometimes an option, contingent on the approval of the faculty.

To be considered for this option, the student will submit a written proposal to the Director of Undergraduate Studies by the seventh week of Spring Quarter of the third year. Priority will be given to students who have completed three production classes (2 must originate in CMST) by the end of Autumn Quarter of their fourth year.

In addition to enrollment in CMST 29800 Senior Colloquium during the Autumn Quarter of the fourth year, students who supplement their BA thesis project with film or video work are required to enroll in the Senior Creative Thesis Workshop during the Winter Quarter of their fourth year. The Senior Creative Thesis Workshop may not be counted toward distribution requirements for the major. All students are required to register for CMST 29900 BA Research Paper during the term in which they plan to graduate from the College.

Summary of Requirements

CMST 10100	Introduction to Film Analysis	100
CMST 28500-28600	History of International Cinema I-II	200
CMST 29800	Senior Colloquium	100
5 elective courses in Cinema and Media Studies (courses originating in or cross listed with Cinema and Media Studies) *		500
3 elective courses (courses originating in Cinema and Media Studies or elsewhere that are relevant to the study of cinema) **		300
CMST 29900	BA Research Paper †	000
Total Units		1200

* A course agreement form to be signed by the Director of Undergraduate Studies by fourth week of Autumn Quarter of a student's third year is required to obtain approval of these courses.

** A form to be signed by the Director of Undergraduate Studies by fourth week of Winter Quarter of a student's third year is required to obtain approval of these courses.

† Students are required to register for CMST 29900 BA Research Paper, although it carries no course credit. Students must register for CMST 29900 during the term in which they graduate from the College.

Grading

Students majoring in Cinema and Media Studies must receive a quality grade in all courses required for the major. With prior consent of instructor, non-majors may take Cinema and Media Studies courses for P/F grading.

Honors

Students who have earned an overall GPA of 3.25 or higher and a GPA of 3.5 or higher in Cinema and Media Studies courses are eligible for honors. To receive honors, students must also write a BA research paper that shows exceptional intellectual and/or creative merit in the judgment of the first and the second readers, the Director of Undergraduate Studies, and the Master of the Humanities Collegiate Division.

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 CMS website at cms.uchicago.edu.

Minor Program in Cinema and Media Studies

The minor in Cinema and Media Studies requires the completion of six courses:

CMST 10100	Introduction to Film Analysis	100
CMST 28500-28600	History of International Cinema I-II	200
Three courses numbered 20000 or above		300
Total Units		600

Students are encouraged to take CMST 10100 Introduction to Film Analysis early in their undergraduate career, or at the beginning of their minor course of study. It must be taken no later than Spring Quarter of a student's third year.

Students who elect the minor program in Cinema and Media Studies must meet with the Director of Undergraduate Studies before the end of the Winter Quarter of their third year to declare their intention to complete the minor and to select courses. The Director's approval of the minor program should be submitted to a student's College adviser no later than the end of Spring Quarter of a student's third year. Approval forms are obtained from the Director of Undergraduate Studies, the department website, or 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. All classes toward 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.

Sample Minor Program in Cinema and Media Studies

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
and		
CMST 23404	French Cinema of the ’20s and ’30s	100
CMST 24701	Left-Wing Art and Soviet Film Culture of the 1920s	100
CMST 25201	Cinema and the First Avant-Garde, 1890-1933	100

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.

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, Winter, Spring
Note(s): Required of students majoring in Cinema and Media Studies
Equivalent Course(s): ARTH 20000,ARTV 25300,ENGL 10800

CMST 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 the time schedule 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. Pink slip/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, Winter, Spring
Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the dramatic, musical, and visual arts. Previous experience in media-based studio courses not accepted as a substitute for this course.
Equivalent Course(s): ARTV 10300,TAPS 23400

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.
Terms Offered: Winter, Spring
Note(s): For nonmajors, any CMST 14400 through 14599 course meets the general education requirement in the dramatic, musical, and visual arts.

CMST 14503. Cinema in Theory and Practice. 100 Units.
The course proposes an introduction to audio-visual literacy through the analysis of films, selective readings, and short film exercises focusing on fundamental cinematic elements such as shot, framing, point of view, camera movement, editing, and relations of image and sound. Assignments will consist in in writing review sheets and a formal film analysis, and in creating three 1-3 minute single-shot movies based on the works seen and discussed in class.
Instructor(s): D. Bluher Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any CMST 14400 through 14599 course meets the general education requirement in the dramatic, musical, and visual arts.

CMST 14504. Film Comedy. 100 Units.
What can film tell us about comedy, and vice versa? This course investigates the comic procedures in various film forms—from silent slapstick and sophisticated comedy to screwball comedy and musical all the way to postmodern pastiche and mockumentary. Instead of treating film comedy as a self-contained genre, we will study how questions of comedy are central to the history of cinema. Readings include critical discourses about comedy, film history, and film theory, e.g., Bergson, Freud, Benjamin, Miriam Hansen, Tom Gunning, and Noel Carroll. It is often said that a joke dies when we analyze it. We will see that it in fact reincarnates, if we analyze it the right way.

Instructor(s): X. Dong Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.

CMST 14507. Margins of the Medium: Text/Image. 100 Units.
In this course, we will study nineteenth- and twentieth-century visual and written texts from primarily French photographic, literary, painterly, and cinematic traditions. These thematically interrogate spatial, cultural, geographic, social, and political margins. By also examining the long-standing and often fraught historical and theoretical relationship between text and image, we will simultaneously investigate the boundaries between divergent media practices (photography, literature, film, painting) in order to question the visual, narrative, and philosophic limits of representation.
Instructor(s): J. Wild Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.

CMST 21019. African American Cinema 1900 to the Civil Rights Era. 100 Units.
This course surveys African American cinema from its origins to the 1960s. We will consider how the introduction and development of moving image technologies, film styles, and exhibition practices intersected with long-standing debates about the Black public image, Black access to means of cultural production, the politics of emergent forms of mass culture, and articulations of a Black aesthetic. Films made by, about, and for African Americans will be considered in light of segregationist policies and practices, blackface minstrelsy, anti-racist activism (including anti-lynching, voting rights, and fair employment and housing campaigns), Black women's artistic and political work, Black movie-going and spectatorship, uses of Black music in Hollywood and independent filmmaking, gestures toward integration initiated by the *Brown v. Board of Education* Supreme Court decision of 1954, and articulations of Black nationalisms. The course will also consider the emerging body of scholarship on race and cinema, particularly pertaining to Black film culture of this period. Topics to be discussed include the earliest Black images on film from the 1890s; Black independent "race movies" (by Oscar Micheaux, Spencer Williams); popularity of Black artists in early sound films; all-Black Hollywood musicals; post–World War II "social problem" films; and nontheatrical films, including educational films about racial difference, the ethnographic films of Zora Neale Hurston, and home movies documenting Black private life. The course will explore the careers of artists including Bert Williams, Josephine Baker, Hattie McDaniel, Paul Robeson, Bill "Bojangles" Robinson, Ethel Waters, Lena Horne, Dorothy Dandridge, Sidney Poitier, Ossie Davis, Ruby Dee, Ed Bland, and Bill Greaves.

Instructor(s): J. Stewart Terms Offered: Winter
Prerequisite(s): Prerequisite(s): CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.
Equivalent Course(s): CMST 31019

CMST 23202. Rome in Film and Literature. 100 Units.
We shall analyze films and fictional works that reflect both realities and myths about the "Eternal City," Rome. Classical Rome will not be studied; instead the focus will be on a trajectory of works, both written and cinematic, that are set in and explore late nineteenth to late twentieth-century Rome. The goal is to analyze some of the numerous diverse representations of modern Rome that portray historical, political, subjective, and/or fantastical/mythopoetic elements that have interacted over time to produce the palimpsest that is the city of Rome. Books by D'Annunzio, Moravia, Pasolini and Malerba; films by Fellini, Visconti, Rossellini, Bertolucci, Pasolini, and Moretti.
Instructor(s): R. West Terms Offered: Winter
Note(s): Taught in English; Italian majors will read the texts in the original Italian.
Equivalent Course(s): ITAL 23203,CMST 32302,ITAL 33203

CMST 23904. Senior 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: Winter
Prerequisite(s): CMST 23930; CMST 23931; departmental approval of senior creative thesis project.
Equivalent Course(s): ARTV 23904,ARTV 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: Winter, Spring
Prerequisite(s): CMST 23930; CMST 23931 or 27600; departmental approval of senior creative thesis project.

CMST 23930. Documentary Production I. 100 Units.
This class is intended to develop skills in documentary production so that students may apply for Documentary Production II. Documentary Production I focuses on the making of independent documentary video. Examples of various styles of documentary will be screened and discussed. Issues embedded in the documentary genre, such as the ethics and politics of representation and the shifting lines between fact and fiction will be explored. Pre-production methodologies, production, and post-production techniques will be taught. Students will be expected to develop an idea for a documentary video, crews will be formed, and each crew will produce a five-minute documentary. Students will also be expected to purchase an external hard drive.
Instructor(s): J. Hoffman Terms Offered: Autumn
Prerequisite(s): Prior or concurrent enrollment in CMST 10100 is strongly recommended.
Equivalent Course(s): ARTV 23930

CMST 23931. Documentary Production II. 100 Units.
This course focuses on the shaping and crafting of a nonfiction video. Students are expected to write a treatment detailing their project. Production techniques focus on the handheld camera versus tripod, interviewing and microphone placement, and lighting for the interview. Postproduction covers editing techniques and distribution strategies. Students then screen final projects in a public space.
Instructor(s): J. Hoffman Terms Offered: Winter
Prerequisite(s): CMST 23930/ARTV 23930

CMST 24107. Bombay to Bollywood. 100 Units.
This course maps the transformation of the Hindi film industry in India. Starting out as a regional film production center, how did the Bombay film industry and Hindi cinema gain the reputation of being the leader of Indian cinema? This despite the fact that most critical acclaim, by the state and film critics, was reserved for "art cinema." Through an analysis of Hindi films from the 1950s to the present we map the main trends of this complex artistic/industrial complex to arrive at an understanding of the deep connect between cinema and other social imaginaries.
Instructor(s): R. Majumdar Terms Offered: Winter
Equivalent Course(s): SALC 30509,CMST 34107,SALC 20509

CMST 24108. Indian Art Cinema. 100 Units.
What do we mean when we refer to "art films" in the Indian context? Is it fair to refer to the body of film works that come under this rubric as Indian national cinema? Through a close analysis of films by Satyajit Ray, Ritwik Ghatak, Mrinal Sen, Shyam Benegal, Mani Kaul, Basu Chatterjee, M. S. Sathyu, Girish Kasaravalli, and Aparna Sen, this course will analyze the different currents in Indian art cinema.
Instructor(s): R. Majumdar Terms Offered: Spring
Equivalent Course(s): SALC 30510,CMST 34108,SALC 20510

CMST 24505. Russian Cinema. 100 Units.
Russian cinema occupies an important and distinctive place within world film culture. It rose to prominence in the 1920s through the revolutionary (in all senses) films and film theory of Sergei Eisenstein, Vsevolod Pudovkin, Dziga Vertov, and others, and maintained its distinction through the early years of socialist realism, a unique media system in which film was recognized, in Lenin's saying, as "the most important of the arts." After Stalin's death, Russian film re-captivated its revolutionary energy amidst the "Soviet new wave," characterized by the films of Mikhail Kalatozov, Sergei Paradzhanov, and Andrei Tarkovsky. In recent years, film has continued to play a crucial role in defining and animating a post-Soviet cultural identity, both through poetic filmmakers such as Aleksandr Sokurov and through genre films. We will survey this history, from 1917 right up to the present moment, with a selection of the most energizing films and theoretical writings by their makers. We will examine how a national style gets established and maintained; how film form and film style have responded to the pressures of ideology and power; how film art has served both as a tool of colonialization and identity-formation; and how film artists have negotiated the pressures of cultural tradition (including that of the Russian novel) and the world film market.
Instructor(s): R. Bird Terms Offered: Winter
Equivalent Course(s): CMST 34505,REES 26048,REES 36048

CMST 24611. Cities in Sinophone Cinemas. 100 Units.
From the treaty port of Shanghai to the imperial capital of Beijing, from the pre-colonized city of Taipei to the floating city of Hong Kong, and from an anonymous city in inland China to global Chinatowns, cities in Chinese-language cinemas at once reflect and participate in the historical transformations of modern China and the negotiation between national, local, and cosmopolitan identities. Meanwhile, throughout its history, the motion-picture medium has shown an affinity with the city as an audio-visual ensemble, which in turn has provided constant inspiration for cinematic experimentation. Taking the chronotope of the sinophone city as an entry point, this course participates in both the ongoing discussion of cinematic cities and the emerging discourse on the phonic articulation and visual mediation of a global sinophone culture. No knowledge of Chinese is required.
Instructor(s): X. Dong Terms Offered: Winter
Prerequisite(s): CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.
Equivalent Course(s): CMST 34611,EALC 34611,EALC 24611

CMST 24801. Iranian Cinema. 100 Units.
An overview of the history of Iranian cinema from the 1970s to the present, including major directors, genres, and trends, aesthetics, and the economics of the film industry. We will analyze films as artistic constructs and as the works of particular auteurs, while also considering larger questions such as how the political and social history of modern Iran is reflected in its films, particularly what impact the revolution of 1979 has had on the cinematic art, using film as a lens to judge the social impact of the revolution. We look at representations of gender and class, the role of urban and rural space in the imaginary, the interaction of literature and film, the enormous constraints of censorship, the blurring of ficticity and facticity in Iranian film. We will focus on feature films made in Iran, but also touch upon documentaries and Iranian-hyphenated films made in diaspora.
Instructor(s): F. Lewis Terms Offered: Spring
Equivalent Course(s): CMST 34801,NEHC 20710

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 33141,ARTH 25500,ARTH 35500,CMST 35100,ISHU 28401,ISHU 38401,REES 23141

CMST 25204. Media Ecology: Embodiment and 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: Autumn
Equivalent Course(s): HUMA 25202,HIPS 25203,LLSO 27801,TAPS 28452

CMST 25531. Framing the I: Autobiography and Film. 100 Units.
Cinema offers almost endless ways of telling one's own story—diaries, confessions, album, travelogues, accounts of a distressing period, letters, searches for one's origins, autobiographies, self-portraits, work notes, autofictions—and filmmakers continually create new hybrid forms that innovate or transgress former "genres." This seminar examines film history's various modes of autobiographical discourse in the context of philosophical and psychoanalytic considerations of the self as well as of experiments in literary and pictorial self-representation.
Instructor(s): D. Bluher Terms Offered: Winter
Prerequisite(s): PQ: CMST 10100 Introduction to Film Analysis or consent of instructor.
Equivalent Course(s): CMST 35531

CMST 25945. Digital Storytelling. 100 Units.
This course investigates the ways that new media have changed contemporary society and the cultural narratives that shape it. We will explore narrative theory through a number of digital or digitally-inflected forms, including cyberpunk fictions, text adventure games, interactive dramas, videogames, virtual worlds, transmedia novels, location-based fictions, and alternate reality games. Our critical study will concern issues such as nonlinear narrative, network aesthetics, and videogame mechanics. Throughout the quarter, our analysis of computational fictions will be haunted by gender, class, race, and other ghosts in the machine. **(H)**
Instructor(s): P. Jagoda Terms Offered: Winter
Equivalent Course(s): ENGL 25945

CMST 26405. D. W. Griffith. 100 Units.
Instructor(s): Y. Tsivian Terms Offered: Spring
Prerequisite(s): CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.
Equivalent Course(s): CMST 36405,FNDL 26405

CMST 26810. Agnes Varda. 100 Units.
This course examines the work of one of the most significant directors working in France today. Making important films from the 1960s to the present day, Varda has 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 plastic narration and by working with moving images in gallery spaces.
Instructor(s): D. Bluher Terms Offered: Autumn
Equivalent Course(s): FNDL 26506

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 30208,CMST 37205,PHIL 20208

CMST 27206. Movement. 100 Units.
Movement is central to the history of cinema, from its earliest origins and antecedents to the GoPro and related videos that currently populate YouTube, and to the history of thinking about it. This course investigates the various ways in which movement has appeared and been talked about. Combining philosophical, critical, and historical readings with careful analysis of films, we will cover topics that include the appeal of the moving image itself, movement that exists within the world shown in the frame, problems posed by the history of camera movement, and different technologies for recording and producing movement. Readings will include Bergson, Eisenstein, Merleau-Ponty, McLaren, Michotte, Deleuze, and Gunning; films will be from the Lumière Brothers, Murnau, Renoir, Mizoguchi, Ophuls, Breer, Gehr, Raimi, Malick, and others.
Instructor(s): D. Morgan Terms Offered: Winter
Prerequisite(s): PQ: CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.
Equivalent Course(s): CMST 37206

CMST 27240-27241. Contemporary Film Theory I-II.
This two-part course provides a critical and historical survey of the major questions, concepts, and trends in film theory since 1968.

CMST 27240. Contemporary Film Theory I: Ideology and Critique. 100 Units.
This two-part course provides a critical and historical survey of the major questions, concepts, and trends in film theory since 1968. Contemporary Film Theory I will examine theories of ideology and cinema, political modernism, and counter-cinema through the critical reading of important texts and films from Latin America, France, and the United Kingdom.
Instructor(s): D.N. Rodowick Terms Offered: Winter
Prerequisite(s): PQ: CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.
Note(s): Courses can be taken independently of each other.
Equivalent Course(s): CMST 37240

CMST 27241. Contemporary Film Theory II: Spectatorship and Its Discontents. 100 Units.
This two-part course provides a critical and historical survey of the major questions, concepts, and trends in film theory since 1968. Organized broadly around questions of film, ideology, and spectatorship, weekly readings, films, and discussion will examine how the study of film in the last forty years has been influenced by semiology, psychoanalysis, Marxism, postmodernism, feminism, critical race studies, gay and lesbian criticism, and post-colonial theory, especially with respect to theories of spectatorship.
Instructor(s): D.N. Rodowick Terms Offered: Spring
Prerequisite(s): PQ: CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.
Note(s): Courses can be taken independently of each other. CMST 27240 is not a prereq of this course.
Equivalent Course(s): CMST 37241

CMST 27241. Contemporary Film Theory II: Spectatorship and Its Discontents. 100 Units.
This two-part course provides a critical and historical survey of the major questions, concepts, and trends in film theory since 1968. Organized broadly around questions of film, ideology, and spectatorship, weekly readings, films, and discussion will examine how the study of film in the last forty years has been influenced by semiology, psychoanalysis, Marxism, postmodernism, feminism, critical race studies, gay and lesbian criticism, and post-colonial theory, especially with respect to theories of spectatorship.
Instructor(s): D.N. Rodowick Terms Offered: Spring
Prerequisite(s): PQ: CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.
Note(s): Courses can be taken independently of each other. CMST 27240 is not a prereq of this course.
Equivalent Course(s): CMST 37241

CMST 27600. 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 class, 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): L. Letinsky Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Note(s): Camera and light meter required.
Equivalent Course(s): ARTV 24000,ARTV 34000,CMST 37600

CMST 27602-27702. Photography I-II.
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. Courses taught concurrently and can be repeated as part of an ongoing, developing photographic project.

CMST 27602. Photography I. 100 Units.
Instructor(s): L. Letinsky Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000.
Note(s): Camera and light meter required. Courses taught concurrently and can be repeated as part of an ongoing, developing photographic project.
Equivalent Course(s): ARTV 24401,ARTV 34401,CMST 37602

CMST 27702. Photography II. 100 Units.
Instructor(s): L. Letinsky Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000.
Note(s): Camera and light meter required. Courses taught concurrently and can be repeated as part of an ongoing, developing photographic project.
Equivalent Course(s): ARTV 24402,ARTV 34402,CMST 37702

CMST 27800. Theories of Media. 100 Units.
This course will explore the concept of media and mediation in very broad terms, looking not only at modern technical media and mass media, but at the very idea of a medium as a means of communication, a set of institutional practices, and a habitat in which images proliferate and take on a "life of their own." The course will deal as much with ancient as with modern media, with writing, sculpture, and painting as well as television and virtual reality. Readings will include classic texts such as Plato's Allegory of the Cave and *Cratylus*, Aristotle's *Poetics*, and modern texts such as Marshall McLuhan's *Understanding Media*, Regis Debray's *Mediology*, and Friedrich Kittler's *Gramophone, Film, Typewriter*. We will explore questions such as the following: What is a medium? What is the relation of technology to media? How do media affect, simulate, and stimulate sensory experiences? What sense can we make of concepts such as the "unmediated" or "immediate"? How do media become intelligible and concrete in the form of "metapictures" or exemplary instances, as when a medium reflects on itself (films about films, paintings about painting)? Is there a system of media? How do we tell one medium from another, and how do they become "mixed" in hybrid, intermedial formations? We will also look at recent films such as *The Matrix* and *Existenz* that project fantasies of a world of total mediation and hyperreality. Students will be expected to do one "show and tell" presentation introducing a specific medium. There will also be several short writing exercises and a final paper. **(H)**
Instructor(s): W. J. T. Mitchell Terms Offered: Winter
Prerequisite(s): Any 100-level ARTH or COVA course, or consent of instructor.
Equivalent Course(s): ENGL 12800,AMER 30800,ARTH 25900,ARTH 35900,ARTV 25400,CMST 37800,ENGL 32800

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 33805,CMST 38006,ARTV 23805

CMST 28500-28600. 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.

CMST 28500. History of International Cinema I: Silent Era. 100 Units.
This course introduces what was singular about the art and craft of silent film. Its general outline is chronological. We also discuss main national schools and international trends of filmmaking.
Instructor(s): Y. Tsivian Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): This is the first part of a two-quarter course.
Equivalent Course(s): ARTH 28500,ARTH 38500,ARTV 26500,ARTV 36500,CMLT 22400,CMLT 32400,CMST 48500,ENGL 29300,ENGL 48700,MAPH 36000

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): D. Morgan Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): ARTH 28600,ARTH 38600,ARTV 26600,CMLT 22500,CMLT 32500,CMST 48600,ENGL 29600,ENGL 48900,MAPH 33700

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): D. Morgan Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): ARTH 28600,ARTH 38600,ARTV 26600,CMLT 22500,CMLT 32500,CMST 48600,ENGL 29600,ENGL 48900,MAPH 33700

CMST 28601. History of International Film, 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 UK, 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. A course like this is necessarily going to omit many important films and filmmakers, but we will try to attenuate those omissions by scheduling two screenings a week.
Instructor(s): J. Lastra Terms Offered: Spring

CMST 28801. Digital 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: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 22500,ARTV 32500,CMST 38801

CMST 28903. 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 23801,ARTV 33801

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.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIST 25208,HIST 35208,HIPS 25208,CHSS 35208,CMST 39002

CMST 29700. Reading and Research Course. 100 Units.
Terms Offered: Autumn, Winter, Spring
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. Senior Colloquium. 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): N. Steimatsky Terms Offered: Autumn
Prerequisite(s): CMST 10100. Required of students majoring in Cinema and Media Studies.

CMST 29900. BA Research Paper. 000 Units.
Terms Offered: Winter, Spring
Prerequisite(s): Consent of instructor. Required of students majoring 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.

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.
Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter.
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,HIST 18302,SOSC 24002

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): ANTH 24003,HIST 18303,SALC 20702,SOSC 24003

EALC 10800-10900-11000-15400. Introduction to the Civilizations of East Asia I-II-III-IV.
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.
Instructor(s): G. Alitto, Autumn; Staff, Summer Terms Offered: Autumn, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15100,CRES 10800,SOSC 23500

EALC 10900. Introduction to the Civilizations of East Asia II. 100 Units.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15200,CRES 10900,SOSC 23600

EALC 11000. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300,CRES 11000,SOSC 23700

EALC 15400. Introduction to the Civilizations of East Asia IV. 100 Units.
This course will explore the ongoing transformations of Vietnamese society against the centuries-long Vietnamese effects to construct a political community. We will begin with an examination of some two thousand years of Vietnamese history and then turn to more extended considerations of the relationship between religion and the state, imperialism and decolonization, war and revolution, and contemporary efforts to recreate the past as Vietnam embraces what some have termed "market-Leninism." In doing so, we will place developments in Vietnam in wider regional and global perspectives. Weekly readings and discussions will focus around primary sources in translation, including political and philosophical texts, literature, poetry, and film.
Instructor(s): Staff Terms Offered: Not offered in 2015-16.
Equivalent Course(s): CRES 11200,SOSC 23801,HIST 15400

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 2015
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 2016
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 2016
Note(s): This sequence meets the general education requirement in civilization studies.

HIPS 17300-17400-17402-17501-17502-17503. Science, Culture, and Society in Western Civilization I-II-II-III-IV-III.
This group of courses consists of two three-quarter sequences: HIPS 17300-17400-17501 or 17502, and HIPS 17400-17402-17503 or 17502. Taking these courses in sequence is recommended but not required. Each sequence meets the general education requirement in civilization studies. Each three-quarter sequence focuses on the origins and development of science in the West. Our aim is to trace the evolution of the biological, psychological, natural, and mathematical sciences as they emerge from the cultural and social matrix of their periods and, in turn, affect culture and society.

HIPS 17300. Science, Culture, and Society in Western Civilization I. 100 Units.
The first quarter examines the sources of Greek science in the diverse modes of ancient thought and its advance through the first centuries of our era. We look at the technical refinement of science, its connections to political and philosophical movements of fifth- and fourth-century Athens, and its growth in Alexandria.
Instructor(s): R. Richards Terms Offered: Not offered 2015-2016
Equivalent Course(s): HIST 17300

HIPS 17400. Science, Culture, and Society in Western Civilization II. 100 Units.
The second quarter is concerned with the period of the scientific revolution: the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton.
Instructor(s): A. Johns Terms Offered: Autumn
Equivalent Course(s): HIST 17400

HIPS 17402. Science, Culture, and Society in Western Civilization II: History of Medicine 1. 100 Units.
Instructor(s): M. Rossi Terms Offered: Winter
Equivalent Course(s): HIST 17402

HIPS 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.
This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. 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): A. Winter Terms Offered: Not offered 2015-2016
Equivalent Course(s): HIST 17501

HIPS 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.
The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.
Instructor(s): J. Evans Terms Offered: Spring.
Equivalent Course(s): HIST 17502

HIPS 17503. Science, Culture, and Society in Western Civilization III: History of Medicine 2. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIST 17503

HIST 10101-10102. Introduction to African Civilization I-II.
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 two-quarter sequence.

HIST 10101. Introduction to African Civilization I. 100 Units.
Part one considers literary, oral, and archeological sources to investigate African societies and states from the early Iron Age through the emergence of the Atlantic world. Case studies include the empires of Ghana, Mali, and Great Zimbabwe. The course also treats the diffusion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade.
Instructor(s): E. Osborn Terms Offered: Autumn
Equivalent Course(s): ANTH 20701,CRES 20701

HIST 10102. Introduction to African Civilization II. 100 Units.
Part two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.
Instructor(s): J. Cole Terms Offered: Winter
Note(s): CHDV Distribution, C
Equivalent Course(s): ANTH 20702,CHDV 21401,CRES 20802

HIST 10102. Introduction to African Civilization II. 100 Units.
Part two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.
Instructor(s): J. Cole Terms Offered: Winter
Note(s): CHDV Distribution, C
Equivalent Course(s): ANTH 20702,CHDV 21401,CRES 20802

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

HIST 13001. History of European Civilization I. 100 Units.
Instructor(s): F. Albritton Jonsson, M. Allen, C. Fasolt, R. Fulton Brown, J. Padgett, A. Palmer, N. Ristuccia, Staff Terms Offered: Autumn, Winter

HIST 13002. History of European Civilization II. 100 Units.
Instructor(s): J. Craig, R. Fulton Brown, E. Gilburd, J. Goldstein, N. Ristuccia, Staff Terms Offered: Winter, Spring

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. Topics in this third quarter of the sequence may include women in European history, religion and society, Church and State, the Enlightenment, the transformation of the Roman World, or other focused topics on cultural, economic, social, political, or religious aspects of European history.
Instructor(s): N. Ristuccia 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.

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. This sequence meets the general education requirement in civilization studies.

HIST 13100. History of Western Civilization I. 100 Units.
Instructor(s): K. Weintraub, Autumn; J. Boyer, Summer Terms Offered: Autumn, Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13200. History of Western Civilization II. 100 Units.
Instructor(s): K. Weintraub, Winter, Summer Terms Offered: Winter, Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.
Instructor(s): K. Weintraub, Spring; Staff, 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.
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 uses the American historical experience, set within the context of Western civilization to (1) introduce students to the principles of historical thought, (2) probe the ways political and social theory emerge within specific historical contexts, and (3) explore some of the major issues and trends in American historical development. This sequence is not a general survey of American history.

HIST 13500. America in World Civilization I. 100 Units.
This quarter examines the basic order of early colonial society; the social, political, and intellectual forces for a rethinking of that order; and the experiences of the Revolution and of making a new polity.
Instructor(s): E. Cook, Staff Terms Offered: Autumn
Prerequisite(s): These courses must be taken in sequence.

HIST 13600. America in World Civilization II. 100 Units.
This quarter focuses on the impact of economic individualism on the discourse on democracy and community; on pressures to expand the definition of nationhood to include racial minorities, immigrants, and women; on the crisis over slavery and sectionalism; and on class tensions and the polity.
Instructor(s): J. Dailey, A. Green, A. Lippert, A. Stanley, Staff Terms Offered: Winter
Prerequisite(s): These courses must be taken in sequence.

HIST 13700. America in World Civilization III. 100 Units.
This quarter focuses on the definitions of Americanism and social order in a multicultural society; Taylorism and social engineering; culture in the shadow of war; the politics of race, ethnicity, and gender; and the rise of new social movements.
Instructor(s): J. Sparrow, Staff Terms Offered: Spring
Prerequisite(s): These courses must be taken in sequence.

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.
Instructor(s): R. Bird, F. Hillis Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): RUSS 25100,SOSC 24000

HIST 14000. Introduction to Russian Civilization II. 100 Units.
Instructor(s): F. Hillis, W. Nickell Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): RUSS 25200,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): A. Bresson, Staff Terms Offered: Autumn
Equivalent Course(s): CLCV 20700

HIST 16800. Ancient Mediterranean World II. 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
Equivalent Course(s): CLCV 20800

HIST 16900. Ancient Mediterranean World III. 100 Units.
This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD.
Instructor(s): W. Kaegi Terms Offered: Spring
Equivalent Course(s): CLCV 20900

Jewish Civilization: JWSC 20120–20199 and JWSC 20220–20299
*Note: This Jewish Civilization course numbering system is new in 2015–2016.

Jewish Civilization courses may be taken in any order and may be used to fulfill the College's general education requirement in civilization studies. To fulfill the general education civilization requirement, at least one course must pertain to the ancient or medieval periods (in the range JWSC 20120–20199), and at least one course must pertain to the modern period (in the range JWSC 20220–20299). Please see the Jewish Studies (p. 633) page or contact the department for more specific information.

*Note: This Jewish Civilization course numbering system is new in 2015–2016. Students who have already taken one or two courses from the previous JWSC civilization studies sequences (JWSC 20001-20003 or JWSC 20004-20006) and wish to complete the civilization requirement may take an additional JWSC civilization course from the set of eligible courses, as defined above, provided that they end up having taken at least one JWSC course in the ancient or medieval period and one in the modern period, and provided that they do not take the same course twice under two different numbers.

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.
Instructor(s): E. Kouri Terms Offered: Autumn
Equivalent Course(s): ANTH 23101,CRES 16101,HIST 16101,HIST 36101,LACS 34600,SOSC 26100

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): M. Tenorio Terms Offered: Winter
Equivalent Course(s): ANTH 23102,CRES 16102,HIST 16102,HIST 36102,LACS 34700,SOSC 26200

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): B. Fischer Terms Offered: Spring
Equivalent Course(s): ANTH 23103,CRES 16103,HIST 16103,HIST 36103,LACS 34800,SOSC 26300

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): M. Tenorio Terms Offered: Winter
Equivalent Course(s): ANTH 23102,CRES 16102,HIST 16102,HIST 36102,LACS 34700,SOSC 26200

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): B. Fischer Terms Offered: Spring
Equivalent Course(s): ANTH 23103,CRES 16103,HIST 16103,HIST 36103,LACS 34800,SOSC 26300

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.
Instructor(s): A. Robertson Terms Offered: Winter
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 dramatic, musical, and visual arts.
Equivalent Course(s): HIST 12700,SOSC 21100

MUSI 12200. Music in Western Civilization II: 1750 to the Present. 100 Units.
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 dramatic, musical, and visual arts.
Equivalent Course(s): HIST 12800,SOSC 21200

MUSI 12200. Music in Western Civilization II: 1750 to the Present. 100 Units.
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 dramatic, musical, and visual arts.
Equivalent Course(s): HIST 12800,SOSC 21200

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): J. Johnson, B. Muhs Terms Offered: Autumn
Equivalent Course(s): NEHC 30001

NEHC 20002. Ancient Near Eastern History and Society II: Mesopotamia. 100 Units.
This course introduces the history of Mesopotamia. We begin with the origins of writing and cities in Sumer (ca. 3200 BC); then cover the great empires of Assyria, Babylon, and Persia; and end with the arrival of Alexander the Great in the late fourth century BC.
Instructor(s): R. Payne Terms Offered: Winter
Equivalent Course(s): NEHC 30002

NEHC 20003. Ancient Near Eastern History and Society III: Anatolia and Levant. 100 Units.
This course surveys the political, social, and economic history of ancient Anatolia and the Levant (Syria-Palestine) from ca. 2300 BC until the conquest of the region by Alexander that inaugurated the Hellenistic period in the Near East.
Instructor(s): P. Goedegebuure Terms Offered: Spring

NEHC 20002. Ancient Near Eastern History and Society II: Mesopotamia. 100 Units.
This course introduces the history of Mesopotamia. We begin with the origins of writing and cities in Sumer (ca. 3200 BC); then cover the great empires of Assyria, Babylon, and Persia; and end with the arrival of Alexander the Great in the late fourth century BC.
Instructor(s): R. Payne Terms Offered: Winter
Equivalent Course(s): NEHC 30002

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

This course surveys the political, social, and economic history of ancient Anatolia and the Levant (Syria-Palestine) from ca. 2300 BC until the conquest of the region by Alexander that inaugurated the Hellenistic period in the Near East.
Instructor(s): P. Goedegebuure Terms Offered: Spring

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 takes as its topic the literary tradition surrounding Gilgamesh, the legendary king of the Mesopotamian city-state of Uruk. The course will focus on the Babylonian Epic of Gilgamesh and its Sumerian forerunners, and their cultural and historical contexts. We will also read a number of Sumerian and Akkadian compositions that are thematically related to the Gilgamesh tradition, including Atrahasis, the Sumerian Flood story, and the Epics of Enmerkar and Lugalbanda, also of first dynasty of Uruk.
Instructor(s): Staff 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 and Literature II: Anatolian Literature. 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): H. Haroutunian 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 and Literature III: Egypt. 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): B. Muhs Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies
Equivalent Course(s): NEHC 30006

NEHC 20005. Ancient Near Eastern Thought and Literature II: Anatolian Literature. 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): H. Haroutunian 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 and Literature III: Egypt. 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): B. Muhs Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies
Equivalent Course(s): 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): H. Haroutunian 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 30011

NEHC 20012. Ancient Empires II: The Ottoman Empire. 100 Units.
The second course of this three-course sequence focuses on the Ottoman Empire.
Instructor(s): H. Karateke Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CLCV 25800,HIST 15603,NEHC 30012

NEHC 20013. Ancient Empires III: The Egyptian Empire of the New Kingdom. 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): Staff 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): CLCV 25900,HIST 15604,NEHC 30013

NEHC 20012. Ancient Empires II: The Ottoman Empire. 100 Units.
The second course of this three-course sequence focuses on the Ottoman Empire.
Instructor(s): H. Karateke Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CLCV 25800,HIST 15603,NEHC 30012

NEHC 20013. Ancient Empires III: The Egyptian Empire of the New Kingdom. 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): Staff 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): CLCV 25900,HIST 15604,NEHC 30013

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: This course is not offered in 2015-2016
Equivalent Course(s): HIST 15702

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: This course is not offered in 2015-2016
Note(s): Not open to first-year students
Equivalent Course(s): HIST 15703

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: This course is not offered in 2015-2016
Note(s): Not open to first-year students
Equivalent Course(s): HIST 15704

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: This course is not offered in 2015-2016
Note(s): Not open to first-year students
Equivalent Course(s): HIST 15703

NEHC 20418. Semitic Languages, Cultures, and Civilizations III. 100 Units.
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Terms Offered: This course is not offered in 2015-2016
Note(s): Not open to first-year students
Equivalent Course(s): HIST 15704

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): F. Donner Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general eduation requirement in civilization studies.
Equivalent Course(s): NEHC 30501,HIST 25704,HIST 35704,ISLM 30500,RLST 20501

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 25804,HIST 35804,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): A. Shissler Terms Offered: Spring
Prerequisite(s): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30503,HIST 25904,HIST 35904,ISLM 30700

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 25804,HIST 35804,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): A. Shissler Terms Offered: Spring
Prerequisite(s): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30503,HIST 25904,HIST 35904,ISLM 30700

NEHC 20601-20602-20603. 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.

NEHC 20601. Islamic Thought and Literature I. 100 Units.
This course covers the period from ca. 600 to 950, concentrating on the career of the Prophet Muhammad; Qur'an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature.
Instructor(s): T. Qutbuddin Terms Offered: Autumn
Equivalent Course(s): NEHC 30601,RLST 20401,SOSC 22000

NEHC 20602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we 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): F. 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 30602,RLST 20402,SOSC 22100

NEHC 20603. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We 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 Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.
Instructor(s): A. El Shamsy Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30603,RLST 20403,SOSC 22200

NEHC 20602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we 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): F. 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 30602,RLST 20402,SOSC 22100

NEHC 20603. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We 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 Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.
Instructor(s): A. El Shamsy Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30603,RLST 20403,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,SASC 20000,SOSC 23000

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): R. Majumdar Terms Offered: Spring
Prerequisite(s): SALC 20100,ANTH 24101,HIST 10800,SASC 20000,SOSC 23000
Equivalent Course(s): ANTH 24102,HIST 10900,SASC 20100,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): R. Majumdar Terms Offered: Spring
Prerequisite(s): SALC 20100,ANTH 24101,HIST 10800,SASC 20000,SOSC 23000
Equivalent Course(s): ANTH 24102,HIST 10900,SASC 20100,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 (p. 1150) section of this catalog or visit study-abroad.uchicago.edu.

Classical Studies

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.

Program Requirements

Language and Literature Variant

Students who take the Language and Literature Variant may focus exclusively on Greek or exclusively on Latin, or they may study both languages with an emphasis on one or the other. 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.

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 in Greek or Latin in the major that must include the 20100-20200-20300 Intermediate sequence or higher in at least one language. The first-year language sequence cannot be counted towards the major requirements unless a student takes both Latin and Greek courses. The requirement can be satisfied by, for example:

LATN 20100-20200-20300	Intermediate Latin I-II-III	300
One of the following:		300
LATN 21100 & LATN 21200 & LATN 21300	Roman Elegy and Roman Novel and Vergil	
GREK 10100-10200-10300	Introduction to Attic Greek I-II-III	

2. Six courses in Greek or Roman art, history, philosophy, science, religion, material culture, or classical literature in translation, with courses divided between at least two fields, and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization (CLCV) listing or a Classics (CLAS) listing 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. A research skills paper of from ten to twelve pages, to be submitted to the director of undergraduate studies by the end of Spring Quarter of the third year. The paper will normally substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization (CLCV), or Classics (CLAS) course, and 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 tests; material culture; etc.) but also on research of relevant secondary bibliography. Students should declare at the start of the quarter if they wish to write the research skills paper in a given course, and should work closely throughout the quarter with the instructor, who must be a member of the Classics faculty.

4. CLCV 29800 BA Paper Seminar, a one-quarter course spread over two quarters in the fourth year, as described below.

Summary of Requirements: Language and Literature Variant

6 courses in Greek or Latin (must include 20100-20200-20300) *		600
6 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

* Credit will not be granted by examination.

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.

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 in one classical language (Greek or Latin) at the 20000 level or above and six courses in the other (three of which may be at the introductory level).
2. 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 fields, and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization (CLCV) listing or a

Classics (CLAS) listing 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. A research skills paper of from ten to twelve pages, to be submitted to the director of undergraduate studies by the end of Spring Quarter of the third year. The paper will normally substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization (CLCV), or Classics (CLAS) course, and 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 tests; material culture; etc.) but also on research of relevant secondary bibliography. Students should declare at the start of the quarter if they wish to write the research skills paper in a given course, and should work closely throughout the quarter with the instructor, who must be a member of the Classics faculty.
4. CLCV 29800 BA Paper Seminar, a one-quarter course spread over two quarters in the fourth year, as described below.

Summary of Requirements: Language Intensive Variant

6 courses in Greek *		600
6 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 (three of which may be at the introductory level). Credit will not be granted by examination.

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 CLCV 20700-20800 Ancient Mediterranean World I-II, the Athens Program, or the Rome Program. 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 among 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 beyond the level of placement. Students who have not received credit by placement tests or Advanced Placement examinations may register for first-year Greek or Latin courses.
2. Nine courses in art, history, philosophy, religion, science, material culture, or classical literature in translation, with courses divided between at least four fields, and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization (CLCV) listing or a Classics (CLAS) listing 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. A research skills paper of from ten to twelve pages, to be submitted to the director of undergraduate studies by the end of Spring Quarter of the third year. The paper will normally substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization (CLCV), or Classics (CLAS) course, and 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 tests; material culture; etc.) but also on research of relevant secondary bibliography. Students should declare at the start of the quarter if they wish to write the research skills paper in a given course, and should work closely throughout the quarter with the instructor, who must be a member of the Classics faculty.
4. CLCV 29800 BA Paper Seminar, a one-quarter course spread over two quarters in the fourth year, as described below.

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

* Credit will not be granted by examination.

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 that must be approved by a member of the Classics faculty who agrees to be the director of the BA paper. At the same time, students should meet with the preceptor of the BA Paper Seminar to plan a program of research.

Students may register for the 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 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. Hard copies are to be submitted to the faculty director, seminar preceptor, and director of undergraduate studies. 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

The following first-year sequences in Greek and Latin and the courses in Greek and Latin composition are open for P/F grading for students not using these courses to meet language requirements for the major. All courses taken to meet requirements in the major must be taken for quality grades.

GREK 10100-10200-10300	Introduction to Attic Greek I-II-III	300
GREK 11100-11200-11300	Accelerated Introduction to Attic Greek I-II-III	300
LATN 10100-10200-10300	Introduction to Classical Latin I-II-III	300
LATN 11100-11200-11300	Accelerated Introduction to Classical Latin I-II-III	300

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. The BA paper must be judged worthy of honors by the faculty director, the preceptor, and an additional faculty reader. Before the end of fifth week of Winter Quarter, the preceptor will make an initial recommendation for honors to the director of undergraduate studies, who will then consult with the faculty director. If the recommendation is approved, the student will select a second faculty reader in consultation with the faculty director.

Prizes

The Arthur Adkins Summer Research Fellowship (up to $5,000) 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 (in the first week of Spring Quarter) a transcript, statement (two to three pages) outlining their project and its relationship to existing knowledge in the field, plan of research together with a provisional budget for the summer, and letter from a faculty supervisor.

The Classics Prize is a cash award of $300 made annually to the student who graduates with the best record of achievement in the Classical Studies major.

The David Grene Summer Fellowship (up to $5,000) is targeted to undergraduates whose intellectual interests in the classical world have led them to an area of knowledge that 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 (e.g., paleography, 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 (e.g., American School of Classical Studies at Athens, American Academy in Rome), or it may be tailored entirely according to the student's own plan. Applicants must submit (in the first week of Spring Quarter) a transcript, project statement, provisional budget, and faculty letter of recommendation.

The John G. Hawthorne Travel Prize (up to $4,000) is awarded annually 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. The award 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 (in the first week of Spring Quarter) a transcript, project statement, provisional budget, and faculty letter of recommendation.

The Nancy P. Helmbold Travel Award (up to $3,500) is awarded annually to an outstanding undergraduate student of Greek and/or Latin for travel to Greece or Italy. Applicants must submit (in the first week of Spring Quarter) a transcript, project statement, proposed budget, and faculty letter of recommendation.

The Paul Shorey Foreign Travel Grant ($300) is awarded annually 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 Pausanias Summer Research Fellowship (up to $5,000) is awarded annually to an undergraduate student who is majoring or minoring in Classical Studies and is conducting research abroad in a site of interest for classical studies. The award may be used to pursue a project of the student's own design or to participate in an appropriate institutional program abroad. Applicants must submit (in the first week of Spring Quarter) a transcript, project statement, provisional budget, and faculty letter of recommendation.

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.

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.

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

* The language requirement for the minor program must be met by registering for courses bearing University of Chicago course numbers.

** 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

* The language requirement for the minor program must be met by registering for courses bearing University of Chicago course numbers.

** 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/Its Influences	100
CLCV 22100	Epictetus/Marcus Aurelius	100
CLCV 24200	Invention of Love Poem	100
CLCV 23100	Ancient Philosophy	100
Total Units		700

* The language requirement for the minor program must be met by registering for courses bearing University of Chicago course numbers.

** 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.

Classics - Classical Civilization Courses

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: Winter
Equivalent Course(s): ARTH 14105

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): A. Bresson, Staff Terms Offered: Autumn
Equivalent Course(s): HIST 16700

CLCV 20800. Ancient Mediterranean World II. 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
Equivalent Course(s): HIST 16800

CLCV 20900. Ancient Mediterranean World III. 100 Units.
This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD.
Instructor(s): W. Kaegi Terms Offered: Spring
Equivalent Course(s): HIST 16900

CLCV 20800-20900. Ancient Mediterranean World II-III.

CLCV 20800. Ancient Mediterranean World II. 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
Equivalent Course(s): HIST 16800

CLCV 20900. Ancient Mediterranean World III. 100 Units.
This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD.
Instructor(s): W. Kaegi Terms Offered: Spring
Equivalent Course(s): HIST 16900

CLCV 20900. Ancient Mediterranean World III. 100 Units.
This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD.
Instructor(s): W. Kaegi Terms Offered: Spring
Equivalent Course(s): HIST 16900

CLCV 21200. History and Theory of Drama I. 100 Units.
The course is a survey of major trends and theatrical accomplishments in drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, classical Sanskrit theater, medieval religious drama, Japanese Noh drama, Kyd, Marlowe, Shakespeare, and Molière, along with some consideration of dramatic theory by Aristotle, Sir Philip Sidney, Corneille, and others. Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended. **(D)**
Instructor(s): D. Bevington Terms Offered: Autumn
Prerequisite(s): Preference given to students with third- or fourth-year standing.
Note(s): May be taken in sequence with ENGL 13900/31100 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ENGL 13800,CLAS 31200,CMLT 20500,CMLT 30500,ENGL 31000,TAPS 28400

CLCV 21415. Gender and Sexuality in Roman Art. 100 Units.
In the remote, but omnipresent past of classical antiquity, what kinds of experiences and practices fell under the umbrella of terms and concepts that we moderns call "gender" and "sexuality"? This course explores the fundamentally *visual* aspect of this question by drawing attention first and foremost to works of Roman art, but also to topics such as the erotics of vision, the senses of shame and modesty, and bodily comportment. While the robust corpus of ancient and modern literature on these topics will constitute an important part of our discussions, we will likewise consider the ways in which ancient art provides forms of evidence that are analogous, but never coextensive, with that of ancient texts. Finally, taking a cue from Tom Stoppard's play *The Invention of Love* (1997), in which A. E. Housman declares that the "barbarity" of homosexuality is that it's "half Greek and half Latin," we will attend to the ways in which the dynamics of gender and sexuality took shape in a historical continuum in which the lines between what was "Greek" and what was "Roman" became increasingly blurred.
Instructor(s): P. Crowley Terms Offered: Autumn
Equivalent Course(s): ARTH 21415,ARTH 31415,CLAS 31415

CLCV 21807. Greek Art and Archaeology. 100 Units.
This course will survey the art and archaeology of ancient Greece from ca. 1000 BCE–ca. 200 BCE. Participants 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. The big question is: How can we make sense of the past by means of artifacts?
Instructor(s): R. Neer Terms Offered: Winter
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 14107

CLCV 21812. Greek Art and Archaeology I: From the Bronze Age to the Persian Wars. 100 Units.
This course will survey the art and archaeology of the ancient Greek world from the Bronze Age to the Persian Wars (480 BC). We will study early civilizations of Minoan Crete and Mycenaean Greece, and their dramatic collapse in the twelfth century BC. We will then see the emergence of a new political and social system based on city-states, featuring distinctive forms of sculpture, architecture, pottery, and urban design. Along the way, students will acquire a conceptual toolkit for looking at works of art and for thinking about the relation of art to social life. The big question is: How can we make sense of the past by means of artifacts?
Instructor(s): R. Neer Terms Offered: Autumn
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts. This course is the first of a two-course sequence; registration in the second course is not required for participation in the first.
Equivalent Course(s): ARTH 14307

CLCV 21915. 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 Terms Offered: Winter
Equivalent Course(s): HIST 21006,HIST 31006,ANCM 31915,CLAS 31915

CLCV 22114. The Poems of Ovid. 100 Units.
Publius Ovidius Naso was the most prolific of the major Latin poets and by far the most influential classical author from the Middle Ages to early modernity. This course includes reading and discussion of all his surviving poetry: the Heroides, verse letters of mythological heroines to their lovers; the Amores, a collection of love elegies; the Art of Love, an erotodidactic manual on sex and love for women as well as men; the Cures for Love; the Metamorphoses, his masterpiece, an episodic and encylopedic epic of mythology and history; the Fasti, a poetic calendar of Roman rituals and festivals; the Tristia and Letters from the Black Sea, exile poems written after Ovid's banishment to Tomis; the Ibis, a poem of invective revenge; and short poems on women's cosmetics and fishing. Discussion, while geared toward the interests of participants, will range over topics including: wit, affect, and embodiment; narrative and character; form and genre; tradition and innovation; classicism and excess; intimacy and cruelty; interspecies metamorphosis and the inner lives of gods, humans, animals, and plants; and poetic ambition, power, and self-fashioning. All readings will be in English translation, but separate meetings can be arranged for those wishing to read Ovid in Latin.
Instructor(s): D. Wray Terms Offered: Winter
Note(s): No knowledge of Latin required.
Equivalent Course(s): FNDL 21416

CLCV 22115. Carolingian Renaissance. 100 Units.
The Carolingian Renaissance flowered thanks to the leadership of a new royal (AD 751) and then (from Christmas 800) imperial dynasty. Expansive political and cultural initiatives reshaped Europe into a distinct space, not least, though paradoxically, through its fragmentation after AD 843. We shall study the actors and trends at play, the important role of Classical models and Latin book culture, and consider the relevant sources in all their physical, textual, and imaginative variety.
Instructor(s): M. Allen Terms Offered: Winter
Equivalent Course(s): CLAS 32115,HIST 22115,HIST 32115,RLST 21610

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): G. Lear Terms Offered: Autumn
Prerequisite(s): Completion of the general education requirement in humanities.
Equivalent Course(s): PHIL 25000

CLCV 23315. History of Skepticism, Pre-Socratic Greece to Enlightenment. 100 Units.
Doubt has been a fundamental tool from the foundations of Western philosophy, used by radicals and orthodox thinkers, skeptics and system-builders, theologians and scientists. Philosophical skepticism and its evolving palette of intellectual tools shaped the ancient philosophical schools of Greece and Rome, the solidification of early Christian doctrine, the scholastic debates of the later Middle Ages, the neoclassical explosions of the Renaissance, the "new philosophy" of the seventeenth century, the radical projects of the Enlightenment, and the advent of the modern scientific method. This course reviews the history of systematic philosophical doubt, focusing on primary source readings from Sextus Empiricus and Cicero to William of Ockham and the Averroist controversies, to Montaigne, Descartes, Bacon, and Diderot. Undergraduate writing assignments focus on polishing advanced writing ability through short assignments targeting concision, critical thinking, and journalistic writing skills with creative elements. Enrolled graduate students will be invited to additional graduate-only discussions and have supplementary assignments, including secondary source and historiographical readings and self-designed customized research papers. Both undergraduates and graduate students from outside the Department of History are welcome.
Instructor(s): A. Palmer
Equivalent Course(s): CLAS 33315

CLCV 23815. Conquerors of the Ancient World, from Cyrus to Islam. 100 Units.
From the Achaemenids (sixth century BCE) to Islam (seventh century CE), this course will examine the cases of the great conquerors of the ancient world: Cyrus, Alexander, Caesar, Justinian, Muawiyah I. What motivated them? Were they only creatures of circumstances or creators of circumstances? Were they great civilizers or brutal destroyers of civilizations? How can we assess the long term impact of the creation of empires? The course will invite to a broader discussion on the role of individuals as history-makers and on the role of war to shape history. It will also examine the still present consequences of the great deeds of these conquerors. All ancient texts will be analyzed in translation.
Instructor(s): A. Bresson Terms Offered: Winter

CLCV 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 Terms Offered: Winter
Prerequisite(s): Consent of instructor required.
Equivalent Course(s): PLSC 23915,CLAS 33915,FNDL 23915,PLSC 33915,LLSO 23915

CLCV 24113. The Archaeology of Death in Ancient Rome. 100 Units.
This course serves as a general introduction to the commemoration of death in Roman funerary monuments, giving particular attention to the social bonds they were meant to express and reinforce through visual modes of address. Memorials dedicated by a socially diverse group of patrons including both elites and non-elites, metropolitan Romans and far-flung provincials, will be studied in relation to an equally diverse body of material evidence including tomb architecture and cemetery planning, inscriptions, sarcophagi and cinerary urns, and portraiture. The course will also take advantage of sites in Chicago such as Rosehill or Graceland Cemetery as important points of comparison with the ancient material.
Instructor(s): P. Crowley Terms Offered: Spring
Equivalent Course(s): ARTH 24105

CLCV 24215. Roman Art II: Late Antique and Early Christian Art and Architecture. 100 Units.
This course offers an introductory survey of the art and architecture of the Roman world starting from the beginning of the second century AD, when the Empire reached its point of greatest expansion. It then proceeds through a period of relative peace and prosperity before witnessing the effects of a political, social, and economic "crisis" of the third century AD, the adoption of Christianity as the state religion, and the tremendous consequences of moving the capital from Rome to Constantinople. 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: Winter
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 14215

CLCV 24508. Economy and Society in Ancient Greece and Rome. 100 Units.
In this course we will explore not only the nature of ancient Greek and Roman economies, but also the way in which social and political structures constrained or facilitated the efforts of individuals to devise successful strategies within those economies. We will consider trade, manufacture, and agriculture, and we will devote considerable attention to issues of methodology: What questions should we ask about ancient economic life, and with what evidence can we answer them?
Instructor(s): C. Hawkins Terms Offered: Spring

CLCV 24515. Money and the Ancient Greek World. 100 Units.
The ancient Greek world saw an innovation the consequences of which are still familiar to everyone: coinage. This was first a currency of precious metal. But the ancient Greek world also saw the invention of fiduciary money. This course will examine the special forms taken by money in the ancient Greek world. It will give an introduction to Greek numismatics. Above all, it will analyze the policies of the states towards coinage, as well as the philosophical debates to which the specific forms of money gave rise in the ancient Greek world. Ancient texts will be analyzed both in original language and in translation.
Instructor(s): A. Bresson Terms Offered: Spring
Equivalent Course(s): CLAS 34515

CLCV 24915. Men and Masculinity. 100 Units.
What did it mean to be a man in ancient Greece? What did it require? We will trace cultural expectations of masculinity through close readings and wide-ranging discussions of the literature, starting with Homer, moving through Greek drama and philosophy, and ending in the Second Sophistic, making use of secondary work as well. How were men expected to emote? What ideals of male bodies, desire, relationships, and comportment were promoted? What is the Greek man's relationship to his "other"—to women, to men of the East, and to themselves as objects of desire? Greek texts will be read in translation.
Terms Offered: Winter
Equivalent Course(s): CLAS 34915

CLCV 25415. Text into Data: Digital Philology. 100 Units.
Instructor(s): H. Dik
Equivalent Course(s): CLAS 35415

CLCV 25510. Homer's Odyssey. 100 Units.
This course is a close reading of the *Odyssey*. Discussion topics include identity, maturation, hospitality and friendship, gender, travel, and fantasies about other cultures. Texts in English.
Instructor(s): W. Olmsted Terms Offered: Autumn
Prerequisite(s): Required of new Fundamentals majors; open to others with consent of instructor.
Equivalent Course(s): FNDL 21901

CLCV 25606. Lucretius and Marx. 100 Units.
Lucretius was a follower of Epicurus, whom Marx called "the greatest representative of Greek enlightenment." In his poem *On the Nature of Things*, Lucretius seeks to convert his fellow Romans to an Epicurean way of life. He explains in detail what the world is made of (atoms) and that there is no reason to fear the gods or death. Marx wrote his doctoral dissertation on Epicurus and Lucretius. He was especially enthusiastic about the idea, which was developed by Lucretius, that humans are free to shape their own lives.
Instructor(s): E. Asmis Terms Offered: Autumn
Prerequisite(s): Consent of instructor is required.
Equivalent Course(s): CLAS 35606,FNDL 24211,LLSO 25606

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): H. Haroutunian 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 20011,HIST 15602,NEHC 30011

CLCV 25800. Ancient Empires II: The Ottoman Empire. 100 Units.
The second course of this three-course sequence focuses on the Ottoman Empire.
Instructor(s): H. Karateke Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 20012,HIST 15603,NEHC 30012

CLCV 25900. Ancient Empires III: The Egyptian Empire of the New Kingdom. 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): Staff 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 20013,HIST 15604,NEHC 30013

CLCV 25715. The Immigrant in Classical Greek Thought. 100 Units.

Readers have long marveled at classical Greek thought's ability to capture the enduring dilemmas of democratic life. But on the divisive and pressing issue of immigration, political scientists persistently bypass the Athenian democratic polis and its critics even though Athenians lived in a democracy that invited, but kept disenfranchised, a large number of free, integrated immigrants called "metics" (metoikoi). With this curiosity in mind, we seek to understand how ancient philosophers, dramatists, and orators saw the democracy's dependence on immigrants to support its economy, fight its wars, educate its citizenry, and—most importantly—model a way of living in the polis that was about assimilation, unaccountability, and social mobility. On what grounds were metics excluded from citizenship? What do critics think citizenship comes to mean under such conditions? Can they shed new light on contemporary assumptions about the relationship between democracy and immigration? Readings of primary texts in translation will be paired with contemporary political theory, gender theory, and classical studies. (A)

Instructor(s): D. Kasimis Terms Offered: Winter
Equivalent Course(s): PLSC 25715

CLCV 25800-25900. Ancient Empires II-III.

CLCV 25800. Ancient Empires II: The Ottoman Empire. 100 Units.
The second course of this three-course sequence focuses on the Ottoman Empire.
Instructor(s): H. Karateke Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 20012,HIST 15603,NEHC 30012

CLCV 25900. Ancient Empires III: The Egyptian Empire of the New Kingdom. 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): Staff 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 20013,HIST 15604,NEHC 30013

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): CLAS 35808

CLCV 25900. Ancient Empires III: The Egyptian Empire of the New Kingdom. 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): Staff 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 20013,HIST 15604,NEHC 30013

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): HIST 20303,HIST 30303,ANCM 27506,CLAS 37506

CLCV 28300. Ephron Seminar: Getting to Happiness: Philosophy as a Way of Life from Antiquity to the Present. 100 Units.
Terms Offered: Spring
Note(s): The goal of this annual seminar of changing context is to promote innovative course design. Examples of past topics are gender, death, violence, and law in the ancient world.

CLCV 29113. Myth Course. 100 Units.
This course examines the social, political, cultural, and religious functions of ancient myth, as well as the various theoretical interpretations of myth that have been proposed in a variety of fields in order to investigate what myth can tell us about the ancient Greeks and Romans as well as those who regard themselves as the inheritors of classical culture.
Instructor(s): Staff Terms Offered: Spring

CLCV 29700. Reading Course. 100 Units.
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.
Terms Offered: Autumn, Winter
Prerequisite(s): Fourth-year standing

Classics - 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.
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.
Terms Offered: Spring
Prerequisite(s): GREK 10200

GREK 10200-10300. Introduction to Attic Greek II-III.

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.
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.
Terms Offered: Spring
Prerequisite(s): GREK 10200

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.
Terms Offered: Spring
Prerequisite(s): GREK 10200

GREK 11100-11200-11300. Accelerated Introduction to Attic Greek I-II-III.
This sequence covers the introductory Greek grammar in fifteen weeks. Like GREK 10100-10200-10300, this sequence prepares students to move into the intermediate sequence (GREK 20100-20200-20300).

GREK 11100. Accelerated Introduction to Attic Greek I. 100 Units.
This course introduces the rudiments 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): H. Dik Terms Offered: Autumn

GREK 11200. Accelerated Introduction to Attic Greek II. 100 Units.
The remaining chapters of the introductory textbook are covered. Students then apply and improve their knowledge of Greek as they read selections from Xenophon.
Instructor(s): D. Martinez Terms Offered: Winter
Prerequisite(s): GREK 11100

GREK 11300. Accelerated Introduction to Attic Greek III. 100 Units.
Students apply the grammatical skills taught in GREK 11100-11200 by reading a continuous prose text by a classical author such as Lysias, Xenophon, or Plato. The aim is familiarity with Greek idiom and sentence structure.
Terms Offered: Spring
Prerequisite(s): GREK 11200

GREK 11200. Accelerated Introduction to Attic Greek II. 100 Units.
The remaining chapters of the introductory textbook are covered. Students then apply and improve their knowledge of Greek as they read selections from Xenophon.
Instructor(s): D. Martinez Terms Offered: Winter
Prerequisite(s): GREK 11100

GREK 11300. Accelerated Introduction to Attic Greek III. 100 Units.
Students apply the grammatical skills taught in GREK 11100-11200 by reading a continuous prose text by a classical author such as Lysias, Xenophon, or Plato. The aim is familiarity with Greek idiom and sentence structure.
Terms Offered: Spring
Prerequisite(s): GREK 11200

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): J. Redfield 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.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): GREK 20100 or equivalent

GREK 20300. Intermediate Greek III: Homer. 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.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): GREK 20200 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.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): GREK 20100 or equivalent

GREK 20300. Intermediate Greek III: Homer. 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.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): GREK 20200 or equivalent

GREK 21100. Elegiac Poetry. 100 Units.
This course is a study of poems composed over several centuries in elegiac and iambic meters. Readings will include works by Archilochus, Callinus, Semonides, Hipponax, and Callimachus.
Terms Offered: Will be offered 2016-17
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 31100

GREK 21200. Philosophy: Plato's Phaedrus. 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 the 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.
Terms Offered: Will be offered 2016-17
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 31200,BIBL 31200

GREK 21300. 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.
Terms Offered: Will be offered 2016-17
Prerequisite(s): GREK 20300 or equivalent
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.
Instructor(s): S. Nooter Terms Offered: Autumn
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 31700

GREK 21800. Greek Epic. 100 Units.
This course is a reading of Book 3 of the *Argonautica* of Apollonius of Rhodes. We consider character, story world, and the presence of the poet as we endeavor to understand what has become of epic poetry in the hands of its Hellenistic inheritors.
Instructor(s): C. Faraone Terms Offered: Spring
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: Not offered 2015-16.
Prerequisite(s): Two years or more of Greek.
Equivalent Course(s): GREK 31900

GREK 22314. 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: Will be offered 2017-18
Equivalent Course(s): GREK 32314

GREK 22400. Greek Comedy: Aristophanes. 100 Units.
We will read in Greek Aristophanes' *Frogs*, a play widely admired as an early instance of clever literary criticism and creative metatheatricality that brings its audience into the underworld and suggests several fantasies of salvation, a play whose production marks the end of the great century of Greek drama. Reading will include translation as well as secondary readings.
Terms Offered: Will be offered 2017-18
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 32400,HIST 20403,HIST 30403

GREK 22500. Greek Historians: Herodotus. 100 Units.
We will read Herodotus' Egyptian Logos with attention to the language and style of the author, as well as his interpretatio Graeca of Egyptian religion, culture, and civilization.
Instructor(s): D. Martinez Terms Offered: Autumn
Prerequisite(s): At least two years of Greek.
Equivalent Course(s): GREK 32500

GREK 23900. Ancient Greek Hymns. 100 Units.
We will study the evolution of Greek hymns from the Homeric Hymns and the earliest epigraphic evidence down to the hymns of Callimachus and the cult hymns to Isis in the Hellenistic period, including as well choral hymns in archaic lyric and Greek tragedy.
Instructor(s): C. Faraone Terms Offered: Spring
Equivalent Course(s): GREK 33900

GREK 26100. Introduction to Papyrology. 100 Units.
This course will concentrate on the methods and perspectives of the discipline of papyrology, including the "hands on" experience of working with actual texts in Chicago's collections of documents in Regenstein and Oriental Institute and the Ptolemaic collection at the University of Texas at Austin. No previous knowledge of the field is assumed; we will begin from ground up. Among the topics we will cover are: the major branches of papyrology (including documentary, literary, magical, and Christian texts), including analysis of the form and structure of different kinds of papyrus documents; the linguistic phenomenon of koine Greek; and the contribution of papyrology to other areas of the study of antiquity such as literature, social history, linguistics, and religion.
Instructor(s): D. Martinez Terms Offered: Winter
Prerequisite(s): At least three years of Greek or consent of instructor
Equivalent Course(s): BIBL 44300,GREK 36100

GREK 27100. Origen of Alexandria. 100 Units.
It is difficult to conceive of doing justice to the vast scope of Origen's work in one quarter, but we will do our best to sample generous selections from the Greek text of his exegetical, homiletic, and doctrinal writing, including a substantive selection from his Treatise on Prayer and perhaps the section of the Dialogue with Heracleides preserved among the Tura papyri. We will of course focus on Origen as the greatest exponent of the allegorical method of biblical interpretation and its Platonic underpinnings. We will also consider carefully the style of his Greek and his position as a Christian apologist.
Instructor(s): D. Martinez Terms Offered: Spring
Prerequisite(s): At least three years of Greek or consent of instructor
Equivalent Course(s): BIBL 49800,GREK 37100

GREK 29700. Reading Course. 100 Units.
Terms Offered: Autumn, Winter
Prerequisite(s): Students are required to submit the College Reading and Research Course Form.

Classics - 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.
> 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): S. Torallas Tovar 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 10200. Introduction to Classical Latin II. 100 Units.
This course continues through the basic text begun in LATN 10100.
Instructor(s): S. Torallas Tovar 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 11100-11200-11300. Accelerated Introduction to Classical Latin I-II-III.
This sequence covers the introductory Latin grammar in fifteen weeks and is appropriate as both an accelerated introduction and a systematic grammar review for students who have previously studied Latin. Like LATN 10100-10200-10300, this sequence prepares students to move into the intermediate sequence (LATN 20100-20200-20300).

LATN 11100. Accelerated Introduction to Classical Latin I. 100 Units.
This course covers the first half of the introductory Latin textbook. Classes are devoted to the presentation of grammar, discussion of problems in learning Latin, and written exercises.
Terms Offered: Autumn

LATN 11200. Accelerated Introduction to Classical Latin II. 100 Units.
This course begins with the completion of the basic text begun in LATN 11100 and concludes with readings from Cicero, Caesar, or other prose texts in Latin.
Instructor(s): M. Allen Terms Offered: Winter
Prerequisite(s): LATN 11100

LATN 11300. Accelerated Introduction to Classical Latin III. 100 Units.
Students apply the grammatical skills taught in LATN 11100-11200 by reading a continuous prose text, such as a complete speech of Cicero. Our aim is familiarity with Latin idiom and sentence structure.
Terms Offered: Spring
Prerequisite(s): LATN 11200

LATN 11200. Accelerated Introduction to Classical Latin II. 100 Units.
This course begins with the completion of the basic text begun in LATN 11100 and concludes with readings from Cicero, Caesar, or other prose texts in Latin.
Instructor(s): M. Allen Terms Offered: Winter
Prerequisite(s): LATN 11100

LATN 11300. Accelerated Introduction to Classical Latin III. 100 Units.
Students apply the grammatical skills taught in LATN 11100-11200 by reading a continuous prose text, such as a complete speech of Cicero. Our aim is familiarity with Latin idiom and sentence structure.
Terms Offered: Spring
Prerequisite(s): LATN 11200

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): S. Bartsch-Zimmer Terms Offered: Autumn
Prerequisite(s): LATN 10300 or 11300, or equivalent

LATN 20200. Intermediate Latin II: Aeneid. 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 are also required to read the whole of the epic in an English translation.
Instructor(s): E. Asmis Terms Offered: Winter
Prerequisite(s): LATN 20100 or equivalent

LATN 20300. Intermediate Latin III: Seneca. 100 Units.
Readings consist of Seneca's tragedy *Thyestes* and selections from his prose letters and essays. Secondary readings on Rome in the Age of Nero, Hellenistic philosophy, and other related topics may also be assigned.
Instructor(s): M. Allen Terms Offered: Spring
Prerequisite(s): LATN 20200 or equivalent

LATN 20200. Intermediate Latin II: Aeneid. 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 are also required to read the whole of the epic in an English translation.
Instructor(s): E. Asmis Terms Offered: Winter
Prerequisite(s): LATN 20100 or equivalent

LATN 20300. Intermediate Latin III: Seneca. 100 Units.
Readings consist of Seneca's tragedy *Thyestes* and selections from his prose letters and essays. Secondary readings on Rome in the Age of Nero, Hellenistic philosophy, and other related topics may also be assigned.
Instructor(s): M. Allen 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.
Terms Offered: Will be offered 2016-17
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.
Terms Offered: Will be offered 2016-17
Equivalent Course(s): LATN 31200

LATN 21300. Vergil. 100 Units.
Vergil, *Aeneid*. Since many students have greater familiarity with the first half of the *Aeneid*, we will focus on the second half. Books 8, 10, and 12 will be read in entirety in Latin, with substantial selections from books 7, 9, and 11; we will also read the whole poem in translation. Topics of interest include: foundation and refoundation, the epic genre, the relation of myth to history, contemporary politics, and the social function of literature.
Terms Offered: Will be offered 2016-17
Equivalent Course(s): FNDL 25201,LATN 31300

LATN 21800. Roman Historian. 100 Units.
Primary readings are drawn from the later books of the *Annals*, especially book 11, in which Tacitus describes the reign of Claudius and early reign of Nero. 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.
Terms Offered: Winter
Prerequisite(s): LATN 20300 or equivalent
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*.
Terms Offered: Spring
Prerequisite(s): LATN 20300 or equivalent
Equivalent Course(s): LATN 31900

LATN 22100. Lucretius. 100 Units.
We will read selections of Lucretius' magisterial account of a universe composed of atoms. The focus of our inquiry will be: 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 will include Lucretius' vision of an infinite universe, of heaven, and of the hell that humans have created for themselves on earth.
Terms Offered: Will be offered 2017-18.
Equivalent Course(s): LATN 32100,FNDL 24212

LATN 22200. 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 2017-18.
Equivalent Course(s): LATN 32200

LATN 22300. Roman Oratory. 100 Units.
Two of Cicero's speeches for the defense in the criminal courts of Rome receive a close reading in Latin and in English. The speeches are in turn considered in relation to Cicero's rhetorical theory as set out in the *De Oratore* and in relation to the role of the criminal courts in Late Republican Rome.
Terms Offered: Will be offered 2017-18.
Equivalent Course(s): LATN 32300

LATN 22400. Post-Vergilian Epic. 100 Units.
In this course we will read the *Achilleid* of Statius. We will focus on the poetics of the prequel and the themes of maternity, boyhood, and the role of the nonhuman in the education of the young Achilles. We will also look at some accounts of the affective appeal of Homer's Achilles and ask what the *Achilleid* is trying to bring out about him.
Instructor(s): M. Payne Terms Offered: Autumn
Prerequisite(s): LATN 20300 or equivalent
Equivalent Course(s): LATN 32400

LATN 23400. Boethius: Consolation of Philosophy. 100 Units.
The *Consolation of Philosophy*, which Boethius wrote in prison after a life of study and public service, offers a view on Roman politics and culture after Rome ceased to be an imperial capital. The *Consolation* is also a poignant testament from a man divided between Christianity and philosophy. About 70 pages of the text are read in Latin, and all of it in English. Secondary readings provide historical and religious context for the early sixth century AD.
Instructor(s): P. White Terms Offered: Spring
Prerequisite(s): Latin 20300 or equivalent
Equivalent Course(s): LATN 33400

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

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.

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.

Program Requirements

The undergraduate program in Comparative Human Development has the following components:

Core Courses

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 Designs in Social Sciences 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 quantitative *or* one qualitative Methods course *or* one research methods (or statistics) course in a related department. Courses that are not on the following list may be petitioned to count for Methods (see Petitions below).

The following are courses since 2012 that have fulfilled the Methods requirement without a petition:

STAT 20000 Elementary Statistics

PSYC 20100 Psychological Statistics

CHDV 20101 Applied Statistics in Human Development Research

CHDV 20405 Pornography and Language

CHDV 26228 Ethnographic Methods

CHDV 29301 Qualitative Research Methods

CHDV 30102 Causal Inference

CHDV 32411 Mediation, Moderation, and Spillover Effects

CHDV 37802 Challenging Legends and Other Received Truths: A Socratic Practicum

Distribution

Students must complete *one* course in each of *three* of the four areas below. These three courses must be taught within the Department of Comparative Human Development and must be designated as fulfilling the particular distribution requirement. (Example topics and courses within each area are listed.)

A. *Comparative Behavioral Biology:* includes courses on the biopsychology of attachment, evolutionary social psychology, evolution of parenting, biological psychology, primate behavior and ecology, behavioral endocrinology

Courses since 2012 that have fulfilled area A:

PSYC 20300 Biological Psychology

CHDV 21500 Darwinian Health

CHDV 21800 Primate Behavior and Ecology

CHDV 22201 Developmental Biopsychology

CHDV 23249 Animal Behavior

CHDV 26227 Neuroscience and the Social Sciences

CHDV 26232 Comparative Cognitive Development

CHDV 26660 Genes and Behavior

CHDV 27950 Evolution and Economics of Human Behavior

CHDV 30901 Biopsychology of Sex Differences

CHDV 34800 Kinship and Social Systems

CHDV 37500 Research Seminar in Animal Behavior I

CHDV 37502 Research Seminar in Animal Behavior II

CHDV 37503 Research Seminar in Animal Behavior III

CHDV 37850 Evolutionary Psychology

B. *Life Course Development:* includes courses on developmental psychology; introduction to language development; psychoanalysis and child development; development through the life-course; the role of early experience in development; sexual identity; life-course and life story; adolescence, adulthood, and aging; the study of lives

Courses since 2012 that have fulfilled area B:

CHDV 20150 Language and Communication

CHDV 20207 Race, Ethnicity, and Human Development

CHDV 20209 Adolescent Development

CHDV 21000 Cultural Psychology

CHDV 21901 Language, Culture, and Thought

CHDV 23900 Introduction to Language Development

CHDV 25900 Developmental Psychology

CHDV 26226 Becoming Adult in Postmodern Context(s)

CHDV 26233 Critical Approaches to Child Mental Health

CHDV 26235 Life Course Development

CHDV 30405 Anthropology of Disability

CHDV 30301 Research on Contextualized Learning, Cognition, and Development

C. *Culture and Community:* includes courses on cultural psychology; psychological anthropology; social psychology; cross-cultural child development; language, culture, and thought; language socialization; psychiatric and psychodynamic anthropology; memory and culture

Courses since 2012 that have fulfilled area C:

CHDV 20150 Language and Communication

CHDV 20207 Race, Ethnicity, and Human Development

CHDV 20405 Pornography and Language

CHDV 21000 Cultural Psychology

CHDV 21401 Introduction to African Civilization II

CHDV 21901 Language, Culture, and Thought

CHDV 23204 Medical Anthropology

CHDV 23301 Culture, Mental Health, and Psychiatry

CHDV 26000 Social Psychology

CHDV 26228 Ethnographic Methods

CHDV 26233 Critical Approaches to Child Mental Health

CHDV 27501 Local Bodies, Global Capital

CHDV 27821 Urban Schools and Communities

CHDV 30302 Problems of Public Policy Implementation

CHDV 30320 Violence and Trauma

CHDV 30405 Anthropology of Disability

CHDV 32100 Culture, Power, Subjectivity: The Empire Strikes Back

D. *Mental Health and Personality:* includes courses on personality theory and research; social and cultural foundations of mental health; modern psychotherapies; 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

Courses since 2012 that have fulfilled area D:

CHDV 20209 Adolescent Development

CHDV 23204 Medical Anthropology

CHDV 23301 Culture, Mental Health, and Psychiatry

CHDV 23620 Medicine and Anthropology

CHDV 23800 Theories of Emotion and the Psychology of Well Being

CHDV 26233 Critical Approaches to Child Mental Health

CHDV 26310 Vulnerability and Human Rights

CHDV 27700 Modern Psychotherapies

CHDV 30320 Violence and Trauma

CHDV 30405 Anthropology of Disability

Specialization

Students must take *three* additional courses in *one* of the three areas they have chosen in their distribution requirement (for a total of four courses in one area). Two of the four courses in one's specialization must be offered within the Department of Comparative Human Development. A student must petition for a course to count toward his or her specialization if the course is not already designated as fulfilling that specialization, or for any course offered outside the Department of Comparative Human Development.

Electives

A student must choose *three* additional courses in Comparative Human Development, or in a related discipline with prior approval of the CHDV program chair (petition required).

Petitions

Students may petition for non-CHDV courses to count toward the Methods, Specialization, and Electives requirements. Petitions are not allowed for the Core Courses or Distribution requirements. A maximum of four petitions is allowed. 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. Whenever possible, petitions (using the CHDV petition form found at humdev.uchicago.edu/page/undergraduate-studies) should be emailed to the preceptor the first week of the quarter in which the student would like to take the course. There is no guarantee that the petition will be approved. Petitions should include a copy of the course syllabus, since the course title alone is often not sufficient for evaluating a petition. If a student wishes to petition a course already taken after they declare their CHDV concentration, they must submit that petition upon declaration. In all cases, students should submit a course petition as soon as they realize it is necessary to complete their major.

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. The 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 chair and a second reader), at least one of whom must be a CHDV 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. Students who seek departmental honors must complete CHDV 29800 BA Honors Seminar and then must register for CHDV 29900 Honors Paper Preparation with a CHDV faculty member who agrees to supervise their honors paper.

Permission to undertake a BA honors paper will be granted by the CHDV undergraduate chair to students who (1) have successfully completed the 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 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 is always offered during Spring Quarter and *may* be offered Winter Quarter as well (this is not guaranteed). This course must be taken for a quality grade and may be counted as one of the required electives.

Honors Paper Preparation Course

This tutorial course, CHDV 29900 Honors Paper Preparation, aims to help students successfully complete work on their BA honors paper. Students must register for the course with their CHDV faculty supervisor either in the Autumn or Winter Quarter of their fourth year, as a 13th required 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).

Residence

Qualified students who wish to seek CHDV honors but who plan to study elsewhere Spring or Winter Quarter of their third year should make arrangements to take CHDV 29800 BA Honors Seminar in the Winter Quarter (if studying abroad in the spring) and the Spring Quarter (if studying abroad in the winter). Students who have already undertaken a BA honors project who plan to study elsewhere during their fourth year must have prior approval from their CHDV faculty BA project supervisor and the CHDV undergraduate chair.

Summary of Requirements

CHDV 20000	Introduction to Human Development	100
CHDV 20100	Human Development Research Designs in Social Sciences	100
One Methods Course		100
Three Distribution Courses		300
Three Specialization Courses (chosen in one Distribution area)		300
Three Elective Courses		300
*		
Total Units		1200

* Students applying for CHDV honors must also register for CHDV 29900 Honors Paper Preparation, increasing the total to thirteen (13) courses. However, note that CHDV 29800 BA Honors Seminar may be counted as one of the three required program electives.

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 the quarterly Class Schedules (http://classes.uchicago.edu) ***or the Planned Courses page at humdev.uchicago.edu/page/courses.***

Comparative Human Development Courses

CHDV 11001. Problems Gen/Sex: Love and Borders: Theoretical and Ethnographic Perspectives. 100 Units.
The experientially compelling nature of love and marriage not withstanding, marriage is neither an entirely individual matter, nor an entirely familial one. Rather, marriage and family has long been central to how states regulate their populations and constitute national belonging. At the same time, marriage especially, and intimate relations more generally, have long been central to the constitution of social class. Yet even as intimate relations contribute to the constitution of bounded groups of various kinds, they often provide the means to transcend them. Building on these ideas, this class examines how love, gender, and family have figured in the constitution of various kinds of borders and boundaries. Topics to be examined include the relationship between kinship and national belonging, the role of marriage in the constitution of class hierarchies, race and the regulation of sexuality in colonial contexts, moral panics and contemporary efforts to regulate bi-national marriage and same sex marriage.
Instructor(s): J. Cole Terms Offered: Spring 2016
Note(s): CHDV Distribution, C
Equivalent Course(s): GNSE 11001

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): Staff Terms Offered: Autumn
Note(s): Required Course for Comparative Human Development Majors
Equivalent Course(s): PSYC 20850

CHDV 20100. Human Development Research Designs in Social Sciences. 100 Units.
This course aims to expose students to a variety of examples of well-designed social research addressing questions of great interest and importance. One goal is clarify what it means to do"interesting" research. A second goal is to appreciate the features of good research design. A third goal is to examine the variety of research methodologies in the social sciences, including ethnography, clinical case interviewing, survey research, experimental studies of cognition and social behavior, behavior observations, longitudinal research, and model building. The general emphasis is on what might be called the aesthetics of well-designed research.
Instructor(s): Staff Terms Offered: Winter
Note(s): Required Course for Comparative Human Development Majors
Equivalent Course(s): PSYC 21100

CHDV 20101. Applied Statistics in Human Development Research. 100 Units.
This course provides an introduction to quantitative methods of inquiry and a foundation for more advanced courses in applied statistics for students in social sciences who are interested in studying human development in social contexts. The course covers univariate and bivariate descriptive statistics, an introduction to statistical inference, *t* test, two-way contingency table, analysis of variance, simple linear regression, and multiple regression. All statistical concepts and methods will be illustrated with applications in which we will consider research questions, study designs, analytical choices, validity of inferences, and reports of findings. At the end of the course, students should be able to define and use descriptive and inferential statistics to analyze data and to interpret analytical results. No prior knowledge in statistics is assumed. High school algebra and probability are the only mathematical pre-requisites. Every student is required to participate in one of the two lab sections. Students will review the course content and learn to use the Stata software in the lab under the TA's guidance.
Students will learn the statistical concepts in the context of a series of scientific inquiries organized around describing and understanding adolescent transitions into adulthood across demographic subpopulations defined by gender, race, and social class in the contemporary American society. The entire class will work together as a research group to raise and address theoretically and practically important questions about socialization, social stratification, inequality, and human development in multiple domains of life. We will use the National Longitudinal Survey of Youth 1997 (NLSY97) throughout the course to reveal disparities between highly vulnerable youth and relatively privileged youth in opportunities and life course outcomes. NLSY97 started data collection when the participants were between 14~17 year old and followed them annually into adulthood. The data are publicly available online.
Instructor(s): G. Hong Terms Offered: Autumn
Prerequisite(s): High school algebra and probability are the only mathematical prerequisites.
Note(s): CHDV Distribution, Methods
Equivalent Course(s): CHDV 30101

CHDV 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): CRES 20207

CHDV 20209. 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
Note(s): CHDV Distribution, B, D
Equivalent Course(s): PSYC 20209

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.
Instructor(s): M. Keels Terms Offered: Winter
Note(s): CHDV Distribution, B
Equivalent Course(s): CHDV 40315,CRES 20305,PBPL 20305

CHDV 20400. Intensive Study of a Culture: Lowland Maya History and Ethnography. 100 Units.
The survey encompasses the dynamics of first contact; long-term cultural accommodations achieved during colonial rule; disruptions introduced by state and market forces during the early postcolonial period; the status of indigenous communities in the twentieth century; and new social, economic, and political challenges being faced by the contemporary peoples of the area. We stress a variety of traditional theoretical concerns of the broader Mesoamerican region stressed (e.g., the validity of reconstructive ethnography; theories of agrarian community structure; religious revitalization movements; the constitution of such identity categories as indigenous, Mayan, and Yucatecan). In this respect, the course can serve as a general introduction to the anthropology of the region. The relevance of these area patterns for general anthropological debates about the nature of culture, history, identity, and social change are considered.
Instructor(s): J. Lucy Terms Offered: Autumn
Equivalent Course(s): ANTH 21230,ANTH 30705,CHDV 30401,CRES 20400,LACS 30401,LACS 20400

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): Third- or fourth-year standing. Instructor consent required.
Note(s): CHDV Distribution, B, C
Equivalent Course(s): AMER 33000,ANTH 24320,ANTH 35110,CHDV 31000,GNSE 21001,GNSE 31000,PSYC 23000,PSYC 33000

CHDV 21401. Introduction to African Civilization II. 100 Units.
Part two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.
Instructor(s): J. Cole Terms Offered: Winter
Note(s): CHDV Distribution, C
Equivalent Course(s): HIST 10102,ANTH 20702,CRES 20802

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): GNSE 21500,HIPS 22401

CHDV 21901. 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): ANTH 27605,ANTH 37605,CHDV 31901,PSYC 21950,PSYC 31900,LING 27700,LING 37700

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): Completion of the general education requirement in the biological sciences
Note(s): CHDV Distribution, A

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: Winter
Note(s): CHDV Distribution, C, D
Equivalent Course(s): ANTH 24315,ANTH 35115,CHDV 33301,HIPS 27302,CHDV 23301

CHDV 23620. Medicine and Anthropology. 100 Units.
The rise of modern biological medicine into global dominance dates from the 18th century, with the field developing in tandem with technological industrialization, scientific objectivism, and secular modernism in writing and social theory. The things we now have before us in the medical field—doctors, patients, drugs, symptoms, diseases, pacemakers, antiseptic wipes, psychologies, therapeutic protocols, health insurance, white coats, immunizations, folk remedies, and much more—are many of the things that ground all of our ethics and our politics in contemporary North America. In order to better understand how medicine affects wider worlds of experience and action, this course gathers a number of historical and ethnographic studies of medical knowledge and practice for careful study. In a series of readings and discussions we will consider the social and political economic shaping of illness and suffering and the "culture-bound" character of diseases; we will examine medical and healing systems—well beyond biomedicine—as social institutions and as sources of epistemological authority; and we will read about the knowledge politics of medical experts and their clients and patients. Topics covered will also include the problem of belief; local theories of disease causation and healing efficacy; the placebo effect and contextual healing; theories of embodiment; medicalization; modernity and the distribution of risk; the meanings and effects of medical technologies; and the relatively recent global health movement.
Instructor(s): J. Farquhar Terms Offered: TBD
Equivalent Course(s): ANTH 23620,ANTH 33620,CHDV 33620

CHDV 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: Spring
Prerequisite(s): Attendance on the first day of class is required or registration will be dropped.
Equivalent Course(s): PBPL 25120,PSYC 25120

CHDV 25900. 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. Kinzler, L. Richland Terms Offered: Autumn
Note(s): CHDV Distribution, B
Equivalent Course(s): PSYC 20500

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: Winter
Prerequisite(s): PSYC 20000 recommended.
Equivalent Course(s): PSYC 20600

CHDV 27821. Urban Schools and Communities. 100 Units.
This course explores the intersection of urban schools and community, with a focus on the evolution of urban communities, families, and the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as we explore questions about the purpose and history of public schools, and factors that influence the character of school structure and organization in urban contexts, such as poverty, segregation, student mobility, etc. The topics covered provide essential intellectual perspectives on the history, work, and complexities of urban schools with a particular focus on the communities that surround them.
Instructor(s): S. Stoelinga, K. Matsko Terms Offered: Spring
Equivalent Course(s): SOCI 20226,PBPL 27821

CHDV 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. Maestripieri Terms Offered: Winter
Note(s): CHDV Distribution, A
Equivalent Course(s): CHDV 37950,PSYC 27950,PSYC 37950,BIOS 29265,CHDV 27950

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.
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 grade assigned to the BA honors paper becomes the grade of record for this course.
Terms Offered: Autumn, Winter
Prerequisite(s): CHDV 29800 and an approved honors paper. Students are required to submit the College Reading and Research Course Form.
Note(s): To complete work on their BA honors paper, students must register for this course with their faculty supervisor in Autumn or Winter of their fourth year.

Comparative Literature

The major in Comparative Literature leads to a BA degree. This program 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.

Such a student might come to the University 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 by English and 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 design a plan of course work that will suit his or her individual goals and that will take advantage of the rich offerings of this university.

Program Requirements

The aim of the following guidelines is to help students develop a balanced and coherent plan of study. The Director of Undergraduate Studies in Comparative Literature is available to discuss these guidelines with students who are interested in comparative literature.

1. In addition to the thirteen courses counted toward the major, students must complete a second-year sequence in a language other than English or demonstrate language ability of an equivalent skill through accreditation. Students should have completed this requirement, or be well on their way to its completion, by the time they apply to the program, typically the end of their second year. See Participation in the Program below for further details.
2. Six courses in a primary field, or in closely integrated subject areas in more than one field, are required.
3. Four courses in a secondary field, or in closely integrated subject areas in more than one field, are required.
4. All students will be asked to take two quarters of a sequence that introduces the theoretical, scholarly, and critical practices relevant to comparative literature. The first quarter, taught by a Comparative Literature faculty member, will be CMLT 29701 Introduction to Comparative Literature I: Problems, Methods, Precedents. The second quarter will be a free-standing but related course taught by an advanced graduate student. Students are expected to take both courses in the same year. Critical methods classes taken prior to the 2012–13 inauguration of this sequence may count as the equivalents to one or both of the two new required courses.
5. Students who are majoring in Comparative Literature are required to complete a BA project. The project will be supervised by a faculty member

of the student's choice, with that faculty member's consent and the approval of the Director of Undergraduate Studies; that faculty member may be, but need not be, on the faculty of Comparative Literature. A graduate student in Comparative Literature will serve as preceptor for all BA projects through the BA workshop, moderating discussions, working with students on the mechanics of writing, and providing tutorial assistance. For details, see the following information on the BA workshop and the BA paper.

6. As part of the process of writing the BA paper, fourth-year students are required to register for CMLT 29801 BA Project and Workshop: Comparative Literature and attend its meetings. The workshop begins in Autumn Quarter with readings and discussion of themes and methods in Comparative Literature. It continues through the middle of the Spring Quarter with workshops in which students provide written and oral feedback on each other's work in progress toward the BA project. 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 will be assigned in the Spring Quarter based partly on participation in the workshop and partly on the quality of the BA paper.

Summary of Requirements

6 primary field courses		600
4 secondary field courses		400
2 critical/intellectual methods courses		200
CMLT 29801	BA Project and Workshop: Comparative Literature	100
Total Units		1300

The department encourages students to pursue further language study by taking courses in a second or third language. NOTE: Those language courses will be approved for use in the major only if they are at an intermediate or advanced level; elementary-level courses cannot be counted toward the total number of courses needed to complete the major.

Additional courses in critical/intellectual methods may be counted toward the six courses in the primary field or toward four courses in the secondary field if their materials are appropriate for those purposes, but the total number of courses presented for the major must total thirteen.

A student wishing to work in two literatures (one of which can be English) might choose two literatures as the primary and secondary fields. A student interested in literary study across national boundaries with a focus on generic and transnational questions might create a primary field along generic lines (e.g., film, the epic, the novel, poetry, drama, opera); the secondary field might be a particular national literature or a portion of such a literature. A student interested in literary and cultural theory might choose theory as either a primary or secondary field, paired with another field designed along generic lines or those of one or more national literatures.

Courses in the various literature departments and in Interdisciplinary Studies in the Humanities are obviously germane to the building of any individual program.

A student is likely to find courses in the Humanities Collegiate Division and in the Department of History that extend beyond the usual definitions of literature (e.g., film, art, music, history) to be appropriate to her or his individual program of study. Study abroad offers an attractive means of fulfilling various aims of this program as well.

Participation in the Program

Students should express their interest in the major as soon as possible, typically before the end of their second year. The first step is to meet with the Director of Undergraduate Studies to consult about a program of study. Thereafter, students are required to submit a written proposal of about one thousand words in length that consists of two parts:

1. a statement explaining how the proposed plan of study will take advantage of existing College offerings and meet departmental requirements
2. a list of proposed courses (as well as alternates) and indications of how they will fulfill the department's requirements

Applicants must also submit 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.

Comparative Literature majors should demonstrate proficiency in a literary 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. Such proficiency is measured by the completion of a second-year sequence in the language, or by demonstration of an equivalent skill. Language ability is essential to work in comparative literature of whatever sort. The Department of Comparative Literature takes language preparation into consideration when evaluating applications, but it will also help students achieve their individual goals by suggesting programs of study that will add to their language expertise as appropriate.

BA Project

One obvious choice for a BA project is a substantial essay in comparative literary study. This option should not, however, rule out other possibilities. Two examples might be 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 complit.uchicago.edu/undergraduate for 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 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.

Grading

All courses to be used in the major, except for CMLT 29801 BA Project and Workshop: Comparative Literature, must be taken for a quality grade, which must be a B- or higher. CMLT 29801 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

In addition to their College adviser, students should consult on an ongoing basis with the Director of Undergraduate Studies. 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 20500. History and Theory of Drama I. 100 Units.
The course is a survey of major trends and theatrical accomplishments in drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, classical Sanskrit theater, medieval religious drama, Japanese Noh drama, Kyd, Marlowe, Shakespeare, and Molière, along with some consideration of dramatic theory by Aristotle, Sir Philip Sidney, Corneille, and others. Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended. **(D)**
Instructor(s): D. Bevington Terms Offered: Autumn
Prerequisite(s): Preference given to students with third- or fourth-year standing.
Note(s): May be taken in sequence with ENGL 13900/31100 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ENGL 13800,CLAS 31200,CLCV 21200,CMLT 30500,ENGL 31000,TAPS 28400

CMLT 20600. History and Theory of Drama II. 100 Units.
This course is a survey of major trends and theatrical accomplishments in Western drama from the eighteenth century into the twentieth (i.e., Sheridan, Ibsen, Chekhov, Strindberg, Wilde, Shaw, Brecht, Beckett, Pinter, Stoppard, Churchill, Kushner). Attention is also paid to theorists of the drama (e.g., Stanislavsky, Artaud, Grotowski). Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended. **(D)**
Instructor(s): D. Bevington Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing
Note(s): May be taken in sequence with ENGL 13800/31000 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ENGL 13900,CMLT 30600,ENGL 31100,TAPS 28401

CMLT 21101. 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.
Terms Offered: Will be offered 2016-17
Equivalent Course(s): LATN 21100,CMLT 31101,LATN 31100

CMLT 21202. Decolonizing Drama and Performance in Africa. 100 Units.
Equivalent Course(s): ENGL 24404,ENGL 44509,CMLT 41202,CMST 24508,CMST 44508,TAPS 28418

CMLT 21702. Nowhere Lands: Utopia, Dystopia, and Afterlife of Empire. 100 Units.
Otherworldly, fantastic, and futuristic spaces often offer a forum for social critique or a window into the formation of systems of knowledge. This course examines the ways in which the experiences of empire, revolution, and globalization produced utopian and dystopian spaces that challenged the boundaries of the human and society. While utopia has a long history in European literature and thought, this course will focus on the ways in which space is constructed outside of the imperial centers of the West, including a selection of novels and films from Eastern Europe, Central/West Asia, and the Middle East.
Instructor(s): Leah Feldman Terms Offered: Autumn

CMLT 21703. The Politics of Hybridity. 100 Units.
This course will explore the construct of hybridity through the development of anticolonial and postcolonial theory. In nuancing the distinction between these intellectual traditions and their respective formations in the contexts of decolonization, the Cold War, and the US academy, we will consider the work of Fanon, Césaire, C. L. R. James, Said, Spivak, Young, Bhabha, Glissant, Khatibi, and others.
Instructor(s): Leah Feldman Terms Offered: Winter
Equivalent Course(s): CMLT 31703

CMLT 22400-22500. 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.

CMLT 22400. History of International Cinema I: Silent Era. 100 Units.
This course introduces what was singular about the art and craft of silent film. Its general outline is chronological. We also discuss main national schools and international trends of filmmaking.
Instructor(s): Y. Tsivian Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): This is the first part of a two-quarter course.
Equivalent Course(s): CMST 28500,ARTH 28500,ARTH 38500,ARTV 26500,ARTV 36500,CMLT 32400,CMST 48500,ENGL 29300,ENGL 48700,MAPH 36000

CMLT 22500. 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): D. Morgan Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): CMST 28600,ARTH 28600,ARTH 38600,ARTV 26600,CMLT 32500,CMST 48600,ENGL 29600,ENGL 48900,MAPH 33700

CMLT 22500. 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): D. Morgan Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): CMST 28600,ARTH 28600,ARTH 38600,ARTV 26600,CMLT 32500,CMST 48600,ENGL 29600,ENGL 48900,MAPH 33700

CMLT 23301. 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): ANTH 25908,ANTH 35908,CMLT 33301,NEHC 20568,NEHC 30568,REES 36800,REES 26800

CMLT 23310. Classical Art in the Literature of the Renaissance and Early Modern Italy, Spain, and France. 100 Units.
As classical statues emerged from the ground as if they were corpses revived by ancient necromancers, delight and curiosity concerning these artistic findings spread from Renaissance Italy to the rest of Europe. Even so, there was one aspect that was missing. The great paintings of antiquity were mostly lost due to their fragility. Only some of the wall paintings of later periods remained. Thus, the names and works of famous Greek painters came to be known mainly through Pliny's *Natural History*. This course will focus on three of these painters, whose works, although destroyed, are preserved in writing and ekphrasis: Apelles, Timanthes, and Zeuxis. We will investigate how they come to be painted and described anew in the art and literature of the Renaissance and Early Modern periods, from Vasari to Rubens; and from Boscán and Tirso de Molina to Cervantes and Montaigne. Although the course is taught in English, students need to have a reading knowledge of Spanish.
Instructor(s): F. de Armas Terms Offered: Spring
Equivalent Course(s): SPAN 33300,CMLT 33310,SPAN 23300

CMLT 23702. Making a Scene. 100 Units.
Equivalent Course(s): ENGL 25931,ENGL 42409,CMLT 33702

CMLT 24220. A Hero and A Fool: Don Quixote and Its Impact on Art and Literature. 100 Units.
The course will study the most popular novel of Early Modern times, its heroic origins, its comedy, and its humanist message. The adventures of Don Quixote on the dusty roads of La Mancha challenge the actual world in the name of a dream and mix the highest ideals with the humblest reality. We will see how Cervantes's novel dialogues with the narratives of its period and later play a major role in English, French, Russian, and Spanish fiction. We will also examine and appreciate the silent omnipresence of Italian Renaissance art in this novel.
Instructor(s): F. de Armas and T. Pavel Terms Offered: Spring
Equivalent Course(s): SPAN 24220,CMLT 34220,FNDL 22405,REMS 34220,RLLT 34220,SPAN 34220

CMLT 25001. 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
Note(s): One prior philosophy course is strongly recommended.
Equivalent Course(s): PHIL 24800,FNDL 22001,GNSE 23100,HIPS 24300

CMLT 25014. Writing towards Freedom: Slave Narratives and Emergent Black Writing. 100 Units.
In the late 18th and 19th centuries, slave narratives were authored to convince Europeans of the injustices of slavery as an institution and the humanity of enslaved black Africans. However, these texts were more representative of anti-slavery rhetoric and conventional morals than the voices of enslaved men and women. In this course we will investigate many of the central slave narratives of the 18th and 19th centuries in order to understand how these texts worked to redefine concepts of the human. We will also examine the ways slave narratives relied upon and bolstered norms of gender, family, and religion. Using comparative methods, this course will investigate why the overwhelming majority of slave narratives come from the Anglophone world. We will compare American and British narratives, and examine the genres used in the Francophone and Hispanophone worlds to demonstrate the rights of the enslaved, particularly law. Major texts to be examined will include *The Interesting Life of Olaudah Equiano*; *The History of Mary Prince: A West Indian Slave*; *My Bondage, My Freedom* by Frederick Douglass; *Incidents in the Life of a Slave Girl* by Harriet Jacobs; and *Autobiography of a Slave* by Juan Francisco Manzano. Shorter readings would include excerpts from Saidiya Hartman, Michel Rolph Trouillot, The *Memoires* of Toussaint Louverture, and The Haitian Constitutions of 1801 and 1805.
Instructor(s): Mollie McFee Terms Offered: Autumn

CMLT 25015. Allegory in the Western Literary Tradition. 100 Units.
What kinds of power can a text have? Is it possible for language and literature to do far more than instruct and entertain? Indeed, might it be possible for a text to give us access to types of knowledge that a human being would otherwise be unable to obtain? In what ways can the study of allegory help us to better understand how (and why) other cultures interpret the world in ways that differ from our own? And how do we, as readers, respond when we reach the apparent limits of our texts? To ask such questions as these—particularly in the case of allegory—involves much more than asking what a text means. Indeed, although the question of meaning is fundamental to allegory, to view a text as allegorical is to view a text as possessing some kind of power or insight that can transform the way in which we view the world (or, even, the divine) and our relation to it. In fact, for generations of thinkers—from the earliest interpreters of Homer to the Early Modern Period and beyond—allegory represents literature at its most dynamic and powerful. The study of allegory and the history of its interpretation provides us, therefore, with the unique opportunity to examine how generations of authors and interpreters have pushed their respective arts to their limit, as if attempting to communicate with words an idea that, by its very nature, defies verbalization. Readings for this course will include the following: Plato's *Republic* (in particular, the Allegory of the Cave), Virgil's *Aeneid*, Chaucer's dream-vision poetry, Edmund Spenser's *Faerie Queene*, William Blake, and Italo Calvino.
Instructor(s): David Orsbon Terms Offered: Spring

CMLT 25102. Problems Around Foucault. 100 Units.
Equivalent Course(s): PHIL 21910,PHIL 31910,CMLT 35102,DVPR 35100,CHSS 31910,HIPS 21910

CMLT 25960. The Archaeological Imagination. 100 Units.
This course looks at the various ways in which the rise of archaeology provided writers, artists, and filmmakers with themes, characters, ideological frames, and philosophical problematics. We will look at, among other things, Keats's "Ode on a Grecian Urn"; Byron on the Elgin marbles; Egyptomania; Kipling's *The Man Who Would Be King*; Hardy's *Tess*; Michael Ondaatje's *The English Patient*; Spielberg's *Raiders of the Lost Ark*; Stone's *Alexander*; and Ai Weiwei's *Dropping a Han Dynasty Urn*. **(B, G)**
Instructor(s): L. Rothfield Terms Offered: Winter
Equivalent Course(s): ENGL 25960

CMLT 26106. The Medieval Persian Romance: Gorgani's Vis and Ramin. 100 Units.
This class is an inquiry into the medieval romance genre through the close and comparative reading of one of its oldest extant representatives, Gorgâni's *Vis & Râmin* (c. 1050). With roots that go back to Late Antiquity, this romance is a valuable interlocutor between the Greek novel and the Ovidian erotic tradition, Arabic love theory and poetics, and well-known European romances like *Tristan*, *Lancelot*, and *Cligès*: a sustained exploration of psychological turmoil and moral indecision, and a vivid dramatization of the many contradictions inherent in erotic theory, most starkly by the lovers' faithful adultery. By reading *Vis & Râmin* alongside some of its generic neighbors (*Kallirrhoe*, *Leukippe*, *Tristan*, *Cligès*), as well as the love-theories of writers like Plato, Ovid, Avicenna, Jâhiz, Ibn Hazm, and Andreas Cappellanus, we will map out the various kinds of literary work the romance is called upon to do, and investigate the myriad and shifting conceptions of romantic love as performance, subjectivity, and moral practice. An optional section introducing selections from the original text in Persian will be available if there is sufficient student interest.
Instructor(s): C. Cross Terms Offered: Spring
Equivalent Course(s): RLLT 26106,NEHC 26016,GNSE 26106,FNDL 26106

CMLT 26400. Introduction to the Renaissance. 100 Units.
The Renaissance, which first and foremost flourished in Italy, founded our modern concept of the self. The way we see ourselves, the values we cherish, derive from the Renaissance. Modernity is a product of the Renaissance. This course emphasizes the importance of introspection in Renaissance culture, poetry, and philosophy. The books I have selected have a strong autobiographical element. However, they also illuminate how the Renaissance theorizes the relationship between the individual and society. We will read, in Italian, passages from major Italian texts in prose, such as Castiglione's *Il cortigiano*, Machiavelli's *Discorsi*, Campanella's *Città del Sole*, and poetry by Michelangelo, Monsignor della Casa, and numerous women poets, such as Veronica Franco, Vittoria Colonna, and Veronica Gambara.
Instructor(s): A. Maggi Terms Offered: Autumn
Note(s): Taught in Italian.
Equivalent Course(s): ITAL 22200

CMLT 26600. Ren/Lit Imagination. 100 Units.

CMLT 26601. Kinds of Narratives: the Novella. 100 Units.
The course will discuss the place of the novella among nineteenth-century prose narratives. We will read works by Balzac, Gogol, Stifter, Mérimée, Melville, Fontane, Chekhov, and Henry James.
Instructor(s): T. Pavel Terms Offered: Autumn
Note(s): Taught in English. For French majors and graduates there will be a weekly one-hour meeting to study the original French texts.

CMLT 26610. 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): REES 29006,NEHC 20884,NEHC 30884,REES 39006

CMLT 26700. Renaissance and Baroque Fairytales and Their Modern Rewritings. 100 Units.
We study the distinctions between myth and fairy tale, and then focus on collections of modern Western European fairy tales, including those by Straparola, Basile, and Perrault, in light of their contemporary rewritings of classics (Angela Carter, Calvino, Anne Sexton). We analyze this genre from diverse critical standpoints (e.g., historical, structuralist, psychoanalytic, feminist) through the works of Croce, Propp, Bettelheim, and Marie-Louise Von Franz.
Instructor(s): A. Maggi Terms Offered: Winter
Note(s): Class conducted in English.
Equivalent Course(s): ITAL 36200,CMLT 36700,ITAL 26200

CMLT 26701. 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 *Déli*e, 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,FNDL 21103,ITAL 23900

CMLT 27114. Faust, Myth of the Modern World. 100 Units.
In this course, we will consider three renderings of the Faust myth: Johann Wolfgang von Goethe's *Faust, Part One*, Heinrich Heine's "dance poem" *Faust*, and Friedrich Murnau's expressionist film *Faust*. In addition to these core readings/viewings, we will study the origins of the Faust myth in sixteenth-century Germany and survey its many transformations across art, literature, and music. This course is an excellent introduction to the history of German literature and culture.
Instructor(s): David Wellbery Terms Offered: Autumn
Note(s): All readings and class discussions will be in German.
Equivalent Course(s): GRMN 27114

CMLT 27402. Contemporary Chinese Writers and the Literary Field. 100 Units.
Equivalent Course(s): EALC 28620,EALC 38620,CMLT 37402

CMLT 28610. The German Romantic Lied. 100 Units.
In the romantic genre of the German Lied, music and poetry meet with a precision, complexity, and affective intensity unheard of since the times of medieval Minnesang. At the center of this undergraduate seminar is the relationship of Robert Schumann and Heinrich Heine and their cycle "Dichterliebe," supplemented by Schumann's rendering of other poets' work (for example, Johann Wolfgang von Goethe or Joseph von Eichendorff). The larger context of Lied-making the class also seeks to explore is formed by pieces by Ludwig van Beethoven, Franz Schubert, Felix Mendelssohn Bartholdy, and Johannes Brahms. Readings and discussions in German.
Instructor(s): F. Klinger Terms Offered: Winter
Equivalent Course(s): GRMN 25013

CMLT 28900. 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): E. Lyon, H. Saussy Terms Offered: Spring
Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): BIOS 29323,BPRO 28600,HMRT 28602

CMLT 29700. Reading Course. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor 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. This course does not satisfy distribution requirements for students who are majoring in CMLT unless an exception is made by the Director of Undergraduate Studies.

CMLT 29701. Introduction to Comparative Literature I: Problems, Methods, Precedents. 100 Units.

As the study of relations among the world's literary and other expressive traditions, comparative literature confronts a host of questions. What do works from different times and places have in common? How can we meaningfully assess their differences? How do we account for systematic and extra-systemic features of literature? Is translation ever adequate? This course offers consideration of these and related issues through influential critical examples. This course is the first of a two-quarter sequence required for all majors in Comparative Literature.
Instructor(s): Haun Saussy Terms Offered: Autumn

CMLT 29705. Introduction to Comparative Literature II: Case Study: Davidismo. 100 Units.

This course will examine the story of David in 1 and 2 Samuel in combination with some of its myriad literary and artistic afterlives in order to explore the nature of biblical narrative and (biblical) rewriting. The narrative's familial drama, political intrigue, subtle characterization, and philological challenges have inspired a wide variety of reinterpretations in disparate literary traditions and historical periods, providing fertile ground for comparative analysis. Students will initially gain some of the skills and perspectives needed to approach the biblical text in translation as a literary artifact as well as an appreciation of the difficulties inherent in such a task. Subsequently, students will engage with literary reworkings of the narrative organized around such issues as gender, political power, and Jewish/Christian identity-formation and accompanied by select theoretical works treating rewriting and intertextuality. Why has this story— and David himself—had such lasting resonance? How do later works from different periods and linguistic traditions both capitalize on certain aspects of the 'original' and redefine it in important ways? What role do rewritings play in literature, and what does it mean to read these distinct interpretations together? The David Story offers rich opportunities for thinking through these and other comparative literary questions. Literary works will include plays and novels by Tirso de Molina, Gide, Faulkner, Heym, Weil, and Kalisky, as well as selections from NBC's critically acclaimed 2009 drama, *Kings*; theorists may include Curtius, Warburg, Tynianov, Genette, Ben-Porat, and Rabau, among others.
Instructor(s): Chloe Blackshear Terms Offered: Winter

CMLT 29801. BA 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, Winter, Spring
Note(s): Required of fourth-year students who are majoring in CMLT.

Comparative Race and Ethnic Studies

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. 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 24302-24402-24502 Latin American Civilization in Oaxaca I-II-III		300
SOSC 24302	Latin American Civilization in Oaxaca I	
SOSC 24402	Latin American Civilization in Oaxaca II	
SOSC 24502	Latin American Civilization in Oaxaca III	
HIST 10101-10102 Introduction to African Civilization I-II & CRES 24003 Colonizations III		300
HIST 10101	Introduction to African Civilization I	
HIST 10102	Introduction to African Civilization II	
CRES 24003	Colonizations 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 20200	Introduction to the Civilizations of South Asia II	
EALC 10800-10900-11000-15400 Introduction to the Civilizations of East Asia I-II-III-IV		400
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	
EALC 15400	Introduction to the Civilizations of East Asia IV	
JWSC 20001-20002-20003 Jewish History and Society I-II-III		300
JWSC 20001	Jewish History and Society I: The Archaeology of Israel - History, Society, Politics	
JWSC 20002	Jewish History and Society II: Messianism and Modernity	
JWSC 20003	Jewish History and Society III: Israel Society and Jewish Cultures - Religiosity, Nation, Migration	

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 are required to enroll in CRES 29800 BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies in the Spring Quarter of their third year. They attend the seminar during Spring Quarter of their third year and continue through the Autumn, Winter, and Spring Quarters of their fourth year. 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

THE MAJOR

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—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 of electives 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 towards the major; if a non-CRES civilization sequence is used to fulfill the general education requirement, then two quarters must be included in the major. If a student has counted all three civilization courses towards general education, then a CRES elective must be added.

** 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 ethic issues.

Sample CRES Major Specializing in Asian American Studies

CRES 24003	Colonizations III *	100
CRES 21264	Political Struggles of Highland Asia	100
CRES 24210	Oral History and the Politics of Memory in Socialist China	100
CRES 14400	Japan and the West: 19th Century	100
CRES 17602	Introduction to Asian/Pacific Islander American History	100
CRES 20104	Urban Structure and Process	100
CRES 20173	Inequality in American Society	100
CRES 21807	Nationalism and Ethnicity: A Comparative Perspective	100
CRES 28703	Baseball and American Culture, 1840 to Present	100
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

* Only one civilization course was required, because this student took Colonizations I and II to meet the general education requirement.

THE MINOR

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 21201	Chicago Blues	100
CRES 21806	Race at Work: African Americans in the Labor Movement 1865-1989	100
CRES 22150	Contemporary African American Politics	100
CRES 24601	Martin and Malcolm: Life and Belief	100
CRES 25102	The Politics of Blackness in the Americas	100
Total Units		700

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 20701-20702. Introduction to African Civilization I-II.
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 two-quarter sequence.

CRES 20701. Introduction to African Civilization I. 100 Units.
Part one considers literary, oral, and archeological sources to investigate African societies and states from the early Iron Age through the emergence of the Atlantic world. Case studies include the empires of Ghana, Mali, and Great Zimbabwe. The course also treats the diffusion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade.
Instructor(s): E. Osborn Terms Offered: Autumn
Equivalent Course(s): HIST 10101,ANTH 20701

CRES 20702. Introduction to African Civilization II. 100 Units.
Part two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.
Instructor(s): J. Cole Terms Offered: Winter

CRES 20702. Introduction to African Civilization II. 100 Units.
Part two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.
Instructor(s): J. Cole Terms Offered: Winter

CRES 22205. Slavery and Unfree Labor. 100 Units.
This course offers a concise overview of institutions of dependency, servitude, and coerced labor in Europe and Africa, from Roman times to the onset of the Atlantic slave trade, and compares their further development (or decline) in the context of the emergence of New World plantation economies based on racial slavery. We discuss the role of several forms of unfreedom and coerced labor in the making of the "modern world" and reflect on the manner in which ideologies and practices associated with the idea of a free labor market supersede, or merely mask, relations of exploitation and restricted choice.
Instructor(s): S. Palmié Terms Offered: TBD
Equivalent Course(s): ANTH 22205,ANTH 31700,LACS 22205,LACS 31700

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): F. Stuart Terms Offered: Autumn
Equivalent Course(s): SOCI 20104,GEOG 22700,GEOG 32700,SOCI 30104,SOSC 25100

CRES 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: Not offered 2015-16; will be offered 2016-17
Equivalent Course(s): ANTH 21201

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, ranging from the election and reelection of Barack Obama, to the killing of black people such as Eric Garner, Michael Brown, and Renisha McBride, to the exponential incarceration of black Americans, to the role of hip-hop among black youth. Throughout the quarter we attempt to situate the politics of African Americans into the larger design we call American politics. Is there still such a thing as black politics? If there is, what does it tell us more generally about American politics? (B)
Instructor(s): C. Cohen Terms Offered: Winter
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 27705. 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 present. In referring to that history, we treat a variety of themes, including migration and its impact, origins and effects of class stratification, relation of culture and cultural endeavor to collective consciousness, rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (service, 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, as well as 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: Spring
Equivalent Course(s): LLSO 22209,HIST 27705

Courses: Asian American Studies

CRES 10800-10900-11000-11200. Introduction to the Civilizations of East Asia I-II-III-IV.
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.
Instructor(s): G. Alitto, Autumn; Staff, Summer Terms Offered: Autumn, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15100,EALC 10800,SOSC 23500

CRES 10900. Introduction to the Civilizations of East Asia II. 100 Units.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15200,EALC 10900,SOSC 23600

CRES 11000. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300,EALC 11000,SOSC 23700

CRES 11200. Introduction to the Civilizations of East Asia IV. 100 Units.
This course will explore the ongoing transformations of Vietnamese society against the centuries-long Vietnamese effects to construct a political community. We will begin with an examination of some two thousand years of Vietnamese history and then turn to more extended considerations of the relationship between religion and the state, imperialism and decolonization, war and revolution, and contemporary efforts to recreate the past as Vietnam embraces what some have termed "market-Leninism." In doing so, we will place developments in Vietnam in wider regional and global perspectives. Weekly readings and discussions will focus around primary sources in translation, including political and philosophical texts, literature, poetry, and film.
Instructor(s): Staff Terms Offered: Not offered in 2015-16.
Equivalent Course(s): EALC 15400,SOSC 23801,HIST 15400

CRES 10900. Introduction to the Civilizations of East Asia II. 100 Units.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15200,EALC 10900,SOSC 23600

CRES 11000-11200. Introduction to the Civilizations of East Asia III-IV.

CRES 11000. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300,EALC 11000,SOSC 23700

CRES 11200. Introduction to the Civilizations of East Asia IV. 100 Units.
This course will explore the ongoing transformations of Vietnamese society against the centuries-long Vietnamese effects to construct a political community. We will begin with an examination of some two thousand years of Vietnamese history and then turn to more extended considerations of the relationship between religion and the state, imperialism and decolonization, war and revolution, and contemporary efforts to recreate the past as Vietnam embraces what some have termed "market-Leninism." In doing so, we will place developments in Vietnam in wider regional and global perspectives. Weekly readings and discussions will focus around primary sources in translation, including political and philosophical texts, literature, poetry, and film.
Instructor(s): Staff Terms Offered: Not offered in 2015-16.
Equivalent Course(s): EALC 15400,SOSC 23801,HIST 15400

CRES 11200. Introduction to the Civilizations of East Asia IV. 100 Units.
This course will explore the ongoing transformations of Vietnamese society against the centuries-long Vietnamese effects to construct a political community. We will begin with an examination of some two thousand years of Vietnamese history and then turn to more extended considerations of the relationship between religion and the state, imperialism and decolonization, war and revolution, and contemporary efforts to recreate the past as Vietnam embraces what some have termed "market-Leninism." In doing so, we will place developments in Vietnam in wider regional and global perspectives. Weekly readings and discussions will focus around primary sources in translation, including political and philosophical texts, literature, poetry, and film.
Instructor(s): Staff Terms Offered: Not offered in 2015-16.
Equivalent Course(s): EALC 15400,SOSC 23801,HIST 15400

CRES 21264. Political Struggles of Highland Asia. 100 Units.
As Edmund Leach noted in a later edition of *The Political Systems of Highland Burma*, massive changes largely occasioned by outside forces reshaped political relations in the later twentieth century. And not just in Highland Burma. This course compares political trajectories of societies across the arc of the Himalayan Highlands, from Burma to Afghanistan. From World War II, through decolonization and the cold war, and via many and disparate counterinsurgency campaigns, conflict and violence has marked the region, big states and small, old states and new. This course compares the recent political regimes, struggles and fortunes of Burma, Northeast India, Nepal, Tibet, and Afghanistan.
Instructor(s): J. Kelly Terms Offered: Not offered 2015-16; will be offered 2016-17
Equivalent Course(s): ANTH 21264

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,EALC 34255,HIST 24507,HIST 34507

CRES 24706. Edo/Tokyo: Society and the City in Japan. 100 Units.
This course will explore the cultural and cultural history of Edo/Tokyo form its origins in the early 17th century through c. 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 "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 the writing of a final research paper of approximately 15–18 pages.
Instructor(s): S. Burns Terms Offered: Spring
Equivalent Course(s): EALC 24706,HIST 24706

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,EALC 27907,EALC 37907,HIST 37900

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.
Instructor(s): E. Kouri Terms Offered: Autumn
Equivalent Course(s): LACS 16100,ANTH 23101,HIST 16101,HIST 36101,LACS 34600,SOSC 26100

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): M. Tenorio Terms Offered: Winter
Equivalent Course(s): LACS 16200,ANTH 23102,HIST 16102,HIST 36102,LACS 34700,SOSC 26200

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): B. Fischer Terms Offered: Spring
Equivalent Course(s): LACS 16300,ANTH 23103,HIST 16103,HIST 36103,LACS 34800,SOSC 26300

CRES 16102-16103. Introduction to Latin American Civilization II-III.

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): M. Tenorio Terms Offered: Winter
Equivalent Course(s): LACS 16200,ANTH 23102,HIST 16102,HIST 36102,LACS 34700,SOSC 26200

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): B. Fischer Terms Offered: Spring
Equivalent Course(s): LACS 16300,ANTH 23103,HIST 16103,HIST 36103,LACS 34800,SOSC 26300

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): B. Fischer Terms Offered: Spring
Equivalent Course(s): LACS 16300,ANTH 23103,HIST 16103,HIST 36103,LACS 34800,SOSC 26300

CRES 21903. Introducción a las literaturas 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): L. Brewer-Garcia Terms Offered: Spring
Prerequisite(s): SPAN 20300 or consent of instructor
Equivalent Course(s): SPAN 21903,LACS 21903

CRES 24901. Trade, Development, and Poverty in Mexico. 100 Units.
Taking the past twenty years as its primary focus, this course examines the impact of economic globalization across Mexico with particular emphasis on the border region and the rural South. We explore the impact of NAFTA and the shift to neoliberal policies in Mexico. In particular, we examine the human dimension of these broad changes as related to social development, immigration, indigenous populations, and poverty. While primarily critical, the primary objective of the course is to engage in an interdisciplinary exploration of the question: Is trade liberalization an effective development strategy for poor Mexicans?
Instructor(s): C. Broughton Terms Offered: Winter
Note(s): This course is offered in alternate years.
Equivalent Course(s): PBPL 24901,LACS 24901

CRES 27101. Introduction 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

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.
Instructor(s): R. Gutiérrez Terms Offered: Autumn
Equivalent Course(s): HIST 28000,HIST 38000,AMER 28001,GNSE 28202,LACS 28000,LACS 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 Terms Offered: Spring

CRES 36500. History of Mexico, 1876 to Present. 100 Units.
From the Porfiriato and the Revolution to the present, 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; the Zapatista rebellion in Chiapas; and the end of PRI rule.
Instructor(s): E. Kourí and M. Tenorio Terms Offered: Autumn
Equivalent Course(s): HIST 26500,HIST 36500,LACS 26500,LACS 36500

Courses: Native American Studies

CRES 31800. Religious Movements in Native North America. 100 Units.
Religious beliefs and practices are assumed to be primordial, eternal, and invariable. However a closer examination reveals that Native American religions are highly dynamic and adaptive, ever reactive to internal pressure and external circumstances. Perhaps the most dramatic forms of religious change are the transformations that anthropologists recognize as nativistic or revitalization movements. These movements on one level represent conscious breaks with an immediate negative past, and they anticipate a positive future in which present sources of oppression are overcome. Many contemporary Native American movements, political and/or religious, can be understood as sharing similar dynamics to past movements. We examine classic accounts of the Ghost Dance, often considered to be the prototypical Native American religious movement; the analysis of the Handsome Lake religion among the Senecas; and other Native American religious movements.
Instructor(s): R. Fogelson
Prerequisite(s): Advanced standing and consent of instructor

CRES 34501-34502. 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.

CRES 34501. Anthropology of Museums I. 100 Units.
Instructor(s): M. Fred Terms Offered: Winter
Prerequisite(s): Advanced standing and consent of instructor
Equivalent Course(s): ANTH 24511,ANTH 34502,CHDV 38101,MAPS 34500,SOSC 34500

CRES 34502. Anthropology of Museums II. 100 Units.
Instructor(s): M. Fred Terms Offered: Spring
Prerequisite(s): Advanced standing or consent of instructor
Equivalent Course(s): ANTH 24512,SOSC 34600

CRES 34502. Anthropology of Museums II. 100 Units.
Instructor(s): M. Fred Terms Offered: Spring
Prerequisite(s): Advanced standing or consent of instructor
Equivalent Course(s): ANTH 24512,SOSC 34600

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, Winter, Spring

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 dramatic, musical, and visual arts.

Equivalent Course(s): MUSI 10200

CRES 20001. Jewish History and Society I: The Archaeology of Israel - History, Society, Politics. 100 Units.

The course will offer a historical and critical perspective on 150 years of archaeology in Israel/Palestine, beginning with the first scientific endeavors of the 19th century and covering British Mandate and pre-state Jewish scholarship, as well as developments in the archaeology of Israel since 1948. I will devote particular attention to the mutual construction of archaeological interpretation and Israeli identity and to the contested role of archaeology in the public sphere both within Israeli society and in the Israeli-Palestinian conflict. The course will conclude with a discussion of the plausibility and possible content of an indigenous post-conflict archaeology in Israel and Palestine, based on 21st century paradigm shifts in archaeological discourse and field work.

Instructor(s): R. Greenberg Terms Offered: Not offered 2015-16

Equivalent Course(s): JWSC 20001,HIST 22113,NEHC 20401,NEHC 30401,RLST 20604

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): F. Stuart Terms Offered: Autumn

Equivalent Course(s): SOCI 20104,GEOG 22700,GEOG 32700,SOCI 30104,SOSC 25100

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

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. Introducción a las literaturas 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): L. Brewer-Garcia Terms Offered: Spring
Prerequisite(s): SPAN 20300 or consent of instructor
Equivalent Course(s): SPAN 21903,LACS 21903

CRES 22205. Slavery and Unfree Labor. 100 Units.
This course offers a concise overview of institutions of dependency, servitude, and coerced labor in Europe and Africa, from Roman times to the onset of the Atlantic slave trade, and compares their further development (or decline) in the context of the emergence of New World plantation economies based on racial slavery. We discuss the role of several forms of unfreedom and coerced labor in the making of the "modern world" and reflect on the manner in which ideologies and practices associated with the idea of a free labor market supersede, or merely mask, relations of exploitation and restricted choice.
Instructor(s): S. Palmié Terms Offered: TBD
Equivalent Course(s): ANTH 22205,ANTH 31700,LACS 22205,LACS 31700

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.
Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter.
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,HIST 18302,SOSC 24002

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): ANTH 24003,HIST 18303,SALC 20702,SOSC 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,HIST 18302,SOSC 24002

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): ANTH 24003,HIST 18303,SALC 20702,SOSC 24003

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): AMER 27605,GNSE 27605,HMRT 27061,LLSO 28010,HIST 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.
Instructor(s): E. Crews
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): To be announced Terms Offered: Winter 2016
Equivalent Course(s): HMRT 20200,HIST 29302,HIST 39302,HMRT 30200,INRE 31700,LAWS 41301,LLSO 27100

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, Winter, Spring
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 the *Time Schedules* 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
PHYS 13100-13200	Mechanics; Electricity and Magnetism	
CHEM 12100-12200	Honors General Chemistry I-II	
Total Units		200

MAJOR

One of the following: **		100
MATH 16300	Honors Calculus III	
MATH 19900	Introduction to Analysis and Linear Algebra	
One of the following sequences:		300
MATH 20300-20400-20500	Analysis in Rn I-II-III	
MATH 20700-20800-20900	Honors Analysis in Rn I-II-III	
STAT 24300	Numerical Linear Algebra	100
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 24400-24500	Statistical Theory and Methods I-II	200
One of the following: ***		100
STAT 25100	Introduction to Mathematical Probability	
STAT 25300	Introduction to Probability Models	
MATH 23500	Markov Chains, Martingales, and Brownian Motion	
STAT 28000	Optimization	100
Three approved electives (see Elective Courses below)		300
Total Units		1800

* Higher level sequences in physics or chemistry can be substituted.

** Students who complete MATH 20700-20800-20900 Honors Analysis in Rn I-II-III are not required to complete MATH 16300 or MATH 19900.

*** Students who take STAT 25100 may take MATH 23500 as one of their electives with approval of the adviser.

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.

Computer Science

Program of Study

The computer science program prepares students for careers in computer science by offering a BA and a BS degree, as well as combined BA/MS and BS/MS degrees. Students who earn the BA have sufficient depth and breadth for either graduate study in computer science or a career in industry. Beyond this, students who earn the BS have substantial depth and breadth in another field, in addition to computer science, by undertaking an approved course of study in a related area. The department also offers a minor. Beyond its direct application within the field, a computer science major or minor serves as an excellent supplementary foundation in other areas, including but not limited to mathematics, the natural sciences, social sciences, public administration, and artistic and creative work.

Program Requirements

Both the BA and BS in computer science require fulfillment of the mathematical sciences requirement in general education by completing an approved two-quarter calculus sequence. The physical sciences requirement in general education must be satisfied by completing an approved two-quarter sequence in either chemistry or physics. 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.

Advanced Placement

Computer science majors may use AP credit for chemistry or physics to meet their physical sciences requirement in general education or physical science components of the major. However, no credit designated simply as "physical science" (from either AP or the College's physical sciences examinations) may be used to meet general education requirements or requirements in the computer science majors. No course credit is awarded for AP Computer Science.

Approved Programs

The computer science department 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 department counselor for details on specific courses they are considering taking to meet the requirements.

Approved Computer Science Program

For the authoritative version of the Department of Computer Science requirements and course descriptions, visit cs.uchicago.edu.

There is one approved general program comprising required courses in four topic areas, plus four elective computer science courses, used for either the BA or the BS degree. Upper-level or graduate courses in similar topics may be substituted for those on the list that follows with the approval of the department counselor.

Students considering a computer science major are strongly advised to register for an introductory sequence in their first year.

1. Introductory Sequence (three courses required):

CMSC 15100	Introduction to Computer Science I	100
or CMSC 16100	Honors Introduction to Computer Science I	
CMSC 15200	Introduction to Computer Science II	100
or CMSC 16200	Honors Introduction to Computer Science II	
CMSC 15400	Introduction to Computer Systems	100

Students may only receive credit for one introductory programming sequence: CMSC 10500-10600 Fundamentals of Computer Programming I-II, 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.

2. Programming Languages and Systems Sequence (two courses required):

Two of the following:	
CMSC 22100	Programming Languages
CMSC 22200	Computer Architecture
CMSC 22300	Functional Programming
CMSC 22610	Implementation of Computer Languages I
CMSC 23000	Operating Systems
CMSC 23200	Introduction to Computer Security
CMSC 23300	Networks and Distributed Systems
CMSC 23400	Mobile Computing
CMSC 23500	Introduction to Database Systems
CMSC 23700	Introduction to Computer Graphics
CMSC 23710	Scientific Visualization
CMSC 23800	Game Construction

3. Algorithms and Theory Sequence (three courses required):

Three of the following:	
CMSC 27100	Discrete Mathematics
CMSC 27200	Theory of Algorithms
CMSC 28000	Introduction to Formal Languages
or CMSC 28100	Introduction to Complexity Theory

We strongly encourage all majors to complete their Algorithms and Theory courses by the end of their third year.

4. Other Sequences (one two-course sequence required):

Artificial Intelligence Sequence (two courses required):

Two of the following:

CMSC 25010	Artificial Intelligence
CMSC 25020	Computational Linguistics
CMSC 25025	Machine Learning and Large-Scale Data Analysis
CMSC 25050	Computer Vision
CMSC 25400	Machine Learning
CMSC 27600	Computational Biology

Advanced Systems Sequence (two courses required):

Two of the following: *	
CMSC 22001	Software Construction
CMSC 22010	Digital Fabrication
CMSC 22100	Programming Languages
CMSC 22200	Computer Architecture
CMSC 22300	Functional Programming
CMSC 22610	Implementation of Computer Languages I
CMSC 22620	Implementation of Computer Languages II
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
CMSC 23800	Game Construction

* depending upon what courses the student has taken in the Programming Languages and Systems Sequence (courses may not be used to meet both requirements)

Scientific Computing Sequence (two courses required):

Two of the following:	
CMSC 23710	Scientific Visualization
CMSC 27610	Digital Biology
CMSC 28510	Introduction to Scientific Computing

5. Electives (four courses required):

Four additional elective Computer Science courses numbered 20000 or above. A BS student with a double major in a related area may petition to have some of the electives be courses in the other major.

Summary of Requirements

GENERAL EDUCATION

One of the following sequences:		200
CHEM 10100 & CHEM 10200	Introductory General Chemistry I and Introductory General Chemistry II (or higher or equivalent) *	
PHYS 12100-12200	General Physics I-II (or higher) *	
MATH 13100-13200	Elementary Functions and Calculus I-II (or higher) *	200
Total Units		400

* Credit may be granted by examination.

MAJOR

Introductory Sequence:		300
CMSC 15100	Introduction to Computer Science I	
or CMSC 16100	Honors Introduction to Computer Science I	
CMSC 15200	Introduction to Computer Science II	
or CMSC 16200	Honors Introduction to Computer Science II	
CMSC 15400	Introduction to Computer Systems	
Programming Languages and Systems Sequence (two of the following):		200
CMSC 22100	Programming Languages	
CMSC 22200	Computer Architecture	
CMSC 22300	Functional Programming	
CMSC 22610	Implementation of Computer Languages I	
CMSC 23000	Operating Systems	
CMSC 23200	Introduction to Computer Security	
CMSC 23300	Networks and Distributed Systems	
CMSC 23400	Mobile Computing	
CMSC 23500	Introduction to Database Systems	
CMSC 23700	Introduction to Computer Graphics	
CMSC 23710	Scientific Visualization	
CMSC 23800	Game Construction	
Algorithms and Theory Sequence:		300
CMSC 27100	Discrete Mathematics	
CMSC 27200	Theory of Algorithms	
CMSC 28000	Introduction to Formal Languages	
or CMSC 28100	Introduction to Complexity Theory	
Two courses from an approved sequence		200
Four electives numbered CMSC 20000 or above		400
Plus the following requirements:		0-300

BA (no other courses required)	
BS (3 courses in an approved program in a related field)	
Total Units	1400-1700

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 in 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.

Incompletes are typically given in the Department of Computer Science only to students who have done at least 60 percent of the course's work of a passing quality and who are unable to complete all course work by the end of the quarter. Other restrictions on Incompletes are the province of individual instructors, many of whom do not permit Incompletes. To receive an Incomplete, students must make arrangements in advance with the instructor; a consent form to be signed by the instructor is available from the College adviser.

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 in the humanities and social sciences may consider CMSC 11000 Multimedia Programming as an Interdisciplinary Art I, CMSC 10500 Fundamentals of Computer Programming I, or CMSC 10600 Fundamentals of Computer Programming II.
- Students interested in only one or two quarters of study should consider CMSC 10500-10600 Fundamentals of Computer Programming I-II or CMSC 12100-12200 Computer Science with Applications I-II. For students intending to pursue advanced study, we recommend CMSC 15100 Introduction to Computer Science I or CMSC 16100 Honors Introduction to Computer Science I as the first course.
- Students who are interested in web design should take CMSC 10100 Introduction to Programming for the World Wide Web I.
- Students may only receive credit for one introductory programming sequence: CMSC 10500-10600 Fundamentals of Computer Programming I-II, 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*.
- Students who have credit for any of the following courses (or equivalent) may not take CMSC 10200 Introduction to Programming for the World Wide Web II for credit: CMSC 10600 Fundamentals of Computer Programming II, CMSC 12100 Computer Science with Applications I, CMSC 15200 Introduction to Computer Science II, or CMSC 16200 Honors Introduction to Computer Science II.

Preparation for Graduate Study in Computer Science

Students interested in continuing their studies beyond the undergraduate level should major in computer science and take as many computer science courses as possible. The following courses are especially relevant:

CMSC 15100	Introduction to Computer Science I	100
CMSC 15200	Introduction to Computer Science II	100
CMSC 15400	Introduction to Computer Systems	100
CMSC 22100	Programming Languages	100
CMSC 22200	Computer Architecture	100
CMSC 22610	Implementation of Computer Languages I	100
CMSC 23000	Operating Systems	100
CMSC 23300	Networks and Distributed Systems	100
CMSC 23500	Introduction to Database Systems	100
CMSC 23700	Introduction to Computer Graphics	100
CMSC 25400	Machine Learning	100
CMSC 27100	Discrete Mathematics	100
CMSC 27200	Theory of Algorithms	100

CMSC 28000	Introduction to Formal Languages	100
CMSC 28100	Introduction to Complexity Theory	100

For more information about options for graduate study, consult the department counselor and the director of graduate studies.

Minor Program in Computer Science

The minor in computer science requires seven courses. The introductory sequence of three courses is 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. Students may not use AP credit for computer science to meet requirements for the minor.

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. The minor advisor must approve the student's minor consent form and the student must submit that form to their College adviser by the end of Spring Quarter of their third year.

Introductory Courses

Students must choose three courses from the following (one course from Area A and one course from Area B):

Area A:		100
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	
CMSC 15400	Introduction to Computer Systems	100

Upper-Level Courses

Four 20000-level or above computer science courses must be approved by the minor advisor. A 20000-level course must replace each 10000-level course in the list above that was used to meet general education requirements.

Joint BA/MS or BS/MS Program

Outstanding computer science majors may apply to complete an MS in computer science along with a BA or BS during their four years at the College. Students must be admitted to the joint MS program.

Prior to applying to either joint program, interested students must meet with the department counselor and Pete Segall, the College BA/MS or BS/MS adviser. (For an appointment with Mr. Segall, call the Office of the Dean of Students at 773.702.8615.)

Students must submit applications for the joint program in the Winter Quarter of their third year.

Participants in the joint BA/MS or BS/MS program must meet the requirements for the BA or BS plus nine courses for the MS and a master's project. Three of the nine courses for the MS may also be used to meet the requirements of the BA or BS, resulting in a total of 20 courses in computer science. For details visit cs.uchicago.edu/info/BxMS.

Graduate Courses

Graduate courses and seminars offered by the Department of Computer Science are open to College students with consent of instructor and department counselor. For more information, consult the department counselor.

Computer Science Courses

CMSC 10100. Introduction to Programming for the World Wide Web I. 100 Units.
This course teaches the basics of building and maintaining a site on the World Wide Web. We discuss Internet terminology and how the Internet and its associated technologies work. Topics include programming websites, hypertext markup language (HTML), Cascading Style Sheets (CSS), and Common Gateway Interface (CGI) scripts (using PERL). Students also learn how to use JavaScript to add client-side functionality.
Instructor(s): W. Sterner Terms Offered: Winter
Note(s): This course does not meet the general education requirement in the mathematical sciences.

CMSC 10200. Introduction to Programming for the World Wide Web II. 100 Units.
This course introduces computer programming in Java with a focus on designing and implementing software for the World Wide Web. We first introduce the fundamentals of programming, giving particular attention to basic object-oriented techniques. We employ Java Server Pages to develop programs that interact with users through web browsers. Finally, we study relational databases and, integrating that study with general-purpose Java programming, build database-backed web applications.
Terms Offered: Not offered in 2015-16
Prerequisite(s): Placement into Math 13100 or equivalent; and knowledge of HTML
Note(s): This course meets the general education requirement in the mathematical sciences. May not be taken for credit by students who have credit for CMSC 12100, 15200, or 16200.

CMSC 10500-10600. Fundamentals of Computer Programming I-II.
This sequence meets the general education requirement in the mathematical sciences.

CMSC 10500. Fundamentals of Computer Programming I. 100 Units.
This course introduces computer programming using the functional programming language Scheme. We emphasize design, algorithm construction, and procedural/functional/data abstraction.
Terms Offered: Not offered in 2015-16
Prerequisite(s): Placement into Math 13100 or equivalent; or consent of departmental counselor required; previous computer experience and advanced mathematical knowledge not required
Note(s): CMSC 10500 and 10600 may be taken in sequence or individually. This course meets the general education requirement in the mathematical sciences.

CMSC 10600. Fundamentals of Computer Programming II. 100 Units.
This course is an introduction to computer programming using the object-oriented programming language C++. We emphasize algorithm design and construction. Topics include complex types, iteration, recursion, procedural/functional/data abstraction, classes, methods, inheritance, and polymorphism.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Placement into Math 13100 or equivalent; or consent of departmental counselor
Note(s): CMSC 10500 and 10600 may be taken in sequence or individually. This course meets the general education requirement in the mathematical sciences.

CMSC 10600. Fundamentals of Computer Programming II. 100 Units.
This course is an introduction to computer programming using the object-oriented programming language C++. We emphasize algorithm design and construction. Topics include complex types, iteration, recursion, procedural/functional/data abstraction, classes, methods, inheritance, and polymorphism.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Placement into Math 13100 or equivalent; or consent of departmental counselor
Note(s): CMSC 10500 and 10600 may be taken in sequence or individually. This course meets the general education requirement in the mathematical sciences.

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. The first course moves through a sequence from step-by-step introductory labs, to labs that require independent analysis and solution, to a student-designed final project. The second course consists of several scientific and humanistic projects such as Turing Machines, biological modeling, and language manipulation with another final project.

CMSC 11000. Multimedia Programming as an Interdisciplinary Art I. 100 Units.
Instructor(s): W. Sterner Terms Offered: Spring
Prerequisite(s): Placement into Math 13100 or equivalent; or consent of instructor
Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 11100. Multimedia Programming as an Interdisciplinary Art II. 100 Units.
Terms Offered: Not offered in 2015-16
Prerequisite(s): Placement into Math 13100 or equivalent; or consent of instructor
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: Spring
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 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. 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. 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 evaluate betting strategies, determine the number of machines needed at a polling place, and predict the size of extinct marsupials. Students learn Java, Python, R and C++.

CMSC 12100. Computer Science with Applications I. 100 Units.
Instructor(s): A. Rogers, B. Sotomayor Terms Offered: Autumn
Prerequisite(s): Placement into MATH 15200 or higher, or consent of instructor
Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 12200. Computer Science with Applications II. 100 Units.
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 R, 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 hypothesis, implement a prototype that performs an initial exploration of the data, and a final system to process the entire dataset.
Terms Offered: Spring
Prerequisite(s): CMSC 12200

CMSC 12200. Computer Science with Applications II. 100 Units.
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 R, 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 hypothesis, implement a prototype that performs an initial exploration of the data, and a final system to process the entire dataset.
Terms Offered: Spring
Prerequisite(s): CMSC 12200

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.
Instructor(s): A. Shaw (Aut), M. Wachs (Aut), J. Reppy (Win) Terms Offered: Autumn, Winter, Summer
Prerequisite(s): Placement into MATH 15100 or equivalent, or consent of departmental counselor
Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 15200. Introduction to Computer Science II. 100 Units.
Instructor(s): A. Shaw (Winter), M. Wachs (Winter) Terms Offered: Winter, Spring, Summer
Prerequisite(s): CMSC 15100
Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 15200. Introduction to Computer Science II. 100 Units.
Instructor(s): A. Shaw (Winter), M. Wachs (Winter) Terms Offered: Winter, Spring, Summer
Prerequisite(s): CMSC 15100
Note(s): This course meets the general education requirement in the mathematical sciences.

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.
Instructor(s): H. Gunawi, H. Hoffmann, M. Wachs Terms Offered: Spring
Prerequisite(s): CMSC 15200, 16200 or 12200
Note(s): Required of students who are majoring in Computer Science.

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. Search in graphs, including depth-first and breadth-first search. Search in metric graphs, including greedy and A* search, with applications.
Instructor(s): R. Chugh, S. Kurtz Terms Offered: Autumn
Prerequisite(s): Placement into MATH 16100 or equivalent and programming experience, or consent of department counselor
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): A. Feldman, S. Kurtz Terms Offered: Winter
Prerequisite(s): CMSC 16100, or consent of department counselor
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): A. Feldman, S. Kurtz Terms Offered: Winter
Prerequisite(s): CMSC 16100, or consent of department counselor
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 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: Spring
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: Spring
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 studies some of the structural concepts affecting programming languages: iterative and recursive control flow, data types and type checking, procedural versus functional programming, modularity and encapsulation, fundamentals of interpreting and compiling, and formal descriptions of syntax and semantics. Students write short programs in different languages to illuminate the variety of possible designs.
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): M. Wachs Terms Offered: Autumn
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

CMSC 22311. Functional Systems in Haskell. 100 Units.
Advanced and systems programming in Haskell, including testing, meta-programming, exceptions, concurrency, web, IO, and network programming.
Instructor(s): S. Kurtz Terms Offered: Not offered in 2015-16
Prerequisite(s): CMSC 16100 and CMSC 15400, or consent of instructor

CMSC 22610. Implementation of Computer Languages I. 100 Units.
This course covers principles and techniques for implementing computer languages (e.g., programming languages, query languages, specification languages, domain-specific languages). Topics include lexical analysis, parsing, tree representations of programs (both parse trees and abstract syntax trees), types and type checking, interpreters, abstract machines, and run-time systems. This is a project-based course involving the implementation of a small language using Standard ML.
Instructor(s): J. Reppy Terms Offered: Not offered in 2015-16. Generally offered alternate years.
Prerequisite(s): CMSC 15400 required; CMSC 22100 recommended
Note(s): Prior experience with ML programming not required. This course is offered in alternate years.

CMSC 22620. Implementation of Computer Languages II. 100 Units.
This course is a continuation of CMSC 22610, covering compilers for general-purpose languages. Topics include compiler-immediate representations, continuation-passing style, runtime representations, code generation, code optimization, register allocation, instruction scheduling, and garbage collection. This is a project-based course in which students construct a complete, working compiler for a small language using Standard ML.
Instructor(s): J. Reppy Terms Offered: Not offered in 2015-16. Generally offered alternate years.
Prerequisite(s): CMSC 22610 required; CMSC 22100 strongly recommended
Note(s): Generally offered alternate years.
Equivalent Course(s): CMSC 32620

CMSC 22630. Advanced Implementation of Computer Languages. 100 Units.
This course explores advanced topics in the implementation of high-level programming languages that vary each year (e.g., control-flow analysis algorithms, abstract interpretation, partial evaluation, advanced optimizations, runtime system representations, garbage collection algorithms, foreign-function interfaces). Students are expected to develop both a foundational and applied understanding of these topics.
Instructor(s): J. Reppy Terms Offered: Not offered in 2015-16
Prerequisite(s): CMSC 22100 and 22620, or equivalent

CMSC 23000. Operating Systems. 100 Units.
This course provides an introduction to the basic concepts and techniques used to implement operating systems. Topics include processes and threads, interprocess communication and synchronization, memory management, segmentation, paging, linking and loading, scheduling, file systems, and input/output. The course will revolve around the implementation of an x86 operating system kernel.
Instructor(s): H. Gunawi Terms Offered: Autumn
Prerequisite(s): CMSC 15400, and one of the following: CMSC 22200, CMSC 22610, CMSC 23300, CMSC 23400, CMSC 23500, CMSC 23700, CMSC 23710, or CMSC 23800.

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 computations.
Instructor(s): H. Hoffmann Terms Offered: Winter
Prerequisite(s): CMSC 15400 and one of the following: CMSC 22000 (Architecture), CMSC 23000 (Operating Systems), or CMSC 23300 (Networks and Distributed Systems), or consent of the instructor.

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 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 (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
Equivalent Course(s): CMSC 33300

CMSC 23310. Advanced Distributed Systems. 100 Units.
This course explores advanced topics in distributed systems. Topics include supercomputing (architectures, applications, programming models, etc.); grid computing with an emphasis on Globus technologies; Infrastructure-as-a-Service clouds (virtual infrastructure management, Amazon EC2, etc.), Platform-as-a-Service clouds (Google App Engine, etc.), and the Software-as-a-Service model; and other current topics related to using and building distributed systems. The course includes a substantial practical component but also requires students to read papers and articles on current advances in the field.
Instructor(s): B. Sotomayor Terms Offered: Spring
Prerequisite(s): CMSC 23300 or consent of instructor
Equivalent Course(s): CMSC 33310

CMSC 23340. Grid Computing. 100 Units.
The new Open Grid Services Architecture (OGSA) defines interfaces and protocols that promise to make it far easier to construct decentralized, dynamic, large-scale systems. We explore and evaluate this technology by using it to develop a range of scalable distributed services. We use the Globus Toolkit, an open source implementation of key OGSA standards, to design and build services. We then evaluate our implementations from the perspectives of performance and programmability.
Instructor(s): I. Foster Terms Offered: Not offered in 2015-16
Prerequisite(s): Substantial programming experience

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 expanded visual experience with computational photography, video and interactive augmented reality, and synchronicity and proximity-detection to enable shared social experiences. 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 15200 and 15400 are required and CMSC 23000 or 23300 are recommended. Knowledge of Java is required.
Equivalent Course(s): CMSC 33400

CMSC 23500. Introduction to Database Systems. 100 Units.
This course is an introduction to database design and programming using the relational model. Topics include DBMS architecture, entity-relationship and relational models, relational algebra, relational calculus, functional dependencies and normal forms, web DBs and PHP, query optimization, and physical data organization. The lab section guides students through the collaborative 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 collaborative software development.
Instructor(s): A. Elmore Terms Offered: Winter
Prerequisite(s): CMSC 15400

CMSC 23700. Introduction to Computer Graphics. 100 Units.
This course introduces the basic concepts and techniques used in three-dimensional computer graphics. The focus is on real-time rendering techniques, such as those found in computer games. These include coordinate systems and transformations, the graphics pipeline, basic geometric algorithms, texture mapping, level-of detail optimizations, and shadows. Students are required to complete both written assignments and programming projects using OpenGL.
Instructor(s): J. Reppy Terms Offered: Autumn. Generally offered alternate years.
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 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 scientific computing on scientific data. Programming projects will be in C.
Instructor(s): G. Kindlmann Terms Offered: Not offered in 2015-16. Generally offered alternate years.
Prerequisite(s): CMSC 15400 or equivalent linear algebra and programming experience and consent of the instructor.

CMSC 23800. Game Construction. 100 Units.
Computer games are one of the most exciting applications of computer technology. They also are large software systems that embody cutting-edge graphics, as well as techniques from AI, scientific simulation, networking, and databases. This course introduces the student to the basic algorithms and techniques used in computer-game construction. Students work in teams to design and create games using existing libraries for graphics, physics simulation, and so forth.
Instructor(s): J. Reppy Terms Offered: Not offered in 2015-16
Prerequisite(s): CMSC 15400, and at least two of the following courses: CMSC 23700, CMSC 23000, CMSC 23300, CMSC 23500. Strong background in programming and expertise in at least two technical areas underlying computer games (e.g., AI, graphics, scientific computing, networking).
Equivalent Course(s): CSPP 53800

CMSC 25020. Computational Linguistics. 100 Units.
This course introduces the problems of computational linguistics and the techniques used to deal with them, focusing primarily on probabilistic models and techniques. Topics are drawn primarily from phonology, morphology, and syntax. Special topics include automatic learning of grammatical structure and the treatment of languages other than English.
Instructor(s): J. Goldsmith Terms Offered: Spring
Prerequisite(s): CMSC 12200, 15200 or 16200, or by consent
Equivalent Course(s): CMSC 35050,LING 28600,LING 38600

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): J. Lafferty Terms Offered: Spring
Prerequisite(s): (STAT 22000 or STAT 23400) and (CMSC 15400 or CMSC 12200), or consent of the instructor
Equivalent Course(s): STAT 37601

CMSC 25050. Computer Vision. 100 Units.
This course covers deformable models for detecting objects in images. Topics include one-dimensional models to identify object contours and boundaries; two-dimensional models for image matching; and sparse models for efficient detection of objects in complex scenes. Mathematical tools needed to define the models and associated algorithms are developed. Applications include detecting contours in medical images, matching brains, and detecting faces in images. Neural network implementations of some of the algorithms are presented, and connections to the functions of the biological visual system are discussed.
Instructor(s): Y. Amit Terms Offered: Not offered in 2014-15
Equivalent Course(s): STAT 37900,CMSC 35500

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; 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: Autumn
Prerequisite(s): CMSC 15400. STAT 22000 or STAT 23400 strongly recommended.
Equivalent Course(s): STAT 27725

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, asymtotic equality, and rates of growth.
Instructor(s): A. Razborov, J. Simon Terms Offered: Autumn
Prerequisite(s): CMSC 15400, or MATH 16300 or higher.
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 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, 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.
Instructor(s): A. Drucker Terms Offered: Winter
Prerequisite(s): CMSC 27100 or consent of 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 19900 or 25400, or CMSC 27100, or consent of instructor. Experience with mathematical proofs.
Note(s): This course is offered in alternate years.

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 Terms Offered: Spring
Prerequisite(s): CMSC 15300 or MATH 20400

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 15100-15200 and ability to program. All prerequisites will be provided in class.
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.
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 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 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: Autumn
Prerequisite(s): CMSC 15400, or MATH 19900 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: Spring
Prerequisite(s): CMSC 27100, or MATH 19900 or 25500; and experience with mathematical proofs
Equivalent Course(s): MATH 28100

CMSC 28501. Topics in Scientific Computing. 100 Units.
This course covers current topics in scientific computing.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor

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: Summer, Autumn, Winter, Spring
Prerequisite(s): 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.
Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and department counselor. Students are required to submit the College Reading and Research Course Form.
Note(s): Open to fourth-year students who are candidates for honors in Computer Science

East Asian Languages and Civilizations

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.

Program Requirements

Students must take 13 courses toward an EALC major, with the possibility of placing out of three language credits. No courses may be double-counted toward general education requirements or minors 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 10800-10900-11000-15400 Introduction to the Civilizations of East Asia I-II-III-IV. This sequence is cross-listed with HIST 15100-15200-15300-15400 Introduction to the Civilizations of East Asia I-II-III-IV.

All EALC majors are required to take a three-quarter, second-year sequence in East Asian languages and to take EALC 27105 Concentrator's Seminar: Issues in East Asian Civilization, usually offered in the Winter Quarter.

To graduate with an EALC major, students must demonstrate competency in a primary East Asian language that is equivalent to at least two years of study through course work or petition. A beginning language sequence in the primary East Asian language cannot be counted as credit toward the major.

Three courses toward the major may be either an additional year of the primary East Asian language or a year of a secondary East Asian language. This language credit must be earned by registering for courses bearing University of Chicago course numbers. Students may use up to a total of six language courses to count toward their major and may not place out of more than three language credits: No matter the language proficiency, all students must take at least ten courses toward the major. A minimum of three of these courses should be in the same discipline (e.g., history, literature, art history). A maximum of six approved courses taken while studying abroad may be counted toward program requirements by petition.

Students wishing to meet their general education requirement with a sequence other than East Asian Civ, may take any East Asian Civ sequence course as a regular "content" course and count it toward 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.

Students in other fields of study may also complete a minor in EALC. Information follows the description of the major.

Summary of Requirements

Three courses in a second-year East Asian language *		300
EALC 27105	Concentrator's Seminar: Issues in East Asian Civilization	100
Nine courses related to East Asia (three of which may be a further year of the same language, or a year of a second East Asian language, and three of which should be in one discipline)		900
Total Units		1300

* Or credit for the equivalent as determined by petition.

Bachelor's Thesis and Honors

Students who have maintained an overall GPA of 3.25 or higher are eligible for honors. Students who do not wish to be considered for honors are not required to submit a bachelor's thesis for graduation. However, all students are eligible to write a bachelor's thesis upon submitting 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 by third week of Autumn Quarter. Interested students should consult the director of undergraduate studies for details concerning the proposal.

Students may not use the optional BA paper in this major to meet the BA paper or project requirement in another major. Students who wish to discuss an exception to this policy should consult the director of undergraduate studies before the end of their third year. Consent to use a single paper or project requires the approval of both program chairs on a form available from the College adviser. To be eligible for honors, students must enroll in Autumn and Winter Quarters of EALC 29500-29600 Senior Thesis Tutorial I-II. EALC 29500-29600 Senior Thesis Tutorial I-II may count as one credit toward the major. The BA paper must be substantially complete by the end of Winter Quarter. The BA paper may draw on material from other classes in the major; however, to receive credit for the Senior Thesis Tutorial and to be considered for honors, the student must write a paper that represents significant additional work. The BA paper is read by two members of the department and, if judged to be of A quality, the student is recommended for graduation with honors. Length and scope of the project should be agreed upon in consultation with the adviser. Use of original language material is desirable but not required.

Grading

Students must receive quality grades in all courses taken to meet requirements in the major.

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 (neither first-year modern language courses nor credit by petition may be used for this language option). Students who plan to pursue an EALC minor are encouraged to take EALC 10800-10900-11000-15400 Introduction to the Civilizations of East Asia I-II-III-IV to meet the general education requirement in civilization studies. EALC minors are not required to take EALC 27105.

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 & Civilizations - Chinese 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.
Terms Offered: Autumn
Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 10200. Elementary Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 10100, or placement, or consent of instructor

CHIN 10300. Elementary Modern Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 10200, or placement, or consent of instructor

CHIN 10200. Elementary Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 10100, or placement, or consent of instructor

CHIN 10300. Elementary Modern Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 10200, or placement, or consent of instructor

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.
Terms Offered: Autumn
Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 11200. First-Year Chinese for Bilingual Speakers II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 11100, or placement, or consent of instructor

CHIN 11300. First-Year Chinese for Bilingual Speakers III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 11200, or placement, or consent of instructor

CHIN 11200. First-Year Chinese for Bilingual Speakers II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 11100, or placement, or consent of instructor

CHIN 11300. First-Year Chinese for Bilingual Speakers III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 11200, or placement, or consent of instructor

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.
Terms Offered: Autumn
Prerequisite(s): CHIN 10300, or placement, or consent of instructor

CHIN 20200. Intermediate Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 20100, or placement, or consent of instructor

CHIN 20300. Intermediate Modern Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 20200, or placement, or consent of instructor

CHIN 20200. Intermediate Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 20100, or placement, or consent of instructor

CHIN 20300. Intermediate Modern Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 20200, or placement, or consent of instructor

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.
Terms Offered: Autumn
Prerequisite(s): CHIN 20300, or placement, or consent of instructor
Equivalent Course(s): CHIN 30100

CHIN 20402. Advanced Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 20401, or CHIN 30100, or placement, or consent of instructor
Equivalent Course(s): CHIN 30200

CHIN 20403. Advanced Modern Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 20402, or CHIN 30200, or placement, or consent of instructor
Equivalent Course(s): CHIN 30300

CHIN 20402-20403. Advanced Modern Chinese II-III.

CHIN 20402. Advanced Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 20401, or CHIN 30100, or placement, or consent of instructor
Equivalent Course(s): CHIN 30200

CHIN 20403. Advanced Modern Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 20402, or CHIN 30200, or placement, or consent of instructor
Equivalent Course(s): CHIN 30300

CHIN 20403. Advanced Modern Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 20402, or CHIN 30200, or placement, or consent of instructor
Equivalent Course(s): CHIN 30300

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.
Terms Offered: Autumn
Prerequisite(s): CHIN 30300, or CHIN 20403, or placement, or consent of instructor
Equivalent Course(s): CHIN 41100

CHIN 20502. Fourth-Year Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 41100, or CHIN 20501, or placement, or consent of instructor
Equivalent Course(s): CHIN 41200

CHIN 20503. Fourth-Year Modern Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 41200, or CHIN 20502, or placement, or consent of instructor
Equivalent Course(s): CHIN 41300

CHIN 20502-20503. Fourth-Year Modern Chinese II-III.

CHIN 20502. Fourth-Year Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 41100, or CHIN 20501, or placement, or consent of instructor
Equivalent Course(s): CHIN 41200

CHIN 20503. Fourth-Year Modern Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 41200, or CHIN 20502, or placement, or consent of instructor
Equivalent Course(s): CHIN 41300

CHIN 20503. Fourth-Year Modern Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 41200, or CHIN 20502, or placement, or consent of instructor
Equivalent Course(s): CHIN 41300

CHIN 20508-20509-20510. Readings in Literary Chinese I-II-III.
Readings in Literary Chinese I-II-III

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.
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 20509-20510. Readings in Literary Chinese II-III.

CHIN 20509. Readings in Literary Chinese II. 100 Units.
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 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 20601-20602-20603. Fifth-Year Modern Chinese I-II-III.
This sequence is designed to prepare students for academic research and activities in a Chinese language environment. Modern classic essays, documentary film and TV broadcasts will be included among the teaching materials. Students will learn not only general listening, speaking and reading skills but also academic writing. Class meets for three one-hour sessions each week. Students can arrange two additional one-on-one tutorial sessions to prepare for assigned language projects.

CHIN 20601. Fifth-Year Modern Chinese I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): CHIN 41300, or CHIN 20503, or placement, or consent of instructor
Equivalent Course(s): CHIN 51100

CHIN 20602. Fifth-Year Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 51100, or CHIN 20601, or placement, or consent of instructor
Equivalent Course(s): CHIN 51200

CHIN 20603. Fifth-Year Modern Chinese III. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 51200, or CHIN 20602, or placement, or consent of instructor
Equivalent Course(s): CHIN 51300

CHIN 20602-20603. Fifth-Year Modern Chinese II-III.

CHIN 20602. Fifth-Year Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 51100, or CHIN 20601, or placement, or consent of instructor
Equivalent Course(s): CHIN 51200

CHIN 20603. Fifth-Year Modern Chinese III. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 51200, or CHIN 20602, or placement, or consent of instructor
Equivalent Course(s): CHIN 51300

CHIN 20603. Fifth-Year Modern Chinese III. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 51200, or CHIN 20602, or placement, or consent of instructor
Equivalent Course(s): CHIN 51300

CHIN 20701-20702-20703. 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 20701. Business Chinese I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): CHIN 20300, or placement, or consent of instructor
Equivalent Course(s): CHIN 31100

CHIN 20702. 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 31200

CHIN 20703. 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 31300

CHIN 20702-20703. Business Chinese II-III.

CHIN 20702. 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 31200

CHIN 20703. 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 31300

CHIN 20703. 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 31300

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.
Terms Offered: Autumn
Prerequisite(s): CHIN 20300, or placement, or consent of instructor

CHIN 20900. Elementary Literary Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 20800, or placement, or consent of instructor

CHIN 21000. Elementary Literary Chinese III. 100 Units.
Instructor(s): D. Harper Terms Offered: Spring
Prerequisite(s): CHIN 20900, or placement, or consent of instructor

CHIN 20900. Elementary Literary Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 20800, or placement, or consent of instructor

CHIN 21000. Elementary Literary Chinese III. 100 Units.
Instructor(s): D. Harper Terms Offered: Spring
Prerequisite(s): CHIN 20900, or placement, or consent of instructor

CHIN 21100-21200-21300. Accelerated Modern Chinese for Bilingual Speakers I-II-III.
This three-quarter sequence offers texts from both Intermediate Modern Chinese (CHIN 20100-20200-20300) and Advanced Modern Chinese (CHIN 30100-30200-30300). Our goal is to help bilingual students further develop listening, speaking, reading, and writing skills. Extensive reading is encouraged, and writing is strongly emphasized. The class meets for five one-hour sessions a week.

CHIN 21100. Accelerated Modern Chinese for Bilingual Speakers I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): CHIN 11300, or placement, or consent of instructor
Note(s): No auditors permitted.

CHIN 21200. Accelerated Modern Chinese for Bilingual Speakers II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 21100, or placement, or consent of instructor
Note(s): No auditors permitted.

CHIN 21300. Accelerated Modern Chinese for Bilingual Speakers III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 21200, or placement, or consent of instructor
Note(s): No auditors permitted.

CHIN 21200. Accelerated Modern Chinese for Bilingual Speakers II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 21100, or placement, or consent of instructor
Note(s): No auditors permitted.

CHIN 21300. Accelerated Modern Chinese for Bilingual Speakers III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 21200, or placement, or consent of instructor
Note(s): No auditors permitted.

East Asian Languages & Civilizations - Japanese 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.
Terms Offered: Autumn
Prerequisite(s): Placement, or consent of instructor

JAPN 10200. Elementary Modern Japanese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): JAPN 10100, or placement, or consent of instructor

JAPN 10300. Elementary Modern Japanese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): JAPN 10200, or placement, or consent of instructor

JAPN 10200. Elementary Modern Japanese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): JAPN 10100, or placement, or consent of instructor

JAPN 10300. Elementary Modern Japanese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): JAPN 10200, or placement, or consent of instructor

JAPN 19000. Introduction to Classical Japanese. 100 Units.
Introduction to the grammar and style of premodern Japanese through a variety of literary texts. Emphasis will be placed on extensive grammatical analysis and translation. Work with original manuscripts will also be introduced as the course progresses.
Instructor(s): R. Jackson Terms Offered: Autumn
Prerequisite(s): Three years modern Japanese or consent of instructor
Equivalent Course(s): JAPN 39000

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.
Terms Offered: Autumn
Prerequisite(s): JAPN 10300, or placement, or consent of instructor

JAPN 20200. Intermediate Modern Japanese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): JAPN 20100, or placement, or consent of instructor

JAPN 20300. Intermediate Modern Japanese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): JAPN 20200, or placement, or consent of instructor

JAPN 20200. Intermediate Modern Japanese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): JAPN 20100, or placement, or consent of instructor

JAPN 20300. Intermediate Modern Japanese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): JAPN 20200, or placement, or consent of instructor

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.
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.
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.
Terms Offered: Spring
Prerequisite(s): JAPN 20402, or JAPN 30200, or placement, or consent of instructor
Equivalent Course(s): JAPN 30300

JAPN 20402-20403. Advanced Modern Japanese II-III.

JAPN 20402. Advanced Modern Japanese II. 100 Units.
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.
Terms Offered: Spring
Prerequisite(s): JAPN 20402, or JAPN 30200, or placement, or consent of instructor
Equivalent Course(s): JAPN 30300

JAPN 20403. Advanced Modern Japanese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): JAPN 20402, or JAPN 30200, or placement, or consent of instructor
Equivalent Course(s): JAPN 30300

JAPN 20500-20600-20700. Fourth-Year Modern Japanese I-II-III.
This course is intended 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 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 include academic theses in psychology and anthropology, literary texts, and popular journalism. After each reading, students are encouraged to discuss the topic in class. Videos/DVDs are used to improve listening comprehension skills. There are also writing assignments. The class meets for two eighty-minute sessions a week.

JAPN 20500. Fourth-Year Modern Japanese I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): JAPN 20403, or JAPN 30300, or placement, or consent of instructor
Equivalent Course(s): JAPN 40500

JAPN 20600. Fourth-Year Modern Japanese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): JAPN 20500, or JAPN 40500, or placement, or consent of instructor
Equivalent Course(s): JAPN 40600

JAPN 20700. Fourth-Year Modern Japanese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): JAPN 20600, or JAPN 40600, or placement, or consent of instructor
Equivalent Course(s): JAPN 40700

JAPN 20600-20700. Fourth-Year Modern Japanese II-III.

JAPN 20600. Fourth-Year Modern Japanese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): JAPN 20500, or JAPN 40500, or placement, or consent of instructor
Equivalent Course(s): JAPN 40600

JAPN 20700. Fourth-Year Modern Japanese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): JAPN 20600, or JAPN 40600, or placement, or consent of instructor
Equivalent Course(s): JAPN 40700

JAPN 20700. Fourth-Year Modern Japanese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): JAPN 20600, or JAPN 40600, or placement, or consent of instructor
Equivalent Course(s): JAPN 40700

JAPN 21200-21300. Intermediate Modern Japanese through Japanimation I-II.
This course 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.
Terms Offered: Winter
Prerequisite(s): JAPN 20100, or placement, or consent of instructor

JAPN 21300. Intermediate Modern Japanese through Japanimation II. 100 Units.
Terms Offered: Spring
Prerequisite(s): JAPN 21200, or placement, or consent of instructor

JAPN 21300. Intermediate Modern Japanese through Japanimation II. 100 Units.
Terms Offered: Spring
Prerequisite(s): JAPN 21200, or placement, or consent of instructor

East Asian Languages & Civilizations - Korean Courses

KORE 10100-10200-10300. Introduction to the Korean Language I-II-III.
This introductory course 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.
Terms Offered: Autumn
Prerequisite(s): Placement, or consent of instructor

KORE 10200. Introduction to the Korean Language II. 100 Units.
Terms Offered: Winter
Prerequisite(s): KORE 10100, or placement, or consent of instructor

KORE 10300. Introduction to the Korean Language III. 100 Units.
Terms Offered: Spring
Prerequisite(s): KORE 10200, or placement, or consent of instructor

KORE 10200. Introduction to the Korean Language II. 100 Units.
Terms Offered: Winter
Prerequisite(s): KORE 10100, or placement, or consent of instructor

KORE 10300. Introduction to the Korean Language III. 100 Units.
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 course 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.
Terms Offered: Autumn
Prerequisite(s): KORE 10300, or placement, or consent of instructor

KORE 20200. Intermediate Korean II. 100 Units.
Terms Offered: Winter
Prerequisite(s): KORE 20100, or placement, or consent of instructor

KORE 20300. Intermediate Korean III. 100 Units.
Terms Offered: Spring
Prerequisite(s): KORE 20200, or placement, or consent of instructor

KORE 20200. Intermediate Korean II. 100 Units.
Terms Offered: Winter
Prerequisite(s): KORE 20100, or placement, or consent of instructor

KORE 20300. Intermediate Korean III. 100 Units.
Terms Offered: Spring
Prerequisite(s): KORE 20200, or placement, or consent of instructor

KORE 20401-20402-20403. Advanced Korean I-II-III.
This course 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.
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.
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 III. 100 Units.
Terms Offered: Spring
Prerequisite(s): KORE 20402, or KORE 30200, or placement, or consent of instructor
Equivalent Course(s): KORE 30300

KORE 20402-20403. Advanced Korean II-III.

KORE 20402. Advanced Korean II. 100 Units.
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 III. 100 Units.
Terms Offered: Spring
Prerequisite(s): KORE 20402, or KORE 30200, or placement, or consent of instructor
Equivalent Course(s): KORE 30300

KORE 20403. Advanced Korean III. 100 Units.
Terms Offered: Spring
Prerequisite(s): KORE 20402, or KORE 30200, or placement, or consent of instructor
Equivalent Course(s): KORE 30300

KORE 22100. Korean Contemporary TV and Language. 100 Units.
This content-based language course is designed to meet the needs of high-advanced level students of Korean, including international/heritage language students who have studied in Korea up to the primary school levels. We study and analyze genres of Korean TV programs on the internet (e.g., such dramas as soap operas and sitcoms, entertainment talk shows, children's shows, news programs). Main discussion topics are sociolinguistics and socio-cultural issues (e.g., speech levels, honorifics and address terms, language and gender, pragmatics and speech acts, language and nationalism).
Terms Offered: Autumn
Prerequisite(s): KORE 20403 or KORE 30300, or placement, or consent of instructor
Equivalent Course(s): KORE 42100

KORE 22200. Contemporary Korean Society and History through Fiction and Film. 100 Units.
This content-based language course is designed to meet the needs of high-advanced level students of Korean, including international/heritage language students who have studied in Korea up to the primary school levels. We analyze cultural and historical issues in contemporary Korea through four contemporary short novels and related film and media. Other goals are to foster fluency, accuracy, and comprehension in reading authentic contemporary texts, as well as advancing language skills for formal presentation, discussion, and writing.
Terms Offered: Winter
Prerequisite(s): KORE 20403 or KORE 30300, or placement, or consent of instructor
Equivalent Course(s): KORE 42200

KORE 22300. Changing Identity of Contemporary Korean through Film and Literature. 100 Units.
This content-based language course is designed to meet the needs of high-advanced level students of Korean, including international/heritage language students who have studied in Korea up to the primary school levels. In particular, we deal with how contemporary Korean society can be understood through the diverse perspectives of emergent minority groups. Topics include Korean language and identity, gender and sexuality, and Korea as a multi-ethnic society. Class activities include watching contemporary films featuring minorities in Korea. We also read essays written by minorities (e.g., Korean-Japanese, Russian-Korean) and Korean social activists. Student are encouraged to foster their own views on contemporary social issues through diverse activities of discussion, debate, presentation, and writing.
Terms Offered: Spring
Prerequisite(s): KORE 20403, or KORE 30300, or placement, or consent of instructor
Equivalent Course(s): KORE 42300

KORE 23100. Microeconomics and the Korean Economy. 100 Units.
Terms Offered: Spring
Prerequisite(s): KORE 22100, or KORE 22200, or KORE 22300
Equivalent Course(s): KORE 53100

East Asian Languages & Civilizations Courses

EALC 10800-10900-11000-15400. Introduction to the Civilizations of East Asia I-II-III-IV.
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.
Instructor(s): G. Alitto, Autumn; Staff, Summer Terms Offered: Autumn, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15100,CRES 10800,SOSC 23500

EALC 10900. Introduction to the Civilizations of East Asia II. 100 Units.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15200,CRES 10900,SOSC 23600

EALC 11000. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300,CRES 11000,SOSC 23700

EALC 15400. Introduction to the Civilizations of East Asia IV. 100 Units.
This course will explore the ongoing transformations of Vietnamese society against the centuries-long Vietnamese effects to construct a political community. We will begin with an examination of some two thousand years of Vietnamese history and then turn to more extended considerations of the relationship between religion and the state, imperialism and decolonization, war and revolution, and contemporary efforts to recreate the past as Vietnam embraces what some have termed "market-Leninism." In doing so, we will place developments in Vietnam in wider regional and global perspectives. Weekly readings and discussions will focus around primary sources in translation, including political and philosophical texts, literature, poetry, and film.
Instructor(s): Staff Terms Offered: Not offered in 2015-16.
Equivalent Course(s): CRES 11200,SOSC 23801,HIST 15400

EALC 10900-11000-15400. Introduction to the Civilizations of East Asia II-III-IV.

EALC 10900. Introduction to the Civilizations of East Asia II. 100 Units.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15200,CRES 10900,SOSC 23600

EALC 11000. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300,CRES 11000,SOSC 23700

EALC 15400. Introduction to the Civilizations of East Asia IV. 100 Units.
This course will explore the ongoing transformations of Vietnamese society against the centuries-long Vietnamese effects to construct a political community. We will begin with an examination of some two thousand years of Vietnamese history and then turn to more extended considerations of the relationship between religion and the state, imperialism and decolonization, war and revolution, and contemporary efforts to recreate the past as Vietnam embraces what some have termed "market-Leninism." In doing so, we will place developments in Vietnam in wider regional and global perspectives. Weekly readings and discussions will focus around primary sources in translation, including political and philosophical texts, literature, poetry, and film.
Instructor(s): Staff Terms Offered: Not offered in 2015-16.
Equivalent Course(s): CRES 11200,SOSC 23801,HIST 15400

EALC 11000-15400. Introduction to the Civilizations of East Asia III-IV.

EALC 11000. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300,CRES 11000,SOSC 23700

EALC 15400. Introduction to the Civilizations of East Asia IV. 100 Units.
This course will explore the ongoing transformations of Vietnamese society against the centuries-long Vietnamese effects to construct a political community. We will begin with an examination of some two thousand years of Vietnamese history and then turn to more extended considerations of the relationship between religion and the state, imperialism and decolonization, war and revolution, and contemporary efforts to recreate the past as Vietnam embraces what some have termed "market-Leninism." In doing so, we will place developments in Vietnam in wider regional and global perspectives. Weekly readings and discussions will focus around primary sources in translation, including political and philosophical texts, literature, poetry, and film.
Instructor(s): Staff Terms Offered: Not offered in 2015-16.
Equivalent Course(s): CRES 11200,SOSC 23801,HIST 15400

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Instructor(s): Staff Terms Offered: Not offered in 2015-16.
Equivalent Course(s): CRES 11200,SOSC 23801,HIST 15400

EALC 16100. Art of Asia: China. 100 Units.
This course is an introduction to the arts of China focusing on major monuments and artworks produced in imperial, aristocratic, literati, religious, and public milieus. Lectures will reconstruct the functions and the meanings of objects, to better understand Chinese culture through the objects it produced.
Instructor(s): TBD Terms Offered: TBD
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 16100

EALC 16806. 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: Autumn
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 16800

EALC 19900. Early Modern Japanese History. 100 Units.
This course introduces the basic narrative and critical discourses of the history of early modern Japan, roughly from 1500 to 1868. The course examines the emergence of the central power that unified feudal domains and explores processes of social, cultural, and political changes that transformed Japan into a "realm under Heaven." Some scholars consider early modern Japan as the source of an indigenous birth of capitalism, industrialism, and also of Japan's current economic vitality, while others see a bleak age of feudal oppression and isolation. We will explore both sides of the debate and examine the age of many contradictions.
Instructor(s): N. Toyosawa Terms Offered: Spring
Equivalent Course(s): EALC 39900,HIST 24112,HIST 34112

EALC 24300. Short Stories from a Late Ming Collection. 100 Units.
This course will explore Feng Menglong's three collections of vernacular stories: *Illustrious Words to Instruct the World* (1620), *Comprehensive Words to Warn the World* (1624), and *Constant Words to Awaken the World* (1627). Known collectively as the "Three Words," these immensely popular and influential volumes map the social whole of late imperial China, tracking the friendships, romances, schemes, and follies of merchants and monks, students and courtesans, emperors and farmers. Alongside close readings of selected stories, we will examine the structure, sources, and publication history of the collections and locate them in a broader discussion of the meanings and functions of vernacular literature. All readings available in English.
Instructor(s): A. Fox Terms Offered: Winter
Equivalent Course(s): EALC 34330,FNDL 24330

EALC 24305. Autobiographical Writings, Gender, and Modern Korea. 100 Units.
This course explores the intersections between gender, the genre of autobiography, forms of media (written, oral, visual), 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 the practice of publication in a broader sense. The course places its focus on the female gender—on the relationship between Korean women's life-experience, self-formation, and writing and other creative activities, 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: Winter
Equivalent Course(s): GNDR 25300,EALC 34305

EALC 24310. Nature in Korean Literature and Visual Culture. 100 Units.
Arguably the most trans-regional and trans-historical motif for representation, nature has exhibited privileged prominence in Korean literary texts and visual media. A range of motifs of nature and their variations has enjoyed more artistic and popular recognition than others, especially through their sustained connections to major historical, political, social, and cultural events that took place in the Korean peninsula. Some of those recurrent nature-related tropes that serve to reflect—and reflect upon—the macro-scale experiences are mountains, water, trees, and flowers, among others. This course examines the thematic and formalistic significance of nature-related tropes in selected Korean visual and literary texts. Its aim is to understand key literary and visual modes of representation and communication through which Koreans have made sense of their collective experience of rapid and tumultuous transformations from the traditional to the present times. All readings will be in English and no prior background is required.
Instructor(s): K. Choi Terms Offered: Autumn

EALC 24340. The Merchant in Chinese Culture. 100 Units.
Throughout Chinese history, the merchant has been held up as the greedy, crass antithesis of the noble gentleman. However, the frequent derision of the merchant belies the cultural importance and complex social identities of those who traded for profit. This course will examine representations of merchants from ancient times to the present day in materials ranging from historical annals and religious tracts to novels and paintings. We will explore how the merchant has been constructed, condemned, and redeemed through scholarly and state discourses, as well as how merchants themselves have used these elite discourses for their own ends. All readings will be in English and no prior background is required.
Instructor(s): A. Fox Terms Offered: Spring
Equivalent Course(s): HIST 24509

EALC 24500. Reading Qing Documents. 100 Units.
Reading and discussion of nineteenth- and early twentieth-century historical political documents, including such forms as memorials, decrees, local gazetteers, diplomatic communications, essays, and the like.
Instructor(s): G. Alitto Terms Offered: Winter
Equivalent Course(s): HIST 24500,HIST 34500,EALC 34500

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): EALC 34607

EALC 24609. Frontiers and Expansion in Modern China. 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 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. 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.
Instructor(s): K. Pomeranz Terms Offered: Spring
Equivalent Course(s): HIST 24608,HIST 34608,EALC 34609

EALC 24611. Cities in Sinophone Cinemas. 100 Units.
From the treaty port of Shanghai to the imperial capital of Beijing, from the pre-colonized city of Taipei to the floating city of Hong Kong, and from an anonymous city in inland China to global Chinatowns, cities in Chinese-language cinemas at once reflect and participate in the historical transformations of modern China and the negotiation between national, local, and cosmopolitan identities. Meanwhile, throughout its history, the motion-picture medium has shown an affinity with the city as an audio-visual ensemble, which in turn has provided constant inspiration for cinematic experimentation. Taking the chronotope of the sinophone city as an entry point, this course participates in both the ongoing discussion of cinematic cities and the emerging discourse on the phonic articulation and visual mediation of a global sinophone culture. No knowledge of Chinese is required.
Instructor(s): X. Dong Terms Offered: Winter
Prerequisite(s): CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.
Equivalent Course(s): CMST 34611,EALC 34611,CMST 24611

EALC 24626. Japanese Cultures of the Cold War: Literature, Film, Music. 100 Units.
This course is an experiment in rethinking what has conventionally been studied and taught as "postwar Japanese culture" as instances of Cold War culture. We will look at celebrated works of fiction, film, and popular music from 1945 through 1990, but instead of considering them primarily in relation to the past events of World War II, we will try to understand them in relation to the unfolding contemporary global situation of the Cold War. Previous course work on modern Japanese history or culture is helpful, but not required. All course readings will be in English.
Instructor(s): M. Bourdaghs Terms Offered: Autumn
Equivalent Course(s): EALC 34626

EALC 24730. Imagining Environment in East Asia. 100 Units.
This course explores how nature and environment have been narrated, aestheticized, conceptualized, and historically exploited in East Asia, with specific emphasis on China, Korea, and Japan. We begin with some basic questions about the human-environment relation. What is it to imagine environment and one's relation to it? How have "nature" and "environment" been imagined historically in East Asia? Can we learn about our own perceptions of the non-human world by studying those of other times and places? The course will consider ethical and religious attitudes toward nature as found in traditional religious and philosophical thought; changing aesthetic responses to the natural world; the rise of modern environmental awareness; popular and political responses to pollution and environmental disaster; contemporary practices of environmentalism (eco-tourism, conservation); and the imagining of environmental futures. Materials will be drawn from literature, history, anthropology, philosophy, environmental policy, and film. All readings are in English.
Instructor(s): H. Long Terms Offered: Spring
Equivalent Course(s): HIST 24209

EALC 24740. East Asian Texts in the Age of Digital Reproduction. 100 Units.
This course is intended as a theoretical and methodological introduction to the study of East Asian texts as digital media. We will begin by considering the history of how East Asian writing entered the digital age and the ways it has been technically encoded. From here, we will consider how the creation of large digital corpora has changed how scholars engage with the historical archive and what opportunities these corpora might offer for new computational approaches to the study of literature and history. This will involve a broad overview of text mining tools and their application to other literatures; a theoretical consideration of the kinds of interpretation these tools allow for; and actual practice with analyzing literary texts in Chinese and Japanese. No previous programming experience is required.
Instructor(s): H. Long Terms Offered: Spring
Prerequisite(s): Undergraduates interested in taking the course must consult with the instructor in advance. Some knowledge of Chinese or Japanese language is required.
Equivalent Course(s): EALC 34740

EALC 25401. Confucius and Laozi. 100 Units.
In this course we will begin with reading two of the foundational texts of the Chinese philosophical tradition: the Lunyu or Analects of Confucius and the Daode jing or Classic of the Way and Virtue ascribed to Laozi. In addition to considering what these texts may have meant to their writers, we will also consider how they were written and how that writing may have influenced what they meant both to their writers and to their earliest readers. We will also take account of recent manuscript discoveries of these texts and what they might mean for their histories.
Instructor(s): E. Shaughnessy Terms Offered: Spring
Equivalent Course(s): EALC 35401,FNDL 25401

EALC 25811. Foundations of Chinese Buddhism. 100 Units.
An introduction to the Buddhism of premodern China, examined through lenses of philosophy, texts, and art. We will examine important sources for the major currents of Chinese Buddhist thought and practice stretching from the earliest days of the religion in China through around the 13th century (with some attention to modern connections), giving special consideration to major textual and artistic monuments, such as translated scriptures, Chan literature, and the cave-shrines of Dunhuang.
Instructor(s): P. Copp Terms Offered: Autumn 2015
Equivalent Course(s): RLST 22501

EALC 26201. Medicine and Culture in Modern East Asia. 100 Units.
This course will focus on the cultural history of medicine in China, Japan, and Korea from the mid-nineteenth century to the 1980s. We will be concerned with tracing the circulation of new medical knowledge and understanding its cultural and social implications. Topics to be explored include the introduction of "Western medicine" and its impact for "traditional" medicine; the struggles over public health, gender, medicine, and modernity; consumer culture; and medicine. No knowledge of an East Asian language is required, but those with reading skills will be encouraged to utilize them.
Instructor(s): S. Burns Terms Offered: Autumn
Equivalent Course(s): HIST 24206,EALC 36201,HIST 34206

EALC 26202. Reading Buddhist Scripture as Literature: The Lotus Sūtra. 100 Units.
The Lotus Sūtra, an early Mahayana Buddhist scripture that propounded startling new Buddhist beliefs and practices, is one of the most influential and widely read scriptures in the world, especially in East Asia: Its champions have touted it as profoundly meaningful, beautiful, and emancipatory. How and why is it good to read? To answer these questions, we will read an English translation of the work over the first half of the course, alongside some scholars who say that it should be read “as literature.” After completing our initial reading of the Lotus, we will turn to thinkers who attempt to destabilize our notions of what “reading,” “Buddhism,” “literature,” or “scripture” can even be said to consist of. As a final project, we will weigh in by developing our own readings of the Lotus, its history of interpretations, or the course itself. All texts in English.
Instructor(s): A. Hsu
Equivalent Course(s): FNDL 26207,RLST 26200

EALC 26300. Medicine in Traditional China. 100 Units.
This course is a survey of medical ideas and practices in premodern China.
Instructor(s): D. Harper Terms Offered: Autumn
Note(s): Undergraduates only

EALC 26510. The Chinese Classics. 100 Units.
The course will survey the first three of the Chinese Classics, the Yi jing or Classic of Changes, Shu jing or Classic of Documents, and Shi jing or Classic of Poetry, in three different moments of their histories: when they were first created, when they were canonized as classics, and when they were treated as the timeless wisdom at the heart of China's traditions. All readings will be done in English, and will include both primary documents and some secondary readings.
Instructor(s): E. Shaughnessy Terms Offered: Winter
Equivalent Course(s): EALC 36510

EALC 26601. East Asian Languages, Acquisition and Pedagogy. 100 Units.
This course is designed for undergraduate and graduate students who are interested in East Asian languages and in learning or teaching East Asian languages. In this class, we will address significant issues in learning and teaching an East Asian language through key concepts in second language acquisition (SLA) and the analysis of the linguistic characteristics of Korean, Japanese, and Chinese. In particular, we will discuss the internal processes of acquisition to begin addressing the (pedagogical) issues pertinent to teaching and learning specific linguistic structures of the East Asian languages. Hence, each week, students will do readings in SLA as well as academic papers for each language on a given topic. For a comparative approach and perspective of the East Asian language and society, we will explore several linguistic and sociolinguistic issues common to the three languages that underlie the linguistic diversity and similarities of East Asia, such as the use of Chinese characters or the development and use of honorifics in China, Japan, and Korea. Such an approach will also allow us to analyze the language influence and interaction among the three languages and how that shapes the culture, society, and language use. The objectives of this course are as follows: (i) to gain a basic knowledge of the structures of East Asian Languages; (ii) to gain a basic understanding of the key theories and concepts in second language acquisition and teaching methodology; and lastly (iii) to gain new insight on East Asian history, culture, and society through the analysis of Chinese, Korean, and Japanese language.
Instructor(s): H. Kim Terms Offered: Spring
Equivalent Course(s): EALC 36601,LING 29601,LING 39601

EALC 26650. Chinese Classic of Documents. 100 Units.
The Classic of Documents (Shang shu or Shu jing) is one of China's three main classics, and its authenticity has long been the focus of the most important debate among Chinese historians. This course will combine readings of individual chapters of the text and discussion of the text's role in the Chinese historiographical, literary, and philosophical traditions. We will also take account of the newly published Qinghua manuscripts and consider the evidence they present regarding this debate.
Instructor(s): E. Shaughnessy Terms Offered: Autumn
Prerequisite(s): literary chinese
Equivalent Course(s): EALC 36650

EALC 27105. Concentrator's Seminar: Issues in East Asian Civilization. 100 Units.
This seminar (required for all East Asian majors) is intended to expose students to the different disciplines and areas represented in the study of East Asia at the University of Chicago. Students should take this chance to meet fellow majors in the various areas of East Asian studies and to familiarize themselves with the work of faculty members. Third-year students should be already thinking about finding a topic and a faculty advisor for a senior thesis. Conventionally, the Concentrators Seminar is organized around a theme. The goal of this interdisciplinary seminar is to expose students to a range of important problems and methods across time and space in the study of China, Japan, and Korea. Guest lecturers and reading assigned by different University of Chicago faculty members are an integral part of the course. Students work on an individual research project tailored to their own interests, which they may subsequently develop into a BA paper. This course is offered every year; however the quarter may change.
Instructor(s): P. Copp Terms Offered: Winter

EALC 27907. 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 27900,EALC 37907,HIST 37900

EALC 28400. Communities, Media, and Selves in Modern Chinese Literature. 100 Units.
This course examines the ways in which authors, editors, and public intellectuals redefined the social function of literature and sought to build communities of readers in early 20th century China. We will combine close readings of texts with a survey of important institutions and concepts, familiarizing ourselves with the literary circles and associations, the journals and publishers, and the notions of self and community that shaped literary practices in a tumultuous period. How are we to rethink the relationship between literary writing—per se a highly individualized and often solitary activity—with the forms of sociality, collaborative practices, and global networks of translation in which it was historically embedded? What are the visions of community that the texts themselves sought to promote? What are, in the final analysis, the relevant contexts for the study of modern Chinese literature? Our explorations will be both historical and historiographical, and will touch on the main debates that shape modern Chinese literary studies today.
Instructor(s): P. Iovene Terms Offered: Autumn
Equivalent Course(s): EALC 38400

EALC 29500-29600. Senior Thesis Tutorial I-II.
One quarter of this sequence may be counted for credit in the major.

EALC 29500. Senior Thesis Tutorial I. 100 Units.
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.
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 29600. Senior Thesis Tutorial II. 100 Units.
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 29704. The Objects of East Asian History. 100 Units.
The collections of Japanese and Chinese objects in the Field Museum will be examined as a case study in museum and collection research. Assembled in the 1950s by Commander Gilbert and Katherine Boone, the Boone Collection includes over three thousand Japanese objects. Individual objects will be examined, not only for religious, aesthetic, cultural, and historical issues, but also for what they tell us of the collections and of museum and collections studies in general. The course is also timed to coincide with the reinstallation of the museum's Chinese galleries. The course will be co-taught by Chelsea Foxwell from Art History and James Ketelaar from History, and will include methods and texts from both disciplines. Several study trips will be made to the storage rooms of the Field Museum during class time.
Instructor(s): C. Foxwell, J. Ketelaar Terms Offered: Spring
Equivalent Course(s): ARTH 29704,ARTH 39704,EALC 39704,HIST 24603,HIST 34603

EALC 29903. Knowledge, Culture, and Subjectivity since Early Modern Japan. 100 Units.
This seminar focuses on the development of the idea of common knowledge and common values that were shared by ordinary people from the mid-Tokugawa to the early Meiji eras. Intellectuals, scholars, and the elite in society initially provided ordinary people with moral teachings, proper etiquette, and objective representations of the physical and natural world. But while these intellectual activities shaped the growth of the reading public in the Tokugawa era and the public in the Meiji era, we will also consider how ordinary people participated in defining such intellectual activities and shaped their own cultural expressions. By extending our analyses of print culture to the early Meiji era, we will comparatively explore ways in which the circulation of knowledge and information strengthened sociability, while enriching popular interests in the notions of freedom and political rights. Prior knowledge of Japanese history is recommended.
Instructor(s): N. Toyosawa Terms Offered: Spring
Prerequisite(s): Prior knowledge of early modern Japanese history is recommended. Open to grads and undergrads.
Equivalent Course(s): EALC 39903

Economics

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 program in economics can be divided into four component parts:

- The Fundamentals sequence provides students with the basic skills required to be successful in the major.
- The Core curriculum consists of four courses designed to introduce students to the "economic approach."
- The Empirical Methods sequence provides students with the fundamental techniques of data analysis.
- The Electives are intended to allow students to tailor the economics major to their interests.

Program Requirements

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:

MATH 13300	Elementary Functions and Calculus III (or)	100
MATH 15300	Calculus III (or)	
MATH 16300	Honors Calculus III	
ECON 19800	Introduction to Microeconomics	100
ECON 19900	Introduction to Macroeconomics	100
MATH 19520	Mathematical Methods for Social Sciences	100

Students who wish to complete the major with more rigorous mathematics must still demonstrate competence with basic mathematics and principles of economics as per the following table:

ECON 19800	Introduction to Microeconomics	100
ECON 19900	Introduction to Macroeconomics	100
MATH 20300	Analysis in Rn I	100
MATH 20400	Analysis in Rn II	100

Principles of Economics

Students are expected to begin their study of economics with ECON 19800 Introduction to Microeconomics and 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 do not count towards the economics major requirements. Students are strongly encouraged to complete ECON 19800 Introduction to Microeconomics prior to ECON 20000 The Elements of Economic Analysis I (or ECON 20010 The Elements of Economic Analysis: Honors I) and ECON 19900 Introduction to Macroeconomics prior to ECON 20200 The Elements of Economic Analysis III (or ECON 20210 The Elements of Economic Analysis: Honors III).

Calculus

Students who have an interest in the major should take calculus at the highest level for which they qualify.

1. MATH 13000s: Students enrolling in the MATH 13000s sequence must complete MATH 19520 Mathematical Methods for Social Sciences before enrolling in ECON 20000 The Elements of Economic Analysis I.

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. However, enrollment in ECON 20000 The Elements of Economic Analysis I concurrently with MATH 15300 Calculus III is allowed if a grade of A- or higher is achieved in both MATH 15100 Calculus I and MATH 15200 Calculus II. Students should aim to complete MATH 19520 Mathematical Methods for Social Sciences prior to ECON 20000 The Elements of Economic Analysis I. Concurrent completion of MATH 19520 Mathematical Methods for Social Sciences with ECON 20000 The Elements of Economic Analysis I is possible. 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.

3. MATH 16000s: Students enrolling in the MATH 16000s sequence must complete MATH 16200 Honors Calculus II 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. Students should aim to complete MATH 19520 Mathematical Methods for Social Sciences prior to ECON 20000 The Elements of Economic Analysis I. Concurrent completion of MATH 19520 Mathematical Methods for Social Sciences with ECON 20000 The Elements of Economic Analysis I is possible. 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.

Students may satisfy the third quarter of calculus requirement by placement (based on the Calculus Accreditation Exam). In this case, students should continue their math training with the highest math level for which they qualify.

Students may substitute MATH 20300 Analysis in Rn I and MATH 20400 Analysis in Rn II for MATH 19520 Mathematical Methods for Social Sciences (and MATH 19620 Linear Algebra, see the subsection on “Empirical Methods” for details) and still comply with the requirements of the major. Students may complete MATH 20300 Analysis in Rn I concurrently with ECON 20000 The Elements of Economic Analysis I.

Core Curriculum

The core curriculum consists of four courses. Students may use the standard or honors sequence to satisfy this requirement.

Standard Core Sequence		
ECON 20000	The Elements of Economic Analysis I	100
ECON 20100	The Elements of Economic Analysis II	100
ECON 20200	The Elements of Economic Analysis III	100
ECON 20300	The Elements of Economic Analysis IV	100
or Honors Core Sequence		
ECON 20010	The Elements of Economic Analysis: Honors I	100
ECON 20110	The Elements of Economic Analysis: Honors II	100
ECON 20210	The Elements of Economic Analysis: Honors III	100
ECON 20310	The Elements of Economic Analysis: Honors IV	100

Students who wish to begin the core curriculum during their first year must demonstrate competence with the skills developed in the fundamentals sequence:

- Students must either pass the economics placement test or complete 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. 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 the subsection "Calculus."

Empirical Methods

In order to satisfy the empirical methods component of the economics major, students must complete the following sequence of courses:

One from each of the following should be taken as a three-quarter sequence:		300
MATH 19620	Linear Algebra	
STAT 23400	Statistical Models and Methods	
or STAT 24400	Statistical Theory and Methods I	
or STAT 24410	Statistical Theory and Methods Ia	
ECON 20900	Econometrics: Honors	
or ECON 21000	Econometrics	

These courses must be taken in this order and in consecutive quarters. MATH 19520 Mathematical Methods for Social Sciences and MATH 19620 Linear Algebra are not a two-quarter sequence. These two courses serve very different purposes:

- Students should complete MATH 19520 Mathematical Methods for Social Sciences prior to or concurrently with ECON 20000 The Elements of Economic Analysis I (see the subsection on "Fundamentals" for appropriate guidance).
- Students should complete MATH 19620 Linear Algebra as part of the empirical methods sequence.

Students may not use AP Statistics credit earned in high school to satisfy the statistics requirement. Students with AP credit will need to expand on their training with either STAT 23400 Statistical Models and Methods, STAT 24400 Statistical Theory and Methods I, or STAT 24410 Statistical Theory and Methods Ia.

Students who wish to pursue more advanced training in empirical methods may satisfy the empirical methods requirements with the following course of study:

MATH 20300	Analysis in Rn I	100
MATH 20400	Analysis in Rn II	100
STAT 24400	Statistical Theory and Methods I	100
or STAT 24410	Statistical Theory and Methods Ia	
ECON 20900	Econometrics: Honors	100

Note that MATH 20300 Analysis in Rn I and MATH 20400 Analysis in Rn II may be used to substitute for MATH 19520 Mathematical Methods for Social Sciences and MATH 19620 Linear Algebra.

Students must complete the empirical methods sequence by the end of third year.

Electives

Students then choose a minimum of four additional economics courses to broaden their exposure to areas of applied economics or economic theory. Of the BA degree's four elective requirements, three must be economics courses offered by the University of Chicago. These courses must have a higher course number than ECON 20300 The Elements of Economic Analysis IV.

One of the following courses may count as an outside elective:

Computer Science		
CMSC 10600	Fundamentals of Computer Programming II	100
CMSC 12100	Computer Science with Applications I	100
CMSC 12200	Computer Science with Applications II	100
CMSC 15100	Introduction to Computer Science I	100
CMSC 15200	Introduction to Computer Science II	100
CMSC 16100	Honors Introduction to Computer Science I	100
CMSC 16200	Honors Introduction to Computer Science II	100
Statistics		
STAT 24500	Statistical Theory and Methods II	100
STAT 25100	Introduction to Mathematical Probability	100
STAT 25300	Introduction to Probability Models	100
STAT 26100	Time Dependent Data	100
Mathematics		
MATH 20500	Analysis in Rn III	100
MATH 20900	Honors Analysis in Rn III	100
MATH 27300	Basic Theory of Ordinary Differential Equations	100

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. Graduate level economics courses will be counted for elective credit, but consultation with the Undergraduate Office in advance of course registration is required.

A University of Chicago Booth School of Business course may be considered for elective credit if the course requires the equivalent of ECON 20100 The Elements of Economic Analysis II 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.

Summary of Requirements

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 *	
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 *	
ECON 20000-20100-20200-2(	The Elements of Economic Analysis I-II-III-IV	400
STAT 23400	Statistical Models and Methods	100
or STAT 24400	Statistical Theory and Methods I	
or STAT 24410	Statistical Theory and Methods Ia	
ECON 20900	Econometrics: Honors	100
or ECON 21000	Econometrics	
One of the following:		200
MATH 19520 & MATH 19620	Mathematical Methods for Social Sciences and Linear Algebra **	
MATH 20300-20400	Analysis in Rn I-II	

MATH 20700-20800	Honors Analysis in Rn I-II	
Four electives +		400
Total Units		1300

* Credit may be granted by examination.

** Students are encouraged to take prior to or concurrently with ECON 20000-20100.

\+ These courses must include three economics courses numbered higher than ECON 20300 and must follow guidelines in preceding Electives section.

Sample Programs

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

Second Year

Autumn Quarter	Winter Quarter	Spring Quarter
ECON 19800	MATH 19520	ECON 20000

Third Year

Autumn Quarter	Winter Quarter	Spring Quarter
MATH 19620	STAT 23400	ECON 20300
ECON 19900	ECON 20200	ECON 21000
ECON 20100		

The following is a recommended plan of study (excluding four 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 19800

Second Year

Autumn Quarter	Winter Quarter	Spring Quarter
MATH 19520	MATH 19620	STAT 23400
ECON 20000	ECON 19900	ECON 20200

ECON 20100

Third Year

Autumn Quarter

ECON 20300

ECON 21000

Those wanting to appropriately plan their economics major with MATH 20300 Analysis in Rn I, MATH 20400 Analysis in Rn II, and STAT 24400 Statistical Theory and Methods I or STAT 24410 Statistical Theory and Methods Ia courses should consult with the Undergraduate Program Office in the Department of Economics.

Grading

Beginning in autumn 2010, 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, 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 a quarter of their choosing.

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 fifth 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 study economics at the graduate level should augment the standard curriculum with higher-level mathematics and statistics courses. MATH 19900 Introduction to Analysis and Linear Algebra is a transition course for students who took MATH 13300 Elementary Functions and Calculus III or MATH 15300 Calculus III. Such students often choose to complete some or all of the Mathematics Major with Specialization in Economics, especially MATH 20300-20400 Analysis in Rn I-II or MATH 20700-20800 Honors Analysis in Rn I-II. They can take MATH 19620 Linear Algebra to acquire knowledge of linear algebra; MATH 16300 Honors Calculus III and MATH 19900 Introduction to Analysis and Linear Algebra also provide some coverage of linear algebra. Material on differential equations in MATH 20100 Mathematical Methods for Physical Sciences II can also be useful. In addition, students who are interested in pursuing graduate study are encouraged to take appropriate courses from other departments in the social sciences and to seek research assistant jobs during their third and fourth years. 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.

Economics Courses

ECON 17800. 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 or out of sequence. 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 to arrange an alternative.

ECON 19800. Introduction to 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).
Instructor(s): A. Sanderson, J. List Terms Offered: Autumn, Spring

ECON 19900. Introduction to 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.
Instructor(s): A. Sanderson Terms Offered: Autumn, Winter

ECON 20000-20100-20200-20300. The Elements of Economic Analysis I-II-III-IV.
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 19800 is strongly recommended of students without a prior microeconomics course.
Terms Offered: Autumn, Spring
Prerequisite(s): MATH 15300, 16300 or MATH 19520. First-year students must also pass the placement exam or complete 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.
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 activist and monetarist views of fiscal and monetary policy. Completion of ECON 19900 is strongly recommended of students without a prior macroeconomics course.
Terms Offered: Winter, Spring
Prerequisite(s): ECON 20100 or 20110

ECON 20300. The 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.
Terms Offered: Autumn, Spring
Prerequisite(s): ECON 20200 or 20210

ECON 20010-20110-20210-20310. The Elements of Economic Analysis: Honors I-II-III-IV.
The Elements of Economic Analysis: Honors I-II-III-IV

ECON 20010. The Elements of Economic Analysis: Honors I. 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 19800 is strongly recommended of students without a prior microeconomics course.
Terms Offered: Autumn, Spring
Prerequisite(s): MATH 15300, 16300 or 19520. First year students must also pass the placement test or complete ECON 19800.

ECON 20110. The Elements of Economic Analysis: Honors II. 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.
Terms Offered: Autumn, Winter
Prerequisite(s): ECON 20000 or 20010

ECON 20210. The Elements of Economic Analysis: Honors III. 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 activist and monetarist views of fiscal and monetary policy. Completion of ECON 19900 is strongly recommended of students without a prior macroeconomics course.
Terms Offered: Winter, Spring
Prerequisite(s): ECON 20100 or 20110

ECON 20310. The Elements of Economic Analysis: Honors IV. 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 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.
Terms Offered: Autumn, Spring
Prerequisite(s): ECON 20200 or 20210

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.
Terms Offered: Autumn, Winter
Prerequisite(s): ECON 20000 or 20010

ECON 20110. The Elements of Economic Analysis: Honors II. 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.
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 activist and monetarist views of fiscal and monetary policy. Completion of ECON 19900 is strongly recommended of students without a prior macroeconomics course.
Terms Offered: Winter, Spring
Prerequisite(s): ECON 20100 or 20110

ECON 20210. The Elements of Economic Analysis: Honors III. 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 activist and monetarist views of fiscal and monetary policy. Completion of ECON 19900 is strongly recommended of students without a prior macroeconomics course.
Terms Offered: Winter, Spring
Prerequisite(s): ECON 20100 or 20110

ECON 20300. The 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.
Terms Offered: Autumn, Spring
Prerequisite(s): ECON 20200 or 20210

ECON 20310. The Elements of Economic Analysis: Honors IV. 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 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.
Terms Offered: Autumn, Spring
Prerequisite(s): ECON 20200 or 20210

ECON 20700. Game Theory and Economic Applications. 100 Units.
Either ECON 20700 or 20710 may be used as an economics elective, but not both. 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. Myerson Terms Offered: Spring
Prerequisite(s): ECON 20100

ECON 20710. Game Theory: A Formal Approach. 100 Units.
Either ECON 20700 or 20710 may be used as an economics elective, but not both. This course is a rigorous introduction to game theory with an emphasis on formal methods. Definitions of a game, preferences, chance moves, and Nash Equilibrium and its extensions are provided. Applications are given to classical games (such as chess), bargaining, and economic models. This course is intended for students who are planning to study economics at the graduate level and for students with an interest in a mathematical approach to basic issues in the social sciences.
Instructor(s): H. Sonnenschein Terms Offered: Not offered 2015-16
Prerequisite(s): ECON 20100 and MATH 20300, or consent of instructor

ECON 20740. Analysis of Collective Decision-Making. 100 Units.
This course develops the theory of collective choice by groups of individuals who may have diverse preferences. We study how, and to what extent, preferences can be aggregated and the extent to which voting systems and elections succeed in aggregating information and preferences. Finally we examine how the design of institutions impacts policy outcomes and why the electoral system may produce suboptimal results.
Instructor(s): R. Van Weelden Terms Offered: Spring
Prerequisite(s): Econ 20100

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

ECON 20900. Econometrics: Honors. 100 Units.
The topics are essentially the same as those covered in ECON 21000, 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.
Terms Offered: Winter, Spring
Prerequisite(s): ECON 20200, and STAT 24400, 24410 or 24500; or consent of instructor

ECON 21000. 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.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): ECON 20200, STAT 23400, and MATH 19620 or 20000

ECON 21100. Microeconometrics. 100 Units.
This course provides students with a basic understanding of how econometrics, economic theory, and knowledge of institutions can be used to draw credible inferences on economic relationships. Topics include multivariate linear regression, causal inference, omitted variables bias, fixed and random effects models, simultaneous equation models, the propensity score, and discrete choice models. Students have the opportunity to apply these techniques to empirical questions in industrial organization, as well as in environmental, labor, and public economics.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): ECON 20900 or 21000

ECON 21200. Time Series Econometrics. 100 Units.
This course examines time series models and the testing of such models against observed evolution of economic quantities. Topics include autocorrelation and heteroskedasticity in time series applications of the general linear model. Students see the applications of these time series models in macroeconomics and finance.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): ECON 20900 or 21000

ECON 21350. Mechanism Design. 100 Units.
This course introduces students to mechanism design theory, which looks at the design of institutions and studies how these affect the outcomes of social interactions, assuming that the individuals interacting through the institution will act strategically and may hold private information that is relevant to the decision at hand.
Instructor(s): G. Aryal Terms Offered: Spring
Prerequisite(s): ECON 20700, 20710 or 20740

ECON 21400. Applied Static and Dynamic Optimization in Economics. 100 Units.
The goal of this course is to assemble and review the major mathematical techniques that will be used throughout the first year of graduate core classes. The "treatment" will be rigorous, but it will be full of examples and applications. Topics include constrained optimization with equality and inequality constraints, optimal control, and dynamic programming. Applications will be drawn from the topics covered in ECON 20000 through ECON 20300. The emphasis is in presenting the students with the mathematical methods that are required to pursue coursework at the graduate level.
Instructor(s): V. Lima Terms Offered: Spring
Prerequisite(s): MATH 20300 and ECON 20300.

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 20900 (or 21000)

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): Staff Terms Offered: Spring
Prerequisite(s): ECON 20100
Equivalent Course(s): ECON 41100

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: Winter
Equivalent Course(s): ECON 32000

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 19800 or consent of instructor
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): K. Yoshida Terms Offered: Winter
Prerequisite(s): ECON 20300

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: Not offered 2015-16
Prerequisite(s): ECON 20300 and MATH 20300

ECON 23210. Topics in Applied Macroeconomics. 100 Units.
This course will draw from classic and recent journal articles in an effort to introduce current issues and controversies in the broad field of macroeconomics. Topics in the past have included level accounting across countries, labor supply, real business cycle theory, wedge accounting, unemployment, government spending multipliers, rational bubbles, and money as a medium of exchange. The course will look at empirical evidence through the lens of economic models. The course will be technically rigorous and is aimed at advanced undergraduates. It should provide good ideas for students thinking of writing a B.A. thesis on a topic in macroeconomics.
Instructor(s): R. Shimer. Terms Offered: Spring
Prerequisite(s): ECON 20900 or 21000, and MATH 20300

ECON 23220. Introduction to Advanced Macroeconomic Analysis. 100 Units.
This course introduces students to advanced methods for macroeconomic analysis. In the first part, we discuss time series methods such as impulse response analysis, vector autoregression, co-integration, shock identification, and business cycle detrending. In the second part, we examine and analyze a simple, yet powerful stochastic dynamic real business cycle model. In that context, the students will learn about dynamic programming, rational expectations, intertemporal optimization, asset pricing, the Frisch elasticity of labor supply, log-linearization, and computational tools to solve for the recursive law of motion of dynamic stochastic general equilibrium models. Finally, we touch upon some further models, such as the overlapping generations model and/or the continuous-time neoclassical growth model. The course is useful for students interested to deepen their knowledge in macroeconomics, in order to read, understand, and replicate some of the recent research in the field; as preparation for careers involving macroeconomic analysis, time series analysis, or asset pricing; or as preparation for graduate school. Decent knowledge of linear algebra and calculus is required. All advanced material will be taught in class.
Instructor(s): H. Uhlig Terms Offered: Winter
Prerequisite(s): ECON 20300

ECON 24000. 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): M. Tartari Terms Offered: Winter
Prerequisite(s): ECON 20100 and 21000

ECON 24400. Pay and Performance. 100 Units.
This course examines the relationships between education, types of pay, and careers. After a basic introduction to the roles of education, training, and ability in human capital formation, we develop a theory of how workers and firms determine types of pay (e.g., salary, piece rates, bonuses, options) and career paths within and between firms. Other topics include incentives and insurance in pay determination, hiring, turnover, benefit levels and their relationship to wages, and compensation levels over the career.
Instructor(s): K. Ierulli Terms Offered: Winter
Prerequisite(s): ECON 20100

ECON 24500. Women, Work, and Property Rights. 100 Units.
The shifting presence of women between home and cottage industry to factory and office will be examined in the light of economic analysis. We will look at models of labor supply, matching models of marriage, and household production. Some international comparisons will be introduced, but the main backdrop will be the economic and legal history of women's work experience in the United States.
Instructor(s): G. Tsiang Terms Offered: Winter
Prerequisite(s): ECON 20100 and ECON 21000

ECON 24600. Economics of the Family. 100 Units.
This course examines the process of family decision making and its economic consequences in developing countries. We will study how marriage markets and family behavior affect fertility choices, children's welfare, human capital accumulation, labor supply, and agricultural productivity. We will also examine how traditional family institutions, such as marriage payments, polygyny, and patrilineality, affect the development and growth of economies around the world. The course encourages critical thinking and the use of rigorous economic models to examine real-world issues in developing countries.
Instructor(s): A. Voena Terms Offered: Spring
Prerequisite(s): ECON 20900 or 21000

ECON 25000. 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.
Instructor(s): Staff Terms Offered: Autumn, Winter, Spring
Prerequisite(s): ECON 20300, STAT 23400, and ECON 21000

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

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): C. Mulligan Terms Offered: Winter
Prerequisite(s): ECON 20300 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): G. Tolley, S. Shaikh Terms Offered: Autumn
Prerequisite(s): ECON 20100
Equivalent Course(s): ENST 26500

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 26600. Economics of Urban Policies. 100 Units.
This course covers tools needed to analyze urban economics and address urban policy problems. Topics include a basic model of residential location and rents; income, amenities, and neighborhoods; homelessness and urban poverty; decisions on housing purchase versus rental (e.g., housing taxation, housing finance, landlord monitoring); models of commuting mode choice and congestion and transportation pricing and policy; urban growth; and Third World cities.
Instructor(s): G. Tolley, K. Ierulli Terms Offered: Spring
Prerequisite(s): ECON 20100
Equivalent Course(s): GEOG 26600,GEOG 36600,LLSO 26202,PBPL 24500

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: Spring
Prerequisite(s): ECON 21000
Equivalent Course(s): PBPL 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 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: Autumn
Prerequisite(s): PQ: Third- or fourth-year undergrad or first-year grad students. For ECON majors who want ECON credit for this course (ECON 26800): PQ is ECON 203.
Equivalent Course(s): BPRO 29000,CHSS 37502,ENST 29000,PBPL 29000,PPHA 39201,PSMS 39000

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: Spring
Prerequisite(s): ECON 20100
Equivalent Course(s): PBPL 27000

ECON 28000. Industrial Organization. 100 Units.
This course extends the analysis from ECON 20100, with a focus on understanding the way firms make decisions and the effects of those decisions on market outcomes and welfare. The course examines the structure and behavior of firms within industries. Topics include oligopolistic behavior, the problems of regulating highly concentrated industries, and the implementation of U.S. antitrust policy.
Instructor(s): G. Aryal Terms Offered: Winter, Spring
Prerequisite(s): ECON 20100

ECON 28020. Industrial Organization and Regulation. 100 Units.
This class focuses on economic models of antitrust, regulation, and privacy. The following topics will be considered under the lens of regulation: privacy, health care, financial regulation, antitrust, real estate, and media. Prior knowledge of industrial organization is not required.
Instructor(s): S. Gay Terms Offered: Spring
Prerequisite(s): ECON 21000

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 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: Autumn
Prerequisite(s): ECON 20100
Equivalent Course(s): PBPL 28605

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 Terms Offered: Winter
Prerequisite(s): ECON 20100 required; ECON 21000 or STAT 23400 strongly recommended
Note(s): This course is offered only in even numbered years.
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.
Instructor(s): J. Wong Terms Offered: Autumn, Winter, Spring
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): G. Tsiang, V. Lima Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Faculty sponsorship and consent of honors workshop supervisors

English Language and Literature

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 English department 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 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 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.

Students interested in creative writing who are not majoring in English may complete a minor in English and Creative Writing. Information follows the description of the major.

Program Requirements

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 well as a program statement 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. Because literary study is enriched by some knowledge of other cultural expressions, the major in English requires students to extend their knowledge of a language beyond the level required of all College students.

Language Requirement

Two quarters of study at the second-year level in a language other than English (or credit for the equivalent as determined by petition). Alternatively, and with the permission of the director of undergraduate studies, two courses in an advanced computer language. Students successfully petitioning for credit toward one or both language courses due to an existing level of proficiency must supplement this with an equivalent number of English elective courses.

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:

Gateway Requirement

Early on, students are required to take at least one of our three introductions to a genre (fiction, poetry, or drama), all of which introduce students to techniques for formal analysis and close reading.

One English introduction to a genre

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 the gateway course 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 gateway course could also satisfy a genre requirement, or a course on Chaucer could satisfy the genre requirement for poetry and the pre-1650 requirement. For details about the requirements met by specific courses, students should consult the undergraduate program assistant.

Program Statement and Cluster Requirement

By the end of the third week in Spring Quarter of their third year, students should submit a one-page statement to their departmental adviser and the undergraduate program assistant outlining their interests in the field and designating a "cluster" of at least five courses. With the permission of the director of undergraduate studies, two of these courses may be from departments outside English and may be among the three non-departmental courses that can count toward the major's course requirements. A cluster is a group of courses that share a conceptual focus; the purpose of the cluster is to help students think about the organization of their program. Students will design a personalized cluster that falls under one of the following four general rubrics: (1) literary and critical theory, (2) form/genre/medium, (3) literature in history, (4) literature and culture(s). Students may include Creative Writing courses within their clusters. See the Department of English website (http://english.uchicago.edu) for more information.

Electives

Electives to make up a total of 11 courses (13 if the student has successfully petitioned to count existing proficiency towards the language requirement). These may include:

Junior Seminar

Junior Seminars, limited to 15 third-year students who have already fulfilled the department's gateway 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 aim to help students prepare the kind of polished writing that some may want to use when applying to graduate school. They are particularly recommended for those wishing to pursue graduate studies in English or those who wish to write a strong critical BA paper.

Seniors-Only Course

Seniors-only courses provide fourth-year English majors with the opportunity to examine literary topics in a particularly focused way. These courses may not be offered every year.

BA Project (Optional)

Students who wish to be considered for departmental honors must submit a critical or creative BA project. For honors candidacy, a student must have at least a 3.0 grade point average overall and a 3.5 grade point average in departmental courses (grades received for transfer credit courses are not included into this calculation). A BA project may take the form of a critical essay, a piece of creative writing, or a mixed media work in which writing is the central element. The student is required to work on an approved topic and to submit a final version to the director of undergraduate studies that has been critiqued by both a faculty adviser and a preceptor and revised. 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 adviser, and director of undergraduate studies. Completion of a BA project does not guarantee a recommendation for departmental honors. 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.

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 is available from their College adviser. It must be completed and returned to their College adviser by the end of Autumn Quarter of the student's year of graduation.

The Critical BA Project

The critical BA project may develop from a paper written in an earlier course or from independent research. To do a critical BA project, students must fill out a declaration form available at the English undergraduate office by the end of Spring Quarter of their third year. On this form, they identify a faculty field specialist who has agreed to serve as their adviser. Students work on their BA project over three quarters. Early in Autumn Quarter of their fourth year, students will be assigned a graduate student preceptor who will help them think about their project. In Autumn Quarter of their fourth year, students will attend a series of mandatory colloquia led by the preceptors that will prepare them for the advanced research and writing demands of thesis work.

In Winter and Spring Quarters, students will continue to meet with their preceptors and will also consult with their individual faculty adviser. Students will submit a full draft of the BA paper to their preceptor and faculty adviser by the end of the second week of Spring Quarter. By the beginning of the fifth week of Spring Quarter, students submit the final version of their critical BA paper to their preceptor, faculty adviser, and the undergraduate program assistant.

Students may elect to register for the BA project preparation course (ENGL 29900 Independent BA Paper Preparation) 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.

The Creative BA Project

Prerequisites: Students majoring in English who wish to produce a creative writing BA project must take at least two creative writing courses in the genre of their BA project (poetry, fiction, or nonfiction) by the end of their third year. At least one of these courses must be an advanced course, in which the student has earned a B+ or higher.

To do a creative writing BA project, students must fill out a declaration form available at the English undergraduate office by the end of Spring Quarter of their third year. On this form they declare their intent to write a creative writing BA project in a specific genre and list the two creative writing courses in the relevant genre that they have taken as prerequisites for doing the BA project.

Students work on their project over three quarters. 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 one of the creative BA project workshops in their genre. Students are not automatically enrolled in a workshop; they must receive the consent of the workshop instructor, who will also serve as their faculty adviser for their creative BA project. These workshops are advanced courses limited to eight students and will include not only students majoring in English but also those in Interdisciplinary Studies in the Humanities (ISHU) and the Master of Arts Program in the Humanities (MAPH) who are producing creative theses. Students will work closely with their faculty adviser and with their peers in the workshops and will receive course credit as well as a final grade for the workshop. 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 adviser.

In consultation with their faculty adviser and graduate preceptor, students will revise and resubmit a near-final draft of their creative BA projects by the end of the second week of Spring Quarter. Students will submit the final version of their creative BA project to their preceptor, faculty adviser, and the Undergraduate Program Assistant by the beginning of the fifth week of Spring Quarter. The project will then be evaluated by the faculty adviser, graduate preceptor, and Director of Undergraduate Studies to determine whether the student will be recommended for Honors.

A creative thesis worthy of Honors will demonstrate exceptional artistic excellence and show promise of significant achievement in the future.

Summary of Requirements

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 well as a program statement 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 undergraduate program assistant and submit a worksheet that may be obtained online at english.uchicago.edu/files/English Requirement Worksheet 2013.pdf. (http://english.uchicago.edu/sites/english.uchicago.edu/files/English%20Requirement%20Worksheet%202013.pdf)

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 a computer language by permission of the director of undergraduate studies	
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 English introduction to a genre 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	
1-7 English electives (may include ENGL 29900)	
Cluster statement with five courses	
BA project (optional)	000
Total Units	1300

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. Two of these may count toward the student's "cluster." The student, after discussion with his or her departmental adviser, must submit a petition for course approval to the director of undergraduate studies before taking courses outside the 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.

English courses that originate in Creative Writing (CRWR) may be counted toward the major without a petition.

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 five 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 institutions other than those in which students are enrolled as part of a University sponsored study abroad program. For details, visit Examination Credit and Transfer Credit (p. 35).

Reading Courses

ENGL 29700	Reading Course	100
ENGL 29900	Independent BA Paper Preparation	100

Upon prior approval by the director of undergraduate studies, undergraduate reading courses (ENGL 29700 Reading Course) may be used 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 courses in the major. Seniors who wish to register for the BA project preparation course (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. For alternative approaches to preparing a BA project, see the BA Project section above.

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.

Students who wish to use the BA project in English to meet the same requirement in another major should discuss their proposals with both program chairs no later than the end of third year. Certain requirements must be met. A consent form, to be signed by the 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.

Advising

Students who wish to major in English should declare an intention to do so as early as possible, ideally before the end of Spring Quarter during their second year. Students who declare the major after their second year must notify the undergraduate program assistant to ensure that departmental advising assignments are made. After declaring their intention to major in English to their College advisers, students should arrange a meeting with the undergraduate program assistant in English, who will help students fill out the English requirements worksheets (available online at english.uchicago.edu/files/English Requirement Worksheet 2013.pdf). 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 adviser. Students should meet with their adviser at least twice a year to discuss their academic interests, progress in the major, and long-term career goals. The undergraduate program assistant and director of undergraduate studies are also available to assist students. Students should meet with the undergraduate program 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. English and History courses are pre-approved for use in their respective majors. Applications are available online via a link to Chicago's study abroad home page (study-abroad.uchicago.edu) and typically are due in mid–Winter Quarter.

Minor Program in English and Creative Writing

Students who are not English 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 (p. 1093) (CRWR) courses, with at least one being a Special Topic or Advanced Workshop. Three of the remaining required courses may be taken in the Department of English (ENGL) or Creative Writing Program (CRWR). In addition, students must enroll in one of the following workshops offered during the Winter Quarter: CRWR 27200 Portfolio Workshop in Fiction; CRWR 27300 Portfolio Workshop in Poetry; or 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, a substantial part or the whole of a play, two or three nonfiction pieces) to the undergraduate program assistant in the Department of English by the end of the fifth week in the quarter in which they plan to graduate.

Students who elect the minor program in English and Creative Writing must meet with the undergraduate program assistant in the Department of English 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 program assistant. The undergraduate program assistant'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. NOTE: Students completing this minor will not be given enrollment preference for CRWR courses, and they must follow all relevant admission procedures described at the Creative Writing (https://creativewriting.uchicago.edu) website.

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 courses (at least one being a Special Topics or Advanced Workshop)	200
Three CRWR or ENGL electives	300
One Portfolio/Projects Workshop *	100
A portfolio of the student's work	
Total Units	600

* CRWR 27200 Portfolio Workshop in Fiction, CRWR 27300 Portfolio Workshop in Poetry, or CRWR 29400 Thesis/Major Projects: Creative Nonfiction

Sample Plans of Study for the Minor Program in English and Creative Writing

SAMPLE PLAN OF STUDY 1

ENGL 16500	Shakespeare I: Histories and Comedies	100
ENGL 10706	Introduction to Fiction	100
ENGL 26909	The American Novel, 1950–1990	100
CRWR 27200	Portfolio Workshop in Fiction	100
CRWR 12014	Special Topics in Fiction: Not Your Native Language	100
CRWR 10255	Fundamentals of Fiction: CW Track	100
a portfolio of the student's work (two short stories)		000
Total Units		600

SAMPLE PLAN OF STUDY 2

ENGL 10400	Introduction to Poetry	100
CRWR 23100	Advanced Poetry Workshop	100
ENGL 16500	Shakespeare I: Histories and Comedies	100
ENGL 26708	Modernist Poetry: Yeats, Eliot, Pound	100
CRWR 10305	Fundamentals of Poetry	100
CRWR 27300	Portfolio Workshop in Poetry	100
a portfolio of the student's work (ten short poems)		000
Total Units		600

For updated course information, visit english.uchicago.edu/course_search. For required student forms, visit english.uchicago.edu/undergrad/resources.

Course Listings

Boldface letters in parentheses after the course descriptions refer to the program requirements that a course fulfills: (A) gateway, (B) fiction, (C) poetry, (D) drama, (E) pre-1650, (F) 1650–1830, (G) 1830–1940, and (H) literary or critical theory.

English Language & Literature Courses

ENGL 10310. Theories of Gender and Sexuality. 100 Units.

This is a new 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 2015

Equivalent Course(s): GNSE 10310

ENGL 10400. Introduction to Poetry. 100 Units.
This course involves intensive readings in both contemporary and traditional poetry. Early on, the course emphasizes various aspects of poetic craft and technique, setting, and terminology, as well as provides extensive experience in verbal analysis. Later, emphasis is on contextual issues: referentially, philosophical and ideological assumptions, as well as historical considerations. **(A, C)**
Instructor(s): L. Ruddick Terms Offered: Winter

ENGL 10600. Introduction to Drama. 100 Units.
This course introduces students to key concepts and interpretive tools to read and understand drama both as text and as performance. Students will learn to read plays and performances closely, taking into account form, character, plot and genre, but also staging, acting, spectatorship, and historical conventions. We will also consider how various agents—playwrights, directors, actors, and audiences—generate plays and give them meaning. Essential plays from a range of periods: Sophocles, Shakespeare, Calderon, Kleist, Ibsen, Wilder, Brecht, Beckett, Stoppard, Parks, McCraney. **(A, D)**
Instructor(s): J. Muse Terms Offered: Not offered 2015-16

ENGL 10703. 20th-Century American Short Fiction. 100 Units.
This course presents America's major writers of short fiction in the 20th century. We will begin with Willa Cather's "Paul's Case" in 1905 and proceed to the masters of High Modernism, Hemingway, Fitzgerald, Faulkner, Porter, Welty, Ellison, Nabokov; on through the next generation, O'Connor, Pynchon, Roth, Mukherjee, Coover, Carver; and end with more recent work by Danticat, Tan, and the microfictionists. Our initial effort with each text will be close reading, from which we will move out to consider questions of ethnicity, gender, and psychology. Writing is also an important concern of the course. There will be two papers and an individual tutorial with each student. **(B, G)**
Instructor(s): W. Veeder Terms Offered: Autumn

ENGL 10706. Introduction to Fiction. 100 Units.
This course will explore concepts and analytical tools for reading and interpreting fiction and other narrative forms. We will emphasize formal concerns about narrative voice (omniscience, irony, unreliability, and free indirect discourse) alongside socio-historical and literary-historical perspectives on the uses and pleasures of narrative art. To foreground the problem of narrative itself, we will consider texts from a variety of time periods, with widely varied approaches to the form. Authors will likely include Jane Austen, John Bunyan, Daniel Defoe, Eliza Haywood, Ernest Hemingway, James Joyce, Herman Melville, and Patrick McCabe. **(A, B)**
Instructor(s): T. Campbell Terms Offered: Winter

ENGL 10708. Introduction to Fiction: Middlemarch. 100 Units.
We will use Eliot's novel as the starting point to explore basic questions about the elements of narrative (plot, character, description, time, the narrator, etc.). **(A, B, G)**
Instructor(s): L. Rothfield 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, Winter, Spring
Note(s): Required of students majoring in Cinema and Media Studies
Equivalent Course(s): CMST 10100,ARTH 20000,ARTV 25300

ENGL 11004. History of the Novel. 100 Units.
In this course we will read one great novel from each of the four centuries from the 18th to the 21st. These will probably include Pierre Cholderos de Laclos's *Dangerous Liaisons* (in translation), Jane Austen's *Emma*, Vladimir Nabokov's *Lolita*, and Tom McCarthy's *Remainder*. There will also be an opportunity to discuss the (better) movies based on some of these novels (e.g., Stephen Frears's *Dangerous Liaisons* and Amy Heckerling's *Clueless*, based on *Emma*). In addition, we will read selected works of short fiction and essays on narrative and novel theory. Assessment will be based on three short papers, regular contributions to the Chalk discussion board, and joint class presentations. **(B, F, G)**
Instructor(s): M. Ellmann Terms Offered: Autumn

ENGL 11904. Introduction to Modernism. 100 Units.
Between 1900 and 1945, literature and the other arts experienced a series of dramatic transformations, the nature and consequences of which we are still trying to understand today. Writers, artists, and musicians experimented with radically new modes of representation and expression while photography, radio, film, and transatlantic periodicals offered radically new experiences of media. Two world wars, widespread economic crises, rapid urbanization, and gradual decolonization drastically altered people's lives around the globe. In this course, we will study some key literary texts written in English during this period of upheaval and transformation (and, as time permits, we might also consider related developments in the literature of languages other than English). You will encounter poetry, prose fiction, essays, and the occasional manifesto. While the literary formation we call "modernism" has much to do with certain movements, such as Imagism, and certain magazines and publishing houses, such as *The Little Review* and the Hogarth Press, this course assumes that there is no single, definitive "Modernism." We will study canonical modernists such as Ezra Pound, T. S. Eliot, and Virginia Woolf, but we will devote equal attention to lesser-known writers such as Jean Toomer and Lorine Niedecker. All of the writers we study can be described as "innovative," but the character of their innovations varies widely. Over the course of the quarter, we will try to keep one eye on big-M Modernism while also attending to the nuances and fascinations of numerous smaller modernisms. Throughout, our chief goal will be to cultivate modes of reading responsive to the strange and shifting challenges these writers present. **(B, C, G)**
Instructor(s): P. Morrissey Terms Offered: Spring

ENGL 12800. Theories of Media. 100 Units.
This course will explore the concept of media and mediation in very broad terms, looking not only at modern technical media and mass media, but at the very idea of a medium as a means of communication, a set of institutional practices, and a habitat in which images proliferate and take on a "life of their own." The course will deal as much with ancient as with modern media, with writing, sculpture, and painting as well as television and virtual reality. Readings will include classic texts such as Plato's Allegory of the Cave and *Cratylus*, Aristotle's *Poetics*, and modern texts such as Marshall McLuhan's *Understanding Media*, Regis Debray's *Mediology*, and Friedrich Kittler's *Gramophone, Film, Typewriter*. We will explore questions such as the following: What is a medium? What is the relation of technology to media? How do media affect, simulate, and stimulate sensory experiences? What sense can we make of concepts such as the "unmediated" or "immediate"? How do media become intelligible and concrete in the form of "metapictures" or exemplary instances, as when a medium reflects on itself (films about films, paintings about painting)? Is there a system of media? How do we tell one medium from another, and how do they become "mixed" in hybrid, intermedial formations? We will also look at recent films such as *The Matrix* and *Existenz* that project fantasies of a world of total mediation and hyperreality. Students will be expected to do one "show and tell" presentation introducing a specific medium. There will also be several short writing exercises and a final paper. **(H)**
Instructor(s): W. J. T. Mitchell Terms Offered: Winter
Prerequisite(s): Any 100-level ARTH or COVA course, or consent of instructor.
Equivalent Course(s): AMER 30800,ARTH 25900,ARTH 35900,ARTV 25400,CMST 27800,CMST 37800,ENGL 32800

ENGL 13000. Academic and Professional Writing (The Little Red Schoolhouse) 100 Units.
Instructor(s): L. McEnerney, K. Cochran, T. Weiner Terms Offered: Winter, Spring
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): ISHU 23000,ENGL 33000

ENGL 13800. History and Theory of Drama I. 100 Units.
The course is a survey of major trends and theatrical accomplishments in drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, classical Sanskrit theater, medieval religious drama, Japanese Noh drama, Kyd, Marlowe, Shakespeare, and Molière, along with some consideration of dramatic theory by Aristotle, Sir Philip Sidney, Corneille, and others. Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended. **(D)**
Instructor(s): D. Bevington Terms Offered: Autumn
Prerequisite(s): Preference given to students with third- or fourth-year standing.
Note(s): May be taken in sequence with ENGL 13900/31100 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): CLAS 31200,CLCV 21200,CMLT 20500,CMLT 30500,ENGL 31000,TAPS 28400

ENGL 13900. History and Theory of Drama II. 100 Units.
This course is a survey of major trends and theatrical accomplishments in Western drama from the eighteenth century into the twentieth (i.e., Sheridan, Ibsen, Chekhov, Strindberg, Wilde, Shaw, Brecht, Beckett, Pinter, Stoppard, Churchill, Kushner). Attention is also paid to theorists of the drama (e.g., Stanislavsky, Artaud, Grotowski). Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended. **(D)**
Instructor(s): D. Bevington Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing
Note(s): May be taken in sequence with ENGL 13800/31000 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): CMLT 20600,CMLT 30600,ENGL 31100,TAPS 28401

ENGL 15806. Early Medieval Literature in Multicultural Britain. 100 Units.
We will read (in modern English translation) early medieval works composed in the several languages then current in the British Isles. Texts will include: from Old English, *Beowulf*, the *Battle of Maldon*, and selections from the *Anglo-Saxon Chronicle*; from Old Norse, *Egil's Saga*, and selections from Eddic poetry; from Anglo-Norman French, the *Song of Roland* and selections from Geffrei Gaimar's *History of the English*; from Old Irish, selections from the *Táin*, and *Bricriu's Feast*; from Welsh, "Culhwch and Olwen"; and from Latin, selections from Bede's *Ecclesiastical History of the English People* and from Geoffrey of Monmouth's *History of the Kings of Britain*. Students will write a term paper, and there will be a final examination. **(B, E)**
Instructor(s): C. von Nolcken Terms Offered: Spring

ENGL 15807. Medieval Nature: Philosophy, Eros, Politics. 100 Units.
For medieval writers, 'nature' was a site of desire, utopian longing, personal and political transformation, and, at times, repugnance and alienation. In this philosophically inflected course, we will trace medieval discourse on nature through a wide range of genres: short stories, medical treatises, travel narratives, and, above all, allegory. **(E)**
Instructor(s): A. Millan Terms Offered: Autumn

ENGL 16500. Shakespeare I: Histories and Comedies. 100 Units.
An exploration of Shakespeare's major plays in the genres of history play and romantic comedy, from the first half (roughly speaking) of his professional career: *Richard II, Henry IV Parts 1 and 2, A Midsummer Night's Dream, Much Ado about Nothing, Twelfth Night*, and *Troilus and Cressida*. **(D, E)**
Instructor(s): R. Strier Terms Offered: Winter
Equivalent Course(s): FNDL 21403,TAPS 28405

ENGL 16600. Shakespeare II: Tragedies and Romances. 100 Units.
This course explores some of the major plays in the genres of tragedy and romance in the latter half of Shakespeare's career. After having examined how Shakespeare develops and deepens the conventions of tragedy in *Hamlet*, *Othello*, *King Lear*, and *Antony and Cleopatra*, we will turn our attention to how he complicates and even subverts these conventions in three romances: *Cymbeline*, *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. **(D, E)**
Instructor(s): T. Harrison Terms Offered: Spring
Note(s): ENGL 16500 recommended but not required.
Equivalent Course(s): FNDL 21404,TAPS 28406

ENGL 17501. Milton. 100 Units.
A study of Milton's major writings in lyric, epic, tragedy, and political prose, with emphasis upon his evolving sense of his poetic vocation and career in relation to his vision of literary, political, and cosmic history. **(C, E, F)**
Instructor(s): J. Scodel Terms Offered: Winter
Equivalent Course(s): FNDL 21201

ENGL 17513. Sidney, Spenser, Shakespeare. 100 Units.
This course will compare and contrast these three Renaissance writers' erotic poetry, pastorals, and epic writings focusing on their diverse conceptions of authorship and literary career, the purposes of literary production, and conceptions of audience. **(C, E)**
Instructor(s): J. Scodel Terms Offered: Spring

ENGL 17812. In Good Faith: Religion, Economics, and the Rise of the Novel. 100 Units.
What does it mean to know another person? On what measures of creditworthiness and moral character might we rely when deciding where to invest our trust? To what extent do people count as reading material, texts to be interpreted? This course explores the economic implications and theological inheritance of these questions as they unfold within eighteenth-century British novels. Authors will include John Bunyan, Daniel Defoe, Aphra Behn, Eliza Haywood, Henry Fielding, and Tobias Smollett. **(B, F)**
Instructor(s): D. Diamond Terms Offered: Autumn

ENGL 20136. London Program: Literature and the English Civil War. 100 Units.
This course will explore the poetry, philosophy, and political pamphlets produced around the time of the English Civil War. We will discuss those writers who defended traditional forms of religion and politics, but we will pay special attention to the proliferation of radical movements in this period and the innovative forms of writing that these movements produced. Drawing on the wealth of visual art, archival records, and material artifacts available in London, we will study the work of such writers as Margaret Cavendish, King Charles I, Abraham Cowley, Thomas Hobbes, Lucy Hutchinson, Andrew Marvell, John Milton, and Gerrard Winstanley, among others. **(C, F)**
Instructor(s): T. Harrison Terms Offered: Autumn
Prerequisite(s): Requires admission to the London Program (study abroad).

ENGL 20137. London Program: Notes from Underground: Sanitation, Sewers, and the 19th-Century Literary Imagination. 100 Units.
This course will provide students with in-depth knowledge of Victorian urban history and literature, by examining the collision between the symbolic fears and the infrastructural needs of 19th century British society. Taking works by authors such as Charles Dickens and Elizabeth Gaskell as its literary points of departure, the course will also introduce students to other forms of Victorian writing. Students will become intimate with Henry Mayhew's sewer-flushers, dustmen, and pure-finders, as well as the legendary herd of wild pigs running through the sewer tunnels beneath Hampstead; with Friedrich Engel's descriptive analyses of the Manchester underworld, John Hollingshead's anecdotal tour through subterranean London, and sanitary commissioner Edwin Chadwick's writings about cleanliness, cholera, and waste disposal; and with the Great Stink of 1858, a sewage crisis which led to the construction of the world's first modern sewer system and the Thames Embankment, and so literally paved the way for the eradication of cholera. On the most theoretical level, this course will ask students to think about the ways in which literature and society mutually influence and affect each other, and about the interrelation of imaginative fantasy and political ideology. We will supplement these readings with numerous walking tours and visits below to the sites where these fantasies of the underground became concrete realities. **(B, G)**
Instructor(s): Z. Samalin Terms Offered: Autumn
Prerequisite(s): Admission to the London Program (study abroad) required.

ENGL 20138. London Program: Modernity in London: Its Enemies and Demagogues. 100 Units.
This course will introduce students to concepts of modernity by viewing the modern metropolis through the eyes of the least reliable sources of staid conceptual definitions: the authors who took it upon themselves to act as its foremost nemeses and proponents. We will begin with the scathing critiques of the aesthetics and machinations of industrial capitalism by Victorians John Ruskin and Augustus Welby Pugin before confronting the radical nostalgia (and entrepreneurial acumen) of the Pre-Raphaelite Brotherhood and Arts and Crafts Movements—then spend our final week with the modernist authors of the "Great London Vortex." We will read open letters, essays, manifestos, poems, and a utopian romance. Our approach will be interdisciplinary, and field trips to view representative paintings, sculptures, and architectural environments will constitute an essential part of the course. **(B, C, G)**
Instructor(s): J. Scappettone Terms Offered: Autumn
Prerequisite(s): Admission to London Program (study abroad) required.

ENGL 20139. London Program: Interpreting London. 100 Units.
This quarter-long course will supplement your other course work in London by giving you the opportunity to engage in an extended research project, using the city as your resource. We will begin the quarter with a selection of literary, historical, and theoretical readings to help us conceptualize the city as an object of interpretation. Your main task will be to develop a research project based around a topic related to the city: a literary work, artwork, piece of music, or film; an artifact (in a museum or elsewhere); a building, neighborhood, or architectural movement; an aspect of social, political, technological, or institutional history. Most projects will involve some combination of library research and "fieldwork" in the city, and may be undertaken as individuals or in groups.
Instructor(s): S. Rowe Terms Offered: Autumn
Prerequisite(s): Admission to London Program (study abroad) required.

ENGL 20208. How Walden Was Made. 100 Units.
This course explores the composition, production, and reception of Thoreau's *Walden*. In early sessions we trace Thoreau's writing process from his journals, lectures, and early drafts to the finished, copyrighted manuscript and attend to the way in which his text registers and resists political and social issues in the United States in the 1840s and 1850s (especially immigration, slavery, and war). Then, taking *Walden* as a case study in the history of the book, we investigate key aspects of industrial book production in the mid-nineteenth century (from papermaking, stereotyping, lithography, engraving, printing, and binding to marketing, distribution, and bookselling); in doing so, we make visible the large cast of players (including female operatives, child laborers, and free and enslaved African Americans) who ultimately turned Thoreau's manuscript into a book. Finally, we examine various historical contingencies that made the book into a classic, attending to its reception by different domestic and international readers and movements from the 1850s to the present. This hands-on course meets in the Rosenthal Seminar Room in the Special Collections Research Center in Regenstein Library. **(G)**
Instructor(s): E. Slauter Terms Offered: Winter

ENGL 20222. Introduction to British Romantic Literature. 100 Units.
This survey of one of English literature's richest periods will include selections from several Romantic poets, including Burns, Charlotte Smith, Blake, Wordsworth, Coleridge, Shelley, Keats, and Byron. We will also read letters by Keats and others; selections from Mary Wollstonecraft's travel narrative Letters from Sweden, Norway, and Denmark; and novels by Maria Edgeworth, Mary Wollstonecraft Shelley, and Jane Austen. **(B, C, F)**
Instructor(s): M. Hansen Terms Offered: Spring

ENGL 20400. Romanticism and Revolution. 100 Units.
This course explores the poetic movement of British Romanticism through the prism of the political, economic, and social upheavals of the age. We will also discuss how recent scholarship has greatly expanded our understanding of the boundaries of this movement. **(C, F)**
Instructor(s): T. Schweiger Terms Offered: Autumn

ENGL 21100. Junior Seminar: Victorian Wives, Mothers, Daughters. 100 Units.
This course concerns the role of gender in Victorian society with a focus on female normativity in the period. We will explore these questions through fiction, through instructive and medical texts, and refine our thinking through a range of pertinent gender theory. We will begin with readings by literary critics and gender theorists, which will help us think about the role of gender in the Victorian period. We then will concentrate on several contested and much-studied modes of identity: marriage, motherhood, the role of daughters, and related categories such as leisure and labor, reading Eliot, Wood, and Gaskell, among others. As a junior seminar, this course is ideally suited for students interested in developing the skills necessary to write a BA Honors paper or those considering graduate work in English. The course will culminate in a substantial critical paper of your own design. Third-year English majors only. **(B, G)**
Instructor(s): E. Hadley Terms Offered: Spring
Note(s): For third-year English majors only.

ENGL 21108. Resurrecting God: Science Fiction and Religious Belief in Post-1945 America. 100 Units.
In April 1966, *Time* magazine expressed a surge of religious feeling in post-war America by sincerely posing as a question what Nietzsche so scathingly proclaimed: "Is God Dead?" Three years later, Heaven itself would be forever altered when the first human set foot on Earth's moon. This postwar period of profound uncertainty about the role of religious belief in daily American life is the historical setting for this course. The archive includes speculative and science fiction, each of which addresses belief in a High Power and the practical, ordinary consequences of that belief—or lack thereof. This syllabus represents a trans-media approach to surveying the religious speculations of postwar American science fiction as well as the science fictional side of historical religious beliefs. Course readings include novels and films as well as religious texts and periodical materials, and the final project includes research of sacred texts. **(B)**
Instructor(s): A. Davis Terms Offered: Autumn

ENGL 23400. Virginia Woolf. 100 Units.
Students read six of Woolf's major works (fiction and intellectual prose), as well as short works by other modernists. **(B, G)**
Instructor(s): L. Ruddick Terms Offered: Autumn

ENGL 23701. Religion, Magic, Miracles: The Supernatural in the 20th-Century Novel. 100 Units.
Magic realism depicts our own world as a place of fantastic possibility, where ordinary people nonchalantly negotiate spells, transformations, and superhuman abilities. We will read a range of fantastic fiction from Joyce and Woolf to Rushdie and Pynchon. Why does the fantastic emerge especially in narratives that deal with the politically marginalized and the colonized? What are the (sometimes real-world!) consequences of these flights of fancy? **(B, G)**
Instructor(s): N. Pach Terms Offered: Spring

ENGL 24260. 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: Winter
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): GRMN 26715,BPRO 26750

ENGL 24412. Theater about Theater. 100 Units.
A transhistorical study of changing ideas about representation, explored through the lens of early modern and twentieth-century plays that foreground theatrical form. Texts by Marlowe, Kyd, Beaumont and Fletcher, Pirandello, Brecht, Peter Weiss, Handke, Stoppard, Parks. Theoretical work by Abel, Puchner, Hornby, Sofer, Fuchs, and others. **(D, H)**
Instructor(s): J. Muse Terms Offered: Winter
Equivalent Course(s): TAPS 28431

ENGL 24621. Designing Cultural Policy. 100 Units.
In this course we will try to develop and apply an analytical framework for thinking about cultural policy. The first part of the course focuses on identifying the objects and goals of cultural policies and studying their evolution. In the second part of the course we consider a set of key policy analytic questions that ought to be answered explicitly in the design of any cultural policy (indeed, in the design of any public policy): Who should benefit and why? Who should pay the costs and in what way? Who gets to make any decisions the policy requires, and how should these decisions be made? The third part of the course considers the tools of government action and asks how each of these tools is used by the state to try to affect what we listen to, watch, read, or play. We conclude by looking at several governmental programs that use several tools in combination to address particularly complex cultural challenges. For their final project, students will put the course's concepts to work, either by analyzing and critiquing an existing program or by designing their own program to address a cultural policy challenge that interests them.
Instructor(s): L. Rothfield Terms Offered: Winter
Equivalent Course(s): ENGL 44621,LAWS 94705,MAPH 44621

ENGL 25406. Hawthorne and Melville. 100 Units.
In the two-year period between 1850 and 1852, Hawthorne and Melville produced five remarkable books: *The Scarlet Letter*, *The House of the Seven Gables*, *The Blithedale Romance*, *Moby-Dick*, and *Pierre*. During this same time they lived within six miles of each other in the Berkshires, a circumstance that initiated a strong literary friendship and that prompted a number of shared literary, aesthetic, and political preoccupations. This course will focus on four texts: Hawthorne's *Mosses from an Old Manse* and *The Scarlet Letter*, and Melville's "Hawthorne and his Mosses" and *Moby-Dick*. Monomania—in its psychological, sexual, aesthetic, religious, epistemological, and political manifestations—will focus much of our inquiry into these texts and into the body of critical discourse surrounding them. **(B, G)**
Instructor(s): J. Knight Terms Offered: Spring

ENGL 25503. Epic Women. 100 Units.
This course will examine twentieth century long-form poems written by women. By reading ambitious and powerful texts by Stein, Rukeyser, H. D., Notley, Brooks, and others, we will interrogate our conceptions of "epic," "lyric," and "narrative," and explore how these terms are inflected by gender. **(C)**
Instructor(s): S. Anderson Terms Offered: Spring

ENGL 25933. Literature of 9/11. 100 Units.
This course explores how 9/11 informs 21st-century literature. It understands the category of "literature" broadly: as Greil Marcus and Werner Sollors write in *The New Literary History of America*, the "literary" is not only what is written but also what is voiced, what is expressed, what is invented, in whatever form. As such, we will analyze novels, graphic narratives, memoirs, music, films, professional and amateur photography, and civic memorials and public art projects, as well as recent critical and theoretical studies about trauma and mourning, to develop a framework for gauging contemporary cultural and aesthetic responses to and representations of disaster. Texts may include Art Spiegelman's *In the Shadow of No Towers*, Ernie Colón and Sid Jacobson's *9/11 Report: A Graphic Adaptation*, Jonathan Safran Foer's *Extremely Loud and Incredibly Close*, Joseph O'Neill's *Netherland*, Don DeLillo's *Falling Man*, *Here is New York: A Democracy of Photograph*s (ed. Peress et al), Jenny Holzer's 7 World Trade Center project, such essays as DeLillo's "In the Ruins of the Future," and the films *United 93* and *World Trade Center*, along with writing by Judith Butler, Marianne Hirsch, E. Ann Kaplan, and Jill Bennett, among others. **(H)**
Instructor(s): H. Chute Terms Offered: Spring

ENGL 25945. Digital Storytelling. 100 Units.
This course investigates the ways that new media have changed contemporary society and the cultural narratives that shape it. We will explore narrative theory through a number of digital or digitally-inflected forms, including cyberpunk fictions, text adventure games, interactive dramas, videogames, virtual worlds, transmedia novels, location-based fictions, and alternate reality games. Our critical study will concern issues such as nonlinear narrative, network aesthetics, and videogame mechanics. Throughout the quarter, our analysis of computational fictions will be haunted by gender, class, race, and other ghosts in the machine. **(H)**
Instructor(s): P. Jagoda Terms Offered: Winter
Equivalent Course(s): CMST 25945

ENGL 25959. Comics and Crisis. 100 Units.
Why there are so many comics works about world-historical disaster and trauma? Art Spiegelman's Pulitzer Prize–winning *Maus: A Survivor's Tale* (1986; 1991), one of the most famous graphic narratives in the world and the one that set the terms for the "graphic novel" field, is about the Holocaust. From *Maus* forward we will examine works that are set in different global locations by Joe Sacco, Keiji Nakazawa, Lauren Redniss, Marjane Satrapi, Phoebe Gloeckner, and numerous others to examine comics' relation to expressing crisis.
Instructor(s): H. Chute Terms Offered: Winter

ENGL 25960. The Archaeological Imagination. 100 Units.
This course looks at the various ways in which the rise of archaeology provided writers, artists, and filmmakers with themes, characters, ideological frames, and philosophical problematics. We will look at, among other things, Keats's "Ode on a Grecian Urn"; Byron on the Elgin marbles; Egyptomania; Kipling's *The Man Who Would Be King*; Hardy's *Tess*; Michael Ondaatje's *The English Patient*; Spielberg's *Raiders of the Lost Ark*; Stone's *Alexander*; and Ai Weiwei's *Dropping a Han Dynasty Urn*. **(B, G)**
Instructor(s): L. Rothfield Terms Offered: Winter
Equivalent Course(s): CMLT 25960

ENGL 25961. Minding the Mind/Body Distinction: Narratives of Transgender, Disability, and Queerness. 100 Units.
This course asks students to think critically about how the mind-body distinction mediates narratives of queer, trans*, and disabled experience in ways that can both enable and endanger queer, trans*, and disabled lives. After engaging with Descartes, Plato, and Foucault, we will consider a range of autobiographical, literary, and popular texts. **(H)**
Instructor(s): M. Fink Terms Offered: Winter

ENGL 25962. Database Archaeologies. 100 Units.
How should humanists make use of social scientific methods? This question's importance has been magnified by the ascendance of the digital humanities, and specifically by the computational analysis of large numbers of texts. In this course, we will consider the conceptual foundations of macroanalysis by returning to one of the defining methods of the linguistic turn of the 1960s: formal analysis. Specifically, we will turn to *The Order of Things* in order to understand how Michel Foucault's archaeology adapted and modified some of the key analytic concepts of history, linguistics, analytic philosophy, and the history of science. This background will prepare us to understand current uses of macroanalysis in the digital humanities and to evaluate whether or not they live up to the foundational promises of the humanities and social sciences. We will conclude by considering how formal and machine methods help us understand anew the capabilities of interpretation, aesthetic perception, and historical intuition. Readings by Bachelard, de Bolla, Chomsky, Arnold Davidson, Foucault, Geertz, Ginzburg, Hayles, Moretti, and others. **(H)**
Instructor(s): J. Schroeder Terms Offered: Spring

ENGL 26040. Climate Change Fiction. 100 Units.
Does climate change have a literary history? In this course, we will explore this question by examining literary texts that confront the imaginative challenges presented by anthropogenic climate change. We will read fiction that envisions the geological origin and end of the planet; the detrimental effects of industrialization and resource depletion; humanity as a species or as a population; and worlds in which nature has ceased to exist. Departing from usual literary-historical periods, we will take as our historical boundaries the geological period known as the Anthropocene (ca. 1780 to the present), in which the human species has begun to reshape the climate and the planet. Authors may include Jules Verne, Charles Dickens, Camille Flammarion, H. G. Wells, Gabriel Tarde, Charlotte Perkins Gilman, Ursula K. Le Guin, Margaret Atwood, and David Mitchell. Alongside these fictions of climate change, we will engage with a rapidly expanding field of critical theory that addresses the Anthropocene, including work by Michel Serres, Bruno Latour, Ursula Heise, Dipesh Chakrabarty, Rob Nixon, and Timothy Morton. **(B, H)**
Instructor(s): B. Morgan Terms Offered: Winter

ENGL 26209. Making Poetry, Poetic Making: 19th-Century Poetic Making through Anthologies. 100 Units.
This course surveys poetic form in the American 19th century while also challenging how poets make their way into the American canon. We will focus particularly on the political, social, racial, and historical forces that shape poetry anthologies. Readings include Whitman, Dickinson, Longfellow, and Dunbar. Students compile an original anthology as their final project. **(C, G)**
Instructor(s): A. Jacobs Terms Offered: Spring

ENGL 26703. How to Read Difficult Poems. 100 Units.
Different kinds of difficulty will be identified in English-language poems of different periods and appropriate reading strategies developed. The aim is an education in the pleasures and rigors of difficulty, and subsequently in the art of making difficulties out of apparent simplicity. Along the way participants will engage with some extraordinary poems. **(C)**
Instructor(s): J. Wilkinson Terms Offered: Autumn

ENGL 26708. Modernist Poetry: Yeats, Eliot, Pound. 100 Units.
This course tackles three major modernist poets through close reading and contextual analysis. We will be reading Eliot's "The Waste Land" and *Four Quartets*, Pound's "Hugh Selwyn Mauberley" and portions of *The Cantos*, and Yeats's later poems, focusing on those collected in his book *The Tower*. Assignments will consist of short papers concentrating on individual poems, along with Chalk posts and joint class presentations. **(C, G)**
Instructor(s): M. Ellmann Terms Offered: Winter

ENGL 26709. Modernist Ecstasies: Gender and the Unbounded Self. 100 Units.
Gender is central to a variety of intense experiences that challenge the boundaries of the self (including dreams, sex, and violence) in the work of modernist writers and thinkers. This course will approach modernist works as variously imagined responses to a shared perception of a modern crisis of bounded and gendered selfhood. **(G)**
Instructor(s): A. Prizoghin Terms Offered: Winter

ENGL 26909. The American Novel, 1950–1990. 100 Units.
Readings of major works of American fiction from the postwar period to the end of the Cold War. Likely authors include Mailer, Pynchon, Morrison, Hong Kingston, Updike, and others. Topics will include the Cold War, American Century, race relations, new media, and consumerism. **(B)**
Instructor(s): R. So Terms Offered: Winter

ENGL 27008. Black in the City. 100 Units.
Moving from slave narratives to contemporary hip hop, this course will look at the ways African American writers have staged encounters with sites of urbanity. While black bodies in cities have typically been associated with specific enclaves (Harlem, the South Side) or distinct time periods (the two Great Migrations), a closer work at key African American works offers a more sprawling story of black relationships to urban spaces, technologies, and rhythms. We will pay close attention not just to how African Americans have represented the city but to the methodologies they have invented and experimented with in their study of it. From the juxtaposition of Southern and Northern cities in slave narratives, to works associated with the Harlem Renaissance that look beyond Harlem, Gwendolyn Brooks's mid-century experiments in urban seeing, Spike Lee's staged urban explosions, and Kendrick Lamar's Compton soundscapes, this course aims to complicate both the dream and the despair yoked to being black in the city. **(B, G)**
Instructor(s): A. Brown Terms Offered: Winter

ENGL 28612. Human Rights Witness. 100 Units.
This course examines contemporary narratives about human rights and their violation, focusing in particular on "witnessing" and "testimony" as political as well as aesthetic forms. We will discuss novels, memoirs, legal and political documents, films, reportage, and activist writings in order to consider how these works register the experience of witnessing human rights violations. We will pay special attention to one genre of witnessing—testimony—and we will consider its formal qualities and ethical significance in law and literature. The testimonies we will examine speak to a range of sometimes overlapping experiences, including those of active or passive complicity, engaged opposition and resistance, and victimhood and survival, and we will investigate how their form, narrative, circulation, and reception generate powerful but sometimes competing claims about responsibility, injury, and reparation. We will look at attempts to record and reckon with atrocity while it is taking place (for example, war journalism, the writings of political prisoners, and the reports that NGO's such as Human Rights Watch produce), in order to understand the moral and political force of testimony when it is put to work as a way of raising awareness and inciting action in the present, and we will also consider literary and legal work produced in the aftermath of human rights violations (for instance, the archive of the South African Truth and Reconciliation Commission and various novels and memoirs) that are concerned with the problem of how to remember, recount, and memorialize the past. Readings for this course may include works by Ishmael Beah, Roberto Bolaño, J. M. Coetzee, Ariel Dorfman, Achmat Dangor, Mahasweta Devi, Nawal El Saadawi, Philip Gourevitch, Uzodinma Iweala, Clea Koff, Antjie Krog, Primo Levi, Rigoberta Menchu, Michael Ondaatje, Luisa Valenzuela, with secondary readings by John Beverley, Jacques Derrida, Shoshana Felman and Dori Laub, Elaine Scarry, Joseph Slaughter, and Susan Sontag, and selections from primary sources including the report of the South African Truth and Reconciliation Commission and reports by human rights NGOs. **(B, H)**
Instructor(s): S. Thakkar Terms Offered: Spring
Equivalent Course(s): HMRT 28612

ENGL 28704. Reading Madness. 100 Units.
This course will address the representation of madness in a variety of literary forms, including poetry, fiction, memoir, and drama. Authors considered may include Blake, Holderlin, Dostoevsky, Ralph Ellison, Antonin Artaud, William Styron, Virginia Woolf, Sylvia Plath, and Elyn Sacks. Theoretical readings will be drawn from Foucault's *History of Madness* and selections from Freud and Lacan. The aim will be to investigate the way literature attempts to "perform" as well as represent various states of cognitive and emotional extremity in language. There will also be some attention to cinematic and pictorial renderings of madness. **(B, C, G, H)**
Instructor(s): W.J.T. Mitchell Terms Offered: Autumn
Note(s): Consent of instructor required. To obtain consent, students must write a one- page statement describing their interest in and preparation for the topic.
Equivalent Course(s): ARTV 28704,ARTH 28304

ENGL 29202. Objects, Things, and Other Things. 100 Units.
This course explores the ways in which American literature teaches us about object cultures: about objects per se and about the human investment (individual and collective) in the (supposedly) inanimate object world. We will address such topics as collecting and hoarding, and such phenomena as fetishism and the uncanny. Although the course will be supported by a wide range of reading (in anthropology, philosophy, and psychoanalysis), our emphasis will be on poetry and prose fiction (1890–1950), including work by Henry James, William Carlos Williams, Willa Cather, Gertrude Stein, and Wallace Stevens. **(B, C, G)**
Instructor(s): B. Brown Terms Offered: Autumn
Equivalent Course(s): ARTV 29202

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 introduces what was singular about the art and craft of silent film. Its general outline is chronological. We also discuss main national schools and international trends of filmmaking.
Instructor(s): Y. Tsivian Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): This is the first part of a two-quarter course.
Equivalent Course(s): CMST 28500,ARTH 28500,ARTH 38500,ARTV 26500,ARTV 36500,CMLT 22400,CMLT 32400,CMST 48500,ENGL 48700,MAPH 36000

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): D. Morgan Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): CMST 28600,ARTH 28600,ARTH 38600,ARTV 26600,CMLT 22500,CMLT 32500,CMST 48600,ENGL 48900,MAPH 33700

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): D. Morgan Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): CMST 28600,ARTH 28600,ARTH 38600,ARTV 26600,CMLT 22500,CMLT 32500,CMST 48600,ENGL 48900,MAPH 33700

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. A Reading and Research Form, to be obtained from College Advising and signed by the instructor and the Director of Undergraduate Studies, is required.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of Director of Undergraduate Studies and instructor.

ENGL 29900. Independent BA Paper Preparation. 100 Units.
Students are required to submit the College Reading and Research Course Form, available in the College Advising offices and to be signed by the faculty BA adviser and the Director of Undergraduate Studies. 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, Winter, Spring
Prerequisite(s): Consent of instructor and Director of Undergraduate Studies

Environmental Science

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, BIOS 20197 Evolution and Ecology, 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 23900 Environmental Chemistry. (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 23900 Environmental Chemistry.

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 (p. 382), Public Policy (p. 859), and Environmental Studies (p. 446), or through the Harris School of Public Policy (http://harris.uchicago.edu).

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. The requirements are structured to allow and encourage students to complete sequences that extend through the study of differential equations, so the required two quarters of calculus can be followed by:

One of the following:	
MATH 19620 & MATH 20000 & MATH 20100	Linear Algebra and Mathematical Methods for Physical Sciences I and Mathematical Methods for Physical Sciences II
BIOS 20152 & BIOS 26210 & BIOS 26211	Introduction to Quantitative Modeling in Biology (Advanced) and Mathematical Methods for Biological Sciences I and Mathematical Methods for Biological Sciences II
PHYS 22000 & PHYS 22100	Introduction to Mathematical Methods in Physics and Mathematical Methods in Physics

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 12100-12200	Honors General Chemistry I-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	
BIOS 20197	Evolution and Ecology **	100
BIOS 20198	Biodiversity **	100
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 19620	Linear Algebra	
MATH 20000	Mathematical Methods for Physical Sciences I	
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.

** Environmental Science majors can take these courses without the BIOS prerequisites (BIOS 20150-20151) 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.

‡ Allowable by petition to the department counselor

Lists of Elective Courses

List E-1: Physical and Biological Sciences

Environmental Science

ENSC 21100	Energy: Science, Technology, and Human Usage	100
ENSC 23800	Global Biogeochemical Cycles	100
ENSC 23805	Stable Isotope Biogeochemistry	100
ENSC 24000	Geobiology	100
ENSC 24500	Environmental Microbiology	100
ENSC 25200	Global Warming: Understanding the Forecast	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. (In 2015, applications will be accepted up to April 7.) 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 can be found at https://college.uchicago.edu/academics/semester-environmental-science-ses. 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. (p.)

ENSC 29002	Field Course in Modern and Ancient Environments	100
ENSC 29005	Field Course in Environmental Science	100
Geophysical Sciences		
GEOS 21000	Introduction to Mineralogy	100
GEOS 21400	Thermodynamics and Phase Change	100
GEOS 22060	What Makes a Planet Habitable?	100
GEOS 22200	Geochronology	100
GEOS 23205	Introductory Glaciology	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 26300	Invertebrate Paleobiology and Evolution	100
Chemistry		
CHEM 20100-20200	Inorganic Chemistry I-II	200
CHEM 22000-22100-22200	Organic Chemistry I-II-III	300
CHEM 23000-23100-23200	Honors Organic Chemistry I-II-III	300
CHEM 23300	Organic Chemistry of Life Processes *	100
CHEM 26100-26200-26300	Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics **	300
Biology and Ecology* **		
BIOS 20200	Introduction to Biochemistry	100
BIOS 22244	Introduction to Invertebrate Biology	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 12200-12300	General Physics II-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 19700	Statistical and Thermal Physics	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.

‡ Allowable by petition to the department counselor

List E-2: Social Sciences

Microeconomics foundations

Students may take one of the following:

ECON 19800	Introduction to Microeconomics
ECON 20000-20100	The Elements of Economic Analysis I-II *
PBPL 20000	Economics for Public Policy
PPHA 32300 & PPHA 32400	Principles of Microeconomics and Public Policy I and Principles of Microeconomics and Public Policy II *

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 24102	Environmental Politics	100
PBPL 21800	Economics and Environmental Policy	100
PBPL 23100	Environmental Law	100
PBPL 24701	U.S. Environmental Policy	100

PBPL 26530 & PBPL 26531	Environment, Agriculture, and Food: Economic and Policy Analysis and Environment, Agriculture, and Food: Advanced Economic and Policy Analysis	200
PBPL 27750-27751	Practicum in Environment, Agriculture, and Food Policy I-II	200
PPHA 36921	Energy Economics and Policy	100
PPHA 36930	Environmental Economics	100
PPHA 38900	Environmental Science and 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 19620	Linear Algebra	100
MATH 19900	Introduction to Analysis and Linear Algebra	100
or STAT 24300	Numerical Linear Algebra	
MATH 20000-20100	Mathematical Methods for Physical Sciences I-II *	200
MATH 21100	Basic Numerical Analysis	100
BIOS 20152	Introduction to Quantitative Modeling in Biology (Advanced)	100
BIOS 26210-26211	Mathematical Methods for Biological Sciences I-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 24400-24500	Statistical Theory and Methods I-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	Causal Inference	100
STAT 35800	Statistical Applications	100
STAT 36900	Applied Longitudinal Data Analysis	100
Computing		
GEOS 25400	Introduction to Numerical Techniques for the Geophysical Sciences	100
CMSC 12100-12200-12300	Computer Science with Applications I-II-III	300
CMSC 23710	Scientific Visualization	100
CMSC 28510	Introduction to Scientific Computing	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.

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 Climatology

BIOS 25206	Fundamentals of Bacterial Physiology	100
BIOS 23289	Marine Ecology	100
ECON 26500	Environmental Economics	100
GEOS 24220	Climate Foundations	100
GEOS 24230 & GEOS 24240 & GEOS 24250	Geophysical Fluid Dynamics: Foundations and Geophysical Fluid Dynamics: Rotation and Stratification and Geophysical Fluid Dynamics: Understanding the Motions of the Atmosphere and Oceans	300
MATH 19620	Linear Algebra	100
MATH 21100	Basic Numerical Analysis	100
PBPL 23100	Environmental Law	100
PBPL 24701	U.S. Environmental Policy	100

Environmental Conservation

BIOS 23252	Field Ecology	100
BIOS 23289	Marine Ecology	100
BIOS 23406	Biogeography	100
ECON 26500	Environmental Economics	100
MATH 21100	Basic Numerical Analysis	100
PBPL 23100	Environmental Law	100
PBPL 24701	U.S. Environmental Policy	100
STAT 22400	Applied Regression Analysis	100
STAT 23400	Statistical Models and Methods	100

Environmental Geochemistry

BIOS 25206	Fundamentals of Bacterial Physiology	100
CHEM 26200	Thermodynamics	100
ECON 26500	Environmental Economics	100
ENSC 23805	Stable Isotope Biogeochemistry	100
MATH 21100	Basic Numerical Analysis	100
PBPL 23100	Environmental Law	100
PBPL 24701	U.S. Environmental 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 26210-26211	Mathematical Methods for Biological Sciences I-II	200
PBPL 20000	Economics for Public Policy	100
STAT 22000	Statistical Methods and Applications	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): GEOS 13300,ENST 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. (L)
Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn, Spring
Prerequisite(s): Some knowledge of chemistry or physics helpful.
Equivalent Course(s): PHSC 13400,ENST 12300,GEOS 13400

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).
Instructor(s): E. Moyer Terms Offered: Spring
Prerequisite(s): Knowledge of physics or consent of instructor
Equivalent Course(s): GEOS 24705,ENST 24705,GEOS 34705

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 23805. Stable Isotope Biogeochemistry. 100 Units.
Stable isotopes of H, C, O, N, and S are valuable tools for understanding the biological and geochemical processes that have shaped the composition of Earth's atmosphere and oceans throughout our planet's history. This course examines basic thermodynamic and kinetic theory to describe the behavior of isotopes in chemical and biological systems. We then examine the stable isotope systematics of localized environmental processes, and see how local processes contribute to global isotopic signals that are preserved in ice, sediment, rock, and fossils. Special emphasis is placed on the global carbon cycle, the history of atmospheric oxygen levels, and paleoclimate.
Instructor(s): A. Colman Terms Offered: Winter
Prerequisite(s): CHEM 11100-11200-11300 or equivalent; 13100-13200-13300 or consent of instructor
Equivalent Course(s): GEOS 33805,GEOS 23805

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. (L)
Instructor(s): A. Colman, D. Archer Terms Offered: Autumn
Prerequisite(s): CHEM 11101-11201 or equivalent, and prior calculus course
Equivalent Course(s): GEOS 23900,ENST 23900,GEOS 33900

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 Terms Offered: Not offered 2015-2016
Prerequisite(s): GEOS 13100-13200-13300 or college-level cell & molecular biology
Equivalent Course(s): GEOS 36600,GEOS 26600

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. 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 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.
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 26650

ENSC 25200. 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. Lectures are shared with PHSC 13400, but students enrolled in GEOS 23400 are required to write an individual research term paper. (L)
Instructor(s): D. Archer Terms Offered: Spring
Prerequisite(s): Consent of instructor required.
Note(s): Some knowledge of chemistry or physics helpful.
Equivalent Course(s): GEOS 23400

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 29005. Field Course in Environmental Science. 100 Units.
Terms Offered: not offered 2015-2016
Prerequisite(s): Consent of instructor
Note(s): Interested students should contact the departmental counselor.
Equivalent Course(s): GEOS 29005

ENSC 29700. Reading and Research in Environmental Science. 100 Units.
Terms Offered: Summer, Autumn, Winter, Spring
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 Studies

Program of Study

In the early twenty-first century, environmental challenges—including deforestation, climate change, pollution, water resources, habitat loss, and the food and energy needs of a growing population—are among the most pressing issues facing the world. Many environmental processes operate at a global scale and create natural and human consequences that cannot be addressed solely from within a single area or discipline. At the same time, local and historical conditions are always at issue in addressing environmental processes, problems, and possibilities. The study of critical environmental issues requires both area specific knowledge and knowledge that crosses traditional academic and geographic boundaries. The Environmental Studies program allows students to address these issues through focused interdisciplinary coursework and research.

The undergraduate major is housed in the Social Sciences Collegiate Division and emphasizes interdisciplinary approaches to environmental topics, incorporating models and methods from the humanities and social and natural sciences. The program is designed to be complementary to the Environmental Sciences BA/BS program, although students in Environmental Studies will complete basic course work in both the natural sciences and quantitative analyses as a foundation for studying environmental questions.

Students who are majoring in Environmental Studies are expected to build a foundation for studying environmental questions by completing basic course work both in the natural sciences and in quantitative analyses. The program draws on the existing strengths and interests of College faculty in a variety of disciplines and divisions. The curriculum is organized around required elements that include:

1. a common introductory sequence
2. course work in two broadly conceived thematic tracks
3. a thesis
4. an internship or field studies component

The two thematic tracks are (1) Environmental Economics and Policy, and (2) Socio-natural Systems and Frameworks. Although students will design a program of study that will emphasize one of the tracks, course work from each will be included.

The major in Environmental Studies is coordinated by the Program on the Global Environment, which is housed in the Center for International Studies.

Students in other fields of study may also complete a minor in Environmental Studies. Information follows the description of the major.

NOTE: The BS in Environmental Science that is offered by the Department of Geophysical Sciences may be more appropriate for students who intend to pursue postgraduate studies or professional careers in the natural sciences. Students who matriculated before July 2006 and have questions about Environmental Studies courses that they have already taken should contact the program director of

Environmental Studies, Mark Lycett (702.6040, mlycett@uchicago.edu), to devise their program of study.

Summary of Program

Students who are majoring in Environmental Studies must take thirteen courses according to the following guidelines.

Environmental Studies Core Sequence

Students are required to take the two-course core sequence in Environmental Studies:

ENST 21201 & ENST 21301	Human Impact on the Environment and Making the Natural World: Foundations of Human Ecology	200

ENST 21201 Human Impact on the Environment and ENST 21301 Making the Natural World: Foundations of Human Ecology are required of students who are majoring in Environmental Studies and may be taken in any order.

One course provides an overview of fundamental issues in environmental studies while the other stresses contemporary concerns and policy applications. Each course is oriented toward one of the basic thematic tracks. Students are strongly encouraged to complete the sequence in their second year.

Thematic Tracks

Students must take four courses in their area of emphasis and two courses in their supporting track for a total of six courses.

A. **Environmental Economics and Policy Track**: This concentration emphasizes issues such as environmental law, development, globalization, and policy studies. This track has a more applied focus and is inclined more toward present-day issues and strategies in the context of politics, law, and economics. A detailed course list can be found at pge.uchicago.edu/undergraduate/tracks.

B. **Socio-natural Systems and Frameworks Track**: This concentration emphasizes environmental history; landscape studies; human ecology and demography; and environmental ethics, philosophy, and representation. Included in this track are courses on cultural and historical constructions of the natural and the human; this track emphasizes intellectual frameworks as well as the use of substantive information from the social sciences, sciences, and humanities. A detailed course list can be found at pge.uchicago.edu/undergraduate/tracks.

Most courses taken beyond the general education requirement that have significant environmental content may be counted in one of the two thematic tracks for the Environmental Studies major or minor. Approved courses for each of these tracks and for the Environmental Sciences course work requirement are selected quarterly by the faculty. No course may be counted for more than one requirement. For the complete list of approved courses, consult the program adviser or visit pge.uchicago.edu.

Quantitative Analysis

One course must be taken to demonstrate competence in quantitative analysis. Students may choose to take either STAT 22000 Statistical Methods and Applications or an equivalent.

Environmental Sciences

Students must take three courses in environmental sciences. This supporting course work must be chosen from an approved list. A detailed course list can be found at pge.uchicago.edu/undergraduate/tracks.

BA Thesis

Students are required to take one course that emphasizes research design and skills and the writing process. Students are expected to develop significant independent research projects in close consultation with their preceptor and faculty adviser. In consultation with Environmental Studies preceptors, students prepare a topic page that is due eighth week of Spring Quarter in their third year.

At this time, students are also required to secure a faculty adviser and a second reader. The thesis adviser and second reader may be chosen from among the faculty teaching in Environmental Studies and related fields. Where appropriate, outside scholars, scientists, or policy experts may be added as additional readers with the approval of the program director.

In Autumn Quarter of their fourth year, students register for ENST 29801 BA Colloquium I, which is designed to teach research skills and more generally to aid the research and writing process. The final version of the BA thesis is due by the second Friday of the quarter in which the student plans 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. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

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. More details can be found at pge.uchicago.edu/undergraduates/internships.

Summary of Requirements

ENST 21201	Human Impact on the Environment	100
ENST 21301	Making the Natural World: Foundations of Human Ecology	100
Four courses in the thematic track of emphasis		400
Two courses in the supporting thematic track		200

STAT 22000	Statistical Methods and Applications (or equivalent)	100
Three courses in the environmental sciences chosen from an approved list		300
ENST 29801	BA Colloquium I	100
Total Units		1300

Advising

Application for admission to the Environmental Studies program should be made to the program adviser, 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 adviser and the program director, should be in place by a student's third year.

Environmental Studies Majors and Minors must submit the Intent to Graduate form no later than the 2nd week of the quarter in which you intend to graduate. The form is available online and must be submitted electronically. See pge.uchicago.edu/undergraduates/requirements/notice-of-intent for more information.

Grading

Students who are majoring in Environmental Studies must receive quality grades in all thirteen courses taken to meet the requirements of the program. Students may apply a maximum of two course credits for supervised individual reading or research 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 superior by the faculty and preceptor readers.

Minor Program in Environmental Studies

Students who are not Environmental Studies majors may complete a minor in Environmental Studies. Such a minor requires that six courses be taken according to the following guidelines:

ENST 21201	Human Impact on the Environment	100
ENST 21301	Making the Natural World: Foundations of Human Ecology	100
Four courses in one of the two thematic tracks chosen in consultation with the program director		400
Total Units		600

Students who elect the minor program in Environmental 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.

Environmental Studies Courses

ENST 12100. Chemistry and the Atmosphere. 100 Units.
This course focuses on aspects of chemistry as they apply to the Earth's atmosphere. The first half considers atmospheric structure and fundamental chemical principles, while the second half presents examples of chemical systems that operate in the atmosphere. Topics include the chemical composition of the atmosphere, the structure of atoms and molecules, the nature of chemical reactions, the interaction of solar radiation with atmospheric gases, the properties of the water molecule, formation of an ozone layer, and the chemistry of urban air pollution.
Terms Offered: Not offered 2015-16
Equivalent Course(s): PHSC 13500

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. (L)
Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn, Spring
Prerequisite(s): Some knowledge of chemistry or physics helpful.
Equivalent Course(s): PHSC 13400,GEOS 13400,ENSC 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, except by petition.
Equivalent Course(s): BIOS 11125

ENST 12404. Environmental Ecology. 100 Units.
This course emphasizes basic scientific understanding of ecological principles that relate most closely to the ways humans interact with their environments. It includes lectures on the main environmental pressures, notably human population growth, disease, pollution, climate change, habitat destruction, and harvesting. We emphasize the ongoing impacts on the natural world, particularly causes of population regulation and extinction and how they might feed back on to humans. Discussion required.
Instructor(s): T. Price Terms Offered: Winter
Prerequisite(s): NTSC 10300 or BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.
Equivalent Course(s): BIOS 13107,NTSC 10400

ENST 13106. The Hungry Earth: Light, Energy, and Subsistence. 100 Units.
This course considers the continuing erosion of the resources of the Earth by the persisting pressures of a growing human population, which makes a broad knowledge and appreciation of biology essential. Discussion includes the principles of energy conversion by plants as primary producers, the evolution of the structures and mechanisms involved in energy conversion, the origin of crop plants, improvements of plants by conventional breeding and genetic engineering, and the interactions of plants with pathogens and herbivores.
Instructor(s): M. Ruddat Terms Offered: Winter
Prerequisite(s): BIOS 10110 or BIOS 10130
Equivalent Course(s): BIOS 13106

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 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: Spring
Equivalent Course(s): SOCI 30122,GNDR 20120,GNDR 30120,SOCI 20122

ENST 21201. Human Impact on the Environment. 100 Units.
The goal of this course is to analyze the impact of the human enterprise on the world that sustains it. Topics include human population dynamics, historical trends in human well-being, and our use of natural resources—especially in relation to the provision of energy, water, and food—and the impacts that these activities have on the range of goods and services provided by geological/ecological systems. We read and discuss diverse sources and write short weekly papers.
Instructor(s): Staff 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.
This course considers the conceptual underpinnings of contemporary Western notions of ecology, environment, and balance, but it also examines several specific historical trajectories of anthropogenic landscape change. We approach these issues from the vantage of several different disciplinary traditions, including environmental history, philosophy, ecological anthropology, and paleoecology.
Instructor(s): M. Lycett 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 21800. Economics and Environmental Policy. 100 Units.
This course combines basic microeconomic theory and tools with contemporary environmental and resources issues and controversies to examine and analyze public policy decisions. Theoretical points include externalities, public goods, common-property resources, valuing resources, benefit/cost analysis, and risk assessment. Topics include pollution, global climate change, energy use and conservation, recycling and waste management, endangered species and biodiversity, nonrenewable resources, congestion, economic growth and the environment, and equity impacts of public policies.
Instructor(s): S. Shaikh Terms Offered: Autumn
Prerequisite(s): ECON 19800 or higher, or PBPL 20000
Equivalent Course(s): LLSO 26201,PBPL 21800

ENST 22000. The Anthropology of Development. 100 Units.
This course applies anthropological understanding to development programs in "underdeveloped" and "developing" societies. Topics include the history of development; different perspectives on development within the world system; the role of principal development agencies and their use of anthropological knowledge; the problems of ethnographic field inquiry in the context of development programs; the social organization and politics of underdevelopment; the culture construction of "well-being;" economic, social, and political critiques of development; population, consumption, and the environment; and the future of development.
Instructor(s): A. Kolata Terms Offered: Not offered 2015-16; will be offered 2016-17
Equivalent Course(s): ANTH 22000,ANTH 35500

ENST 22506. The Natures of the Factory Farm. 100 Units.
This course looks at the culture, technology, politics, and ecology of industrial agriculture through the lens of the animal-based "factory" farm. Over the quarter we will trace key steps along the process of manufacturing industrialized animals from life to death in order to think about the factory farm's logic, value, and consequences for rural environments (primarily) within the United States. By emphasizing the historical and cultural conditions of possibility that enable the modern-day factory farm, this course illustrates how mass-producing life forms is more than just a matter of technology, profit-making, or necessity. Instead, we will see how legal definitions of the "farm" versus the "factory," ideological notions of animal (and human) "nature," labor law, animal confinement, and the corporate ownership of genetic breeds contribute to its growing ascendancy as a global norm of animal production. But the factory farm has also led to new ideals for rural life that go far beyond classic forms of American agrarianism. As such, we will look to a series of case studies that take up the ecological politics of heritage-breed animals, raw milk production, and recent (Europe-based) projects that try to redeem certain elements of industrial agriculture. Along the way, students will receive an introduction to the analysis of food chains, applied ethology, animal studies, agrarian studies, and rural environmental politics.
Instructor(s): A. Blanchette Terms Offered: not offered 2015–16

ENST 23100. Environmental Law. 100 Units.
This lecture/discussion course examines the development of laws and legal institutions that address environmental problems and advance environmental policies. Topics include the common law background to traditional environmental regulation, the explosive growth and impact of federal environmental laws in the second half of the twentieth century, regulations and the urban environment, and the evolution of local and national legal structures in response to environmental challenges.
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): 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): T. Clark Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in social sciences
Equivalent Course(s): SOCI 20106,PBPL 23600,SOCI 30106

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. (L)
Instructor(s): A. Colman, D. Archer Terms Offered: Autumn
Prerequisite(s): CHEM 11101-11201 or equivalent, and prior calculus course
Equivalent Course(s): GEOS 23900,GEOS 33900,ENSC 23900

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

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).
Instructor(s): E. Moyer Terms Offered: Spring
Prerequisite(s): Knowledge of physics or consent of instructor
Equivalent Course(s): GEOS 24705,GEOS 34705,ENSC 21100

ENST 25100. Ecological Applications to Conservation Biology. 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., design of natural reserves, risk of extinction, impact of harvesting, dynamics of species invasions, role of species interaction). Course material is drawn mostly from the current primary literature. One Saturday field trip and computer modeling labs required in addition to scheduled class time. (L)
Instructor(s): C. Pfister, E. Larsen Terms Offered: Autumn
Prerequisite(s): Completion of the general education requirement for the biological sciences and consent of instructor
Equivalent Course(s): BIOS 23351,ECEV 31300

ENST 25300. The Planetary Footprint of Farming. 100 Units.
This course draws on a ten-day field study of small, organic farms in the Berkshires to explore the environmental impact of modern industrial agriculture and realistic alternatives. Of interest are the roles of natural setting (i.e., geology, climate, meteorology); energy use and material flow; techniques of food production; dietary choices; and development and conservation strategies. Students are financially responsible for travel in December. A classroom component of lectures, readings, and exercises precedes the field trip.
Instructor(s): P. Martin Terms Offered: Autumn, Winter
Prerequisite(s): Third- or fourth-year standing, or consent of instructor
Equivalent Course(s): GEOS 25300

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): Completion of the general education requirement in the biological sciences and a course in either ecology, evolution, or earth history; or consent of instructor
Equivalent Course(s): BIOS 23406,EVOL 45500,GEOG 25500,GEOG 35500

ENST 25900. Cultural Geography. 100 Units.
This course examines the two main concerns of this field of geography: (1) the logic and pathology revealed in the record of the human use and misuse of the Earth, and (2) the discordant relationship of the world political map with more complicated patterns of linguistic and religious distribution.
Instructor(s): M. Mikesell Terms Offered: Winter
Equivalent Course(s): GEOG 20100,GEOG 30100

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.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in odd years.
Equivalent Course(s): GEOG 26100,GEOG 36100,HIST 28900,HIST 38900

ENST 26201. Naturalizing Disaster: Nature, Vulnerability, and Social History. 100 Units.
The United Nations International Strategy for Disaster Reduction defines disaster in three crucial terms: hazards, vulnerability, and capacity. While only the first of these can be "natural′"in the way that that term is commonly understood, catastrophic events and processes are frequently represented as exogenous, autonomous, and unpredictable elements of a bio-physical world. Beginning from the theorization of disaster as a property of nature, this seminar examines the political ecology of drought, flood, earthquake, and famine in their historical, economic, and cultural contexts, focusing on community vulnerability and capacity as outcomes of socio-natural histories and relations. Drawing on historical and contemporary case studies, we will consider a number of dimensions of the dynamic between nature, dislocation, and communities in an increasingly vulnerable world.
Instructor(s): M. Lycett and P. Drake Terms Offered: Not Offered 2015-16
Equivalent Course(s): ANTH 28200,ANTH 38220

ENST 26220. Southeast Asia and the Environmental Imagination. 100 Units.
This course will explore the major environmental issues that are impacting social and ecological systems in Southeast Asia today. These issues include, but are not limited to, water management, deforestation, pollution control, energy extraction, land rights, development, and disaster vulnerability. We will examine case studies that are representative of various social contexts (e.g., indigenous, national), geographical scales (e.g., local, transnational), and ecological settings (e.g., seas, forests) to examine the ways people understand and relate to different environments in Southeast Asia. To understand the complex political, economic, and cultural factors that shape human-environment interactions in this dynamic region, the class will draw from a set of texts and analytical perspectives that crosses disciplines. Readings will include literary, historical, and theoretical texts by both Southeast Asian and Western writers to consider the various ways nonhuman nature is understood and engaged with across temporal and cultural settings. We will utilize an interdisciplinary set of concepts and analytical tools from the arts, humanities, and environmental sciences to help us think more rigorously and imaginatively about the environment.
Instructor(s): P. Drake Terms Offered: not offered 2015-16

ENST 26300. The Chinese Environment. 100 Units.
This course explores the changing interrelationship between humans and the physical environment in China. We begin by dealing with physical geography and the country's resource base. We then consider the human response to the opportunities offered by China's physical environment. Finally, we shift our emphasis to environmental problems. Students are required to attend both sessions.
Instructor(s): R. Edmonds Terms Offered: Spring
Equivalent Course(s): GEOG 26300,GEOG 36300

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): G. Tolley, S. Shaikh Terms Offered: Autumn
Prerequisite(s): ECON 20100
Equivalent Course(s): ECON 26500

ENST 26505. Non-Industrial Agriculture. 100 Units.
Agriculture is, fundamentally, a human manipulation of the environment, a deliberately maintained successional state designed to serve human needs and desires. In this course, we use the history of non-industrial agriculture to think through some contemporary concerns about environmental change and the sources of our food—including topics such as genetically modified plants, fertilizers, sustainability, and invasive species. Beginning with the origins of agriculture in the early Holocene, we examine several forms of so-called "traditional" agriculture in the tropics and elsewhere, from swidden to intensive cropping. While the course is framed in terms of contemporary concerns, our focus is primarily historical and ethnographic, focusing on the experiences of agriculturalists over the last ten thousand years, including non-industrial farmers today. Students will be expected to produce and present a research paper.
Instructor(s): K. Morrison Terms Offered: Winter
Equivalent Course(s): ANTH 26505,ANTH 46505

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): ECON 26530,PBPL 26530,PPHA 32510

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 26701. Tropical Ecology. 100 Units.
This course will provide an introduction to tropical ecology. We will cover topics ranging from the biogeochemical properties that create tropical ecosystems to the structure of tropical forests to the factors that contribute to the high biodiversity characteristic of tropical zones. We will also look at interspecific interactions important in tropical systems, including trophic dynamics, chemically mediated plant-insect relationships, pollination, and decomposition. We will also discuss issues of conservation concern in tropical forests. The course will draw from a comprehensive textbook as well as a selection of primary literature.
Instructor(s): T. Massad Terms Offered: Not Offered 2015-16
Prerequisite(s): Completion of the general education requirement in biological sciences or consent of instructor
Equivalent Course(s): BIOS 23257

ENST 27100-27201-27220-27301-27320. Integrative Research Seminar: Calumet; Food Security and Agriculture: Calumet; Environmental Management and Planning in the Calumet Region; Restoration Ecology; Topics in the Ecology of the Calumet Region.
This full-time, one-quarter sequence is intended to help students bridge theory and practice in environmental studies. The program features four integrated courses, projects, field trips, guest lectures, and presentations. Students will work in the classroom and field as they integrate perspectives from the sciences, humanities, and social sciences in the study of local environments and communities. Enrollment is based on acceptance into the Calumet Quarter Program. Visit pge.uchicago.edu/calumet for an application, which requires an unofficial transcript and letter of recommendation. Students must enroll in the three core Calumet Quarter courses ENST 27100-27201-27301 and may also enroll in the optional readings course ENST 29720. The Calumet Quarter will be offered in Spring 2015-16.

ENST 27100. Integrative Research Seminar: Calumet. 100 Units.
This course examines the history of land use and social and environmental issues in the Calumet region. In addition to discussing the Calumet region broadly, students develop final projects grounded in research from all courses in the field studies program. Talks and discussions are led each week by guest lecturers who represent industry, nonprofit organizations, or Chicago government, or who are conducting research within the Calumet region.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27201. Food Security and Agriculture: Calumet. 100 Units.
Do you know where your next meal will come from? Many people around the world, and even close to home, do not. The Food and Agricultural Organization explains that food security exists when all people, at all times, have physical, social, and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life. Food security is thus a complex issue involving aspects of food production and distribution, poverty, buying power, and social networks, and cultural choice. In this course we use the Calumet region as a case study to examine some aspects of the food security debate, especially the basic conceptual divide between the framework of food security, as defined by international organizations above, and the more grass-roots notion of food sovereignty. Though we will aim for an overview of the issues, we focus this quarter more specifically on issues of agriculture and the food system, including urban agriculture, permaculture, and other challenges to the dominant industrial model. In a region with significant economic distress and area of "food desert," the Calumet presents examples of both challenge and response to this critical topic.
Instructor(s): K. Morrison Terms Offered: Spring
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27220. Environmental Management and Planning in the Calumet Region. 100 Units.
This course focuses on the identification and measurement of environmental outcomes in the Calumet Region of Chicago. Topics include the quantification of air quality impacts from industrial pollution and the potential for green infrastructure development to manage stormwater in the region and beyond. The course will introduce students to the environmental concerns and opportunities in the area and develop the methods and tools for measurement, management and planning for improved outcomes for residents and businesses. The course will draw on economic concepts and tools through applications of environmental management and policy. Enrollment in this course requires participation in the Calumet Quarter.
Instructor(s): S. Shaikh Terms Offered: Spring
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27301. Restoration Ecology. 100 Units.
This course will give students a strong foundation in the discipline of restoration ecology, building up from basic ecological principles to concepts and theory applied to restoration of ecosystems. We will evaluate restoration projects based on a discussion of primary literature with a focus on ecosystems found in the Calumet region. The course will also have a strong field component, and students will work on restoration projects in the Calumet area. Wetland restoration will be a primary focus, and projects will include studies of plant and bird diversity as well as water quality evaluations. The fieldwork will form the basis of the students' own case studies in restoration ecology, and students will write reports on their field work, analyzing their own projects in the context of the larger body of wetland restoration literature.
Instructor(s): T. Massad Terms Offered: not offered 2015-16
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27320. Topics in the Ecology of the Calumet Region. 100 Units.
We consider stewardship of land, habitats, natural areas, communities, and buildings in the Calumet Region of Chicago and Northwest Indiana. The goal of this course is to give students a basic understanding of select ecological principles and concepts, a demonsration of their application to local ecosystems, and the opportunity to collaborate with stewards in the Calumet.
Instructor(s): A. Anastasio Terms Offered: Spring
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27201-27220-27301-27320. Food Security and Agriculture: Calumet; Environmental Management and Planning in the Calumet Region; Restoration Ecology; Topics in the Ecology of the Calumet Region.
This full-time, one-quarter sequence is intended to help students bridge theory and practice in environmental studies. The program features four integrated courses, projects, field trips, guest lectures, and presentations. Students will work in the classroom and field as they integrate perspectives from the sciences, humanities, and social sciences in the study of local environments and communities. Enrollment is based on acceptance into the Calumet Quarter Program. Visit pge.uchicago.edu/calumet for an application, which requires an unofficial transcript and letter of recommendation. Students must enroll in the three core Calumet Quarter courses ENST 27100-27201-27301 and may also enroll in the optional readings course ENST 29720.

ENST 27201. Food Security and Agriculture: Calumet. 100 Units.
Do you know where your next meal will come from? Many people around the world, and even close to home, do not. The Food and Agricultural Organization explains that food security exists when all people, at all times, have physical, social, and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life. Food security is thus a complex issue involving aspects of food production and distribution, poverty, buying power, and social networks, and cultural choice. In this course we use the Calumet region as a case study to examine some aspects of the food security debate, especially the basic conceptual divide between the framework of food security, as defined by international organizations above, and the more grass-roots notion of food sovereignty. Though we will aim for an overview of the issues, we focus this quarter more specifically on issues of agriculture and the food system, including urban agriculture, permaculture, and other challenges to the dominant industrial model. In a region with significant economic distress and area of "food desert," the Calumet presents examples of both challenge and response to this critical topic.
Instructor(s): K. Morrison Terms Offered: Spring
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27220. Environmental Management and Planning in the Calumet Region. 100 Units.
This course focuses on the identification and measurement of environmental outcomes in the Calumet Region of Chicago. Topics include the quantification of air quality impacts from industrial pollution and the potential for green infrastructure development to manage stormwater in the region and beyond. The course will introduce students to the environmental concerns and opportunities in the area and develop the methods and tools for measurement, management and planning for improved outcomes for residents and businesses. The course will draw on economic concepts and tools through applications of environmental management and policy. Enrollment in this course requires participation in the Calumet Quarter.
Instructor(s): S. Shaikh Terms Offered: Spring
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27301. Restoration Ecology. 100 Units.
This course will give students a strong foundation in the discipline of restoration ecology, building up from basic ecological principles to concepts and theory applied to restoration of ecosystems. We will evaluate restoration projects based on a discussion of primary literature with a focus on ecosystems found in the Calumet region. The course will also have a strong field component, and students will work on restoration projects in the Calumet area. Wetland restoration will be a primary focus, and projects will include studies of plant and bird diversity as well as water quality evaluations. The fieldwork will form the basis of the students' own case studies in restoration ecology, and students will write reports on their field work, analyzing their own projects in the context of the larger body of wetland restoration literature.
Instructor(s): T. Massad Terms Offered: not offered 2015-16
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27320. Topics in the Ecology of the Calumet Region. 100 Units.
We consider stewardship of land, habitats, natural areas, communities, and buildings in the Calumet Region of Chicago and Northwest Indiana. The goal of this course is to give students a basic understanding of select ecological principles and concepts, a demonsration of their application to local ecosystems, and the opportunity to collaborate with stewards in the Calumet.
Instructor(s): A. Anastasio Terms Offered: Spring
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27220. Environmental Management and Planning in the Calumet Region. 100 Units.
This course focuses on the identification and measurement of environmental outcomes in the Calumet Region of Chicago. Topics include the quantification of air quality impacts from industrial pollution and the potential for green infrastructure development to manage stormwater in the region and beyond. The course will introduce students to the environmental concerns and opportunities in the area and develop the methods and tools for measurement, management and planning for improved outcomes for residents and businesses. The course will draw on economic concepts and tools through applications of environmental management and policy. Enrollment in this course requires participation in the Calumet Quarter.
Instructor(s): S. Shaikh Terms Offered: Spring
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27301-27320. Restoration Ecology; Topics in the Ecology of the Calumet Region.

This full-time, one-quarter sequence is intended to help students bridge theory and practice in environmental studies. The program features four integrated courses, projects, field trips, guest lectures, and presentations. Students will work in the classroom and field as they integrate perspectives from the sciences, humanities, and social sciences in the study of local environments and communities. Enrollment is based on acceptance into the Calumet Quarter Program. Visit pge.uchicago.edu/calumet for an application, which requires an unofficial transcript and letter of recommendation. Students must enroll in the three core Calumet Quarter courses ENST 27100-27201-27301 and may also enroll in the optional readings course ENST 29720.

ENST 27301. Restoration Ecology. 100 Units.

This course will give students a strong foundation in the discipline of restoration ecology, building up from basic ecological principles to concepts and theory applied to restoration of ecosystems. We will evaluate restoration projects based on a discussion of primary literature with a focus on ecosystems found in the Calumet region. The course will also have a strong field component, and students will work on restoration projects in the Calumet area. Wetland restoration will be a primary focus, and projects will include studies of plant and bird diversity as well as water quality evaluations. The fieldwork will form the basis of the students' own case studies in restoration ecology, and students will write reports on their field work, analyzing their own projects in the context of the larger body of wetland restoration literature.
Instructor(s): T. Massad Terms Offered: not offered 2015-16
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27320. Topics in the Ecology of the Calumet Region. 100 Units.

We consider stewardship of land, habitats, natural areas, communities, and buildings in the Calumet Region of Chicago and Northwest Indiana. The goal of this course is to give students a basic understanding of select ecological principles and concepts, a demonsration of their application to local ecosystems, and the opportunity to collaborate with stewards in the Calumet.
Instructor(s): A. Anastasio Terms Offered: Spring
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27320. Topics in the Ecology of the Calumet Region. 100 Units.

We consider stewardship of land, habitats, natural areas, communities, and buildings in the Calumet Region of Chicago and Northwest Indiana. The goal of this course is to give students a basic understanding of select ecological principles and concepts, a demonsration of their application to local ecosystems, and the opportunity to collaborate with stewards in the Calumet.
Instructor(s): A. Anastasio Terms Offered: Spring
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27400. Principles of Epidemiology. 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.
Instructor(s): B. Lahey Terms Offered: Autumn
Prerequisite(s): Introductory statistics recommended or Consent of Instructor
Equivalent Course(s): PBHS 30900,BIOS 29318,PPHA 36400,STAT 35000

ENST 27420. Urban Gardens: Therapeutic, Educational, and Community Building Practicum. 100 Units.
This teaching practicum will consider emerging research on urban gardens for individual, community, and environmental wellness, and will prepare students to design teachable lessons for school-based programs and community building. Course material is drawn from current literature, curricula, and case studies that demonstrate the impacts and methods of garden education, place-based development, and horticultural therapy. We will discuss the perceived individual, societal, and global problems that urban gardens are thought to address and the reported benefits they deliver. Students will evaluate the goals, organization, methodology, values-bias, and efficacy of existing curricula, and design a series of educational workshops that can be adapted to multiple age groups and learning environments. The course will include one or more field trips, and students will be required to volunteer/teach at an area school or community garden program.
Instructor(s): M. Mass Terms Offered: not offered 2015-16
Note(s): This course will include off-site field trips and community service/teaching commitment.

ENST 27750-27751. Practicum in Environment, Agriculture, and Food Policy I-II.
This course sequence is designed to acquaint students to real-world policy-making questions. Students will work together, along with an organizational partner, on designing and conducting a research project. Course work will involve academic literature reviews, various forms of data collection, research design, statistical analysis, and presentation of a final report. Previous projects have included certification of green restaurants in Chicago, mapping of campus green roofs in Chicago, transportation research for a Chicago museum exhibit, and design of incentive programs for storm water management in Chicago. Students in the course will also handle all aspects of running the Environment, Agriculture, and Food Working Group (eaf.uchicago.edu), including communication and outreach through website content and social media. Completion of the two-quarter sequence satisfies the undergraduate public policy studies practicum requirement.

ENST 27750. Practicum in Environment, Agriculture, and Food Policy I. 100 Units.
Instructor(s): S. Shaikh Terms Offered: Autumn
Prerequisite(s): Open only to Public Policy majors and Environmental Studies majors and minors
Equivalent Course(s): PBPL 27750

ENST 27751. Practicum in Environment, Agriculture, and Food Policy II. 100 Units.
Instructor(s): S. Shaikh Terms Offered: Winter
Prerequisite(s): Open only to Public Policy majors and Environmental Studies majors and minors
Equivalent Course(s): PBPL 27751

ENST 27751. Practicum in Environment, Agriculture, and Food Policy II. 100 Units.
Instructor(s): S. Shaikh Terms Offered: Winter
Prerequisite(s): Open only to Public Policy majors and Environmental Studies majors and minors
Equivalent Course(s): PBPL 27751

ENST 28210. Colonial Ecologies. 100 Units.
This seminar explores the historical ecology of European colonial expansion in a comparative framework, concentrating on the production of periphery and the transformation of incorporated societies and environments. In the first half of the quarter, we consider the theoretical frameworks, sources of evidence, and analytical strategies employed by researchers to address the conjunction of environmental and human history in colonial contexts. During the second half of the course, we explore the uses of these varied approaches and lines of evidence in relation to specific cases and trajectories of transformation since the sixteenth century.
Instructor(s): M. Lycett, K. Morrison Terms Offered: Spring
Equivalent Course(s): ANTH 28210,ANTH 48210

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 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: Autumn
Prerequisite(s): PQ: Third- or fourth-year undergrad or first-year grad students. For ECON majors who want ECON credit for this course (ECON 26800): PQ is ECON 203.
Equivalent Course(s): BPRO 29000,CHSS 37502,ECON 26800,PBPL 29000,PPHA 39201,PSMS 39000

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.
Terms Offered: Autumn, Winter, Spring
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: Autumn
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): Staff 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. BA 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

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 is comprised of (a) **13 courses**, (b) the **Junior Paper**, and (c) the **Senior Exam**, for a total of 1500 units.

A. Course Work

1. **Introductory Sequence (2 courses).** The Introductory Sequence is to be completed in the first year of the program (second year of the College). It consists of two courses:
   - *Part 1: The Gateway Course (Autumn).* 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, 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.
   - *Part 2 (Winter or Spring).* For the second half of the sequence, students may select any FNDL course that they feel will best serve as a starting point for exploring their question. This course should be selected in consultation with the program coordinator and/or the student's adviser.
2. **Text/Author Courses (6 courses).** The Text/Author courses are devoted to the study of one or two particular texts or the work of a particular author. Through these courses, each student will develop a list of 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 look at that interest from diverse perspectives, and one of the six must be studied in an original language other than English, the same language in which the student establishes competency. Text/Author courses are generally cross-listed as FNDL courses in the Time Schedules (http://timeschedules.uchicago.edu/view.php?dept=FNDL); if a relevant course is not cross-listed, the student should contact the coordinator to see if it can be counted towards the major.
3. **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.
4. **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. Prospective Fundamentals students are

advised that course offerings and departmental resources limit the languages with which this requirement can be fulfilled: Students must choose a language in which they can take a Text/Author course or a text-based independent study.

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. 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 Introductory Sequence (the Gateway Course and a second FNDL course of choice)		200
Six Text/Author Courses		600
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 Exam (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 2015–16 Courses

Gateway Course (required for all incoming Fundamentals majors)

FNDL 21418. Kafka in Prague. 100 Units.

The goal of this course is a thorough treatment of Kafka's literary work in its Central European, more specifically Czech, context. In critical scholarship, Kafka and his work are often alienated from his Prague milieu. The course revisits the Prague of Kafka's time, with particular reference to *Josefov* (the Jewish ghetto), *Das Prager Deutsch*, and Czech/German/Jewish relations of the prewar and interwar years. We discuss most of Kafka's major prose works within this context and beyond (including *The Castle*, *The Trial*, and the stories published during his lifetime), as well as the methodologies of close reading, the importance of form, and the complexities of interpretation, including its limits.
Instructor(s): M. Sternstein Terms Offered: Autumn
Prerequisite(s): Required of all incoming FNDL majors. Students in other majors must request the instructor's consent to register.

Independent Study (for registering for the Junior Paper and Senior Exam)

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 20700. Aquinas on God, Being, and Human Nature. 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): CLCV 23712,RLST 23605

FNDL 21414. The Art of Leonardo da Vinci. 100 Units.
The central focus of this course will be on the small, damaged and disputed body of paintings that Leonardo has left to us, the wealth of his drawings that help us make sense of that problematic heritage and provide the most direct route into his creative thinking, and the hundreds of pages of text in the form of notes in mirror-image handwriting that comment on art and so many other subjects. Our structure will be roughly chronological, including his late fifteenth-century Florentine artistic and social context (e.g., artists such as Verrocchio, Pollaiuolo, Ghirlandaio, and Botticelli), his two long periods in Milan as a court artist, his triumphant return to Florence and rivalry with the young Michelangelo, his brief and unsatisfying stay in papal Rome, and the little known, mythic final years in France. Among the themes that will be critically examined are: Leonardo's role in the creation of what is still grandiosely called the High Renaissance; the value and problematic aspects of thinking of him as the quintessential artist-scientist; the significance of the fact that he has been a figure of such obsessive art-historical and broader cultural significance for over 500 years (e.g., readings by Vasari, Freud, and the innumerable artists who have interpreted and mimicked his work); and the ways in which recent scientific and digital imaging have shed surprising amounts of new light on his art. Through the concentrated art-historical material studied, the course will take seriously the attempt to introduce students with little or no background in art history to some of the major avenues for interpretation in this field, including formal, stylistic, iconographical, psychological, social, feminist, theoretical, and reception. Readings are chosen with this diversity of approach in mind.
Instructor(s): C. Cohen Terms Offered: Autumn
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 17121

FNDL 21418. Kafka in Prague. 100 Units.
The goal of this course is a thorough treatment of Kafka's literary work in its Central European, more specifically Czech, context. In critical scholarship, Kafka and his work are often alienated from his Prague milieu. The course revisits the Prague of Kafka's time, with particular reference to *Josefov* (the Jewish ghetto), *Das Prager Deutsch*, and Czech/German/Jewish relations of the prewar and interwar years. We discuss most of Kafka's major prose works within this context and beyond (including *The Castle*, *The Trial*, and the stories published during his lifetime), as well as the methodologies of close reading, the importance of form, and the complexities of interpretation, including its limits.
Instructor(s): M. Sternstein Terms Offered: Autumn
Prerequisite(s): Required of all incoming FNDL majors. Students in other majors must request the instructor's consent to register.

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
Note(s): One prior philosophy course is strongly recommended.
Equivalent Course(s): PHIL 24800,CMLT 25001,GNSE 23100,HIPS 24300

FNDL 23107. Introduction to Ethics. 100 Units.
In this course, we will read, write, think, and talk about moral philosophy, focusing on two classic texts, Immanuel Kant's *Groundwork of the Metaphysics of Morals* and John Stuart Mill's *Utilitarianism*. We will work through both texts carefully, and have a look at influential criticisms of utilitarianism and of Kant's ethics in the concluding weeks of the term. This course is intended as an introductory course in moral philosophy. Some prior work in philosophy is helpful, but not required. (A)
Instructor(s): B. Callard Terms Offered: Autumn
Equivalent Course(s): PHIL 21000,HIPS 21000

FNDL 24211. Lucretius and Marx. 100 Units.
Lucretius was a follower of Epicurus, whom Marx called "the greatest representative of Greek enlightenment." In his poem *On the Nature of Things*, Lucretius seeks to convert his fellow Romans to an Epicurean way of life. He explains in detail what the world is made of (atoms) and that there is no reason to fear the gods or death. Marx wrote his doctoral dissertation on Epicurus and Lucretius. He was especially enthusiastic about the idea, which was developed by Lucretius, that humans are free to shape their own lives.
Instructor(s): E. Asmis Terms Offered: Autumn
Prerequisite(s): Consent of instructor is required.
Equivalent Course(s): CLCV 25606,CLAS 35606,LLSO 25606

FNDL 24525. Hannah Arendt: On Revolution. 100 Units.
This seminar will be focused on Hannah Arendt's *On Revolution*, first published in 1963. Alongside a careful reading of the text, we may consider: the place of *On Revolution* in Arendt's *oeuvre*; its significance for recent and contemporary democratic theory; its relation to Marxian theories of revolution; its reception in the 1960s, particularly within the "New Left"; its relation to political and social-scientific discourses about revolution, including particularly anti-colonial revolution, in the context of the Cold War; its relation to the contemporaneous re-emergence of "poverty" as an object of political concern in the United States; and the adequacy, inadequacy, and/or idiosyncracy of Arendt's treatments of historical revolutions such as the American, French, Russian, German, Hungarian, and Cuban.
Instructor(s): P. Markell Terms Offered: Autumn
Prerequisite(s): For advanced undergraduate and graduate students. Enrollment will be limited and consent required.
Note(s): Please do not contact the instructor for consent prior to the start of the term; interested students should simply attend the first session.
Equivalent Course(s): PLSC 34525,PLSC 24525

FNDL 25815. On the Natural History of Destruction: W. G. Sebald. 100 Units.
The difficulty of categorizing the sort of literary practice Sebald engaged in is notorious. The genres and hybrid styles with which his "novels" have been identified include: travel writing, memoir, photo essay, documentary fiction, magical realism, postmodern pastiche, cultural-historical fantasy, among others. And given the fact that his work so often deals, if only indirectly, with the Holocaust and its aftershocks, his work has furthermore been associated with that highly problematic generic and historical constellation, "Holocaust literature." The seminar will address all of Sebald's major works in the hope of elucidating this singular intersection of historical and literary complexity.
Instructor(s): E. Santner Terms Offered: Autumn 2015
Note(s): Texts will be available in English and German, discussion will be held in English.
Equivalent Course(s): GRMN 35815,GRMN 25815

FNDL 25910. Racine. 100 Units.
Racine's tragedies are often considered the culminating achievement of French classicism. Most famous for his powerful re-imaginings of Greek myth (Phèdre, Andromaque), his tragic universe nevertheless ranged considerably wider, from ancient Jewish queens to a contemporary Ottoman harem. We will consider the roots (from Euripides to Corneille) of his theatrical practice as well as its immense influence on future writers (from Voltaire to Proust, Beckett, and Genet).
Instructor(s): L. Norman Terms Offered: Autumn
Prerequisite(s): At least one French literature course 21700 or higher.
Note(s): Taught in French. All work in French for students seeking French credit; written work may be in English for others.
Equivalent Course(s): FREN 35910,TAPS 28476,FREN 25910

FNDL 26047. Pushkin and Gogol. 100 Units.
Alexander Pushkin (1799–1837) is widely considered the founding genius of modern Russian literature, especially in his lyric and epic poetry; Nikolai Gogol (1809–1852) injected a manic strain of magic realism to create the modern Russian novel. Apollon Grigor'ev later called Pushkin "our everything"; Dostoevsky claimed "We all emerged out of Gogol's 'Overcoat.'" During the quarter we will read a representative selection of both writers' major works, including Pushkin's verse novel Evgenii Onegin, verse epic The Bronze Horseman, and novel The Captain's Daughter, and Gogol's novel Dead Souls in addition to his fantastic stories "The Nose" and "The Overcoat." We will focus on close readings of the texts, paying particular attention to their experiments with literary form, as well as attending to their broader historical contextualization. We will focus particularly on the conceptions of realism projected by the texts and imposed by later readers. All readings will be in English translation.
Instructor(s): Robert Bird Terms Offered: Autumn
Equivalent Course(s): REES 36047,REES 26047

FNDL 26506. Agnes Varda. 100 Units.
This course examines the work of one of the most significant directors working in France today. Making important films from the 1960s to the present day, Varda has 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 form of plastic narration and by working with moving images in gallery spaces.
Instructor(s): D. Bluher Terms Offered: Spring

FNDL 27202. Dante's Divine Comedy 2: Purgatorio and Vita Nova. 100 Units.
Instructor(s): J. Steinberg Terms Offered: Autumn
Equivalent Course(s): ITAL 32200,LLSO 27202,ITAL 22000

Winter Quarter

FNDL 21403. Shakespeare I: Histories and Comedies. 100 Units.
An exploration of Shakespeare's major plays in the genres of history play and romantic comedy, from the first half (roughly speaking) of his professional career: *Richard II, Henry IV Parts 1 and 2, A Midsummer Night's Dream, Much Ado about Nothing, Twelfth Night*, and *Troilus and Cressida*. **(D, E)**
Instructor(s): R. Strier Terms Offered: Winter
Equivalent Course(s): ENGL 16500,TAPS 28405

FNDL 22616. Soren Kierkegaard/Johannes Climacus: Concluding Unscientific Postscript. 100 Units.
This seminar will be a close reading of Kierkegaard's text, written under the pseudonym of "Johannes Climacus." Among the topics to be discussed are: the nature and task of subjectivity, what it is for subjectivity to be truth, irony and humor, what it is for a communication to be successful, ethical versus religious outlooks, the peculiar requirements of being a Christian.
Instructor(s): J. Lear Terms Offered: Winter
Prerequisite(s): For Philosophy and Fundamentals majors
Equivalent Course(s): PHIL 27209

FNDL 22901. Many Ramayanas. 100 Units.
This course is a close reading of the great Hindu Epic, the story of Rama's recovery of his wife, Sita, from the demon Ravana on the island of Lanka, with special attention to the changes in the telling of the story throughout Indian history. Readings are in Paula Richman, Many Ramayanas and Questioning Ramayanas; the Ramayanas of Valmiki (in translation by Goldman, Sattar, Shastri, and R. K. Narayan), Kampan, and Tulsi; the Yogavasistha-Maharamayana; and contemporary comic books and films.
Instructor(s): W. Doniger Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): HREL 42501,RLST 26801,SALC 42501,SCTH 40701

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 Terms Offered: Winter
Prerequisite(s): Consent of instructor required.
Equivalent Course(s): PLSC 23915,CLAS 33915,CLCV 23915,PLSC 33915,LLSO 23915

FNDL 24301. Ludwig Wittgenstein's "Philosophical Investigations" 100 Units.
Wittgenstein's *Philosophical Investigations* is one of the most important works of philosophy written in the twentieth century. Its influence has reached far and wide beyond the limits of philosophy. Yet its meaning remains deeply controversial. This is in part because Wittgenstein broke radically with some of the most common assumptions human beings, especially educated human beings, like to make about themselves, their minds, and the world. It is also because Wittgenstein's philosophical method made it a point of principle to propose no theories of any kind. The purpose of this course is to make the *Philosophical Investigations* intellectually accessible to students with no professional training or interest in philosophy. The format will consist of a mixture of lecture and commentary, with some room for discussion of selected passages and points of special interest.
Instructor(s): C. Fasolt Terms Offered: Winter
Equivalent Course(s): HIST 28702,LLSO 28702

FNDL 24330. Short Stories from a Late Ming Collection. 100 Units.
This course will explore Feng Menglong's three collections of vernacular stories: *Illustrious Words to Instruct the World* (1620), *Comprehensive Words to Warn the World* (1624), and *Constant Words to Awaken the World* (1627). Known collectively as the "Three Words," these immensely popular and influential volumes map the social whole of late imperial China, tracking the friendships, romances, schemes, and follies of merchants and monks, students and courtesans, emperors and farmers. Alongside close readings of selected stories, we will examine the structure, sources, and publication history of the collections and locate them in a broader discussion of the meanings and functions of vernacular literature. All readings available in English.
Instructor(s): A. Fox Terms Offered: Winter
Equivalent Course(s): EALC 24300,EALC 34330

FNDL 24711. Lincoln: Slavery, War, and 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): D. Hutchinson Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): LLSO 24711,HIST 27102

FNDL 25105. Readings in Ibn Tufayl's Hayy b. Yaqzan. 100 Units.
Instructor(s): J. Robinson
Equivalent Course(s): HIJD 35004,RLST 25105,ISLM 35004

FNDL 25300. 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 pedophiliac plot as such by concerning itself above all with the novel's language: language as failure, as mania, and as conjuration. **(B)**
Instructor(s): M. Sternstein Terms Offered: Autumn
Equivalent Course(s): RUSS 23900,ENGL 28916

FNDL 26903. Gombrowicz: The Writer as Philosopher. 100 Units.
In this course, we dwell on Witold Gombrowicz the philosopher, exploring the components of his authorial style and concepts that substantiate his claim to both the literary and the philosophical spheres. Entangled in an ongoing battle with basic philosophical tenets and, indeed, with existence itself, this erudite Polish author is a prime example of a 20th century modernist whose philosophical novels explode with uncanny laughter. In contrast to many of his contemporaries, who established their reputations as writers/philosophers, Gombrowicz applied distinctly literary models to the same questions that they explored. We investigate these models in depth, as we focus on Gombrowicz's novels, philosophical lectures, and some of his autobiographical writings. With an insight from recent criticism of these primary texts, we seek answers to the more general question: What makes this author a philosopher?
Instructor(s): Bozena Shallcross Terms Offered: Winter
Note(s): All readings in English.
Equivalent Course(s): REES 21000,ISHU 29405,REES 31000

FNDL 27725. Machiavelli's Florentine Histories. 100 Units.
This course is devoted to a close reading of what is perhaps Niccolò Machiavelli's most difficult work, the *Florentine Histories*. We will explore the extent to which the lessons of Machiavelli's history of his native city conform with those that he earlier set forth in more famous works like *The Prince* and the *Discourses*. We will also examine the interpretive debates over the *Histories* that pervade the scholarly literature. Themes pertaining to the Florentine Republic to be considered include: liberty, patriotism, civic foundings, social conflict, partisan strife, religion and politics, tyranny, revolution, and corruption. (A)
Instructor(s): J. McCormick Terms Offered: Winter
Prerequisite(s): Advanced consent of instructor required.
Equivalent Course(s): PLSC 37725,LLSO 27725,PLSC 27725

Spring Quarter

FNDL 20502. Frank Lloyd Wright in Chicago and Beyond. 100 Units.
This course looks at Wright's work from multiple angles. We examine his architecture, urbanism, and relationship to the built environment, as well as the socio-cultural context of his lifetime and legend. We take advantage of the Robie House on campus and of the rich legacy of Wright's early work in Chicago; we also think about his later Usonian houses for middle-income clients and the urban framework he imagined for his work (Broadacre City), as well as his Wisconsin headquarters (Taliesin), and spectacular works like the Johnson Wax Factory (a field trip, if funds permit), Fallingwater, and the Guggenheim Museum. By examining one architect's work in context, students gain experience analyzing buildings and their siting, and interpreting them in light of their complex ingredients and circumstances. The overall goal is to provide an introduction to thinking about architecture and urbanism.
Instructor(s): K. Taylor Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 17410

FNDL 21300. James Joyce's Ulysses. 100 Units.
This course considers themes that include the problems of exile, homelessness, and nationality; the mysteries of paternity and maternity; the meaning of the Return; Joyce's epistemology and his use of dream, fantasy, and hallucinations; and Joyce's experimentation with and use of language.
Instructor(s): S. Meredith Terms Offered: Spring

FNDL 21404. Shakespeare II: Tragedies and Romances. 100 Units.
This course explores some of the major plays in the genres of tragedy and romance in the latter half of Shakespeare's career. After having examined how Shakespeare develops and deepens the conventions of tragedy in *Hamlet*, *Othello*, *King Lear*, and *Antony and Cleopatra*, we will turn our attention to how he complicates and even subverts these conventions in three romances: *Cymbeline*, *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. **(D, E)**
Instructor(s): T. Harrison Terms Offered: Spring
Note(s): ENGL 16500 recommended but not required.
Equivalent Course(s): ENGL 16600,TAPS 28406

FNDL 23112. The Autobiography of Teresa of Avila. 100 Units.
In this course we will do a close reading of the autobiography of Teresa of Avila in which we will pay attention to her attitudes towards prayer and religious practice, mystical experience, community organization, sin and redemption, and gender. Our reading will be supplemented by other texts written by Teresa as well as secondary works that will help us interpret her in her historical context.
Instructor(s): L. Pick Terms Offered: Spring
Equivalent Course(s): HIST 19801,GNDR 20701,RLST 20701

FNDL 23806. Consciousness and Critique: The Autobiographies of Dorothy Day and Malcolm X. 100 Units.
A close reading of Dorothy Day's *The Long Loneliness* (1952) and of *The Autobiography of Malcolm X* (1964) will allow the exploration of the relation between self-creation or re-invention, on the one hand, and social critique and change, on the other. Day was a social radical who, motivated by the cause of the poor, became the founder of the Catholic Worker movement; Malcolm X was a revolutionary who became an iconic figure in the global Black freedom struggle. The reconstruction of memory, the relation of narration and consciousness, the appropriation of cultural and religious narratives, the diagnosis of personal fault and social ill, and the arc of conversion are among themes to be considered; reference will also be made to Augustine's classic autobiography, *Confessions* (397).
Instructor(s): K. Culp Terms Offered: Spring
Equivalent Course(s): CRES 23804,GNSE 23814,RLST 23804

FNDL 25401. Confucius and Laozi. 100 Units.
In this course we will begin with reading two of the foundational texts of the Chinese philosophical tradition: the Lunyu or Analects of Confucius and the Daode jing or Classic of the Way and Virtue ascribed to Laozi. In addition to considering what these texts may have meant to their writers, we will also consider how they were written and how that writing may have influenced what they meant both to their writers and to their earliest readers. We will also take account of recent manuscript discoveries of these texts and what they might mean for their histories.
Instructor(s): E. Shaughnessy Terms Offered: Spring
Equivalent Course(s): EALC 25401,EALC 35401

FNDL 26100. Les Misérables. 100 Units.
In this course we read *Les Misérables* and discuss the work's message, structure, and aesthetic vision. We will be particularly attentive to Victor Hugo's role as an observer of nineteenth-century French society as well as an actor in the political life of his times.
Instructor(s): R. Morrissey Terms Offered: Winter
Note(s): All classes and texts in French; presentations preferred in French, but English will be acceptable depending on the concentration. Written work in French or English.
Equivalent Course(s): FREN 36103,FREN 26103

FNDL 26207. Reading Buddhist Scripture as Literature: The Lotus Sūtra. 100 Units.

The Lotus Sūtra, an early Mahayana Buddhist scripture that propounded startling new Buddhist beliefs and practices, is one of the most influential and widely read scriptures in the world, especially in East Asia: Its champions have touted it as profoundly meaningful, beautiful, and emancipatory. How and why is it good to read? To answer these questions, we will read an English translation of the work over the first half of the course, alongside some scholars who say that it should be read "as literature." After completing our initial reading of the Lotus, we will turn to thinkers who attempt to destabilize our notions of what "reading," "Buddhism," "literature," or "scripture" can even be said to consist of. As a final project, we will weigh in by developing our own readings of the Lotus, its history of interpretations, or the course itself. All texts in English.
Instructor(s): A. Hsu
Equivalent Course(s): EALC 26202,RLST 26200

FNDL 26405. D. W. Griffith. 100 Units.
Instructor(s): Y. Tsivian Terms Offered: Spring
Prerequisite(s): CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.
Equivalent Course(s): CMST 36405,CMST 26405

FNDL 28202. Introduction to the New Testament: Texts and Contexts. 100 Units.
Our main goal is a careful reading of the New Testament, while highlighting specific authors and specific passages. We will gain some useful knowledge of the historical, geographical, social, religious, cultural and political contexts of these documents and explore the major literary genres represented in the canon. Some insights will be given in the history of research, and current methodologies will be reflected. In the end, each participant should be able to find a personal way of dealing with these texts.
Instructor(s): M. Mitchell Terms Offered: Spring
Equivalent Course(s): BIBL 32500,RLST 12000

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 the quarterly Time Schedules (http://timeschedules.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 22715	Weber, Bakhtin, Benjamin	100
ANTH 24800	Uncanny Modernities	100
ANTH 26830	Archaeology of Religious Experience	100
ANTH 27300	Language Voice and Gender	100
ANTH 27510	Language and Temporality: Ethnographies of Time	100
ANTH 28420	Death, the Body, and the Ends of Life	100
ARTH 10100	Introduction to Art	100
ARTH 17610	Modernism	100
ARTH 21511	Image, Spectacle, Sound	100
ARTH 26600	Early 20th-Century Urban Visions	100
ARTH 26711	Florentine Topographies: Art, Architecture, and Urban Life in the Italian Renaissance City	100
ARTH 26803	Architectural Theory and Practice in the Enlightenment and the 19th Century	100
ARTH 27505	The Black Arts Movement in Chicago	100
BPRO 26750	Anxiety	100
CLCV 21415	Gender and Sexuality in Roman Art	100
CLCV 22514	Markets and Moral Economies	100
CLCV 23514	Augustan Culture	100
CLCV 24113	The Archaeology of Death in Ancient Rome	100
CLCV 24915	Men and Masculinity	100
CLCV 29100	Ancient Myth	100
CMLT 23310	Classical Art in the Literature of the Renaissance and Early Modern Italy, Spain, and France	100
CMLT 25102	Problems Around Foucault	100
CMLT 26610	The Brighter Side of the Balkans: Humor & Satire in Lit & Film	100
CMST 10100	Introduction to Film Analysis	100
CMST 10300	Visual Language: On Time and Space	100
CMST 23001	From La Dolce Vita to the Murder of Pasolini	100
CMST 25531	Framing the I: Autobiography and Film	100
CMST 27206	Movement	100
EALC 25811	Foundations of Chinese Buddhism	100
ENGL 10400	Introduction to Poetry	100
ENGL 11501	Chaucer and the Literary Voice	100
ENGL 11904	Introduction to Modernism	100
ENGL 13800	History and Theory of Drama I	100
ENGL 13900	History and Theory of Drama II	100
ENGL 21401	Advanced Theories of Sex/Gender: Ideology, Culture, and Sexuality	100

ENGL 25202	Spirit Worlds	100
ENGL 25405	The American Classics	100
ENGL 26208	Death and Dying in American Literature	100
ENGL 27312	Outsiders in Southern Literature	100
FREN 22810	Montaigne and Liberalism	100
GNSE 20170	The Sociology of Deviant Behavior	100
GNSE 23302	Writing Postcolonial History	100
GNSE 23516	Medieval Masculinity	100
GNSE 23700	Medieval Women's Religious Writing	100
GNSE 29600	Feminist Philosophy	100
HIST 18600	United States Labor History	100
HIST 25110	Philosophy of History: Narrative and Explanation	100
HIST 25415	History of Information	100
HIST 29314	History of Skepticism, Pre-socratic Greece to Enlightenment	100
ITAL 24410	Vichianism: The Italian (Counter-) Enlightenment	100
JWSC 20223	Narratives of Assimilation	100
JWSC 20225	Multilingualism and Translation in Modern Jewish Literature	100
LATN 23400	Boethius: Consolation of Philosophy	100
LLSO 28233	Machiavelli's Political Thought	100
LLSO 28613	Politics and Human Nature	100
PHIL 20210	Kant's Ethics	100
PHIL 21102	Opera as Idea and as Performance	100
PHIL 21301	Moral Theory	100
PHIL 21400	Happiness	100
PHIL 21410	Philosophy of Action	100
PHIL 21505	Wonder, Magic, and Skepticism	100
PHIL 21600	Introduction to Political Philosophy	100
PHIL 21620	The Problem of Evil	100
PHIL 22100	Space and Time	100
PHIL 23000	Introduction to Metaphysics and Epistemology	100
PHIL 23103	Pictures and Words, or Representation, Abstraction, and Figuration	100
PHIL 23205	Introduction to Phenomenology	100
PHIL 24265	Virtue	100
PHIL 25000	History of Philosophy I: Ancient Philosophy	100
PHIL 26000	History of Philosophy II: Medieval and Early Modern Philosophy	100
PLSC 20693	Psychology of Power: Hobbes, Spinoza, and Nietzsche	100

PLSC 20801	Machiavelli's Literary Works	100
PLSC 26100	To Hell with the Enlightenment	100
PLSC 27016	Popular Culture, Art, and Autocracy	100
PLSC 28615	Politics and Human Nature	100
PSYC 21950	Language, Culture, and Thought	100
PSYC 23860	Beyond Good and Evil: The Psychology of Morality	100
PSYC 25460	The Body in the Mind	100
RLST 11004	Introduction to the Hebrew Bible	100
RLST 23603	Cosmos and Conscience: Looking for Ourselves Elsewhere	100
RLST 23900	Buddhist Thought in India and Tibet	100
RLST 27604	Religion and Gender	100
RLST 28502	Interpretations of Myth	100
RUSS 25600	Realism in Russia	100
SPAN 21310	Golden Age Poetry. Theory and Practice of Lyric Reading	100

Gender and Sexuality Studies

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. The plan of study, designed with the assistance of the Director of Undergraduate Studies, can take the form of a gender-track in a traditional academic discipline, interdisciplinary work on a gender-related topic, or a combination thereof. Students can thus create a cluster of courses linked by their attention to gender as an object of study or by their use of gender 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

Gender and Sexuality Studies majors must take GNSE 15002-15003 Gender and Sexuality in World Civilizations I-II to fulfill their general education requirement in civilization studies. If a student has taken another sequence to fulfill the general education requirement, s/he may petition to count GNSE 15002-GNSE 15003 towards major requirements.

The major requires eleven courses, a BA Essay Seminar, and a BA research project or essay that can count as a thirteenth course. The Center for Gender Studies recognizes two main paths by which students might develop an undergraduate concentration. Path A is for students whose central interest lies in the interdisciplinary study of gender and sexuality; it is designed to provide students with a range of conceptual and historical resources to pursue such study with creativity and rigor. Path B is for students whose interest in gender and sexuality is primarily organized around a specific other discipline or field such as History, English, or Political Science; it is designed to provide students with the conceptual and methodological resources to pursue Gender and Sexuality Studies within such a field. Within those goals, each path is meant to provide students with the opportunity to design a course of study tailored to their particular interests. Each path consists of one theory course, GNSE 10310 Theories of Gender and Sexuality; a group of ten electives chosen in consultation with the Director of Undergraduate Studies and the Student Affairs Administrator; a BA Essay seminar for fourth-year students; and a BA paper written under the supervision of an appropriate faculty member.

Path A: The course GNSE 10310 Theories of Gender and Sexuality and ten electives, which must meet the following chronological, geographical, and methodological distribution guidelines: at least one course with a main chronological focus that is pre-1900 and at least one course with a main chronological focus that is post-1900; at least one course with a main focus that is North America or Europe and at least one course with a main focus that is

Latin America, Africa, or Asia; at least two courses in the Humanities and at least two courses in the Social Sciences. Any given course may fulfill more than one distribution requirement; for instance, a course on gender in Shakespeare would count as fulfilling one course requirement in pre-1900, Europe, and Humanities.

Path B: The course GNSE 10310 Theories of Gender and Sexuality and ten elective courses, five or six of which should be primary courses and four or five of which should be supporting courses. Courses in the primary field focus on gender and/or sexuality in a single discipline or in closely related disciplines and develop a gender track within that discipline. Supporting field courses provide training in the methodological, technical, or scholarly skills needed to pursue research in the student's primary field.

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 in the student's primary field of interest. Students must submit the essay by 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 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

Beginning with the graduating class of 2017

GENERAL EDUCATION

GNSE 15002-15003	Gender and Sexuality in World Civilizations I-II	200
Total Units		200

MAJOR

GNSE 10310	Theories of Gender and Sexuality	100
Ten courses distributed according to the requirements of either Path A or Path B		1000
GNSE 29800	BA Seminar	100
GNSE 29900	BA Essay	100
Total Units		1300

Summary of Requirements for Path A: Gender and Sexuality Studies Interdisciplinary Major

MAJOR

GNSE 10310	Theories of Gender and Sexuality	100

Ten courses distributed according to the chronological, geographical, and disciplinary categories of Path A		1000
GNSE 29800	BA Seminar	100
GNSE 29900	BA Essay	100
Total Units		1300

Summary of Requirements for Path B: Gender and Sexuality Studies Disciplinary Major

MAJOR		
GNSE 10310	Theories of Gender and Sexuality	100
Ten courses distributed in one of the following ways:		1000
Five or six primary courses		
Four or five supporting courses		
GNSE 29800	BA Seminar	100
GNSE 29900	BA Essay	100
Total Units		1300

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 listed below. 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 10310	Theories of Gender and Sexuality	100
Five additional courses in Gender and Sexuality Studies		500
Total Units		600

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 702.2365.

Gender and Sexuality Studies Courses

GNSE 10310. Theories of Gender and Sexuality. 100 Units.
This is a new 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 2015
Equivalent Course(s): ENGL 10310

GNSE 11001. Problems Gen/Sex: Love and Borders: Theoretical and Ethnographic Perspectives. 100 Units.

The experientially compelling nature of love and marriage not withstanding, marriage is neither an entirely individual matter, nor an entirely familial one. Rather, marriage and family has long been central to how states regulate their populations and constitute national belonging. At the same time, marriage especially, and intimate relations more generally, have long been central to the constitution of social class. Yet even as intimate relations contribute to the constitution of bounded groups of various kinds, they often provide the means to transcend them. Building on these ideas, this class examines how love, gender, and family have figured in the constitution of various kinds of borders and boundaries. Topics to be examined include the relationship between kinship and national belonging, the role of marriage in the constitution of class hierarchies, race and the regulation of sexuality in colonial contexts, moral panics and contemporary efforts to regulate bi-national marriage and same sex marriage.

Instructor(s): J. Cole Terms Offered: Spring 2016

Note(s): CHDV Distribution, C

Equivalent Course(s): CHDV 11001

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 2015

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 2016
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 2016
Note(s): This sequence meets the general education requirement in civilization studies.

GNSE 20170. 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): SOCI 20175

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): Third- or fourth-year standing. Instructor consent required.
Note(s): CHDV Distribution, B, C
Equivalent Course(s): CHDV 21000,AMER 33000,ANTH 24320,ANTH 35110,CHDV 31000,GNSE 31000,PSYC 23000,PSYC 33000

GNSE 21400. Advanced Theories of Sex/Gender. 100 Units.
Winter 2016: This year the class will focus on affect theory in relation to debates in contemporary queer and feminist theory: rights, normativity, love/desire, sex, history, biopower, labor, affect. Aesthetic objects will be brought into contact with theoretical work: we will be thinking about argument and evidence and also about how mediation and exemplarity matter. Students can choose to write a standard essay or can contribute to constructing class anthologies that will contextualize three aesthetic works: such as Frank O'Hara's "Having a Coke with You"; Saidiya Hartman's *Find Your Mother*; Kim Peirce's *Boys Don't Cry*. Key authors include: Sara Ahmed, Lee Edelman, Patricia Williams, Jose Muñoz, Judith Butler, Eve Sedgwick, Michael Warner, Mel Chen, Jasbir Puar, Gayatri Gopinath, Leo Bersani, Michael Foucault, Gayatri Spivak, Fred Moten, Jennifer Doyle. **Spring 2016:** Beginning with the extension of the democratic revolution in the breakup of the New Left, this seminar will explore the key debates (foundations, psychoanalysis, sexual difference, universalism, multiculturalism) around which gender and sexuality came to be articulated as politically significant categories in the late 1980s and the 1990s. We then move on to examine the ontological turn (e.g., affect theory, the new materialism, neurobiology) that has come to define theories of gender and sexuality in the contemporary period and interrogate their consequences for radical democratic politics.
Instructor(s): L. Berlant; L. Zerilli Terms Offered: Winter; Spring
Prerequisite(s): Undergraduates with permission of instructor
Equivalent Course(s): ARTH 21400,ARTH 31400,ENGL 21401,ENGL 30201,GNSE 31400,MAPH 36500,PLSC 21410,PLSC 31410

GNSE 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): CHDV 21500,HIPS 22401

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
Note(s): One prior philosophy course is strongly recommended.
Equivalent Course(s): PHIL 24800,CMLT 25001,FNDL 22001,HIPS 24300

GNSE 27702. Gender in the Balkans through Literature and Film. 100 Units.
This introductory course examines the poetics of femininity and masculinity in some of the best works of the Balkan region. We contemplate how the experiences of masculinity and femininity are constituted and the issues of socialization related to these modes of being. Topics include the traditional family model, the challenges of modernization and urbanization, the socialist paradigm, and the post-socialist changes. Finally, we consider the relation between gender and nation, especially in the context of the dissolution of Yugoslavia. All work in English.
Instructor(s): A. Ilieva Terms Offered: Winter

GNSE 28604. Law and Social Movements in Modern America. 100 Units.
This course traces and examines the relationship of law and social movements in the United States since 1865. We examine how lawyers and ordinary citizens have used the law to support the expansion of social, political, and economic rights in America. We also look at how the state and civic organizations have shaped and deployed law to criminalize the strategies of social reform movements and stifle dissent.
Instructor(s): J. Dailey Terms Offered: Autumn
Equivalent Course(s): HIST 28604,HMRT 28604,LLSO 28604

GNSE 29600. Feminist Philosophy. 100 Units.
The course is an introduction to the major varieties of philosophical feminism: Liberal Feminism (Mill, Wollstonecraft, Okin, Nussbaum), Radical Feminism (MacKinnon, Andrea Dworkin), Difference Feminism (Gilligan, Held, Noddings), and Postmodern "Queer" Feminism (Rubin, Butler). 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 by permission only.
Equivalent Course(s): HMRT 31900,LAWS 47701,PLSC 51900,RETH 41000,PHIL 31900

GNSE 50101. Law-Philosophy Workshop. 100 Units.
Topic: **Free Speech and Its Critics.** The Workshop will consider important philosophical defenses of free speech and critics of those rationales. Topics will include the idea of the "marketplace of ideas," autonomy interests in free speech, the harms of speech, and the problem of propaganda and other manipulative speech. This is a seminar/workshop many of whose participants are faculty from various related disciplines. It admits approximately ten students. Its aim is to study, each year, a topic that arises in both philosophy and the law and to ask how bringing the two fields together may yield mutual illumination. Most sessions are led by visiting speakers, from either outside institutions or our own faculty, who circulate their papers in advance. The session consists of a brief introduction by the speaker, followed by initial questioning by the two faculty coordinators, followed by general discussion, in which students are given priority. Several sessions involve students only, and are led by the instructors. Students write a 20-25 page seminar paper at the end of the year. The course satisfies the Law School Substantial Writing Requirement. There are approximately four meetings in each of the three quarters. Students must therefore enroll for all three quarters.
Instructor(s): M. Nussbaum, B. Leiter (Law School). A. Green (Law School) Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Students are admitted by permission of the two instructors. They should submit a c.v. and a statement (reasons for interest in the course, relevant background in law and/or philosophy) to the instructors by e-mail. Usual participants include graduate students in philosophy, political science, and divinity, and law students.
Note(s): Students must enroll for all three quarters.
Equivalent Course(s): LAWS 61512,RETH 51301,HMRT 51301,PHIL 51200

Geographical Studies

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 studies 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 studies calls for the satisfactory completion of eleven courses, at least eight of which must be in geographical studies. These include the orientation course (GEOG 20000 Orientation Seminar); an introduction to Geographic Information Systems/GIS (GEOG 28201 Intro to Geographic Information Systems); the senior seminar (GEOG 29800 Senior Seminar); and at least eight 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

GEOG 20000	Orientation Seminar	100
GEOG 28201	Intro to Geographic Information Systems	100
Eight additional geographical studies courses; up to three may be in approved related fields		800
GEOG 29800	Senior Seminar	100
BA thesis		
Total Units		1100

Grading

All courses counted toward the geographical studies major must be taken for quality grades.

Research Grants

Geographical studies 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 Studies 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.

Geographical Studies Courses

GEOG 20000. Orientation Seminar. 100 Units.
This course is a review of the history and current orientations of human and environmental geography. It includes a critical review of representative pedagogic works and selected reading of recent periodical and monographic literature.
Instructor(s): M. Mikesell Terms Offered: Autumn
Note(s): Open to current and prospective geographical studies majors; open to nonmajors with consent of instructor

GEOG 20100. Cultural Geography. 100 Units.
This course examines the two main concerns of this field of geography: (1) the logic and pathology revealed in the record of the human use and misuse of the Earth, and (2) the discordant relationship of the world political map with more complicated patterns of linguistic and religious distribution.
Instructor(s): M. Mikesell Terms Offered: Winter
Equivalent Course(s): ENST 25900,GEOG 30100

GEOG 21900. Historical Geography of the United States. 100 Units.
This course examines the spatial dynamics of empire, the frontier, regional development, the social character of settlement patterns, and the evolution of the cultural landscapes of America from pre-European times to 1900. All-day northern Illinois field trip required.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in even years.
Equivalent Course(s): GEOG 31900,HIST 28800,HIST 38800

GEOG 22100. Changing America in the Twentieth Century. 100 Units.
This course explores the regional organization of U.S. society and its economy during the pivotal twentieth century, emphasizing the shifting dynamics that explain the spatial distribution of people, resources, economic activity, human settlement patterns, and mobility. We put special focus on the regional restructuring of industry and services, transportation, city growth, and cultural consumption. Two-day weekend field trip to the Mississippi River required.
Instructor(s): M. Conzen Terms Offered: Winter
Note(s): This course offered odd years.
Equivalent Course(s): GEOG 32100,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): F. Stuart Terms Offered: Autumn
Equivalent Course(s): SOCI 20104,CRES 20104,GEOG 32700,SOCI 30104,SOSC 25100

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.
Instructor(s): M. Conzen Terms Offered: Winter
Note(s): This course offered in even years.
Equivalent Course(s): GEOG 33500

GEOG 25300. Seminar: Problems in the Human Geography of the Middle East. 100 Units.
This course includes a review and cartographic demonstration of habitat types, modes of livelihood, and ethnic distribution. Students then present reports on selected aspects of human geography.
Instructor(s): M. Mikesell Terms Offered: Spring

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): Completion of the general education requirement in the biological sciences and a course in either ecology, evolution, or earth history; or consent of instructor
Equivalent Course(s): BIOS 23406,ENST 25500,EVOL 45500,GEOG 35500

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.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in odd years.
Equivalent Course(s): ENST 26100,GEOG 36100,HIST 28900,HIST 38900

GEOG 26300. The Chinese Environment. 100 Units.
This course explores the changing interrelationship between humans and the physical environment in China. We begin by dealing with physical geography and the country's resource base. We then consider the human response to the opportunities offered by China's physical environment. Finally, we shift our emphasis to environmental problems. Students are required to attend both sessions.
Instructor(s): R. Edmonds Terms Offered: Spring
Equivalent Course(s): ENST 26300,GEOG 36300

GEOG 26600. Economics of Urban Policies. 100 Units.
This course covers tools needed to analyze urban economics and address urban policy problems. Topics include a basic model of residential location and rents; income, amenities, and neighborhoods; homelessness and urban poverty; decisions on housing purchase versus rental (e.g., housing taxation, housing finance, landlord monitoring); models of commuting mode choice and congestion and transportation pricing and policy; urban growth; and Third World cities.
Instructor(s): G. Tolley, K. Ierulli Terms Offered: Spring
Prerequisite(s): ECON 20100
Equivalent Course(s): ECON 26600,GEOG 36600,LLSO 26202,PBPL 24500

GEOG 26800. Geography Issues in Housing and Community Development. 100 Units.
Difference is inscribed in and shaped by the structure of urban space. Neighborhoods are assemblages of materials, practices, and meanings that express and characterize their inhabitants—their race, their culture, their language, and their incomes. This seminar explores the dynamics of difference within inner-city neighborhoods in the United States. Emphasis is placed on analyzing approaches to community development from the slum clearance efforts throughout the twentieth century to mixed-income housing and voucher dispersal efforts in more recent years. Students pursue research topics of their own choosing within the general framework. Chicago area field trip in collaboration with the Chicago Housing Authority required.
Instructor(s): C. Barlow Terms Offered: Spring
Equivalent Course(s): GEOG 36800

GEOG 28201. Intro to Geographic Information Systems. 100 Units.
This course introduces students to the concepts and applications of geographic information systems (GIS). The course provides a basic foundation of spatial analysis and GIS with laboratory applications in particular techniques and methodology utilizing ESRI's ArcGIS 10. Students will learn to perform spatial analyses and communicate their results through cartography, along with introduction to such concepts as spatial data collection, remote sensing, and database design.
Instructor(s): T. Schuble Terms Offered: Autumn
Note(s): Graduate students will be allowed to enroll for section 2
Equivalent Course(s): GEOG 38201

GEOG 28400. Intermediate GIS. 100 Units.
This course covers the development of cartographic and computer-based geographic information system techniques applicable to student research topics.
Instructor(s): R. Greene Terms Offered: Winter
Prerequisite(s): GEOG 28201, GEOG 38201
Equivalent Course(s): GEOG 38400

GEOG 28600. Advanced GIS Analysis. 100 Units.
This course will cover advanced spatial methodology and concepts through GIS such as measures of central tendency, pattern analysis, spatial relationship definition, and spatial regression using ArcGIS and various OpenSource GIS software packages. Other subjects will demonstrate building complex spatial models and identifying situations where application and automation of complex spatial models and methods should be applied, and how the automation is implemented through Python scripting.
Instructor(s): T. Schuble Terms Offered: Spring
Prerequisite(s): GEOG 28201, GEOG 38201, GEOG 28400, GEOG 38400

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): G. Danzer Terms Offered: Spring
Equivalent Course(s): GEOG 38800

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 29300. Readings in Geographic Literature in French. 100 Units.
Instructor(s): M. Mikesell Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Reading knowledge of French and consent of instructor.
Note(s): Available for either quality grades or for P/F grading.

GEOG 29400. Readings in Nature and Culture. 100 Units.
This independent reading option is an opportunity for research and discussion on the logic and pathology revealed in evidence of the human use and misuse of the Earth.
Instructor(s): M. Mikesell Terms Offered: Autumn
Prerequisite(s): GEOG 20001 or consent of instructor.

GEOG 29500. Readings in Culture and Nationality. 100 Units.
This independent reading option is devoted to the role of language and religion in the integration of nation-states and to examples of cultural dissidence and cultural conflict.
Instructor(s): M. Mikesell Terms Offered: Winter
Prerequisite(s): GEOG 20000 or consent of instructor.

GEOG 29700. Readings in Special Topics in Geography. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor.
Note(s): Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.

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

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

The principal distinction between the BA and BS programs is the number of 20000-level courses required for the major and their distribution among subdisciplines. Students are advised, but not required, to complete GEOS courses at the 13000 level in their first or second year.

Program Requirements for the BA in Geophysical Sciences

Candidates for the BA in Geophysical Sciences begin their program of study with GEOS 13100 Physical Geology, GEOS 13200 Earth History, and GEOS 13300 The Atmosphere, which is the introductory sequence. Students are strongly encouraged to take these classes before their third year. 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.

Students must also complete one year of chemistry, one year of physics, and one year of calculus, as well as BIOS 20197 Evolution and Ecology and BIOS 20198 Biodiversity.

A minimum of six additional 20000-level science courses are required. At least four must be from the Geophysical Sciences (List 1). Up to two may be chosen from Support Courses for the Geophysical Sciences (List 2). Up to two may be chosen from Mathematics and Statistics Courses (List 3). 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 12100-12200	Honors General Chemistry I-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	
BIOS 20197	Evolution and Ecology **	100
BIOS 20198	Biodiversity **	100
Total Units		600

MAJOR

CHEM 11300	Comprehensive General Chemistry III *	100
or CHEM 12300	Honors General Chemistry III	
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	
GEOS 13100 & GEOS 13200 & GEOS 13300	Physical Geology and Earth History and The Atmosphere	300
One of the following:		100
MATH 13300	Elementary Functions and Calculus III *	
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
One Mathematics or Statistics course (List 3)		100
Six courses in 20000-level science †		600
Total Units		1500

* Credit may be granted by examination.

** Geophysical Sciences majors can take these courses without the Biological Sciences prerequisites (BIOS 20150-20151) 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.

† At least four courses must be from List 1, and up to two courses may be from List 2 and/or List 3.

Program Requirements for the BS in Geophysical Sciences

Candidates for the BS in Geophysical Sciences begin their program of study with GEOS 13100 Physical Geology, GEOS 13200 Earth History, and GEOS 13300 The Atmosphere, which is the introductory sequence. Students are strongly encouraged to take these classes before their third year. 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.

Students must also complete one year of chemistry, one year of physics, and at least one year of calculus, as well as BIOS 20197 Evolution and Ecology and BIOS 20198 Biodiversity.

A minimum of eight additional 20000-level science courses are required. At least three must be from the Geophysical Sciences (List 1). Up to three may be chosen from Support Courses for the Geophysical Sciences (List 2). Up to two may be from Mathematics and Statistics Courses (List 3). 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 12100-12200	Honors General Chemistry I-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	
BIOS 20197	Evolution and Ecology **	100
BIOS 20198	Biodiversity **	100
Total Units		600

MAJOR

CHEM 11300	Comprehensive General Chemistry III *	100
or CHEM 12300	Honors General Chemistry III	
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	
GEOS 13100 & GEOS 13200 & GEOS 13300	Physical Geology and Earth History and The Atmosphere	300
One of the following:		100
MATH 13300	Elementary Functions and Calculus III *	
MATH 15300	Calculus III	
MATH 16300	Honors Calculus III	
Two Mathematics or Statistics courses from List 3		200
Eight courses in 20000-level science ‡		800
Total Units		1800

* Credit may be granted by examination.

** Geophysical Sciences majors can take these courses without the Biological Sciences prerequisites (BIOS 20150-20151) 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.

‡ At least three courses must be from List 1, up to three courses may be from List 2, and up to two courses may be from List 3.

Program Requirements for the BS in Environmental Science

For information about the BS in Environmental Science, see the Environmental Science (p. 430) page of this catalog.

Field Trips and Field Courses

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. (p.)

GEOS 29001	Field Course in Geology	100
GEOS 29002	Field Course in Modern and Ancient Environments	100
GEOS 29005	Field Course in Environmental Science	100

Lists of Courses 1–3

List 1: Geophysical Sciences Courses

GEOS 21000	Introduction to 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 22040	Formation of Planetary Systems in Our Galaxy: From Dust to Planetesimals	100
GEOS 22050	Formation of Planetary Systems in our Galaxy: From Planetesimals to Planets	100
GEOS 22060	What Makes a Planet Habitable?	100
GEOS 22200	Geochronology	100
GEOS 23205	Introductory Glaciology	100
GEOS 23400	Global Warming: Understanding the Forecast	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 24705	Energy: Science, Technology, and Human Usage	100
GEOS 25400	Introduction to Numerical Techniques for the Geophysical Sciences	100
GEOS 26300	Invertebrate Paleobiology and Evolution	100
GEOS 26600	Geobiology	100
GEOS 26650	Environmental Microbiology	100
GEOS 28000	Introduction to Structural Geology	100
GEOS 28100	Global Tectonics	100
GEOS 28300	Principles of Stratigraphy	100
GEOS 29700	Reading and Research in the Geophysical Sciences	100

Field Courses in Geophysical Sciences

GEOS 29001	Field Course in Geology	100
GEOS 29002	Field Course in Modern and Ancient Environments	100
GEOS 29005	Field Course in Environmental Science	100

List 2: Support Courses for the Geophysical Sciences

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 22243	Biomechanics of Organisms	100
BIOS 22244	Introduction to Invertebrate Biology	100
BIOS 22250	Chordates: Evolution and Comparative Anatomy	100
BIOS 23262	Mammalian Evolutionary Biology	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 BIOS 27710, BIOS 27711, and BIOS 27712, plus one of BIOS 27713, BIOS 27714, or BIOS 27715 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. (In 2015, applications will be accepted up to April 7.) 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 can be found at college.uchicago.edu/academics/semester-environmental-science-ses. Students participating in the Semester in Environmental Science receive credit for four courses in environmental science, one of which can be used to substitute for BIOS 20196 Ecology and Conservation.

BIOS 27710	Ecology – Marine Biological Laboratory	100
BIOS 27711	Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems – Marine Biological Laboratory.	100
BIOS 27712	Independent Undergraduate Research in Environmental Sciences – Marine Biological Laboratory	100

BIOS 27713	Quantitative Environmental Analyses – Marine Biological Laboratory	100
BIOS 27714	Methods in Microbial Ecology – Marine Biological Laboratory.	100
BIOS 27715	Roles of Animals in Ecosystems – Marine Biological Laboratory	100

* Excluding courses used to meet the general education requirement for the biological sciences

Chemistry

CHEM 20100-20200	Inorganic Chemistry I-II	200
CHEM 22000-22100-22200	Organic Chemistry I-II-III	300
CHEM 23000-23100-23200	Honors Organic Chemistry I-II-III	300
CHEM 26100-26200-26300	Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics	300

Physics

PHYS 18500	Intermediate Mechanics	100
PHYS 19700	Statistical and Thermal Physics	100
PHYS 22500	Intermediate Electricity and Magnetism I	100
PHYS 22700	Intermediate Electricity and Magnetism II	100
PHYS 22600	Electronics	100

List 3: Support Courses for Mathematics and Statistics

Geophysical Sciences

GEOS 25400	Introduction to Numerical Techniques for the Geophysical Sciences	100

Mathematics

MATH 19620	Linear Algebra	100
MATH 20000-20100	Mathematical Methods for Physical Sciences I-II	200
MATH 20300	Analysis in Rn I	100
MATH 20400	Analysis in Rn II	100
MATH 20500	Analysis in Rn 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

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	Statistical Methods and Applications	100
or STAT 23400	Statistical Models and Methods	
STAT 22400	Applied Regression Analysis	100
STAT 24400-24500	Statistical Theory and Methods I-II	200
STAT 26100	Time Dependent Data	100

Computing

CMSC 12100-12200-12300	Computer Science with Applications I-II-III	300
CMSC 23710	Scientific Visualization	100
CMSC 28510	Introduction to Scientific Computing	100
CMSC 34200	Numerical Hydrodynamics	100

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.

Chemistry of Atmosphere and Ocean

CHEM 26100-26200-26300	Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics	300
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
MATH 20000-20100	Mathematical Methods for Physical Sciences I-II	200

Environmental Geochemistry

BIOS 20188	Fundamentals of Physiology	100
CHEM 26200-26300	Thermodynamics; Chemical Kinetics and Dynamics	200
GEOS 21000	Introduction to Mineralogy	100
GEOS 23800	Global Biogeochemical Cycles	100
GEOS 23805	Stable Isotope Biogeochemistry	100
GEOS 23900	Environmental Chemistry	100
GEOS 28300	Principles of Stratigraphy	100
MATH 21100	Basic Numerical Analysis	100
STAT 23400	Statistical Models and Methods	100

Geochemistry

CHEM 26100-26200-26300	Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics	300
GEOS 21000	Introduction to Mineralogy	100
GEOS 21100	Introduction to Petrology	100
GEOS 21200	Physics of the Earth	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	Introduction to 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 22243	Biomechanics of Organisms	100
BIOS 23289	Marine Ecology	100
BIOS 23404	Reconstructing the Tree of Life: An Introduction to Phylogenetics	100
GEOS 21000	Introduction to 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 23800	Global Biogeochemical Cycles	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
MATH 20000-20100	Mathematical Methods for Physical Sciences I-II	200
MATH 21100	Basic Numerical Analysis	100
PHYS 18500	Intermediate Mechanics	100
PHYS 19700	Statistical and Thermal Physics	100
Structure/Tectonics		
GEOS 21000	Introduction to 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): A. Campbell 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. A required one-day field trip introduces students to observation and interpretation of sedimentary rocks at the outcrop scale. (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. (L)
Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn, Spring
Prerequisite(s): Some knowledge of chemistry or physics helpful.
Equivalent Course(s): PHSC 13400,ENST 12300,ENSC 13400

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. (L)
Instructor(s): D. Jablonski Terms Offered: Autumn
Prerequisite(s): BIOS 10130; No Biological Sciences majors except by petition to the BSCD Senior Advisers.
Equivalent Course(s): BIOS 13123

GEOS 21000. Introduction to 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): L. Grossman Terms Offered: Autumn
Prerequisite(s): CHEM 11100-11200-11300 or equivalent

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)
Instructor(s): A. Campbell, D. Heinz Terms Offered: Spring
Prerequisite(s): Prior calculus and college-level physics courses, or consent of instructor.
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. MacAyeal 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. Formation of Planetary Systems in Our Galaxy: 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 Terms Offered: Not offered 2015-2016
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. Formation of Planetary Systems in our Galaxy: 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 Terms Offered: Not offered 2015-2016
Prerequisite(s): Consent of instructor
Note(s): This course is offered in alternate years.
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 formation of planets around stars and the delivery of water, to the formation of atmospheres, climate dynamics, and the conditions that allow for the development of life and the evolution of complex 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.
Instructor(s): E. 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).
Instructor(s): N. Dauphas Terms Offered: Autumn
Prerequisite(s): Background in college-level geology, physics, and mathematics.
Equivalent Course(s): GEOS 32200

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. (L)
Instructor(s): D. MacAyeal Terms Offered: Not offered 2015-2016
Prerequisite(s): Knowledge of vector calculus, linear algebra, and computer programming.
Equivalent Course(s): GEOS 33205

GEOS 23400. 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. Lectures are shared with PHSC 13400, but students enrolled in GEOS 23400 are required to write an individual research term paper. (L)
Instructor(s): D. Archer Terms Offered: Spring
Prerequisite(s): Consent of instructor required.
Note(s): Some knowledge of chemistry or physics helpful.
Equivalent Course(s): ENSC 25200

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): GEOS 33800,ENSC 23800,GEOS 23800

GEOS 23805. Stable Isotope Biogeochemistry. 100 Units.
Stable isotopes of H, C, O, N, and S are valuable tools for understanding the biological and geochemical processes that have shaped the composition of Earth's atmosphere and oceans throughout our planet's history. This course examines basic thermodynamic and kinetic theory to describe the behavior of isotopes in chemical and biological systems. We then examine the stable isotope systematics of localized environmental processes, and see how local processes contribute to global isotopic signals that are preserved in ice, sediment, rock, and fossils. Special emphasis is placed on the global carbon cycle, the history of atmospheric oxygen levels, and paleoclimate.
Instructor(s): A. Colman Terms Offered: Winter
Prerequisite(s): CHEM 11100-11200-11300 or equivalent; 13100-13200-13300 or consent of instructor
Equivalent Course(s): GEOS 33805,ENSC 23805

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. (L)
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,ENSC 23900

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. (L)
Instructor(s): E. 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. Weekly problem sets emphasize simple, well-known treatments of fluid mechanics phenomena. Students conduct weekly homework assignments and produce a term paper/term project.
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 24230

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): D. Abbot 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 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).
Instructor(s): E. Moyer Terms Offered: Spring
Prerequisite(s): Knowledge of physics or consent of instructor
Equivalent Course(s): ENST 24705,GEOS 34705,ENSC 21100

GEOS 25400. Introduction to Numerical Techniques for the 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): F. Ciesla Terms Offered: Winter
Prerequisite(s): Familiarity with a computer programming language such as C, Fortran, or IDL, or a mathematical computing environment like Mathematica or Matlab. Spreadsheets such as Excel or Numbers can also be used for many problems.
Equivalent Course(s): GEOS 35400

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): BIOS 23261,EVOL 32400,GEOS 36300

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 Terms Offered: Not offered 2015-2016
Prerequisite(s): GEOS 13100-13200-13300 or college-level cell & molecular biology
Equivalent Course(s): GEOS 36600,ENSC 24000

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): ENSC 24500

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: Winter
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: Not offered 2015-2016
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 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.
Terms Offered: not offered in 2015-2016
Prerequisite(s): GEOS 13100-13200 and consent of instructor
Note(s): Interested students should contact the departmental counselor.

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 29005. Field Course in Environmental Science. 100 Units.
Terms Offered: not offered 2015-2016
Prerequisite(s): Consent of instructor
Note(s): Interested students should contact the departmental counselor.
Equivalent Course(s): ENSC 29005

GEOS 29700. Reading and Research in the Geophysical Sciences. 100 Units.
Terms Offered: Summer, Autumn, Winter, Spring
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

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 two literature or culture courses taken in German, and GRMN 29900 BA Paper. With prior approval of the director of undergraduate studies, students may count up to three 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 director of undergraduate studies 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		300
GRMN 20100-20200-20300	Deutsche Märchen; Deutsch-Amerikanische Themen; Kurzprosa aus dem 20. Jahrhundert *	

Third-Year German: Any three of the following courses:		300
GRMN 21103	Erzählen	
GRMN 21203	Drama und Film	
GRMN 21303	Gedichte	
GRMN 21403	Philosophie	
Two courses in literature or culture taken in German		200
Four courses in German literature and culture **		400
GRMN 29900	BA Paper	100
Total Units		1300

* Or credit for the equivalent as determined by petition.

** Three may be courses in other departments and/or Languages Across Chicago courses

Grading

Students who are majoring in Germanic Studies must receive a quality grade in all courses taken to meet requirements in the major. Nonmajors 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.
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.
3. Third-year majors can apply for a Romberg Summer Research Grant to do preparatory work for the BA paper.
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 III or its equivalent to be eligible for FLAG support for the study of German. For more information, visit study-abroad.uchicago.edu/sitg.

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. One 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	Erzählen	100
GRMN 21203	Drama und Film	100
GRMN 21303	Gedichte	100
Three courses in German literature and culture		300
Total Units		600

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 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. These courses may include:

20000-level Norwegian language classes and/or literature classes		
NORW 10400	Intermediate Norwegian I: Introduction to Literature	100
NORW 10500	Intermediate Norwegian II	100

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.

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 I. 100 Units.
Terms Offered: Autumn
Note(s): No auditors permitted. Must be taken for quality grade.

GRMN 10200. Elementary German for Beginners II. 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 III. 100 Units.
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 10200-10300. Elementary German for Beginners 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 10200. Elementary German for Beginners II. 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 III. 100 Units.
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 10300. Elementary German for Beginners III. 100 Units.
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 II. 100 Units.
This is an accelerated version of the GRMN 10100-10200 sequence intended for students with previous knowledge of the language.
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 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.
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 20200-20300. Deutsch-Amerikanische Themen; Kurzprosa aus dem 20. Jahrhundert.
The courses in this second-year sequence must be taken for a quality grade. No auditors permitted.

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.
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 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 21103-21203-21303-21403. Erzählen; Drama und Film; Gedichte; Philosophie.
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.

GRMN 21103. Erzählen. 100 Units.
This course develops advanced German skills through the study of narratives of various authors from different periods.
Terms Offered: Autumn
Prerequisite(s): GRMN 20300 or placement
Note(s): No auditors permitted. Must be taken for a quality grade.

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. Gedichte. 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 21203-21303-21403. Drama und Film; Gedichte; Philosophie.
It is not necessary to take these courses in sequence, but all three are required for the major. These three 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 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. Gedichte. 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 21303. Gedichte. 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.

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 24115. Acrobatics of Reading: Kafka's Short Prose. 100 Units.
Using Kafka's short prose as a test case, this 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 readers, to engage these texts—demanding a similar artistry of performance that includes highly flexible, improbable, and often risky maneuvers. Readings and discussion in German.
Instructor(s): F. Klinger Terms Offered: Autumn 2015
Note(s): Readings and discussion in German.

GRMN 24416. Biocentrism: The Concept of Life in German Literature and Art around 1900. 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.
Instructor(s): M. Christian Terms Offered: Winter 2016
Note(s): Course conducted in German
Equivalent Course(s): ARTH 24416

GRMN 25212. Enlightenment Fantasies. 100 Units.
In the vein of Adorno and Horkheimer's critique of the dialectic of the enlightenment the seminar will provide an introduction to this historical period and cultural movement by examining and deconstructing the myths and metaphors it fashions about its project's paradoxes and aporias. A privileged place among those has the myth that the enlightenment gave birth to itself as is famously articulated by Kant when he defines the enlightenment as "Ausgang aus der selbstverschuldeten Unmündigkeit." We will investigate different figurations of the paradox of the beginning: the contingency of birth, the inescapability of the Fall, the facticity of evil in a world made by a benevolent and omnipotent creator, the a priori of communication and language, the fiction of nature and natural signs as unmade, and finally pedagogy as the mode to institute enlightenment. Before the advent of the process that is problematically termed "secularization," narrating beginnings was the domain of religion. We will thus have to look how patterns and figures of theological thinning haunt and infiltrate enlightenment discourse. Although the seminar will understand the enlightenment as a European phenomenon, it will concentrate on German authors such as Leibniz, Kant, Lessing, Mendelssohn, Herder, and Schiller. Course will be taught in German.
Instructor(s): C. Wild Terms Offered: Spring 2016
Note(s): Course will be taught in German

GRMN 25815. On the Natural History of Destruction: W. G. Sebald. 100 Units.
The difficulty of categorizing the sort of literary practice Sebald engaged in is notorious. The genres and hybrid styles with which his "novels" have been identified include: travel writing, memoir, photo essay, documentary fiction, magical realism, postmodern pastiche, cultural-historical fantasy, among others. And given the fact that his work so often deals, if only indirectly, with the Holocaust and its aftershocks, his work has furthermore been associated with that highly problematic generic and historical constellation, "Holocaust literature." The seminar will address all of Sebald's major works in the hope of elucidating this singular intersection of historical and literary complexity.
Instructor(s): E. Santner Terms Offered: Autumn 2015
Note(s): Texts will be available in English and German, discussion will be held in English.
Equivalent Course(s): GRMN 35815,FNDL 25815

GRMN 26316. Waiting. 100 Units.

In this course we explore figures and figurations of waiting. We will concentrate on moments of deceleration and distraction; on representations of passivity, abeyance, and postponement. By studying characters who hesitate and cannot act, we will examine the nature of action, decision, and event. Furthermore, we will ask what kind of temporality underlies waiting. By tracing waiters in their many incarnations, we will ask whether it is possible to make out an advantage (epistemological, emotional, etc.) to this temporal stance and the negative connotations it usually invokes. Wherein lies the promise of waiting and inaction? Readings include: Schiller, Schlegel, Novalis, Eichendorff, Büchner, Nietzsche, Kracauer, Blanchot.
Instructor(s): M. Christian Terms Offered: Spring 2016
Equivalent Course(s): GRMN 36316

GRMN 26715. 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: Winter
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): ENGL 24260,BPRO 26750

GRMN 28816. Literature as Trial. 100 Units.

The affinities between literary and judicial practice seem as old as literature itself. Countless literary works take the form of a trial, revolve around a case or trial scene, or negotiate competing ways of seeing and talking. What is the relationship between judgment and poetic form? Can "trial" be understood as a distinct form of discourse? What role can the literary play in the legal process? Is there a privileged relationship between the trial and the dramatic genre? Can literature be a training for judgment? Are there specifically poetic forms of justice? Readings include Sophocles, Dante, Shakespeare, Kleist, Kafka, Arendt, Weiss, Derrida, Coetzee.
Instructor(s): F. Klinger Terms Offered: Winter 2016
Equivalent Course(s): GRMN 38816

GRMN 29700. Reading and Research Course in German. 100 Units.
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.

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.

Norwegian Courses

Language

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.**
> Instructor(s): Kimberly Kenny Terms Offered: Autumn
>
> **NORW 10200. First-Year Norwegian II. 100 Units.**
> Instructor(s): Kimberly Kenny Terms Offered: Winter
>
> **NORW 10300. First-Year Norwegian III. 100 Units.**
> Instructor(s): Kimberly Kenny Terms Offered: Spring

NORW 10200. First-Year Norwegian II. 100 Units.
Instructor(s): Kimberly Kenny Terms Offered: Winter

NORW 10300. First-Year Norwegian III. 100 Units.
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

Literature and Culture

NORW 28500. Comparative Fairy Tale. 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
Prerequisite(s): NORW 10400 or consent of instructor
Equivalent Course(s): CMLT 21600,GRMN 28500,HUMA 28400

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.

Yiddish Courses

Language

YDDH 10100-10200-10300. 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.

YDDH 10100. Elementary Yiddish I. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Autumn
Equivalent Course(s): JWSC 20300,YDDH 37300

YDDH 10200. Elementary Yiddish II. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Winter
Prerequisite(s): YDDH 10100/37300 or consent of instructor
Equivalent Course(s): JWSC 20400,YDDH 37400

YDDH 10300. Elementary Yiddish III. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Spring
Prerequisite(s): YDDH 10200/37400 or consent of instructor. No auditors.
Equivalent Course(s): JWSC 20500,YDDH 37500

YDDH 10300. Elementary Yiddish III. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Spring
Prerequisite(s): YDDH 10200/37400 or consent of instructor. No auditors.
Equivalent Course(s): JWSC 20500,YDDH 37500

YDDH 20100. Intermediate Yiddish I. 100 Units.
Instructor(s): S. Yudkoff Terms Offered: Autumn
Prerequisite(s): YDDH 10300 or consent of instructor. No auditors.
Equivalent Course(s): JWSC 27301,YDDH 39500

YDDH 29700. Reading and Research Course in Yiddish. 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): Sunny Yudkoff Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and Director of Undergraduate Studies.

YDDH 29800. Reading Yiddish for Research. 100 Units.
This course prepares students to read a variety of Yiddish language texts from across the globe. Students acquire a fundamental knowledge of Yiddish grammar and a basic vocabulary, as well as a bibliography of key sources in Yiddish studies. Regional variants in pronunciation and orthography are introduced to students as well as basic manuscript decipherment skills.
Instructor(s): Sunny Yudkoff Terms Offered: Spring
Equivalent Course(s): YDDH 39800

History

Program of Study

Studying history enables students to learn the importance of both time and space to human experience. It will enable you to engage a fundamental paradox: The past really is a "foreign country" and yet the present is a product of that past. You will learn how people have not always been as they are in the here and now, and also to make sense of the present in terms of the past and of the past in terms of the present. Fields of study may be defined by geography (e.g., China, the Caribbean, the United States, Europe), time period (e.g., ancient, medieval, modern), or by thematic approaches (e.g., legal, cultural, environmental, gender). The fourth-year BA thesis will afford you the opportunity to pursue an original research project on a topic of your choosing. Students have worked on topics in subfields as varied as the history of revolution, slavery, diplomacy, the Enlightenment, religion, colonialism, race, war, and work. Involving the analysis of evidence, the formulation of arguments, and extensive writing, studying history is excellent preparation for a wide range of endeavors from law, government, and public policy to the arts and business.

Students interested in a history major ideally should consult the undergraduate program coordinator before the end of their second year; it is, however, generally possible to join the major as a third-year student. You will be assigned to a faculty advisor who will act as your individual program advisor. Students who wish to study abroad should see the undergraduate program coordinator during their second year.

Students construct their course of study in consultation with their faculty advisor, the undergraduate program coordinator, preceptors, and other appropriate faculty members.

Program Requirements

There are no special prerequisites for a history major. However, students are strongly encouraged to fulfill College civilization and language requirements with courses most relevant to their main field of interest. A typical course of study in the Department of History would commence with surveys or courses that introduce a problem or approach and move on to more advanced and specialized courses. History colloquia (HIST 29600s) are offered on a variety of topics each year and enable advanced undergraduates to write an extended research project based on primary sources.

Courses

Students must take twelve courses in history. Students must submit a petition to receive History credit for courses that do not have a History course number assigned. Students who wish to submit a petition should consult with the undergraduate program coordinator in advance about the process and required documentation.

Students are required to take six courses in, or directly related to, their chosen main field. Two additional courses are reserved for HIST 29801 BA Thesis Seminar I and HIST 29802 BA Thesis Seminar II. The four secondary courses are chosen to complement the main field, extend the range of the student's historical awareness, and explore varying approaches to historical analysis and interpretations. Students are urged to take courses that introduce significant civilizational or chronological breadth. As part of their course work, students are required to take a history colloquium (HIST 29600s) by the end of their third year. The colloquium counts toward the twelve courses needed to complete the major and requires students to do independent research and writing as preparation for the BA thesis.

Students construct the main field and choose their other courses in close consultation with the undergraduate program coordinator, subject to final approval by the chair of the Collegiate Affairs Committee.

Students are typically expected to take at least four history courses, including three in their main field, by the end of their third year.

Courses in the Main Field

The Department of History offers a number of standard major fields, including, but not limited to, the following:

- Africa
- Ancient
- Britain
- Byzantium
- Caribbean
- East Asia
- Environmental and Political Economy
- Europe (Medieval, Early Modern, and Modern)
- International and Transnational
- Jewish
- Latin America
- Middle East
- Russia
- Science
- Sexuality and Gender
- South Asia
- United States

Students should work with the undergraduate program coordinator to ensure appropriate focus and breadth in both the major field and the elective courses. In choosing courses, there are two important goals: broad knowledge of the main field and more detailed knowledge of one or several of its major aspects.

Junior Colloquium

Students who are majoring in history must take a history colloquium (HIST 29600s) by the end of their third year of study. 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 prior to enrollment in the BA Thesis Seminar. Students will be 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 Junior Colloquium requirement provides them with the opportunity to produce a writing sample based on primary sources that they can use for their applications.

Students who will not be on campus their third year should consult with the undergraduate program coordinator about filling this requirement.

BA Thesis Seminar

The BA thesis is a three-quarter research project in which students develop a significant and original interpretation of a historical issue of their choosing. Theses are the culmination of the history program and range from forty to sixty pages in length, but there is neither a minimum nor a maximum requirement. 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. In addition to working closely with their faculty director, who is the first reader of their thesis, students are also required to participate in the BA Thesis Seminars. Although students will benefit from the guidance of their preceptor and the company of their peers for three quarters beginning in the spring of their third year and running through the winter of their fourth, they only 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). The BA Thesis Seminar will meet weekly in the spring of the third year, but only every other week during autumn and winter terms of the fourth year. The preceptor serves as the seminar instructor and the second reader of the thesis.

The final deadline for submission of the BA thesis is second week of Spring Quarter, when two copies of the BA thesis must be submitted to the undergraduate program coordinator in the Social Science Research Building, room 225. Students who wish to complete their papers in a quarter other than Spring Quarter must petition the department through the undergraduate program coordinator. 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 program 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.

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 undergraduate program coordinator.

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 that is taken individually and supervised by a member of the History faculty. Such a course requires the approval of the undergraduate program coordinator and the prior consent of the instructor with whom the student would like to study. Note: Enrollment in HIST 29700 Readings in History is open only to students who are doing independent study that is not related to the BA thesis or BA research. As a general rule, only one reading and research course can be counted towards the history major.

Summary of Requirements

Six courses in main field		600
HIST 29801-29802	BA Thesis Seminar I-II	200
Four electives		400
One Junior Colloquium (HIST 29600s): May be in main field or an elective		
Total Units		1200

Honors

Students 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 major. BA theses judged to be of particular distinction are submitted by the readers to the department for honors. If the department concurs, the student is awarded honors. Students who fail to meet the final deadline for submission of the BA thesis are not eligible for honors consideration.

Grading

Courses counting towards the history major are normally taken for quality grades. The History 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 history course taken for a pass/fail grade to count towards the requirements of the major. Students wishing to do so should consult with the undergraduate program coordinator. 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 place of pass/fail grading options in their larger program of study.

Minor in History

Students specializing in all disciplines are welcome to minor in history. Majors in such fields as international studies, political science, public policy, economics, and philosophy will find that a history minor can complement 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 can use the minor to explore a different area of interest and 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 undergraduate program coordinator and complete the minor declaration form no later than the end of the third year.

The Department of History welcomes the minors to participate in all departmental events organized for the majors.

Requirements

The minor in history requires a total of six courses chosen in consultation with the undergraduate program coordinator. 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; and (3) may not be petitioned in from other departments. 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.

In addition to the course-work requirement, students wishing to pursue the minor must submit a two- to three-page essay that describes the rationale for the minor in relation to their choice of major and/or future career plans and explains the intellectual trajectory that has or will guide their choice of courses.

Course Numbering

History courses numbered 10000 to 29900 are intended primarily for College students. Some 20000-level courses have 30000-level equivalents if they are also open to graduate students. To register for courses that are cross listed as both undergraduate and graduate (20000/30000), undergraduates must use the undergraduate number (20000). History courses numbered 40000 to 49900 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 will be held to the graduate-level requirements. Courses rarely open to College students are not listed in this catalog.

History Courses

HIST 10101-10102. Introduction to African Civilization I-II.
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 two-quarter sequence.

HIST 10101. Introduction to African Civilization I. 100 Units.
Part one considers literary, oral, and archeological sources to investigate African societies and states from the early Iron Age through the emergence of the Atlantic world. Case studies include the empires of Ghana, Mali, and Great Zimbabwe. The course also treats the diffusion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade.
Instructor(s): E. Osborn Terms Offered: Autumn
Equivalent Course(s): ANTH 20701,CRES 20701

HIST 10102. Introduction to African Civilization II. 100 Units.
Part two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.
Instructor(s): J. Cole Terms Offered: Winter
Note(s): CHDV Distribution, C
Equivalent Course(s): ANTH 20702,CHDV 21401,CRES 20802

HIST 10102. Introduction to African Civilization II. 100 Units.
Part two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.
Instructor(s): J. Cole Terms Offered: Winter
Note(s): CHDV Distribution, C
Equivalent Course(s): ANTH 20702,CHDV 21401,CRES 20802

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): SALC 20100,ANTH 24101,SASC 20000,SOSC 23000

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): R. Majumdar Terms Offered: Spring
Prerequisite(s): SALC 20100,ANTH 24101,HIST 10800,SASC 20000,SOSC 23000
Equivalent Course(s): SALC 20200,ANTH 24102,SASC 20100,SOSC 23100

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): R. Majumdar Terms Offered: Spring
Prerequisite(s): SALC 20100,ANTH 24101,HIST 10800,SASC 20000,SOSC 23000
Equivalent Course(s): SALC 20200,ANTH 24102,SASC 20100,SOSC 23100

HIST 12100. War in the Middle Ages. 100 Units.
In modern popular culture, the Middle Ages are often imaginatively synonymous with war: knights in shining armor, Vikings in their longships, Robin Hood with his longbow and "merry men." This lecture-discussion course seeks to complicate this image by examining warfare as a central fact of European civilized life. Problems to be addressed include the technology and economics of warfare, the sociology of warfare, major phases in the development of European warfare from the Carolingians through the Hundred Years' War, and the literary, legal, religious, and psychological significance of war for the development of European civilization.
Instructor(s): R. Fulton Brown Terms Offered: Spring

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.
Instructor(s): A. Robertson Terms Offered: Winter
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 dramatic, musical, and visual arts.
Equivalent Course(s): MUSI 12100,SOSC 21100

HIST 12800. Music in Western Civilization II: 1750 to the Present. 100 Units.
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 dramatic, musical, and visual arts.
Equivalent Course(s): MUSI 12200,SOSC 21200

HIST 12800. Music in Western Civilization II: 1750 to the Present. 100 Units.
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 dramatic, musical, and visual arts.
Equivalent Course(s): MUSI 12200,SOSC 21200

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

HIST 13001. History of European Civilization I. 100 Units.
Instructor(s): F. Albritton Jonsson, M. Allen, C. Fasolt, R. Fulton Brown, J. Padgett, A. Palmer, N. Ristuccia, Staff Terms Offered: Autumn, Winter

HIST 13002. History of European Civilization II. 100 Units.
Instructor(s): J. Craig, R. Fulton Brown, E. Gilburd, J. Goldstein, N. Ristuccia, Staff Terms Offered: Winter, Spring

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. Topics in this third quarter of the sequence may include women in European history, religion and society, Church and State, the Enlightenment, the transformation of the Roman World, or other focused topics on cultural, economic, social, political, or religious aspects of European history.
Instructor(s): N. Ristuccia 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.

HIST 13002. History of European Civilization II. 100 Units.
Instructor(s): J. Craig, R. Fulton Brown, E. Gilburd, J. Goldstein, N. Ristuccia, Staff
Terms Offered: Winter, Spring

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. Topics in this third quarter of the sequence may include women in European history, religion and society, Church and State, the Enlightenment, the transformation of the Roman World, or other focused topics on cultural, economic, social, political, or religious aspects of European history.
Instructor(s): N. Ristuccia 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.

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. This sequence meets the general education requirement in civilization studies.

HIST 13100. History of Western Civilization I. 100 Units.
Instructor(s): K. Weintraub, Autumn; J. Boyer, Summer Terms Offered: Autumn, Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13200. History of Western Civilization II. 100 Units.
Instructor(s): K. Weintraub, Winter, Summer Terms Offered: Winter, Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.
Instructor(s): K. Weintraub, Spring; Staff, Summer Terms Offered: Spring, Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13200. History of Western Civilization II. 100 Units.
Instructor(s): K. Weintraub, Winter, Summer Terms Offered: Winter, Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.
Instructor(s): K. Weintraub, Spring; Staff, 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.
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 uses the American historical experience, set within the context of Western civilization to (1) introduce students to the principles of historical thought, (2) probe the ways political and social theory emerge within specific historical contexts, and (3) explore some of the major issues and trends in American historical development. This sequence is not a general survey of American history.

> **HIST 13500. America in World Civilization I. 100 Units.**
> This quarter examines the basic order of early colonial society; the social, political, and intellectual forces for a rethinking of that order; and the experiences of the Revolution and of making a new polity.
> Instructor(s): E. Cook, Staff Terms Offered: Autumn
> Prerequisite(s): These courses must be taken in sequence.

> **HIST 13600. America in World Civilization II. 100 Units.**
> This quarter focuses on the impact of economic individualism on the discourse on democracy and community; on pressures to expand the definition of nationhood to include racial minorities, immigrants, and women; on the crisis over slavery and sectionalism; and on class tensions and the polity.
> Instructor(s): J. Dailey, A. Green, A. Lippert, A. Stanley, Staff Terms Offered: Winter
> Prerequisite(s): These courses must be taken in sequence.

> **HIST 13700. America in World Civilization III. 100 Units.**
> This quarter focuses on the definitions of Americanism and social order in a multicultural society; Taylorism and social engineering; culture in the shadow of war; the politics of race, ethnicity, and gender; and the rise of new social movements.
> Instructor(s): J. Sparrow, Staff Terms Offered: Spring
> Prerequisite(s): These courses must be taken in sequence.

HIST 13600. America in World Civilization II. 100 Units.
This quarter focuses on the impact of economic individualism on the discourse on democracy and community; on pressures to expand the definition of nationhood to include racial minorities, immigrants, and women; on the crisis over slavery and sectionalism; and on class tensions and the polity.
Instructor(s): J. Dailey, A. Green, A. Lippert, A. Stanley, Staff Terms Offered: Winter
Prerequisite(s): These courses must be taken in sequence.

HIST 13700. America in World Civilization III. 100 Units.
This quarter focuses on the definitions of Americanism and social order in a multicultural society; Taylorism and social engineering; culture in the shadow of war; the politics of race, ethnicity, and gender; and the rise of new social movements.
Instructor(s): J. Sparrow, Staff Terms Offered: Spring
Prerequisite(s): These courses must be taken in sequence.

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.
Instructor(s): R. Bird, F. Hillis Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): RUSS 25100,SOSC 24000

HIST 14000. Introduction to Russian Civilization II. 100 Units.
Instructor(s): F. Hillis, W. Nickell Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): RUSS 25200,SOSC 24100

HIST 14000. Introduction to Russian Civilization II. 100 Units.
Instructor(s): F. Hillis, W. Nickell Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): RUSS 25200,SOSC 24100

HIST 15001. Little Ice Age, 1500 to 1800: Climate, Crisis, Energy Revolution. 100 Units.
In the seventeenth century, a drop in global temperature coincided with massive social and political disruption around the world. The Little Ice Age offers a mirror for our own age of climate change. How did different societies cope with environmental crisis? This course introduces students to early modern economic, political, and environmental history. It also suggests a new interpretation of the rise of modern industrial society by linking Britain's energy revolution to the cold spell of the seventeenth century.
Instructor(s): F. Albritton Jonsson Terms Offered: Winter

HIST 15002. Whales and Whaling in American History. 100 Units.
This course examines American intellectual, social, and cultural history through one of its most tremendous and least understood foils: whales. Since early in the history of European colonial incursions in North America, whales—along with smaller cetaceans such as dolphins and porpoises—have figured in American culture variously as natural resources to be exploited, sentient beings to be protected, and, more broadly, as the bases for ruminations on aesthetics and grandeur, self and other, economics and social organization, and science and power. From our vantage point between two of America's earliest and most prosperous of whaling communities, New Bedford and Nantucket, this course will think through the conjoined histories of whales and (North American) humans, from the early days of whaling in the nascent United States through the rise of America's industrial power and the decline of its whaling industry to its emergence as a leader in whale conservation and cetological science.
Instructor(s): M. Rossi Terms Offered: Autumn
Prerequisite(s): Second-year students and beyond preferred. Good academic standing. Application and acceptance into the quarter-long program at the Marine Biological Laboratory in Woods Hole.
Equivalent Course(s): HIPS 15002,HIST 15002

HIST 15100-15200-15300-15400. Introduction to the Civilizations of East Asia I-II-III-IV.
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.

HIST 15100. Introduction to the Civilizations of East Asia I. 100 Units.
Instructor(s): G. Alitto, Autumn; Staff, Summer Terms Offered: Autumn, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 10800,EALC 10800,SOSC 23500

HIST 15200. Introduction to the Civilizations of East Asia II. 100 Units.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 10900,EALC 10900,SOSC 23600

HIST 15300. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 11000,EALC 11000,SOSC 23700

HIST 15400. Introduction to the Civilizations of East Asia IV. 100 Units.
This course will explore the ongoing transformations of Vietnamese society against the centuries-long Vietnamese effects to construct a political community. We will begin with an examination of some two thousand years of Vietnamese history and then turn to more extended considerations of the relationship between religion and the state, imperialism and decolonization, war and revolution, and contemporary efforts to recreate the past as Vietnam embraces what some have termed "market-Leninism." In doing so, we will place developments in Vietnam in wider regional and global perspectives. Weekly readings and discussions will focus around primary sources in translation, including political and philosophical texts, literature, poetry, and film.
Instructor(s): Staff Terms Offered: Not offered in 2015-16.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 11200,EALC 15400,SOSC 23801,HIST 15400

HIST 15200. Introduction to the Civilizations of East Asia II. 100 Units.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 10900,EALC 10900,SOSC 23600

HIST 15300. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 11000,EALC 11000,SOSC 23700

HIST 15400. Introduction to the Civilizations of East Asia IV. 100 Units.
This course will explore the ongoing transformations of Vietnamese society against the centuries-long Vietnamese effects to construct a political community. We will begin with an examination of some two thousand years of Vietnamese history and then turn to more extended considerations of the relationship between religion and the state, imperialism and decolonization, war and revolution, and contemporary efforts to recreate the past as Vietnam embraces what some have termed "market-Leninism." In doing so, we will place developments in Vietnam in wider regional and global perspectives. Weekly readings and discussions will focus around primary sources in translation, including political and philosophical texts, literature, poetry, and film.
Instructor(s): Staff Terms Offered: Not offered in 2015-16.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 11200,EALC 15400,SOSC 23801,HIST 15400

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): H. Haroutunian 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 20011,CLCV 25700,NEHC 30011

HIST 15603. Ancient Empires II: The Ottoman Empire. 100 Units.
The second course of this three-course sequence focuses on the Ottoman Empire.
Instructor(s): H. Karateke Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 20012,CLCV 25800,NEHC 30012

HIST 15604. Ancient Empires III: The Egyptian Empire of the New Kingdom. 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): Staff 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 20013,CLCV 25900,NEHC 30013

HIST 15603-15604. Ancient Empires II-III.

HIST 15603. Ancient Empires II: The Ottoman Empire. 100 Units.
The second course of this three-course sequence focuses on the Ottoman Empire.
Instructor(s): H. Karateke Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 20012,CLCV 25800,NEHC 30012

HIST 15604. Ancient Empires III: The Egyptian Empire of the New Kingdom. 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): Staff 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 20013,CLCV 25900,NEHC 30013

HIST 15604. Ancient Empires III: The Egyptian Empire of the New Kingdom. 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): Staff 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 20013,CLCV 25900,NEHC 30013

HIST 15702-15703-15704. Semitic Languages Cultures and Civilizations I-II-III.
This sequence meets the general education requirement in civilization studies.

HIST 15702. 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: This course is not offered in 2015-2016
Equivalent Course(s): NEHC 20416

HIST 15703. 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: This course is not offered in 2015-2016
Note(s): Not open to first-year students
Equivalent Course(s): NEHC 20417

HIST 15704. 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: This course is not offered in 2015-2016
Note(s): Not open to first-year students
Equivalent Course(s): NEHC 20418

HIST 15703-15704. Semitic Languages Cultures and Civilizations II-III.

HIST 15703. 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: This course is not offered in 2015-2016
Note(s): Not open to first-year students
Equivalent Course(s): NEHC 20417

HIST 15704. 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: This course is not offered in 2015-2016
Note(s): Not open to first-year students
Equivalent Course(s): NEHC 20418

HIST 15704. 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: This course is not offered in 2015-2016
Note(s): Not open to first-year students
Equivalent Course(s): NEHC 20418

HIST 15801. Introduction to the Middle East. 100 Units.
Prior knowledge of the Middle East not required. This course aims to facilitate a general understanding of some key factors that have shaped life in this region, with primary emphasis on modern conditions and their background, and to provide exposure to some of the region's rich cultural diversity. This course can serve as a basis for the further study of the history, politics, and civilizations of the Middle East.
Instructor(s): F. Donner Terms Offered: Spring
Equivalent Course(s): NEHC 10101

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.
Instructor(s): E. Kouri Terms Offered: Autumn
Equivalent Course(s): LACS 16100,ANTH 23101,CRES 16101,HIST 36101,LACS 34600,SOSC 26100

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): M. Tenorio Terms Offered: Winter
Equivalent Course(s): LACS 16200,ANTH 23102,CRES 16102,HIST 36102,LACS 34700,SOSC 26200

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): B. Fischer Terms Offered: Spring
Equivalent Course(s): LACS 16300,ANTH 23103,CRES 16103,HIST 36103,LACS 34800,SOSC 26300

HIST 16102-16103. Introduction to Latin American Civilization II-III.

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): M. Tenorio Terms Offered: Winter
Equivalent Course(s): LACS 16200,ANTH 23102,CRES 16102,HIST 36102,LACS 34700,SOSC 26200

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): B. Fischer Terms Offered: Spring
Equivalent Course(s): LACS 16300,ANTH 23103,CRES 16103,HIST 36103,LACS 34800,SOSC 26300

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): B. Fischer Terms Offered: Spring
Equivalent Course(s): LACS 16300,ANTH 23103,CRES 16103,HIST 36103,LACS 34800,SOSC 26300

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): A. Bresson, Staff Terms Offered: Autumn
Equivalent Course(s): CLCV 20700

HIST 16800. Ancient Mediterranean World II. 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
Equivalent Course(s): CLCV 20800

HIST 16900. Ancient Mediterranean World III. 100 Units.
This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD.
Instructor(s): W. Kaegi Terms Offered: Spring
Equivalent Course(s): CLCV 20900

HIST 16800. Ancient Mediterranean World II. 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
Equivalent Course(s): CLCV 20800

HIST 16900. Ancient Mediterranean World III. 100 Units.
This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD.
Instructor(s): W. Kaegi Terms Offered: Spring
Equivalent Course(s): CLCV 20900

HIST 17300-17400-17402-17501-17502-17503. Science, Culture, and Society in Western Civilization I-II-II-III-IV-III.

This group of courses consists of two three-quarter sequences: HIPS 17300-17400-17501 or 17502, and HIPS 17400-17402-17503 or 17502. Taking these courses in sequence is recommended but not required. Each sequence meets the general education requirement in civilization studies. Each three-quarter sequence focuses on the origins and development of science in the West. Our aim is to trace the evolution of the biological, psychological, natural, and mathematical sciences as they emerge from the cultural and social matrix of their periods and, in turn, affect culture and society.

HIST 17300. Science, Culture, and Society in Western Civilization I. 100 Units.

The first quarter examines the sources of Greek science in the diverse modes of ancient thought and its advance through the first centuries of our era. We look at the technical refinement of science, its connections to political and philosophical movements of fifth- and fourth-century Athens, and its growth in Alexandria.

Instructor(s): R. Richards Terms Offered: Not offered 2015-2016
Equivalent Course(s): HIPS 17300

HIST 17400. Science, Culture, and Society in Western Civilization II. 100 Units.

The second quarter is concerned with the period of the scientific revolution: the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton.

Instructor(s): A. Johns Terms Offered: Autumn
Equivalent Course(s): HIPS 17400

HIST 17402. Science, Culture, and Society in Western Civilization II: History of Medicine 1. 100 Units.

Instructor(s): M. Rossi Terms Offered: Winter
Equivalent Course(s): HIPS 17402

HIST 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.

This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. 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): A. Winter Terms Offered: Not offered 2015-2016
Equivalent Course(s): HIPS 17501

HIST 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.
The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.
Instructor(s): J. Evans Terms Offered: Spring.
Equivalent Course(s): HIPS 17502

HIST 17503. Science, Culture, and Society in Western Civilization III: History of Medicine 2. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIPS 17503

HIST 17400-17402-17501-17502-17503. Science, Culture, and Society in Western Civilization II-II-III-IV-III.

HIST 17400. Science, Culture, and Society in Western Civilization II. 100 Units.
The second quarter is concerned with the period of the scientific revolution: the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton.
Instructor(s): A. Johns Terms Offered: Autumn
Equivalent Course(s): HIPS 17400

HIST 17402. Science, Culture, and Society in Western Civilization II: History of Medicine 1. 100 Units.
Instructor(s): M. Rossi Terms Offered: Winter
Equivalent Course(s): HIPS 17402

HIST 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.
This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. 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): A. Winter Terms Offered: Not offered 2015-2016
Equivalent Course(s): HIPS 17501

HIST 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.
The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.
Instructor(s): J. Evans Terms Offered: Spring.
Equivalent Course(s): HIPS 17502

HIST 17503. Science, Culture, and Society in Western Civilization III: History of Medicine 2. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIPS 17503

HIST 17402-17501-17502-17503. Science, Culture, and Society in Western Civilization II-III-IV-III.

HIST 17402. Science, Culture, and Society in Western Civilization II: History of Medicine 1. 100 Units.
Instructor(s): M. Rossi Terms Offered: Winter
Equivalent Course(s): HIPS 17402

HIST 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.
This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. 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): A. Winter Terms Offered: Not offered 2015-2016
Equivalent Course(s): HIPS 17501

HIST 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.
The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.
Instructor(s): J. Evans Terms Offered: Spring.
Equivalent Course(s): HIPS 17502

HIST 17503. Science, Culture, and Society in Western Civilization III: History of Medicine 2. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIPS 17503

HIST 17501-17502-17503. Science, Culture, and Society in Western Civilization III-IV-III.

HIST 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.
This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. 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): A. Winter Terms Offered: Not offered 2015-2016
Equivalent Course(s): HIPS 17501

HIST 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.
The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.
Instructor(s): J. Evans Terms Offered: Spring.
Equivalent Course(s): HIPS 17502

HIST 17503. Science, Culture, and Society in Western Civilization III: History of Medicine 2. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIPS 17503

HIST 17502-17503. Science, Culture, and Society in Western Civilization IV-III.

HIST 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.
The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.
Instructor(s): J. Evans Terms Offered: Spring.
Equivalent Course(s): HIPS 17502

HIST 17503. Science, Culture, and Society in Western Civilization III: History of Medicine 2. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIPS 17503

HIST 17503. Science, Culture, and Society in Western Civilization III: History of Medicine 2. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIPS 17503

HIST 17805. America in the Twentieth Century. 100 Units.
This lecture course provides an introductory survey of major developments in American history in the twentieth century. It is structured around a political history narrative, but we will examine events from a wide range of perspectives: legal, intellectual, social, economic, diplomatic, military, religious. The course is neither encyclopedic nor focused on mastering facts (although this is not discouraged). It is rather concerned with "big" questions about American history since circa 1900, including the role and scope of government and the rights and obligations of citizens. Course readings consist of novels and nonfiction writings from the period.
Instructor(s): J. Dailey Terms Offered: Spring
Equivalent Course(s): AMER 17805,LLSO 25904

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.
Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter.
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,ANTH 24001,SOSC 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,ANTH 24002,SOSC 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,ANTH 24003,SALC 20702,SOSC 24003

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,ANTH 24002,SOSC 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,ANTH 24003,SALC 20702,SOSC 24003

HIST 18600. United States Labor History. 100 Units.
This course will explore the history of labor and laboring people in the United States. The significance of work will be considered from the vantage points of political economy, culture, and law. Key topics will include working-class life, industrialization and corporate capitalism, slavery and emancipation, the role of the state and trade unions, race and sex difference in the workplace.
Instructor(s): A. Stanley Terms Offered: Winter
Equivalent Course(s): HMRT 28600,LLSO 28000

HIST 18902. Chicago Social Movements, 1954 to 2014. 100 Units.
This course will introduce students to key social movements in Chicago from the post–WW II years to the present. In part the class offers an introduction to dissent, oppositional organizing, and alternative approaches to social welfare, community building, and rights in a major modern American city. In part this class engages important ideas related to current study of social movement, including state/society tensions, intersectionality theory, and the impact of urban prosperity and austerity. While these are challenging and even complex concepts, they will be presented in basic and historically grounded form, enabling students beginning their study of history to usefully engage them. Occasional guest lecturers and off-campus trips may be organized and made available as cocurricular opportunities.
Instructor(s): A. Green Terms Offered: Spring
Equivalent Course(s): CRES 18902,GNSE 18902,LLSO 28902

HIST 19801. The Autobiography of Teresa of Avila. 100 Units.
In this course we will do a close reading of the autobiography of Teresa of Avila in which we will pay attention to her attitudes towards prayer and religious practice, mystical experience, community organization, sin and redemption, and gender. Our reading will be supplemented by other texts written by Teresa as well as secondary works that will help us interpret her in her historical context.
Instructor(s): L. Pick Terms Offered: Spring
Equivalent Course(s): FNDL 23112,GNDR 20701,RLST 20701

HIST 20001. 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: Winter
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): BPRO 22400,INST 22400

HIST 20005. Colonial African History. 100 Units.
This course introduces students to major themes in colonial African history through both primary and secondary readings. We begin with a consideration of the forces that gave rise to the European occupation of Africa. We then investigate the effects and limits of European rule by considering case studies from different parts of Africa. This course will expose students to the complexities of colonialism in Africa, as well as to the different sources and methods that academics use to interpret historical processes of change.
Instructor(s): E. Osborn Terms Offered: Winter
Equivalent Course(s): HIST 30005,CRES 20005

HIST 20303. 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): HIST 30303,CLCV 27506,ANCM 27506,CLAS 37506

HIST 20403. Greek Comedy: Aristophanes. 100 Units.
We will read in Greek Aristophanes' *Frogs*, a play widely admired as an early instance of clever literary criticism and creative metatheatricality that brings its audience into the underworld and suggests several fantasies of salvation, a play whose production marks the end of the great century of Greek drama. Reading will include translation as well as secondary readings.
Terms Offered: Will be offered 2017-18
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 22400,GREK 32400,HIST 30403

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 Terms Offered: Winter
Equivalent Course(s): HIST 31006,CLCV 21915,ANCM 31915,CLAS 31915

HIST 21305. Early Modern Britain. 100 Units.
This course looks at British history in the "long" seventeenth century, ranging from the accession of James I in 1603 to the end of the Stuart dynasty in 1714. The period was one of upheaval, extraordinary both in itself and in its lasting consequences. The country saw protracted civil conflict, a king put on trial and executed, and (arguably) two revolutions. Its culture was distinguished by figures like Shakespeare, Milton, Newton, Locke, and Purcell; it created the origins of a world empire; and it pursued radical developments in economics, politics, and experimental science. We shall explore aspects of this period, using selected primary and secondary sources to introduce the history and historiography of early modern British culture.
Instructor(s): A. Johns Terms Offered: Winter
Equivalent Course(s): HIST 31305

HIST 21703. Byzantine Empire, 1025 to 1453. 100 Units.
Internal and external problems and developments. Internal tensions on the eve of the arrival of the Seljuks. Eleventh-century economic growth. The Crusades. Achievements and deficiencies of Komnenian Byzantium. The Fourth Crusade and Byzantine successor states. Palaeologan political and cultural revival. Religious topics such as relations with the Papacy, Bogomilism, and Hesychasm. Readings will include M. Angold, *The Byzantine Empire 1025–1204*, D. M. Nicol, *Last Centuries of Byzantium*, and the histories of Michael Psellos and Anna Comnena. Course grade will include a final examination and a ten-page paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): HIST 31703,ANCM 36700,NEHC 20507,NEHC 30507

HIST 22111. Mary and Mariology. 100 Units.
More than a saint but less than God, no figure of Christian devotion other than Jesus Christ has inspired as much piety or excited as much controversy as the Virgin Mother of God. In this course, we will study the development of the Virgin Mary's image and cult from her descriptions in the Gospels through the modern papal definitions of Marian dogma so as to come to some understanding how and why this woman "about whom the Gospels say so little" has become a figure of such popular and theological significance. We will consider both the medieval flowering of her cult and its dismantling, transformation, transmission, and reinvention in the centuries since.
Instructor(s): R. Fulton Brown Terms Offered: Autumn
Equivalent Course(s): HIST 32111,RLST 22111,HCHR 32111

HIST 22115. Carolingian Renaissance. 100 Units.
The Carolingian Renaissance flowered thanks to the leadership of a new royal (AD 751) and then (from Christmas 800) imperial dynasty. Expansive political and cultural initiatives reshaped Europe into a distinct space, not least, though paradoxically, through its fragmentation after AD 843. We shall study the actors and trends at play, the important role of Classical models and Latin book culture, and consider the relevant sources in all their physical, textual, and imaginative variety.
Instructor(s): M. Allen Terms Offered: Winter
Equivalent Course(s): CLCV 22115,CLAS 32115,HIST 32115,RLST 21610

HIST 22505. Modern Britain, 1688 to 1901. 100 Units.
This upper level survey course considers the vexed question of Britain's modernity. Why and how did this island nation on the periphery of Europe evolve into the first industrial nation and a global empire? Through primary sources and case studies we will track the transformation of British society between the Glorious Revolution and the death of Queen Victoria. Major themes include state building, empire, environment, political economy, industrialization, and class formation. Readings will include texts by Pincus, Brewer, Thompson, and Wrigley.
Instructor(s): F. Albritton Johnsson Terms Offered: Spring
Equivalent Course(s): HIST 32505

HIST 22803. Machiavelli and the Uses of History. 100 Units.
The course will examine Machiavelli's idea of history and its uses for political understanding and action against the background of contemporary thought and political practice. Readings will focus intensively on Machiavelli's *The Prince*, *Discourses*, and *History of Florence*.
Instructor(s): H. Gray Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates

HIST 23302. Europe, 1815 to 1914. 100 Units.
This course surveys the history of Europe from the era of its greatest hegemony in the world to the eve of World War I. Themes considered include industrialization; the revolutions of 1848; the formation and consolidation of modern nation-states; the rise and travails of political liberalism and laissez faire; the spread of socialism in its various guises; international rivalries, alliances, and imperialism; and the causes, character, and effects of World War I.
Instructor(s): J. Craig Terms Offered: Autumn
Prerequisite(s): Open to first-year students.
Equivalent Course(s): HIST 33302

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 Terms Offered: Winter
Equivalent Course(s): HIST 33306

HIST 23410. Jewish Spaces and Places, Real and Imagined. 100 Units.
What makes a ghetto, a ghetto? What defines a Jewish neighborhood? What determined the architectural form of synagogues? Making extensive use of Jewish law and customary practice, cookbooks, etiquette guides, prints, films, novels, maps, memoirs, architectural drawings and photographs, and tourist guides, this course will analyze how Jews (in all their diversity) and non-Jews defined Jewish spaces and places. The focus will be on Europe in the 19th and 20th centuries, but we will also venture back into the early modern period and across the Mediterranean to Palestine/Israel and North Africa and the Atlantic to the Caribbean and the Americas. We will study both actually existing structures—synagogues, ritual baths, schools, kosher (and kosher-style) butcher shops, bakeries and restaurants, social and political clubs, hospitals, orphanages, old age homes, museums and memorials —but also texts and visual culture in which Jewish places and spaces are imagined or vilified. Parallel to our work with primary sources we will read in the recent, very rich, scholarly literature on this topic. This is not a survey course; we will undertake a series of intensive case-studies through which we will address the larger issues. This is a limited-enrollment, discussion-based course in which both undergraduates and graduate students are welcome. No previous knowledge of Jewish history is expected.
Instructor(s): Leora Auslander Terms Offered: Autumn
Equivalent Course(s): HIST 33410,HIST 23410

HIST 23516. Medieval Masculinity. 100 Units.
This course will introduce students to concepts of masculinity in the Middle Ages, especially in the period between approximately 1,000 and 1,500 CE. Special attention will be paid to medieval notions of honor and to the roles that knighthood, chivalry, and monasticism played in promoting (often contradictory) masculine ideals. The course has two main goals. First, to assess and discuss recent scholarly debates and arguments about medieval masculinity. Second, to read closely a variety of medieval sources—including Arthurian literature, chronicles of the Crusades, biographical texts, and monastic histories—in order to develop new perspectives on masculinity during the Middle Ages.
Instructor(s): J. Lyon Terms Offered: Winter
Equivalent Course(s): HIST 33516,GNSE 23516,GNSE 33516

HIST 23706. 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, but 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; origins, practices, aesthetics, legacies, and critiques of Stalinism; 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 Terms Offered: Spring
Equivalent Course(s): HIST 33706,REES 23706,REES 33706

HIST 24206. Medicine and Culture in Modern East Asia. 100 Units.
This course will focus on the cultural history of medicine in China, Japan, and Korea from the mid-nineteenth century to the 1980s. We will be concerned with tracing the circulation of new medical knowledge and understanding its cultural and social implications. Topics to be explored include the introduction of "Western medicine" and its impact for "traditional" medicine; the struggles over public health, gender, medicine, and modernity; consumer culture; and medicine. No knowledge of an East Asian language is required, but those with reading skills will be encouraged to utilize them.
Instructor(s): S. Burns Terms Offered: Autumn
Equivalent Course(s): EALC 26201,EALC 36201,HIST 34206

HIST 24209. Imagining Environment in East Asia. 100 Units.
This course explores how nature and environment have been narrated, aestheticized, conceptualized, and historically exploited in East Asia, with specific emphasis on China, Korea, and Japan. We begin with some basic questions about the human-environment relation. What is it to imagine environment and one's relation to it? How have "nature" and "environment" been imagined historically in East Asia? Can we learn about our own perceptions of the non-human world by studying those of other times and places? The course will consider ethical and religious attitudes toward nature as found in traditional religious and philosophical thought; changing aesthetic responses to the natural world; the rise of modern environmental awareness; popular and political responses to pollution and environmental disaster; contemporary practices of environmentalism (eco-tourism, conservation); and the imagining of environmental futures. Materials will be drawn from literature, history, anthropology, philosophy, environmental policy, and film. All readings are in English.
Instructor(s): H. Long Terms Offered: Spring
Equivalent Course(s): EALC 24730

HIST 24500. Reading Qing Documents. 100 Units.
Reading and discussion of nineteenth- and early twentieth-century historical political documents, including such forms as memorials, decrees, local gazetteers, diplomatic communications, essays, and the like.
Instructor(s): G. Alitto Terms Offered: Winter
Equivalent Course(s): HIST 34500,EALC 24500,EALC 34500

HIST 24509. The Merchant in Chinese Culture. 100 Units.
Throughout Chinese history, the merchant has been held up as the greedy, crass antithesis of the noble gentleman. However, the frequent derision of the merchant belies the cultural importance and complex social identities of those who traded for profit. This course will examine representations of merchants from ancient times to the present day in materials ranging from historical annals and religious tracts to novels and paintings. We will explore how the merchant has been constructed, condemned, and redeemed through scholarly and state discourses, as well as how merchants themselves have used these elite discourses for their own ends. All readings will be in English and no prior background is required.
Instructor(s): A. Fox Terms Offered: Spring
Equivalent Course(s): EALC 24340

HIST 24603. The Objects of East Asian History. 100 Units.
The collections of Japanese and Chinese objects in the Field Museum will be examined as a case study in museum and collection research. Assembled in the 1950s by Commander Gilbert and Katherine Boone, the Boone Collection includes over three thousand Japanese objects. Individual objects will be examined, not only for religious, aesthetic, cultural, and historical issues, but also for what they tell us of the collections and of museum and collections studies in general. The course is also timed to coincide with the reinstallation of the museum's Chinese galleries. The course will be co-taught by Chelsea Foxwell from Art History and James Ketelaar from History, and will include methods and texts from both disciplines. Several study trips will be made to the storage rooms of the Field Museum during class time.
Instructor(s): C. Foxwell, J. Ketelaar Terms Offered: Spring
Equivalent Course(s): ARTH 29704,ARTH 39704,EALC 29704,EALC 39704,HIST 34603

HIST 24608. Frontiers and Expansion in Modern China. 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 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. 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.
Instructor(s): K. Pomeranz Terms Offered: Spring
Equivalent Course(s): HIST 34608,EALC 24609,EALC 34609

HIST 24905. Darwin's "On the Origin of Species" and "The Descent of Man" 100 Units.
This lecture-discussion class will focus on a close reading of Darwin's two classic texts. An initial class or two will explore the state of biology prior to Darwin's *Beagle* voyage, and then consider the development of his theories before 1859. Then we will turn to his two books. Among the topics of central concern will be the logical, epistemological, and rhetorical status of Darwin's several theories, especially his evolutionary ethics; the religious foundations of his ideas and the religious reaction to them; and the social-political consequences of his accomplishment. The year 2009 was the two hundredth anniversary of Darwin's birth and the one hundred fiftieth of the publication of *On the Origin of Species*.
Instructor(s): R. Richards Terms Offered: Autumn
Prerequisite(s): Second-year students and beyond preferred. Good academic standing. Application and acceptance into the quarter-long program at the Marine Biological Laboratories in Woods Hole.
Equivalent Course(s): BIOS 17100,HIPS 24901,PHIL 23015

HIST 24913. Victorian Science. 100 Units.
This course examines how Victorians sought to understand the natural world, and how their scientific work helped develop modern intellectual conventions, social relations, and institutions. We will study a wide range of topics from the 1830s through the beginning of the twentieth century in order to develop a kind of panorama of scientific life and to determine when key features of modern science came into being.
Instructor(s): A. Winter Terms Offered: Winter
Equivalent Course(s): HIST 34913,HIPS 24913,CHSS 34903

HIST 25110. Philosophy of History: Narrative and Explanation. 100 Units.
This lecture-discussion course will trace different theories of explanation in history from the nineteenth century to the present. We will examine the ideas of Humboldt, Ranke, Dilthey, Collingwood, Braudel, Hempel, Danto, and White. The considerations will encompass such topics as the nature of the past such that one can explain its features, the role of laws in historical explanation, the use of *Verstehen* history as a science, the character of narrative explanation, the structure of historical versus other kinds of explanation, and the function of the footnote.
Instructor(s): R. Richards Terms Offered: Winter
Equivalent Course(s): HIST 35110,HIPS 25110,CHSS 35110,PHIL 20506,PHIL 30506

HIST 25208. 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.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIST 35208,HIPS 25208,CHSS 35208,CMST 29002,CMST 39002

HIST 25300. 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 35300,LLSO 20601

HIST 25415. History of Information. 100 Units.
"Information" in all its forms is perhaps the defining phenomenon of our age. But although we tend to think of it as something distinctively modern, in fact it came into being through a long history of thought, practice, and technology. This course will therefore suggest how to think historically about information. Using examples that range from the Middle Ages to the twenty-first century, we shall explore how different societies have conceptualized the subject, and how they have sought to control it. We shall address how information has been collected, classified, circulated, contested, and destroyed. The aim is to provide a different kind of understanding of information practices—one that can be put to use in other historical inquiries, as well as casting an unfamiliar light on our own everyday lives.
Instructor(s): A. Johns Terms Offered: Winter
Equivalent Course(s): HIST 35415,CHSS 35415,LLSO 23501

HIST 25416. History of Technology in America. 100 Units.
Instructor(s): M. Rossi Terms Offered: Spring
Equivalent Course(s): HIST 35416

HIST 25503. 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, A. Winter Terms Offered: Winter
Equivalent Course(s): HIPS 29800

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): F. Donner Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general eduation requirement in civilization studies.
Equivalent Course(s): NEHC 30501,HIST 35704,ISLM 30500,RLST 20501,NEHC 20501

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): NEHC 30502,HIST 35804,ISLM 30600,NEHC 20502

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): A. Shissler Terms Offered: Spring
Prerequisite(s): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30503,HIST 35904,ISLM 30700,NEHC 20503

HIST 25804-25904. Islamic History and Society II-III.

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Instructor(s): J. Woods Terms Offered: Winter
Prerequisite(s): Not open to first-year students
Equivalent Course(s): NEHC 30502,HIST 35804,ISLM 30600,NEHC 20502

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Instructor(s): A. Shissler Terms Offered: Spring
Prerequisite(s): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30503,HIST 35904,ISLM 30700,NEHC 20503

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Instructor(s): A. Shissler Terms Offered: Spring
Prerequisite(s): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30503,HIST 35904,ISLM 30700,NEHC 20503

HIST 26214. The Social Memory of "Convivencia": Muslims, Jews, and Christians and Historical Nationalism in Contemporary Spain. 100 Units.
Convivencia is a word that describes the multicultural and social environment created by the existence of Muslim, Christian, and Jewish communities in medieval Spain. This course aims to examine both this circumstance and its social memory: how and why contemporary narratives have dealt with this historical issue, usually portrayed as a mirror or a precedent for present day situations in which different religious and cultural communities share the same political and social arena. The course is conceived as a dialogue between the past and the present, between the evidence from remote times and the conflicting perceptions, interpretations, and misconceptions that are built upon this evidence. In so doing, the objective is to address a number of pressing questions regarding the uses and abuses of history, its role as forger of identities, communities, or values, and, more particularly, the difficult relations of contemporary Spain with its own past.
Instructor(s): E. Manzano Terms Offered: Autumn
Prerequisite(s): Spanish reading proficiency (preferred for some assigned readings) or reading proficiency in Arabic or Hebrew.
Equivalent Course(s): LACS 25100,HIST 36214,LACS 35100

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

HIST 26500. History of Mexico, 1876 to Present. 100 Units.
From the Porfiriato and the Revolution to the present, 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; the Zapatista rebellion in Chiapas; and the end of PRI rule.
Instructor(s): E. Kourí and M. Tenorio Terms Offered: Autumn
Equivalent Course(s): HIST 36500,CRES 36500,LACS 26500,LACS 36500

HIST 26602. Mughal India: Tradition and Transition. 100 Units.
The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth centuries, especially on selected issues that have been at the center of historiographical debate in the past decades.
Instructor(s): M. Alam Terms Offered: Autumn
Prerequisite(s): Advanced standing or consent of instructor. Prior knowledge of appropriate history and secondary literature required.
Equivalent Course(s): SALC 27701,HIST 36602,SALC 37701

HIST 27102. Lincoln: Slavery, War, and 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): D. Hutchinson Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): LLSO 24711,FNDL 24711

HIST 27506. Changing America in the Twentieth Century. 100 Units.
This course explores the regional organization of U.S. society and its economy during the pivotal twentieth century, emphasizing the shifting dynamics that explain the spatial distribution of people, resources, economic activity, human settlement patterns, and mobility. We put special focus on the regional restructuring of industry and services, transportation, city growth, and cultural consumption. Two-day weekend field trip to the Mississippi River required.
Instructor(s): M. Conzen Terms Offered: Winter
Note(s): This course offered odd years.
Equivalent Course(s): GEOG 22100,GEOG 32100,HIST 37506

HIST 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): AMER 27605,CRES 27605,GNSE 27605,HMRT 27061,LLSO 28010

HIST 27705. 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 present. In referring to that history, we treat a variety of themes, including migration and its impact, origins and effects of class stratification, relation of culture and cultural endeavor to collective consciousness, rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (service, 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, as well as 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: Spring
Equivalent Course(s): CRES 27705,LLSO 22209,HIST 27705

HIST 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): CRES 27900,EALC 27907,EALC 37907,HIST 37900

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.
Instructor(s): R. Gutiérrez Terms Offered: Autumn
Equivalent Course(s): HIST 38000,AMER 28001,CRES 28000,GNSE 28202,LACS 28000,LACS 38000

HIST 28406. Nineteenth-Century Segment of the United States History Survey. 100 Units.

The nineteenth-century survey will examine the experiences and the conflicts that made up the history of modern American society, as it unfolded over the course of the 1800s. This is where modern America begins. Before there was a Great Recession or an Occupy Wall Street, there was the nineteenth-century roller coaster of prosperity and panic; the robber barons and newfound workers' unions of the Gilded Age; the passionate public debates over the central bank, monetary policy, and the national currency. Before the Tea Party, the Founders themselves debated the best ways to make their revolution realized, enduring, and meaningful in daily interactions as well as institutions. To understand the implications of Iraq War and its aftermath, we must return to the origins of American imperialism in the 1800s. To appreciate the significance and symbolism of the first African American president, we have to revisit the nation's long history of slavery, racism, and segregation. The immigration policy issues covered ad nauseam on the cable news channels have their roots in the ebbs and flows of global migrations that began over a century and a half ago. The American feminist movement for equal rights and opportunities began in the nineteenth century; yet in 2008, US women still earned only 77 cents on the male dollar, and in 2011, more than 40 percent of households headed by women lived in poverty. Returning to the contentious (and ongoing) history of Anglo-Indian relations is an essential component of contextualizing today's sobering statistics, when some reservations face unemployment rates of up to 80 percent, and one quarter of all Native Americans live in poverty. Course equirements include careful reading, active and thoughtful participation, and written assignments.
Instructor(s): A. Lippert Terms Offered: Winter
Equivalent Course(s): HIST 38406,AMER 28406,AMER 38406,CRES 28406,CRES 38406,GNSE 28406,GNSE 38406,LLSO 28406

HIST 28702. Ludwig Wittgenstein's "Philosophical Investigations" 100 Units.

Wittgenstein's *Philosophical Investigations* is one of the most important works of philosophy written in the twentieth century. Its influence has reached far and wide beyond the limits of philosophy. Yet its meaning remains deeply controversial. This is in part because Wittgenstein broke radically with some of the most common assumptions human beings, especially educated human beings, like to make about themselves, their minds, and the world. It is also because Wittgenstein's philosophical method made it a point of principle to propose no theories of any kind. The purpose of this course is to make the *Philosophical Investigations* intellectually accessible to students with no professional training or interest in philosophy. The format will consist of a mixture of lecture and commentary, with some room for discussion of selected passages and points of special interest.
Instructor(s): C. Fasolt Terms Offered: Winter
Equivalent Course(s): FNDL 24301,LLSO 28702

HIST 28800. Historical Geography of the United States. 100 Units.
This course examines the spatial dynamics of empire, the frontier, regional development, the social character of settlement patterns, and the evolution of the cultural landscapes of America from pre-European times to 1900. All-day northern Illinois field trip required.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in even years.
Equivalent Course(s): GEOG 21900,GEOG 31900,HIST 38800

HIST 28900. Roots of the Modern American City. 100 Units.
This course traces the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We emphasize evolving regional urban systems, the changing spatial organization of people and land use in urban areas, and the developing distinctiveness of American urban landscapes. All-day Illinois field trip required.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in odd years.
Equivalent Course(s): GEOG 26100,ENST 26100,GEOG 36100,HIST 38900

HIST 29301. Human Rights I: 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. (A) (I)
Instructor(s): B. Laurence Terms Offered: Spring 2016
Equivalent Course(s): HMRT 30100,PHIL 21700,PHIL 31600,HIST 39301,INRE 31600,LAWS 41200,MAPH 40000,LLSO 25100,HMRT 20100

HIST 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): To be announced Terms Offered: Winter 2016
Equivalent Course(s): HMRT 20200,CRES 29302,HIST 39302,HMRT 30200,INRE 31700,LAWS 41301,LLSO 27100

HIST 29303. Human Rights III: Contemporary Issues in Human Rights. 100 Units.
This interdisciplinary course presents a practitioner's overview of several major contemporary 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. Topics may include the prohibition against torture, women's rights as human rights, problems of universalism versus cultural relativism, and the human right to health.
Instructor(s): S. Gzesh Terms Offered: Autumn 2015
Equivalent Course(s): HMRT 20300,HMRT 30300,HIST 39303,INRE 31800,LAWS 78201,LLSO 27200

HIST 29314. History of Skepticism, Pre-socratic Greece to Enlightenment. 100 Units.
Doubt has been a fundamental tool from the foundations of Western philosophy, used by radicals and orthodox thinkers, skeptics and system-builders, theologians and scientists. Philosophical skepticism and its evolving palette of intellectual tools shaped the ancient philosophical schools of Greece and Rome, the solidification of early Christian doctrine, the scholastic debates of the later Middle Ages, the neoclassical explosions of the Renaissance, the "new philosophy" of the seventeenth century, the radical projects of the Enlightenment, and the advent of the modern scientific method. This course reviews the history of systematic philosophical doubt, focusing on primary source readings from Sextus Empiricus and Cicero to William of Ockham and the Averroist controversies, to Montaigne, Descartes, Bacon, and Diderot. Undergraduate writing assignments focus on polishing advanced writing ability through short assignments targeting concision, critical thinking, and journalistic writing skills with creative elements. Enrolled graduate students will be invited to additional graduate-only discussions and have supplementary assignments, including secondary source and historiographical readings and self-designed customized research papers. Both undergraduates and graduate students from outside the Department of History are welcome.
Instructor(s): A. Palmer Terms Offered: Autumn
Equivalent Course(s): HIST 39314,CLAS 33315,CLCV 23315,HIST 29314

HIST 29408. Human Rights in Mexico. 100 Units.
This course is intended to give the student a foundation in understanding human rights as both concept and reality in contemporary Mexico. Subject matter includes an overview of key periods in Mexican history in which concepts of individual and group rights, the relationship between citizens and the state, and the powers of the Church and the state were subject to change. This historical review will form the foundation for understanding human rights issues in contemporary Mexico. The course will also examine modern social movements which frame their demands as human rights.
Instructor(s): S. Gzesh Terms Offered: Winter 2016
Prerequisite(s): A reading knowledge of Spanish and at least one course on Latin American history or culture are required.
Equivalent Course(s): HMRT 34501,LACS 24501,LACS 34501,HIST 39408,HMRT 24501

HIST 29625. History Colloquium: The European Family. 100 Units.
This colloquium uses the family, one of the basic building blocks of human society, as a way of introducing students to issues and methodologies in the study of premodern European history. Students will have the opportunity to examine politics, economics, gender, religion, social structures, and a variety of other subjects through the lens of the European family from the ancient period to the end of the eighteenth century. Discussions will focus on both primary and secondary source readings, and each participant will design and carry out an original research project.
Instructor(s): J. Lyon Terms Offered: Winter
Prerequisite(s): History majors must take a History colloquium in their third year.

HIST 29632. History Colloquium: The CIA and American Democracy. 100 Units.
This colloquium will examine all aspects of American intelligence and its influence on history, politics, society, and academe since the inception of the Office of Strategic Services during World War II. Particular attention will be paid to how intelligence is gathered and interpreted, intelligence failures and why they happened, the close association between top Ivy League universities and origins of US intelligence, the penetration of the early Central Intelligence Agency by British individuals spying for the Soviets, the wide influence of the CIA in the 1950s and 1960s on major aspects of American life, the crisis of US intelligence in the late 1960s and through the 1970s, the revival of intelligence vigor in the 1980s, and the uses and misuses of intelligence in the recent wars in Iraq and Afghanistan. Students will be required to read six or seven books during the course of the colloquium, to see a few films outside of class time, to turn in a paper of roughly fifteen pages in the seventh week of the term, and to take a final exam mixing essay questions with questions on the reading. Outstanding participation in colloquium will merit an increment in the final grade, which otherwise will be determined equally by the outside paper and final exam.
Instructor(s): B. Cumings Terms Offered: Spring
Prerequisite(s): History majors must take a History colloquium in their third year.

HIST 29639. History Colloquium: The Cartographic Imagination of America. 100 Units.
Maps aren't always what meets the eye... or what directs the traveler from point to point. They don't always measure linear distance. North is not always up. This research colloquium for History majors will investigate the multiple perspectives and themes of primarily nineteenth-century American cartography, investigating the ways that maps became tools of politics, economics, organization, and governance. Utilizing the considerable resources of Special Collections and the Newberry Library, we will assess maps as primary sources capable of representing aggregate realities—such as the census, as well as slavery, weather, and disease—in visual and spatial terms. 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 Terms Offered: Spring
Prerequisite(s): History majors must take a History colloquium in their third year.

HIST 29655. History Colloquium: South Africa—Settlement, Segregation, and Apartheid. 100 Units.
This course explores the history of South Africa from the days of Dutch settlement to the emergence of the apartheid state. Topics that we will study include slavery, labor, colonization, resistance, and religious movements. Students will delve into scholarly debates as well as read and analyze a variety of primary sources. This course fulfills the junior colloquium requirement for History majors. Students will be expected to write a short independent research paper.
Instructor(s): E. Osborn Terms Offered: Autumn
Prerequisite(s): History majors must take a History colloquium in their third year.

HIST 29656. History Colloquium: Urban Histories—Experiencing, Using, and Representing the City. 100 Units.

This course will provide an analysis of the changing forms, meanings, and representations of urban life in Europe from the medieval period to the present. To that end, each session will pair secondary readings with a wide range of primary sources, including maps, municipal and legal records, newspapers, novels, prints, songs, paintings, films, planning treatises, tourist guides, memoirs, architectural drawings, photographs, and advertisements. We will address the histories of building, zoning, transportation, planning, ghettoization, segregation, and gentrification. We will consider cities as destinations for migrants, refugees, pilgrims, and tourists, as well as sites of political, social and cultural experimentation, unrest and upheaval. At the end of the term, you will have learned how cities have been shaped by their role as centers of economic, political, and cultural life, as well as how those who inhabit them have sometimes been able to use urban space to their own ends. This will be a small discussion-based course in which each student will write a fifteen-page research paper. Our work with primary sources will provide the tools you need to pursue your research project, while our close readings of both classic and experimental historiography will assure that your final paper contributes to an ongoing scholarly conversation. The material will be drawn from (imperial) Europe, but students interested in urbanism in all parts of the world are very welcome.

Instructor(s): L. Auslander Terms Offered: Autumn

Prerequisite(s): History majors must take a History colloquium in their third year.

HIST 29657. History Colloquium: Populism, War, and Development in Latin America, 1919 to 1950. 100 Units.

This junior colloquium will introduce students to primary sources and historical research methods by examining topics arising in Latin America and the Caribbean from 1919, through the Depression and World War II. Topics will include economic reforms in emergency situations; state-society relations; populism, nationalism, and decolonization in an age of fascisms; US–Latin American relations; the great impact of wars fought on other continents. Knowledge of Spanish or Portuguese is helpful but not required.

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

Prerequisite(s): History majors must take a History colloquium in their third year.

HIST 29658. History Colloquium: European Cultural History. 100 Units.
In this colloquium we will explore key approaches to and topics in European cultural history, focusing primarily on the nineteenth and twentieth centuries. Along the way, we will examine a variety of primary sources, paying attention to how historians have used diaries and memoirs, newspapers, censuses, and other statistical resources, diplomatic correspondence, trial proceedings, museum records, visual and performance material (paintings, photographs, films, theater, dance), and more to write cultural histories. Throughout, we will reflect upon what sets cultural histories apart from other genres of historical writing. Students will be required to participate actively in class discussions and to produce an original paper of approximately fifteen pages by the end of class.
Instructor(s): E. Gilburd Terms Offered: Winter
Prerequisite(s): History majors must take a History colloquium in their third year.

HIST 29659. History Colloquium: History of Asians in America. 100 Units.
Looking through a broad interdisciplinary lens, this colloquium will examine the history of Asians and Pacific Islanders in America. How did nineteenth- and early twentieth-century "sojourners" become "citizens"? What constituted the public's shift in perception of Asians from unassimilable alien to ostensible "model minority"? We will interrogate not only what it means to have been and to be an Asian or Pacific Islander in America but also what specific role Asian Americans have played in striving for a multiracial democracy. As a junior History colloquium, one of the main purposes is to help students learn to write a long research paper based on primary sources in preparation for writing the BA thesis. Over the course of the quarter, students will be expected to design and carry out an original research project. We will devote significant class time to the discussion of research methods and writing, including peer review exercises.
Instructor(s): M. Briones Terms Offered: Autumn
Prerequisite(s): History majors must take a History colloquium in their third year.

HIST 29660. History Colloquium: The American South since 1865. 100 Units.
A thematic approach to the history of the American South since emancipation. We will explore various historical approaches (e.g., social, political, cultural, economic) and the methodologies that sustain them. Topics include economic transformation, regional music and literature, social and political activism, and the post–Civil Rights era.
Instructor(s): J. Dailey Terms Offered: Winter
Prerequisite(s): History majors must take a History colloquium in their third year.

HIST 29661. History 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: Winter
Prerequisite(s): History majors must take a History colloquium in their third year.

HIST 29700. Readings in History. 100 Units.
Students are required to submit the College Reading and Research Course Form.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and the History undergraduate advisor.

HIST 29801-29802. BA Thesis Seminar I-II.
History majors are required to take HIST 29801-29802. All third-year history majors 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.
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): M. Briones Terms Offered: Autumn, Spring
Prerequisite(s): All third-year history majors 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.

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): M. Briones 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): M. Briones Terms Offered: Winter
Prerequisite(s): HIST 29801

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 a three-quarter sequence surveying the growth of science in Western civilization, with three courses from either the HIPS 17300-17400-17501-17502 sequence or the HIPS 17400-17402-17502-17503 sequence.

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 timeschedules.uchicago.edu.

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 from one of the following sequences:		300
HIPS 17300	Science, Culture, and Society in Western Civilization I	
HIPS 17400	Science, Culture, and Society in Western Civilization II	
HIPS 17501	Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance	
or HIPS 17502	Science, Culture, and Society in Western Civilization IV: Modern Science	
or		
HIPS 17400	Science, Culture, and Society in Western Civilization II	
HIPS 17402	Science, Culture, and Society in Western Civilization II: History of Medicine 1	
HIPS 17503	Science, Culture, and Society in Western Civilization III: History of Medicine 2	
or HIPS 17502	Science, Culture, and Society in Western Civilization IV: Modern Science	
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) *	200
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 timeschedules.uchicago.edu.

History and Philosophy of Biological Science

HIPS 22700	Philosophical Problems in the Biological Sciences	100
HIPS 23600	History and Theory of Human Evolution	100
HIPS 23900	Biological and Cultural Evolution	100
HIPS 25801	Evolutionary Theory and Its Role in the Human Sciences	100
HIPS 28202	Topics in Philosophy of Science: Mechanism and Causation	100

Philosophy of Science

HIPS 20300	Scientific/Technological Change	100
HIPS 22000	Introduction to the Philosophy of Science	100
HIPS 22300	Philosophy of Social Science	100
HIPS 24900	Natural Philosophy 1200–1800	100
HIPS 25400	Philosophy of Mind and Science Fiction	100

History of Medicine and Medical Ethics

HIPS 14900	History of Medicine since the Renaissance	100
HIPS 21400	Intro To Medical Ethics	100
HIPS 21600	Advanced Medical Ethics: Health Care	100
HIPS 25900	Darwinian Medicine	100
HIPS 27300	Medicine and Culture	100

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 *P/F* grading. Nonmajors may take courses for *P/F* 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 from either the sequence HIPS 17300-HIPS 17400-HIPS 17501-HIPS 17502 Science, Culture, and Society in Western Civilization I-II-III-IV or from the sequence HIPS 17400-HIPS 17402-HIPS 17503-HIPS 17502 Science, Culture, and Society in Western Civilization II-II-III-IV 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:

HIPS 29405	Tutorial: Evolution and Pragmatism

Concentration in History and Philosophy of Biology:

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
HIPS 28202	Topics in Philosophy of Science: Mechanism and Causation

Group 2

Tutorial:

HIPS 29606	Tutorial: Medicine, Disease, and Death in American History

Concentration in History of Medicine and Medical Ethics:

HIPS 17501	Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance (if not taken to meet general education requirements)
HIPS 21400	Intro To Medical Ethics
HIPS 21600	Advanced Medical Ethics: Health Care
HIPS 24800	Gender and History and Science Technology and Medicine
HIPS 27300	Medicine and Culture

Hist/ Philos & Social Studies of Sci/Med Courses

HIPS 15002. Whales and Whaling in American History. 100 Units.
This course examines American intellectual, social, and cultural history through one of its most tremendous and least understood foils: whales. Since early in the history of European colonial incursions in North America, whales—along with smaller cetaceans such as dolphins and porpoises—have figured in American culture variously as natural resources to be exploited, sentient beings to be protected, and, more broadly, as the bases for ruminations on aesthetics and grandeur, self and other, economics and social organization, and science and power. From our vantage point between two of America's earliest and most prosperous of whaling communities, New Bedford and Nantucket, this course will think through the conjoined histories of whales and (North American) humans, from the early days of whaling in the nascent United States through the rise of America's industrial power and the decline of its whaling industry to its emergence as a leader in whale conservation and cetological science.
Instructor(s): M. Rossi Terms Offered: Autumn
Prerequisite(s): Second-year students and beyond preferred. Good academic standing. Application and acceptance into the quarter-long program at the Marine Biological Laboratory in Woods Hole.
Equivalent Course(s): HIST 15002

HIPS 17300-17400-17402-17501-17502-17503. Science, Culture, and Society in Western Civilization I-II-II-III-IV-III.
This group of courses consists of two three-quarter sequences: HIPS 17300-17400-17501 or 17502, and HIPS 17400-17402-17503 or 17502. Taking these courses in sequence is recommended but not required. Each sequence meets the general education requirement in civilization studies. Each three-quarter sequence focuses on the origins and development of science in the West. Our aim is to trace the evolution of the biological, psychological, natural, and mathematical sciences as they emerge from the cultural and social matrix of their periods and, in turn, affect culture and society.

HIPS 17300. Science, Culture, and Society in Western Civilization I. 100 Units.
The first quarter examines the sources of Greek science in the diverse modes of ancient thought and its advance through the first centuries of our era. We look at the technical refinement of science, its connections to political and philosophical movements of fifth- and fourth-century Athens, and its growth in Alexandria.
Instructor(s): R. Richards Terms Offered: Not offered 2015-2016
Equivalent Course(s): HIST 17300

HIPS 17400. Science, Culture, and Society in Western Civilization II. 100 Units.
The second quarter is concerned with the period of the scientific revolution: the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton.
Instructor(s): A. Johns Terms Offered: Autumn
Equivalent Course(s): HIST 17400

HIPS 17402. Science, Culture, and Society in Western Civilization II: History of Medicine 1. 100 Units.
Instructor(s): M. Rossi Terms Offered: Winter
Equivalent Course(s): HIST 17402

HIPS 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.
This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. 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): A. Winter Terms Offered: Not offered 2015-2016
Equivalent Course(s): HIST 17501

HIPS 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.
The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.
Instructor(s): J. Evans Terms Offered: Spring.
Equivalent Course(s): HIST 17502

HIPS 17503. Science, Culture, and Society in Western Civilization III: History of Medicine 2. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIST 17503

HIPS 17400. Science, Culture, and Society in Western Civilization II. 100 Units.
The second quarter is concerned with the period of the scientific revolution: the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton.
Instructor(s): A. Johns Terms Offered: Autumn
Equivalent Course(s): HIST 17400

HIPS 17402. Science, Culture, and Society in Western Civilization II: History of Medicine 1. 100 Units.
Instructor(s): M. Rossi Terms Offered: Winter
Equivalent Course(s): HIST 17402

HIPS 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.
This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. 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): A. Winter Terms Offered: Not offered 2015-2016
Equivalent Course(s): HIST 17501

HIPS 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.
The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.
Instructor(s): J. Evans Terms Offered: Spring.
Equivalent Course(s): HIST 17502

HIPS 17503. Science, Culture, and Society in Western Civilization III: History of Medicine 2. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIST 17503

HIPS 20300. Scientific/Technological Change. 100 Units.
Equivalent Course(s): CHSS 42300

HIPS 20500. Intermediate Logic. 100 Units.
In this course, we will prove the soundness and completeness of standard deductive systems for both sentential and first-order logic. We will also establish related results in elementary model theory, such as the compactness theorem for first-order logic, the Löwenheim-Skolem theorem, and Lindström's theorem. (B) (II)
Instructor(s): A. Vasudevan Terms Offered: Winter
Equivalent Course(s): PHIL 39400,CHSS 33600,PHIL 29400

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): K. Davey Terms Offered: Autumn
Note(s): Course not for field credit.
Equivalent Course(s): PHIL 20100,CHSS 33500,PHIL 30000

HIPS 20800. Evolutionary Processes. 100 Units.
Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Note(s): This course does not meet requirements for the biological sciences major.

HIPS 21000. Introduction to Ethics. 100 Units.
In this course, we will read, write, think, and talk about moral philosophy, focusing on two classic texts, Immanuel Kant's *Groundwork of the Metaphysics of Morals* and John Stuart Mill's *Utilitarianism*. We will work through both texts carefully, and have a look at influential criticisms of utilitarianism and of Kant's ethics in the concluding weeks of the term. This course is intended as an introductory course in moral philosophy. Some prior work in philosophy is helpful, but not required. (A)
Instructor(s): B. Callard Terms Offered: Autumn
Equivalent Course(s): PHIL 21000,FNDL 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 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: Not offered 2015-16; will be offered 2016-17
Equivalent Course(s): ANTH 21406,ANTH 38300

HIPS 21200. Big Science and the Birth of the National Security State. 100 Units.
This course examines the mutual creation of big science and the American national security state during the Manhattan Project. It presents the atomic bomb project as the center of a new orchestration of scientific, industrial, military, and political institutions in everyday American life. Exploring the linkages between military technoscience, nation-building, and concepts of security and international order, we interrogate one of the foundation structures of the modern world system.
Instructor(s): J. Masco Terms Offered: TBD
Equivalent Course(s): ANTH 22400,ANTH 34900

HIPS 21301. The Anthropology of Science. 100 Units.
Reading key works in the philosophy of science, as well as ethnographic studies of scientific practices and objects, this course introduces contemporary science studies. We interrogate how technoscientific "facts" are produced, discussing the transformations in social order produced by new scientific knowledge. Possible topics include the human genome project, biodiversity, and the digital revolution.
Instructor(s): J. Masco Terms Offered: TBD
Equivalent Course(s): ANTH 22105,ANTH 32300

HIPS 21400. Intro To Medical Ethics. 100 Units.
Equivalent Course(s): BIOS 29281

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 Terms Offered: Not offered in 2015-16; will be offered in 2016-17
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet requirements for the biological science major.
Equivalent Course(s): BPRO 22610,BIOS 29313,PHIL 21610

HIPS 22000. Introduction to the Philosophy of Science. 100 Units.
We will begin by trying to explicate the manner in which science is a rational response to observational facts. This will involve a discussion of inductivism, Popper's deductivism, Lakatos and Kuhn. After this, we will briefly survey some other important topics in the philosophy of science, including underdetermination, theories of evidence, Bayesianism, the problem of induction, explanation, and laws of nature. (B)
Instructor(s): K. Davey Terms Offered: Autumn

HIPS 22300. Philosophy of Social Science. 100 Units.
Instructor(s): W. Wimsatt Terms Offered: Winter
Equivalent Course(s): CHSS 37700,PHIL 32900,PHIL 22900

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): CHDV 21500,GNSE 21500

HIPS 22601. Medicine and Society in Twentieth-Century China. 100 Units.
This course is a survey of historical and anthropological approaches to medical knowledge and practice in twentieth-century China. Materials cover early modernizing debates, medicine and the state, Maoist public health, traditional Chinese medicine, and health and medicine in popular culture.
Instructor(s): J. Farquhar Terms Offered: TBD
Equivalent Course(s): ANTH 23600,ANTH 33610

HIPS 22700. Philosophical Problems in the Biological Sciences. 100 Units.
Equivalent Course(s): CHSS 37600,PHIL 32700,EVOL 32700

HIPS 23000. 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 Terms Offered: Spring
Prerequisite(s): Third- or fourth-year standing

HIPS 23500. Comparative Primate Morphology. 200 Units.
This course covers functional morphology of locomotor, alimentary, and reproductive systems in primates. Dissections are performed on monkeys and apes.
Instructor(s): R. Tuttle Terms Offered: TBD
Equivalent Course(s): ANTH 28300,ANTH 38200,EVOL 38200

HIPS 23600. History and Theory of Human Evolution. 100 Units.
This course is a seminar on racial, sexual, and class bias in the classic theoretic writings, autobiographies, and biographies of Darwin, Huxley, Haeckel, Keith, Osborn, Jones, Gregory, Morton, Broom, Black, Dart, Weidenreich, Robinson, Leakey, LeGros-Clark, Schultz, Straus, Hooton, Washburn, Coon, Dobzhansky, Simpson, and Gould.
Instructor(s): R. Tuttle Terms Offered: Winter
Equivalent Course(s): ANTH 21102,ANTH 38400,EVOL 38400

HIPS 23700. Apes and Human Evolution. 100 Units.
Instructor(s): R. Tuttle Terms Offered: Spring
Note(s): BIOS 23241 recommended.

HIPS 23900. Biological and Cultural Evolution. 100 Units.
Instructor(s): W. Wimsatt, S. Mufwene Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing, or consent of instructor required; core background in genetics and evolution recommended
Note(s): This course does not meet requirements for the biological sciences major.

HIPS 24000. Evolution of the Hominoidea. 200 Units.
This course is a detailed consideration of the fossil record and the phylogeny of Hominidae and collateral taxa of the Hominidea that is based upon studies of casts and comparative primate osteology.
Instructor(s): R. Tuttle Terms Offered: TBD
Prerequisite(s): Third- or fourth-year standing and consent of instructor
Equivalent Course(s): ANTH 28100,ANTH 38100,EVOL 38100

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
Note(s): One prior philosophy course is strongly recommended.
Equivalent Course(s): PHIL 24800,CMLT 25001,FNDL 22001,GNSE 23100

HIPS 24800. Gender and History and Science Technology and Medicine. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIST 25100,HIST 35100,CHSS 45100

HIPS 24901. Darwin's "On the Origin of Species" and "The Descent of Man" 100 Units.
This lecture-discussion class will focus on a close reading of Darwin's two classic texts. An initial class or two will explore the state of biology prior to Darwin's *Beagle* voyage, and then consider the development of his theories before 1859. Then we will turn to his two books. Among the topics of central concern will be the logical, epistemological, and rhetorical status of Darwin's several theories, especially his evolutionary ethics; the religious foundations of his ideas and the religious reaction to them; and the social-political consequences of his accomplishment. The year 2009 was the two hundredth anniversary of Darwin's birth and the one hundred fiftieth of the publication of *On the Origin of Species*.
Instructor(s): R. Richards Terms Offered: Autumn
Prerequisite(s): Second-year students and beyond preferred. Good academic standing. Application and acceptance into the quarter-long program at the Marine Biological Laboratories in Woods Hole.
Equivalent Course(s): HIST 24905,BIOS 17100,PHIL 23015

HIPS 24913. Victorian Science. 100 Units.
This course examines how Victorians sought to understand the natural world, and how their scientific work helped develop modern intellectual conventions, social relations, and institutions. We will study a wide range of topics from the 1830s through the beginning of the twentieth century in order to develop a kind of panorama of scientific life and to determine when key features of modern science came into being.
Instructor(s): A. Winter Terms Offered: Winter
Equivalent Course(s): HIST 24913,HIST 34913,CHSS 34903

HIPS 25107. Sciences of Mind and the Moving Image. 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 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—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 film-makers. 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.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): CHSS 35107,HIST 25107,HIST 35107

HIPS 25110. Philosophy of History: Narrative and Explanation. 100 Units.
This lecture-discussion course will trace different theories of explanation in history from the nineteenth century to the present. We will examine the ideas of Humboldt, Ranke, Dilthey, Collingwood, Braudel, Hempel, Danto, and White. The considerations will encompass such topics as the nature of the past such that one can explain its features, the role of laws in historical explanation, the use of *Verstehen* history as a science, the character of narrative explanation, the structure of historical versus other kinds of explanation, and the function of the footnote.
Instructor(s): R. Richards Terms Offered: Winter
Equivalent Course(s): HIST 25110,HIST 35110,CHSS 35110,PHIL 20506,PHIL 30506

HIPS 25203. Media Ecology: Embodiment and 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: Autumn
Equivalent Course(s): HUMA 25202,CMST 25204,LLSO 27801,TAPS 28452

HIPS 25208. 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.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIST 25208,HIST 35208,CHSS 35208,CMST 29002,CMST 39002

HIPS 25307. History and Historiography of Science. 100 Units.

Science poses particular problems of historical understanding because it claims to reveal truths independent of human culture and historical change. Yet scholars have argued for decades that both the enterprise of science and, indeed, scientific knowledge itself can be accounted for historically. Since World War II a thriving discipline has arisen to pursue this objective. It has transformed our understanding of such central topics as the practice of experiment, the social meaning of nature, and the constitution of scientific authority. History and Historiography of Science offers an opportunity to see how historians of science have achieved this. We will read both canonical works and new research, in order to understand how they practice their craft of bringing history to bear on what seems the most unhistorical of subjects.

Instructor(s): A. Johns Terms Offered: Winter
Equivalent Course(s): CHSS 35307,HIST 25307,HIST 35307

HIPS 25408. The History of Suggestion. 100 Units.

This course examines the history of studies of the nature of what has commonly become known as suggestion--subtle influences over personal and group behavior that are thought to affect us outside our conscious awareness or control. The idea of an unconscious influence of this kind has deep roots, but it was only in the nineteenth and twentieth centuries that it became a major focus of research, controversy and reflection. The course will examine the development and significance of characterizations of suggestion and related concepts of subtle influence in medicine, advertising, and various fields in the sciences. Course materials will include primary sources in those areas, literary materials, and film.

Instructor(s): A. Winter Terms Offered: Winter
Equivalent Course(s): CHSS 35408,HIST 25408,HIST 35408

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): STAT 26700,CHSS 32900,STAT 36700

HIPS 25700. Science in Victorian Britain. 100 Units.

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

HIPS 25901. Evolution of Mind and Morality: Nineteenth to Twenty-First Centuries. 100 Units.
Instructor(s): R. Richards Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): CHSS 35900,HIST 25501,HIST 35501,PHIL 24300,PHIL 34300,PSYC 28200

HIPS 25902. A History of Cell and Molecular Biology. 100 Units.
This course will trace the parallel histories of cell and molecular biology, primarily in the 20th century, by exploring continuities and discontinuities between these fields and their precursors. Through discussion, attempts will be made to develop definitions of cell and molecular biology that are based upon their practices and explanatory strategies, and to determine to what extent these practices and strategies overlap. Finally, the relevance of these definitions to current developments in biology will be explored. The course is not designed to be comprehensive, but will provide an overall historical and conceptual framework.
Instructor(s): K. Matlin Terms Offered: Spring
Prerequisite(s): This course does not meet the requirements for the Biological Sciences Major.
Equivalent Course(s): BIOS 29270

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): B. Callard Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in humanities required; PHIL 25000 recommended
Equivalent Course(s): PHIL 26000

HIPS 26151. Human Rights and Human Diversity. 100 Units.
It is no secret that human beings frequently disagree on matters both large and small. Our neighbors hold religious beliefs that we do not. They disagree with us on scientific matters, such as the reality of climate change. They have different life priorities. And they have moral intuitions that often differ strikingly from our own. At the level of whole communities, these differences seem to grow even starker. The highly visible ideological conflicts between the nations of Western Europe and North America, Africa, the Middle East, and Asia on matters of religious freedom, freedom of expression, democracy, gender equality, gay rights, and the rights of children serve as a constant reminder of this. This is the reality in which defenders and practitioners of human rights have to operate. And it is therefore important to think about how these disagreements and differences should impact both our understanding and implementation of human rights, if at all. That is the aim of this course.
Instructor(s): A. Etinson Terms Offered: Spring 2016
Equivalent Course(s): HMRT 36151,PHIL 21701,PHIL 31621,MAPH 36151,CRES 26151,CRES 36151,GNSE 26151,GNSE 36151,CHSS 36151,LLSO 26151,HMRT 26151

HIPS 26203. Nature/Culture. 100 Units.
Exploring the critical intersection between science studies and political ecology, this course interrogates the contemporary politics of "nature." Focusing on recent ethnographies that complicated our understandings of the environment, the seminar examines how conceptual boundaries (e.g., nature, science, culture, global/local) are established or transgressed within specific ecological orders).
Instructor(s): J. Masco Terms Offered: Winter (Tentative)
Equivalent Course(s): ANTH 23805,ANTH 43805,CHSS 32805

HIPS 26502. Social Studies of Science. 100 Units.
Instructor(s): J. Evans Terms Offered: Spring
Equivalent Course(s): SOCI 20148,SOCI 30148,CHSS 30310

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: Winter
Equivalent Course(s): ANTH 24315,ANTH 35115,CHDV 33301,CHDV 23301

HIPS 28101. Psychoanalysis and Philosophy. 100 Units.
Instructor(s): J. Lear, C. Vogler Terms Offered: Winter
Prerequisite(s): Open to students who are majoring in philosophy with advanced standing
Equivalent Course(s): PHIL 38209,SCTH 37501

HIPS 28202. Topics in Philosophy of Science: Mechanism and Causation. 100 Units.
Instructor(s): B. Fogel Terms Offered: Spring
Note(s): Background in science not required.
Equivalent Course(s): PHIL 21109,PHIL 31109

HIPS 28303. Colloquium: History in the Anthropocene. 100 Units.
The course will review debates in the social sciences and the humanities on the idea of a new geological age of the humans, the so-called Anthropocene, and discuss their implications for historiography and historical thinking.
Instructor(s): D. Chakrabarty Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates by consent of instructor.
Equivalent Course(s): CHSS 49401,HIST 49401

HIPS 28601. Environment and the Body. 100 Units.
Instructor(s): A. Gugliotta Terms Offered: Winter

HIPS 28801. Environmental Law. 100 Units.
Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing, or consent of instructor

HIPS 29700. Readings and Research in History, Philosophy, and Social Studies of Science and Medicine. 100 Units.
Terms Offered: Autumn, Winter, Spring
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, A. Winter Terms Offered: Winter
Equivalent Course(s): HIST 25503

HIPS 29810. Bachelor's Thesis Workshop. 100 Units.
Terms Offered: Autumn, Winter, Spring

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.

Humanities

First-year general education courses engage students 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. These courses meet the general education requirements in the interpretation of historical, literary, and philosophical texts. In combination with these courses, students are required to take that introduce the analysis and practice of expert academic writing.

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.

General Education Sequences

All HUMA 10000-level sequences that meet general education requirements are available as either a two-quarter sequence (Autumn, Winter) or as a three-quarter sequence (Autumn, Winter, Spring).

NOTE: Students registered in HUMA 10000–level sequences that meet general education requirements must attend the first and second class sessions or their registration will be dropped.

HUMA 11000-11100-11200. Readings in World Literature I-II-III.
This sequence examines the relationship between the individual and society in a rich and exciting selection of literary texts from across the globe. We address the challenges faced by readers confronting foreign literatures, reading across time and cultures, and reading texts in translation. We focus on two major literary themes and genres: Epic Poetry (Autumn Quarter) and Autobiography (Winter Quarter). Selected readings may include: Homer's *Odyssey*, the *Epic of Gilgamesh*, the Ancient Indian *Mahabharata*, Saint Augustine's *Confessions*, Vladimir Nabokov's *Speak, Memory: An Autobiography Revisited*, and Wole Soyinka's *Ake: The Years of Childhood*. Students wishing to take the third quarter of this sequence in the Spring Quarter choose among a selection of topics (e.g., "Gender and Literature," "Crime Fiction and Murder Mysteries," "Reading the Middle Ages: Europe and Asia," or "Poetry."

HUMA 11000. Readings in World Literature I. 100 Units.
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.
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.
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.
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.
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 explore fundamental ethical questions—concerning virtue, the good life, the role of the individual in society—as they were formulated by ancient Greek writers and philosophers. Our focus is on Plato, Aristotle, and the Greek dramatists.
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 arise in seminal writings of the sixteenth and seventeenth centuries. Skeptical arguments—about the possibility of various kinds of knowledge and of freedom—are a focus. Authors tend to include Descartes, Hume, Voltaire, Newton, and others.
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 discuss ethical and epistemological questions having to do with self-knowledge and knowledge of others, considered from the vantage point of Enlightenment and post-Enlightenment thought. Authors tend to include Hume, Kant, and Melville.
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 arise in seminal writings of the sixteenth and seventeenth centuries. Skeptical arguments —about the possibility of various kinds of knowledge and of freedom—are a focus. Authors tend to include Descartes, Hume, Voltaire, Newton, and others.
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 discuss ethical and epistemological questions having to do with self-knowledge and knowledge of others, considered from the vantage point of Enlightenment and post-Enlightenment thought. Authors tend to include Hume, Kant, and Melville.
Terms Offered: Spring
Prerequisite(s): HUMA 11600
Note(s): These courses must be taken in sequence.

HUMA 12000-12100-12200. Greek Thought and Literature I-II-III.
This sequence approaches the origins of literature and thought in the Western tradition. In the first two quarters we explore the earliest versions of genres such as epic and lyric poetry, tragedy, comedy, historiography, philosophic dialogue and ethics. We investigate each of these texts in conversation with each other, engaging in close analysis while also taking account of the contexts that created them. How do certain poems, plays and accounts become “classics”? Where do we see the familiarity of contemporary literary and political identities and where do we find surprises? We will also look at the making and repurposing of literary and mythical models across genres. Our inquiry will encompass religious, aesthetic, and philosophical perspectives and may explore such questions as the worth and meaning of human life, the nature of causality and fate, the role of gender, and conceptions of divinity.

HUMA 12000. Greek Thought and Literature I. 100 Units.
Autumn Quarter examines the beginnings of the canon through the originary texts of Greek literature, such as Homer’s *Iliad*, Hesiod’s *Theogony*, poems of Sappho, the *Histories* of Herodotus, and Aeschylus’ *Oresteia*.
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 12100. Greek Thought and Literature II. 100 Units.
The Winter Quarter focuses on human experience in crisis and the shaping of critical thought, reading tragedies of Sophocles and Euripides, the *History* of Thucydides, the comedy of Aristophanes, and the philosophies of Plato and Aristotle.
Terms Offered: Winter
Prerequisite(s): HUMA 12000
Note(s): These courses must be taken in sequence.

HUMA 12200. Greek Thought and Literature III. 100 Units.
In Spring Quarter, each section builds on the experience of the previous two quarters by tracing the development and transformations of a different literary genre (e.g., historiography or tragedy) or cultural construct (e.g., glory) from the Greeks and Romans into the modern period. Thus, a section on epic might progress from Vergil and Milton to Derek Walcott's *Omeros*, and one on comedy from Plautus and Shakespeare to *South Park*, and one on desire from Ovid and Apuleius to Kierkegaard.
Terms Offered: Spring
Prerequisite(s): HUMA 12100
Note(s): These courses must be taken in sequence.

HUMA 12100. Greek Thought and Literature II. 100 Units.
The Winter Quarter focuses on human experience in crisis and the shaping of critical thought, reading tragedies of Sophocles and Euripides, the *History* of Thucydides, the comedy of Aristophanes, and the philosophies of Plato and Aristotle.
Terms Offered: Winter
Prerequisite(s): HUMA 12000
Note(s): These courses must be taken in sequence.

HUMA 12200. Greek Thought and Literature III. 100 Units.
In Spring Quarter, each section builds on the experience of the previous two quarters by tracing the development and transformations of a different literary genre (e.g., historiography or tragedy) or cultural construct (e.g., glory) from the Greeks and Romans into the modern period. Thus, a section on epic might progress from Vergil and Milton to Derek Walcott's *Omeros*, and one on comedy from Plautus and Shakespeare to *South Park*, and one on desire from Ovid and Apuleius to Kierkegaard.
Terms Offered: Spring
Prerequisite(s): HUMA 12100
Note(s): These courses must be taken in sequence.

HUMA 12300-12400-12500. Human Being and Citizen I-II-III.
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. To this end, we read and discuss seminal works of the Western tradition, selected both because they illumine the central questions and because, read together, they form a compelling record of human inquiry. Insofar as they force us to consider different and competing ways of asking and answering questions about human and civic excellence, it is impossible for us to approach these writings as detached spectators. Instead, we come to realize our own indebtedness to our predecessors and are inspired to continue their task of inquiry. In addition to providing a deeper appreciation of who we are as human beings and citizens, this course aims to cultivate the liberating skills of careful reading, writing, speaking, and listening. 2014–15 readings for this Core sequence consisted of philosophical and literary texts from Ancient Greece to the twentieth century, organized around the themes of “Human Being” and “Citizen." Readings in the Autumn Quarter included *Genesis*, Plato (*Crito* and *Apology*), Homer (*Iliad*), and a Surat from the *Qur'an*. The Winter Quarter focused on Aristotle's *Nicomachean Ethics*, Augustine's *Confessions*, Dante's *Inferno*, and selections from the writings of Mohandas Gandhi. The texts for the Spring Quarter were Shakespeare's *King Lear*, Kant's "What Is Enlightenment?" and *Groundwork of the Metaphysics of Morals*, a selection of American political and literary documents, and J. M. Coetzee's *Waiting for the Barbarians*.

HUMA 12300. Human Being and Citizen I. 100 Units.
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.
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.
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.
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.
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, 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 *History of the Peloponnesian War*, and a Shakespeare play.
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 13600. Introduction to the Humanities II. 100 Units.
In the Winter Quarter, we read Descartes' *Meditations*, Conrad's *Heart of Darkness,* further selections from *The Peloponnesian War,* Woolf's *The Waves*, and Nietzsche's *Beyond Good and Evil*.
Terms Offered: Winter.
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 *The Peloponnesian War*, an experimental feminist essay, and Alison Bechdel's *Fun Home*.
Terms Offered: Spring.
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 *The Peloponnesian War,* Woolf's *The Waves*, and Nietzsche's *Beyond Good and Evil*.
Terms Offered: Winter.
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 *The Peloponnesian War*, an experimental feminist essay, and Alison Bechdel's *Fun Home*.
Terms Offered: Spring.
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; 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. Readings in the past have included Homer's *The Odyssey, The Arabian Nights,* Ovid, *Metamorphoses,* Balzac, *Père Goriot,* Harriet Jacobs's *Incidents in the Life of a Slave Girl*, Pu Songling, *Strange Tales from Chinese Studio,* Charlie Chaplin's *Modern Times*, Zora Neale Hurston's *Of Mules and Men*, T. S. Eliot's *The Waste Land*, Orson Welles's *Citizen Kane*, Tomás Rivera's *And the Earth Did Not Devour Him*, Jamaica Kincaid's *A Small Place*, Richard Wright, *Native Son,* Marx, *The Marx-Engels Reader,* the Coen Brothers' *O Brother, Where Art Thou?*, Haruki Murakami's *Sputnik Sweetheart*, Alfonso Cuarón's *y tu mamá también*, a visit to a museum, graphic novels, music, visual art, and cultural criticism.

HUMA 14000. Reading Cultures: Collection, Travel, Exchange I. 100 Units.
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.
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.
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.
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.
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 three-quarter sequence introduces students to the skills, materials, and relationships of a variety of disciplines in the humanities, including literature, cinema studies, philosophy, music and sound studies, theater, and the visual arts. We construe "aesthetics" broadly: as a study in sensory perception, value, and the close analysis of artistic objects. "Medium," too, is understood along a spectrum of meanings that range from the materials of art (words, sound, paint, stone, film, air, light) to various technical apparatuses and communications systems (print, photography, film, radio, television, and digital media). Our central questions include: What is the relation between media and various kinds of art? Can artistic uses of media be distinguished from non-artistic uses? What is the relation between media and human sensations and perceptions? How do media produce pity, fear, or pleasure? Do we learn new ways of seeing and hearing through the devices involved in painting, photography, music, and cinema? What happens when we adapt or translate objects into other media: painting into photography, writing into film, or music into video? This not a course in “media studies” in any narrow sense. It is rooted in a broad range of criticism and philosophy by such writers as Plato, Aristotle, Nietzsche, Freud, Benjamin, Bazin, Derrida, Mulvey, Baudrillard, and Barthes. It ranges across historical eras to consider aesthetic objects of many kinds: films, paintings, photographs, novels, plays, stories, poems, songs, and albums. Occasionally, we ask questions about how the aesthetic object is situated in cultural history. More often, though, we will be fostering sensitivity to, and analysis of, the sensory, cognitive, and emotional shaping of the aesthetic experience as framed by the medium in which it occurs.

HUMA 16000. Media Aesthetics: Image, Text, Sound I. 100 Units.
The Autumn Quarter focuses on seeing, especially on the problems that arise when objects and texts seem to offer themselves as images that constitute visual "reflections" or "imitations" of the world (e.g., Velázquez's *Las Meninas*, Hitchcock's *Vertigo*, Wilde's *The Picture of Dorian Gray*, and Cindy Sherman's photographs).
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.
The Winter Quarter will focus on reading and writing, and questions associated with objects considered as material texts to be "translated" or "interpreted" (e.g., Kosuth's conceptual art, Genesis, Shakespeare's *Hamlet*, Welles's *Citizen Kane*, Cha's *Dictée*, Bechdel's *Fun Home*).
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.
The Spring Quarter will focus on listening, with particular emphasis on how sounds acquire meaning or significance, how music and the voice can express desire, suffering, or overwhelm the intellect, and the many possible relationships between sound, image, poetry, song, and lyrics (Emily Dickinson's "Split the Lark," John Cage's *4′33′′*, Du Bois's *The Souls of Black Folk*, Nietzsche's *Birth of Tragedy*, and albums by Kanye West and Michael Jackson).
Terms Offered: Spring
Prerequisite(s): HUMA 16100
Note(s): These courses must be taken in sequence.

HUMA 16100. Media Aesthetics: Image, Text, Sound II. 100 Units.
The Winter Quarter will focus on reading and writing, and questions associated with objects considered as material texts to be "translated" or "interpreted" (e.g., Kosuth's conceptual art, Genesis, Shakespeare's *Hamlet*, Welles's *Citizen Kane*, Cha's *Dictée*, Bechdel's *Fun Home*).
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.
The Spring Quarter will focus on listening, with particular emphasis on how sounds acquire meaning or significance, how music and the voice can express desire, suffering, or overwhelm the intellect, and the many possible relationships between sound, image, poetry, song, and lyrics (Emily Dickinson's "Split the Lark," John Cage's *4′33″*, Du Bois's *The Souls of Black Folk*, Nietzsche's *Birth of Tragedy*, and albums by Kanye West and Michael Jackson).
Terms Offered: Spring
Prerequisite(s): HUMA 16100
Note(s): These courses must be taken in sequence.

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, of 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.
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.
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).
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.
Terms Offered: Winter
Prerequisite(s): HUMA 17000
Note(s): These courses must be taken in sequence.

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.
Terms Offered: Autumn, Winter, Spring
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

HUMA 02980. Practicum. 025 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.**
>
> Instructor(s): C. Bohlman Terms Offered: TBD
>
> **HUMA 20711. At the Piano II: Keyboard Studies for Non-Music Majors. 100 Units.**
>
> Instructor(s): C. Bohlman Terms Offered: TBD
>
> Prerequisite(s): HUMA 20710 or consent of instructor
>
> **HUMA 20712. At the Piano III: Keyboard Studies for Non-Music Majors. 100 Units.**
>
> Instructor(s): C. Bohlman Terms Offered: TBD
>
> Prerequisite(s): HUMA 20710 or consent of instructor.
>
> **HUMA 20713. At the Piano IV: Keyboard Studies for Non-Music Majors. 100 Units.**
>
> Instructor(s): C. Bohlman Terms Offered: TBD
>
> Prerequisite(s): HUMA 20710 or consent of instructor.

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

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

Prerequisite(s): HUMA 20710 or consent of instructor

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

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

Prerequisite(s): HUMA 20710 or consent of instructor.

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

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

Prerequisite(s): HUMA 20710 or consent of instructor.

HUMA 25202. Media Ecology: Embodiment and 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: Autumn
Equivalent Course(s): CMST 25204,HIPS 25203,LLSO 27801,TAPS 28452

HUMA 29700. Reading Course. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and senior adviser.
Note(s): Students are required to submit the College Reading and Research Course Form.

Interdisciplinary Studies in the Humanities

Program of Study

The Bachelor of Arts degree program in Interdisciplinary Studies in the Humanities (ISHU) 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 ISHU 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 both the ISHU chair and College adviser. 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 ISHU, 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 ISHU staff for assistance in doing so.)

A student in the ISHU BA program will take courses in two or three academic departments, and it is common for ISHU 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 ISHU 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 the ISHU 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 ISHU 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 ISHU 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 ISHU 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 ISHU 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 ISHU 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 and also to the academic advisor by Friday of fourth 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 ISHU 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 ISHU 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 ISHU chair and College adviser, 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 ISHU 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 College adviser.

After the application materials have been reviewed by the ISHU chair and academic adviser, a twenty-minute interview will be scheduled with the ISHU chair. The ISHU 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. Honors are reserved for the student whose BA project shows exceptional intellectual merit in the judgment of the faculty adviser, ISHU chair, and master of the Humanities Collegiate Division.

Advising

Close contact with the faculty and staff relevant to the student's career in ISHU—including the ISHU 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 ISHU 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 ISHU. ISHU 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, ISHU students may take courses with any faculty member from any department of the University.

Courses

For the same reason—that ISHU 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. ISHU students may take any courses offered in the University that fit in with their program of study, provided these are approved by the ISHU College adviser and chair.

In addition to the above courses that are grounded in particular fields of study, the program requires all ISHU students to take two courses that are related to the preparation of the BA paper:

ISHU 29802. The BA Colloquium. 000 Units.
Terms Offered: Spring
Prerequisite(s): Consent of ISHU College adviser and chair
Note(s): Required of third-year students who are majoring in ISHU. 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.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of faculty adviser and ISHU 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, ISHU students are encouraged (but not required) to take a course on academic writing such as:

ISHU 23000. Academic and Professional Writing (The Little Red Schoolhouse) 100 Units.
Instructor(s): L. McEnerney, K. Cochran, T. Weiner Terms Offered: Winter, Spring
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 13000,ENGL 33000

International Studies

Program of Study

The undergraduate program in International Studies (IS) draws on the strengths of the College faculty in a variety of disciplines and their innovative work in a number of areas of international relevance (e.g., human rights, international relations, globalization, transnationalism, area studies) as well as their groundbreaking research studies of development and humanitarianism, knowledge production and local practices, political processes of production and consumption, mobility and tourism, global popular culture, and embodiment and collective experience. The program is designed to attract students who are preparing for academic, government, nonprofit, or business careers with an international focus, and who value the benefits of study abroad and of cross-cultural learning.

The program is organized around courses drawn from two thematic tracks and regional studies:

1. international political economy (thematic)
2. transnational processes (thematic)
3. regional studies

Students should plan to complete their program within four years of study.

Study abroad experience is a requirement of the IS program. Students who are interested in pursuing the program should begin exploring appropriate plans early in their second year.

Program Requirements

Students must take the required thirteen courses according to the following five guidelines:

IS Introductory Sequence

Students are required to take a two-quarter introductory sequence, taught annually, in the field of international studies. One quarter provides an overview of contemporary global issues (INST 23101 Contemporary Global Issues I), and the other provides in-depth study of selected issues (INST 23102 Contemporary Global Issues II). These courses are designed to be taken in sequence. Students are strongly encouraged to complete the sequence in their second year, which allows them much more flexibility in selecting a program abroad in their third year.

International Political Economy Thematic Track (2 or 4 courses)

Nation-states and national sovereignty, relations between nation-states, political identity, development, conflict and security, and relations between states and international political (e.g., United Nations) and economic (World Bank, International Monetary Fund) organizations.

Transnational Processes Thematic Track (2 or 4 courses)

Courses appropriate for this track take up issues and processes that operate across the borders of nations. These include economic, political and cultural globalization, transnational and multinational corporations and new patterns of consumption, nongovernmental organizations, human rights, environment and ecology, media and the arts.

Regional Studies Track (3 courses)

Either three courses in one area of the world (but no more than two from the same country); or two courses in one area and one course in another area. Students majoring in IS may count one civilization studies course that bears a University of Chicago course number that is not used to meet the general education requirement in civilization studies.

Literature courses taken at the level of third-year language or above may count toward the area and civilization track. To be considered at the level of third-year language or above, a course must be at least the seventh quarter of a language sequence.

Course Distribution

Students are required to complete a total of thirteen courses in the following combination: two courses in the introductory core; six courses in the two thematic subfields (two in one and four in the other); three courses in regional studies, two of which must be in the same region of the world; and the two course BA seminar taught only in sequence in the autumn and winter quarters.

Students select their courses in consultation with the Program Administrator. The IS faculty selects courses (https://inst.sites.uchicago.edu/page/courses) each year that are accepted toward the major, and the list is posted (online at inst.uchicago.edu/page/courses and in the IS program office) quarterly.

Foreign Language

Students can meet the program's foreign language requirement in one of two ways:

1. Students may complete the equivalent of seven quarters of language study in a single language. Credit for the seventh and final quarter must be earned by Chicago course registration. For information about the use of language as elective courses in the major, see the Course Distribution section above.
2. Students may obtain an Advanced Language Proficiency Certificate, which is documentation of advanced functional ability in reading, writing, listening, and speaking. For details, visit the College's Advanced Language Proficiency (http://college.uchicago.edu/academics-advising/academic-opportunities/advanced-language-proficiency) page.

Study Abroad

Students are required to (1) complete a minimum of eight weeks of academic study in an approved study abroad program or (2) complete an approved internship or approved BA research project abroad. Students are strongly encouraged to integrate their study abroad into their BA thesis projects. The best ways of doing so are, in order of significance: independent research abroad, the Social Sciences Winter Quarter in Paris or Spring Quarter in Beijing, or a study abroad program that offers a practicum or internship. While useful for fulfilling the program requirement, the Civilization Abroad programs seldom allow time for independent fieldwork, research, or study. Participation in any study abroad program that is approved by the University of Chicago will fulfill this requirement; for more information, consult with the study abroad advisers or visit study-abroad.uchicago.edu. See Opportunities Abroad at inst.uchicago.edu/page/opportunities-abroad for further information about the study abroad requirement. The requirement can be waived only by petition for students who are able to demonstrate a similarly significant, structured international education experience at the college level. Students wishing to undertake a program outside the University's offerings must obtain approval of the program director before departure. Students may not participate in a study abroad program in Autumn and Winter Quarters of their senior year.

Students born outside of the United States who have completed high school education in their country of birth may waive the study abroad requirement.

Second Year

Most second year IS majors will take the Contemporary Global Issues sequence (INST 23101-23102 Contemporary Global Issues I-II) during their Autumn and Winter Quarters. In addition, all prospective IS majors must meet with the Program Administrator during their Spring Quarter to declare the major and review their course of study.

Third Year

All students who are intending to major in International Studies should schedule a meeting with the Program Administrator during Autumn Quarter of their third year. During Winter Quarter, all third-year students will attend a required meeting with the Program Administrator. The purpose of this meeting is to provide information about the BA thesis and introduce students to the requirements and specific deadlines pertaining to the thesis. By the end of fifth week, students must have submitted a topic proposal, have secured a faculty reader, and have completed a faculty reader form and annotated bibliography. A copy of the approved proposal must be filed in the departmental office (Gates-Blake 119) or students will not be eligible to register for the BA seminar. Students who are not in residence Spring Quarter of their third year should correspond with the Program Administrator about their plans for the BA paper before the end of Spring Quarter.

Fourth Year

Students are required to complete a BA thesis, finish their course work, and enroll in the two BA thesis seminars in the Autumn and Winter Quarters.

In their fourth year, students register for the autumn and winter BA Thesis Seminars (INST 29800-29801). The seminars teach research skills and more generally aid the research and writing process. Both INST 29800 BA Thesis (Autumn Seminar) and INST 29801 BA Thesis (Winter Seminar) count toward the thirteen courses required for the major. 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.

Beginning with the Class of 2016, the IS major thesis must be clearly organized around a contemporary global issue. Students may still double-major, but double-majoring with another program that requires a BA thesis would entail (a) the second major’s program accepting the IS thesis as fulfilling their program’s BA requirements, or (b) the student completing an additional BA thesis for their second major.

Regardless of the requirements of the second major, IS majors are required to complete both quarters of the fourth-year BA seminar.

Summary of Requirements

Two International Studies introductory courses		200
INST 23101	Contemporary Global Issues I	
INST 23102	Contemporary Global Issues II	
Two Thematic courses (one subfield)		200
Four Thematic courses (second subfield)		400
Three Regional Studies courses		300
INST 29800	BA Thesis (Autumn Seminar)	100
INST 29801	BA Thesis (Winter Seminar)	100
Total Units		1300

Honors

On the basis of a recommendation from the faculty reader, students with an overall GPA of 3.2 or higher and a GPA of 3.5 or higher in the major will be considered for honors. For award of honors, the BA thesis must be judged "high pass" by the faculty thesis adviser.

Grading

Students who are majoring in IS must receive quality grades (i.e., not *P* or *N*) in all courses meeting the requirements of the degree program.

International Studies Courses

INST 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: Winter
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): BPRO 22400,HIST 20001

INST 23101-23102. Contemporary Global Issues I-II.
Contemporary Global Issues I-II

INST 23101. Contemporary Global Issues I. 100 Units.
This course is a foundational overview of key global questions and challenges of globalization and globalness. The first course in a 2-course sequence, it is designed for International Studies majors. The course proceeds thematically, stringing together many themes that usually comprise the domain of "global" affairs, events, items, organizations, trends, and phenomena. The course also unfolds theoretically and empirically, rooting theoretical propositions in some concrete historical, geographic, and cultural locations. Investigation of global entails attention to local, as well as to some concepts that are not so easy to site—flows, dynamics, or trends—and terrains that are only tentatively geographical: regional, transnational, cosmopolitan, ideological, virtual, planetary. Thus, a parallel task of the course will be to inquire: how do we study global, how do we grasp the local, and what are the means of observing, assessing, qualifying, and quantifying all intermediate spaces and categories that make up contemporary life on multiple scales of existence? At the heart of our course exploration is existence under the global condition, and we will be wondering about human life in the light of contemporary challenges and opportunities: new technologies and diseases, global imagination and mass consumption, nation-states and emergencies that transcend borders, and enduring histories.
Terms Offered: Autumn
Note(s): It is recommended that students who are majoring in IS enroll in this required introductory course in their second year. Students must complete INST 23101 and INST 23102 prior to the year in which they graduate.

INST 23102. Contemporary Global Issues II. 100 Units.

This course is the second part of a two-course sequence designed for students majoring in International Studies with two objectives in mind. First, in the vein of Introduction to Contemporary Global Issues 1 (CGI-1), the course continues to explore concepts, processes, and phenomena that constitute ‘globalness’, giving them historical depth and critical angle. Unlike CGI-I, however, this course reads closely three books while examining three broad fields of inquiry—science/knowledge/technology; economy; and politics—and three overlapping disciplinary approaches: anthropology, sociology, and history. Second, the course relies on the assigned texts as excellent examples of scholarship with which to elucidate the processes and challenges of academic research. We will learn, by means of these examples, how to design an academic research project. The second objective of the course, then, will be to produce a research proposal, developing in the process a better understanding of what scholarly research entails and what preliminary work needs to be done in order for a research project to proceed. The drafting of the research proposal will follow a set of the very same guidelines that will structure the writing of your BA research proposal (due to the IS at the beginning of the Spring Quarter of your third year) and your BA thesis. More generally, however, you can rely on the research framework introduced here to guide any other research endeavor, undertaken in the context of another course, a field research, or a grant proposal.

Terms Offered: Winter

Prerequisite(s): INST 23101

Note(s): It is recommended that students who are majoring in IS enroll in this required introductory course in their second year. Students must complete INST 23101 and INST 23102 prior to the year in which they graduate.

INST 23102. Contemporary Global Issues II. 100 Units.
This course is the second part of a two-course sequence designed for students majoring in International Studies with two objectives in mind. First, in the vein of Introduction to Contemporary Global Issues 1 (CGI-1), the course continues to explore concepts, processes, and phenomena that constitute 'globalness', giving them historical depth and critical angle. Unlike CGI-I, however, this course reads closely three books while examining three broad fields of inquiry—science/knowledge/technology; economy; and politics—and three overlapping disciplinary approaches: anthropology, sociology, and history. Second, the course relies on the assigned texts as excellent examples of scholarship with which to elucidate the processes and challenges of academic research. We will learn, by means of these examples, how to design an academic research project. The second objective of the course, then, will be to produce a research proposal, developing in the process a better understanding of what scholarly research entails and what preliminary work needs to be done in order for a research project to proceed. The drafting of the research proposal will follow a set of the very same guidelines that will structure the writing of your BA research proposal (due to the IS at the beginning of the Spring Quarter of your third year) and your BA thesis. More generally, however, you can rely on the research framework introduced here to guide any other research endeavor, undertaken in the context of another course, a field research, or a grant proposal.
Terms Offered: Winter
Prerequisite(s): INST 23101
Note(s): It is recommended that students who are majoring in IS enroll in this required introductory course in their second year. Students must complete INST 23101 and INST 23102 prior to the year in which they graduate.

INST 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 culturenature 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. *About Nature* starts with critiques of the essentialized Nature in the modernist, theological, and scientific discourses but it directs attention elsewhere: to the zones of writing and practice, academic and activist, professional and popular, where the natural figures through theoretical insights, empirical observations, or in practical problems; where it materializes in sensuous encounters, knowledgeable collecting, or ecstatic experiences; and where it rallies communities of inquiry and interest. We will be interested in popular commitments to natural living and eating, from North American wild fermentation movement to Russian dacha summer gardens and will read about some local traditions and revivals of medicinal, artisanal, and homemade foods. We will ask how are the process of foraging, preparing, consuming, and sharing playing up and reworking locally contingent intimacies between vegetal, animal, and otherwise non-human worlds. The class readings jump scales from "hyperobjects" (Morton 2013) to microbes (Paxson 2013, Money 2011). The reading list mixes ethnographies with literary, philosophical, and "mystical" texts and pairs anthropological discussions with practical manuals (on bee-keeping, mushroom collecting, and live-culture foods) and popular science books (on mushrooms, insects, and herbs). Our aim in reading so widely is to grasp the capacity with which the natural assembles and animates varied phenomena, collective feelings, and usable facts as well as to catalogue the excesses and mysteries where the luxuriant, charming, formidable value of the natural lingers, lurks, or "huddles defensively" (Tsing 2012; Shiva 1993, 1997). Moreover, the class will look obliquely to the natural sciences—botany, environmental sciences, and entomology—presuming neither their thorough disenchantment nor a merely performative and populist value of scientific "wonder" and curiosity, but rather listening to how the empirical requirements and experiential contacts, proofs and feelings spell out the range of relations with the natural objects, forms, and worlds across genres. Throughout, our class discussions and a few field visits will be most attentive to the fungal and feral, insective and instinctive, weedy and herbal, as we interrogate, with Anna Tsing and others, relations that compose the natural-cultural forms, lives, and collectives at the seams of global capital.
Instructor(s): L. Jasarevic Terms Offered: Winter
Equivalent Course(s): ANTH 25117

INST 29700. Reading and Research. 100 Units.
This is a reading and research course for independent study not related to BA research or BA paper preparation.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and program director.
Note(s): Students are required to submit the College Reading and Research Course form. As part of this process students must specify in which of the three tracks (International Political Economy, Transnational Processes, or Area and Civilization Studies) they would like the course to count.

INST 29800. BA Thesis (Autumn Seminar) 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): INST 23102 and consent of instructor.
Note(s): Required of students with fourth-year standing who are majoring in IS, but enrollment not permitted in quarter of graduation.

INST 29801. BA Thesis (Winter Seminar) 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): INST 29800 and consent of instructor.
Note(s): Required of students with fourth-year standing who are majoring in IS, but enrollment not permitted in quarter of graduation.

INST 29900. BA Thesis (Reading and Research) 100 Units.
This is a reading and research course for independent study related to BA research and BA thesis preparation.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and program director.
Note(s): Students are required to submit the College Reading and Research Course form. This course cannot be used to substitute for either quarter of the BA Thesis Seminar (INST 29800, INST 29801).

Jewish Studies

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.

Program Requirements

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 Chicago Center for Jewish Studies website at ccjs.uchicago.edu.

Language

The twelve courses required for the major typically include three quarters of Hebrew. If the student's research project requires knowledge of a language other than Hebrew, the student may petition the committee to substitute that language for Hebrew.

Jewish Civilization

Every year, several courses in Jewish civilization are offered. These have course codes in the ranges JWSC 20120–20199 and JWSC 20220–20299. Jewish civilization courses may be taken in any order and may be used to fulfill the College's general education requirement in civilization studies. To fulfill the general education civilization requirement, **at least one course must pertain to the ancient or medieval periods (JWSC 20120–20199)** and **at least one course must pertain to the modern period (in the range JWSC 20220–20299).**

Note: This Jewish Civilization course numbering system is new in 2015–2016. Students who have already taken one or two courses from the previous JWSC civilization studies sequences (JWSC 20001-20003 or JWSC 20004-20006) and wish to complete the civilization requirement may take an additional JWSC civilization course from the set of eligible courses, as defined above, provided that they end up having taken at least one JWSC course in the ancient or medieval period and one in the modern period, and provided that they do not take the same course twice under two different numbers.

For the major in Jewish Studies, students are required to take four to six Jewish civilization courses. At least two of these must pertain to the ancient or medieval periods (in the range JWSC 20120–20199) and at least two must pertain to the modern period (in the range JWSC 20220–20299). [Courses from the previous sequences JWSC 20001-20003 and JWSC 20004-20006 will also be counted towards the fulfillment of this requirement.] Students may also earn credit for three Jewish civilization courses (ancient, medieval, and modern) by participating in the "Jerusalem in Middle Eastern Civilizations" Study Abroad program. (For more information about this program, please see the Study Abroad (p. 1150) page of this catalog.)

Note that students who fulfill their general education requirement in civilization studies in an area outside of Jewish Studies still must take the four to six courses in Jewish civilization prescribed above in order to earn a major in Jewish Studies. Students who fulfill the general education requirement in civilization studies by taking courses in Jewish civilization are required to take, as an elective, one quarter of another civilization sequence pertinent to the area and period of their primary interest in Jewish Studies.

Other Requirements

In addition to three courses in Hebrew (or another language, by petition) and four to six courses in Jewish civilization, as described above, students majoring in Jewish Studies must take three to five elective courses in Jewish Studies, making a total of twelve courses. Eligible courses will have the JWSC prefix. The 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. 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.

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 encouraged 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 Center for Jewish Studies.

Summary of Requirements

Three courses in Hebrew or other approved language as described in Language section	300
A total of nine courses from the following:	900
Four to six Jewish Civilization courses, at least two of which deal with the ancient or medieval periods (JWSC 20120–20199) and at least two of which deal with the modern period (JWSC 20220–20299). Jewish Studies majors may also earn three credits (ancient, medieval, and modern) through the Study Abroad program in Jerusalem.	
Three to five elective courses among all JWSC course listings	
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 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. However, students who qualify for honors may take for P/F grading during the second quarter of their fourth year. Requirements for this P/F course will be agreed upon by the student and the instructor.

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, of which at least one must be a course in ancient or medieval Jewish civilization (with a course code in the range JWSC 20120–20199) and at least one must be a course in modern Jewish civilization (with a course code in the range JWSC 20220–20299). [Courses from the previous sequences JWSC 20001-20003 and JWSC 20004-20006 will also be counted towards the fulfillment of this requirement.] 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) by participating in the "Jerusalem in Middle Eastern Civilizations" Study

Abroad program. (For more information about this program, please see the Study Abroad (p. 1150) 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 - College Courses

JWSC 20120. Introduction to the Hebrew Bible. 100 Units.
The course will survey the contents of all twenty-four books of the Hebrew Bible, and introduce critical questions regarding its central and marginal figures, events, and ideas, its literary qualities and anomalies, the history of its composition and transmission, its relation to other artifacts from the biblical period, its place in the history and society of ancient Israel, and its relation to the larger culture of the ancient Near East.
Instructor(s): S. Chavel Terms Offered: Winter
Equivalent Course(s): BIBL 31000,NEHC 20504,NEHC 30504,RLST 11004

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: Spring
Equivalent Course(s): NEHC 20121,NEHC 30121,RLST 20408,JWSC 20121

JWSC 20222. Writing the Jewish Body: Health, Disease, Literature. 100 Units.
This course investigates the representation of the Jewish body in twentieth-century prose. We will focus on the European, American and Israeli contexts, exploring how the figures of health and illness are mobilized as commentaries on Jewish identity. We will also consider how representations of physical strength, physiological frailty, contagion and susceptibility shift in different landscapes and in different languages, paying particular attention to such figures as the ailing shtetl dweller, the Central European Jewish patient and the Zionist "New Jew." Readings include works by Mendele Mocher Sforim, Franz Kafka, Philip Roth and Orly Castel-Bloom in conversation with theoretical texts by Susan Sontag, Walter Benjamin and Arthur Kleinman. All readings are in English. A section may be organized for reading sources in Yiddish.
Instructor(s): Sunny Yudkoff Terms Offered: Winter

JWSC 20223. Narratives of Assimilation. 100 Units.
Engaging the concept of liminality—of a community at the threshold of radical transformation—the course analyzes how East Central European Jewry, facing economic uncertainties and dangers of modern anti-Semitism, seeks another diasporic space in America. Projected against the historical backdrop of the end of the nineteenth century and the twentieth century, the immigration narratives are viewed through the lens of assimilation, its trials and failures; in particular, we investigate how the creative self reacts to the challenges of radical otherness, such as the new environment, its cultural codes and language barriers. We discuss the manifold strategies of artistic (self)-representations of the Jewish writers, many of whom came from East Central European shtetls to be confronted with assimilation to the American metropolitan space and life style. During this course, we inquire how the condition called assimilation and its attendants-- secularization, acculturation, cosmopolitanism, etc.—is adapted or critically resisted according to the generational differences, a given historical moment or inherited strategies of survival and adaptation. We seek answers to the perennial question why some émigré writers react negatively to the social, moral and cultural values of the host country and others seize them as a creative opportunity. Students are acquainted with problems of cultural identity formation and cultural transmission through a wide array of artistic genres—a novel, short
Instructor(s): Bozena Shallcross Terms Offered: Winter
Equivalent Course(s): REES 27003,REES 37003,JWSC 20223

JWSC 20224. Jewish Spaces and Places, Real and Imagined. 100 Units.
What makes a ghetto, a ghetto? What defines a Jewish neighborhood? What determined the architectural form of synagogues? Making extensive use of Jewish law and customary practice, cookbooks, etiquette guides, prints, films, novels, maps, memoirs, architectural drawings and photographs, and tourist guides, this course will analyze how Jews (in all their diversity) and non-Jews defined Jewish spaces and places. The focus will be on Europe in the 19th and 20th centuries, but we will also venture back into the early modern period and across the Mediterranean to Palestine/Israel and North Africa, and across the Atlantic to the Caribbean and the Americas. We will study both actually existing structures—synagogues, ritual baths, schools, kosher (and kosher-style) butcher shops, bakeries and restaurants, social and political clubs, hospitals, orphanages, old age homes, museums, and memorials—but also texts and visual culture in which Jewish places and spaces are imagined or vilified. Parallel to our work with primary sources we will read in the recent, very rich, scholarly literature on this topic. This is not a survey course; we will undertake a series of intensive case-studies through which we will address the larger issues. This is a limited-enrollment, discussion-based course in which both undergraduates and graduate students are welcome. No previous knowledge of Jewish history is expected.
Instructor(s): Leora Auslander Terms Offered: Autumn
Equivalent Course(s): HIST 23410,HIST 33410,JWSC 20224

JWSC 20225. Multilingualism and Translation in Modern Jewish Literature. 100 Units.
A survey of Modern Jewish Literature through the lens of multilingualism and translation. Covering the period roughly between 1880 and 1980, this course touches on some of the transformations and upheavals that have formed modern Jewish culture: waves of migration, modernization, and assimilation; the rise of Jewish nationalism and the foundation of the State of Israel; and the Holocaust. Our driving questions will be: How do these different revolutions and upheavals influence the dynamic relations between the different languages in which Jews speak and write? What is the role of translation in Jewish culture? What do we learn from the Jewish case about language politics more broadly? How should we theorize and describe the monolingual ideologies that are dominant in the modern West? And how should we read bilingual literature?
Instructor(s): Na'ama Rokem Terms Offered: Spring

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.
Instructor(s): Sunny Yudkoff Terms Offered: Autumn
Equivalent Course(s): YDDH 10100,YDDH 37300

JWSC 20400. Elementary Yiddish II. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Winter
Prerequisite(s): YDDH 10100/37300 or consent of instructor
Equivalent Course(s): YDDH 10200,YDDH 37400

JWSC 20500. Elementary Yiddish III. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Spring
Prerequisite(s): YDDH 10200/37400 or consent of instructor. No auditors.
Equivalent Course(s): YDDH 10300,YDDH 37500

JWSC 20400-20500. Elementary Yiddish II-III.

JWSC 20400. Elementary Yiddish II. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Winter
Prerequisite(s): YDDH 10100/37300 or consent of instructor
Equivalent Course(s): YDDH 10200,YDDH 37400

JWSC 20500. Elementary Yiddish III. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Spring
Prerequisite(s): YDDH 10200/37400 or consent of instructor. No auditors.
Equivalent Course(s): YDDH 10300,YDDH 37500

JWSC 20500. Elementary Yiddish III. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Spring
Prerequisite(s): YDDH 10200/37400 or consent of instructor. No auditors.
Equivalent Course(s): YDDH 10300,YDDH 37500

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 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.

JWSC 22000. Elementary Classical Hebrew I. 100 Units.
Instructor(s): S. Creason Terms Offered: Autumn
Note(s): This class meets 5 times a week
Equivalent Course(s): HEBR 10101

JWSC 22100. Elementary Classical Hebrew II. 100 Units.
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.
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 22100. Elementary Classical Hebrew II. 100 Units.
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.
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 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.
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.
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.
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.
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.
Instructor(s): D. Pardee Terms Offered: Spring
Prerequisite(s): HEBR 20105 or equivalent
Equivalent Course(s): HEBR 20106

JWSC 25000-25100-25200. 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.

JWSC 25000. Introductory Modern Hebrew I. 100 Units.
Instructor(s): A. Almog Terms Offered: Autumn
Equivalent Course(s): HEBR 10501

JWSC 25100. Introductory Modern Hebrew II. 100 Units.
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.
Instructor(s): A. Almog Terms Offered: Spring
Prerequisite(s): HEBR 10502 or equivalent
Equivalent Course(s): HEBR 10503

JWSC 25100-25200. Introductory Modern Hebrew II-III.

JWSC 25100. Introductory Modern Hebrew II. 100 Units.
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.
Instructor(s): A. Almog Terms Offered: Spring
Prerequisite(s): HEBR 10502 or equivalent
Equivalent Course(s): HEBR 10503

JWSC 25200. Introductory Modern Hebrew III. 100 Units.
Instructor(s): A. Almog Terms Offered: Spring
Prerequisite(s): HEBR 10502 or equivalent
Equivalent Course(s): HEBR 10503

JWSC 25300-25400-25500. Intermediate Modern Hebrew I-II-III.
The main objective of this course is to provide students with the skills necessary to approach modern Hebrew prose, both fiction and nonfiction. In order to achieve this task, students are provided with a systematic examination of the complete verb structure. Many syntactic structures are introduced (e.g., simple clauses, coordinate and compound sentences). At this level, students not only write and speak extensively but are also required to analyze grammatically and contextually all of material assigned.

JWSC 25300. Intermediate Modern Hebrew I. 100 Units.
Instructor(s): A. Almog Terms Offered: Autumn
Prerequisite(s): HEBR 10503 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): HEBR 20501

JWSC 25400. Intermediate Modern Hebrew II. 100 Units.
Instructor(s): A. Almog Terms Offered: Winter
Prerequisite(s): HEBR 20501or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): HEBR 20502

JWSC 25500. Intermediate Modern Hebrew III. 100 Units.
Instructor(s): A. Almog Terms Offered: Spring
Prerequisite(s): HEBR 20502 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): HEBR 20503

JWSC 25400-25500. Intermediate Modern Hebrew II-III.

JWSC 25400. Intermediate Modern Hebrew II. 100 Units.
Instructor(s): A. Almog Terms Offered: Winter
Prerequisite(s): HEBR 20501or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): HEBR 20502

JWSC 25500. Intermediate Modern Hebrew III. 100 Units.
Instructor(s): A. Almog Terms Offered: Spring
Prerequisite(s): HEBR 20502 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): HEBR 20503

JWSC 25500. Intermediate Modern Hebrew III. 100 Units.
Instructor(s): A. Almog Terms Offered: Spring
Prerequisite(s): HEBR 20502 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): HEBR 20503

JWSC 25600-25700-25800. Advanced Modern Hebrew I-II-III.
This course assumes that students have full mastery of the grammatical and lexical content of the intermediate level. The main objective is literary fluency. The texts used in this course include both academic prose, as well as literature. Students are exposed to semantics and morphology in addition to advanced grammar.

JWSC 25600. Advanced Modern Hebrew I. 100 Units.
Instructor(s): A. Finkelstein Terms Offered: Autumn
Prerequisite(s): HEBR 20503 or equivalent

JWSC 25700. Advanced Modern Hebrew II. 100 Units.
Instructor(s): A. Finkelstein Terms Offered: Winter
Prerequisite(s): HEBR 20503 or equivalent

JWSC 25800. Advanced Modern Hebrew III. 100 Units.
Instructor(s): A. Finkelstein Terms Offered: Spring
Prerequisite(s): HEBR 20503 or equivalent

JWSC 25601. Advanced Readings in Modern Hebrew. 100 Units.
Although this course assumes that students have full mastery of the grammatical and lexical content at the intermediate level, there is a shift from a reliance on the cognitive approach to an emphasis on the expansion of various grammatical and vocabulary-related subjects. After being introduced to sophisticated and more complex syntactic constructions, students learn how to transform simple sentences into more complicated ones. The exercises address the creative efforts of students, and the reading segments are longer and more challenging in both style and content. The language of the texts reflects the literary written medium rather than the more informal spoken style, which often dominates the introductory and intermediate texts.
Instructor(s): N. Rokem Terms Offered: Winter
Prerequisite(s): HEBR 20503 or equivalent
Equivalent Course(s): HEBR 30601,LGLN 23001,LGLN 33001

JWSC 25700. Advanced Modern Hebrew II. 100 Units.
Instructor(s): A. Finkelstein Terms Offered: Winter
Prerequisite(s): HEBR 20503 or equivalent

JWSC 25800. Advanced Modern Hebrew III. 100 Units.
Instructor(s): A. Finkelstein Terms Offered: Spring
Prerequisite(s): HEBR 20503 or equivalent

JWSC 27301-27401. Intermediate Yiddish I-II.
This sequence combines an intensive review of grammar with the acquisition of more advanced grammatical concepts. Specific attention is paid to regional variants in grammar and orthography. Students develop their reading and writing skills by focusing their attention on the literature of the Yiddish press and the work of Abe Cahan.

JWSC 27301. Intermediate Yiddish I. 100 Units.
Instructor(s): S. Yudkoff Terms Offered: Autumn
Prerequisite(s): YDDH 10300 or consent of instructor. No auditors.
Equivalent Course(s): YDDH 20100,YDDH 39500

JWSC 27401. Intermediate Yiddish II. 100 Units.
Instructor(s): S. Yudkoff Terms Offered: Winter
Prerequisite(s): YDDH 10300 or consent of instructor. No auditors.
Equivalent Course(s): YDDH 20200,YDDH 39600

JWSC 29700. Reading and Research 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.

JWSC 29900. BA Paper 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 Studies

MAJOR PROGRAM IN LATIN AMERICAN STUDIES

Students who major in Latin American 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 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 Studies. Information about the minor follows the description of the major.

APPLICATION TO THE MAJOR PROGRAM

Students who plan to declare a major in Latin American 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 CLAS program adviser, students should prepare a preliminary plan of study that would meet program requirements.
2. Students must meet with the CLAS program adviser no later than the Spring 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 Spring Quarter of their third year should meet with the CLAS program adviser before leaving campus.

MAJOR PROGRAM REQUIREMENTS

As early as possible in their studies, students should obtain a worksheet from the CLAS program adviser, who will assist them with selecting the five required content courses. For a list of approved courses, visit the LACS website at clas.uchicago.edu or consult with the CLAS 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 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 24302-24402-24502 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.

CONTENT COURSES AND ELECTIVES

To meet requirements for the major in Latin American Studies, students must also take five courses that focus on Latin America or the Caribbean—at least four of the five must be in the social sciences—and two additional courses that cover any social science topic. Students may find listings of quarterly Latin American themed courses at classes.uchicago.edu or on the CLAS website at clas.uchicago.edu.

BA COLLOQUIUM

All students who are majoring in Latin American 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 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. 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 STUDIES MAJOR

GENERAL EDUCATION

LACS 16100-16200	Introduction to Latin American Civilization I-II	200
or SOSC 24302 & SOSC 24402	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	
or SOSC 24502	Latin American Civilization in Oaxaca III	
One of the following sequences: *		300
SPAN 20100-20200-20300	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 (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 CLAS program adviser.

GRADING

Each of the required courses for the Latin American 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 STUDIES

The minor program in Latin American Studies provides students majoring in other disciplines the opportunity to become familiar with 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 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.

MINOR PROGRAM REQUIREMENTS

Students who elect the minor program should meet with the CLAS program adviser before the end of Spring Quarter of their third year to declare their intention to complete the program. The CLAS 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 24302-24402-24502 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 themes. Students may find listings of quarterly Latin American themed courses at classes.uchicago.edu or on the CLAS website at clas.uchicago.edu.

RESEARCH PAPER

Students must submit a research paper treating a Latin American topic for one of their Latin American content courses. The research paper is of intermediate length (ten to fifteen pages) in a course with Latin American content. Each student is responsible for making appropriate arrangements with the faculty member. Completion of the course research paper must be demonstrated to the program adviser in Latin American Studies.

SUMMARY OF REQUIREMENTS: LATIN AMERICAN 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 24502	Latin American Civilization in Oaxaca III	
One of the following sequences: *		200
SPAN 20100-20200	Language, History, and Culture I-II	
PORT 20100-20200	Intermediate Portuguese; Advanced Portuguese	
Three courses dealing with Latin America		300
Total Units		500-600

* Eligible students may petition for partial credit (for only one language course).

COURSES

The following courses are for reference only. See the Time Schedules for specific offerings. See the Center for Latin American Studies Courses webpage at clas.uchicago.edu/page/courses for further information on quarterly offerings.

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.
Instructor(s): E. Kouri Terms Offered: Autumn
Equivalent Course(s): ANTH 23101,CRES 16101,HIST 16101,HIST 36101,LACS 34600,SOSC 26100

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): M. Tenorio Terms Offered: Winter
Equivalent Course(s): ANTH 23102,CRES 16102,HIST 16102,HIST 36102,LACS 34700,SOSC 26200

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): B. Fischer Terms Offered: Spring
Equivalent Course(s): ANTH 23103,CRES 16103,HIST 16103,HIST 36103,LACS 34800,SOSC 26300

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): M. Tenorio Terms Offered: Winter
Equivalent Course(s): ANTH 23102,CRES 16102,HIST 16102,HIST 36102,LACS 34700,SOSC 26200

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): B. Fischer Terms Offered: Spring
Equivalent Course(s): ANTH 23103,CRES 16103,HIST 16103,HIST 36103,LACS 34800,SOSC 26300

LACS 22501-22502-22503. Elementary Haitian Kreyol I-II-III.
This three-course sequence will provide students with an in-depth study of the Haitian Kreyol language in its modern context, with emphasis on developing students' proficiency in speaking and writing, and in listening and reading comprehension. The course will also provide necessary cultural and historical context.

LACS 22501. Elementary Haitian Kreyol I. 100 Units.
Instructor(s): Lecturer Terms Offered: Autumn 2015
Equivalent Course(s): LACS 32501

LACS 22502. Elementary Haitian Kreyol II. 100 Units.
Instructor(s): Lecturer Terms Offered: Winter 2016
Equivalent Course(s): LACS 32502

LACS 22503. Elementary Haitian Kreyol III. 100 Units.
Instructor(s): Lecturer Terms Offered: Spring 2015 (tentative)
Equivalent Course(s): LACS 32503

LACS 22502-22503. Elementary Haitian Kreyol II-III.

LACS 22502. Elementary Haitian Kreyol II. 100 Units.
Instructor(s): Lecturer Terms Offered: Winter 2016
Equivalent Course(s): LACS 32502

LACS 22503. Elementary Haitian Kreyol III. 100 Units.
Instructor(s): Lecturer Terms Offered: Spring 2015 (tentative)
Equivalent Course(s): LACS 32503

LACS 22503. Elementary Haitian Kreyol III. 100 Units.
Instructor(s): Lecturer Terms Offered: Spring 2015 (tentative)
Equivalent Course(s): LACS 32503

LACS 24512-24513-24514. Intermediate Haitian Kreyol I-II-III.
This three-course sequence will enhance students' understanding of Haitian Kreyol with continued study of the language in its modern context, with emphasis on developing students' proficiency in speaking, writing, listening, and reading comprehension at an intermediate level.

LACS 24512. Intermediate Haitian Kreyol I. 100 Units.
Terms Offered: Autumn
Equivalent Course(s): LACS 34512

LACS 24513. Intermediate Haitian Kreyol II. 100 Units.
Terms Offered: Winter
Equivalent Course(s): LACS 34513

LACS 24514. Intermediate Haitian Kreyol III. 100 Units.
Terms Offered: Spring
Equivalent Course(s): LACS 34514

LACS 24513. Intermediate Haitian Kreyol II. 100 Units.
Terms Offered: Winter
Equivalent Course(s): LACS 34513

LACS 24514. Intermediate Haitian Kreyol III. 100 Units.
Terms Offered: Spring
Equivalent Course(s): LACS 34514

LACS 29700. Reading and Research in Latin American Studies. 100 Units.
Terms Offered: Autumn, Winter, Spring, Summer
Prerequisite(s): Consent of faculty supervisor and program adviser
Note(s): Students are required to submit the College Reading and Research Course Form. Typically taken for a quality grade.
Equivalent Course(s): LACS 40100

LACS 29801. BA Colloquium. 100 Units.
This colloquium, which is led by the preceptor and BA adviser, 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.
Terms Offered: Autumn, Winter, Spring
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.
Terms Offered: Autumn, Winter, Spring, Summer
Prerequisite(s): Consent of faculty supervisor and program adviser. Students are required to submit the College Reading and Research Course Form.
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. Application forms may be obtained from the Office of the New Collegiate Division in HM 235. Applications are available in HM 235 on Friday of tenth week of Winter Quarter and must be submitted to HM 235 by noon on Friday of 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, no more than twenty-five 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 the program chairman.

The Introductory Course

The Introductory Course must precede all other course work in the major, because it 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

After completing the Introductory Course, students must 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

Honors

Students who wish to be considered for honors must notify the program chairman 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 program chairman obtained in advance of initiation of the work. Only two research courses may be used within the major. LLSO 29400 Research Seminar 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 *P/F* grading. Students who enroll in LLSO 29400 Research Seminar, offered annually, 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 program chairman on their course of study in the program. Students should continue to consult with their College advisers on general education degree requirements.

Courses

I. The Introductory Course

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 interpretation. Both judicial decisions and commentary are used, although the case method is emphasized.
Instructor(s): D. Hutchinson Terms Offered: Autumn
Prerequisite(s): Open only to second-year students who are beginning the LLSO major.

II. Letters

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 20802. Machiavelli's Literary Works. 100 Units.
A reading of Machiavelli's plays, stories, and poems both as literary works and for what light they shed on his political thought. Familiarity with *The Prince* is presumed. (A)
Instructor(s): N. Tarcov Terms Offered: Winter
Prerequisite(s): Consent of instructor required.
Equivalent Course(s): PLSC 32101,PLSC 20801

LLSO 21710. Machiavelli: The Prince and Discourses. 100 Units.
This course is a reading and discussion of *The Prince* and the *Discourses on Livy*, supplemented by portions of Livy's *History of Rome*. Themes include the roles of princes, peoples, and elites; the merits of republics and principalities; the political roles of pagan and Christian religion and morality; war and empire; founding and reform; virtue, corruption, and fortune; the relevance of ancient history to modern experience; reading and writing; and theory and practice.(A)
Instructor(s): N. Tarcov Terms Offered: Autumn
Equivalent Course(s): FNDL 29300,PLSC 32100,SCTH 31710,PLSC 20800

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: Winter
Equivalent Course(s): PHIL 21600,GNSE 21601,PLSC 22600

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.
Instructor(s): A. Johns Terms Offered: Winter
Equivalent Course(s): HIST 25415,HIST 35415,CHSS 35415

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, psychology, education, theology, poetry, gender, eros, and cities in speech and actually existing cities. (A)
Instructor(s): N. Tarcov Terms Offered: Winter
Prerequisite(s): Consent of instructor required.
Equivalent Course(s): PLSC 23915,CLAS 33915,CLCV 23915,FNDL 23915,PLSC 33915

LLSO 24300. American Law and the Rhetoric of Race. 100 Units.
This course examines the ways 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 and judicial opinion.
Instructor(s): D. Hutchinson Terms Offered: Spring
Equivalent Course(s): LAWS 59800,LAWS 49801

LLSO 24711. Lincoln: Slavery, War, and 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): D. Hutchinson Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): FNDL 24711,HIST 27102

LLSO 25606. Lucretius and Marx. 100 Units.
Lucretius was a follower of Epicurus, whom Marx called "the greatest representative of Greek enlightenment." In his poem *On the Nature of Things*, Lucretius seeks to convert his fellow Romans to an Epicurean way of life. He explains in detail what the world is made of (atoms) and that there is no reason to fear the gods or death. Marx wrote his doctoral dissertation on Epicurus and Lucretius. He was especially enthusiastic about the idea, which was developed by Lucretius, that humans are free to shape their own lives.
Instructor(s): E. Asmis Terms Offered: Autumn
Prerequisite(s): Consent of instructor is required.
Equivalent Course(s): CLCV 25606,CLAS 35606,FNDL 24211

LLSO 27202. Dante's Divine Comedy 2: Purgatorio and Vita Nova. 100 Units.
Instructor(s): J. Steinberg Terms Offered: Autumn
Equivalent Course(s): ITAL 32200,FNDL 27202,ITAL 22000

LLSO 27725. Machiavelli's Florentine Histories. 100 Units.
This course is devoted to a close reading of what is perhaps Niccolò Machiavelli's most difficult work, the *Florentine Histories*. We will explore the extent to which the lessons of Machiavelli's history of his native city conform with those that he earlier set forth in more famous works like *The Prince* and the *Discourses*. We will also examine the interpretive debates over the *Histories* that pervade the scholarly literature. Themes pertaining to the Florentine Republic to be considered include: liberty, patriotism, civic foundings, social conflict, partisan strife, religion and politics, tyranny, revolution, and corruption. (A)
Instructor(s): J. McCormick Terms Offered: Winter
Prerequisite(s): Advanced consent of instructor required.
Equivalent Course(s): PLSC 37725,FNDL 27725,PLSC 27725

LLSO 28233. Machiavelli's Political Thought. 100 Units.
This course is devoted to the political writings of Niccolò Machiavelli. Readings include *The Prince*, *Discourses* on Livy's history of Rome, selections from the *Florentine Histories*, and Machiavelli's proposal for reforming Florence's republic, "Discourses on Florentine Affairs." Topics include the relationship between the person and the polity; the compatibility of moral and political virtue; the utility of class conflict; the advantages of mixed institutions; the principles of self-government, deliberation, and participation; the meaning of liberty; and the question of military conquest. (A)
Instructor(s): J. McCormick Terms Offered: Autumn
Prerequisite(s): Prior consent of instructor.

LLSO 28702. Ludwig Wittgenstein's "Philosophical Investigations" 100 Units.
Wittgenstein's *Philosophical Investigations* is one of the most important works of philosophy written in the twentieth century. Its influence has reached far and wide beyond the limits of philosophy. Yet its meaning remains deeply controversial. This is in part because Wittgenstein broke radically with some of the most common assumptions human beings, especially educated human beings, like to make about themselves, their minds, and the world. It is also because Wittgenstein's philosophical method made it a point of principle to propose no theories of any kind. The purpose of this course is to make the *Philosophical Investigations* intellectually accessible to students with no professional training or interest in philosophy. The format will consist of a mixture of lecture and commentary, with some room for discussion of selected passages and points of special interest.
Instructor(s): C. Fasolt Terms Offered: Winter
Equivalent Course(s): HIST 28702,FNDL 24301

III. Society

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 present. In referring to that history, we treat a variety of themes, including migration and its impact, origins and effects of class stratification, relation of culture and cultural endeavor to collective consciousness, rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (service, 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, as well as 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: Spring
Equivalent Course(s): CRES 27705,HIST 27705

LLSO 23100. Environmental Law. 100 Units.
This lecture/discussion course examines the development of laws and legal institutions that address environmental problems and advance environmental policies. Topics include the common law background to traditional environmental regulation, the explosive growth and impact of federal environmental laws in the second half of the twentieth century, regulations and the urban environment, and the evolution of local and national legal structures in response to environmental challenges.
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 24011. The Political Nature of the American Judicial System. 100 Units.
This course aims to introduce students to the political nature of the American legal system. In examining foundational parts of the political science literature on courts conceived of as political institutions, the course will focus on the relationship between the courts and other political institutions. The sorts of questions to be asked include: Are there interests that courts are particularly prone to support? What effect does congressional or executive action have on court decisions? What impact do court decisions have? While the answers will not always be clear, students should complete the course with an awareness of and sensitivity to the political nature of the American legal system. (B)
Instructor(s): G. Rosenberg Terms Offered: Winter
Equivalent Course(s): PLSC 22515,PLSC 42515

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 25100. Human Rights I: 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. (A) (I)
Instructor(s): B. Laurence Terms Offered: Spring 2016
Equivalent Course(s): HMRT 30100,PHIL 21700,PHIL 31600,HIST 29301,HIST 39301,INRE 31600,LAWS 41200,MAPH 40000,HMRT 20100

LLSO 25902. 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, ranging from the election and reelection of Barack Obama, to the killing of black people such as Eric Garner, Michael Brown, and Renisha McBride, to the exponential incarceration of black Americans, to the role of hip-hop among black youth. Throughout the quarter we attempt to situate the politics of African Americans into the larger design we call American politics. Is there still such a thing as black politics? If there is, what does it tell us more generally about American politics? (B)
Instructor(s): C. Cohen Terms Offered: Winter
Equivalent Course(s): PLSC 22150,CRES 22150

LLSO 25904. America in the Twentieth Century. 100 Units.
This lecture course provides an introductory survey of major developments in American history in the twentieth century. It is structured around a political history narrative, but we will examine events from a wide range of perspectives: legal, intellectual, social, economic, diplomatic, military, religious. The course is neither encyclopedic nor focused on mastering facts (although this is not discouraged). It is rather concerned with "big" questions about American history since circa 1900, including the role and scope of government and the rights and obligations of citizens. Course readings consist of novels and nonfiction writings from the period.
Instructor(s): J. Dailey Terms Offered: Spring
Equivalent Course(s): HIST 17805,AMER 17805

LLSO 26201. Economics and Environmental Policy. 100 Units.
This course combines basic microeconomic theory and tools with contemporary environmental and resources issues and controversies to examine and analyze public policy decisions. Theoretical points include externalities, public goods, common-property resources, valuing resources, benefit/cost analysis, and risk assessment. Topics include pollution, global climate change, energy use and conservation, recycling and waste management, endangered species and biodiversity, nonrenewable resources, congestion, economic growth and the environment, and equity impacts of public policies.
Instructor(s): S. Shaikh Terms Offered: Autumn
Prerequisite(s): ECON 19800 or higher, or PBPL 20000
Equivalent Course(s): ENST 21800,PBPL 21800

LLSO 26202. Economics of Urban Policies. 100 Units.
This course covers tools needed to analyze urban economics and address urban policy problems. Topics include a basic model of residential location and rents; income, amenities, and neighborhoods; homelessness and urban poverty; decisions on housing purchase versus rental (e.g., housing taxation, housing finance, landlord monitoring); models of commuting mode choice and congestion and transportation pricing and policy; urban growth; and Third World cities.
Instructor(s): G. Tolley, K. Ierulli Terms Offered: Spring
Prerequisite(s): ECON 20100
Equivalent Course(s): ECON 26600,GEOG 26600,GEOG 36600,PBPL 24500

LLSO 26500. History of Mexico, 1876 to Present. 100 Units.
From the Porfiriato and the Revolution to the present, 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; the zapatista rebellion in Chiapas; and the end of PRI rule.

Instructor(s): E. Kouri, M. Tenorio Terms Offered: Winter
Equivalent Course(s): CRES 26500,CRES 36500,HIST 26500,HIST 36500,LACS 36500

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. (B)
Instructor(s): J. Brehm Terms Offered: Spring
Equivalent Course(s): PLSC 22400

LLSO 26804. Insurgency, Terrorism, and Civil War. 100 Units.
This course provides an introduction to asymmetric and irregular warfare. From Colombia to Afghanistan, non-state armed organizations are crucially important actors. We will study how they organize themselves, extract resources, deploy violence, attract recruits, and both fight and negotiate with states. We will also examine government counterinsurgency and counterterrorism policies, peace-building after conflict, and international involvement in internal wars. Case materials will be drawn from a variety of conflicts and cover a number of distinct topics. This course has a heavy reading load, and both attendance and substantial participation in weekly discussion sections are required. (D)
Instructor(s): P. Staniland Terms Offered: Winter
Equivalent Course(s): PLSC 26800

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). (B)
Instructor(s): M. Dawson Terms Offered: Winter
Equivalent Course(s): PLSC 23100

LLSO 27200. Human Rights III: Contemporary Issues in Human Rights. 100 Units.
This interdisciplinary course presents a practitioner's overview of several major contemporary 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. Topics may include the prohibition against torture, women's rights as human rights, problems of universalism versus cultural relativism, and the human right to health.
Instructor(s): S. Gzesh Terms Offered: Autumn 2015
Equivalent Course(s): HMRT 20300,HMRT 30300,HIST 29303,HIST 39303,INRE 31800,LAWS 78201

LLSO 27307. 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 sector? 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. (C)
Instructor(s): B. Lessing Terms Offered: Spring
Equivalent Course(s): PLSC 29500

LLSO 27704. Political Leadership: Historical and Contemporary Perspectives. 100 Units.
This course will examine both classical and contemporary analyses of leadership, with a particular focus on the relationship between executive authority and democratic politics. We will read traditional authors such as Cicero, Livy, Plutarch, and Machiavelli, as well as contemporary analyses of modern political leadership, especially of the American presidency. (A)
Instructor(s): W. Howell, J. McCormick Terms Offered: Autumn
Note(s): Limited enrollment.
Equivalent Course(s): PLSC 37702,PLSC 27702

LLSO 27801. Media Ecology: Embodiment and 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: Autumn
Equivalent Course(s): HUMA 25202,CMST 25204,HIPS 25203,TAPS 28452

LLSO 27801. Media Ecology: Embodiment and 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: Autumn
Equivalent Course(s): HUMA 25202,CMST 25204,HIPS 25203,TAPS 28452

LLSO 28000. United States Labor History. 100 Units.
This course will explore the history of labor and laboring people in the United States. The significance of work will be considered from the vantage points of political economy, culture, and law. Key topics will include working-class life, industrialization and corporate capitalism, slavery and emancipation, the role of the state and trade unions, race and sex difference in the workplace.
Instructor(s): A. Stanley Terms Offered: Winter
Equivalent Course(s): HIST 18600,HMRT 28600

LLSO 28010. 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): AMER 27605,CRES 27605,GNSE 27605,HMRT 27061,HIST 27605

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: Spring
Prerequisite(s): PLSC 28800 or equivalent and consent of instructor.
Equivalent Course(s): PLSC 22510

LLSO 28406. Nineteenth-Century Segment of the United States History Survey. 100 Units.
The nineteenth-century survey will examine the experiences and the conflicts that made up the history of modern American society, as it unfolded over the course of the 1800s. This is where modern America begins. Before there was a Great Recession or an Occupy Wall Street, there was the nineteenth-century roller coaster of prosperity and panic; the robber barons and newfound workers' unions of the Gilded Age; the passionate public debates over the central bank, monetary policy, and the national currency. Before the Tea Party, the Founders themselves debated the best ways to make their revolution realized, enduring, and meaningful in daily interactions as well as institutions. To understand the implications of Iraq War and its aftermath, we must return to the origins of American imperialism in the 1800s. To appreciate the significance and symbolism of the first African American president, we have to revisit the nation's long history of slavery, racism, and segregation. The immigration policy issues covered ad nauseam on the cable news channels have their roots in the ebbs and flows of global migrations that began over a century and a half ago. The American feminist movement for equal rights and opportunities began in the nineteenth century; yet in 2008, US women still earned only 77 cents on the male dollar, and in 2011, more than 40 percent of households headed by women lived in poverty. Returning to the contentious (and ongoing) history of Anglo-Indian relations is an essential component of contextualizing today's sobering statistics, when some reservations face unemployment rates of up to 80 percent, and one quarter of all Native Americans live in poverty. Course equirements include careful reading, active and thoughtful participation, and written assignments.
Instructor(s): A. Lippert Terms Offered: Winter
Equivalent Course(s): HIST 28406,HIST 38406,AMER 28406,AMER 38406,CRES 28406,CRES 38406,GNSE 28406,GNSE 38406

LLSO 28613. Politics and Human Nature. 100 Units.
This course explores commonalities among psychoanalytic theory, Buddhism, and studies of emotions and brain physiology, particularly as they relate to questions of the self and political life. In addition to exploring each of these theories, we investigate particular questions (e.g., inevitability of conflict, dynamics of obedience and authority, emotional power of ideology, and non-Western understandings of human consciousness). (A)
Instructor(s): E. Oliver Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing.
Equivalent Course(s): PLSC 28615

LLSO 28710. Democracy and the Politics of Wealth Redistribution. 100 Units.
How do political institutions affect the redistribution of wealth among members of a society? In most democracies, the distribution of wealth among citizens is unequal but the right to vote is universal. Why then have so many newly democratic states transitioned under conditions of high inequality yet failed to redistribute? This course explores this puzzle by analyzing the mechanisms through which individual and group preferences can be translated into pro-poor policies, and the role elites play in influencing a government's capacity or incentives to redistribute wealth. Topics include economic inequality and the demand for redistribution, the difference in redistribution between democracy and dictatorship, the role of globalization in policymaking, and the effects of redistribution on political stability and change. (C)
Instructor(s): M. Albertus Terms Offered: Autumn
Equivalent Course(s): PLSC 28710

LLSO 28902. Chicago Social Movements, 1954 to 2014. 100 Units.
This course will introduce students to key social movements in Chicago from the post–WW II years to the present. In part the class offers an introduction to dissent, oppositional organizing, and alternative approaches to social welfare, community building, and rights in a major modern American city. In part this class engages important ideas related to current study of social movement, including state/society tensions, intersectionality theory, and the impact of urban prosperity and austerity. While these are challenging and even complex concepts, they will be presented in basic and historically grounded form, enabling students beginning their study of history to usefully engage them. Occasional guest lecturers and off-campus trips may be organized and made available as cocurricular opportunities.
Instructor(s): A. Green Terms Offered: Spring
Equivalent Course(s): HIST 18902,CRES 18902,GNSE 18902

IV. Research and Reading

LLSO 29400. Research Seminar. 100 Units.
Instructor(s): D. Hutchinson Terms Offered: Autumn

Linguistics

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 - 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 I. 100 Units.**
> Instructor(s): D. Ronchen Terms Offered: Autumn
>
> **ASLG 10200. American Sign Language II. 100 Units.**
> Instructor(s): D. Ronchen Terms Offered: Winter
> Prerequisite(s): ASLG 10100
>
> **ASLG 10300. American Sign Language III. 100 Units.**
> Instructor(s): D. Ronchen Terms Offered: Spring
> Prerequisite(s): ASLG 10200

ASLG 10200-10300. American Sign Language II-III.

> **ASLG 10200. American Sign Language II. 100 Units.**
> Instructor(s): D. Ronchen Terms Offered: Winter
> Prerequisite(s): ASLG 10100

ASLG 10300. American Sign Language III. 100 Units.
Instructor(s): D. Ronchen Terms Offered: Spring
Prerequisite(s): ASLG 10200

ASLG 10300. American Sign Language III. 100 Units.
Instructor(s): D. 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 American Sign Language I. 100 Units.
Instructor(s): D. Ronchen Terms Offered: Autumn
Prerequisite(s): ASLG 10300

ASLG 10500. Intermediate American Sign Language II. 100 Units.
Instructor(s): D. Ronchen Terms Offered: Winter
Prerequisite(s): ASLG 10400

ASLG 10600. Intermediate American Sign Language III. 100 Units.
Instructor(s): D. Ronchen Terms Offered: Spring
Prerequisite(s): ASLG 10500

ASLG 10500. Intermediate American Sign Language II. 100 Units.
Instructor(s): D. Ronchen Terms Offered: Winter
Prerequisite(s): ASLG 10400

ASLG 10600. Intermediate American Sign Language III. 100 Units.
Instructor(s): D. Ronchen Terms Offered: Spring
Prerequisite(s): ASLG 10500

Linguistics - Basque Courses

BASQ 12000-12100-12200. Elementary Basque I-II-III.

BASQ 12000. Elementary Basque I. 100 Units.
The Basque language is spoken in the Basque Country, a region in Northeastern Spain and Southwestern France. It is a language isolate: As far as we know, it is not related to any other language in the world. This course offers an introduction to reading, writing, and speaking in Basque. The teaching methodology will take on a communicative perspective—we will work on vocabulary, comprehension, and communicative skills in pragmatic and strategic ways. Students will acquire basic Basque language skills that will enable them to master the communicative functions which have been set for the course. The lessons will have a sense of continuity, and, in that context, the main aim will be for the students to witness and take command of their own progress.
Instructor(s): A. Gabantxo Terms Offered: Autumn

BASQ 12100. Elementary Basque II. 100 Units.
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 acquirement 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.
Instructor(s): A. Gabantxo Terms Offered: Winter
Prerequisite(s): BASQ 12000 or instructor's consent

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.
Instructor(s): A. Gabantxo Terms Offered: Spring
Prerequisite(s): BASQ 12100 or instructor's consent

BASQ 12100. Elementary Basque II. 100 Units.
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 acquirement 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.
Instructor(s): A. Gabantxo Terms Offered: Winter
Prerequisite(s): BASQ 12000 or instructor's consent

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.
Instructor(s): A. Gabantxo Terms Offered: Spring
Prerequisite(s): BASQ 12100 or instructor's consent

Linguistics - 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.
Instructor(s): Staff Terms Offered: Autumn, Winter, Spring

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: TBA
Prerequisite(s): LING 20001

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): Staff Terms Offered: TBA
Prerequisite(s): LING 20001

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): Staff Terms Offered: TBA
Prerequisite(s): LING 20001

LING 24015. Modality. 100 Units.
Modal information—information conveyed by sentences such as "Mary *might* be at home" or "Charles *ought* to give to the poor"—plays an outstanding role in everyday discourse and reasoning. The goal of this course is to explain and evaluate contemporary semantic theories of modality by discussing a wide range of linguistic phenomena from the perspective of these theories. After introducing possible worlds semantics for modality developed in modal logic, we will consider current theories of modal semantics within linguistics as well as the most important empirical areas of research. Throughout, we will keep an eye on the relation between modality and other topics that are prominent in linguistics and philosophy, including tense, conditionals, and discourse meaning. (B)
Instructor(s): M. Willer Terms Offered: Spring
Equivalent Course(s): PHIL 34015,LING 34015,PHIL 24015

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): Ming Xiang Terms Offered: TBD
Equivalent Course(s): PSYC 27010

LING 27130. America: Society, Polity, and Speech Community. 100 Units.
We explore the place of languages and of discourses about languages in the history and present condition of how American mass society stands in relation to the political structures of the North American (nation-) states and to American speech communities. We address plurilingualisms of several different origins (i.e., indigenous, immigrant) that have been incorporated into the contemporary American speech community, the social stratification of English in a regime of standardization that draws speakers up into a system of linguistic "register," and how language itself has become an issue-focus of American political struggles in the past and contemporaneously.
Instructor(s): M. Silverstein Terms Offered: TBD
Equivalent Course(s): ANTH 27130

LING 27220. Professional Persuasions: The Rhetoric of Expertise in Modern Life. 100 Units.
This course dissects the linguistic forms and semiotics processes by which experts (often called professionals) persuade their clients, competitors, and the public to trust them and rely on their forms of knowledge. We consider the discursive aspects of professional training (e.g., lawyers, economists, accountants) and take a close look at how professions (e.g., social work, psychology, medicine) stage interactions with clients. We examine a central feature of modern life—the reliance on experts—by analyzing the rhetoric and linguistic form of expert knowledge.
Instructor(s): S. Gal Terms Offered: TBD
Equivalent Course(s): ANTH 27505

LING 27700. 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,ANTH 27605,ANTH 37605,CHDV 31901,PSYC 21950,PSYC 31900,LING 37700

LING 28370. African Languages. 100 Units.
One-third of world languages are spoken in Africa, making it an interesting site for studying linguistic diversity and language evolution. This course presents the classification of different African language families and explains their historical development and interactions. It also presents the most characteristic features of African languages, focusing on those that are common in Africa but uncommon among other world languages. Additionally, the course addresses the issue of language dynamics in relation to socioeconomic development in Africa. Using living audio and written material, students will familiarize themselves with at least one major language selected from the Niger-Congo family, the most prevalent family in sub-Saharan Africa. This is a general introduction course with no specific prerequisites.
Instructor(s): Fidele Mpiranya Terms Offered: Autumn
Equivalent Course(s): LING 38370

LING 28600. Computational Linguistics. 100 Units.
This course introduces the problems of computational linguistics and the techniques used to deal with them, focusing primarily on probabilistic models and techniques. Topics are drawn primarily from phonology, morphology, and syntax. Special topics include automatic learning of grammatical structure and the treatment of languages other than English.
Instructor(s): J. Goldsmith Terms Offered: Spring
Prerequisite(s): CMSC 12200, 15200 or 16200, or by consent
Equivalent Course(s): CMSC 25020,CMSC 35050,LING 38600

LING 29601. East Asian Languages, Acquisition and Pedagogy. 100 Units.
This course is designed for undergraduate and graduate students who are interested in East Asian languages and in learning or teaching East Asian languages. In this class, we will address significant issues in learning and teaching an East Asian language through key concepts in second language acquisition (SLA) and the analysis of the linguistic characteristics of Korean, Japanese, and Chinese. In particular, we will discuss the internal processes of acquisition to begin addressing the (pedagogical) issues pertinent to teaching and learning specific linguistic structures of the East Asian languages. Hence, each week, students will do readings in SLA as well as academic papers for each language on a given topic. For a comparative approach and perspective of the East Asian language and society, we will explore several linguistic and sociolinguistic issues common to the three languages that underlie the linguistic diversity and similarities of East Asia, such as the use of Chinese characters or the development and use of honorifics in China, Japan, and Korea. Such an approach will also allow us to analyze the language influence and interaction among the three languages and how that shapes the culture, society, and language use. The objectives of this course are as follows: (i) to gain a basic knowledge of the structures of East Asian Languages; (ii) to gain a basic understanding of the key theories and concepts in second language acquisition and teaching methodology; and lastly (iii) to gain new insight on East Asian history, culture, and society through the analysis of Chinese, Korean, and Japanese language.
Instructor(s): H. Kim Terms Offered: Spring
Equivalent Course(s): EALC 26601,EALC 36601,LING 39601

LING 29700. Reading and Research Course. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and linguistics undergraduate adviser.
Note(s): Students are required to submit the College Reading and Research Course Form.

LING 29900. BA Paper Preparation Course. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and linguistics undergraduate adviser.
Note(s): Students are required to submit the College Reading and Research Course Form.

Linguistics - Modern Greek Courses

MOGK 10100-10200-10300. Accelerated Elementary Modern Greek I-II-III.
This course is designed to help students acquire communicative competence in Modern Greek and a basic understanding of its structures. Through a variety of exercises, students develop all skill sets.

MOGK 10100. Accelerated Elementary Modern Greek I. 100 Units.
Instructor(s): D. Georgouses Terms Offered: Autumn
Equivalent Course(s): MOGK 30100

MOGK 10200. Accelerated Elementary Modern Greek II. 100 Units.
Instructor(s): D. Georgouses Terms Offered: Winter
Prerequisite(s): MOGK 10100/30100 or consent of instructor
Equivalent Course(s): MOGK 30200

MOGK 10300. Accelerated Elementary Modern Greek III. 100 Units.
Instructor(s): D. Georgouses Terms Offered: Spring
Prerequisite(s): MOGK 10200/30200 or consent of instructor
Equivalent Course(s): MOGK 30300

MOGK 10200-10300. Accelerated Elementary Modern Greek II-III.
This course is designed to help students acquire communicative competence in Modern Greek and a basic understanding of its structures. Through a variety of exercises, students develop all skill sets.

MOGK 10200. Accelerated Elementary Modern Greek II. 100 Units.
Instructor(s): D. Georgouses Terms Offered: Winter
Prerequisite(s): MOGK 10100/30100 or consent of instructor
Equivalent Course(s): MOGK 30200

MOGK 10300. Accelerated Elementary Modern Greek III. 100 Units.
Instructor(s): D. Georgouses Terms Offered: Spring
Prerequisite(s): MOGK 10200/30200 or consent of instructor
Equivalent Course(s): MOGK 30300

MOGK 10300. Accelerated Elementary Modern Greek III. 100 Units.
Instructor(s): D. Georgouses 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.
This course builds on the student's knowledge of modern Greek in all four skill areas through the use of authentic cultural materials (short stories, films, newspapers, etc.), with emphasis on grammar, vocabulary building, and fluency in expression and accuracy in writing.

MOGK 20100. Intermediate Modern Greek I. 100 Units.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): MOGK 10300/30300

MOGK 20200. Intermediate Modern Greek II. 100 Units.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): MOGK 20100

MOGK 20300. Intermediate Modern Greek III. 100 Units.
Terms Offered: Spring
Prerequisite(s): MOGK 20200

MOGK 20200. Intermediate Modern Greek II. 100 Units.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): MOGK 20100

MOGK 20300. Intermediate Modern Greek III. 100 Units.
Terms Offered: Spring
Prerequisite(s): MOGK 20200

Linguistics - Swahili Courses

SWAH 25200-25300-25400. Swahili I-II-III.
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.

SWAH 25200. Swahili I. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Autumn

SWAH 25300. Swahili II. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Winter
Prerequisite(s): SWAH 25200 or consent of instructor

SWAH 25400. Swahili III. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Spring
Prerequisite(s): SWAH 25300 or consent of instructor

SWAH 25300. Swahili II. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Winter
Prerequisite(s): SWAH 25200 or consent of instructor

SWAH 25400. Swahili III. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Spring
Prerequisite(s): SWAH 25300 or consent of instructor

SWAH 26800-26900-27000. Intermediate Swahili I-II-III.
Students focus on broadening their listening, speaking, reading, and writing skills in this course. They learn to use sophisticated sentence structures and expression of complex ideas in Swahili. Advanced readings and essay writing are based on student interests.

SWAH 26800. Intermediate Swahili I. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Autumn
Prerequisite(s): SWAH 25400 or consent of instructor

SWAH 26900. Intermediate Swahili II. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Winter
Prerequisite(s): SWAH 26800 or consent of instructor

SWAH 27000. Intermediate Swahili III. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Spring
Prerequisite(s): SWAH 26900 or consent of instructor

SWAH 26900. Intermediate Swahili II. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Winter
Prerequisite(s): SWAH 26800 or consent of instructor

SWAH 27000. Intermediate Swahili III. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Spring
Prerequisite(s): SWAH 26900 or consent of instructor

Mathematics

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. Students will be given instructions in early July on how to access more information. 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 Elementary Functions and Calculus I, or MATH 15100 Calculus I. Students who wish to begin at a level higher than MATH 15100 Calculus I must take the Calculus Accreditation Exam, unless they receive Advanced Placement credit as described in the following paragraphs.

During Orientation Week, the College administers the Calculus Accreditation Exam. On the basis of this exam, a student may receive credit for up to three quarters of Calculus. Students earning one quarter of credit on this exam may begin MATH 15200 Calculus II, students earning two quarters of credit may begin with MATH 15300 Calculus III, and students earning three quarters of credit may begin with MATH 15900 Introduction to Proofs in Analysis and Linear Algebra, MATH 19520 Mathematical Methods for Social Sciences, MATH 19620 Linear Algebra, or MATH 20000 Mathematical Methods for Physical Sciences I. Strong students, especially those planning to continue with higher level mathematics or other disciplines requiring advanced mathematics, are urged to take this accreditation exam. The Calculus Accreditation Exam is given only during Orientation Week, and may be taken only once and only by incoming students (first-years or transfers).

On the basis of the Calculus Accreditation Exam, students may also be invited to begin MATH 16100-16200-16300 Honors Calculus I-II-III. This sequence builds on the sound computational background provided in AP courses and best prepares entering students for further study in mathematics. 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. Additionally, at least one section of the MATH 16100-16200-16300 Honors Calculus I-II-III sequence each year will be offered as an inquiry-based learning (IBL) course. Interested students should have a score of 5 on the AP Calculus BC exam, placement into MATH 16100 Honors Calculus I, and fluency in spoken English.

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 Calculus Accreditation Exam or to those sophomores who receive a strong recommendation from their instructor in MATH 16100-16200-16300 Honors Calculus I-II-III. Students who are granted three quarters of calculus credit on the basis of the Calculus Accreditation Exam and who do not qualify for admission to MATH 20700 Honors Analysis in Rn I will place into MATH 15900 Introduction to Proofs in Analysis and Linear Algebra. These students may consult with one of the departmental counselors about the option of beginning with MATH 16100 Honors Calculus I so that they would be eligible for admission to Honors Analysis the following year.

Students who submit a score of 5 on the AB Advanced Placement exam in mathematics or a score of 4 on the BC Advanced Placement exam in mathematics receive credit for MATH 15100 Calculus I. Students who submit a score of 5 on the BC Advanced Placement exam in mathematics receive credit for MATH 15100 Calculus I and MATH 15200 Calculus II. Currently no course credit is offered in the Mathematics Department at Chicago for work done in an International Baccalaureate Programme or for British A-level or O-level examinations.

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. 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, chemistry, computer science, physics (12000s or above), geophysical sciences, statistics (22000 or above), or physical science (18100 or above). Graduate courses from these departments may also be used to fulfill these requirements. No courses from the Financial Mathematics program may be used in any of the undergraduate degree programs in mathematics. Please note in particular the requirements outside of mathematics described below in the degree program for the BS in mathematics with specialization in economics.

Note: Students who are majoring in mathematics may use AP credit for chemistry and/or physics to meet their general education physical sciences requirement and/or the physical sciences component of the major. However, no credit designated simply as "physical science," from AP examinations or from the College's physical sciences placement or accreditation examination, may be used in their general education requirement or in the mathematics major.

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 Calculus Accreditation Exam); either MATH 16300 Honors Calculus III as the third quarter of the calculus sequence or MATH 15900 Introduction to Proofs in Analysis and Linear Algebra; a three-quarter sequence in analysis (MATH 20300-20400-20500 Analysis in Rn I-II-III or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III); and two quarters of an algebra sequence (MATH 25400-25500 Basic Algebra I-II or MATH 25700-25800 Honors Basic Algebra I-II). The normal procedure is to take calculus in the first year, analysis in the second, and algebra in the third. Students may not use both MATH 15900 Introduction to Proofs in Analysis and Linear Algebra and MATH 16300 Honors Calculus III to meet major or minor requirements. The MATH 15900 Introduction to Proofs in Analysis and Linear Algebra/MATH 16300 Honors Calculus III requirement will be waived for entering students who place into MATH 20700 Honors Analysis in Rn I.

Candidates for the BA and BS in mathematics take a sequence in basic algebra. BA candidates may opt for a two-quarter sequence (MATH 25400-25500 Basic Algebra I-II or MATH 25700-25800 Honors Basic Algebra I-II), whereas candidates for the BS degree must take the three-quarter algebra sequence (MATH 25400-25500-25600 Basic Algebra I-II-III or MATH 25700-25800-25900 Honors Basic Algebra I-II-III). 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. 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 approved list of mathematics courses. STAT 25100 Introduction to Mathematical Probability also meets the requirement. BA candidates may include MATH 25600 Basic Algebra III or MATH 25900 Honors Basic Algebra III. Mathematics courses in the Paris Spring Mathematics Program may also be used to meet this requirement, and each year one of these three courses will be designated as an acceptable replacement for MATH 25600 Basic Algebra III or MATH 25900 Honors Basic Algebra III for BS candidates.

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	Introduction to Algebraic Curves	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 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 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

* as approved

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 the Computational Neuroscience (CPNS) courses in the Biological Sciences Collegiate Division (BSCD). These courses must be chosen in consultation with one of the departmental counselors.

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 *	
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 15900	Introduction to Proofs in Analysis and Linear Algebra	
One of the following:		300
MATH 20300-20400-20500	Analysis in Rn I-II-III	
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:		200
MATH 25400-25500	Basic Algebra I-II	
MATH 25700-25800	Honors Basic Algebra I-II	
One of the following:		100
MATH 25600	Basic Algebra III	
MATH 25900	Honors Basic Algebra III	
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 *	
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 15900	Introduction to Proofs in Analysis and Linear Algebra	
One of the following:		300
MATH 20300-20400-20500	Analysis in Rn I-II-III	
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:		300
MATH 25400-25500-25600	Basic Algebra I-II-III	
MATH 25700-25800-25900	Honors Basic Algebra I-II-III	
Three courses that are not MATH courses but are either from the same PSCD department or are CPNS courses		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 19900 Introduction to Analysis and Linear Algebra must be completed for the major.

*** May include 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 11100-11200-11300 Comprehensive General Chemistry I-II-III, and/or PHYS 12100-12200-12300 General Physics I-II-III. May not include CMSC 10100 Introduction to Programming for the World Wide Web I, CMSC 10200 Introduction to Programming for the World Wide Web II, CMSC 11000 Multimedia Programming as an Interdisciplinary Art I, CMSC 11100 Multimedia Programming as an Interdisciplinary Art II, or CMSC 11200 Introduction to Interactive Logic, or any PHSC course lower than PHSC 18100 The Milky Way.

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 the Computational Neuroscience courses in the Biological Sciences Collegiate Division.

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 *	
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 15900	Introduction to Proofs in Analysis and Linear Algebra	
One of the following:		300
MATH 20300-20400-20500	Analysis in Rn I-II-III	
MATH 20700-20800-20900	Honors Analysis in Rn I-II-III	
MATH 21100	Basic Numerical Analysis	100
or MATH 21200	Advanced Numerical Analysis	
One of the following:		200
MATH 25400-25500	Basic Algebra I-II	
MATH 25700-25800	Honors Basic Algebra I-II	

MATH 27000 & MATH 27300 & MATH 27500	Basic Complex Variables and Basic Theory of Ordinary Differential Equations and Basic Theory of Partial Differential Equations	300
Six courses that are not MATH courses but are either within the PSCD or are CPNS courses, 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.

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 15900 Introduction to Proofs in Analysis and Linear Algebra if the calculus sequence did not terminate with MATH 16300 Honors Calculus III, a yearlong sequence in analysis (MATH 20300-20400-20500 Analysis in Rn I-II-III or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III), and two quarters of abstract algebra (MATH 25400-25500 Basic Algebra I-II or MATH 25700-25800 Honors Basic Algebra I-II), and earn a grade of at least C- in each course. Students must also take STAT 25100 Introduction to Mathematical Probability. The remaining two mathematics courses must include MATH 27000 Basic Complex Variables and either MATH 27200 Basic Functional Analysis for those interested in Econometrics or MATH 27300 Basic Theory of Ordinary Differential Equations for those interested in economic theory. 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 economics department and must include ECON 20000-20100-20200-20300 The Elements of Economic Analysis I-II-III-IV or ECON 20010-ECON 20110-ECON 20210-ECON 20310 The Elements of Economic Analysis: Honors I-II-III-IV and either ECON 20900 Econometrics: Honors or ECON 21000 Econometrics. The remaining two courses may be chosen from any undergraduate economics course numbered higher than ECON 20300 The Elements of Economic Analysis IV. 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 (STAT 24400-24500 Statistical Theory and Methods I-II 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 *	
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 15900	Introduction to Proofs in Analysis and Linear Algebra	
One of the following:		300
MATH 20300-20400-20500	Analysis in Rn I-II-III	
MATH 20700-20800-20900	Honors Analysis in Rn I-II-III	
One of the following:		200
MATH 25400-25500	Basic Algebra I-II	

MATH 25700-25800	Honors Basic Algebra I-II	
MATH 27000	Basic Complex Variables	100
MATH 27200	Basic Functional Analysis	100
or MATH 27300	Basic Theory of Ordinary Differential Equations	
STAT 25100	Introduction to Mathematical Probability	100
STAT 23400	Statistical Models and Methods	100
or STAT 24400	Statistical Theory and Methods I	
or STAT 24410	Statistical Theory and Methods Ia	
One of the following:		400
ECON 20000-20100-20200-20300	The Elements of Economic Analysis I-II-III-IV	
ECON 20010-20110-20210	The Elements of Economic Analysis: Honors I-II-III-IV	
ECON 20900	Econometrics: Honors	100
or ECON 21000	Econometrics	
Two Economics courses numbered higher than 20300		200
Total Units		1800

* Credit may be granted by examination.

** See restrictions on certain courses listed under earlier summary.

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 done some work of passing quality and who are unable to complete all 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 Rn 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	Introduction to Algebraic Curves	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 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 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 Spring 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 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 16300 Honors Calculus III or MATH 15900 Introduction to Proofs in Analysis and Linear Algebra is required in another degree program. If it is not used elsewhere, MATH 16300 Honors Calculus III or MATH 15900 Introduction to Proofs in Analysis and Linear Algebra must be included in the minor, for a total of seven courses. The remaining six courses must include a three-course sequence in Analysis (MATH 20300-20400-20500 Analysis in Rn I-II-III or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III) and a two-course sequence in Algebra (MATH 25400-25500 Basic Algebra I-II or MATH 25700-25800 Honors Basic Algebra I-II). The sixth course may be chosen from either the third quarter of Algebra (MATH 25600 Basic Algebra III or MATH 25900 Honors Basic Algebra III) or a mathematics course numbered 24000 or higher chosen in consultation with the director of undergraduate studies or one of the departmental counselors. Under special circumstances and to avoid double counting, students may also use mathematics courses numbered 24000 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.

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 excel on the Calculus Accreditation Exam (during Orientation Week of the student's first year) and 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.

Master of Arts in Teaching Program

Majors in mathematics or applied mathematics seeking to prepare for secondary school teaching and possible futures in mathematics education may be eligible for admission to the University of Chicago Urban Teacher Education Program (UChicago UTEP) Master of Arts in Teaching (MAT). Students completing the program receive a master of arts in teaching (MAT) degree and an Illinois teaching certificate and endorsement to teach high school mathematics (grades 6 to 12). During the fourth year of undergraduate study, MAT candidates take a Foundations of Education sequence, SOSC 25501-25502-25503 Schools and Communities; Human Development and Learning; Teaching and Learning in Urban Schools. Candidates enter into focused content area course work and small group instruction during the summer following graduation from the College, before working with entire classes during the internship year and following summer. Graduates are assisted with job placement in the Chicago Public Schools and have continued support for an additional three years through personalized coaching and workshops provided by UChicago UTEP staff. Interested students should consult with one of the departmental counselors no later than the Autumn 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, Spring
Prerequisite(s): MATH 10500, or placement into MATH 13100 or higher

MATH 11300. Studies in Mathematics II. 100 Units.
MATH 11200 AND 11300 cover the basic conceptual foundations of mathematics by examining the ideas of number and symmetry. 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.
Terms Offered: Winter
Prerequisite(s): MATH 10500, or placement into MATH 13100 or higher; MATH 11200 recommended

MATH 11300. Studies in Mathematics II. 100 Units.
MATH 11200 AND 11300 cover the basic conceptual foundations of mathematics by examining the ideas of number and symmetry. 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.
Terms Offered: Winter
Prerequisite(s): MATH 10500, or placement into MATH 13100 or higher; MATH 11200 recommended

MATH 13100-13200-13300. Elementary Functions and Calculus I-II-III.
This sequence provides the opportunity for students who are somewhat deficient in their precalculus preparation to complete the necessary background and cover 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. MATH 13100 component of this sequence gives a careful treatment of limits and the continuity and differentiability of algebraic functions. Topics examined in MATH 13200 include applications of differentiation; exponential, logarithmic, and trigonometric functions; the definite integral and the fundamental theorem, and applications of the integral. In MATH 13300, subjects include more applications of the definite integral, infinite sequences and series, and Taylor expansions. Students are expected to understand the definitions of key concepts (i.e., limit, derivative, integral) and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 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 mathematical sciences.

MATH 13100. Elementary Functions and Calculus I. 100 Units.
Terms Offered: Autumn, Winter
Prerequisite(s): Invitation only, based on adequate performance on the mathematics placement test; or MATH 10500.

MATH 13200. Elementary 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, and applications of the integral. Students are expected to understand the definitions of key concepts and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 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 mathematical sciences.
Terms Offered: Winter, Spring
Prerequisite(s): MATH 13100

MATH 13300. Elementary Functions and Calculus III. 100 Units.
In MATH 13300, subjects include more applications of the definite integral, infinite sequences and series, and Taylor expansions. Students are expected to understand the definitions of key concepts and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 15100-15200-15300.
Terms Offered: Spring
Prerequisite(s): MATH 13200

MATH 13200-13300. Elementary Functions and Calculus II-III.
This sequence provides the opportunity for students who are somewhat deficient in their precalculus preparation to complete the necessary background and cover 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. MATH 13100 gives a careful treatment of limits and the continuity and differentiability of algebraic functions. Topics examined in MATH 13200 include applications of differentiation; exponential, logarithmic, and trigonometric functions; the definite integral and the fundamental theorem, and applications of the integral. In MATH 13300, subjects include more applications of the definite integral, infinite sequences and series, and Taylor expansions. Students are expected to understand the definitions of key concepts (i.e., limit, derivative, integral) and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 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 mathematical sciences.

MATH 13200. Elementary 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, and applications of the integral. Students are expected to understand the definitions of key concepts and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 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 mathematical sciences.
Terms Offered: Winter, Spring
Prerequisite(s): MATH 13100

MATH 13300. Elementary Functions and Calculus III. 100 Units.
In MATH 13300, subjects include more applications of the definite integral, infinite sequences and series, and Taylor expansions. Students are expected to understand the definitions of key concepts and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 15100-15200-15300.
Terms Offered: Spring
Prerequisite(s): MATH 13200

MATH 13300. Elementary Functions and Calculus III. 100 Units.
In MATH 13300, subjects include more applications of the definite integral, infinite sequences and series, and Taylor expansions. Students are expected to understand the definitions of key concepts and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 15100-15200-15300.
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. MATH 15100 undertakes a careful treatment of limits, the differentiation of algebraic and transcendental functions, and applications. Work in MATH 15200 is concerned with the mean value theorem, integration, techniques of integration, and applications of the integral. MATH 15300 deals with additional techniques and theoretical considerations of integration, infinite sequences and series, and Taylor expansions. 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, and applications. 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, or MATH 10500

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. Work in MATH 15200 is concerned with the mean value theorem, integration, techniques of integration, and applications of the integral. 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 Calculus Accreditation Exam or appropriate AP score

MATH 15300. Calculus III. 100 Units.
This is the third course in the regular calculus sequence in the department. MATH 15300 deals with techniques and theoretical considerations of integration, infinite sequences and series, and Taylor expansions. All Autumn Quarter offerings of MATH 15300 begin with a rigorous treatment of limits and limit proofs.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 15200; or placement based on the Calculus Accreditation Exam or appropriate AP score

MATH 15200-15300. Calculus 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. MATH 15100 undertakes a careful treatment of limits, the differentiation of algebraic and transcendental functions, and applications. Work in MATH 15200 is concerned with the mean value theorem, integration, techniques of integration, and applications of the integral. MATH 15300 deals with additional techniques and theoretical considerations of integration, infinite sequences and series, and Taylor expansions. 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 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. Work in MATH 15200 is concerned with the mean value theorem, integration, techniques of integration, and applications of the integral. 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 Calculus Accreditation Exam or appropriate AP score

MATH 15300. Calculus III. 100 Units.
This is the third course in the regular calculus sequence in the department. MATH 15300 deals with techniques and theoretical considerations of integration, infinite sequences and series, and Taylor expansions. All Autumn Quarter offerings of MATH 15300 begin with a rigorous treatment of limits and limit proofs.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 15200; or placement based on the Calculus Accreditation Exam or appropriate AP score

MATH 15300. Calculus III. 100 Units.
This is the third course in the regular calculus sequence in the department. MATH 15300 deals with techniques and theoretical considerations of integration, infinite sequences and series, and Taylor expansions. All Autumn Quarter offerings of MATH 15300 begin with a rigorous treatment of limits and limit proofs.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 15200; or placement based on the Calculus Accreditation Exam or appropriate AP score

MATH 15900. Introduction to Proofs in Analysis and Linear Algebra. 100 Units.
This course is intended for students who are making the transition from MATH 13300 or 15300 to 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 20300. Topics include the axioms for the real numbers, completeness and the least upper bound property, the topology of the real line, the structure of finite-dimensional vector spaces over the real and complex numbers, and linear transformations and matrices, up through properties of the determinant. Students who are majoring or minoring in mathematics may not use both MATH 15900 and MATH 16300 to meet program requirements.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Superior performance on the Calculus Accreditation Exam or MATH 15300 or 13300

MATH 16100-16200-16300. Honors Calculus I-II-III.
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 16100-16200-16300 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 permitted 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 linear algebra. At least one section of this sequence is offered as an inquiry-based learning (IBL) course. Students interested in IBL should have an AP score of 5 on the BC Calculus exam and fluency in spoken English.

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 permitted 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 linear algebra. At least one section of this sequence is offered as an inquiry-based learning (IBL) course. Students interested in IBL should have an AP score of 5 on the BC Calculus exam and fluency in spoken English. 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.
Terms Offered: Autumn
Prerequisite(s): Invitation only based on superior performance on the Calculus Accrediation Examination

MATH 16200. Honors Calculus II. 100 Units.
This sequence emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system.
Terms Offered: Winter
Prerequisite(s): MATH 16100

MATH 16300. Honors Calculus III. 100 Units.
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 linear algebra.
Terms Offered: Spring
Prerequisite(s): MATH 16200

MATH 16200-16300. Honors Calculus II-III.
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 16100-16200-16300 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 permitted 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 linear algebra. At least one section of this sequence is offered as an inquiry-based learning (IBL) course. Students interested in IBL should have an AP score of 5 on the BC Calculus exam and fluency in spoken English.

MATH 16200. Honors Calculus II. 100 Units.
This sequence emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system.
Terms Offered: Winter
Prerequisite(s): MATH 16100

MATH 16300. Honors Calculus III. 100 Units.
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 linear algebra.
Terms Offered: Spring
Prerequisite(s): MATH 16200

MATH 16300. Honors Calculus III. 100 Units.
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 linear algebra.
Terms Offered: Spring
Prerequisite(s): MATH 16200

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.
Terms Offered: Autumn
Prerequisite(s): MATH 16300, or MATH 15900 or 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.
Terms Offered: Winter
Prerequisite(s): MATH 16300, or MATH 15900

MATH 19520. Mathematical Methods for Social Sciences. 100 Units.
This course takes a concrete approach to the basic topics of multivariable calculus. Topics include a brief review of one-variable calculus, parametric equations, alternate coordinate systems, vectors and vector functions, partial derivatives, multiple integrals, and Lagrange multipliers.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 13300 or MATH 15300 or MATH 16300

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.
Terms Offered: Autumn, Winter, Spring
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.

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 20000 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). 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 20000. Mathematical Methods for Physical Sciences I. 100 Units.
This sequence is intended for students who are majoring in a department in the Physical Sciences Collegiate Division other than mathematics. MATH 20000 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).
Terms Offered: Autumn, Winter
Prerequisite(s): MATH 13300 or 15300 or 19620; entering students by invitation only, based on superior performance on the Calculus Accreditation Exam

MATH 20100. Mathematical Methods for Physical Sciences II. 100 Units.
This sequence is intended for students who are majoring in a department in the Physical Sciences Collegiate Division other than mathematics. 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).
Terms Offered: Winter, Spring
Prerequisite(s): MATH 20000, OR both 19520 AND 19620 or equivalent.

MATH 20100. Mathematical Methods for Physical Sciences II. 100 Units.
This sequence is intended for students who are majoring in a department in the Physical Sciences Collegiate Division other than mathematics. 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).
Terms Offered: Winter, Spring
Prerequisite(s): MATH 20000, OR both 19520 AND 19620 or equivalent.

MATH 20300-20400-20500. Analysis in Rn I-II-III.
This three-course sequence is intended for students who plan to major in mathematics or who require a rigorous treatment of analysis in several dimensions. Both theoretical and problem solving aspects of multivariable calculus are treated carefully. Topics in MATH 20300 include metric spaces, the topology of Rn, compact sets, the geometry of Euclidean space, and limits and continuous mappings. MATH 20400 deals with partial differentiation, vector-valued functions, extrema, and the inverse and implicit function theorems. MATH 20500 is concerned with multiple integrals, line and surface integrals, and the theorems of Green, Gauss, and Stokes. This sequence is the basis for all advanced courses in analysis and topology.

MATH 20300. Analysis in Rn I. 100 Units.
The three-course sequence MATH 20300-20400-20500 is intended for students who plan to major in mathematics or who require a rigorous treatment of analysis in several dimensions. Both theoretical and problem solving aspects of multivariable calculus are treated carefully. Topics in MATH 20300 include metric spaces, the topology of Rn, compact sets, the geometry of Euclidean space, and limits and continuous mappings. This sequence is the basis for all advanced courses in analysis and topology.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 16300, or MATH 15900 or 19900

MATH 20400. Analysis in Rn II. 100 Units.
MATH 20400 deals with partial differentiation, vector-valued functions, extrema, and the inverse and implicit function theorems. The sequence MATH 20300-20400-20500 is the basis for all advanced courses in analysis and topology.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 20300

MATH 20500. Analysis in Rn III. 100 Units.
MATH 20500 is concerned with multiple integrals, line and surface integrals, and the theorems of Green, Gauss, and Stokes. The sequence MATH 20300-20400-20500 is the basis for all advanced courses in analysis and topology.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 20400

MATH 20400-20500. Analysis in Rn II-III.
This three-course sequence is intended for students who plan to major in mathematics or who require a rigorous treatment of analysis in several dimensions. Both theoretical and problem solving aspects of multivariable calculus are treated carefully. Topics in MATH 20300 include metric spaces, the topology of Rn, compact sets, the geometry of Euclidean space, and limits and continuous mappings. MATH 20400 deals with partial differentiation, vector-valued functions, extrema, and the inverse and implicit function theorems. MATH 20500 is concerned with multiple integrals, line and surface integrals, and the theorems of Green, Gauss, and Stokes. This sequence is the basis for all advanced courses in analysis and topology.

MATH 20400. Analysis in Rn II. 100 Units.
MATH 20400 deals with partial differentiation, vector-valued functions, extrema, and the inverse and implicit function theorems. The sequence MATH 20300-20400-20500 is the basis for all advanced courses in analysis and topology.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 20300

MATH 20500. Analysis in Rn III. 100 Units.
MATH 20500 is concerned with multiple integrals, line and surface integrals, and the theorems of Green, Gauss, and Stokes. The sequence MATH 20300-20400-20500 is the basis for all advanced courses in analysis and topology.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 20400

MATH 20500. Analysis in Rn III. 100 Units.
MATH 20500 is concerned with multiple integrals, line and surface integrals, and the theorems of Green, Gauss, and Stokes. The sequence MATH 20300-20400-20500 is the basis for all advanced courses in analysis and topology.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 20400

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.
Terms Offered: Autumn
Prerequisite(s): Invitation only, based on performance on the Calculus Accreditation Exam

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.
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.
Terms Offered: Spring
Prerequisite(s): MATH 20800

MATH 20800-20900. Honors Analysis in Rn 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 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.
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.
Terms Offered: Spring
Prerequisite(s): MATH 20800

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.
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.
Terms Offered: Spring
Prerequisite(s): MATH 20000 or 20300

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.
Terms Offered: Autumn
Prerequisite(s): MATH 20500 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.
Terms Offered: Spring
Prerequisite(s): STAT 25100, or STAT 24400, or MATH 20500/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.
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.
Terms Offered: Spring
Prerequisite(s): MATH 25500 or 25800

MATH 24300. Introduction 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.
Terms Offered: Spring
Prerequisite(s): MATH 25500 or 25800, or consent of instructor
Note(s): This course is offered in alternate years.

MATH 25400-25500-25600. Basic Algebra I-II-III.
This sequence covers groups, subgroups, and permutation groups; rings and ideals; fields; vector spaces, linear transformations and matrices, and modules; and canonical forms of matrices, quadratic forms, and multilinear algebra.

MATH 25400. Basic Algebra I. 100 Units.
This course covers groups, subgroups, permutation groups, rings and ideals.
Terms Offered: Autumn, Winter
Prerequisite(s): MATH 16300, or MATH 15900 or 19900

MATH 25500. Basic Algebra II. 100 Units.
This course covers fields, vector spaces, linear transformations and matrices, modules and canonical forms of matrices, quadratic forms, and multilinear algebra.
Terms Offered: Winter, Spring
Prerequisite(s): MATH 25400

MATH 25600. Basic Algebra III. 100 Units.
This course covers Sylow Theorems and the fundamentals of Galois theory.
Terms Offered: Spring
Prerequisite(s): MATH 25500

MATH 25500-25600. Basic Algebra II-III.
This sequence covers groups, subgroups, and permutation groups; rings and ideals; fields; vector spaces, linear transformations and matrices, and modules; and canonical forms of matrices, quadratic forms, and multilinear algebra.

MATH 25500. Basic Algebra II. 100 Units.
This course covers fields, vector spaces, linear transformations and matrices, modules and canonical forms of matrices, quadratic forms, and multilinear algebra.
Terms Offered: Winter, Spring
Prerequisite(s): MATH 25400

MATH 25600. Basic Algebra III. 100 Units.
This course covers Sylow Theorems and the fundamentals of Galois theory.
Terms Offered: Spring
Prerequisite(s): MATH 25500

MATH 25600. Basic Algebra III. 100 Units.
This course covers Sylow Theorems and the fundamentals of Galois theory.
Terms Offered: Spring
Prerequisite(s): MATH 25500

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, including the proofs of the Sylow Theorems.
Terms Offered: Autumn
Prerequisite(s): MATH 16300, or MATH 15900 or 19900; 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, linear and multilinear algebra, and quadratic forms.
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.
Terms Offered: Spring
Prerequisite(s): MATH 25800

MATH 25800-25900. Honors Basic Algebra 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 25800. Honors Basic Algebra II. 100 Units.
Topics in MATH 25800 include commutative and noncommutative ring theory, modules, linear and multilinear algebra, and quadratic forms.
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.
Terms Offered: Spring
Prerequisite(s): MATH 25800

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.
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.
Terms Offered: Winter
Prerequisite(s): MATH 20300 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.
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.
Terms Offered: Autumn
Prerequisite(s): MATH 25900 or 25600

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.
Terms Offered: Winter
Prerequisite(s): MATH 25900 or 25600

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.
Terms Offered: Autumn, Spring
Prerequisite(s): MATH 20500 or 20900

MATH 27200. Basic Functional Analysis. 100 Units.
Topics include Banach spaces, bounded linear operators, Hilbert spaces, construction of the Lebesgue integral, Lp-spaces, Fourier transforms, Plancherel's theorem for Rn, and spectral properties of bounded linear operators.
Terms Offered: Winter
Prerequisite(s): MATH 20900 or 27000

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.
Terms Offered: Winter
Prerequisite(s): MATH 20500 or MATH 20900 or PHYS 22100

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.
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.
Terms Offered: Spring
Prerequisite(s): MATH 27000 and MATH 27300

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.
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 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: Autumn
Prerequisite(s): CMSC 15400, or MATH 19900 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: Spring
Prerequisite(s): CMSC 27100, or MATH 19900 or 25500; and experience with mathematical proofs
Equivalent Course(s): CMSC 28100

MATH 28410. Honors Combinatorics. 100 Units.
Experience with mathematical proofs. 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: Winter
Prerequisite(s): MATH 19900 or 25400, or CMSC 27100, or consent of instructor
Note(s): This course is offered in alternate years.

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.
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.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Completion of general education mathematics sequence

Medieval Studies

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 coordinator by Autumn Quarter of their third year. Twelve courses are required, including at least two courses historical in nature, two courses in language or literature, two courses in either 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 undergraduate adviser. Students must complete an approval form for the minor program (available on the program website, at medieval.uchicago.edu), 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.

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 14215. Roman Art II: Late Antique and Early Christian Art and Architecture. 100 Units.
This course offers an introductory survey of the art and architecture of the Roman world starting from the beginning of the second century AD, when the Empire reached its point of greatest expansion. It then proceeds through a period of relative peace and prosperity before witnessing the effects of a political, social, and economic "crisis" of the third century AD, the adoption of Christianity as the state religion, and the tremendous consequences of moving the capital from Rome to Constantinople. 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: Winter
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): CLCV 24215

ARTH 17015. Blood, Sweat, and Tears: The Sacred Image in Byzantium. 100 Units.
During the Middle Ages, icons—sacred images—played a pivotal role in the devotional practice of Byzantium, the eastern Christian empire that had its capital in Constantinople from 324 to 1453. "Windows to heaven," sacred images provided access to the divine. Despite their spiritual function, icons also drew attention to their materiality by erupting into life—bleeding, weeping, and attacking foes. In this course, we will combine the study of Byzantine images with Byzantine primary sources (in translation) to explore a range of topics related to the icon, including medieval image theory, iconoclasm, visuality, enshrinement, the copy, and materiality. Our investigation of Byzantine images will be enhanced through comparison with responses to the image in Islam, Judaism, and the Christian west.
Instructor(s): H. Badamo Terms Offered: Autumn
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 17211. Arts of Medieval Japan. 100 Units.

The arts of medieval Japan are known for their material luxury and otherworldly splendor, as in images of Buddhist paradise, and, conversely, for their rusticity and understatement, as exemplified by developments in ink painting, architecture, and ceramics. This course will examine the worldviews, historical circumstances, and practices of making and appreciation that underscore both trends. We will explore how the aesthetic tensions within and between objects relate to the social and political tensions among groups during this age of unrest and instability. The course spans the period between 1200 and 1550.

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

Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): EALC 17211

ARTH 17612. The Art of Michelangelo. 100 Units.
The central focus of this course will be Michelangelo's prolific production in sculpture, painting, and architecture while making substantial use of his writings, both poetry and letters, and his extensive extant body of preparatory drawings to help us understand more about his artistic personality, creative processes, theories of art, and his intellectual and spiritual biography, including his changing attitudes towards Neoplatonism, Christianity, and politics. Our structure will be roughly chronological starting with his highly precocious juvenilia of the 1490s in Florence at the court of Lorenzo the Magnificent through his death in Rome in 1564 as an old man who was simultaneously already the deity of art and a lonely, troubled, repentant Christian, producing some of his most moving works in a highly personal style. Beyond close examination of the works themselves, among the themes that will receive considerable attention for the ways they bear upon his art are Michelangelo's fraught relationship with patrons such as the Medici and a succession of popes; his complex devotion to and rivalry with ancient classical art and his living rivalry with Leonardo da Vinci, Raphael, Bramante, and others; his changing attitude towards religion, especially his engagement with the Catholic Reform and some of its key personalities such as Vittoria Colonna; his sexuality and how it might bear on the representation of gender in his art and poetry; his "official" biographies created by the devotees Giorgio Vasari (1550, 1568) and Ascanio Condivii (1553) during Michelangelo's lifetime and some of the most influential moments in the artist's complex, sometimes ambivalent, reception over the centuries; new approaches and ideas about Michelangelo that have emerged in recent decades from the unabated torrent of scholarship and, especially, the restoration and scientific imaging of many of his works. Through the concentrated art-historical material studied, the course will take seriously the attempt to introduce students with little or no background in art or art history to some of the major avenues for interpretation in this field, including formal, stylistic, iconographical, psychological, social, feminist, theoretical, and reception. Readings are chosen with this diversity of approach in mind.
Instructor(s): C. Cohen Terms Offered: Autumn
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): FNDL 21411

ARTH 22550. Histories of Cairo. 100 Units.
This course examines the urban planning and architectural development of the city from the late antique era to the present. By studying urban planning and the main architectural types in different periods—churches, mosques, synagogues, palaces, defensive works, mausoleums, and houses—this course considers the role of architecture in shaping society. It combines study of monuments and primary sources with work on urban spaces from relevant disciplines, and addresses themes such as the temporalities of monuments, minorities within the Islamic city, orientalism, modernization, contemporary practices of preservation and accommodation, and the recent role of public spaces in politics.
Instructor(s): H. Badamo Terms Offered: Autumn

ARTH 23005. Medieval Islamic Art and Architecture: Mongols and Mamluks. 100 Units.
The Mongol Conquest of Baghdad and the Islamic east in 1258 deepened cultural divisions between the eastern and western Islamic lands to an unprecedented degree. Under the Mongol Ilkhans in the Islamic east, artists and architects combined familiar and newly introduced visual forms to negotiate their place in a radically altered new world order. Under the Mamluk sultans in the Islamic west, artists and architects visually asserted the Mamluks' special claim to legitimacy as the defenders of Islam who had stopped the Mongol advance. And yet, artists, architects and objects moved frequently between Mongol and Mamluk courts, complicating what at first appears to be a simple dichotomy between experimental and traditionalist visual cultures in the eastern and western regions of the Islamic world in this period. Students will write research papers on topics chosen in consultation with the instructor.
Instructor(s): P. Berlekamp Terms Offered: Winter
Equivalent Course(s): ARTH 33005,NEAA 23005,NEAA 33005

ENGL 11501. Chaucer and the Literary Voice. 100 Units.
This course serves as introduction and intensive exploration of the poetry of Geoffrey Chaucer. Since Chaucer's writings consistently foreground questions of who is "speaking" in his writing, we will take "literary voice" as our guiding heuristic, and examine relationships between speech, writing, translation, and dramatis personae. The class will read works from Chaucer's lyrics, dream visions, and *Canterbury Tales*. **(C, E)**
Instructor(s): J. Orlemanski Terms Offered: Winter

ENGL 14801. Monsters and Men: Difference and Fear in Medieval England. 100 Units.
In medieval England as now, depictions of the "monstrous" in popular culture provide insight into social pressure points: monsters represent cultural anxieties translated into bodily forms. In this class we will look at some notable medieval monster-narratives accompanied by modern critical works which strive to illuminate the ramifications of monstrosity. **(C, E)**
Terms Offered: Not offered 2015-16

ENGL 15600. Medieval English Literature. 100 Units.
This course examines the relations among psychology, ethics, and social theory in fourteenth-century English literature. We pay particular attention to three central preoccupations of the period: sex, the human body, and the ambition of ethical perfection. Readings are drawn from Chaucer, Langland, the Gawain-poet, Gower, penitential literature, and saints' lives. There are also some supplementary readings in the social history of late medieval England. **(C, E)**
Instructor(s): M. Miller Terms Offered: Not offered 2015-16
Equivalent Course(s): GNSE 15600

FNDL 21103. 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 *Déli*e, 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 26701,CMLT 36701,ITAL 23900

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): J. Steinberg Terms Offered: Winter
Equivalent Course(s): ITAL 23502,ITAL 33502,REMS 33502

FNDL 26106. The Medieval Persian Romance: Gorgani's Vis and Ramin. 100 Units.
This class is an inquiry into the medieval romance genre through the close and comparative reading of one of its oldest extant representatives, Gorgâni's *Vis & Râmin* (c. 1050). With roots that go back to Late Antiquity, this romance is a valuable interlocutor between the Greek novel and the Ovidian erotic tradition, Arabic love theory and poetics, and well-known European romances like *Tristan*, *Lancelot*, and *Cligès*: a sustained exploration of psychological turmoil and moral indecision, and a vivid dramatization of the many contradictions inherent in erotic theory, most starkly by the lovers' faithful adultery. By reading *Vis & Râmin* alongside some of its generic neighbors (*Kallirrhoe, Leukippe, Tristan, Cligès*), as well as the love-theories of writers like Plato, Ovid, Avicenna, Jâhiz, Ibn Hazm, and Andreas Cappellanus, we will map out the various kinds of literary work the romance is called upon to do, and investigate the myriad and shifting conceptions of romantic love as performance, subjectivity, and moral practice. An optional section introducing selections from the original text in Persian will be available if there is sufficient student interest.
Instructor(s): C. Cross Terms Offered: Spring
Equivalent Course(s): RLLT 26106,NEHC 26016,GNSE 26106,CMLT 26106

FREN 26700. Jeanne d'Arc: historie et legende. Cours introductorie. 100 Units.
Dans ce cours nous interrogerons la plasticité et l'utilité de la figure de Jeanne d'Arc. Nous commencerons avec une étude de Jeanne d'Arc dans son contexte historique en nous penchant sur des documents rédigés pendant sa vie et au cours de son procès. Ensuite nous considérerons les ré-inventions multiples et variées de Jeanne au cours des siècles suivants, prenant en compte les textes de Voltaire, de Michelet, d'Anouilh, et d'autres, ainsi que des films qui présentent la vie de Jeanne d'Arc. Pour terminer, nous verrons comment les gens de la droite ont manipulé l'image de Jeanne d'Arc pour la faire servir leurs objectifs idéologiques. Ce cours illuminera donc la manière dont nous transformons le passé à la lumière des besoins et des soucis du présent.
Instructor(s): D. Delogu Terms Offered: Winter

HCHR 30200. History Christian Thought II. 100 Units.
For course description contact Divinity.
Equivalent Course(s): THEO 30200

HIST 21701. Byzantine Empire, 330-610. 100 Units.
A lecture course, with limited discussion, of the formation of early Byzantine government, society, and culture. Although a survey of event and changes, including external relations, many of the latest scholarly controversies will also receive scrutiny. There will be some discussion of relevant archaeology and topography. No prerequisite. Readings will include some primary sources in translation and examples of modern scholarly interpretations. Final examination and a short paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): HIST 31701,CLCV 24306,CLAS 34306

HIST 21702. Byzantine Empire, 610-1025. 100 Units.
A lecture course, with limited discussion, of the principle developments with respect to government, society, and culture in the Middle Byzantine Period. Although a survey of event and changes, including external relations, many of the latest scholarly controversies will also receive scrutiny. No prerequisite. Readings will include some primary sources in translation and examples of modern scholarly interpretations. Final examination and a short paper. Graduate students may register for grade of R (audit) or P (Pass) instead of a letter grade, except for History graduate students taking this as a required course.
Instructor(s): W. Kaegi Terms Offered: Spring
Equivalent Course(s): HIST 31702,CLCV 24307,CLAS 34307

HIST 23310. Animals in the Middle Ages. 100 Units.
“Animals,” the anthropologist Claude Lévi-Strauss once famously observed, “are good to think.” They are also good to eat, ride, look at, hunt, train for battle, make things out of, and keep as companions. This course considers the many ways in which medieval Europeans used and thought about animals: from the horses, hawks, and hounds of the hunt to the sheep, cows, chickens, and pigs of the home, as well as the lambs, doves, and lions of Holy Scripture, the talking foxes and cats of the beast fable, and the unicorns and dragons of saints’ lives, beastiaries, and travelers’ tales. Topics and questions to be addressed include the economic and social importance of animals, the symbolism of animals, animals in law, science, philosophy, and art, and whether animals were believed to have feelings and/or souls.
Instructor(s): R. Fulton Brown Terms Offered: Spring
Equivalent Course(s): HIST 33310

HIST 23510. The Arts of Language in the Middle Ages: The Trivium. 100 Units.
Throughout the Middle Ages, formal education began with the study of language: grammar, including the study of literature as well as the practical mastery of the mechanics of language (here, Latin); logic or dialectic, whether narrowly defined as the art of constructing arguments or, more generally, as metaphysics, including the philosophy of mind; and rhetoric, or the art of speaking well, whether to praise or to persuade. In this course, we will be following this medieval curriculum insofar as we are able through some of its primary texts, many only recently translated, so as to come to a better appreciation of the way in which the study of these arts affected the development of medieval European intellectual and artistic culture.
Instructor(s): R. Fulton Brown Terms Offered: Winter
Equivalent Course(s): FNDL 23902,HIST 33510

HIST 23514. Neighboring Faiths: Christianity, Judaism, and Islam. 100 Units.
Christianity, Judaism, and Islam are often treated as autonomous religions, stable and independent of each other. But across the long course of their histories the three religions have developed in interaction with and thinking about each other. This course will explore how, from their beginnings to the present day, the three religions were and continue to be “coproduced”—shaping and reshaping themselves through processes of simultaneous identification and disidentification with their rival “siblings” and neighbors. We will pay special attention to the periods of scriptural formation in each religion, but will also sample moments of coproduction through the Middle Ages and modernity.
Instructor(s): D. Nirenberg Terms Offered: Spring
Equivalent Course(s): HIST 33514

HIST 25701. North Africa, Late Antiquity to Islam. 100 Units.
Examination of topics in continuity and change from the third through ninth centuries CE, including changes in Roman, Vandalic, Byzantine, and early Islamic Africa. Topics include the waning of paganism and the respective spread and waning of Christianity, the dynamics of the seventh-century Muslim conquest and Byzantine collapse. Transformation of late antique North Africa into a component of Islamic civilization. Topography and issues of the autochthonous populations will receive some analysis. Most of the required reading will be on reserve, for there is no standard textbook. Readings in translated primary sources as well as the latest modern scholarship. Final examination and ten-page course paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): CLAS 30200,CLCV 20200,CMES 30634,CRES 25701,HIST 35701,NEHC 20634,NEHC 30634

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): J. Steinberg Terms Offered: Winter
Equivalent Course(s): FNDL 21714,ITAL 33502,REMS 33502

LATN 25000. Augustine's Confessions. 100 Units.
Substantial selections from books 1 through 9 of the *Confessions* are read in Latin (and all thirteen books in English), with particular attention to Augustine's style and thought. Further readings in English provide background about the historical and religious situation of the late fourth century AD.
Instructor(s): P. White Terms Offered: Winter
Prerequisite(s): LATN 20600 or equivalent
Equivalent Course(s): LATN 35000,FNDL 24310

NEHC 20411-20412-20413. Medieval Jewish History I-II-III.
This sequence does NOT meet the general education requirement in civilization studies. This three-quarter sequence deals with the history of the Jews over a wide geographical and historical range. First-quarter work is concerned with the rise of early rabbinic Judaism and development of the Jewish communities in Palestine and the Eastern and Western diasporas during the first several centuries CE. Topics include the legal status of the Jews in the Roman world, the rise of rabbinic Judaism, the rabbinic literature of Palestine in that context, the spread of rabbinic Judaism, the rise and decline of competing centers of Jewish hegemony, the introduction of Hebrew language and culture beyond the confines of their original home, and the impact of the birth of Islam on the political and cultural status of the Jews. An attempt is made to evaluate the main characteristics of Jewish belief and social concepts in the formative periods of Judaism as it developed beyond its original geographical boundaries. Second-quarter work is concerned with the Jews under Islam, both in Eastern and Western Caliphates. Third-quarter work is concerned with the Jews of Western Europe from the eleventh through the fifteenth centuries.

NEHC 20411. Medieval Jewish History I. 100 Units.
Instructor(s): N. Golb Terms Offered: Autumn
Equivalent Course(s): JWSC 23000,NEHC 30411

NEHC 20412. Medieval Jewish History II. 100 Units.
Instructor(s): N. Golb Terms Offered: Winter
Prerequisite(s): NEHC 20411
Equivalent Course(s): NEHC 30412,JWSC 23100

NEHC 20413. Medieval Jewish History III. 100 Units.
Instructor(s): N. Golb Terms Offered: Spring
Prerequisite(s): NEHC 20412
Equivalent Course(s): NEHC 30413,HUMA 23200,JWSC 23200

NEHC 20412-20413. Medieval Jewish History II-III.
This three-quarter sequence deals with the history of the Jews over a wide geographical and historical range. First-quarter work is concerned with the rise of early rabbinic Judaism and development of the Jewish communities in Palestine and the Eastern and Western diasporas during the first several centuries CE. Topics include the legal status of the Jews in the Roman world, the rise of rabbinic Judaism, the rabbinic literature of Palestine in that context, the spread of rabbinic Judaism, the rise and decline of competing centers of Jewish hegemony, the introduction of Hebrew language and culture beyond the confines of their original home, and the impact of the birth of Islam on the political and cultural status of the Jews. An attempt is made to evaluate the main characteristics of Jewish belief and social concepts in the formative periods of Judaism as it developed beyond its original geographical boundaries. Second-quarter work is concerned with the Jews under Islam, both in Eastern and Western Caliphates. Third-quarter work is concerned with the Jews of Western Europe from the eleventh through the fifteenth centuries.

NEHC 20412. Medieval Jewish History II. 100 Units.
Instructor(s): N. Golb Terms Offered: Winter
Prerequisite(s): NEHC 20411
Equivalent Course(s): NEHC 30412,JWSC 23100

NEHC 20413. Medieval Jewish History III. 100 Units.
Instructor(s): N. Golb Terms Offered: Spring
Prerequisite(s): NEHC 20412
Equivalent Course(s): NEHC 30413,HUMA 23200,JWSC 23200

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): F. Donner Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general eduation requirement in civilization studies.
Equivalent Course(s): NEHC 30501,HIST 25704,HIST 35704,ISLM 30500,RLST 20501

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 25804,HIST 35804,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): A. Shissler Terms Offered: Spring
Prerequisite(s): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30503,HIST 25904,HIST 35904,ISLM 30700

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 25804,HIST 35804,ISLM 30600

NEHC 20601-20602-20603. 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.

NEHC 20601. Islamic Thought and Literature I. 100 Units.
This course covers the period from ca. 600 to 950, concentrating on the career of the Prophet Muhammad; Qur'an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature.
Instructor(s): T. Qutbuddin Terms Offered: Autumn
Equivalent Course(s): NEHC 30601,RLST 20401,SOSC 22000

NEHC 20602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we 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): F. 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 30602,RLST 20402,SOSC 22100

NEHC 20603. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We 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 Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.
Instructor(s): A. El Shamsy Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30603,RLST 20403,SOSC 22200

NEHC 20602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we 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): F. 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 30602,RLST 20402,SOSC 22100

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): B. Callard Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in humanities required; PHIL 25000 recommended
Equivalent Course(s): HIPS 26000

RLST 21801. Religion and Society in the Middle Ages. 100 Units.
This course examines some of the roles played by religion within medieval society. We consider topics such as the conversion of Europe to Christianity, monasticism, the cult of saints, the rise of the papacy, and the rise of heresy and religious dissent. We study medieval religious ideals as well as the institutions created to perpetuate those ideals. weighing the experience of the individual and the group. We read autobiographies, saints' lives, chronicles, miracle collections, papal documents, among other kinds of sources.
Instructor(s): L. Pick Terms Offered: Winter
Equivalent Course(s): HIST 27905

SLAV 22000. Old Church Slavonic. 100 Units.
This course introduces 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. Texts in Cyrillic or Cyrillic transcription of the original Glagolitic.
Instructor(s): Y. Gorbachov Terms Offered: Winter
Prerequisite(s): Knowledge of another Slavic language or good knowledge of another one or two old Indo-European languages. SLAV 20100 recommended.
Equivalent Course(s): SLAV 32000

SLAV 22302. Literatures of the Christian East: Late Antiquity, Byzantium, and Medieval Russia. 100 Units.
After the fall of Rome in 476 CE, literatures of the Latin West and—predominantly Greek-speaking—Eastern provinces of the Roman empire followed two very different paths. Covering both religious and secular genres, we will survey some of the most interesting texts written in the Christian East in the period from 330 CE (foundation of Constantinople) to the late 17th century (Westernization of Russia). Our focus throughout will be on continuities within particular styles and types of discourse (court entertainment, rhetoric, historiography, hagiography) and their functions within East Christian cultures. Readings will include Digenes Akritas and Song of Igor's Campaign, as well as texts by Emperor Julian the Apostate, Gregory of Nazianzus, Emphraim the Syrian, Anna Comnena, Psellos, Ivan the Terrible, and Archbishop Avvakum. No prerequisites. All readings in English.
Instructor(s): Boris Maslov Terms Offered: Spring
Equivalent Course(s): CMLT 32302,CLAS 31113,CLCV 21113,SLAV 32302,CMLT 22302

Music

Program of Study

The Department of Music aims to broaden the exposure to and enrich the understanding of the various musical traditions of the world. Courses address the materials of tonal music in the Western tradition, the analysis of individual works, the study of composers and genres, non-Western and vernacular repertories, musical composition, critical approaches to music, and the role of music in society. The BA program in music provides a background both for graduate work in music and for study in other fields. The department also sponsors a number of performance organizations and concert series.

Courses for Nonmajors: General Education

- Students seeking to meet the general education requirement in dramatic, musical, and visual arts with music courses must choose from among the following:

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. These courses are open to all students, regardless of previous musical background.

MUSI 12100-12200	Music in Western Civilization I-II	200

Other Courses for Nonmajors

In addition to the general education courses, the department offers MUSI 14300 Music Theory Fundamentals for students who have had little or no exposure to reading music. Students who can read music comfortably can take the three-quarter sequence MUSI 15100-15200-15300 Harmony and Voice Leading; a placement examination for this series of courses is given during the first week of Autumn Quarter. Courses numbered from 20000 to 24900 are open to students who have passed a course at the 10000 level or who have equivalent musical background. In addition, courses designed for the major (MUSI 25000 to 29900), as well as certain graduate courses, are open to qualified College students who are not majoring in music, with consent of the instructor.

Students in other programs of study may also complete a minor in music. Information follows the description of the major.

Program Requirements

BA Program

The program for the bachelor's degree in music offers a balance of practical, historical, and conceptual approaches to music.

Students are required to take at least twelve music courses and register in one of the Music Department's major ensembles (numbered MUSI 17000-MUSI 17999) for at least three quarters.

Students should begin the major by taking the three-quarter sequence MUSI 15100-15200-15300 Harmony and Voice Leading. Students follow this introductory course with the following: (1) a yearlong sequence that takes up topics in the history of Western art music, MUSI 27100-27200-27300 Topics in the History of Western Music, (2) MUSI 23300 Introduction to the Social and Cultural Study of Music, and (3) four additional courses numbered MUSI 20000 or above. MUSI 27100-27200-27300 Topics in the History of Western Music is offered in alternate years. It typically takes three years to complete the introductory and advanced courses. *It is thus highly advisable for students to take* MUSI 15100-15200-15300 Harmony and Voice Leading *during their first or second year.*

The required course in musicianship skills is offered each quarter of every year and should be taken after the MUSI 15100-15200-15300 Harmony and Voice Leading sequence. MUSI 28500 Musicianship Skills is a yearlong course. *One quarter's credit (100 units) is granted in the final quarter after successful completion of all three quarters. To meet requirements for full-time student status, students must carry at least three additional courses each quarter.*

Students must arrange a formal consultation with the director of undergraduate studies before declaring music as their major.

Summary of Requirements

MUSI 15100-15200-15300	Harmony and Voice Leading	300
MUSI 23300	Introduction to the Social and Cultural Study of Music	100
MUSI 27100-27200-27300	Topics in the History of Western Music	300
Four additional courses numbered MUSI 20000 or above		400
MUSI 28500	Musicianship Skills *	100
Participation for at least three quarters in one of the Music Department's major ensembles		
Total Units		1200

* MUSI 28500 Musicianship Skills is a yearlong course. One quarter's credit (100 units) is granted in the final quarter after successful completion of all three quarters. To meet requirements for full-time student status, students must carry at least three additional courses each quarter.

Composition

Students whose interest lies in composition are advised to take MUSI 26100 Introduction to Composition, which is designed for students wishing to learn composition or to improve their compositional technique. Students pursuing composition, particularly those intending to apply to graduate school in music composition, are also advised to take such courses as:

MUSI 25300	Analysis of Twentieth-Century Music	100
MUSI 26100	Introduction to Composition	100
MUSI 26300-26400	Introduction to Computer Music	200
MUSI 26800	Sixteenth-Century Counterpoint	100
MUSI 26900	Eighteenth-Century Counterpoint	100

By making special arrangements with a composition instructor, students may also register for composition lessons by using MUSI 29700 Independent Study in Music as an elective.

Ethnomusicology

Students wishing to specialize in ethnomusicology in the context of a music major are advised to take MUSI 10200 Introduction to World Music in addition to MUSI 23300 Introduction to the Social and Cultural Study of Music; these will provide grounding in musical styles and repertoires, as well as the techniques and methods of study central to ethnomusicology. Other classes can be selected at the 23000 level, allowing students to build up specific areas of expertise in fields such as jazz, popular music, Middle Eastern music, and South Asian music. Students considering graduate studies in ethnomusicology are strongly advised to take the MUSI 29500 Undergraduate Honors Seminar and write an honors thesis with a focus on an ethnomusicological topic.

Grading

Courses used to meet the general education requirement in the dramatic, musical, and visual arts must be taken for a quality grade. Courses taken to meet requirements in the major also must be taken for a quality grade.

Honors

Students may be recommended for honors if they (1) have a GPA of at least 3.0 overall and at least 3.5 in the major, and (2) present an outstanding senior thesis or composition under the approved supervision of a faculty member in the Department of Music. Registration in MUSI 29900 Senior Essay or Composition may be devoted to the preparation of the senior thesis or composition. This research paper or project may not be used to meet the BA paper or project requirement in another major. The optional MUSI 29500 Undergraduate Honors Seminar, typically offered each Spring Quarter, is designed to prepare students to write an honors essay. Students seeking honors should speak with the director of undergraduate studies no later than Spring Quarter of their third year.

Minor Program in Music

The minor program in music requires the completion of seven courses and the student's registration for at least three quarters in one of the Music Department's major ensembles with the consent of the director of undergraduate studies. Students who elect the minor program in music 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. The director's approval for the minor program should be submitted to a student's College adviser by this deadline on a form obtained from the adviser.

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.

Summary of Requirements: Minor Program in Music

MUSI 15100-15200-15300	Harmony and Voice Leading	300
Four additional music courses numbered as MUSI 20000 or above		400
Participation for at least three quarters in one of the Music Department's major ensembles		
Total Units		700

Performance Organizations

Membership in the Department of Music performance organizations is open to qualified students from all areas of the University through competitive auditions held at the beginning of Autumn Quarter. Most organizations rehearse weekly. For further information, students should 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 b-schubert@uchicago.edu.

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 17024	New Music Ensemble
MUSI 17025	South Asian Music Ensemble

Other Performance Activities

These activities do not satisfy the ensemble requirement for the music major or minor. Many other musical activities are available at the University, including the Chamber Music Program (http://music.uchicago.edu/page/related-programs/#Chamber%20Music%20Program), Piano Program (http://music.uchicago.edu/page/related-programs/#Piano%20Program), Vocal Studies Program (http://music.uchicago.edu/

page/related-programs/#Vocal%20Studies%20Program), the 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).

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.
Terms Offered: Autumn, Winter, Spring
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 dramatic, musical, and visual 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, Winter, Spring
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 dramatic, musical, and visual 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.
Terms Offered: Autumn, Winter, Spring
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 dramatic, musical, and visual 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.
Terms Offered: Autumn, Winter, Spring
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 dramatic, musical, and visual 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.
Instructor(s): A. Robertson Terms Offered: Winter
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 dramatic, musical, and visual arts.
Equivalent Course(s): HIST 12700,SOSC 21100

MUSI 12200. Music in Western Civilization II: 1750 to the Present. 100 Units.
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 dramatic, musical, and visual arts.
Equivalent Course(s): HIST 12800,SOSC 21200

MUSI 12200. Music in Western Civilization II: 1750 to the Present. 100 Units.
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 dramatic, musical, and visual arts.
Equivalent Course(s): HIST 12800,SOSC 21200

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. 100 Units.
Instructor(s): Various Terms Offered: Autumn
Prerequisite(s): Ability to read music.

MUSI 15200. Harmony and Voice Leading. 100 Units.
Instructor(s): Various Terms Offered: Winter
Prerequisite(s): MUSI 15100

MUSI 15300. Harmony and Voice Leading. 100 Units.
Instructor(s): Various Terms Offered: Spring
Prerequisite(s): MUSI 15200

MUSI 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 15200. Harmony and Voice Leading. 100 Units.
Instructor(s): Various Terms Offered: Winter
Prerequisite(s): MUSI 15100

MUSI 15300. Harmony and Voice Leading. 100 Units.
Instructor(s): Various Terms Offered: Spring
Prerequisite(s): MUSI 15200

MUSI 15300. Harmony and Voice Leading. 100 Units.
Instructor(s): Various Terms Offered: Spring
Prerequisite(s): MUSI 15200

MUSI 21814. Introduction to Conducting. 100 Units.
Instructor(s): Various Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 22806. Music in Fin-de-Siecle France. 100 Units.
Instructor(s): A. Robertson Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.
Equivalent Course(s): FREN 22801

MUSI 22900. Contemporary Opera. 100 Units.
The course will explore the diversity of trends, aesthetics, and musical styles in opera after 1980 both in Europe and in America. Major emphasis will be placed on analysis of the most representative operas of that time. The selection of these operas was based on musical and artistic merit, historic importance, and cultural expression. Works that will be analyzed are operas based on Greek dramas (Aharony's *Oedipus* and LaCroix's *The Birds*); operas that represent surrealist trends, such as J. Cage's *Europeas* and Ligeti's *Grand Macabre*; psychological dramas found in the operas of Schnittke *(The Life with an Idiot)* and Nyman's *The Man Who Mistook His Wife for a Hat*; political dramas, such as Adams's *Nixon in China* and McManus's *Killing the Goat*; historical dramas, such as Glass's *Akhnaten*, Tan Dun's *Marco Polo*, and Ptaszynska's *Valldemosa*; operas written under Broadway influences, such as Ades's *Powder Her Face* and Daugherty's *Jackie O.*; and many more.
Instructor(s): M. Ptaszynska Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.
Equivalent Course(s): MUSI 34900

MUSI 22901. 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 (such as popular and classical music). The twenty films covered in the course may include classical Hollywood cinema, documentaries, foreign (including non-Western) films, experimental films, musicals, and cartoons.
Instructor(s): B. Hoeckner Terms Offered: Various
Note(s): This course typically is offered in alternate years.

MUSI 23104. Jazz. 100 Units.
Instructor(s): T. Jackson Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

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.
Terms Offered: Autumn
Note(s): Prior music course and ability to read music notation not required.
Equivalent Course(s):

MUSI 23410. Music of the Middle East. 100 Units.
Instructor(s): P. Bohlman Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 23509. Eurovision Song Contest. 100 Units.
Instructor(s): P. Bohlman Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 23514. Chanson française. 100 Units.
Instructor(s): K. Mason Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 23611. African American Gospel Music. 100 Units.
Instructor(s): M. Butler Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 23614. American Musics. 100 Units.
Instructor(s): T. Jackson Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 23700. Music of South Asia. 100 Units.
This course examines the music of South Asia as an aesthetic domain with both unity and particularity in the region. The unity of the North and South Indian classical traditions is treated historically and analytically, with special emphasis placed on correlating their musical and mythological aspects. The classical traditions are contrasted with regional, tribal, and folk music with respect to fundamental conceptualizations of music and the roles it plays in society. In addition, the repertories of Pakistan, Afghanistan, and Sri Lanka, as well as states and nations bordering the region, are covered. Music is also considered as a component of myth, religion, popular culture, and the confrontation with modernity.
Instructor(s): K. Mason Terms Offered: Various
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 20800,SALC 30800

MUSI 23716. Music of the Latin American Outlaws. 100 Units.
Music sounds loud and clear at the edge of the law. From bandits to illegal immigrants, from underdogs to drug dealers, people who subscribe to their own rules reach out to our ears through song and dance. Their stories and sounds both fascinate and scare audiences well beyond their immediate surroundings, making their way to mass media and live events big and small. In this course, we will focus on Spanish- and Portuguese-speaking regions in the Americas, and our point of entry will be the music produced by and for groups or individuals who live(d) at the margin of law in the nineteenth and twentieth centuries. Your study time will be equally divided between learning and practicing aural skills and musical terminology, and critically reading texts of historical significance. In the long term, I hope that this course helps you look at any outlaw groups in new, more informed ways. I invite you to let the musics we will study challenge our preconceptions about Latin American cultures.
Instructor(s): A. Sánchez-Rojo

MUSI 23900. Rock. 100 Units.
This course considers some critical accounts of the music industry, of subcultures, and of mass media aesthetics; some historical dimensions of rock (e.g., circum-Atlantic, global circulation of blues-derived popular forms); and some analytical approaches deriving from the main theoretical traditions of Western art music, psychoanalysis, semiotics, and ethnography—as applied to, for example, rhythm and meter, repetition, tonality, and voice. Students are also encouraged, through readings and listening, to contextualize rock within a broad field of popular/vernacular music making in the twentieth century.
Instructor(s): T. Jackson Terms Offered: Autumn
Prerequisite(s): 100-level music course or consent of instructor.
Note(s): This course typically is offered in alternate years.

MUSI 23911. Jewish Music. 100 Units.
Few questions in ethnomusicology and music history remain as enigmatic and yet ideologically charged as, What is Jewish music? With responses ranging from claims that Jewishness defies representation with music to those that argue for a plurality possible only when Jewish culture appropriates the musics of constantly shifting historical contexts, Jewish music has acquired remarkably important resonance in the history of religions and in the meaning of modernity. In this proseminar we approach the richness and diversity of Jewish music as givens and as starting points for understanding of both the sacred and the secular in Jewish culture. The cultural contexts and soundscapes of Jewish music, thus, are not isolated, restricted, for example, to the synagogue or ritual practice, but rather they cross the boundaries between traditions, genres, and even religions. The sound materials and structures of Jewish music, say, the modal ordering of Arabic classical music that is standard for biblical cantillation in Israel, will be treated as complex phenomena that both influence and are influenced by the worlds around Jewish communities. Genres and musical practices will be examined in their full diversity, and we shall move across the repertories of liturgical, folk, art, and popular music.
Instructor(s): P. Bohlman Terms Offered: Various
Equivalent Course(s): MUSI 33911

MUSI 24000. Composition Lessons. 100 Units.
This course consists of individual weekly composition lessons.
Instructor(s): Various Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MUSI 26100 and consent of instructor
Note(s): Students may enroll in this course more than once as an elective, but it may be counted only once toward requirements for the music major or minor.

MUSI 24416. Opera as Idea and As Performance. 100 Units.
Is opera an archaic and exotic pageant for fanciers of overweight canaries or a relevant art form of great subtlety and complexity that has the power to be revelatory? In this course of eight sessions, jointly taught by Professor Martha Nussbaum and Anthony Freud, General Director of Lyric Opera of Chicago, we explore the multi-disciplinary nature of this elusive and much-maligned art form, with its four-hundred-year-old European roots, discussing both historic and philosophical contexts and the practicalities of interpretation and production in a very un-European, twenty-first-century city. Anchoring each session around a different opera, we will be joined by a variety of guest experts, including a director, conductor, designer, and singer, to enable us to explore different perspectives. The tentative list of operas to be discussed includes Monteverdi's The Coronation of Poppea, Mozart's Don Giovanni, Beethoven's Fidelio, Verdi's Don Carlos and Otello, Puccini's Tosca, Wagner's Lohengrin, Strauss's Elektra, and Britten's Bill Budd.
Instructor(s): M. Nussbaum, Anthony Freud Terms Offered: Spring
Note(s): Students do not need to be able to read music, but antecedent familiarity with opera would be extremely helpful.
Equivalent Course(s): MUSI 30716,MUSI 24416

MUSI 25100. Analysis of Music of the Classical Period. 100 Units.
This course focuses on the analysis of music by composers associated with the Viennese classical period, including Haydn, Mozart, and Beethoven. Topics include classical phrase structure, standard tonal forms such as sonata-allegro, and basic chromatic harmony. Participants present model compositions and write analytical papers.
Instructor(s): Various Terms Offered: Winter
Prerequisite(s): MUSI 15300 or equivalent
Note(s): This course is typically offered in alternate years.

MUSI 25200. Analysis of Nineteenth-Century Music. 100 Units.
This course focuses on the tonal language of nineteenth-century European composers, including Schubert, Chopin, Brahms, and Wagner. Students confront analytical problems posed by these and other composers’ increasing uses of chromaticism and extended forms through both traditional (classical) models of tonal harmony and form, as well as alternative approaches specifically tailored to this repertory. We will also address the ways in which these analytical perspectives might impinge on or influence matters of performance; students with a performance background will be invited to propose a final project that involves both performance and analysis.
Instructor(s): Various Terms Offered: Spring
Prerequisite(s): MUSI 15300 or equivalent

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 25514. Chamber Music. 100 Units.
In this course we examine several specific works from the standard chamber music repertoire (including duos, trios, and quartets of Mozart, Brahms, Schumann, and similar composers) as scholars and performers. While readings from historical and analytical perspectives will be included, our primary focus will be on performance and the inherent challenges of realizing the composer's intentions as authentically, naturally, and effectively as possible. To this end, performance practices as well as the psychology of performing will be considered. The course will culminate in a final concert performance of works examined; each student will participate as a performer in one of the assigned pieces.
Instructor(s): A. Briggs Terms Offered: Various
Prerequisite(s): Students must have studied their instrument privately for several years, read music fluently, play at an intermediate/advanced level, and audition week 1.
Note(s): This is a 2-quarter course, and 100 units will be awarded upon completion of the final quarter.

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 25701. Introduction to Cognitive Musicology. 100 Units.
This course surveys recent research in music cognition and cognitive psychology and explores how it can be applied to music scholarship. We begin with a general review of research on categorization, analogy, and inferential systems. This review is paired with close readings of empirical literature drawn from cognitive science, neuroscience, and music psychology, as well as theoretical work in cognitive linguistics and cognitive anthropology. Student projects focus on applications of research in cognitive science to historical musicology, ethnomusicology, music theory, or music analysis. Weekly lab meetings required.
Instructor(s): L. Zbikowski Terms Offered: Various
Prerequisite(s): MUSI 15300 or equivalent. Open to nonmajors with consent of instructor.
Note(s): This course typically is offered in alternate years.
Equivalent Course(s): MUSI 31901

MUSI 25801. The Analysis of Song. 100 Units.
This course focuses on the art song of the nineteenth century, with special attention to the relationship between tonal structure and song text. Both individual songs and song cycles are considered, with the main emphasis on works by Schubert, Schumann, and Brahms. Student projects include comparative analyses of settings of the same text by different composers, analyses of a song and its later arrangement as an instrumental work, or the analysis and performance of a song.
Instructor(s): L. Zbikowski Terms Offered: Autumn
Prerequisite(s): MUSI 15300 or equivalent
Note(s): This course typically is offered in alternate years.

MUSI 26100. Introduction to Composition. 100 Units.
This course introduces some of the basic problems in musical composition through a series of simple exercises.
Terms Offered: Spring
Prerequisite(s): MUSI 14300 or 15300, or equivalent

MUSI 26300-26400. Introduction to Computer Music.
This two-quarter course of study gives students in any discipline the opportunity to explore the techniques and aesthetics of computer-generated/assisted music production. During the first quarter, students learn the basics of digital synthesis, the Musical Instrument Digital Interface (MIDI), and programming. These concepts and skills are acquired through lecture, demonstration, reading, and a series of production and programming exercises. Weekly lab tutorials and individual lab time in the department's computer music studio are in addition to scheduled class time.

MUSI 26300. Introduction to Computer Music. 100 Units.
Instructor(s): H. Sandroff Terms Offered: Autumn
Prerequisite(s): Consent of instructor. Rudimentary musical skills (but not technical knowledge) required.
Note(s): Basic Macintosh skills helpful. This course is offered in alternate years.
Equivalent Course(s): MUSI 34700

MUSI 26400. Introduction to Computer Music. 100 Units.
Instructor(s): H. Sandroff Terms Offered: Winter
Prerequisite(s): Consent of instructor. Rudimentary musical skills (but not technical knowledge) required.
Note(s): Basic Macintosh skills helpful. This course is offered in alternate years.
Equivalent Course(s): MUSI 34800

MUSI 26400. Introduction to Computer Music. 100 Units.
Instructor(s): H. Sandroff Terms Offered: Winter
Prerequisite(s): Consent of instructor. Rudimentary musical skills (but not technical knowledge) required.
Note(s): Basic Macintosh skills helpful. This course is offered in alternate years.
Equivalent Course(s): MUSI 34800

MUSI 26800. Sixteenth-Century Counterpoint. 100 Units.
This course is an introduction to the theory, analysis, and composition of modal counterpoint using texts that uses examples by sixteenth-century theorists (i.e., Zarlino) and composers (i.e., Josquin, Lassus, Palestrina). Techniques include cantus firmus, canon, and modal mixture. Students read sources, analyze passages, and compose (and improvise) counterpoint in two to four parts.
Terms Offered: Autumn
Prerequisite(s): MUSI 15300 or equivalent
Note(s): This course typically is offered in alternate years.

MUSI 26900. Eighteenth-Century Counterpoint. 100 Units.
This is a practical course for learning the art of fugue writing that concentrates on writing different types of fugues and on short pieces involving different types of imitation. The material is based on Bach's *The Well-Tempered Clavier*, *Goldberg Variations*, *Das Musikalische Opfer*, and *Die Kunst der Fuge*.
Instructor(s): M. Ptaszynska Terms Offered: Winter
Prerequisite(s): MUSI 15300 or equivalent
Note(s): This course typically is offered in alternate years.

MUSI 27100-27200-27300. Topics in the History of Western Music.
This sequence is a three-quarter investigation into Western art music, with primary emphasis on the vocal and instrumental repertories of Western Europe and the United States. This sequence is typically offered in alternate years. Students who plan to study abroad should contact the Music DUS to arrange a substitute.

MUSI 27100. Topics in the History of Western Music. 100 Units.
MUSI 27100 begins with the earliest notated music and considers monophonic liturgical chant and the development of sacred and secular vocal polyphony through the sixteenth century.
Terms Offered: Autumn
Prerequisite(s): MUSI 14300 or 15300. Open to nonmajors with consent of instructor.

MUSI 27200. Topics in the History of Western Music. 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. 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 27200. Topics in the History of Western Music. 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. 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 28000. Orchestral Conducting. 100 Units.
This two-quarter introductory course focuses on the art as well as the craft of orchestral conducting. Designed primarily for undergraduate students who have had experience playing in an orchestra, wind ensemble, chamber group, or choral ensemble, the curriculum includes practical instruction, podium experience, background reading, and concert/conductor observation. Through a combination of classroom work, individual instruction, and supplemental ensemble sessions, students will gain significant practical experience in conducting. Weekly class meetings will incorporate singing, keyboard work, and instrumental participation by class members and guest musicians. Important technical exercises will be assigned every week, along with modest reading selections. Several short papers and classroom presentations will be assigned each quarter, in conjunction with background readings and classroom topics. The overall goal of the course is to promote the students' understanding and appreciation of the technical responsibilities and the artistic possibilities of the conductor's role, and to promote a basic proficiency in the craft of conducting an instrumental ensemble.
Instructor(s): B. Schubert Terms Offered: Various
Note(s): This is a 2-quarter course, and 100 units will be awarded upon completion of the final quarter.
Equivalent Course(s): MUSI 38115

MUSI 28500. Musicianship Skills. 100 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): P. Kloeckner Terms Offered: Autumn, Winter, Spring
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.

MUSI 29500. Undergraduate Honors Seminar. 100 Units.
The seminar guides students through the preliminary stages of selecting and refining a topic, and provides an interactive forum for presenting and discussing the early stages of research, conceptualization, and writing. The course culminates in the presentation of a paper that serves as the foundation of the honors thesis. The instructors work closely with honors project supervisors, who may be drawn from the entire music faculty.
Terms Offered: Spring
Prerequisite(s): Consent of instructor. Open only to third years who are majoring in music and wish to develop a research project and prepare it for submission for departmental honors.

MUSI 29700. Independent Study in Music. 100 Units.
This course is intended for students who wish to pursue specialized readings in music or to do advanced work in composition.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and director of undergraduate studies
Note(s): Students are required to submit the College Reading and Research Consent Form.

MUSI 29900. Senior Essay or Composition. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and director of undergraduate studies
Note(s): Students are required to submit the College Reading and Research Consent Form.

Near Eastern Languages and Civilizations

Program of Study

The BA degree programs in Near Eastern Languages and Civilizations (NELC) are as varied as the wide subject matter they embrace. Areas of specialization within NELC include:

- Archaeology and Art of the Ancient Near East
- Classical Hebrew Language and Civilization
- Cuneiform Studies (including Assyriology, Hittitology, and Sumerology)
- Egyptology/Egyptian Languages and Civilization
- Islamic and Modern Middle Eastern Studies (including Arabic, Armenian, Modern Hebrew, Kazakh, Persian, Turkish, and Uzbek)
- Near Eastern Judaica

Students who major in NELC learn one or more of the primary native languages as a means of access to the cultures of the ancient Near East and the modern Middle East. Students who plan to do advanced work in Near Eastern studies are strongly encouraged also to develop a reading knowledge of German and French. In consultation with the counselor for 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 museology, business, government, or other disciplines.

Students who major in other fields of study may wish to minor in NELC. The minor program is described below, after the description of the major.

Program Requirements

Thirteen courses and a BA paper are required for a NELC major.

Two or three quarters of one of the following civilization sequences: *		200-300
NEAA 20001	Archaeology of the Ancient Near East I: Mesopotamia	
& NEAA 20002	and Archaeology of the Ancient Near East II: Anatolia	
& NEAA 20003	and Archaeology of the Ancient Near East III: Levant	
& NEAA 20004	and Archaeology of the Ancient Near East IV: Pre-Islamic Arabia	
& NEAA 20005	and Archaeology of the Ancient Near East V: Islamic Period	
& NEAA 20006	and Archaeology of the Ancient Near East VI: Egypt	
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	

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	
Six courses in one of the Near Eastern languages (e.g., Akkadian, Arabic, Armenian, Egyptian, Hebrew, Kazakh, Persian, Turkish, Uzbek). Credit for language courses may not be granted by examination or petition.		600
Three or four elective courses in the student's area of specialization. These courses must be chosen in consultation with the counselor for undergraduate studies. They may consist of additional NELC language courses, an additional NELC civilization sequence, or approved courses in areas such as archaeology, art, literature in translation, history, and religion.		300-400
NEHC 29800	BA Paper Seminar **	100
Total Courses in the Major		1300

* In addition to the above sequences, students may opt to take two or three courses from the Jewish civilization courses with course codes in the ranges JWSC 20120–20199 and JWSC 20220–20299, which are cross-listed with NEHC numbers. Jewish civilization courses may be taken in any order and may be used to fulfill the College's general education requirement in civilization studies. To fulfill the general education civilization requirement, at least one course must pertain to the ancient or medieval periods (in the range JWSC 20120–20199), and at least one course must pertain to the modern period (in the range JWSC 20220–20299). Note that the course sequences NEAA 20001-20002-20003-20004-20005-20006 Archeology of the Ancient Near East does not meet the general education requirement in civilization studies and is not offered in sequential order. All of the other NELC civilization sequences do meet the general education requirement.

** Required of all NELC majors. It is to be taken in the Autumn Quarter of the year in which the student expects to graduate. The seminar and BA paper are described below.

Summary of Requirements

Six courses in one Near Eastern language at any level		600
Two or three courses in one approved civilization sequence *		200-300
Four or three approved electives relating to the Near East **		300-400
NEHC 29800	BA Paper Seminar	100
Total Courses in the Major		1300

* 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.

** May include NEHC 29999 BA Paper Preparation.

Grading

All courses used to meet requirements in the major must be taken for quality grades with the exception of the NEHC 29800 BA Paper Seminar, which is taken for P/F grading.

Advising

As soon as they declare their major in NELC, students must consult the counselor for undergraduate studies to plan their programs of study. In autumn quarter of their fourth year, all NELC students must see the counselor for undergraduate studies with an updated degree program and transcript.

BA Paper Seminar

Candidates for the BA degree in NELC are required to write a substantial BA paper. The paper gives the student the opportunity to research a topic of interest and to improve writing and presentation skills.

It is the student's responsibility, in his or her third year, to approach a NELC faculty member with a request to serve as the student's faculty research adviser. The student and the faculty adviser together decide on a topic for the BA paper. The topic must be registered in the NELC department office by Monday of tenth week in Spring Quarter of the student's third year. Forms to register the topic are available at: nelc.uchicago.edu/sites/nelc.uchicago.edu/files/BAPaperProposal_1.pdf.

Students are required to register for the NEHC 29800 BA Paper Seminar in Autumn Quarter of their fourth year. A passing grade (P) for the seminar depends on full attendance and participation throughout the quarter. The BA Paper Seminar is a workshop course designed to survey the fields represented by NELC and to assist students in researching and writing their BA papers. Students continue working on their BA papers during the following quarters, meeting at intervals with their faculty research advisers. They may register for NEHC 29999 BA Paper Preparation during the Winter Quarter to devote the equivalent of a one-quarter course to the preparation of the paper; the paper grade, reported in the Spring Quarter, will be the grade for the course NEHC 29999 BA Paper Preparation. See the course description below.

Students taking a double major may, with the permission of the NELC counselor for undergraduate studies, write a single BA paper 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 program chairs is required. A consent form, to be signed by the 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.

The completed BA paper with the BA Paper Completion Form (from the NELC office) must be submitted to the NELC office by Monday of third week in Spring Quarter. The faculty research adviser will grade the paper and then will submit it to the NELC counselor for undergraduate studies by Monday of fifth week in Spring Quarter. Students who fail to meet the deadline will not be eligible for honors and may not be able to graduate in that quarter.

The above information assumes a Spring Quarter graduation. **Students who expect to graduate in other quarters must consult the NELC counselor for undergraduate studies prior to the quarter in which they expect to graduate.**

Honors

Students who complete their course work and their BA papers 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 BA paper.

Minor Program in Near Eastern Languages and Civilizations

The minor in Near Eastern Languages and Civilizations requires a total of six courses. Students may choose one of two tracks: (1) a language track that includes three courses of one NELC language at any level, or (2) a culture track that replaces language study with courses in such topics as archaeology, history, religion, or literature in translation. Both tracks require a two- or three-quarter NELC civilization sequence.

Students who wish to take a minor in NELC must meet with the counselor for undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Courses must be chosen in consultation with the counselor. Students must submit the counselor's approval for the minor program to their College adviser by the deadline above on a form obtained from the adviser.

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. More than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Listed below are sample sets of courses that meet the requirements of the NELC minor.

Language Track Sample Minor

AKKD 10101-10102-10103	Elementary Akkadian I-II-III *	300
NEHC 20001-20002-20003	Ancient Near Eastern History and Society 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

* Consult the counselor for undergraduate studies about the level of the language (introductory, intermediate, or advanced) required to meet the language track requirement. Students may not petition for credit to meet the language requirement for the minor program.

Course Listings for Academic Year 2015–16 by Subject

All undergraduate courses being offered in the 2015–16 academic year are listed below, by subject. Upper-level classes and the **most up-to-date course information can be found in the NELC section of the quarterly class schedules** (https://classes.uchicago.edu)**.**

Near Eastern Languages & Civilizations - Akkadian Courses

AKKD 10101-10102-10103. Elementary Akkadian I-II-III.
The first two quarters of this sequence cover the elements of Babylonian grammar and the cuneiform writing system, with reading exercises in Old Babylonian texts (ca. 1900 to 1600 B.C.), such as the Laws of Hammurabi. The third quarter introduces Standard Babylonian, the literary language of ca. 1200 to 600 B.C., with readings in royal inscriptions and literary texts.

AKKD 10101. Elementary Akkadian I. 100 Units.
Introduction to the grammar of Akkadian, specifically to the Old Babylonian dialect.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Second-year standing

AKKD 10102. Elementary Akkadian II. 100 Units.
Readings from the Code of Hammurapi, in the Old Babylonian dialect of Akkadian.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): AKKD 10101 or equivalent

AKKD 10103. Elementary Akkadian III. 100 Units.
Selected readings of Akkadian texts in the Standard Babylonian dialect of the 1st millennium BC.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): AKKD 10102 or equivalent

AKKD 10102. Elementary Akkadian II. 100 Units.
Readings from the Code of Hammurapi, in the Old Babylonian dialect of Akkadian.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): AKKD 10101 or equivalent

AKKD 10103. Elementary Akkadian III. 100 Units.
Selected readings of Akkadian texts in the Standard Babylonian dialect of the 1st millennium BC.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): AKKD 10102 or equivalent

Near Eastern Languages & Civilizations - 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.
Instructor(s): T. van den Hout Terms Offered: Autumn
Prerequisite(s): Second Year Standing

AANL 10102. Elementary Hittite II. 100 Units.
Instructor(s): T. van den Hout Terms Offered: Winter
Prerequisite(s): AANL 10101 or equivalent
Equivalent Course(s):

AANL 10103. Elementary Hittite III. 100 Units.
Instructor(s): P. Goedegebuure Terms Offered: Spring
Prerequisite(s): AANL 10102 or equivalent
Equivalent Course(s):

AANL 10102-10103. Elementary Hittite II-III.

AANL 10102. Elementary Hittite II. 100 Units.
Instructor(s): T. van den Hout Terms Offered: Winter
Prerequisite(s): AANL 10101 or equivalent
Equivalent Course(s):

AANL 10103. Elementary Hittite III. 100 Units.
Instructor(s): P. Goedegebuure Terms Offered: Spring
Prerequisite(s): AANL 10102 or equivalent
Equivalent Course(s):

AANL 10103. Elementary Hittite III. 100 Units.
Instructor(s): P. Goedegebuure Terms Offered: Spring
Prerequisite(s): AANL 10102 or equivalent
Equivalent Course(s):

AANL 20501. Lycian. 100 Units.
Instructor(s): P. Goedegebuure Terms Offered: Winter
Equivalent Course(s): ANCM 30800,AANL 30501

AANL 20901. Introduction to Hurrian. 100 Units.
This course offers an introduction into Hurrian grammar and representative texts from the Hurrian corpus will be read.
Instructor(s): T. van den Hout Terms Offered: Spring
Note(s): For College students with second-year standing

Near Eastern Languages & Civilizations - 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.**
> Instructor(s): N. Forster, O. abu-Eledam, L. Choudar Terms Offered: Autumn
> Note(s): The class meets for six hours a week
>
> **ARAB 10102. Elementary Arabic II. 100 Units.**
> Instructor(s): L. Choudar, O. abu-Eledam, N. Forster Terms Offered: Winter
> Prerequisite(s): ARAB 10101 or equivalent
> Note(s): The class meets for six hours a week
>
> **ARAB 10103. Elementary Arabic III. 100 Units.**
> Instructor(s): O. abu-Eledam, L. Choudar, N. Forster Terms Offered: Spring
> Prerequisite(s): ARAB 10102 or equivalent
> Note(s): The class meets for six hours a week

ARAB 10102. Elementary Arabic II. 100 Units.
Instructor(s): L. Choudar, O. abu-Eledam, N. Forster Terms Offered: Winter
Prerequisite(s): ARAB 10101 or equivalent
Note(s): The class meets for six hours a week

ARAB 10103. Elementary Arabic III. 100 Units.
Instructor(s): O. abu-Eledam, L. Choudar, N. Forster Terms Offered: Spring
Prerequisite(s): ARAB 10102 or equivalent
Note(s): The class meets for six hours a week

ARAB 10250. Colloquial Levantine Arabic. 100 Units.
Spoken Levantine Arabic is a proficiency-based course designed to develop the linguistic skills necessary for personal day-to-day life. The course focuses on spoken rather than Standard written Arabic, and will therefore target primarily the oral/aural skills. Through the knowledge of Modern Standard Arabic and the introduction of colloquial vocabulary, expressions and grammar, the course will build the students’ competence in spoken Arabic. Students will also be introduced to the Levantine culture of Syria, Lebanon, Jordan, and Palestine.
Instructor(s): O. abu-Eledam Terms Offered: Winter

ARAB 10254. Egyptian Colloquial Arabic. 100 Units.
Colloquial Arabic is a proficiency-based course designed to develop the linguistic skills necessary for personal day-to-day life. The course focuses on spoken rather than Standard written Arabic, and will therefore target primarily the oral/aural skills. Through the knowledge of Modern Standard Arabic and the introduction of colloquial vocabulary, expressions and grammar, the course will build the students' competence in spoken Arabic.
Instructor(s): H. Abdel Mobdy Terms Offered: Spring
Prerequisite(s): ARAB 10102 or equivalent

ARAB 19999. Skills Review for Intermediate Arabic. 100 Units.
Instructor(s): H. Abdel Mobdy Terms Offered: Autumn

ARAB 19999. Skills Review for Intermediate Arabic. 100 Units.
Instructor(s): H. Abdel Mobdy Terms Offered: Autumn

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.**
> Instructor(s): H. Abdel Mobdy, L. Choudar, K. Heikkinen Terms Offered: Autumn
> Prerequisite(s): ARAB 10103 or equivalent
>
> **ARAB 20102. Intermediate Arabic II. 100 Units.**
> Instructor(s): H. Abdel Mobdy, L. Choudar, K. Heikkinen Terms Offered: Winter
> Prerequisite(s): ARAB 20101 or equivalent
>
> **ARAB 20103. Intermediate Arabic III. 100 Units.**
> Instructor(s): H. Abdel Mobdy, K. Heikkinen Terms Offered: Spring
> Prerequisite(s): ARAB 20102 or equivalent

ARAB 20102. Intermediate Arabic II. 100 Units.
Instructor(s): H. Abdel Mobdy, L. Choudar, K. Heikkinen Terms Offered: Winter
Prerequisite(s): ARAB 20101 or equivalent

ARAB 20103. Intermediate Arabic III. 100 Units.
Instructor(s): H. Abdel Mobdy, K. Heikkinen Terms Offered: Spring
Prerequisite(s): ARAB 20102 or equivalent

ARAB 20390. Arabic in Social Context. 100 Units.
Designed for the advanced student of MSA, this course aims to improve listening comprehension and instill an awareness of the social associations accompanying different speech/writing styles. Students will intensively listen to audio/video materials clustered around the themes of diglossia and code-switching; gendered discourse; urban-rural; class. A heavily aural course, class activities will involve student presentations (group and solo), discussion groups, and, to a lesser degree, textual analysis.
Instructor(s): N. Forster Terms Offered: Autumn
Prerequisite(s): Three years of Arabic

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 skills. Students will advance toward this goal through listening to a variety of authentic materials from Arabic TV (on politics, literature, economics, education, women, youth, etc.).
Instructor(s): H. Abdel Mobdy Terms Offered: Winter
Prerequisite(s): At least two years of Modern Standard Arabic
Equivalent Course(s): ARAB 30588

ARAB 29001. Arabic through Film. 100 Units.
Instructor(s): N. Forster Terms Offered: Spring

Near Eastern Languages & Civilizations - Aramaic Courses

ARAM 10401. Elementary Syriac I. 100 Units.
Instructor(s): S. Creason Terms Offered: Autumn
Prerequisite(s): Second-year standing

ARAM 10402. Elementary Syriac II. 100 Units.
Instructor(s): S. Creason Terms Offered: Winter
Prerequisite(s): ARAM 10401

ARAM 10403. Elementary Syriac III. 100 Units.
Instructor(s): S. Creason Terms Offered: Spring
Prerequisite(s): ARAM 10402

Near Eastern Languages & Civilizations - 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.
Instructor(s): H. Haroutunian Terms Offered: Autumn
Equivalent Course(s): EEUR 21100

ARME 10102. Elementary Modern Armenian II. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 10101
Equivalent Course(s): EEUR 21200

ARME 10103. Elementary Modern Armenian III. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 10102
Equivalent Course(s): EEUR 21300

ARME 10102. Elementary Modern Armenian II. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 10101
Equivalent Course(s): EEUR 21200

ARME 10103. Elementary Modern Armenian III. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 10102
Equivalent Course(s): EEUR 21300

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.
Instructor(s): H. Haroutunian Terms Offered: Autumn
Prerequisite(s): ARME 10103

ARME 20102. Intermediate Modern Armenian II. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 20101

ARME 20103. Intermediate Modern Armenian III. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 20102

ARME 20102. Intermediate Modern Armenian II. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 20101

ARME 20103. Intermediate Modern Armenian III. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 20102

Near Eastern Languages & Civilizations - Egyptian Courses

EGPT 10101-10102. Introduction to Middle Egyptian Hieroglyphs I-II.
This course examines hieroglyphic writing and the grammar of the language of classical Egyptian literature.

EGPT 10101. Introduction to Middle Egyptian Hieroglyphs I. 100 Units.
Instructor(s): B. Muhs Terms Offered: Autumn
Prerequisite(s): Second-year standing
Equivalent Course(s): ANCM 30500

EGPT 10102. Introduction to Middle Egyptian Hieroglyphs II. 100 Units.
Instructor(s): B. 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.
Instructor(s): B. 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): Staff Terms Offered: Spring
Prerequisite(s): EGPT 10101-10102 or consent of the instructor
Equivalent Course(s): ANCM 30502

EGPT 10201. Introduction to Coptic. 100 Units.
This course introduces the last native language of Egypt, which was in common use during the late Roman, Byzantine, and early Islamic periods (fourth to tenth centuries CE). Grammar and vocabulary of the standard Sahidic dialect are presented in preparation for reading biblical, monastic, and Gnostic literature, as well as a variety of historical and social documents.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Second-year standing required; knowledge of earlier Egyptian language phases or Classical Greek or Koine Greek helpful but not required
Equivalent Course(s): HCHR 30601

EGPT 10202. Coptic Texts. 100 Units.
This course builds on the basics of grammar learned in EGPT 10201 and provides readings in a variety of Coptic texts (e.g., monastic texts, biblical excerpts, tales, Gnostic literature).
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): EGPT 10201
Equivalent Course(s): HCHR 30602

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): J. Johnson Terms Offered: Winter
Prerequisite(s): EGPT 10101-10102-10103 or equivalent required; EGPT 20101 recommended

EGPT 20110. Introduction to Old Egyptian. 100 Units.
This course examines the hieroglyphic writing and grammar of the Old Kingdom (Egypt's "Pyramid Age"), focusing on monumental readings from private tombs, royal and private stelae, administrative decrees, economic documents, and Pyramid texts. Some attention is given to Old Egyptian texts written in cursive Hieratic.
Instructor(s): Staff Terms Offered: Spring
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): J. Johnson 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): J. Johnson Terms Offered: Autumn
Prerequisite(s): EGPT 20210
Equivalent Course(s): ANCM 34200

Near Eastern Languages & Civilizations - Ge'ez Courses

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: Autumn
Prerequisite(s): GEEZ 10101-10102 or equivalent

Near Eastern Languages & Civilizations - 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.
Instructor(s): S. Creason Terms Offered: Autumn
Note(s): This class meets 5 times a week
Equivalent Course(s): JWSC 22000

HEBR 10102. Elementary Classical Hebrew II. 100 Units.
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.
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

HEBR 10102. Elementary Classical Hebrew II. 100 Units.
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.
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

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.
Instructor(s): A. Almog Terms Offered: Autumn
Equivalent Course(s): JWSC 25000

HEBR 10502. Introductory Modern Hebrew II. 100 Units.
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.
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.
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.
Instructor(s): A. Almog Terms Offered: Spring
Prerequisite(s): HEBR 10502 or equivalent
Equivalent Course(s): JWSC 25200

HEBR 20001. Hebrew Letters and Inscriptions. 100 Units.
This course involves reading and analysis of the inscriptional material from Palestine written during the first millennium BC (including texts from Transjordan).
Instructor(s): D. Pardee Terms Offered: Autumn
Prerequisite(s): HEBR 10103 or equivalent
Note(s): This course is offered in alternate years.

HEBR 20002. Phoenician Inscriptions. 100 Units.
This course involves reading and analysis of the inscriptions, primarily on stone and primarily from the Phoenician homeland, that belong to the early and middle first millennium BC.
Instructor(s): D. Pardee Terms Offered: Winter
Prerequisite(s): HEBR 20001
Note(s): This course is offered in alternate years.

HEBR 20003. Punic Inscriptions. 100 Units.
This course is a continuation of HEBR 20002. Texts resulting from the Phoenician expansion into the Western Mediterranean (primarily North Africa) are studied.
Instructor(s): D. Pardee Terms Offered: Spring
Prerequisite(s): HEBR 20002
Note(s): This course is offered in alternate years.

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.
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.
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.
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.
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.
Instructor(s): D. Pardee Terms Offered: Spring
Prerequisite(s): HEBR 20105 or equivalent
Equivalent Course(s): JWSC 22500

HEBR 20501-20502-20503. Intermediate Modern Hebrew I-II-III.
The main objective of this course is to provide students with the skills necessary to approach modern Hebrew prose, both fiction and nonfiction. In order to achieve this task, students are provided with a systematic examination of the complete verb structure. Many syntactic structures are introduced (e.g., simple clauses, coordinate and compound sentences). At this level, students not only write and speak extensively but are also required to analyze grammatically and contextually all of material assigned.

HEBR 20501. Intermediate Modern Hebrew I. 100 Units.
Instructor(s): A. Almog Terms Offered: Autumn
Prerequisite(s): HEBR 10503 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): JWSC 25300

HEBR 20502. Intermediate Modern Hebrew II. 100 Units.
Instructor(s): A. Almog Terms Offered: Winter
Prerequisite(s): HEBR 20501or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): JWSC 25400

HEBR 20503. Intermediate Modern Hebrew III. 100 Units.
Instructor(s): A. Almog Terms Offered: Spring
Prerequisite(s): HEBR 20502 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): JWSC 25500

HEBR 20502. Intermediate Modern Hebrew II. 100 Units.
Instructor(s): A. Almog Terms Offered: Winter
Prerequisite(s): HEBR 20501or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): JWSC 25400

HEBR 20503. Intermediate Modern Hebrew III. 100 Units.
Instructor(s): A. Almog Terms Offered: Spring
Prerequisite(s): HEBR 20502 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): JWSC 25500

Near Eastern Languages & Civilizations - Kazakh Courses

KAZK 10101. Elementary Kazakh I. 100 Units.
Instructor(s): K. Arik Terms Offered: Autumn

KAZK 10102. Elementary Kazakh II. 100 Units.
Instructor(s): STAFF Terms Offered: Winter
Prerequisite(s): KAZK 10101 or equivalent

KAZK 10103. Elementary Kazakh III. 100 Units.
Terms Offered: Spring
Prerequisite(s): KAZK 10102 or equivalent

KAZK 20101. Intermediate Kazakh I. 100 Units.
Instructor(s): K. Arik Terms Offered: Autumn
Prerequisite(s): First Year Kazakh at the University of Chicago, or equivalent coursework AND placement test with proficiency evaluation.

KAZK 20102. Intermediate Kazakh II. 100 Units.
Instructor(s): K. Arik Terms Offered: Winter
Prerequisite(s): KAZK 20101

KAZK 20103. Intermediate Kazakh III. 100 Units.
Instructor(s): K. Arik Terms Offered: Spring
Prerequisite(s): KAZK 20102

Near Eastern Languages & Civilizations - Near Eastern Art and Archaeology Courses

NEAA 10630. Islamic Art and Architecture, 1100 to 1500. 100 Units.
This course surveys the art and architecture of the Islamic world from 1100 to 1500. In that period, political fragmentation into multiple principalities challenged a deeply rooted ideology of unity of the Islamic world. The course of the various principalities competed not only in politics but also in the patronage of architectural projects and of arts (e.g., textiles, ceramics, woodwork, arts of the book). While focusing on the central Islamic lands, we consider regional traditions from Spain to India and the importance for the arts of contacts with China and the West.
Instructor(s): P. Berlekamp Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 16709

NEAA 10631. Islamic Art and Architecture, 1500–1900. 100 Units.
This course surveys the art and architecture of the Islamic world from 1500–1900. This was the period of the three great Islamic empires: the Ottomans, the Safavids, and the Mughals. Each of these multi-religious, multi-linguistic, multi-ethnic empires developed styles of art and architecture that expressed their own complex identities. Further, they expressed their complex relations with each other through art and architecture. The various ways in which contact with regions beyond the Islamic world throughout this period impacted the arts will also be considered.
Instructor(s): P. Berlekamp Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 16809

NEAA 17205. Islamic Gardens in Landscape and Image. 100 Units.
Garden imagery is ubiquitous in the art and architecture of the Islamic world from the eighth century to the eighteenth, and from Spain to India. The poetic trope whereby a visually pleasing object or site is compared to the garden of paradise is equally ubiquitous. But does this imply any historical consistency in the significance of garden imagery, of actual gardens, or of the poetic trope? In this course we explore this question by examining both garden imagery and actual gardens from many different times and places in the Islamic world. How do their visual forms and cultural significance shift according to specific historical circumstances?
Instructor(s): P. Berlekamp Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 17205

NEAA 20001. Archaeology of the Ancient Near East I: Mesopotamia. 100 Units.
This course surveys the archaeology and art of the Mesopotamia.
Instructor(s): M. Gibson Terms Offered: Autumn
Note(s): This sequence does not meet the general education requirements in civilization studies.

NEAA 20030. The Rise of the State in the Near East. 100 Units.
This course introduces the background and development of the first urbanized civilizations in the Near East in the period from 9000 to 2200 BC. In the first half of this course, we examine the archaeological evidence for the first domestication of plants and animals and the earliest village communities in the "fertile crescent" (i.e., the Levant, Anatolia, Mesopotamia). The second half of this course focuses on the economic and social transformations that took place during the development from simple, village-based communities to the emergence of the urbanized civilizations of the Sumerians and their neighbors in the fourth and third millennia BC.
Instructor(s): G. Stein Terms Offered: Winter
Prerequisite(s): Any course in archaeology or permission of instructor
Equivalent Course(s): ANTH 26715

NEAA 20035. Zooarchaeology. 100 Units.
This course introduces the use of animal bones in archaeological research. Students gain hands-on experience analyzing faunal remains from an archaeological site in the Near East. Topics include: (1) identifying, aging, and sexing animal bones; (2) zooarchaeological sampling, measurement, quantification, and problems of taphonomy; (3) computer analysis of animal bone data; and (4) reconstructing prehistoric hunting and pastoral economies (e.g., animal domestication, hunting strategies, herding systems, seasonality, pastoral production in complex societies).
Instructor(s): G. Stein Terms Offered: Spring
Prerequisite(s): Introductory course in archaeology
Equivalent Course(s): NEAA 30035

NEAA 20072. Water in the Middle East: Past & Present. 100 Units.
Instructor(s): E. Hammer Terms Offered: Winter
Prerequisite(s): Any introductory archaeology class in NELC, Anthropology, or other department
Equivalent Course(s): NEAA 30072

NEAA 20122. Mesopotamian Archaeology II. 100 Units.
Instructor(s): M. Gibson Terms Offered: Winter
Prerequisite(s): NEAA 20001

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: Winter
Prerequisite(s): Introductory course in archaeology
Equivalent Course(s): NEAA 30521

NEAA 20523. Islamic Archaeology of Iraq and Iran. 100 Units.
Instructor(s): D. Whitcomb Terms Offered: Autumn
Equivalent Course(s): NEAA 30523

NEAA 20801. Art, Architecture, and Identity in the Ottoman Empire. 100 Units.
Though they did not compose a "multi-cultural society" in the modern sense, the ruling elite and subjects of the vast Ottoman Empire came from a wide variety of regional, ethnic, linguistic, and religious backgrounds. The dynamics of the Empire's internal cultural diversity, as well as of its external relations with contemporary courts in Iran, Italy, and elsewhere, were continuously negotiated and renegotiated in its art and architecture. This course examines classical Ottoman architecture, arts of the book, ceramics, and textiles. Particular attention is paid to the urban transformation of Byzantine Constantinople into Ottoman Istanbul after 1453, and to the political, technical, and economic factors leading to the formation of a distinctively Ottoman visual idiom disseminated through multiple media in the sixteenth century.
Instructor(s): P. Berlekamp Terms Offered: Winter
Equivalent Course(s): ARTH 23400,ARTH 33400,NEAA 30801

NEAA 29700. Reading and Research Course: Near Eastern Art and Archaeology. 100 Units.
Students are required to submit the College Reading and Research Course Form.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of faculty adviser and counselor for undergraduate studies

Near Eastern Languages & Civilizations - Near Eastern History and Civilization Courses

NEHC 10101. Introduction to the Middle East. 100 Units.
Prior knowledge of the Middle East not required. This course aims to facilitate a general understanding of some key factors that have shaped life in this region, with primary emphasis on modern conditions and their background, and to provide exposure to some of the region's rich cultural diversity. This course can serve as a basis for the further study of the history, politics, and civilizations of the Middle East.
Instructor(s): F. Donner Terms Offered: Spring
Equivalent Course(s): HIST 15801

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): J. Johnson, B. Muhs Terms Offered: Autumn
Equivalent Course(s): NEHC 30001

NEHC 20002. Ancient Near Eastern History and Society II: Mesopotamia. 100 Units.
This course introduces the history of Mesopotamia. We begin with the origins of writing and cities in Sumer (ca. 3200 BC); then cover the great empires of Assyria, Babylon, and Persia; and end with the arrival of Alexander the Great in the late fourth century BC.
Instructor(s): R. Payne Terms Offered: Winter
Equivalent Course(s): NEHC 30002

NEHC 20003. Ancient Near Eastern History and Society III: Anatolia and Levant. 100 Units.
This course surveys the political, social, and economic history of ancient Anatolia and the Levant (Syria-Palestine) from ca. 2300 BC until the conquest of the region by Alexander that inaugurated the Hellenistic period in the Near East.
Instructor(s): P. Goedegebuure Terms Offered: Spring

NEHC 20002. Ancient Near Eastern History and Society II: Mesopotamia. 100 Units.
This course introduces the history of Mesopotamia. We begin with the origins of writing and cities in Sumer (ca. 3200 BC); then cover the great empires of Assyria, Babylon, and Persia; and end with the arrival of Alexander the Great in the late fourth century BC.
Instructor(s): R. Payne Terms Offered: Winter
Equivalent Course(s): NEHC 30002

NEHC 20003. Ancient Near Eastern History and Society III: Anatolia and Levant. 100 Units.
This course surveys the political, social, and economic history of ancient Anatolia and the Levant (Syria-Palestine) from ca. 2300 BC until the conquest of the region by Alexander that inaugurated the Hellenistic period in the Near East.
Instructor(s): P. Goedegebuure Terms Offered: Spring

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 takes as its topic the literary tradition surrounding Gilgamesh, the legendary king of the Mesopotamian city-state of Uruk. The course will focus on the Babylonian Epic of Gilgamesh and its Sumerian forerunners, and their cultural and historical contexts. We will also read a number of Sumerian and Akkadian compositions that are thematically related to the Gilgamesh tradition, including Atrahasis, the Sumerian Flood story, and the Epics of Enmerkar and Lugalbanda, also of first dynasty of Uruk.
Instructor(s): Staff 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 and Literature II: Anatolian Literature. 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): H. Haroutunian 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 and Literature III: Egypt. 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): B. Muhs Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies
Equivalent Course(s): NEHC 30006

NEHC 20005. Ancient Near Eastern Thought and Literature II: Anatolian Literature. 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): H. Haroutunian 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 and Literature III: Egypt. 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): B. Muhs Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies
Equivalent Course(s): 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): H. Haroutunian 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 30011

NEHC 20012. Ancient Empires II: The Ottoman Empire. 100 Units.
The second course of this three-course sequence focuses on the Ottoman Empire.
Instructor(s): H. Karateke Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CLCV 25800,HIST 15603,NEHC 30012

NEHC 20013. Ancient Empires III: The Egyptian Empire of the New Kingdom. 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): Staff 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): CLCV 25900,HIST 15604,NEHC 30013

NEHC 20012. Ancient Empires II: The Ottoman Empire. 100 Units.
The second course of this three-course sequence focuses on the Ottoman Empire.
Instructor(s): H. Karateke Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CLCV 25800,HIST 15603,NEHC 30012

NEHC 20013. Ancient Empires III: The Egyptian Empire of the New Kingdom. 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): Staff 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): CLCV 25900,HIST 15604,NEHC 30013

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: Spring
Equivalent Course(s): NEHC 30121,RLST 20408,JWSC 20121

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: This course is not offered in 2015-2016
Equivalent Course(s): HIST 15702

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: This course is not offered in 2015-2016
Note(s): Not open to first-year students
Equivalent Course(s): HIST 15703

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: This course is not offered in 2015-2016
Note(s): Not open to first-year students
Equivalent Course(s): HIST 15704

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: This course is not offered in 2015-2016
Note(s): Not open to first-year students
Equivalent Course(s): HIST 15703

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: This course is not offered in 2015-2016
Note(s): Not open to first-year students
Equivalent Course(s): HIST 15704

NEHC 20485. Jews in Graeco Roman Egypt. 100 Units.
Instructor(s): S. Torallas-Tovar Terms Offered: Autumn
Equivalent Course(s): NEHC 30485

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): F. Donner Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general eduation requirement in civilization studies.
Equivalent Course(s): NEHC 30501,HIST 25704,HIST 35704,ISLM 30500,RLST 20501

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 25804,HIST 35804,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): A. Shissler Terms Offered: Spring
Prerequisite(s): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30503,HIST 25904,HIST 35904,ISLM 30700

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 25804,HIST 35804,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): A. Shissler Terms Offered: Spring
Prerequisite(s): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30503,HIST 25904,HIST 35904,ISLM 30700

NEHC 20504. Introduction to the Hebrew Bible. 100 Units.
The course will survey the contents of all twenty-four books of the Hebrew Bible, and introduce critical questions regarding its central and marginal figures, events, and ideas, its literary qualities and anomalies, the history of its composition and transmission, its relation to other artifacts from the biblical period, its place in the history and society of ancient Israel, and its relation to the larger culture of the ancient Near East.
Instructor(s): S. Chavel Terms Offered: Winter
Equivalent Course(s): BIBL 31000,JWSC 20120,NEHC 30504,RLST 11004

NEHC 20507. Byzantine Empire, 1025 to 1453. 100 Units.
Internal and external problems and developments. Internal tensions on the eve of the arrival of the Seljuks. Eleventh-century economic growth. The Crusades. Achievements and deficiencies of Komnenian Byzantium. The Fourth Crusade and Byzantine successor states. Palaeologan political and cultural revival. Religious topics such as relations with the Papacy, Bogomilism, and Hesychasm. Readings will include M. Angold, *The Byzantine Empire 1025–1204*, D. M. Nicol, *Last Centuries of Byzantium*, and the histories of Michael Psellos and Anna Comnena. Course grade will include a final examination and a ten-page paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): HIST 21703,HIST 31703,ANCM 36700,NEHC 30507

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): ANTH 25908,ANTH 35908,CMLT 23301,CMLT 33301,NEHC 30568,REES 36800,REES 26800

NEHC 20601-20602-20603. 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.

NEHC 20601. Islamic Thought and Literature I. 100 Units.
This course covers the period from ca. 600 to 950, concentrating on the career of the Prophet Muhammad; Qur'an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature.
Instructor(s): T. Qutbuddin Terms Offered: Autumn
Equivalent Course(s): NEHC 30601,RLST 20401,SOSC 22000

NEHC 20602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we 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): F. 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 30602,RLST 20402,SOSC 22100

NEHC 20603. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We 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 Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.
Instructor(s): A. El Shamsy Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30603,RLST 20403,SOSC 22200

NEHC 20602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we 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): F. 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 30602,RLST 20402,SOSC 22100

NEHC 20603. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We 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 Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.
Instructor(s): A. El Shamsy Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30603,RLST 20403,SOSC 22200

NEHC 20710. Iranian Cinema. 100 Units.
An overview of the history of Iranian cinema from the 1970s to the present, including major directors, genres, and trends, aesthetics, and the economics of the film industry. We will analyze films as artistic constructs and as the works of particular auteurs, while also considering larger questions such as how the political and social history of modern Iran is reflected in its films, particularly what impact the revolution of 1979 has had on the cinematic art, using film as a lens to judge the social impact of the revolution. We look at representations of gender and class, the role of urban and rural space in the imaginary, the interaction of literature and film, the enormous constraints of censorship, the blurring of ficticity and facticity in Iranian film. We will focus on feature films made in Iran, but also touch upon documentaries and Iranian-hyphenated films made in diaspora.
Instructor(s): F. Lewis Terms Offered: Spring
Equivalent Course(s): CMST 24801,CMST 34801,NEHC 20710

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
Note(s): NEHC 20765 and 20766 may be taken in sequence or individually.
Equivalent Course(s): NEHC 30766,ANTH 25906,EEUR 20766,EEUR 30766

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): REES 29006,CMLT 26610,NEHC 30884,REES 39006

NEHC 26016. The Medieval Persian Romance: Gorgani's Vis and Ramin. 100 Units.
This class is an inquiry into the medieval romance genre through the close and comparative reading of one of its oldest extant representatives, Gorgâni's *Vis & Râmin* (c. 1050). With roots that go back to Late Antiquity, this romance is a valuable interlocutor between the Greek novel and the Ovidian erotic tradition, Arabic love theory and poetics, and well-known European romances like *Tristan*, *Lancelot*, and *Cligès*: a sustained exploration of psychological turmoil and moral indecision, and a vivid dramatization of the many contradictions inherent in erotic theory, most starkly by the lovers' faithful adultery. By reading *Vis & Râmin* alongside some of its generic neighbors (*Kallirrhoe*, *Leukippe*, *Tristan*, *Cligès*), as well as the love-theories of writers like Plato, Ovid, Avicenna, Jâhiz, Ibn Hazm, and Andreas Cappellanus, we will map out the various kinds of literary work the romance is called upon to do, and investigate the myriad and shifting conceptions of romantic love as performance, subjectivity, and moral practice. An optional section introducing selections from the original text in Persian will be available if there is sufficient student interest.
Instructor(s): C. Cross Terms Offered: Spring
Equivalent Course(s): RLLT 26106,GNSE 26106,CMLT 26106,FNDL 26106

NEHC 29500. Introduction to the History and Culture of Armenia. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Winter

NEHC 29700. Reading and Research Course. 100 Units.
Students are required to submit the College Reading and Research Course Form. Autumn, Winter, Spring.
Prerequisite(s): Consent of faculty adviser and counselor for undergraduate studies

NEHC 29800. BA Paper Seminar. 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 writing the BA paper.
Instructor(s): A. El-Shamsy Terms Offered: Autumn
Prerequisite(s): Consent of instructor and counselor for undergraduate studies

NEHC 29999. BA Paper Preparation. 100 Units.
Students are required to submit the College Reading and Research Course Form. In consultation with a faculty research adviser and with consent of the counselor for undergraduate studies, students devote the equivalent of a one-quarter course to the preparation of the BA paper.
Instructor(s): A. El-Shamsy Terms Offered: Winter
Prerequisite(s): Consent of instructor and counselor for undergraduate studies

Near Eastern Languages & Civilizations - Near Eastern Languages Courses

NELG 20301. Introduction to Comparative Semitics. 100 Units.
This course examines the lexical, phonological, and morphological traits shared by the members of the Semitic language family. We also explore the historical relationships among these languages and the possibility of reconstructing features of the parent speech community.
Instructor(s): R. Hasselbach Terms Offered: Winter
Prerequisite(s): Knowledge of two Semitic languages or one Semitic language and Historical Linguistics.
Equivalent Course(s):

NELG 20901. Advanced Seminar: Comparative Semitic Linguistics. 100 Units.
This course is an advanced seminar in comparative Semitics that critically discusses important secondary literature and linguistic methodologies concerning topics in the field, including topics in phonology, morphology, syntax, etc.
Instructor(s): R. Hasselbach Terms Offered: Spring
Prerequisite(s): Introduction to Comparative Semitics. Undergraduates require consent of instructor.

Near Eastern Languages & Civilizations - 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.
Instructor(s): S. Ghahremani Terms Offered: Autumn

PERS 10102. Elementary Persian II. 100 Units.
Instructor(s): S. Ghahremani Terms Offered: Winter
Prerequisite(s): PERS 10101

PERS 10103. Elementary Persian III. 100 Units.
Instructor(s): S. Ghahremani Terms Offered: Spring
Prerequisite(s): PERS 10102

PERS 10102. Elementary Persian II. 100 Units.
Instructor(s): S. Ghahremani Terms Offered: Winter
Prerequisite(s): PERS 10101

PERS 10103. Elementary Persian III. 100 Units.
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.
Instructor(s): S. Ghahremani Terms Offered: Autumn
Prerequisite(s): PERS 10103 or consent of instructor

PERS 20102. Intermediate Persian II. 100 Units.
Instructor(s): S. Ghahremani Terms Offered: Winter
Prerequisite(s): PERS 20101 or consent of the instructor

PERS 20103. Intermediate Persian III. 100 Units.
Instructor(s): S. Ghahremani Terms Offered: Spring
Prerequisite(s): PERS 20202 or consent of the instructor

PERS 20102. Intermediate Persian II. 100 Units.
Instructor(s): S. Ghahremani Terms Offered: Winter
Prerequisite(s): PERS 20101 or consent of the instructor

PERS 20103. Intermediate Persian III. 100 Units.
Instructor(s): S. Ghahremani Terms Offered: Spring
Prerequisite(s): PERS 20202 or consent of the instructor

Near Eastern Languages & Civilizations - Sumerian Courses

SUMR 10101-10102-10103. Elementary Sumerian I-II-III.
This sequence typically begins in Winter Quarter and concludes Autumn Quarter of the next academic year. This sequence covers the elements of Sumerian grammar, with reading exercises in Ur III, pre-Sargonic, and elementary literary texts. This sequence is offered in alternate years.

SUMR 10101. Elementary Sumerian I. 100 Units.
Instructor(s): C. Woods Terms Offered: Winter
Prerequisite(s): AKKD 10101

SUMR 10102. Elementary Sumerian II. 100 Units.
Instructor(s): C. Woods Terms Offered: Spring
Prerequisite(s): SUMR 10101

SUMR 10103. Elementary Sumerian III. 100 Units.
Instructor(s): C. Woods Terms Offered: Autumn
Prerequisite(s): SUMR 10102

SUMR 10102. Elementary Sumerian II. 100 Units.
Instructor(s): C. Woods Terms Offered: Spring
Prerequisite(s): SUMR 10101

SUMR 10103. Elementary Sumerian III. 100 Units.
Instructor(s): C. Woods Terms Offered: Autumn
Prerequisite(s): SUMR 10102

Near Eastern Languages & Civilizations - 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 I. 100 Units.
Instructor(s): K. Arik Terms Offered: Autumn
Note(s): The class meets for five hours a week

TURK 10102. Elementary Turkish II. 100 Units.
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.
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 II. 100 Units.
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.
Instructor(s): K. Arik Terms Offered: Spring
Prerequisite(s): TURK 10102
Note(s): This class meets for five hours a week

TURK 10105-10106-10107. Introduction to Old Turkic I-II-III.
An introductory course in the written language of the Orkhon Inscriptions, dating back to the fifth-to-eighth-century Kök Türk State of Central Eurasia, and of related inscriptions from the Yenisei River area, Mongolia, Central Asia, and Eastern Europe. The language of the inscriptions is considered to be the ancestor of the majority of Turkic languages spoken today and uses a distinctive alphabet sometimes known as the Old Turkic Runiform Alphabet. The course covers a brief historic overview, basic grammar, reading selections from the inscriptions in the original and in translation, and familiarization with the alphabet itself.

TURK 10105. Introduction to Old Turkic I. 100 Units.
Instructor(s): K. Arik Terms Offered: Autumn
Prerequisite(s): One year of a Turkic language or the equivalent, and/or consent of the instructor

TURK 10106. Introduction to Old Turkic II. 100 Units.
Instructor(s): K. Arik Terms Offered: Winter
Prerequisite(s): TURK 10105

TURK 10107. Introduction to Old Turkic III. 100 Units.
Instructor(s): K. Arik Terms Offered: Spring
Prerequisite(s): TURK 10106

TURK 10106. Introduction to Old Turkic II. 100 Units.
Instructor(s): K. Arik Terms Offered: Winter
Prerequisite(s): TURK 10105

TURK 10107. Introduction to Old Turkic III. 100 Units.
Instructor(s): K. Arik Terms Offered: Spring
Prerequisite(s): TURK 10106

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.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): TURK 10103, or equivalent with intermediate level proficiency test.

TURK 20102. Intermediate Turkish II. 100 Units.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): TURK 20101

TURK 20103. Intermediate Turkish III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): TURK 20102

TURK 20102. Intermediate Turkish II. 100 Units.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): TURK 20101

TURK 20103. Intermediate Turkish III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): TURK 20102

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.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open only to New Collegiate Division students with 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 P/F grading.

Philosophy

Philosophy Undergraduate Wiki

https://coral.uchicago.edu:8443/display/phildr/Philosophy+Undergraduate+Wiki

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/phildr/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: Nineteenth Century Philosophy), 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:		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: Nineteenth Century Philosophy	
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/phildr/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: Nineteenth Century Philosophy	
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/phildr/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: Nineteenth Century Philosophy	
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/phildr/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 one will be counted toward the track's total-units requirement.

Grading

All courses for all tracks must be taken for a quality grade.

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: Nineteenth Century Philosophy	
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: Nineteenth Century Philosophy	
One from field A		100
One from field B		100
Three additional courses in philosophy		300
Total Units		600

Philosophy Courses

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): K. Davey Terms Offered: Autumn

Note(s): Course not for field credit.

Equivalent Course(s): CHSS 33500,HIPS 20700,PHIL 30000

PHIL 20120. Wittgenstein's "Philosophical Investigations" 100 Units.
A close reading of *Philosophical Investigations*. Topics include: meaning, justification, rule following, inference, sensation, intentionality, and the nature of philosophy. Supplementary readings will be drawn from *Remarks on the Foundations of Mathematics* and other later writings. (B) (III)
Instructor(s): J. Bridges Terms Offered: Autumn
Prerequisite(s): At leas one previous courses in the Philosophy Department required; Philosophical Perspectives does not qualify.
Equivalent Course(s): PHIL 30120,FNDL 20120

PHIL 20208. 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 30208,CMST 27205,CMST 37205

PHIL 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. (I) (A)
Instructor(s): C. Vogler Terms Offered: Winter
Equivalent Course(s): PHIL 30210

PHIL 20506. Philosophy of History: Narrative and Explanation. 100 Units.
This lecture-discussion course will trace different theories of explanation in history from the nineteenth century to the present. We will examine the ideas of Humboldt, Ranke, Dilthey, Collingwood, Braudel, Hempel, Danto, and White. The considerations will encompass such topics as the nature of the past such that one can explain its features, the role of laws in historical explanation, the use of *Verstehen* history as a science, the character of narrative explanation, the structure of historical versus other kinds of explanation, and the function of the footnote.
Instructor(s): R. Richards Terms Offered: Winter
Equivalent Course(s): HIST 25110,HIST 35110,HIPS 25110,CHSS 35110,PHIL 30506

PHIL 21000. Introduction to Ethics. 100 Units.
In this course, we will read, write, think, and talk about moral philosophy, focusing on two classic texts, Immanuel Kant's *Groundwork of the Metaphysics of Morals* and John Stuart Mill's *Utilitarianism*. We will work through both texts carefully, and have a look at influential criticisms of utilitarianism and of Kant's ethics in the concluding weeks of the term. This course is intended as an introductory course in moral philosophy. Some prior work in philosophy is helpful, but not required. (A)
Instructor(s): B. Callard Terms Offered: Autumn
Equivalent Course(s): FNDL 23107,HIPS 21000

PHIL 21102. Opera as Idea and as Performance. 100 Units.
The academic study of opera all too often considers the score and libretto in a void, ignoring performance. But opera is a multi-dimensional art-form in which performance (staging, scene design, costume, musical direction, and, of course, the artistic interpretations of singers) makes an enormous contribution to the realization of the work. This course will study opera as drama in performance, asking how performance both realizes and renders determinate a musical and textual blueprint. Visitors to the class will include expert contributors in each of the major areas of operatic performance. The tentative list of operas to be studied includes: Monteverdi's *L'Incoronazione di Poppaea*, Mozart's *Don Giovanni*, Beethoven's *Fidelio*, Verdi's *Don Carlo* and *Otello*, Wagner's *Lohengrin*, and Strauss's *Elektra*.
Instructor(s): M. Nussbaum Terms Offered: Spring
Note(s): Remark: students do not need to be able to read music, but antecedent familiarity with opera would be extremely helpful.
Equivalent Course(s): PHIL 31102

PHIL 21301. Moral Theory. 100 Units.
Why be moral? Is there any principled distinction between matters of fact and matters of value? What is the character of obligation? What is a virtue? In this course we will read, think, and write about twentieth-century Anglo–North American philosophical attempts to give a systematic account of morality. (I) (A)
Instructor(s): C. Vogler Terms Offered: Spring
Equivalent Course(s): PHIL 31213

PHIL 21400. 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): HUMA 24900,GNSE 25200,PLSC 22700

PHIL 21410. Philosophy of Action. 100 Units.

In this course we address a group of related philosophical questions about human agency. What is the ontological relationship between actions and bodily movement—between, e.g., my moving my arm and my arm's moving? What distinguishes between cases of bodily movement in which there is an action on the part of the person and cases in which there is not? Is our everyday practice of explaining people's actions in terms of their beliefs and aims threatened by the possibility of physical explanations of the motions of their bodies? How, if at all, do the concepts of reason and rationality structure our explanations of human activity? How is weakness of the will possible? What is the relationship between the concepts of agency and freedom? Readings are drawn from a wide variety of contemporary sources.

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

Equivalent Course(s): PHIL 31410

PHIL 21505. Wonder, Magic, and Skepticism. 100 Units.

In the course of discussing how it is that a philosophical problem arises in the first place, Wittgenstein says, "The decisive movement in the conjuring trick has been made, and it was the very one that we thought quite innocent." This isn't the only place where Wittgenstein speaks as if being gripped by philosophical problems is a matter of succumbing to illusions—as if philosophers are magicians who are taken in by their own tricks. In this course, we'll discuss philosophy and magical performance, with the aim of coming to a deeper understanding of what both are about. We'll be particularly concerned with Wittgenstein's picture of what philosophy is and does. Another focus of the course will be the passion of wonder. In the *Theatetus*, Plato has Socrates say, "The sense of wonder is the mark of the philosopher. Philosophy indeed has no other origin." And when magicians write about their aesthetic aims, they almost always describe themselves as trying to instill wonder in others. Does magic end where philosophy begins? And what becomes of wonder after philosophy is done with it? (B)

Instructor(s): D. Finkelstein Terms Offered: Spring

PHIL 21580. Libertarianism. 100 Units.
Is capitalism justified on the grounds of natural liberty? Is the legitimate exercise of political power limited by our pre-political rights, especially our property rights? Indeed, is the sole function of a just government to safeguard such rights? We will work towards answers to these questions by evaluating the tradition in political philosophy that has tended to answer them in the affirmative—Libertarianism. We will begin with John Locke, the father of this tradition, devoting several weeks to a close reading of his *Second Treatise of Government*. We will attend to both his method and his substantive political conclusions. We will consider his distinctive use of a social contract thought experiment involving a moralized conception of practical reason, as well as his defense of private property and limited government. We will then consider the works of contemporary Libertarians such as Robert Nozick and Michael Otsuka who take inspiration from Locke's method but diverge sharply from one another in their political conclusions. Finally, we will consider contemporary critics of the entire tradition, such as G. A. Cohen, and consider the merits of alternative approaches within the social contract tradition. (A) (I)
Instructor(s): B. Laurence Terms Offered: Winter
Note(s): Some background in philosophy and prior familiarity with the social contract tradition will be helpful.

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: Winter
Equivalent Course(s): GNSE 21601,LLSO 22612,PLSC 22600

PHIL 21610. 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 Terms Offered: Not offered in 2015-16; will be offered in 2016-17
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet requirements for the biological science major.
Equivalent Course(s): BPRO 22610,BIOS 29313,HIPS 21911

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?" 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 discuss atheistic arguments from evil in both "logical" and "evidential" forms. We will analyze attempts by theistic philosophers to construct "theodicies" and "defenses" in response to these arguments, including the "free-will defense" and "soul-making theodicies." We will also consider critiques of such theodicies as philosophically confused, morally depraved, or both; and we will discuss the problems of divinely commanded or enacted evil and of divine hiddenness.
Instructor(s): M. Kremer Terms Offered: Spring
Equivalent Course(s): RLST 23620

PHIL 21625. Human Dignity. 100 Units.
This advanced undergraduate course will examine the notion of human dignity, with a special eye towards its role in contemporary human rights discourse. The course begins by tracing the historical development of the idea of human dignity both in philosophy and in law, and from there it moves on to examine contemporary usages. Questions to be examined include the following: What is the meaning of "human dignity"? Is it basic to morality? What is the relationship between human dignity and human rights? Does respect for human dignity require the abolition of capital punishment and/or the permission of assisted suicide, among other practices? Is it an inherently religious idea? What grounding might it have in secular ethics?
Instructor(s): A. Etinson Terms Offered: Winter 2016
Equivalent Course(s): HMRT 36150,INRE 36150,LAWS 78203,PHIL 31625,HMRT 26150

PHIL 21700. Human Rights I: 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. (A) (I)
Instructor(s): B. Laurence Terms Offered: Spring 2016
Equivalent Course(s): HMRT 30100,PHIL 31600,HIST 29301,HIST 39301,INRE 31600,LAWS 41200,MAPH 40000,LLSO 25100,HMRT 20100

PHIL 21701. Human Rights and Human Diversity. 100 Units.
It is no secret that human beings frequently disagree on matters both large and small. Our neighbors hold religious beliefs that we do not. They disagree with us on scientific matters, such as the reality of climate change. They have different life priorities. And they have moral intuitions that often differ strikingly from our own. At the level of whole communities, these differences seem to grow even starker. The highly visible ideological conflicts between the nations of Western Europe and North America, Africa, the Middle East, and Asia on matters of religious freedom, freedom of expression, democracy, gender equality, gay rights, and the rights of children serve as a constant reminder of this. This is the reality in which defenders and practitioners of human rights have to operate. And it is therefore important to think about how these disagreements and differences should impact both our understanding and implementation of human rights, if at all. That is the aim of this course.
Instructor(s): A. Etinson Terms Offered: Spring 2016
Equivalent Course(s): HMRT 36151,PHIL 31621,MAPH 36151,CRES 26151,CRES 36151,GNSE 26151,GNSE 36151,CHSS 36151,HIPS 26151,LLSO 26151,HMRT 26151

PHIL 22100. Space and Time. 100 Units.
This course is an introduction to some traditional philosophical problems about space and time. The course will begin with a discussion of Zeno's paradoxes. We will then look at the debate between Newton and Leibniz concerning the ontological status of space and time, and will examine reactions to this debate by thinkers such as Mach and Poincare. Finally, we will discuss the question of what sense is to be made of the claim that space is curved, looking at the writings of Poincare, Eddington, Einstein, Grunbaum, and others. Students will be introduced to the basics of the special and general theories of relativity, at a qualitative level. (II) (B)
Instructor(s): K. Davey Terms Offered: Autumn
Equivalent Course(s): PHIL 32100

PHIL 22960. Introduction to Bayesian Epistemology. 100 Units.
(B)
Instructor(s): A. Vasudevan Terms Offered: Spring

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)
Instructor(s): B. Callard Terms Offered: Spring

PHIL 23015. Darwin's "On the Origin of Species" and "The Descent of Man" 100 Units.

This lecture-discussion class will focus on a close reading of Darwin's two classic texts. An initial class or two will explore the state of biology prior to Darwin's *Beagle* voyage, and then consider the development of his theories before 1859. Then we will turn to his two books. Among the topics of central concern will be the logical, epistemological, and rhetorical status of Darwin's several theories, especially his evolutionary ethics; the religious foundations of his ideas and the religious reaction to them; and the social-political consequences of his accomplishment. The year 2009 was the two hundredth anniversary of Darwin's birth and the one hundred fiftieth of the publication of *On the Origin of Species*.

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

Prerequisite(s): Second-year students and beyond preferred. Good academic standing. Application and acceptance into the quarter-long program at the Marine Biological Laboratories in Woods Hole.

Equivalent Course(s): HIST 24905,BIOS 17100,HIPS 24901

PHIL 23103. Pictures and Words, or Representation, Abstraction, and Figuration. 100 Units.

This course will address the symbol systems employed in natural language and in pictorial art. How do words and pictures differ as modes of symbolization, apart from their different media of symbolization? Topics will be chosen from among the following: the relations between reference or denotation, representation, exemplification, and expression; the difference between digital and analog representations; the role of syntax in language and pictures; mental imagery; stereotypes and caricature; metaphor and figurative language; and quotation. In what ways can a pictorial system be considered a language and in what ways is language figurative or pictorial? And how can various tools and techniques developed in the study of natural language be employed in the analysis of pictures? Readings will include work by Nelson Goodman, Noam Chomsky, Jerry Fodor, Christopher Peacocke, Richard Wollheim, E. H. Gombrich, John Kulvicki, Arthur Danto, Gabriel Greenberg, and John Haugeland.

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

Equivalent Course(s): PHIL 33103

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 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 the idea of "givenness"? Does Phenomenology fall into the so-called "myth of the Given"? No future phenomenologists after Husserl will question the fundamental idea of returning to things in themselves thanks to the phenomenological importance given to phenomena, but they will question the privilege of intentional consciousness postulated by Husserl: Heidegger will expand Phenomenology to the ancient question of "Being" (thanks to the existential clarification of the Husserlian concept of Intentionality), and Levinas will question Husserl's and Heidegger's approaches of Phenomenology—intentional and existential—as falling into the Western problem of Ontology and Totality against Otherness and Ethics. As we will see, even if Phenomenology coincides with the philosophical description of our "Openness to Exteriority," this openness—Intentional, Existential, or Ethical—entails necessarily not the abandonment of, but a radical redefinition of the concept of "Subjective Immanence."
Instructor(s): R. Moati Terms Offered: Spring

PHIL 24010. Meaning and Reference. 100 Units.
In this course we address one of the central and most fascinating philosophical questions about linguistic meaning: What is the relationship between meaning and reference? We will study a range of classical and contemporary theories about the semantics of referring expressions such as proper names, definite descriptions, and indexicals. Readings will include Frege, Russell, Strawson, Kripke, Donnellan, and Kaplan, among others. Throughout, we will try to reach a better understanding of how questions about meaning and reference connect with a range of topics that are central to philosophical theorizing, including the connection between propositional attitudes and the explanation of action, the role of the principle of compositionality in formal semantics, the question of whether there is a level of mental experience that is epistemically transparent, the relation between thought and language, the nature of fictional and non-existent objects, and the interaction between semantics and pragmatics. (B) (II)
Instructor(s): M. Willer Terms Offered: Winter
Note(s): Elementary Logic or equivalent recommended, but not required. Prior courses in philosophy are beneficial.
Equivalent Course(s): PHIL 34010

PHIL 24015. Modality. 100 Units.
Modal information—information conveyed by sentences such as "Mary *might* be at home" or "Charles *ought* to give to the poor"—plays an outstanding role in everyday discourse and reasoning. The goal of this course is to explain and evaluate contemporary semantic theories of modality by discussing a wide range of linguistic phenomena from the perspective of these theories. After introducing possible worlds semantics for modality developed in modal logic, we will consider current theories of modal semantics within linguistics as well as the most important empirical areas of research. Throughout, we will keep an eye on the relation between modality and other topics that are prominent in linguistics and philosophy, including tense, conditionals, and discourse meaning. (B)
Instructor(s): M. Willer Terms Offered: Spring
Equivalent Course(s): PHIL 34015,LING 24015,LING 34015

PHIL 24265. Virtue. 100 Units.
What kind of characteristic is a virtue? In addressing this question, we will first consider Aristotle's account of virtue. Then we will read some work by neo-Aristotelian "virtue ethicists" including Anscombe, Geach, Foot, Hursthouse, MacIntyre, Vogler, and Thompson. (I) (A)
Instructor(s): A. Ford Terms Offered: Spring
Equivalent Course(s): PHIL 34265

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
Note(s): One prior philosophy course is strongly recommended.
Equivalent Course(s): CMLT 25001,FNDL 22001,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): G. Lear Terms Offered: Autumn
Prerequisite(s): Completion of the general education requirement in humanities.
Equivalent Course(s): CLCV 22700

PHIL 25209. Emotion, Reason, and Law. 100 Units.
Emotions figure in many areas of the law, and many legal doctrines (from reasonable provocation in homicide to mercy in criminal sentencing) invite us to think about emotions and their relationship to reason. In addition, some prominent theories of the limits of law make reference to emotions: thus Lord Devlin and, more recently, Leon Kass have argued that the disgust of the average member of society is a sufficient reason for rendering a practice illegal, even though it does no harm to others. Emotions, however, are all too rarely studied closely, with the result that both theory and doctrine are often confused. The first part of this course will study major theories of emotion, asking about the relationship between emotion and cognition, focusing on philosophical accounts, but also learning from anthropology and psychology. We will ask how far emotions embody cognitions, and of what type, and then we will ask whether there is reason to consider some or all emotions "irrational" in a normative sense. We then turn to the criminal law, asking how specific emotions figure in doctrine and theory: anger, fear, compassion, disgust, guilt, and shame. Legal areas considered will include self-defense, reasonable provocation, mercy, victim impact statements, sodomy laws, sexual harassment, shame-based punishments. Next, we turn to the role played by emotions in constitutional law and in thought about just institutions—a topic that seems initially unpromising, but one that will turn out to be full of interest. Other topics will be included as time permits. (A)
Instructor(s): M. Nussbaum Terms Offered: Spring
Note(s): Undergraduates may enroll only with the permission of the instructor.
Equivalent Course(s): LAWS 99301,PLSC 49301,RETH 32900,GNSE 28210,GNSE 38300

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): B. Callard Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in humanities required; PHIL 25000 recommended
Equivalent Course(s): HIPS 26000

PHIL 27209. Soren Kierkegaard/Johannes Climacus: Concluding Unscientific Postscript. 100 Units.
This seminar will be a close reading of Kierkegaard's text, written under the pseudonym of "Johannes Climacus." Among the topics to be discussed are: the nature and task of subjectivity, what it is for subjectivity to be truth, irony and humor, what it is for a communication to be successful, ethical versus religious outlooks, the peculiar requirements of being a Christian.
Instructor(s): J. Lear Terms Offered: Winter
Prerequisite(s): For Philosophy and Fundamentals majors
Equivalent Course(s): FNDL 22616

PHIL 29200. Junior Tutorial. 100 Units.
Terms Offered: Autumn, Winter, Spring
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.
Terms Offered: Autumn, Winter, Spring
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 29400. Intermediate Logic. 100 Units.
In this course, we will prove the soundness and completeness of standard deductive systems for both sentential and first-order logic. We will also establish related results in elementary model theory, such as the compactness theorem for first-order logic, the Löwenheim-Skolem theorem, and Lindström's theorem. (B) (II)
Instructor(s): A. Vasudevan Terms Offered: Winter
Equivalent Course(s): PHIL 39400,CHSS 33600,HIPS 20500

PHIL 29601. Intensive Track Seminar. 100 Units.
Instructor(s): J. Stern Terms Offered: Autumn
Prerequisite(s): Open only to third-year students who have been admitted to the intensive track program.

PHIL 29700. Reading Course: Philosophy. 100 Units.
Instructor(s): Staff Terms Offered: Autumn

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): Kevin Davey, Staff Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of director of undergraduate studies
Note(s): Required of fourth-year students who are writing a senior essay.

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): Staff Terms Offered: Winter, Spring
Prerequisite(s): Consent of director of undergraduate studies
Note(s): Required of fourth-year students who are writing a senior essay.

Physical Sciences

There are many different ways of obtaining knowledge. Knowledge in physics and chemistry is essentially linked to experimental work in the lab. Through the continual process of analyzing experiment in terms of theory and of testing theory through the discovery of new phenomena, some of the most far-reaching, universal, and magnificent discoveries about the nature of the world have been made. Observational sciences, such as astronomy or geology, create knowledge and discover truth in a related, but different, fashion. In these sciences the goal is to learn about majestic themes such as the nature of the Earth, the solar system, or indeed the universe itself. Such knowledge is gained not primarily in the lab using equipment and samples that are interchangeable, but rather through observations on a single sample that is too big, too old, too distant, and too unique to duplicate: namely, the Earth and the cosmos themselves. Field trips or telescopic observations allow one to observe what happened. The data collected are then interpreted in light of other observations. But one can never redo the entire experiment again and recreate the planets and the galaxies. The mathematical sciences play a major role throughout the physical sciences. Indeed, mathematics is the language through which physical theories are formulated. Statistics addresses questions of how to collect and interpret both experimental and observational data. Computation is essential to modern science, as part of analyzing large datasets and to work out the consequences of mathematical theories. One aspect of the general education courses in the physical sciences is to introduce the student to these different ways of knowing and these different visions of truth.

Students are required to take at least two courses in the physical sciences to satisfy the general education requirements. This requirement may be met by taking an introductory sequence in Chemistry, Geoscience, 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

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 (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 Chemistry (p. 186), Placement Tests (p. 35), and Advanced Placement Credit (p. 35) sections elsewhere in this catalog.

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 three general categories that we might conveniently label as "**Physics**," "**Astronomy and Astrophysics**," and "**Geosciences**" (there is also once course with a focus on **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. The approved sequences among these courses are listed below. Other sequences are not permitted.

PHSC 11100-PHSC 11200

PHSC 11100-PHSC 11300

PHSC 11400-PHSC 11500

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.

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 10900 Ice-Age Earth, PHSC 11000 Environmental History of the Earth, PHSC 13400 Global Warming: Understanding the Forecast, PHSC 13500 Chemistry and the Atmosphere, 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. Under no circumstances may a student get credit for both PHSC 10100 and PHSC 10800. Below is a summary of approved courses:

PHSC 10100-PHSC 11000

PHSC 10100-PHSC 13400

PHSC 10800-PHSC 11000

PHSC 10800-PHSC 13400

PHSC 10900-PHSC 11000

PHSC 10900-PHSC 13400

PHSC 10900-PHSC 13500

PHSC 10900-PHSC 13600

PHSC 11000-PHSC 13400

PHSC 11000-PHSC 13500

PHSC 11000-PHSC 13600

PHSC 13400-PHSC 13500

PHSC 13400-PHSC 13600

PHSC 13500-PHSC 13600

There is one PHSC course with a focus on **Chemistry**, PHSC 12500 Molecular Mechanisms of Human Disease. The following sequences are approved. The courses in these sequences may be taken in either order.

PHSC 12500-PHSC 11000

PHSC 12500-PHSC 13400

PHSC 12500-PHSC 13500

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 Theory, 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 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) and from 12700 + 12610 (black holes are an end state of stellar evolution). You must take 12600 or 12700 as your first course as all other courses in this category have one or the other as a prerequisite. An acceptable two-quarter sequence then may follow up with any of the other five courses (in particular, it is possible to pair PHSC 12600 and 12700), with the exception that PHSC 12600 must precede 12620 and PHSC 12700 must precede 12720. Three-quarter sequences may be created by adding any third of these six courses, again subject to the restriction that 12600 must precede 12620 and 12700 must precede 12720. 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

During Spring Quarter, a three-quarter Physical Science sequence is offered in Paris that is made up of PHSC 12600, PHSC 12700, and PHSC 12800 European Astronomy and Astrophysics. Starting in Autumn of 2015, PHSC 11900, 11902, and 12000 will no longer be offered. Students who have taken 11900 or 11902 but have not taken 12000 may complete a two-quarter Physical Sciences requirement by taking PHSC 12600, 12610, 12710 or 12720, although 12710 is recommended as the best fit with 11900 or 11902 among these options.

Three other PHSC courses that fit into the Astronomy and Astrophysics category are PHSC 18100 The Milky Way, PHSC 18200 The Origin and Evolution of the Universe, and PHSC 18300 Searching Between the Stars. 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 science, biological science, or mathematical science. NOTE: To receive general education credit for calculus, two quarters must be taken; this will count as two quarters towards meeting the general education requirement in the sciences.

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

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 effects of asteroid impacts into planetary surfaces, the search for habitable environments outside of Earth, and the study of extrasolar planets. (L)
Instructor(s): F. Ciesla Terms Offered: Autumn

PHSC 10900. Ice-Age Earth. 100 Units.
We examine the cause and effects of Earth's great ice ages, and use the knowledge so gained as a means to inform ourselves about the stability of Earth's climate system and its relationship to the life of humankind. The ice age also serves as the starting point for the exploration of Earth's history through deep time undertaken in PHSC 11000. The lab exercises deal with topographic maps that depict glacial landforms in various national parks such as Yosemite National Park in California and Glacier National Park in Montana. We also explore the glacial landforms in the Chicago vicinity through topographic maps and a day-long field trip. A day-long weekend field trip to ice-age sites is required. If a weekend date is not possible, the field trip will be run on the Wednesday prior to Thanksgiving recess. Students who register for this class must arrange to attend the field trip at one of the offered dates. (L)
Instructor(s): D. Rowley Terms Offered: Not Offered 2015-16

PHSC 11000. Environmental History of the Earth. 100 Units.
Topics emphasize how geologic history has determined the physical and biological environments we experience on Earth today. In other words, we learn how the long-term processes of Earth history have shaped the surface and interior of the Earth, and have determined the diversity of life on the planet as seen both in the present day and in the fossil record. (L)
Instructor(s): M. Webster; S. Kidwell Terms Offered: Spring

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 everyday, 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)
Terms Offered: Autumn
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. (L)
Terms Offered: Winter
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: Not offered in 2015-16
Prerequisite(s): PHSC 11100 or consent of instructor

PHSC 11400. Development of Life on Earth. 100 Units.
Starting with the big bang theory of the early universe, students study how the laws of physics guided the evolution of the universe through the processes most likely to have produced life on earth as it exists today. Physics topics include the fundamental interactions and the early universe; nuclear, atomic, and molecular structure; Newton’s laws and the formation of stars, galaxies, and planetary systems; thermonuclear fusion in stars; the physical origin of the chemical elements; the laws of electricity and magnetism and electromagnetic radiation; the laws of thermodynamics; atmospheric physics; and physical processes on primordial earth. (L)

Instructor(s): D. Reid Terms Offered: Not offered in 2015-16

PHSC 11500. Extraterrestrial Life. 100 Units.
Building upon the topics in PHSC 11400, this course goes on to consider what the laws of physics has to say about life elsewhere in the universe. We begin with an analysis of the prospects for life on other bodies in the solar system, especially Mars. This is followed by a treatment of the physics behind the search for extraterrestrial intelligence and the feasibility of human interstellar and intergalactic spaceflight. We conclude with a critical examination of speculative ideas in the popular media such as the suggestion that the universe itself is a living organism. Physics topics include extended applications of topics from PHSC 11400, optics and electromagnetic communication, rocket propulsion and advanced propulsion systems, theories of special and general relativity, quantum physics, complexity, and emergence. (L)

Instructor(s): S. Wakely Terms Offered: Not offered in 2015-16
Prerequisite(s): PHSC 11400

PHSC 11902. The Secret Lives of Stars. 100 Units.
This course will explore the mystery that is hidden inside the heart of stars, which we have only recently begun to understand. For example, it will examine the physical processes that make stars the only objects in the Universe that can synthesize heavy elements, like all the atoms in your body. It will explain why some stars have winds, and why some stars retire to an old age of relaxation and cooling down while some of them blow up in the most spectacular manner. In order to do this, we will take as our starting point the diagram made in the early 20th century by Hertzsprung and Russell, which plotted the color of stars as a function of their brightness, and, through lectures and discussions, follow the subsequent developments in physics that helped us to unlock the secrets encoded therein. .
Instructor(s): F. Catteneo Terms Offered: Summer
Note(s): This course fulfills the general education requirement in physical sciences for non-majors. Starting in Fall of 2015, PHSC 11900, 11902 and 12000 will no longer be offered. Students who have taken 11902 but have not taken 12000 may complete a two-quarter Physical Sciences requirement by taking PHSC 12600, 12610, 12710 or 12720, although 12710 is recommended as the best fit with 11902 among these options. This course may not be combined with PHSC 11900.

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

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. Systems such as black holes are used to illustrate the most extreme behaviors of nature, and systems such as stars are used to illustrate the explanatory power of physical reasoning. The major theme is understanding all of nature, from the prosaic to the exotic, using a powerful quantitative theory grounded in precise experiments. (L)
Terms Offered: TBD

PHSC 12610. Black Holes. 100 Units.
The Universe is a laboratory that reveals the behavior of matter and radiation under intense pressure, temperature, and density, far more extreme than can be replicated on Earth. Depending on its mass, a star ends its life as a spinning white dwarf, neutron star, or black hole. The strength of gravity near these compact dead stars is so high that we can observe consequences of the bending of space-time. This course will provide the physical framework necessary to understand the origin and properties of some of the most powerful and exotic phenomena known, such as supernovae, gamma-ray bursts, and quasars. (L)
Terms Offered: TBD
Prerequisite(s): PHSC 12600 or PHSC 12700

PHSC 12620. The Big Bang Theory. 100 Units.
The Big Bang model is a powerful framework for the interpretation of a wide range of observations and for making 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, components that govern the growth of structure over time under the action of gravity. The course will explore the consequences of the model as it is applied to the earliest moments after the Big Bang, as well as to the fate of the Universe in the distant future. (L)
Terms Offered: TBD
Prerequisite(s): PHSC 12600

PHSC 12700. Stars. 100 Units.
Elements such as carbon and oxygen are created 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: how the theory of stellar interiors accounts 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. (L)
Terms Offered: TBD

PHSC 12710. Galaxies. 100 Units.
Galaxies have been called "island universes," places where stars are concentrated, where they are born, and where they die. Galaxies are dynamic systems in the sense that they change with time and in the sense that gravity shapes the orbit of each star within its galaxy. The Sun is one star among the 100 billion in the Milky Way, each moving on an orbit that reflects the distribution of all the other stars. This course will trace the modern picture for the formation of galaxies and the stars in them. It will also review aggregates of galaxies, how galaxies move on orbits around each other at this higher level of the hierarchy of structure, and how we arrive at the conclusion that most of the matter in the Universe is in an exotic form (dark matter). (L)
Terms Offered: TBD
Prerequisite(s): PHSC 12600 or PHSC 12700

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: 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. (L)
Terms Offered: TBD
Prerequisite(s): PHSC 12700

PHSC 12800. European Astronomy and Astrophysics. 100 Units.
Modern astronomy was born in Europe in the sixteenth and seventeenth centuries, led by Nicolaus Copernicus of Poland, who simplified the description of the solar system by moving the Sun to the center of the Universe. The Italian, Galileo Galilei, first pointed a telescope at the sky in 1609 and discovered the moons of Jupiter, sunspots, the stellar composition of the Milky Way, and craters on the Moon. Tycho Brahe of Denmark studied planetary motions in great detail, allowing Johannes Kepler of Germany to define the principles of the orbits of the planets by 1615. Isaac Newton of England discovered the laws of gravity and of motion, and built the reflecting telescope later in the seventeenth century. By 1774, French astronomer Charles Messier began the explosion of our current knowledge of the Universe when he catalogued what are now known to be other galaxies. Building upon this history, this course also explores recent developments in European astronomical and astrophysical technology that allows a modern exploration of the deepest regions of the Universe using a wide range of telescopes.

Instructor(s): R. Kron Terms Offered: Spring
Note(s): This course is offered only in Paris in Spring Quarter.

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. (L)
Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn, Spring
Prerequisite(s): Some knowledge of chemistry or physics helpful.
Equivalent Course(s): ENST 12300,GEOS 13400,ENSC 13400

PHSC 13500. Chemistry and the Atmosphere. 100 Units.
This course focuses on aspects of chemistry as they apply to the Earth's atmosphere. The first half considers atmospheric structure and fundamental chemical principles, while the second half presents examples of chemical systems that operate in the atmosphere. Topics include the chemical composition of the atmosphere, the structure of atoms and molecules, the nature of chemical reactions, the interaction of solar radiation with atmospheric gases, the properties of the water molecule, formation of an ozone layer, and the chemistry of urban air pollution.
Terms Offered: Not offered 2015-16
Equivalent Course(s): ENST 12100

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.
The Sun and its planetary system is part of a larger hierarchical structure, a flattened disk of stars called the Milky Way that provides an environment for the birth of new stars, seeded by the deaths of other stars. The Milky Way is thus a dynamic system in several senses of the word. This course will survey the stellar and interstellar components of the Milky Way, the distribution in space and motions of the stars and the interstellar gas, how these components interact with each other, and how the whole system evolves. (L)
Terms Offered: TBD
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 discusses how the laws of nature allow us to understand the origin, evolution, and large-scale structure of the universe. After a review of the history of cosmology, we see how discoveries in the twentieth century (i.e., the expansion of the universe and the cosmic background radiation) form the basis of the hot Big Bang model. Within the context of the Big Bang, we learn how our universe evolved from the primeval fireball.
Terms Offered: TBD
Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.
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.
Terms Offered: TBD
Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.
Equivalent Course(s): ASTR 18300

Physics

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 intending to pursue graduate work in astrophysics should consider the program leading to a BA in physics with a specialization in astrophysics, which is described later.

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 fifteen 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 14100-14200	Honors Mechanics; 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 Rn III	
MATH 20900	Honors Analysis in Rn III	
PHYS 15400	Modern Physics	100
PHYS 18500	Intermediate Mechanics	100
PHYS 23400-23500	Quantum Mechanics I-II	200
PHYS 21101-21102-21103	Experimental Physics I-II-III	200
PHYS 22500-22700	Intermediate Electricity and Magnetism I-II	200
PHYS 19700	Statistical and Thermal Physics	100

Three electives (to be selected from list of approved courses)	300
Total Units	1500

* 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 24300, 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
or MATH 20900	Honors Analysis in Rn III
Note: Neither MATH 20500 nor MATH 20900 can be counted toward electives if substituted for PHYS 22100.	
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:	
ASTR 24100	The Physics of Stars and Stellar Systems †
ASTR 24200	The Physics of Galaxies and the Universe †
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
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	000	PHYS 21102	100	PHYS 21103	100
	100		**200**		**200**

Fourth Year

Autumn Quarter	**Units**
PHYS 19700	100
	100

Total Units: 1000

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. (Please note: PHYS 21101 carries no credit and is graded P/F.) 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 and PHYS 19700 may be taken concurrently in the third year, and PHYS 22500/PHYS 22700 may be concurrent with PHYS 18500/PHYS 23400 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.

The specialization in astrophysics might be pursued by taking ASTR 24100, ASTR 24200, and ASTR 28200 in either the third or fourth year.

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 a calculus-based introduction intended for students outside the physical sciences. The prerequisite is completion of a year-long calculus sequence and second-year standing. 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.

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 the Physics C Advanced Placement examinations prior to matriculation in the College may receive credit for some or all of PHYS 12100-

PHYS 12200-PHYS 12300. 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 (nonresearch) 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, with a grade of B or higher in each. One such set of courses is PHYS 34100-PHYS 34200 and PHYS 35200; however, other 30000-level courses may be used with approval from the program chair.

Degree Program in Physics with Specialization 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 a two-quarter sequence in astrophysics (ASTR 24100 and ASTR 24200), plus either a third course in astrophysics (ASTR 28200) or a senior thesis project in physics (PHYS 29100-PHYS 29200-PHYS 29300) 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 19700	Statistical and Thermal Physics	
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 additional 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. Topics include classical mechanics, fluids, electricity and magnetism, wave motion, optics, and modern physics. Where appropriate, attention will be drawn to interdisciplinary applications, such as in biology. Calculus is used as needed. The first two courses meet the general education requirement in physical sciences. (L)

PHYS 12100. General Physics I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): MATH 13100-13200-13300 or 15100-15200-15300 or 16100-16200-16300, and second-year standing.

PHYS 12200. General Physics II. 100 Units.
Terms Offered: Winter
Prerequisite(s): PHYS 12100

PHYS 12300. General Physics III. 100 Units.
Terms Offered: Spring
Prerequisite(s): PHYS 12200

PHYS 12200. General Physics II. 100 Units.
Terms Offered: Winter
Prerequisite(s): PHYS 12100

PHYS 12300. General Physics III. 100 Units.
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 is 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)
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

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)
Terms Offered: Spring
Prerequisite(s): PHYS 13200 or 14200

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

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)
Terms Offered: Spring
Prerequisite(s): PHYS 13200 or 14200

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)
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 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)
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)
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)
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)
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)
Terms Offered: Autumn
Prerequisite(s): PHYS 14300, or PHYS 13300 and PHYS 22000

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.
Terms Offered: Winter
Prerequisite(s): PHYS 13100 or 14100, and PHYS 22100 or MATH 20300

PHYS 19700. Statistical and Thermal Physics. 100 Units.
This course develops a statistical description of physical systems. Topics include elements of probability theory, equilibrium and fluctuations, thermodynamics, canonical ensembles, the equipartition theorem, quantum statistics of ideal gases, and kinetic theory.
Terms Offered: Autumn
Prerequisite(s): PHYS 23400, and PHYS 22100 or MATH 20500

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. P/F grading in Autumn. (L)
Note(s): Open only to students who are majoring in Physics.

PHYS 21101. Experimental Physics I. 000 Units.
Terms Offered: Autumn
Prerequisite(s): PHYS 23400

PHYS 21102. Experimental Physics II. 100 Units.
Terms Offered: Winter
Prerequisite(s): PHYS 21101

PHYS 21103. Experimental Physics III. 100 Units.
Terms Offered: Spring
Prerequisite(s): PHYS 21102

PHYS 21102. Experimental Physics II. 100 Units.
Terms Offered: Winter
Prerequisite(s): PHYS 21101

PHYS 21103. Experimental Physics III. 100 Units.
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. Applications of these methods include Maxwell's equations, wave packets, and coupled oscillators.
Terms Offered: Spring
Prerequisite(s): MATH 15200 or 16200, and PHYS 13200

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.
Terms Offered: Autumn
Prerequisite(s): PHYS 14300, or PHYS 13300 and PHYS 22000

PHYS 22500-22700. Intermediate Electricity and Magnetism I-II.
Topics include electrostatics, magnetostatics, electromagnetic induction, electric and magnetic fields in matter, plane electromagnetic waves, reflection and refraction of electromagnetic waves, and electromagnetic radiation.

PHYS 22500. Intermediate Electricity and Magnetism I. 100 Units.
Terms Offered: Winter
Prerequisite(s): PHYS 13200 or 14200, and PHYS 22100 or MATH 20300

PHYS 22700. Intermediate Electricity and Magnetism II. 100 Units.
Terms Offered: Spring
Prerequisite(s): PHYS 22500

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)
Terms Offered: Spring
Prerequisite(s): PHYS 12200 or 13200 or 14200

PHYS 22700. Intermediate Electricity and Magnetism II. 100 Units.
Terms Offered: Spring
Prerequisite(s): PHYS 22500

PHYS 23400-23500. Quantum Mechanics I-II.
Quantum Mechanics I-II

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, and PHYS 22100 or MATH 20400

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 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.
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.
Terms Offered: Spring
Prerequisite(s): PHYS 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, techniques for manipulating large data sets, and computer simulations of complex systems. Additional topics may include an introduction to graphical programming, with applications to data acquisition and device control. (L)
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.
Terms Offered: Autumn
Prerequisite(s): PHYS 18500 or consent of instructor

PHYS 29100-29200-29300. Bachelor's Thesis.
This yearlong 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 (e.g., astrophysics) 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 the required undergraduate physics courses 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, the faculty adviser, post-docs, and graduate students are, of course, available for consultation.

PHYS 29100. Bachelor's Thesis. 100 Units.
Terms Offered: Autumn
Prerequisite(s): Open to students who are majoring in Physics with fourth-year standing and consent of instructor.
Note(s): 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 29200. Bachelor's Thesis. 100 Units.
Terms Offered: Winter
Prerequisite(s): PHYS 29100
Note(s): 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 29300. Bachelor's Thesis. 100 Units.
Terms Offered: Spring
Prerequisite(s): PHYS 29200
Note(s): 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 29200. Bachelor's Thesis. 100 Units.
Terms Offered: Winter
Prerequisite(s): PHYS 29100
Note(s): 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 29300. Bachelor's Thesis. 100 Units.
Terms Offered: Spring
Prerequisite(s): PHYS 29200
Note(s): 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 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, Winter, Spring, Summer
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

Program of Study

Political science is the study of governments, public policies, political processes and behavior, and ideas about 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

NOTE: Several requirements for the major have been modified and are in effect for the graduating Class of 2016. Students who matriculated prior to Autumn 2012 should consult the College Catalog archives (collegecatalog.uchicago.edu/thecollege/archives) for the requirements that pertain to them.

Course Requirements

The department requires twelve political science courses. Students who write a thesis must take ten courses, plus two required courses: PLSC 29800 BA Colloquium and PLSC 29900 BA Thesis Supervision. Students not writing a thesis must take twelve courses and write a Long Paper. The BA Thesis and Long Paper paths are explained below.

Subfield Distribution Requirement

To gain a broad understanding of political science, the department 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. (This is a new requirement for the graduating Class of 2016 and replaces an older distributional requirement.)

Research Methods Requirement

To prepare students to evaluate the materials in their classes and to write research papers, students are required to take the department's research methods course, which will be offered every quarter:

PLSC 22913 The Practice of Social Science Research

(This is a new requirement for the graduating Class of 2016.)

The department strongly recommends, but does not require, a course in statistics. Relevant statistics and mathematics courses will be approved as petition courses counting toward the major.

Writing Requirement: Two Options

Students who are majoring in political science must write at least one substantial paper. There are two paths to meeting this requirement: the Long Paper Path or the BA Thesis Path.

The Long Paper Path. Students who do not wish to write a BA thesis must submit an approval form (http://political-science.uchicago.edu/undergraduate/Long%20Paper%20Form.pdf) to the departmental office signed by an instructor who verifies that their paper meets the following guidelines:

1. The paper must be twenty pages or longer, double spaced (that is, approximately 5,000 words or longer).
2. The paper must receive a grade of *B* or better; a grade of *B-* or below does not meet the requirement.

Additional Information about the Long Paper:

1. The paper can be written for either a professor in political science, a professor in another department whose courses are accepted for political science credit, or for an advanced graduate student who teaches courses in the political science department.
2. The paper may be written for a variety of courses:

- It may be written as a class paper for any course used to meet the major's requirements, whether it is a political science course or an approved course from another department such as history or sociology.
- It may be an extended version of a shorter paper written for such a course. If a shorter paper is required for the course, students may ask the instructor for permission to write a twenty-page paper instead.
- It may be written for a course that did not require any papers. Students may ask the instructor for permission to write a twenty-page paper, either as an extra assignment or as an ungraded assignment.
- It may be written as a special, non-class assignment 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 (http://political-science.uchicago.edu/undergraduate/Long%20Paper%20Form.pdf) to verify the successful completion of this requirement from the departmental 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/undergraduate/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. NOTE: Students 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.

The BA Thesis Path. 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 writing and research process. 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.

Summary of Requirements: The Long Paper Path

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

* Up to four of these courses may be "petition courses," taken outside the department. The process for approving these courses is described below. PLSC 29800 BA Colloquium and PLSC 29900 BA Thesis Supervision may not be used to meet this requirement.

Summary of Requirements: The BA Thesis Path

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

* Up to four of these courses may be "petition courses," taken outside the department. The process for approving these courses is described below.

Independent Study

It is possible for students with extensive course work in political science to pursue more specialized topics that are not covered by regular courses. They 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 prior consent of the program chair 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. NOTE: Only one PLSC 29700 Independent Study course may count toward requirements for the major.

Third Year

During the Winter Quarter of their third year, students considering a major in political science will have the opportunity to attend a meeting organized by the program chair that will introduce the political science program, provide information about requirements, and answer questions. The time and place of this general meeting will be announced via email. To receive this announcement 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/ugpolsall.

The 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. NOTE: Registration for PLSC 29800 BA Colloquium is normally in the Spring Quarter, but in some rare cases, students will register in the Autumn Quarter.

Study Abroad and the BA Colloquium

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. According to the department's requirements, students who intend to prepare a BA thesis must enroll in the BA Colloquium (PLSC 29800 BA Colloquium). The department expects that most students will participate in both quarters of the Colloquium, Spring and Autumn, enrolling for credit in only one of the two quarters, usually the Spring 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. 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.

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 advisor and discuss ideas about a thesis topic while they are abroad, or even during the Winter Quarter before departure. The department has moved up the entire process by a quarter so that students arrive back on campus for senior year ready to execute the research for the thesis in the Autumn Quarter, rather than compressing research and writing both into the Winter Quarter.

The main purpose of the Spring Quarter BA Colloquium is to assist in writing of the BA thesis proposal that is due at the end of the quarter. The BA Colloquium meets weekly in the Spring to help students find a topic, frame a research question, develop hypotheses or initial arguments to be explored in the research, and develop an appropriate design for the research. The BA Colloquium employs a text, *The Craft of Research* by Booth, Colomb, and Williams, which we recommend that students consult as they develop their proposals, even if they are abroad in the Spring Quarter. The preceptors will also post their course plans and assignments on Chalk.

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 12 required courses. To enroll, students are required to submit the College Course Reading and Research 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.

NOTE: Thesis advisers can be chosen from different departments. Although most BA theses are supervised by Political Science professors, the faculty adviser need not be a member of the department. Depending on the student's topic, the adviser may be chosen from another department, such as History, Sociology, Anthropology, Classics, or Philosophy. To qualify for honors, however, the final paper must meet the Political Science department's criteria.

Double Majors

Students who plan to double major may complete the political science requirements by either the BA Thesis Path or the Long Paper Path. Students who write the BA thesis must attend the political science BA Colloquium *even if the other major requires attendance at its colloquium*.

A request to use a single BA thesis for two majors requires the approval of both program chairs on a form available from the student's College adviser. 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 College advisers or at college.uchicago.edu/policies-regulations/forms-and-petitions. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation. To be considered for honors in political science, however, the thesis must be evaluated by the faculty adviser and preceptor using the criteria specified in the Honors section below. Students can meet the writing requirement in the Long Paper Path with a paper written for another department, but they must also meet the requirement that they complete twelve courses in political science.

Pass/Fail Courses

Courses that meet requirements for the major are normally taken for quality grades. However, students may take up to two courses on a *P/F* basis if they receive prior consent from the instructor.

Honors

Students who have done exceptionally well in their course work and who write an outstanding BA thesis are recommended for honors. 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.

Courses Taken in Other Departments at the University ("Petition Courses")

Courses taken in other departments that count toward the political science major are termed "petition courses." Students may count up to four petition courses toward the political science course requirement.

Students may choose from the list of pre-approved courses at the end of this section without submitting any forms. (Those courses still count as "petition courses.") For updates to this list, visit the departmental office or the department's website at political-science.uchicago.edu. The department also maintains a list of courses that students routinely ask about that have been denied for petition credit.

Besides the pre-approved courses, other courses in the University may be approved as "petition courses" on a case-by-case basis. Such courses must have political science content and must deploy methodology relevant to the study of political science. Students must submit the General Petition (https://college.uchicago.edu/sites/college.uchicago.edu/files/attachments/general_petition.pdf) form to the chair of the undergraduate major, presenting a clear, complete statement of the student's request and the reasons for the request. That is normally a one-paragraph statement about the course's content. The petition must include the name of the course instructor, the course title, and the course number. If possible, the course syllabus should be attached to the petition. Students may submit petitions soon after completing a course, but, because not all petitions are approved, it is preferable to obtain prior consent. The department will not consider petitions submitted after the second week of the quarter in which the student intends to graduate. For more information, visit college.uchicago.edu/policies-regulations/forms-and-petitions.

Students who have completed multiple pre-approved courses may count only four of them toward the department's course requirement. They may, however, choose which approved courses to count for purposes of calculating their GPA within the major.

Students who have spent one full academic year outside the University of Chicago will be allowed to count five "petition courses," instead of four, toward the major's requirement.

Courses Taken at Other Universities by Students Who Transfer to the University of Chicago

Students transferring from other institutions who wish to apply credit to their political science major for course work taken at another institution should petition the program chair shortly after matriculation. The General Petition (https://college.uchicago.edu/sites/college.uchicago.edu/files/attachments/general_petition.pdf) form should include a complete description of the course and professor; and, if possible, a course syllabus should be attached to the petition. If the petition is approved, up to four courses outside the department may be counted toward a political science major. The department will not consider petitions submitted after the second week of the quarter in which the student intends to graduate.

The chair of the undergraduate major can approve courses from other institutions only if they have also been approved to count toward a University of Chicago degree. That University-level approval is handled by the Office of the Dean of Students in the College.

NOTE: A one-semester course at another institution that grants at least three semester hours equals one course in the major at the University of Chicago. A two-semester course at another institution equals three courses in the major here.

Courses Taken at Other Universities by Students Enrolled at the University of Chicago

Students registered at the University of Chicago who wish to receive credit for courses taken at other institutions must receive approval. Students may submit the General Petition (https://college.uchicago.edu/sites/college.uchicago.edu/files/attachments/general_petition.pdf) form soon after completing a course, but, because not all petitions are approved, it is preferable to obtain prior consent. The department will not consider petitions submitted after the second week of the quarter in which the student intends to graduate. Credit will be granted only for courses that meet departmental standards, whether they are taken at institutions within the United States or abroad.

University students who wish to receive credit for courses taken abroad should petition the program chair within one quarter of their return. 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. The department can approve courses only if they have also been approved by the Dean of Students Office. For more information, visit college.uchicago.edu/advising/transfer-credit.

Courses Outside Political Science That Will Be Approved

Students may draw on the following courses to count toward political science courses required for the program. Some courses may not be offered every year, and other courses will be considered on a case-by-case basis. For updates, visit political-science.uchicago.edu or the departmental office. Please note that students may choose from this pre-approved list without submitting a petition; any of these courses will automatically count as one of the four courses outside the Department of Political Science that may be used for the major.

ANTH 21254 Pirates **(C)**

ANTH 21264 Political Struggles of Highland Asia **(C)**

ANTH 21316 Modern Readings in Anthropology: Militarization **(C)**

ANTH 21318 Language, Politics, and Identity **(C)**

ANTH 22000 The Anthropology of Development **(C)**

ANTH 22205 Slavery and Unfree Labor **(C)**

ANTH 22715 Weber, Bakhtin, Benjamin **(A)**

ANTH 25235 NGOs and Humanitarian Subjects **(C)**

ANTH 29715 The Politics of Ethnicity in Burma **(C)**

BPRO 22400 The Ugly American Comes Home **(B)**

BPRO 28100 What Is Enlightenment? **(A)**

BPRO 29000 Energy and Energy Policy **(B)**

EALC 22501 Political and Intellectual History of China, A.D. 100-700 **(C)**

EALC 22630 Democratization of South Korea in Literature and Visual Drama **(C)**

EALC 25001 Change, Conflict, and Resistance in Twentieth-Century China **(C)**

EALC 27605 Hiroshima, Nagasaki, and Beyond **(C)**

ECON 20710 Game Theory: A Formal Approach **(A)**

ECON 20740 Analysis of Collective Decision-Making **(A)**

ECON 22300 Business Ethics in Historical Perspective **(B)**

ECON 26010 Public Finance **(B)**

ECON 28600 Economic Analysis of Law **(B)**

ECON 28700 The Economics of Crime **(B)**

EEUR 24500 Cult of Personality: Hitler, Stalin, and Mao **(C)**

ENGL 26206 Race and Space **(B)**

ENST 21800 Economics and Environmental Policy **(B)**

ENST 23100 Environmental Law **(B)**

ENST 24101 U.S. Environmental Politics **(B)**
ENST 24102 Environmental Politics **(B)**
ENST 24400 Is Development Sustainable? **(B)**
ENST 24700 Environmental Policy **(B)**
ENST 24701 U.S. Environmental Policy **(B)**
ENST 24900 Global Environmental Politics **(C)**
FNDL 21603 Machiavelli and Machiavellism **(A)**
FNDL 22301 The Ethics of Albert Camus **(A)**
FNDL 22704 Plato's Republic **(A)**
FNDL 24401 American Originals: Franklin and Lincoln **(A)**
GEOG 25300 Seminar: Problems in the Human Geography of the Middle East **(C)**
HIJD 41801 Religion, Culture and Politics **(A)**
HIJD 47705 Jewish Political Theology **(A)**
HIST 12100 War in the Middle Ages **(D)**
HIST 13801 Post Soviet Union, 1945 to 1953 **(C)**
HIST 17202 Globalization **(C)**
HIST 17702 War in American Society: Violence, Power and the State **(B)**
HIST 18000 War in Modern American Society **(B)**
HIST 18500 Politics of Film in Twentieth-Century American History **(B)**
HIST 18600 United States Labor History **(B)**
HIST 21500 John Locke in Historical Context **(A)**
HIST 22706 Slavery and Freedom in the Atlantic World **(C)**
HIST 22800 Machiavelli and Renaissance Italy **(A)**
HIST 23004 Montesquieu and the Enlightenment **(A)**
HIST 23301 Europe, 1660-1830 **(C)**
HIST 23303 Europe, 1930-Present **(C)**
HIST 23401 Genocide Euro Jews, 1933-1945 **(C)**
HIST 23702 Soviet History Survey **(C)**
HIST 24607 Chinese Social History, Eighteenth to the Twenty-First Century **(C)**
HIST 24702 Globalization and Asia **(C)**
HIST 25300 American Revolution, 1763 to 1789 **(B)**
HIST 25306 History of Modern Economic Thought **(A)**
HIST 25110 Philosophy of History: Narrative and Explanation **(A)**
HIST 25600 Contemporary Central Asia **(C)**
HIST 25902 History of Israeli-Arab Conflict **(C)**
HIST 26311 Great Migrations **(B)**
HIST 26405 US Imperialism in Latin America **(C)**

HIST 26601 Postcolonial Theory **(A)**

HIST 26802 Colonial Rule in South Asia **(C)**

HIST 27010 Politics of Reproduction in Historical Perspective **(B)**

HIST 27102 Lincoln: Slavery, War, and the Constitution **(B)**

HIST 27108 The Politics of Mass Incarceration, 1945-Present **(B)**

HIST 27301 Introduction to Black Chicago, 1895-2005 **(B)**

HIST 27400 Race and Racism in American History **(B)**

HIST 27705 Introduction to Black Chicago, 1893 to 2010 **(B)**

HIST 27900 Asian Wars of the Twentieth Century **(C)**

HIST 27901 Asia American History **(B)**

HIST 28102 Business History in the Late 20th Century **(B)**

HIST 28400 Modern American Legal History **(B)**

HIST 28402 US and the World Since 1945 **(B)**

HIST 28404 Politics of Reproduction in Historical Perspective **(B)**

HIST 28604 Law and Social Movements in Modern America **(B)**

HIST 28625 The CIA and American Democracy **(B)**

HIST 29410 Cultural Globalization: History and Theory **(D)**

HIST 29500 Law and Social Theory **(A)**

HIST 29511 Civilians and War **(D)**

HIST 29507 Overcoming Torture: Past and Present **(C)**

HIST 29600 Chicago and the South Side **(B)**

HMRT 20100 Human Rights I: Philosophical Foundations of Human Rights **(A)**

HMRT 20200 Human Rights II: History and Theory **(A)**

HMRT 20300 Human Rights III: Contemporary Issues in Human Rights **(A)**

HMRT 20500 Human Rights and International Relations **(D)**

HMRT 21200 Armed Conflict and Politics of Humanitarian Action **(D)**

HMRT 22230 State Collapse and State Reconstruction **(D)**

HMRT 23630 Secularism and Religious Freedom in America and South Asia **(C)**

HMRT 24701 Human Rights: Alien and Citizen **(D)**

HMRT 26101 Accountability for International Human Rights Abuses **(D)**

HMRT 26300 Practices of Othering and the Logic of Human Rights Violations **(D)**

HMRT 26400 What Is a Human? The New Sciences, the Nature/Culture Divide and Human Rights **(A)**

HMRT 26500 Human Rights in Russia and Eurasia **(C)**

HMRT 27400 Sex Trafficking and Human Rights: Migration, Coercion, Choice, and Justice **(A)**

HMRT 27500 Human Rights in Africa: A History of Twentieth Century Articulations **(D)**

HMRT 28602 Health Care and the Limits of State Action **(D)**

HMRT 29500 Reason & Passion: The Strange Alchemy of Life and Law **(D)**

HUMA 23801 The Thought of Hannah Arendt **(A)**

INST 23101 Contemporary Global Issues I **(D)**

INST 23102 Contemporary Global Issues II **(D)**

INST 23310 Do POWs Have Rights? The Geneva Conventions from 1864 to Today **(D)**

INST 27301 The Politics of Global Governance **(D)** *NOTE: INST 27301 may be used as a "regular" political science course in the major; it will not be counted as a petitioned course.*

INST 27405 Seminar on Nuclear Proliferation **(D)** *NOTE: INST 27405 may be used as a "regular" political science course in the major; it will not be counted as a petitioned course.*

INST 27501 Local Bodies, Global Capital **(D)**

INST 27605 War, Sovereignty and the Subject of International Politics **(D)**

INST 28201 Chinese Foreign Policy **(D)**

INST 28250 The Global Condition **(D)**

INST 28303 Introduction to European Issues **(D)**

INST 28400 Lectures on International Organizations **(D)**

INST 28530 Critical Theories of the Hyper-Modern **(D)**

INST 28801 Propaganda States of the Twentieth Century **(C)**

INST 29302 U.S. Intervention in Latin America **(D)**

INST 29315 American Globalization: 1607 to Present **(D)**

INST 29500 Transnationalism **(D)**

ITAL 23000 Machiavelli and Machiavellism **(A)**

LACS 21122 Imperialism and Culture in US-Latin American Relations **(C)**

LACS 21705 Seminar: Human Rights in Latin America **(C)**

LACS 29601 The Age of Revolution in the Americas **(C)**

LLSO 22400 Rhetorical Theories of Legal Reasoning **(A)**

LLSO 24200 Legal Reasoning **(A)**

LLSO 24300 American Law and the Rhetoric of Race **(B)**

LLSO 24711 Lincoln: Slavery, War, and the Constitution **(A)**

LLSO 26502 The American Revolution: Culture and Politics **(A)**

LLSO 27401 American Originals: Franklin and Lincoln **(A)**

LLSO 28203 Writing Speeches. Reagan and Obama **(B)**

MATH 19510 Mathematics Methods for Social Sciences I **(A)**

MATH 19520 Mathematical Methods for Social Sciences **(A)**

MATH 19610 Mathematics Methods for Social Sciences II **(A)**

MATH 19620 Linear Algebra **(A)**

MATH 20300 Analysis in Rn I **(A)**

MATH 20400 Analysis in Rn II **(A)**

MATH 20500 Analysis in Rn III **(A)**

NEHC 20505 Jews Under Islamic Rule **(C)**

NEHC 20511 Islam and the State **(A)**

PBPL 20000 Economics for Public Policy **(B)**

PBPL 22100 Politics and Policy **(B)**

PBPL 22300 Problems of Public Policy Implementation **(B)**

PBPL 24751 The Business of Non-Profits: The Evolving Social Sector **(B)**

PBPL 25300 Social Welfare in the United States **(B)**

PBPL 25405 Child Poverty and Chicago Schools **(B)**

PBPL 25630 Poverty, Work, and Family Policy **(B)**

PBPL 25800 Public Choice **(B)**

PBPL 26200 Field Research Project in Public Policy I **(B)**

PBPL 26300 Field Research Project in Public Policy II **(B)**

PBPL 26400 Quantitative Methods in Public Policy **(A)**

PBPL 26709 Public Policy: The Great Books and Articles **(B)**

PBPL 26920 Identity, Advocacy and Public Policy in Chicago **(B)**

PBPL 27501 Regulating Speech **(B)**

PBPL 27705 Human Rights and World Politics **(C)**

PBPL 28501 Process and Policy in State and City Government **(B)**

PBPL 28702 Electoral Politics **(B)**

PBPL 28805 Behavioral Economics and Policy **(B)**

PBPL 29304 Urban Neighborhoods, Urban Schools **(B)**

PHIL 20703 The Social Contract Theorists **(A)**

PHIL 21000 Introduction to Ethics **(A)**

PHIL 21423 Introduction to Marx **(A)**

PHIL 21580 Libertarianism **(A)**

PHIL 21600 Introduction to Political Philosophy **(A)**

PHIL 21605 Justice **(A)**

PHIL 23412 Martin Heidegger's Being and Time **(A)**

PHIL 24410 Human Rights and Human Nature: Philosophical Approaches **(A)**

PHIL 24790 Self-Transformation and Political Resistance: Michel Foucault, Pierre Hadot, Primo Levi, Martin Luther King, Jr **(A)**

PHIL 24800 Foucault and The History of Sexuality **(A)**

PHIL 27504 Plato's Republic **(A)**

PPHA 32501 Red State, Blue State: Opinion, Elections, and Representation **(B)**

PSYC 23850 Groups: Attachment, Conflict, and Resolution **(B)**

PSYC 23900 Political Psychology **(B)**

PSYC 25101 The Psychology of Decision Making **(B)**

SALC 20700 Critics of Colonialism **(A)**

SALC 20702 Colonizations III **(A)**

SOCI 20001 Sociological Methods **(A)**

SOCI 20005 Sociological Theory **(A)**

SOCI 20101 Organizational Analysis **(B)**

SOCI 20102 Social Change **(A)**

SOCI 20103 Social Stratification **(A)**

SOCI 20111 Survey Analysis I **(A)**

SOCI 20116 Global-Local Politics **(B)**

SOCI 20120 Urban Policy Analysis **(B)**

SOCI 20138 Politics/Participation/Organization **(B)**

SOCI 20146 Culture and Politics **(B)**

SOCI 20156 Sociology of Law **(B)**

SOCI 20169 Global Society and Global Culture: Paradigms of Social and Cultural Analysis **(C)**

SOCI 20171 Law, Organizations, and Markets **(B)**

SOCI 20173 Inequality in American Society **(B)**

SOCI 20178 Management and Organizations **(B)**

SOCI 20184 Political Culture, Social Capital, and the Arts **(B)**

SOCI 20193 Religious Politics in the Neo-Liberal Epoch **(C)**

SOCI 20209 Culture and Social Networks **(B)**

SOCI 21800 Social and Political Movements **(B)**

SOCI 22700 Urban Structure and Process **(B)**

SOCI 23100 Revolutions and Rebellions in Twentieth-Century China **(C)**

SOCI 23600 Political Sociology **(B)**

SOCI 25500 Survey Research Overview **(A)**

SOCI 26900 Globalization: Empirical/Theoretical Elements **(C)**

SOCI 27900 Global-Local Politics **(B)**

SOCI 28050 Understanding Social Change in China **(C)**

SOCI 28056 Collective Violence and Social Orders **(C)**

SOSC 20600 Qualitative Methods in the Social Sciences **(A)**

STAT 22000 Statistical Methods and Applications **(A)**

STAT 23400 Statistical Models and Methods **(A)**

Courses Outside Political Science That Will Not Be Approved

Many students ask about the following courses. Petitions will be denied to use courses on this list for political science credit.

ECON 19800 Introduction to Microeconomics

ECON 19900 Introduction to Macroeconomics

ECON 20000 The Elements of Economic Analysis I

ECON 20100 The Elements of Economic Analysis II

ECON 22200 Topics in American Economic History

ECON 26600 Economics of Urban Policies

Any introductory civilization studies courses.

AP 5 Statistics.

Political Science Courses

PLSC 20693. Psychology of Power: Hobbes, Spinoza, and Nietzsche. 100 Units.
This seminar will examine the development of the concept of power as a psychological principle in Hobbes, Spinoza, and Nietzsche. The moderns give unprecedented significance to the notion of power, especially making it a central term of analysis for moral psychology and political philosophy. What is power? In what sense do human beings desire power, and is this desire good or bad? Does an inclination to power come from the passions or reason? What is the importance of scientific or theological meanings of power for the psychological-political concept? We will consider the relation between the modern notion of power and classical liberal understandings of natural right, liberty and equality, the sovereign state, and war and peace. What is achieved, theoretically and politically, by explaining human phenomena through a concept of power, and what is sacrificed?
Instructor(s): Brian Bitar Terms Offered: TBD
Equivalent Course(s): SCTH 20693,FNDL 20601

PLSC 20801. Machiavelli's Literary Works. 100 Units.
A reading of Machiavelli's plays, stories, and poems both as literary works and for what light they shed on his political thought. Familiarity with *The Prince* is presumed. (A)
Instructor(s): N. Tarcov Terms Offered: Winter
Prerequisite(s): Consent of instructor required.
Equivalent Course(s): PLSC 32101,LLSO 20802

PLSC 21401. Great Power Politics in the Nineteenth Century. 100 Units.
This course examines relations among Europe's five Great Powers in the 19th century: Britain, France, Prussia/Germany, Austria, and Russia. Their alliances and antagonisms are the traditional subject matter of international relations theory and history. This course covers the period from the end of the Napoleonic Wars to World War I. The course is divided into three parts. The first covers the Great Powers' cooperation after Napoleon's defeat until its breakdown in the 1850s. The second covers the unification of Germany and Italy, which significantly reshaped international politics. The final section covers imperialism, rising nationalism, and the run-up to the Great War. Since the Great Powers' industrial development is directly relevant to their military capacity and economic interdependence, the course includes some materials on the First and Second Industrial Revolutions in Europe. The focus of this course is international and historical, not IR theory (though theoretical issues will be raised when the historical materials warrant). The course provides a useful background for subsequent study in IR and international history. (D)
Instructor(s): C. Lipson Terms Offered: Winter
Equivalent Course(s): PLSC 32401

PLSC 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, ranging from the election and reelection of Barack Obama, to the killing of black people such as Eric Garner, Michael Brown, and Renisha McBride, to the exponential incarceration of black Americans, to the role of hip-hop among black youth. Throughout the quarter we attempt to situate the politics of African Americans into the larger design we call American politics. Is there still such a thing as black politics? If there is, what does it tell us more generally about American politics? (B)
Instructor(s): C. Cohen Terms Offered: Winter
Equivalent Course(s): CRES 22150,LLSO 25902

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. (B)
Instructor(s): J. Brehm Terms Offered: Spring
Equivalent Course(s): LLSO 26802

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: Spring
Prerequisite(s): PLSC 28800 or equivalent and consent of instructor.
Equivalent Course(s): LLSO 28100

PLSC 22515. The Political Nature of the American Judicial System. 100 Units.
This course aims to introduce students to the political nature of the American legal system. In examining foundational parts of the political science literature on courts conceived of as political institutions, the course will focus on the relationship between the courts and other political institutions. The sorts of questions to be asked include: Are there interests that courts are particularly prone to support? What effect does congressional or executive action have on court decisions? What impact do court decisions have? While the answers will not always be clear, students should complete the course with an awareness of and sensitivity to the political nature of the American legal system. (B)
Instructor(s): G. Rosenberg Terms Offered: Winter
Equivalent Course(s): LLSO 24011,PLSC 42515

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: Winter
Equivalent Course(s): PHIL 21600,GNSE 21601,LLSO 22612

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): HUMA 24900,PHIL 21400,GNSE 25200

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. (A)
Instructor(s): Staff Terms Offered: Autumn, Winter, Spring

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). (B)
Instructor(s): M. Dawson Terms Offered: Winter
Equivalent Course(s): LLSO 27101

PLSC 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 Terms Offered: Winter
Prerequisite(s): Consent of instructor required.
Equivalent Course(s): CLAS 33915,CLCV 23915,FNDL 23915,PLSC 33915,LLSO 23915

PLSC 24525. Hannah Arendt: On Revolution. 100 Units.
This seminar will be focused on Hannah Arendt's *On Revolution*, first published in 1963. Alongside a careful reading of the text, we may consider: the place of *On Revolution* in Arendt's *oeuvre*; its significance for recent and contemporary democratic theory; its relation to Marxian theories of revolution; its reception in the 1960s, particularly within the "New Left"; its relation to political and social-scientific discourses about revolution, including particularly anti-colonial revolution, in the context of the Cold War; its relation to the contemporaneous re-emergence of "poverty" as an object of political concern in the United States; and the adequacy, inadequacy, and/or idiosyncracy of Arendt's treatments of historical revolutions such as the American, French, Russian, German, Hungarian, and Cuban.
Instructor(s): P. Markell Terms Offered: Autumn
Prerequisite(s): For advanced undergraduate and graduate students. Enrollment will be limited and consent required.
Note(s): Please do not contact the instructor for consent prior to the start of the term; interested students should simply attend the first session.
Equivalent Course(s): PLSC 34525,FNDL 24525

PLSC 25402. Fragmented Politics and Global Markets. 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, investment, and intellectual property protections, the role of international institutions such as the World Trade Organization, and the future of international governance. (D)
Instructor(s): R. Gulotty Terms Offered: Spring

PLSC 25715. The Immigrant in Classical Greek Thought. 100 Units.
Readers have long marveled at classical Greek thought's ability to capture the enduring dilemmas of democratic life. But on the divisive and pressing issue of immigration, political scientists persistently bypass the Athenian democratic polis and its critics even though Athenians lived in a democracy that invited, but kept disenfranchised, a large number of free, integrated immigrants called "metics" (metoikoi). With this curiosity in mind, we seek to understand how ancient philosophers, dramatists, and orators saw the democracy's dependence on immigrants to support its economy, fight its wars, educate its citizenry, and—most importantly—model a way of living in the polis that was about assimilation, unaccountability, and social mobility. On what grounds were metics excluded from citizenship? What do critics think citizenship comes to mean under such conditions? Can they shed new light on contemporary assumptions about the relationship between democracy and immigration? Readings of primary texts in translation will be paired with contemporary political theory, gender theory, and classical studies. (A)

Instructor(s): D. Kasimis Terms Offered: Winter
Equivalent Course(s): CLCV 25715

PLSC 25810. Democracy in Indonesia. 100 Units.
Indonesia is both the largest new democracy and the largest majority-Muslim country in the world. This course considers how Indonesia has managed to establish a surprisingly stable democratic regime since the late 1990s after more than forty years of dictatorship. What allowed democracy to take root in Indonesia despite the enormous challenges of a devastating economic crisis, violent outbreaks of ethnic and religious conflict, widespread movements for territorial separation, longstanding disagreements over the proper role for Islam in politics, and an apparent lack of local democratic experience? What were the tradeoffs involved, and how have they affected the quality of democracy in Indonesia today? Beyond surveying the important case of Indonesia itself, this course will also consider how Indonesia's surprising experience might change the way we think about democratization more generally. (C)
Instructor(s): D. Slater Terms Offered: Winter
Equivalent Course(s): PLSC 35810

PLSC 25900. Japanese Politics. 100 Units.
This course is a survey of the major aspects of Japanese politics: party politics, bureaucracy, the diet, and political behavior in post-World War II Japan. (C)
Instructor(s): B. Silberman Terms Offered: Autumn
Equivalent Course(s): PLSC 35600

PLSC 26100. To Hell with the Enlightenment. 100 Units.
This course's aims are twofold: (1) to introduce the student to some of the writings attacking the Enlightenment in the nineteenth and twentieth centuries; and (2) show how these writings created a concept of political modernism and a theory of the aesthetic state. Among others, we read Schiller, Schopenhauer, Kierkegaard, Croce, Mead, Mussolini, and A. Rosenberg. (A)
Instructor(s): B. Silberman Terms Offered: Spring

PLSC 26800. Insurgency, Terrorism, and Civil War. 100 Units.
This course provides an introduction to asymmetric and irregular warfare. From Colombia to Afghanistan, non-state armed organizations are crucially important actors. We will study how they organize themselves, extract resources, deploy violence, attract recruits, and both fight and negotiate with states. We will also examine government counterinsurgency and counterterrorism policies, peace-building after conflict, and international involvement in internal wars. Case materials will be drawn from a variety of conflicts and cover a number of distinct topics. This course has a heavy reading load, and both attendance and substantial participation in weekly discussion sections are required. (D)
Instructor(s): P. Staniland Terms Offered: Winter
Equivalent Course(s): LLSO 26804

PLSC 27001. The Problem of World Government. 100 Units.
Why is there no single world government? From Tennyson to Einstein, thinkers have asserted that solving the world's ills could be accomplished only through the creation of a single, global government. Is this feasible? What forces, technological and political, have prevented its creation? Do institutions of global governance, such as the United Nations Security Council, serve as a stepping-stone towards or a substitute for world government? The course mixes readings in philosophy, theory, and history to consider such questions. Students will grapple with two fundamental ideas in international relations—sovereignty and anarchy—and use these ideas to gauge the practicality of achieving a global monopoly on the use of violence, the creation of a global single currency, and the viability of a global constitution. (D)
Instructor(s): P. Poast Terms Offered: Spring

PLSC 27016. Popular Culture, Art, and Autocracy. 100 Units.
This seminar focuses on the connections between authoritarian regimes and art. The course deals with both popular culture forms and "high art" with an emphasis on comparing practices in the former Communist countries of Eastern Europe and the Soviet Union with autocracies in the Middle East. Reading works by theorists such as Kant, Adorno, Horkheimer, Bourdieu, Arendt, Berlant, Butler, and Zizek and putting studies of authoritarianism in conversation with discussions of the market, the course asks: What role does censorship play in constraining and/or enabling art? How are authoritarian institutions of censorship different from market-oriented ones? How do the pressures of conformity operate in each? How does transgressive art "work the weaknesses" of the system—when it does? And how does it reproduce or underwrite conventional political power? In a context where autocrats in particular are the only sponsors of art, does the pressure to express loyalty to the regime depreciate artistic value? What counts as artistic value anyway? The course will cover methodological issues related to interpretation, genre, reception, and form. Students will also be exposed to films, comedy skits, poetry, and short stories. (C)
Instructor(s): M. Nalepa, L. Wedeen Terms Offered: Autumn

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. (B)
Instructor(s): J. Padgett Terms Offered: Winter
Equivalent Course(s): PLSC 37500,SOCI 30301

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 in the late eighteenth century and the end of World War II. (D)
Instructor(s): J. Mearsheimer Terms Offered: Winter
Equivalent Course(s): PLSC 37600

PLSC 27702. Political Leadership: Historical and Contemporary Perspectives. 100 Units.
This course will examine both classical and contemporary analyses of leadership, with a particular focus on the relationship between executive authority and democratic politics. We will read traditional authors such as Cicero, Livy, Plutarch, and Machiavelli, as well as contemporary analyses of modern political leadership, especially of the American presidency. (A)
Instructor(s): W. Howell, J. McCormick Terms Offered: Autumn
Note(s): Limited enrollment.
Equivalent Course(s): PLSC 37702,LLSO 27704

PLSC 27725. Machiavelli's Florentine Histories. 100 Units.
This course is devoted to a close reading of what is perhaps Niccolò Machiavelli's most difficult work, the *Florentine Histories*. We will explore the extent to which the lessons of Machiavelli's history of his native city conform with those that he earlier set forth in more famous works like *The Prince* and the *Discourses*. We will also examine the interpretive debates over the *Histories* that pervade the scholarly literature. Themes pertaining to the Florentine Republic to be considered include: liberty, patriotism, civic foundings, social conflict, partisan strife, religion and politics, tyranny, revolution, and corruption. (A)
Instructor(s): J. McCormick Terms Offered: Winter
Prerequisite(s): Advanced consent of instructor required.
Equivalent Course(s): PLSC 37725,LLSO 27725,FNDL 27725

PLSC 28300. Seminar on Realism. 100 Units.
The aim of this course is to read the key works dealing with the international relations theory called "realism." (D)
Instructor(s): J. Mearsheimer Terms Offered: Spring
Note(s): Limited enrollment.

PLSC 28615. Politics and Human Nature. 100 Units.
This course explores commonalities among psychoanalytic theory, Buddhism, and studies of emotions and brain physiology, particularly as they relate to questions of the self and political life. In addition to exploring each of these theories, we investigate particular questions (e.g., inevitability of conflict, dynamics of obedience and authority, emotional power of ideology, and non-Western understandings of human consciousness). (A)
Instructor(s): E. Oliver Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing.
Equivalent Course(s): LLSO 28613

PLSC 28701. Introduction to Political Theory. 100 Units.
An introduction to political theory that focuses upon the interrelated themes of inhumanity, injustice, and inequality in both the history of political thought and contemporary political theory. (A)

Instructor(s): Staff Terms Offered: TBD

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. (B)
Instructor(s): W. Howell Terms Offered: Autumn

PLSC 28900. Strategy. 100 Units.
This course covers American national security policy in the post–cold war world, especially the principal issues of military strategy that are likely to face the United States in the next decade. This course is structured in five parts: (1) examining the key changes in strategic environment since 1990, (2) looking at the effects of multipolarity on American grand strategy and basic national goals, (3) focusing on nuclear strategy, (4) examining conventional strategy, and (5) discussing the future of war and peace in the Pacific Rim. (D)
Instructor(s): R. Pape Terms Offered: Spring
Equivalent Course(s): PLSC 39900

PLSC 28901. Introduction to Comparative Politics. 100 Units.
What factors prolong the lives of dictatorships? When do autocrats choose to relinquish power? Why does democratization sometimes produce violence and/or social inequality? What are the long-term consequences of colonial rule for democratic development? This course will use pairwise comparisons of countries from four different world regions and apply the comparative method to address some of the most enduring puzzles and paradoxes of democratization. Rather than covering an exhaustive set of topics that make up the entire field of comparative politics, we will focus on some of the most pressing challenges to democratic development today. In addition to course readings, we will also include the screening of several films that underscore and dramatize the key themes discussed in the class. (C)
Instructor(s): M. Nalepa Terms Offered: Spring

PLSC 29000. Introduction to International Relations. 100 Units.
This course introduces the main themes in international relations, including the problems of war and peace, conflict and cooperation, national security, and the politics of international economic relations. The course begins by considering some basic theoretical tools used to study international politics. It then focuses on several prominent security issues in modern international relations, such as the Cold War and post–Cold War world, nuclear weapons, terrorism, and global order (and disorder). The last part of the course deals with economic aspects of international relations. It concentrates on issues where politics and economics are closely intertwined: world trade, international investment, environmental pollution, and European unification. (D)
Instructor(s): C. Lipson Terms Offered: Autumn
Equivalent Course(s): PLSC 39800

PLSC 29202. The Secret Side of International Politics. 100 Units.
This course explores the secret side of international politics, analyzing what governments do "behind closed doors" and the reasons why they do it. Some questions the course addresses include: What agreements do diplomats negotiate privately and why? What role does secrecy play in wartime? What do covert operations actually look like and why are they used? And how have espionage practices evolved historically? Course material will draw on both well-known and obscure uses of secrecy in international politics; students will do their own hands-on research with declassified materials on new cases of their choosing. We conclude with analysis of the threat secrecy in all its guises poses to democracy and whether if at all social media and political openness are changing the secret side of international politics. This course has a heavy reading load and both attendance and substantial participation in weekly discussion sections are required. (D)
Instructor(s): A. Carson Terms Offered: Spring

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 sector? 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. (C)
Instructor(s): B. Lessing Terms Offered: Spring
Equivalent Course(s): LLSO 27307

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: Summer, Autumn, Winter, Spring
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: Summer, Autumn, Winter, Spring
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

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 (collegecatalog.uchicago.edu/thecollege/archives) for the requirements that pertain to them.

NOTE: When planning your course schedule, please consult the *Time Schedules* (http://timeschedules.uchicago.edu) and the Courses section (http://psychology.uchicago.edu/academics/undergrad/collegecourses20122013.shtml) of the Psychology Department Undergraduate Program website for any changes in the course offerings.

Statistics/Methodology Sequence

Psychology majors are required to complete PSYC 20100 Psychological Statistics and PSYC 20200 Psychological Research Methods by the end of their third year. **However, 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 (Psy Rech Meth) and the statistical methods (Psych Stats) used in psychological science and are typically taught in Autumn and Winter Quarters.

Students may take STAT 22000 Statistical Methods and Applications or a more advanced statistics course instead of PSYC 20100.

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 psychology 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 Undergraduate Reading in 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. 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

One of the following:		200
PSYC 20100 & PSYC 20200	Psychological Statistics and Psychological Research Methods *	
STAT 22000 & PSYC 20200	Statistical Methods and Applications and Psychological Research Methods (or above) *	
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.

* Credit for PSYC 20100 or STAT 22000 may be granted by examination.

+ Courses without a psychology 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:

1. 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.
2. 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.
3. Students are required to take an PSYC 29800 Honors Seminar 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.

4. 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 a third-year student who is 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 20000. 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): J. Cacioppo Terms Offered: Autumn

PSYC 20100. Psychological Statistics. 100 Units.
Psychological research typically involves the use of quantitative (statistical) methods. This course introduces the methods of quantitative inquiry that are most commonly used in psychology and related social sciences. PSYC 20100 and 20200 form a two-quarter sequence that is intended to be an integrated introduction to psychological research methods. PSYC 20100 introduces explanatory data analysis, models in quantitative psychology, concept of probability, elementary statistical methods for estimation and hypothesis testing, and sampling theory. PSYC 20200 builds on the foundation of PSYC 20100 and considers the logic of psychological inquiry and the analysis and criticism of psychological research. It is recommended that students complete MATH 13100 and MATH 13200 (or higher) before taking this course.
Instructor(s): W. Goldstein Terms Offered: Autumn

PSYC 20200. 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): A. Henly Terms Offered: Winter

PSYC 20209. 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
Note(s): CHDV Distribution, B, D
Equivalent Course(s): CHDV 20209

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): B. Prendergast 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

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. Berman 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. Kinzler, L. Richland Terms Offered: Autumn
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: Winter
Prerequisite(s): PSYC 20000 recommended.
Note(s): Can count towards CHDV, C specialization, but not C distribution
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): TBA Terms Offered: TBA

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): Staff Terms Offered: Autumn
Note(s): Required Course for Comparative Human Development Majors
Equivalent Course(s): CHDV 20000

PSYC 21450. Evolutionary Cognitive Psychology. 100 Units.
Evolution via natural selection is the most influential scientific explanation for the existence of the human brain. This seminar explores how evolution shaped the brain's cognitive functions, such as thinking and intelligence. How has the mind been designed to process survival-relevant information? How has evolution shaped our capacity for learning new information? What is the role of culture? These kinds of questions will be addressed through key readings in evolutionary psychology and related fields, and research findings that have been attributed to evolutionary forces will be critically evaluated. Engaging discussion and student presentations are an important aspect of this course.
Instructor(s): D. Gallo Terms Offered: Winter

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): CHDV 21901,ANTH 27605,ANTH 37605,CHDV 31901,PSYC 31900,LING 27700,LING 37700

PSYC 22750. Developmental Psychopathology. 100 Units.
This advanced course focuses on the development of mental disorders that have their onset in infancy, childhood, or adolescence from the perspective of developmental psychopathology. Developmental psychopathology is a field that lies at the interface of clinical and developmental psychology within which the aim is to identify the earliest deviations from normative developmental processes that likely lead to the development of psychopathology. By incorporating the study of basic biological and psychological processes into the study of psychopathology, the identification of earliest markers, and ultimately causal factors, may be achieved.
Instructor(s): K. Keenan Terms Offered: Spring
Note(s): This course does not meet requirements for the biological sciences major.

PSYC 22831. Debates in Cognitive Neuroscience. 100 Units.
This course will survey some of the current debates in the fields of cognitive and social neurosciences. The readings and discussions will cover a variety of topics ranging from the functional specificity of brain regions supporting face processing to the network of brain regions believed to support mental state inferences about others. Discussions and response papers will emphasize careful consideration of each perspective on these topics.
Instructor(s): J. Cloutier Terms Offered: Spring

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): Third- or fourth-year standing. Instructor consent required.
Note(s): CHDV Distribution, B, C
Equivalent Course(s): CHDV 21000,AMER 33000,ANTH 24320,ANTH 35110,CHDV 31000,GNSE 21001,GNSE 31000,PSYC 33000

PSYC 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-numbered years), J. Mateo (odd-numbered years) Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in the biological sciences.
Equivalent Course(s): BIOS 23249,CHDV 23249,HDCP 41650

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: Spring

PSYC 23890. Learning and Memory. 100 Units.
It has been stated that memory is the foundation of our selves; without a trace of what has come before we are uncertain of our today and tomorrow. We learn in many contexts, in controlled settings such as classrooms and as we navigate our broader environments. We usually think that stronger memories are better, but incidences of PTSD remind us that all neural processes, including learning and memory, need to be appropriate for the situation. We will consider the underlying neurobiology of learning and memory processes alongside the larger behavioral context to understand the links between experience, neural function, and learning-guided behavior.
Instructor(s): S. London Terms Offered: Winter
Prerequisite(s): Students are strongly encouraged to have taken at least one course in neuroscience or cognitive psychology.

PSYC 24000. Systems Neuroscience. 100 Units.
This course introduces 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): M. Hale, D. Freedman Terms Offered: Spring
Prerequisite(s): BIOS 24204 or consent of instructor.
Note(s): This course meets one of the requirements of the neuroscience specialization.

PSYC 24050. Understanding Wisdom. 100 Units.
Thinking about the nature of wisdom goes back to Aristotle and has changed in many ways over the history of thought. However, in modern times the term "wisdom" has appeared less in popular discourse except as a synonym for being "smart" or "clever." This course examines the basic question of how wisdom has been defined and how the definition has changed. We examine whether wisdom really exists or whether it is simply a creation of mythology or fiction or wishful thinking. Further, the course considers whether and how wisdom can be studied scientifically, that is, how it can be measured and experimentally manipulated. Readings are drawn from philosophy, classics, history, behavioral economics, neuroscience, and psychology. In addition to considering the theoretical concept of wisdom and how it can be studied scientifically, the course explores how concepts of wisdom can be applied in business, education, medicine, and the law. We conclude by discussing the notion of how practical wisdom can be applied in daily life to increase human flourishing.
Instructor(s): H. Nusbaum, B. Hoeckner, A. Henly Terms Offered: Not offered 2015-2016
Prerequisite(s): Third- or fourth-year standing

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
Note(s): This course is a prerequisite for 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: Spring
Prerequisite(s): Attendance on the first day of class is required or registration will be dropped.
Equivalent Course(s): PBPL 25120,CHDV 25120

PSYC 25460. The Body in the Mind. 100 Units.
How is thinking related to perception and bodily action? In this course we will explore theories of 'embodied cognition' that have emerged in the 21st century, and consider the challenges they face. If concepts are built upon perception and action, how can people conceptualize abstract things that they can never see or touch? Where earlier body-based theories of concepts have fallen short, how can contemporary embodiment theories contribute to a coherent account of language and cognition?
Instructor(s): D. Casasanto Terms Offered: Spring

PSYC 25700. The Psychology of Negotiation. 100 Units.
Negotiation is ubiquitous in interpersonal interactions, from making plans for a trip with friends or family, to determining working conditions with an employer, to managing international conflicts. In this course we examine the structure of different negotiations and the psychology that governs the processes and outcomes of a negotiation. For instance, we consider the role of perceptions, expectations, intuitions, and biases. We evaluate the role of information processing, modes of communication, and power in influencing a negotiated outcome. We see how the psychology of trust, reciprocity, fairness, cooperation, and competition can affect our ability to benefit from an exchange or contribute to the escalation of conflict. To better understand the dynamics of the negotiation process, we learn both through engaging in a variety of negotiation role-plays and relating these experiences to research findings.
Instructor(s): B. Keysar Terms Offered: Winter
Prerequisite(s): PSYC 25101 The Psychology of Decision Making is a prerequisite for this course, as it provides the conceptual foundations.

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
Equivalent Course(s): BIOS 29271

PSYC 25950. The Psychology of Stereotyping and Prejudice. 100 Units.
This course introduces concepts and research in the study of stereotyping and prejudice. Topics include the formation of stereotypes and prejudice; the processes that underlie stereotyping and prejudice; stereotyping and prejudice from the target's perspective; and prejudice and stereotype reduction. The course will cover a variety of groups (e.g., race, gender, weight, and sexual orientation) and explore the implications of stereotyping and prejudice across a number of settings (e.g., educational, law, and health).
Instructor(s): J. Kubota 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): Ming Xiang Terms Offered: TBD
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. Maestripieri Terms Offered: Winter
Equivalent Course(s): CHDV 37950,PSYC 37950,BIOS 29265,CHDV 27950

PSYC 29200. Undergraduate Reading in Psychology. 100 Units.
Terms Offered: Autumn, Winter, Spring
Note(s): Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.

PSYC 29700. Undergraduate Research in Psychology. 100 Units.
Terms Offered: Autumn, Winter, Spring
Note(s): Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.

PSYC 29800. Honors Seminar. 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): B. Prendergast 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.

Public Policy Studies

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 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. PBPL 29600 Internship: Public Policy offers academic course credit for students completing an approved, policy-oriented internship.

Students should contact the program administrator with questions about meeting requirements for the public policy studies degree.

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 Year

During their first or second year, students should take two quarters of calculus plus PBPL 26400 Quantitative Methods in Public Policy Quantitative Methods in Public Policy. Other quantitative courses may be substituted for PBPL 26400 with the permission of the program director.

Second Year

Many students take the following required three-quarter sequence in their second year. Taking the courses in the same year is *not required,* however, and the courses may be taken in any order.

PBPL 22100	Politics and Policy	100
PBPL 22200	Public Policy Analysis	100
PBPL 22300	Problems of Public 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.

At least one course in statistics

Students are required to take STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods.

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: 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, where the terminology reflects the idea that such a course represents a window from the ivory tower into the "real world." Most students will fulfill this requirement through the two-quarter "practicum" sequence PBPL 26200-26300 Field Research Project in Public Policy I-II. Each sequence is designed to teach research methods (e.g., focus groups, community surveys, GIS mapping) in a hands-on way. Many of the practicums in the past have involved collective work on a real-world policy problem; see, for example, some final reports at cprt.uchicago.edu.

Sometimes PBPL 26200 Field Research Project in Public Policy I will be offered in a stand-alone manner, as a one-quarter Methods course, and PBPL 26300 Field Research Project in Public Policy II also will be offered in a stand-alone fashion, as a one-quarter Windows course. Alternatives to one or both quarters of PBPL 26200-26300 Field Research Project in Public Policy I-II can be drawn from the Methods and Windows courses listed below. 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 26200 Field Research Project in Public Policy I

PBPL 26500 Quantitative Policy Analysis Using Microsoft Excel

PBPL 26605 Regression, Factor Analysis, and Other Methods in Public Policy Research

PBPL 27040 Public Finance and Public Policy

GEOG 28200 Introduction to GIS

SOCI 20001 Sociological Methods

SOCI 20111 Survey Analysis I

PPHA 34600 Program Evaluation

PPHA 34810 Mixed Methods Approaches to Policy Research

SSAD 30200 Social Intervention: Research and Evaluation

The Windows courses include:

PBPL 26300 Field Research Project in Public Policy II

PBPL 24751 The Business of Non-Profits: The Evolving Social Sector

PBPL 26801 Race Policy

CHDV 20305 Inequality in Urban Spaces

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 taken before the fourth year.

Fourth Year

Students must write a BA paper in their fourth year. The required seminar course, PBPL 29800 Senior Seminar, offered in the Autumn Quarter, is designed to assist students in developing and writing their BA papers. The instructor of PBPL 29800 Senior Seminar, the public policy preceptor, serves as a reader for the BA papers. Students are encouraged to choose a faculty adviser as a second reader for the project. Outstanding BA papers can earn an honors designation. In early April, fourth-year students present their BA papers at a Public Policy undergraduate research symposium.

The PBPL 29800 Senior Seminar informs students about sources, methods of research, and treatment of evidence. Students work throughout Winter and Spring Quarters with the preceptors (and possibly faculty advisers) in revising their BA papers. In addition to the PBPL 29800 Senior Seminar requirement, students may take one or two quarters of PBPL 29900 BA Paper Preparation: Public Policy for general elective credit. PBPL 29900 BA Paper Preparation: Public Policy, typically coordinated by a preceptor or faculty adviser, is designed to ensure that students will have sufficient time to write a quality 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 to two majors. A consent form, to be signed by both chairs, is available from the College advising office. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Courses

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 Problems of Public Policy Implementation	300
ECON 20000	The Elements of Economic Analysis I	100
or PBPL 20000	Economics for Public Policy	
STAT 22000	Statistical Methods and Applications *	100
or STAT 23400	Statistical Models and Methods	
Three courses in an area of specialization		300
PBPL 26200-26300	Field Research Project in Public Policy I-II (or equivalent)	200
PBPL 29800	Senior Seminar	100
BA paper		
Total Units		1200

* Credit may be granted by examination.

\+ PBPL 26400 Quantitative Methods in Public Policy may be replaced with a different quantitative course as previously described.

It is recommended that students take an additional course in statistics.

Grading

All courses counting toward the public policy major must be taken for quality grades unless students have prior approval for P/F grading from the undergraduate program chair.

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 of substantial quality. For additional information about qualifying for honors, visit the Public Policy Studies website (pbpl.uchicago.edu).

Public Policy Studies - College 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.
Instructor(s): M. Keels Terms Offered: Winter
Note(s): CHDV Distribution, B
Equivalent Course(s): CHDV 20305,CHDV 40315,CRES 20305

PBPL 21800. Economics and Environmental Policy. 100 Units.
This course combines basic microeconomic theory and tools with contemporary environmental and resources issues and controversies to examine and analyze public policy decisions. Theoretical points include externalities, public goods, common-property resources, valuing resources, benefit/cost analysis, and risk assessment. Topics include pollution, global climate change, energy use and conservation, recycling and waste management, endangered species and biodiversity, nonrenewable resources, congestion, economic growth and the environment, and equity impacts of public policies.
Instructor(s): S. Shaikh Terms Offered: Autumn
Prerequisite(s): ECON 19800 or higher, or PBPL 20000
Equivalent Course(s): ENST 21800,LLSO 26201

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.
Instructor(s): C. Berry Terms Offered: Autumn
Note(s): Public Policy 22100-22200-22300 may be taken in and out of sequence.

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 or out of sequence. 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. Problems of Public Policy Implementation. 100 Units.
Once a governmental policy or program is established, there is the challenge of getting it carried out in ways intended by the policy makers. We explore how obstacles emerge because of problems of hierarchy, competing goals, and cultures of different groups. We then discuss how they may be overcome by groups, as well as by creators and by those responsible for implementing programs. We also look at varying responses of target populations.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): One prior 20000-level social sciences course
Note(s): PBPL 22100-22200-22300 may be taken in or out of sequence.

PBPL 23000. Organizational Analysis. 100 Units.
This course is a systematic introduction to theoretical and empirical work on organizations broadly conceived (e.g., public and private economic organizations, governmental organizations, prisons, professional and voluntary associations, health-care organizations). Topics include intraorganizational questions about organizational goals and effectiveness, communication, authority, and decision making. Using recent developments in market, political economy, and neoinstitutional theories, we explore organizational change and interorganizational relationships for their implications in understanding social change in modern societies.
Instructor(s): E. Laumann Terms Offered: Autumn
Equivalent Course(s): SOCI 20101,SOCI 30101

PBPL 23100. Environmental Law. 100 Units.
This lecture/discussion course examines the development of laws and legal institutions that address environmental problems and advance environmental policies. Topics include the common law background to traditional environmental regulation, the explosive growth and impact of federal environmental laws in the second half of the twentieth century, regulations and the urban environment, and the evolution of local and national legal structures in response to environmental challenges.
Instructor(s): R. Lodato Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing, or consent of instructor
Equivalent Course(s): ENST 23100,LLSO 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 Terms Offered: Winter
Prerequisite(s): ECON 20100 required; ECON 21000 or STAT 23400 strongly recommended
Note(s): This course is offered only in even numbered years.
Equivalent Course(s): ECON 28700

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): T. Clark Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in social sciences
Equivalent Course(s): SOCI 20106,ENST 23500,SOCI 30106

PBPL 24500. Economics of Urban Policies. 100 Units.
This course covers tools needed to analyze urban economics and address urban policy problems. Topics include a basic model of residential location and rents; income, amenities, and neighborhoods; homelessness and urban poverty; decisions on housing purchase versus rental (e.g., housing taxation, housing finance, landlord monitoring); models of commuting mode choice and congestion and transportation pricing and policy; urban growth; and Third World cities.
Instructor(s): G. Tolley, K. Ierulli Terms Offered: Spring
Prerequisite(s): ECON 20100
Equivalent Course(s): ECON 26600,GEOG 26600,GEOG 36600,LLSO 26202

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): ENST 24701,LLSO 24901

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.
Instructor(s): C. Velasquez Terms Offered: Autumn, Winter, Spring
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 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 20120,SOCI 30120,SOCI 20120/30120

PBPL 24901. Trade, Development, and Poverty in Mexico. 100 Units.
Taking the past twenty years as its primary focus, this course examines the impact of economic globalization across Mexico with particular emphasis on the border region and the rural South. We explore the impact of NAFTA and the shift to neoliberal policies in Mexico. In particular, we examine the human dimension of these broad changes as related to social development, immigration, indigenous populations, and poverty. While primarily critical, the primary objective of the course is to engage in an interdisciplinary exploration of the question: Is trade liberalization an effective development strategy for poor Mexicans?
Instructor(s): C. Broughton Terms Offered: Winter
Note(s): This course is offered in alternate years.
Equivalent Course(s): CRES 24901,LACS 24901

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: Spring
Prerequisite(s): Attendance on the first day of class is required or registration will be dropped.
Equivalent Course(s): CHDV 25120,PSYC 25120

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 25630. Poverty, Work, and Family Policy. 100 Units.
This course examines contemporary policy questions of concern to families, especially low-income working families. The course will consider demographic, labor market, and policy trends affecting family economic well-being and child outcomes; conceptual frameworks and policy debates concerning the responsibility of government, corporate, and informal sectors to address family needs; and specific policy and program responses directed at (1) improving employment and economic outcomes and (2) reconciling the competing demands of employment and parenting. Throughout the course, we will consider the ideological, conceptual, and empirical bases for the issues we study. Although our primary focus will be on issues affecting low-income families in the United States, relevant comparisons will be made throughout the course—cross-nationally, across race/ethnicity, and across income.
Instructor(s): J. Henly Terms Offered: Spring
Prerequisite(s): Third- or fourth-year standing; second-year students require instructor consent.

PBPL 26200-26300. Field Research Project in Public Policy I-II.
These courses are designed to expose students to real-world policy-making questions and field-based research methodologies. The courses PBPL 26200 and PBPL 26300 can be offered as a two-quarter practicum project, or can be offered in one-quarter, standalone versions. Though the projects differ considerably among students and quarters, typically practicum students work together on designing the research project, gathering information, analyzing data, and presenting findings. Past practicums have connected with a variety of clients including the Chicago Cultural Alliance, the City's Department of Family and Support Services, the Logan Center for the Arts, and the Woodlawn Public Safety Alliance. Both PBPL 26200 and PBPL 26300 generally are offered twice during an academic year. A standalone version of PBPL 26200 meets a student's "Methods" requirement, while a standalone version of PBPL 26300 meets the "Windows" requirement.

PBPL 26200. Field Research Project in Public Policy I. 100 Units.
Instructor(s): C. Broughton, Winter Terms Offered: Various
Prerequisite(s): Open only to public policy studies majors. Third year standing recommended.

PBPL 26300. Field Research Project in Public Policy II. 100 Units.
Instructor(s): C. Broughton, Spring Terms Offered: Various
Prerequisite(s): PBPL 26200; open only to public policy studies majors. Third year standing recommended.

PBPL 26300. Field Research Project in Public Policy II. 100 Units.
Instructor(s): C. Broughton, Spring Terms Offered: Various
Prerequisite(s): PBPL 26200; open only to public policy studies majors. Third year standing recommended.

PBPL 26400. Quantitative Methods in Public Policy. 100 Units.
This course involves a problem-by-problem investigation of how to apply the right statistics to contemporary public policy issues (in contrast to the method-by-method approach traditionally used to teach statistics). Quantitative public policy involves the use of four core methodologies: analysis of cross-tabulations, ordinary least squares regression, logistic regression, and analysis of variance. This course prepares students to understand scholarly articles using these four methods. We use a case analysis approach teaching specific decision algorithms in the application of the four methods. We also conduct analyses in SPSS using General Social Survey data and write up the results.
Instructor(s): Staff Terms Offered: Autumn, Spring

PBPL 26500. Quantitative Policy Analysis Using Microsoft Excel. 100 Units.
This course will explore MS Excel's capabilities for conducting policy analysis through analysis of administrative and survey data. It will focus on research design for policy organizations and associated quantitative methods, including database applications, cross tabulation, linear and logistic regression, and modeling. For example, can we build a model that assesses the impact on gang violence that may result from different school closings and associated changes in school catchment area boundaries? Can we predict the number of physicians needed as the Affordable Care Act increases insured low income residents?
Instructor(s): Staff Terms Offered: Winter

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,ECON 26530,PPHA 32510

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): ENST 26531,ECON 26540,PPHA 32520

PBPL 26605. Regression, Factor Analysis, and Other Methods in Public Policy Research. 100 Units.
The goal of this class is to equip undergraduates to publish quantitative research papers and to prepare quantitative BA papers. Public policy analysts use logistic and linear regression to build models that help them understand, and thus change, the world. In preparation for building these models, factor analysis is a tool to identify underlying patterns in the data and reduce its complexity. Cluster analysis permits segmenting the policy audience, as a guide to better targeting of interventions. In this course students select a dataset of interest to them and analyze it using these four methods, preparing the "findings" sections suitable for publication and/or BA papers. They also prepare a PowerPoint presentation suitable for either a policy or academic audience. Guest speakers from the University who have published articles using these methods discuss the practical issues in undertaking quantitative research. This class is designed to extend and build on Quantitative Methods in Public Policy (PBPL 26400).
Instructor(s): Staff Terms Offered: Winter
Note(s): Experience in using basic statistical methods is desirable but not required.

PBPL 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: Spring
Prerequisite(s): ECON 21000
Equivalent Course(s): ECON 26700

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.
Instructor(s): F. Tintelnot Terms Offered: Spring
Prerequisite(s): ECON 20100
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 27501. Regulating Speech. 100 Units.
This course concerns private and public policy with respect to speech and expression. Varieties of speech considered include blasphemy, obscenity, and advertising. Policies considered include prohibition; taxation; licensing; and time, place, and manner controls. The intellectual framework employed for the evaluation of various policies is primarily economic and legal, though other disciplines also are drawn upon.
Instructor(s): J. Leitzel Terms Offered: Spring
Note(s): This course is offered in alternate years.

PBPL 27750-27751. Practicum in Environment, Agriculture, and Food Policy I-II.
This course sequence is designed to acquaint students to real-world policy-making questions. Students will work together, along with an organizational partner, on designing and conducting a research project. Course work will involve academic literature reviews, various forms of data collection, research design, statistical analysis, and presentation of a final report. Previous projects have included certification of green restaurants in Chicago, mapping of campus green roofs in Chicago, transportation research for a Chicago museum exhibit, and design of incentive programs for storm water management in Chicago. Students in the course will also handle all aspects of running the Environment, Agriculture, and Food Working Group (eaf.uchicago.edu), including communication and outreach through website content and social media. Completion of the two-quarter sequence satisfies the undergraduate public policy studies practicum requirement.

PBPL 27750. Practicum in Environment, Agriculture, and Food Policy I. 100 Units.
Instructor(s): S. Shaikh Terms Offered: Autumn
Prerequisite(s): Open only to Public Policy majors and Environmental Studies majors and minors
Equivalent Course(s): ENST 27750

PBPL 27751. Practicum in Environment, Agriculture, and Food Policy II. 100 Units.
Instructor(s): S. Shaikh Terms Offered: Winter
Prerequisite(s): Open only to Public Policy majors and Environmental Studies majors and minors
Equivalent Course(s): ENST 27751

PBPL 27751. Practicum in Environment, Agriculture, and Food Policy II. 100 Units.
Instructor(s): S. Shaikh Terms Offered: Winter
Prerequisite(s): Open only to Public Policy majors and Environmental Studies majors and minors
Equivalent Course(s): ENST 27751

PBPL 27821. Urban Schools and Communities. 100 Units.
This course explores the intersection of urban schools and community, with a focus on the evolution of urban communities, families, and the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as we explore questions about the purpose and history of public schools, and factors that influence the character of school structure and organization in urban contexts, such as poverty, segregation, student mobility, etc. The topics covered provide essential intellectual perspectives on the history, work, and complexities of urban schools with a particular focus on the communities that surround them.
Instructor(s): S. Stoelinga, K. Matsko Terms Offered: Spring
Equivalent Course(s): CHDV 27821,SOCI 20226

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 20116,HMRT 20116,HMRT 30116,SOCI 30116

PBPL 28270. Economics and International Health. 100 Units.
This course uses the tools of applied microeconomics to explore public health issues in the developing world. The course will develop an economic approach to health and health behavior, and examine how health care markets in developing countries mediate the welfare of patients. We will consider the economic aspects of HIV, malaria, diarrhea, and air pollution. Along the way, we will weigh the merits of common policy responses to these problems.
Instructor(s): D. Bennett Terms Offered: Winter
Prerequisite(s): Econ 19800, Econ 20000 or PBPL 20000 (Microeconomics) and a Statistics course or consent of the instructor.

PBPL 28350. Education and Development: Policy and Research. 100 Units.
This course covers policy issues related to education in developing contexts. We will analyze education policies and reforms, review relevant research on each topic, and examine implications of the findings to policy and practice. Topics include understanding factors that influence educational decisions, provision of basic needs in schools, teacher pay and incentives, school choice, discrimination and inclusion in education, early childhood education, and education in emergency settings. We will often have guest speakers who are working in policy and practice share their on-the-ground experiences followed by a class-led discussion about related academic papers.
Instructor(s): A. Adukia Terms Offered: Winter
Prerequisite(s): A microeconomics course and a statistics course. This course is intended for third- and fourth-year students; first-year students not admitted; second-year students require instructor consent.

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 Terms Offered: Autumn, Winter, Spring

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: Autumn
Prerequisite(s): ECON 20100
Equivalent Course(s): ECON 28600

PBPL 28702. Electoral Politics. 100 Units.
This course involves the scientific study of elections in advanced democracies with a primary focus on the modern United States. We will address empirical and theoretical questions about voters, candidates, parties, and the electoral system as a whole. For example, who runs for political office? How do they choose their policy platforms? How do citizens form their vote choices? Who turns out to vote and why? Who is informed and why? Does it matter that many citizens abstain from politics and are uninformed? What roles do race, ethnicity, and prejudice play in elections? What role does the media play? What laws and policies could improve political participation and political representation? We will address these questions through the applications of game theory, microeconomic theory, and most importantly quantitative/statistical analysis.
Instructor(s): A. Fowler Terms Offered: Autumn
Prerequisite(s): Basic familiarity with American politics and statistics is required.

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: 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 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: Autumn
Prerequisite(s): PQ: Third- or fourth-year undergrad or first-year grad students. For ECON majors who want ECON credit for this course (ECON 26800): PQ is ECON 203.
Equivalent Course(s): BPRO 29000,CHSS 37502,ECON 26800,ENST 29000,PPHA 39201,PSMS 39000

PBPL 29305. Law and Urban Problems. 100 Units.
This course will examine a set of issues affecting people in urban areas. The primary substantive areas of law that we will discuss are housing and land use regulation. Topics will include issues such as landlord/tenant law, home ownership, zoning, low income housing, gated communities, and fair housing. As part of our analysis we will consider what it means to talk about property rights in modern America. The course will be a discussion class. Readings will include court cases, law review articles, and social science materials. There will be occasional guest speakers. No familiarity with law is expected or required.
Instructor(s): M. Schill Terms Offered: Not offered 2015-16; will be offered 2016-17.

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): PSYC 32411,STAT 33211,CCTS 32411,CHDV 32411

PBPL 29600. Internship: Public Policy. 100 Units.
Students write a paper about their experience working for a government agency or nonprofit organization.
Instructor(s): Staff Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of program chair
Note(s): Open only to students who are majoring in public policy. Students are required to submit the College Reading and Research Course Form. Must be taken for P/F grading. Students must make arrangements with the program chair before beginning the internship.

PBPL 29700. Reading and Research: Public Policy. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open only to students who are majoring in public policy
Note(s): Students are required to submit the College Reading and Research Course Form.

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: Autumn
Prerequisite(s): Registration by instructor consent only
Note(s): Please email Sabina Shaikh at sabina@uchicago.edu.
Equivalent Course(s): ENST 29701

PBPL 29800. Senior Seminar. 100 Units.
PBPL 29800, the Senior Seminar, is offered in Autumn Quarter and is designed to assist students in developing and writing the required BA paper. Students register for PBPL 29800 in Autumn Quarter and continue to work throughout Winter and Spring Quarters with a BA Seminar instructor/preceptor (and possibly faculty advisers) in revising their BA papers. The Autumn Quarter class informs students about sources, methods of research, and treatment of evidence. The instructor/preceptor of the Senior Seminar serves as a reader for the BA papers. Students may choose a faculty adviser as a second reader—though second readers are not required. Outstanding BA papers can earn an honors designation. As part of the BA process, students write a policy memo that distills their BA research and, in early April, present their BA papers at the yearly Public Policy undergraduate research symposium for graduating seniors.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Open only to fourth-year students who are majoring in public policy
Note(s): Must be taken for a quality grade.

PBPL 29900. BA Paper Preparation: Public Policy. 100 Units.
Instructor(s): Staff Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open only to fourth-year students who are majoring in public policy
Note(s): Students are required to submit the College Reading and Research Course Form.

Religious Studies

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

A major in Religious Studies consists of twelve courses, including one introductory course and a two-quarter senior seminar. It is preferable that students consult the Director of Undergraduate Studies and declare their major in Religious Studies before the end of their second year. Students and the Director of Undergraduate Studies will work together to create a program of study. The goal is to develop depth in one area so that a satisfactory BA paper will be written in the fourth year. Students are encouraged to explore more than one religious tradition in their courses. 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 Examination Credit and Transfer Credit (p. 35). Students with permission to enroll in graduate Divinity courses may count these toward the major.

Introductory Course

Students in Religious Studies are required to take 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. It will typically be offered every year during Autumn Quarter. This course will introduce students to some of the central themes in Religious Studies; its particular focus will vary according to the interests of the individual instructor.

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 each 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 and RLST 29900 BA Paper) will assist students 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 in the Autumn Quarter and for RLST 29900 BA Paper 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. To be considered for honors, students must also have a 3.5 GPA or higher in the major and a 3.25 GPA or higher overall.

Summary of Requirements

RLST 10100	Introduction to Religious Studies	100
One course in historical studies in religious traditions		100
One course in constructive studies in religion		100
One course in cultural studies in religion		100
Six additional courses in Religious Studies		600
RLST 29800	BA Paper Seminar	100
RLST 29900	BA Paper	100
Total Units		1200

Minor Program in Religious Studies

The minor in Religious Studies requires a total of seven courses. RLST 10100 Introduction to Religious Studies is required of all minors. The remaining six 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 each 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 forms are available from the student's College adviser or online at https://college.uchicago.edu/sites/college.uchicago.edu/files/attachments/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 23603	Cosmos and Conscience: Looking for Ourselves Elsewhere	100
RLST 23620	The Problem of Evil	100
RLST 28502	Interpretations of Myth	100
RLST 28900	Magic, Science, and Religion	100
Total Units		700

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): R. Rosengarten Terms Offered: Autumn
Note(s): Required of students who are majoring in Religious Studies.

RLST 11004. Introduction to the Hebrew Bible. 100 Units.
The course will survey the contents of all twenty-four books of the Hebrew Bible, and introduce critical questions regarding its central and marginal figures, events, and ideas, its literary qualities and anomalies, the history of its composition and transmission, its relation to other artifacts from the biblical period, its place in the history and society of ancient Israel, and its relation to the larger culture of the ancient Near East.
Instructor(s): S. Chavel Terms Offered: Winter
Equivalent Course(s): BIBL 31000,JWSC 20120,NEHC 20504,NEHC 30504,RLST 11004

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 course covers the period from ca. 600 to 950, concentrating on the career of the Prophet Muhammad; Qur'an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature.
Instructor(s): T. Qutbuddin Terms Offered: Autumn
Equivalent Course(s): NEHC 30601,SOSC 22000,NEHC 20601

RLST 20402. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we 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): F. 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 30602,SOSC 22100,NEHC 20602

RLST 20403. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We 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 Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.
Instructor(s): A. El Shamsy Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30603,SOSC 22200,NEHC 20603

RLST 20402-20403. Islamic Thought and Literature II-III.

RLST 20402. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we 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): F. 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 30602,SOSC 22100,NEHC 20602

RLST 20403. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We 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 Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.
Instructor(s): A. El Shamsy Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30603,SOSC 22200,NEHC 20603

RLST 20403. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We 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 Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.
Instructor(s): A. El Shamsy Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30603,SOSC 22200,NEHC 20603

RLST 20408. 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: Spring
Equivalent Course(s): NEHC 20121,NEHC 30121,JWSC 20121

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): F. Donner Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general eduation requirement in civilization studies.
Equivalent Course(s): NEHC 30501,HIST 25704,HIST 35704,ISLM 30500,NEHC 20501

RLST 20701. The Autobiography of Teresa of Avila. 100 Units.
In this course we will do a close reading of the autobiography of Teresa of Avila in which we will pay attention to her attitudes towards prayer and religious practice, mystical experience, community organization, sin and redemption, and gender. Our reading will be supplemented by other texts written by Teresa as well as secondary works that will help us interpret her in her historical context.
Instructor(s): L. Pick Terms Offered: Spring
Equivalent Course(s): FNDL 23112,HIST 19801,GNDR 20701

RLST 21400. 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 Terms Offered: Spring

RLST 21610. Carolingian Renaissance. 100 Units.
The Carolingian Renaissance flowered thanks to the leadership of a new royal (AD 751) and then (from Christmas 800) imperial dynasty. Expansive political and cultural initiatives reshaped Europe into a distinct space, not least, though paradoxically, through its fragmentation after AD 843. We shall study the actors and trends at play, the important role of Classical models and Latin book culture, and consider the relevant sources in all their physical, textual, and imaginative variety.
Instructor(s): M. Allen Terms Offered: Winter
Equivalent Course(s): CLCV 22115,CLAS 32115,HIST 22115,HIST 32115

RLST 22111. Mary and Mariology. 100 Units.
More than a saint but less than God, no figure of Christian devotion other than Jesus Christ has inspired as much piety or excited as much controversy as the Virgin Mother of God. In this course, we will study the development of the Virgin Mary's image and cult from her descriptions in the Gospels through the modern papal definitions of Marian dogma so as to come to some understanding how and why this woman "about whom the Gospels say so little" has become a figure of such popular and theological significance. We will consider both the medieval flowering of her cult and its dismantling, transformation, transmission, and reinvention in the centuries since.
Instructor(s): R. Fulton Brown Terms Offered: Autumn
Equivalent Course(s): HIST 22111,HIST 32111,HCHR 32111

RLST 22501. Foundations of Chinese Buddhism. 100 Units.
An introduction to the Buddhism of premodern China, examined through lenses of philosophy, texts, and art. We will examine important sources for the major currents of Chinese Buddhist thought and practice stretching from the earliest days of the religion in China through around the 13th century (with some attention to modern connections), giving special consideration to major textual and artistic monuments, such as translated scriptures, Chan literature, and the cave-shrines of Dunhuang.
Instructor(s): P. Copp Terms Offered: Autumn 2015
Equivalent Course(s): EALC 25811

RLST 23403. 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-visions 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 2015-2016
Prerequisite(s): Third- or fourth-year standing

RLST 23603. 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 2014-2015
Prerequisite(s): Third- or fourth-year standing

RLST 23804. Consciousness and Critique: The Autobiographies of Dorothy Day and Malcolm X. 100 Units.
A close reading of Dorothy Day's *The Long Loneliness* (1952) and of *The Autobiography of Malcolm X* (1964) will allow the exploration of the relation between self-creation or re-invention, on the one hand, and social critique and change, on the other. Day was a social radical who, motivated by the cause of the poor, became the founder of the Catholic Worker movement; Malcolm X was a revolutionary who became an iconic figure in the global Black freedom struggle. The reconstruction of memory, the relation of narration and consciousness, the appropriation of cultural and religious narratives, the diagnosis of personal fault and social ill, and the arc of conversion are among themes to be considered; reference will also be made to Augustine's classic autobiography, *Confessions* (397).
Instructor(s): K. Culp Terms Offered: Spring
Equivalent Course(s): CRES 23804,GNSE 23814,FNDL 23806

RLST 23900. Buddhist Thought in India and Tibet. 100 Units.
The purpose of this course is to introduce students to something of the range of Buddhist philosophical thought and doctrine that developed in first-millennium India—developments that were decisive for the philosophical curricula of still vibrant Tibetan traditions of Buddhism, which may also be considered. The aim will be not only to appreciate the history of these developments, but also (and especially) to engage them philosophically, taking them seriously in the same way that (e.g.) Aristotle and Kant are still taken seriously in philosophy departments.
Instructor(s): D. Arnold Terms Offered: Spring
Equivalent Course(s): SALC 23903,RLST 23900

RLST 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): CRES 24601,RLST 24601

RLST 25105. Readings in Ibn Tufayl's Hayy b. Yaqzan. 100 Units.
Instructor(s): J. Robinson
Equivalent Course(s): HIJD 35004,FNDL 25105,ISLM 35004

RLST 26200. Reading Buddhist Scripture as Literature: The Lotus Sūtra. 100 Units.
The Lotus Sūtra, an early Mahayana Buddhist scripture that propounded startling new Buddhist beliefs and practices, is one of the most influential and widely read scriptures in the world, especially in East Asia: Its champions have touted it as profoundly meaningful, beautiful, and emancipatory. How and why is it good to read? To answer these questions, we will read an English translation of the work over the first half of the course, alongside some scholars who say that it should be read "as literature." After completing our initial reading of the Lotus, we will turn to thinkers who attempt to destabilize our notions of what "reading," "Buddhism," "literature," or "scripture" can even be said to consist of. As a final project, we will weigh in by developing our own readings of the Lotus, its history of interpretations, or the course itself. All texts in English.
Instructor(s): A. Hsu
Equivalent Course(s): EALC 26202,FNDL 26207,RLST 26200

RLST 26801. Many Ramayanas. 100 Units.
This course is a close reading of the great Hindu Epic, the story of Rama's recovery of his wife, Sita, from the demon Ravana on the island of Lanka, with special attention to the changes in the telling of the story throughout Indian history. Readings are in Paula Richman, Many Ramayanas and Questioning Ramayanas; the Ramayanas of Valmiki (in translation by Goldman, Sattar, Shastri, and R. K. Narayan), Kampan, and Tulsi; the Yogavasistha-Maharamayana; and contemporary comic books and films.
Instructor(s): W. Doniger Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): HREL 42501,FNDL 22901,SALC 42501,SCTH 40701

RLST 27111. Psychology and Religion: Two Problem Children of Modernity. 100 Units.
Most courses devoted to the intersection of psychology and religion either provide an introduction to the contemporary field of the psychology of religion or else examine the works of more well-known authors who are its supposed historical antecedents (most notably William James, Sigmund Freud, and Carl Jung). The present course aims to take a broader view of this topic: Beginning with the genesis of the problematics of religion and psychology in the sixteenth century and focusing in particular on the relation between the two in 18th and 19th century Western thought, we will attempt to sketch a history of their strange coincidence up to the time of James, Freud, and Jung, with whose well-known works we will end the course.
Instructor(s): B. Fong
Equivalent Course(s): AASR 36004

RLST 27604. Religion and Gender. 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 course 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): L. Pick Terms Offered: Spring
Equivalent Course(s): GNDR 27604

RLST 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.
Instructor(s): E. Crews
Equivalent Course(s): CRES 28011,RLST 28011

RLST 28210. Introduction to Religion and Literature. 100 Units.
Instructor(s): R. Rosengarten, S. Hammerschlag Terms Offered: Winter
Equivalent Course(s): RLIT 30000,ENGL 30100

RLST 28310. Byzantium: Art, Religion, Culture I. 100 Units.
Part one of a two-quarter introductory seminar exploring works of art and architecture as primary sources for Byzantine civilization. Through the close investigation of artifacts of different media and techniques, students will gain insight into the artistic production of the Byzantine Empire from its foundation in the 4th century A.D. to the Ottoman conquest in 1453. We will employ different methodological approaches and resources that are relevant for the fruitful investigation of artifacts in their respective cultural setting. In order to fully assess the pivotal importance of the visual arts in Byzantine culture, we will address a wide array of topics, including art and ritual, patronage, the interrelation of art and text, classical heritage, art and theology, Iconoclasm, etc.
Instructor(s): K. Krause Terms Offered: Winter
Equivalent Course(s): HCHR 32302,RLIT 32302

RLST 28311. Byzantium: Art, Religion, Culture II. 100 Units.
Part two of a two-quarter introductory seminar exploring works of art and architecture as primary sources for Byzantine civilization. Through the close investigation of artifacts of different media and techniques, students will gain insight into the artistic production of the Byzantine Empire from its foundation in the 4th century A.D. to the Ottoman conquest in 1453. We will employ different methodological approaches and resources that are relevant for the fruitful investigation of artifacts in their respective cultural setting. In order to fully assess the pivotal importance of the visual arts in Byzantine culture, we will address a wide array of topics, including art and ritual, patronage, the interrelation of art and text, classical heritage, art and theology, Iconoclasm, etc.
Instructor(s): K. Krause Terms Offered: Spring
Prerequisite(s): RLST 28310
Equivalent Course(s): HCHR 32303,RLIT 32303

RLST 28320. Introduction to the Study of Iconography. 100 Units.
This survey course is designed to familiarize students with a wide variety of subjects depicted in Western art from Antiquity to today through imagery representing different epochs, styles, artistic media, and techniques. The subject matter we are going to investigate comprises both religious and profane realms, with images illustrating, for instance, the Bible, the Apocrypha, myth, history, allegory, typology, and hagiography. Whereas the chief focus of our investigation is on the intersection of art and literature, we will simultaneously appreciate the potential to convey meaning that is intrinsic to the visual arts. Students will acquire skills that enable them to describe images of different subject matter and style in a systematic and comprehensive manner. They will acquaint themselves with established methodology and with scholarly tools designed for iconographical investigations of any given topic.
Instructor(s): K. Krause
Equivalent Course(s): RLIT 32106,HCHR 32106

RLST 28502. Interpretations of Myth. 100 Units.
Mythic narratives figure prominently in virtually all religions and depending on one’s definition, in much historical, political, and cultural discourse as well. Given the ubiquity of myths, the fascination they exercise, and the privileged position they often enjoy, mythic discourse has received much critical attention, and a wide range of theories have been advanced, treating myths as true stories, false stories, sacred stories, disease of language, means of revelation, the origin of philosophy and poetry alike, second order semiosis, and ideology in narrative form. This course will survey some of the most influential theories and test them against a wide range of myths drawn from various cultures, religions, and historic eras.
Instructor(s): B. Lincoln Terms Offered: Spring

RLST 29700. Reading and Research Course. 100 Units.
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. 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 will register via pink slip.

RLST 29900. BA Paper. 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 will register via pink slip.

Romance Languages and Literatures

Program of Study

The Department of Romance Languages and Literatures (RLLT) offers programs of study leading to the BA degree in French, Italian, or Spanish literature; or in some combination, which may include Catalan or Portuguese. Catalan and Portuguese offerings include a two-year language sequence, minor programs in Catalan and Portuguese, and selected literature and culture courses.

Students in other fields of study may also complete a minor in RLLT. Information follows the description of the major.

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.

RLLT students are encouraged to participate in the College's study abroad programs. These programs currently exist in France, Italy, Mexico, and Spain. Information is available from the study abroad office or at study-abroad.uchicago.edu.

Advanced language students should consider taking special topic courses at the 20000 and 30000 levels. Some of these courses require consent of the instructor.

Program Requirements

Degree Program in a Single Literature

Students who elect the major program must meet with the appropriate RLLT 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 appropriate undergraduate adviser. Students must submit to the departmental office an approval form (http://rll.uchicago.edu/files/RLL%20Major%20Form_0.pdf) for the major program signed by the appropriate RLLT undergraduate adviser by the end of Spring Quarter of their third year. Students must then submit a copy of the signed approval form (http://rll.uchicago.edu/files/RLL%20Major%20Form_0.pdf) to the their College adviser.

The program in French, Italian, and Spanish languages and literatures consist of ten courses beyond FREN 20300 Language, History, and Culture III, ITAL 20300 Language, History, and Culture III, or SPAN 20300 Language, History, and Culture III.

One course must be an advanced language course:

One of the following:		100
FREN 20500	Ecrire en français	
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

Students in French or Spanish are also required to take the following courses, which stress different approaches to literature and culture: FREN 21503 Approches à l'analyse littéraire, or SPAN 21500 Introducción al análisis literario.

In addition to these requirements, students must take eight courses in the literature or culture of specialization (nine for Italian). These courses are aimed at developing a broad knowledge of the field and, through the close study of major works, a proficiency in the critical techniques appropriate to their interpretation.

In French, at least one of these eight courses must be taken at the introductory level, and at least three of the eight (at any level) must include pre-nineteenth-century literature. Introductory-level courses (as designated in the course title) are designed as "gateway" courses that provide foundations for the major and are suitable for students who have just completed the advanced language requirement.

In Spanish, students must take three courses from the introductory sequence in the history of the literature, plus an additional five courses in literature and culture.

Three courses from the following:		300
SPAN 21703	Introducción a las literaturas hispánicas: textos españoles clásicos	
SPAN 21803	Introducción a las literaturas hispánicas: textos españoles contemporáneos	
SPAN 21903	Introducción a las literaturas hispánicas: textos hispanoamericanos desde la colonia a la independencia	
SPAN 22003	Introducción a las literaturas hispánicas: del Modernismo al presente	

BA Paper

RLLT students who wish to be considered for honors are required to write a BA paper, which must be submitted to the department no later than Friday of fifth week in Spring Quarter of their fourth year. By the beginning of their fourth year, students may be asked to submit a writing sample in the language of their major (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. Students should select a faculty supervisor for the paper early in Autumn Quarter of their fourth year. During 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. **This course does not count as one of the literature or culture courses required for the major; 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.

Summary of Requirements: French

FREN 20500	Ecrire en français	100
FREN 21503	Approches à l'analyse littéraire	100
Eight courses in literature and culture (including at least one introductory course, and at least three including pre-nineteenth-century material)		800
BA paper (if the student wishes to qualify for honors)		
Total Units		1000

Summary of Requirements: Italian

ITAL 20400	Corso di perfezionamento	100
Nine courses in literature and culture		900
BA paper (if the student wishes to qualify for honors)		
Total Units		1000

Summary of Requirements: Spanish

One of the following:		100
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	
SPAN 21500	Introducción al análisis literario	100
Three of the following:		300
SPAN 21703	Introducción a las literaturas hispánicas: textos españoles clásicos	
SPAN 21803	Introducción a las literaturas hispánicas: textos españoles contemporáneos	
SPAN 21903	Introducción a las literaturas hispánicas: textos hispanoamericanos desde la colonia a la independencia	
SPAN 22003	Introducción a las literaturas hispánicas: del Modernismo al presente	
Five courses in literature and culture		500
BA paper (if the student wishes to qualify for honors)		
Total Units		1000

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 two options: a program with equal emphasis on two literatures, and a program with greater emphasis on one literature. Students who wish to include Catalan or Portuguese in their program must choose the second option, with Portuguese or Catalan as a secondary literature.

Students who elect this major program must meet with the RLLT undergraduate adviser in each 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 (http://rll.uchicago.edu/files/RLL%20Major%20Form_0.pdf) 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 (http://rll.uchicago.edu/files/RLL%20Major%20Form_0.pdf) to their College adviser.

Students who wish to be considered for honors must write a BA paper under the guidance of a faculty adviser, as is the case of the major in a single literature.

Summary of Requirements

Program with Equal Emphasis on Two Literatures

One of the following advanced language courses:		100
FREN 20500	Ecrire en français	
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	
Five literature courses, including three introductory literature courses in French or Spanish, or the agreed-upon alternative in Italian		500
Six courses in literature equally divided between the same two Romance literatures, one of which must be FREN 21503, SPAN 21500, or the agreed-upon alternative in Italian		600
BA paper (if the student wishes to qualify for honors)		
Total Units		1200

Summary of Requirements

Program with Greater Emphasis on One Literature

One of the following advanced language courses:		100
An intermediate-advanced Catalan language course		
FREN 20500	Ecrire en français	
ITAL 20400	Corso di perfezionamento	

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	
Three introductory literature courses in French or Spanish, or the agreed-upon alternative in Italian		300
Four courses in the same Romance literature (French, Italian, or Spanish)		400
Three courses in a second Romance literature (Catalan, French, Italian, Portuguese, or Spanish)		300
One of the following:		100
FREN 21503	Approches à l'analyse littéraire	
SPAN 21500	Introducción al análisis literario	
The agreed-upon alternative in Catalan, Italian, or Portuguese		
BA paper (if the student wishes to qualify for honors)		
Total Units		1200

Honors

To qualify for honors, students must have an overall GPA of 3.0 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 by fifth week of Spring Quarter and sustain an oral defense by sixth week. At least three members of the department's faculty must judge the paper and defense deserving of honors.

Grading

RLLT majors must receive quality grades in all required courses. Nonmajors may take departmental courses for P/F grading with consent of instructor. However, all language courses must be taken for a quality grade.

Minor Program in Romance Languages and Literatures

Students who elect the minor program must meet with the appropriate RLLT 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 of their language program. Students must submit to the departmental office an approval form (http://rll.uchicago.edu/files/RLLMinorForm.pdf) for the minor program signed by the appropriate RLLT undergraduate adviser. Students must then submit a copy of the signed approval form (http://rll.uchicago.edu/files/RLLMinorForm.pdf) to their College adviser by the deadline on the form.

The RLLT minor requires a total of six courses beyond the second-year language sequence (20100-20300 in French, Italian, or Spanish; 20100-20200 in Portuguese). One course must be an advanced language course (above 20300 in French, Italian, or Spanish; above 20200 in Portuguese). The balance must consist of five literature and culture courses, including at least two in the survey sequence for Portuguese or

Spanish, or at least one introductory-level course in French. In French, at least one of the courses (at any level) must include pre-nineteenth-century material. The minor in Catalan requires a total of six courses beyond the first-year language sequence (11100 or 12200). One course must be an intermediate-advanced language course (11200 or equivalent). The balance must consist of five literature and culture courses, including at least one introductory-level course (21600 or 21900).

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.

The following groups of courses would comprise a minor in the areas indicated. Other programs may be designed in consultation with the appropriate undergraduate adviser. Minor program requirements are subject to revision.

Summary of Requirements: Minor in Catalan

An intermediate-advanced Catalan language course		100
A total of five literature and culture courses from the following:		500
One or two of the following:		
CATA 21600	Catalan Culture and Society: Art, Music, and Cinema	
CATA 21900	Contemporary Catalan Literature	
Three or four additional literature courses taught in Catalan with substantial course work and discussions held in Catalan		
Total Units		600

Summary of Requirements: Minor in French

FREN 20500	Ecrire en français	100
Five literature and culture courses taught in French or including an assessed component in French (including at least one introductory course, and at least one including pre-nineteenth-century material)		500
Total Units		600

Summary of Requirements: Minor in Italian

ITAL 20400	Corso di perfezionamento	100
Five literature and culture courses taught in Italian or including an assessed component in Italian		500
Total Units		600

Summary of Requirements: Minor in Portuguese

PORT 21500	Curso de Aperfeiçoamento	100
A total of five courses from the following:		500
Two or three of the following:		
PORT 21703	Introduction to Portuguese-Speaking Literatures and Cultures	

PORT 21803	Introduction to Latin American Cultural Theory	
PORT 20700	Introduction to Brazilian Film	
PORT 27100	Introduction to Brazilian Culture: Essay, Fiction, Cinema, and Music	
Two or three literature and culture courses taught in Portuguese (or including an assessed component in Portuguese) and/or history discussion sessions held in Portuguese (or including an assessed component in Portuguese)		
Total Units		600

Summary of Requirements: Minor in Spanish

One of the following:		100
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	
A total of five courses from the following:		500
Two or three of the following:		
SPAN 21703	Introducción a las literaturas hispánicas: textos españoles clásicos	
SPAN 21803	Introducción a las literaturas hispánicas: textos españoles contemporáneos	
SPAN 21903	Introducción a las literaturas hispánicas: textos hispanoamericanos desde la colonia a la independencia	
SPAN 22003	Introducción a las literaturas hispánicas: del Modernismo al presente	
Two or three literature and culture courses taught in Spanish		
Total Units		600

NOTE: 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.

Catalan Courses

Language

CATA 11100-11200. Accelerated Catalan I-II.
Accelerated Catalan I-II

CATA 11100. Accelerated Catalan I. 100 Units.
This course is intended for speakers of other Romance languages to quickly develop competence in spoken and written Catalan. Students with no prior knowledge of a Romance Language are also welcome.
Instructor(s): A. Girons Terms Offered: Autumn, Spring
Prerequisite(s): Familiarity with a Romance language is recommended.

CATA 11200. Accelerated Catalan II. 100 Units.
In this intermediate-level course, students learn 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 11100.
Instructor(s): A. Girons Terms Offered: Winter
Prerequisite(s): CATA 11100, CATA 12200 or consent of instructor

CATA 11200. Accelerated Catalan II. 100 Units.
In this intermediate-level course, students learn 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 11100.
Instructor(s): A. Girons Terms Offered: Winter
Prerequisite(s): CATA 11100, CATA 12200 or consent of instructor

CATA 21100. Català avançat: Llengua, societat i cultura. 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.
Instructor(s): A. Girons Terms Offered: Autumn
Prerequisite(s): CATA 11200, CATA 12300 or consent of instructor

Literature and Culture

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. A couple of sessions will be devoted to acquiring "survival Catalan."
Instructor(s): A. Girons Terms Offered: Spring
Equivalent Course(s): SPAN 21610

CATA 21900. 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.
Instructor(s): A. Girons Terms Offered: Winter
Equivalent Course(s): CATA 31900,SPAN 21910,SPAN 31910

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, Winter, Spring
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.

French Courses

Language

Must be taken for a quality grade. No auditors are permitted.

FREN 10003-10006. Intensive Elementary French I-II.
This six-week course sequence will help 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 10300-10200-10300 during the regular academic year, and it will fullfill the College language competency requirement for University of Chicago students.

FREN 10003. Intensive Elementary French I. 100 Units.
Terms Offered: Summer

FREN 10006. Intensive Elementary French II. 100 Units.
Terms Offered: Summer

FREN 10006. Intensive Elementary French II. 100 Units.
Terms Offered: Summer

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, Winter
Note(s): Must be taken for a quality grade

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, Winter, Spring
Prerequisite(s): FREN 10100 or placement.
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): FREN 10200 or placement.
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): FREN 10100 or placement.
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): FREN 10200 or placement.
Note(s): Must be taken for a quality grade.

FREN 20100-20200-20300. Language, History, and Culture I-II-III.
Courses in this sequence must be taken for a quality grade. 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.
This course is intended as a general review and extension of all basic patterns of the language for intermediate students. Students explore selected aspects of contemporary French society through a variety of texts and audio-visual materials.
Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): FREN 10300 or placement
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): FREN 20100 or placement.
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): PQ: FREN 20200 or placement
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): FREN 20100 or placement.
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): PQ: FREN 20200 or placement
Note(s): Must be taken for a quality grade.

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 are 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, Winter, Spring
Prerequisite(s): FREN 20300 or placement
Note(s): Must be taken for a quality grade

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
Note(s): This course does not count toward major or minor requirements. Must be taken for a quality grade.

FREN 33333. 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: Summer
Prerequisite(s): One quarter of French or equivalent, placement into FREN 10200, or an intermediate level of another Romance or classical language

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, nonmajors may write in English.

FREN 21503. Approches à l'analyse littéraire. 100 Units.
Dans ce cours nous aborderons des techniques d'analyse littéraire des textes en vers et en prose. En outre, nous nous pencherons sur des écrits métatextuels—ceux qui traitent des aspects formels des ouvrages littéraires, de leur utilité morale et/ou politique, du rapport entre la littérature et la vie dite réelle. La production littéraire est non seulement une activiteé culturelle, intellectuelle, politique, éthique, et aesthétique, mais aussi l'objet d'une reflexion soutenue au cours des siècles.
Instructor(s): A. James Terms Offered: Winter
Prerequisite(s): FREN 20500 and one previous literature course taught in French.
Note(s): Taught in French.
Equivalent Course(s): FREN 31503

FREN 21704. Introduction à la littérature française du XXe siècle. 100 Units.
This course includes close readings and discussions of major literary and dramatic works by twentieth-century authors (e.g., Apollinaire, Gide, Proust, Colette, Aragon, Camus, Beckett, Duras). Topics might include surrealism, absurdism, existentialism, gender and sexual identity, social upheaval, the post-modern condition, and the rise of cinema.
Instructor(s): A. James Terms Offered: Winter
Prerequisite(s): FREN 20500

FREN 21810. Introduction à la littérature française du XVIIIe siècle. 100 Units.
In this introductory-level course we will read great classics from the eighteenth century including works by Montesquieu, Prévost, Voltaire, Diderot, and Beaumarchais.
Instructor(s): R. Morrissey Terms Offered: Spring
Prerequisite(s): FREN 20500

FREN 22100. L'historien antillais au 19e siècle: conquête d'une culture nationale. 100 Units.
Au XVIIIe siècle, un esclave à Saint-Domingue ou d'ailleurs, n'a aucun droit à la parole: on parle pour lui, de lui et sans lui. À la veille même de la première abolition de l'esclavage en France le 16 pluviôse an II (4 février 1794), une députation (un blanc, Louis-Pierre Dufaÿ, un mulâtre libre, Jean-Baptiste Mills, et un ancien esclave noir, Jean-Baptiste Belley) se présente à la Convention à Paris le 15 pluviôse an II (3 février 1794) pour faire valoir d'abord leur droit à la parole républicaine et ensuite les droits civils et politiques de leurs «concitoyens». Au XIXe siècle, peu après de la Révolution haïtienne et la Déclaration de l'Indépendance en 1804, c'est une nouvelle classe d'écrivains et d'hommes politiques haïtiens qui vont émerger sur la scène internationale avec comme première préoccupation l'aménagement d'un espace public où ils se font le porte-parole d'une Nation unique, composée en majorité d'anciens esclaves qui entendent glorifier l'histoire de leur lutte armée, défendre le principe de liberté universelle et surtout témoigner l'indépendance de leur culture. Ce séminaire se penchera précisément sur la pensée culturelle de cinq historiens antillais de l'époque dont les œuvres ont connu des sorts différents: Beaubrun Ardouin (1796-1865), Pompée Valentin (Baron de) Vastey (1781-1820), Louis-Boisrond Tonnerre (1776-1806), Thomas Madiou (1814-1884) et Joseph Saint-Rémy (1815-1858). On cherchera à explorer en profondeur les différentes prémisses qui fondent leurs travaux d'historiens et de polémistes.
Instructor(s): D. Desormeaux Terms Offered: Spring
Equivalent Course(s): FREN 32100

FREN 22810. Montaigne and Liberalism. 100 Units.
At a time when liberal models are undergoing a crisis in Europe and in America, this course seeks to explore an alternative genealogy for political modernity and its theoretical implications. Indeed, liberalism is frequently reduced to a philosophy of the free exchange of goods, associated with the theory (explicit or implied) of the “invisible hand,” whose origins can be traced back to John Locke and Adam Smith. By taking a “step backward” towards the sixteenth century, we propose to re-establish the broader dimension of liberal thought, taking account of its anthropological, epistemological, moral, and political aspects. This course also aims to bring to light a comparatively neglected aspect of the thought of Montaigne —his political thought and its complex relationship with later major political philosophies. The political thought of Montaigne does indeed appear to be divided into a “conservative” element (associated with its skepticism), a cynical “apolitical” element (associated with its individualism), and a “republican” element, inspired by the great examples of antiquity and shaped by the harmony of ideas with Étienne de La Boétie. Our working hypothesis is that these different themes may be linked coherently if they are understood in terms of the contribution made by Montaigne to the construction of modern liberal thought, as it has developed from Hobbes to the present day.
Instructor(s): P. Desan Terms Offered: Spring
Note(s): All readings in French, discussion in English; final papers in French for students in RLL and English for students in other departments.
Equivalent Course(s): FREN 32800

FREN 24610. Introduction au théâtre français. 100 Units.
Dans ce cours nous examinerons la production théâtrale en France depuis le Moyen Âge jusqu’à nos jours, prenant en compte la variété et la richesse du théâtre français, ainsi que la place proéminente qu’il a occupé dans la culture française.
Instructor(s): D. Delogu Terms Offered: Winter
Prerequisite(s): FREN 20500

FREN 25910. Racine. 100 Units.
Racine’s tragedies are often considered the culminating achievement of French classicism. Most famous for his powerful re-imaginings of Greek myth (Phèdre, Andromaque), his tragic universe nevertheless ranged considerably wider, from ancient Jewish queens to a contemporary Ottoman harem. We will consider the roots (from Euripides to Corneille) of his theatrical practice as well as its immense influence on future writers (from Voltaire to Proust, Beckett, and Genet).
Instructor(s): L. Norman Terms Offered: Autumn
Prerequisite(s): At least one French literature course 21700 or higher.
Note(s): Taught in French. All work in French for students seeking French credit; written work may be in English for others.
Equivalent Course(s): FREN 35910,FNDL 25910,TAPS 28476

FREN 26103. Les Misérables. 100 Units.
In this course we read *Les Misérables* and discuss the work's message, structure, and aesthetic vision. We will be particularly attentive to Victor Hugo's role as an observer of nineteenth-century French society as well as an actor in the political life of his times.
Instructor(s): R. Morrissey Terms Offered: Winter
Note(s): All classes and texts in French; presentations preferred in French, but English will be acceptable depending on the concentration. Written work in French or English.
Equivalent Course(s): FREN 36103,FNDL 26100

FREN 26410. What Is a Novel? 100 Units.
From the early modern narrative genres to the great 19th-century novels, we will look at the ways in which storytelling emphasizes human greatness or makes fun of human imperfection. Idealism and realism alternate, rival with each other, and sometimes even manage to cooperate. For the older period we will read short excerpts from *An Ethiopian Story*, *Amadis de Gaula*, and *Diana* by Montemayor, as well as a couple of novellas by Boccaccio and Cervantes. For the seventeenth and eighteenth centuries, we will study *The Princess of Clèves* by Madame de Lafayette and parts of *Moll Flanders* by Defoe and *Clarissa* by Richardson. We will end with Balzac's *Colonel Chabert*, Flaubert's *Madame Bovary*, and Carson McCullers's *The Heart Is a Lonely Hunter.*
Instructor(s): T. Pavel Terms Offered: Spring
Note(s): Taught at the Paris Center

FREN 27600. Ancien Francais/Old French. 100 Units.
This course will introduce students to the phonetics, morphology, syntax, and vocabulary of Old French in order to equip them with the skills necessary to work with Old and Middle French texts. We will examine and translate verse and prose passages from the twelfth to fifteenth centuries, discussing also their literary and historical contexts. The course will be conducted, as a practicum, in English.
Instructor(s): D. Delogu Terms Offered: Autumn
Note(s): Knowledge of Latin and/or modern French, though obviously helpful, is not required.
Equivalent Course(s): FREN 37600

FREN 27900. Le Livre Antillais: Culture, Écriture, et Politique. 100 Units.
On s'arrête trop souvent pour souligner l'inexistence d'une véritable sphère du livre lorsqu'on aborde la littérature haïtienne, mais assez rarement pour s'interroger sur la place de cet objet dans la fiction. Il semble que la représentation du Livre et ses avatars sont partout dans les œuvres des écrivains antillais depuis le 19e siècle. Car lire et écrire jouent un rôle non négligeable dans la représentation culturelle, esthétique et politique qu'ils se font de leur société qui subit une quelconque tyrannie. Ce séminaire sera consacré essentiellement à la question du livre dans un contexte antillais. Aussi s'interrogera-t-on sur la personne de l'auteur antillais, sa présence dans l'œuvre fictionnelle, sa conception fétichisée du livre et de l'écriture au travers de l'esthétique, du social et du politique, en prenant pour exemples quelques romans de Patrick Chamoiseau, Marie Chauvet, René Depestre, Frankétienne, Fernand Hibbert, Dany Laferrière, Émile Ollivier, René Philoctète.
Instructor(s): D. Desormeaux Terms Offered: Winter
Prerequisite(s): Advanced standing or consent of instructor
Equivalent Course(s): FREN 37900

FREN 27915. Vérité et mensonges dans la littérature française de l'Ancien Régime. 100 Units.
Avant la Révolution française, la culture française a atteint un niveau de raffinement si élevé que les autres pays de l'Europe voulaient l'imiter. En tandem avec ce haut niveau de raffinement, il y avait un haut degré de dissimulation. Mais le mélange de la société aristocratique et l'arrivée des Lumières a produit une notion moderne de l'individu selon laquelle la sincérité joue un rôle majeur. Ce cours explorera les concepts de la dissimulation et la sincérité (et leurs cousins la vérité, la sincérité, l'authenticité, la naïveté, la franchise, le mensonge, la théâtralité, et le déguisement) dans la littérature française de l'Ancien Régime, avec un regard porté surtout sur les 17^{e} et 18^{e} siècles. À travers l'analyse des pièces de théâtre, des romans, des traités philosophiques, et d'autres textes, l'on va aborder des questions comme : Comment prouver la sincérité ? Quel est le rapport entre la sincérité et l'idée moderne du développement de l'individu ? Est-ce que la dissimulation va toujours de paire avec la civilisation ? Quelles formes de sincérité peuvent exister dans une société où le port du masque est obligatoire pour la survie ? Peut-on apprendre à être plus sincère ? Quelles sont les différences entre les hommes et les femmes à l'égard de ces valeurs ? En examinant les rôles que jouent ces valeurs dans la littérature de l'Ancien régime, on arrivera à mieux comprendre comment ces valeurs ont évolué avec le temps, ce qu'elles auraient pu contribuer à la Révolution française, et s'il est possible d'être toujours sincère dans notre monde de surveillance incessante.
Instructor(s): R. Crisafulli Terms Offered: Autumn
Prerequisite(s): FREN 20500

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, Winter, Spring
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.

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, Winter, Spring
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.

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 class meets in Paris.

SOSC 27501. Civilisation Européenne I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): Advanced knowledge of French

SOSC 27601. Civilisation Européenne II. 100 Units.
Terms Offered: Autumn
Prerequisite(s): Advanced Knowledge of French

SOSC 27701. Civilisation Européenne III. 100 Units.
Terms Offered: Autumn
Prerequisite(s): Advanced Knowledge of French

SOSC 27601. Civilisation Européenne II. 100 Units.
Terms Offered: Autumn
Prerequisite(s): Advanced Knowledge of French

SOSC 27701. Civilisation Européenne III. 100 Units.
Terms Offered: Autumn
Prerequisite(s): Advanced Knowledge of French

Italian Courses

Language

Must be taken for a quality grade. No auditors are permitted.

ITAL 10003-10006. Intensive Elementary Italian I-II.
This course sequence provides beginning students with a solid foundation in basic written and spoken Italian and the cultural norms necessary for everyday communication in Italy. It is specifically designed to help you obtain functional competency in speaking, reading, writing, and listening in Italian. The curriculum in this sequence is the equivalent of ITAL 10100-10200-10300 during the regular academic year, and successful completion of the sequence fulfills the College language competency requirement for University of Chicago students.

ITAL 10003. Intensive Elementary Italian I. 100 Units.
Instructor(s): Staff Terms Offered: Summer

ITAL 10006. Intensive Elementary Italian II. 100 Units.
Instructor(s): Staff Terms Offered: Summer

ITAL 10006. Intensive Elementary Italian II. 100 Units.
Instructor(s): Staff Terms Offered: Summer

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
Note(s): Must be taken for a quality grade.

ITAL 10200. Beginning Elementary Italian II. 100 Units.
This course offer 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
Note(s): Must be taken for a quality grade.

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
Note(s): Must be taken for a quality grade.

ITAL 10200. Beginning Elementary Italian II. 100 Units.
This course offer 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
Note(s): Must be taken for a quality grade.

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
Note(s): Must be taken for a quality grade.

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
Prerequisite(s): 20100 in another Romance language or consent of instructor

ITAL 20100-20200-20300. 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 audio-visual 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
Note(s): Must be taken for a quality grade.

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
Note(s): Must be taken for a quality grade.

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
Note(s): Must be taken for a quality grade.

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
Note(s): Must be taken for a quality grade.

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
Note(s): Must be taken for a quality grade.

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, Winter
Prerequisite(s): ITAL 20300, placement, or consent of instructor
Note(s): Must be taken for a quality grade.

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, nonmajors may write in English.

ITAL 22000. Dante's Divine Comedy 2: Purgatorio and Vita Nova. 100 Units.
Instructor(s): J. Steinberg Terms Offered: Autumn
Equivalent Course(s): ITAL 32200,FNDL 27202,LLSO 27202

ITAL 24410. Vichianism: The Italian (Counter-) Enlightenment. 100 Units.
This course looks at the reception of Giambattista Vico (1668-1744), whose philosophy, largely neglected at first, eventually came to enjoy far-reaching influence as European thinkers set out on repeated quests for the source of a different "modernity" or "Counter-Enlightenment" in fields as varied as political theory (Romagnosi, Cattaneo, Ferrari), the historical and modernist novel (Cuoco, Manzoni, Joyce), Romantic historiography (Michelet, Gioberti), literary criticism (Auerbach), and intellectual history (Berlin). What is the secret behind the enduring appeal of Vico's anti-rationalist stance? This seminar, going further than dedicating itself to the legacy of a single thinker, wishes to investigate the "logic" (or lack thereof) that attends posthumous acclaim, eponymity, and etiological myths, and to provide guidelines for a disciplined approach to the history, practice, and theory of reception.
Instructor(s): R. Rubini Terms Offered: Autumn
Equivalent Course(s): ITAL 34410

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: Spring
Note(s): Taught in Italian
Equivalent Course(s): 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, Winter, Spring
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: 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.

Portuguese 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 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
Note(s): Must be taken for a quality grade.

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
Note(s): Must be taken for a quality grade.

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. Must be taken for a quality grade.

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
Note(s): Must be taken for a quality grade.

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. Must be taken for a quality grade.

PORT 12200. Portuguese for Spanish Speakers. 100 Units.
This class 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: Spring
Prerequisite(s): SPAN 20100 or consent of instructor
Note(s): Must be taken for a quality grade.
Equivalent Course(s): LACS 12200

PORT 13100-13200. Accelerated Portuguese for Speakers of Romance Languages I-II.
This course sequence helps students gain intermediate skills in spoken and written Portuguese quickly by building on their prior knowledge of another Romance language (Spanish, French, 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 make very quick progress and to develop their abilities for further study at the advanced level or for professional purposes. This course sequence provides 126 contact hours and accepts the FLAS grant as full tuition.

> **PORT 13100. Accelerated Portuguese for Speakers of Romance Languages I. 100 Units.**
> Terms Offered: Summer
> Prerequisite(s): At least one year of college-level study of Spanish, French, or Italian.

> **PORT 13200. Accelerated Portuguese for Speakers of Romance Languages II. 100 Units.**
> Terms Offered: Summer
> Prerequisite(s): PQ: At least one year of college-level study of Spanish, French, or Italian.

PORT 13200. Accelerated Portuguese for Speakers of Romance Languages II. 100 Units.
Terms Offered: Summer
Prerequisite(s): PQ: At least one year of college-level study of Spanish, French, or Italian.

PORT 20100-20200. Intermediate Portuguese; Advanced Portuguese.
In this intermediate/advanced-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 in describing, narrating, and presenting arguments. They are exposed to texts and audio-visual materials that provide them with a deeper understanding of Portuguese literature, culture, and contemporary society.

PORT 20100. Intermediate Portuguese. 100 Units.
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 or placement
Note(s): Must be taken for a quality grade.

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): Must be taken for a quality grade.

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): Must be taken for a quality grade.

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 or consent of instructor
Note(s): Must be taken for a quality grade.

Literature and Culture

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.

Spanish Courses

Language

Must be taken for a quality grade. No auditors are permitted.

SPAN 10003-10006. Intensive Elementary Spanish I-II.
This elementary sequence will help students build a solid foundation in the basic patterns of written and spoken Spanish and their use in everyday communication. Attention will be given to all four language skills (listening, speaking, reading, and writing). The curriculum of this sequence is equivalent to SPAN 10100-10200-10300 offered during the regular academic year at the University of Chicago. Successful completion of the sequence fulfills the College language competency requirement or University of Chicago students.

SPAN 10003. Intensive Elementary Spanish I. 100 Units.
Terms Offered: Summer

SPAN 10006. Intensive Elementary Spanish II. 100 Units.
Terms Offered: Summer

SPAN 10006. Intensive Elementary Spanish II. 100 Units.
Terms Offered: Summer

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
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): SPAN 10100 or placement
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): SPAN 10200 or placement
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): SPAN 10100 or placement
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): SPAN 10200 or placement
Note(s): Must be taken for a quality grade.

SPAN 20100-20200-20300. 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, Winter, Spring
Prerequisite(s): SPAN 10300 or placement
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): SPAN 20100 or placement
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): SPAN 20200 or placement
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): SPAN 20100 or placement
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): SPAN 20200 or placement
Note(s): Must be taken for a quality grade.

SPAN 20302. Language, History, and Culture for Heritage Speakers III. 100 Units.
This course teaches students how to use written and spoken language to debate and to formulate cogent arguments. We analyze particular topics related to the Spanish-speaking world and participate within an academic forum. Challenging grammatical structures and orthographic conventions are reviewed and practiced in a variety of papers and class discussions. Students are exposed to a variety of texts and audio-visual material that exemplifies the different cultures and dialects of the Spanish-speaking world.
Terms Offered: Summer
Prerequisite(s): SPAN 20202 or consent of instructor (based on evaluation)
Note(s): Must be taken for a quality grade.

SPAN 20400-20500. Composición y conversación avanzada I-II.
Third-year language sequence

SPAN 20400. Composición y conversación avanzada I. 100 Units.
This course, the first segment of two in the third-year language sequence, focuses on 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, Winter, Spring
Prerequisite(s): SPAN 20300 or consent of instructor
Note(s): Must be taken for a quality grade.

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: Winter
Prerequisite(s): SPAN 20400 or consent of instructor
Note(s): Must be taken for a quality grade.

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, historiographic, and sociological texts are read. Through writing a number of essays and participating in class debates, 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): Open only to native and heritage speakers with consent of instructor
Note(s): Must be taken for a quality grade.

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: Winter
Prerequisite(s): SPAN 20400 or consent of instructor
Note(s): Must be taken for a quality grade.

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). We also read numerous Spanish newspapers.
Terms Offered: Spring
Prerequisite(s): Open only to native speakers
Note(s): Must be taken for a quality grade

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, nonmajors 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 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: Winter, Spring
Prerequisite(s): SPAN 20300 or consent of instructor
Note(s): Must be taken for a quality grade.
Equivalent Course(s): LACS 21100

SPAN 21310. Golden Age Poetry. Theory and Practice of Lyric Reading. 100 Units.
In this course we will read classic Spanish poems of the Golden Age from different methodological and theoretical paradigms. Each class session will revolve around one or a few poems in order to allow time for in-depth discussion and analysis, and we will systematically pair these lyric texts with influential critical readings of them. On the one hand, this will provide students with an introduction to the main poetic genres, traditions, periods, and authors of the Spanish Golden Age in their historical context. On the other, we will critically examine a varied array of reading strategies and interpretive paradigms, including structuralism and post-structuralism, philology and textual criticism, Marxism, feminist criticism, gender studies, New Historicism, and emerging scholarship in "lyric theory."
Instructor(s): M. Martinez Terms Offered: Winter
Equivalent Course(s): SPAN 31310

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): Classes conducted 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): F. de Armas Terms Offered: Winter
Prerequisite(s): SPAN 20300 or consent of instructor

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.
Instructor(s): M. Martínez Terms Offered: Autumn
Prerequisite(s): SPAN 20300 or consent of instructor

SPAN 21903. Introducción a las literaturas 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): L. Brewer-Garcia Terms Offered: Spring
Prerequisite(s): SPAN 20300 or consent of instructor
Equivalent Course(s): CRES 21903,LACS 21903

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.
Instructor(s): L. Gandolfi Terms Offered: Autumn
Prerequisite(s): SPAN 20300 or consent of instructor
Equivalent Course(s): LACS 22003

SPAN 22110. Global Iberia. Travel, Ethnography, and Literature. 100 Units.
Instructor(s): M. Martinez Terms Offered: Winter
Equivalent Course(s): SPAN 32110

SPAN 23300. Classical Art in the Literature of the Renaissance and Early Modern Italy, Spain, and France. 100 Units.
As classical statues emerged from the ground as if they were corpses revived by ancient necromancers, delight and curiosity concerning these artistic findings spread from Renaissance Italy to the rest of Europe. Even so, there was one aspect that was missing. The great paintings of antiquity were mostly lost due to their fragility. Only some of the wall paintings of later periods remained. Thus, the names and works of famous Greek painters came to be known mainly through Pliny's *Natural History*. This course will focus on three of these painters, whose works, although destroyed, are preserved in writing and ekphrasis: Apelles, Timanthes, and Zeuxis. We will investigate how they come to be painted and described anew in the art and literature of the Renaissance and Early Modern periods, from Vasari to Rubens; and from Boscán and Tirso de Molina to Cervantes and Montaigne. Although the course is taught in English, students need to have a reading knowledge of Spanish.
Instructor(s): F. de Armas Terms Offered: Spring
Equivalent Course(s): SPAN 33300,CMLT 23310,CMLT 33310

SPAN 24701. Literaturas del Caribe Hispánico Insular en el siglo XX. 100 Units.
En este curso se estudiarán algunos ejemplos salientes de las literaturas producidas en el Caribe hispánico insular (Cuba, Puerto Rico y Santo Domingo) durante el siglo XX y a principios del XXI. Entre los asuntos a discutir tendrán un lugar principal los modos en que esta producción se ha constituído como respuesta y elaboración estética de las historias de esclavitud y colonialismo, militarización y desplazamientos territoriales que han marcado a la región en su condición de frontera imperial desde el siglo XVI.
Instructor(s): A. Lugo-Ortiz Terms Offered: Autumn
Prerequisite(s): SPAN 22000 or instructor consent.
Equivalent Course(s): SPAN 34701

SPAN 27600. Poética y cultura del cine en España. 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 and the relation between visual media and contemporary culture.
Instructor(s): M. Santana Terms Offered: Spring
Equivalent Course(s): SPAN 37600

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. Students are required to submit the College Reading and Research Course Form.
Terms Offered: Winter
Prerequisite(s): Consent of undergraduate adviser
Note(s): Must be taken for a quality grade.

Russian and East European Studies

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.

Program Requirements

Major in **Russian and East European Studies (REES)**. The BA in REES requires twelve courses, which fall into three categories: courses in the major language of study; courses that demonstrate a core competency in the major literature and culture of study; and elective courses. Students have flexibility to construct a course of study that accords with their interests.

1. **Six language courses at the 20000 level or above.** 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. Introductory courses in another Slavic or East European language qualify as substitute electives for the purposes of this requirement.

2. **Two REES courses with numbers between 20000 and 25799.**

3. **Four elective courses.** Up to two non-REES courses in related areas of study may be applied toward the major with the prior approval of the director of undergraduate studies. A maximum of one Reading and Research course (REES 29700 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.

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.

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).

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 B.A. 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. **Europe East and West Program:** A three-part sequence of courses is taught by University of Chicago faculty at the Chicago Center in Paris. The Europe East & West Program (http://study-abroad.uchicago.edu/programs/paris-europe-east-west) focuses on the history of cultural relations between East and West Europe and includes an excursion to a major East European capital city.
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.

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
Two REES courses numbered 20000 to 25799	200
Four elective courses (must include at least two REES courses)	400
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.)* For purposes of this requirement, introductory courses in another Slavic or East European language can be substituted as electives.

General Education

Depending on the language(s) of concentration, it is recommended that students majoring in REES satisfy the Civilization Studies requirement with SOSC 24000-24100 Introduction to Russian Civilization I-II or HIST 13100-13200-13300 History of Western Civilization I-II-III.

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 200 level or higher and at least two REES courses.

Students who elect to complete the minor program 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 approval of the director of undergraduate studies 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, 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.

Slavic Languages and Literatures - Bosnian/Croatian/Serbian Courses

BCSN 10100-10200-10300. First-Year Bosnian/Croatian/Serbian I-II-III.
The major objective of the course 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 course 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 10100. First-Year Bosnian/Croatian/Serbian I. 100 Units.
Instructor(s): N. Petkovic Terms Offered: Autumn
Equivalent Course(s): BCSN 31000

BCSN 10200. First-Year Bosnian/Croatian/Serbian II. 100 Units.
Instructor(s): N. Petkovic Terms Offered: Winter
Equivalent Course(s): BCSN 31100

BCSN 10300. First-Year Bosnian/Croatian/Serbian III. 100 Units.
Instructor(s): N. Petkovic Terms Offered: Spring
Equivalent Course(s): BCSN 31200

BCSN 10200. First-Year Bosnian/Croatian/Serbian II. 100 Units.
Instructor(s): N. Petkovic Terms Offered: Winter
Equivalent Course(s): BCSN 31100

BCSN 10300. First-Year Bosnian/Croatian/Serbian III. 100 Units.
Instructor(s): N. Petkovic Terms Offered: Spring
Equivalent Course(s): BCSN 31200

BCSN 20100-20200-20300. Second-Year Bosnian/Croatian/Serbian I-II-III.
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. 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.

BCSN 20100. Second-Year Bosnian/Croatian/Serbian I. 100 Units.
Instructor(s): N. Petkovic Terms Offered: Autumn
Prerequisite(s): BCSN 10300 or consent of instructor
Equivalent Course(s): BCSN 32000

BCSN 20200. Second-Year Bosnian/Croatian/Serbian II. 100 Units.
Instructor(s): N. Petkovic Terms Offered: Winter
Equivalent Course(s): BCSN 32100

BCSN 20300. Second-Year Bosnian/Croatian/Serbian III. 100 Units.
Instructor(s): N. Petkovic Terms Offered: Spring
Equivalent Course(s): BCSN 32200

BCSN 20200. Second-Year Bosnian/Croatian/Serbian II. 100 Units.
Instructor(s): N. Petkovic Terms Offered: Winter
Equivalent Course(s): BCSN 32100

BCSN 20300. Second-Year Bosnian/Croatian/Serbian III. 100 Units.
Instructor(s): N. Petkovic Terms Offered: Spring
Equivalent Course(s): BCSN 32200

Slavic Languages and Literatures - Czech Courses

CZEC 10100-10200-10300. First-Year Czech I-II-III.
This course is an introduction to the basic grammar of Czech with attention given to all four skills of speaking, listening, reading, and writing, as well as exposure to Czech culture. Winter and Spring Quarters include work with Czech film and literature. Students gain some familiarity with the major differences between literary and spoken Czech as they learn to use the language both as a means of communication and as a tool for reading and research.

CZEC 10100. First-Year Czech I. 100 Units.
Terms Offered: Autumn

CZEC 10200. First-Year Czech II. 100 Units.
Terms Offered: Winter

CZEC 10300. First-Year Czech III. 100 Units.
Terms Offered: Spring

CZEC 10200. First-Year Czech II. 100 Units.
Terms Offered: Winter

CZEC 10300. First-Year Czech III. 100 Units.
Terms Offered: Spring

CZEC 20100-20200-20300. Second-Year Czech I-II-III.
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.

CZEC 20100. Second-Year Czech I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): CZEC 10300 or consent of instructor

CZEC 20200. Second-Year Czech II. 100 Units.
Terms Offered: Winter

CZEC 20300. Second-Year Czech III. 100 Units.
Terms Offered: Spring

CZEC 20200. Second-Year Czech II. 100 Units.
Terms Offered: Winter

CZEC 20300. Second-Year Czech III. 100 Units.
Terms Offered: Spring

Slavic Languages and Literatures - Polish Courses

POLI 10100-10200-10300. First-Year Polish I-II-III.
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.

POLI 10100. First-Year Polish I. 100 Units.
Terms Offered: Autumn

POLI 10200. First-Year Polish II. 100 Units.
Terms Offered: Winter

POLI 10300. First-Year Polish III. 100 Units.
Terms Offered: Spring

POLI 10200. First-Year Polish II. 100 Units.
Terms Offered: Winter

POLI 10300. First-Year Polish III. 100 Units.
Terms Offered: Spring

POLI 20100-20200-20300. Second-Year Polish I-II-III.
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.

POLI 20100. Second-Year Polish I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): POLI 10300 or equivalent

POLI 20200. Second-Year Polish II. 100 Units.
Terms Offered: Winter

POLI 20300. Second-Year Polish III. 100 Units.
Terms Offered: Spring

POLI 20200. Second-Year Polish II. 100 Units.
Terms Offered: Winter

POLI 20300. Second-Year Polish III. 100 Units.
Terms Offered: Spring

POLI 20500-20600-20700. Third-Year Polish I-II-III.
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.

POLI 20500. Third-Year Polish I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): POLI 20300 or equivalent
Equivalent Course(s): POLI 30100

POLI 20600. Third-Year Polish II. 100 Units.
Terms Offered: Winter
Equivalent Course(s): POLI 30200

POLI 20700. Third-Year Polish III. 100 Units.
Terms Offered: Spring
Equivalent Course(s): POLI 30300

POLI 20600-20700. Third-Year Polish II-III.

POLI 20600. Third-Year Polish II. 100 Units.
Terms Offered: Winter
Equivalent Course(s): POLI 30200

POLI 20700. Third-Year Polish III. 100 Units.
Terms Offered: Spring
Equivalent Course(s): POLI 30300

POLI 20700. Third-Year Polish III. 100 Units.
Terms Offered: Spring
Equivalent Course(s): POLI 30300

POLI 24100-24200-24300. Polish Through Literary Readings I-II-III.
An advanced language course emphasizing spoken and written Polish. Readings include original Polish prose and poetry as well as nonfiction. Intensive grammar review and vocabulary building. For students who have taken Third Year Polish and for native or heritage speakers who want to read Polish literature in the original. Readings and discussions in Polish.

POLI 24100. Polish Through Literary Readings I. 100 Units.
Instructor(s): Kinga Kosmala Terms Offered: Autumn
Equivalent Course(s): POLI 40100

POLI 24200. Polish Through Literary Readings II. 100 Units.
Instructor(s): Kinga Kosmala Terms Offered: Winter
Prerequisite(s): POLI 30300 or equivalent.
Equivalent Course(s): POLI 40200

POLI 24300. Polish Through Literary Readings III. 100 Units.
Instructor(s): Kinga Kosmala Terms Offered: Spring
Prerequisite(s): POLI 30300 or equivalent
Equivalent Course(s): POLI 40300

POLI 24200-24300. Polish Through Literary Readings II-III.

POLI 24200. Polish Through Literary Readings II. 100 Units.
Instructor(s): Kinga Kosmala Terms Offered: Winter
Prerequisite(s): POLI 30300 or equivalent.
Equivalent Course(s): POLI 40200

POLI 24300. Polish Through Literary Readings III. 100 Units.
Instructor(s): Kinga Kosmala Terms Offered: Spring
Prerequisite(s): POLI 30300 or equivalent
Equivalent Course(s): POLI 40300

POLI 24300. Polish Through Literary Readings III. 100 Units.
Instructor(s): Kinga Kosmala Terms Offered: Spring
Prerequisite(s): POLI 30300 or equivalent
Equivalent Course(s): POLI 40300

POLI 29900. BA Paper. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and Departmental Adviser. Open only to fourth-year students who are majoring in Slavic Languages and Literature.
Note(s): Students are required to submit the College Reading and Research Course Form. This course must be taken for a quality grade.

Slavic Languages and Literatures - Russian Courses

RUSS 10100-10200-10300. First-Year Russian I-II-III.
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 once a week.

RUSS 10100. First-Year Russian I. 100 Units.
Instructor(s): Staff Terms Offered: Autumn

RUSS 10200. First-Year Russian II. 100 Units.
Instructor(s): Staff Terms Offered: Winter

RUSS 10300. First-Year Russian III. 100 Units.
Instructor(s): Staff Terms Offered: Spring

RUSS 10200-10300. First-Year Russian II-III.

RUSS 10200. First-Year Russian II. 100 Units.
Instructor(s): Staff Terms Offered: Winter

RUSS 10300. First-Year Russian III. 100 Units.
Instructor(s): Staff Terms Offered: Spring

RUSS 10300. First-Year Russian III. 100 Units.
Instructor(s): Staff Terms Offered: Spring

RUSS 20100-20200-20300. Second-Year Russian I-II-III.
This course continues RUSS 10100-10200-10300; 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 once a week.

RUSS 20100. Second-Year Russian I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): RUSS 10300 or consent of instructor

RUSS 20200. Second-Year Russian II. 100 Units.
Terms Offered: Winter

RUSS 20300. Second-Year Russian III. 100 Units.
Terms Offered: Spring

RUSS 20200. Second-Year Russian II. 100 Units.
Terms Offered: Winter

RUSS 20300. Second-Year Russian III. 100 Units.
Terms Offered: Spring

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.
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.
Instructor(s): V. Pichugin Terms Offered: Winter

RUSS 20902. Third-Year Russian through Culture III. 100 Units.
Instructor(s): V. Pichugin Terms Offered: Spring

RUSS 20802. Third-Year Russian through Culture II. 100 Units.
Instructor(s): V. Pichugin Terms Offered: Winter

RUSS 20902. Third-Year Russian through Culture III. 100 Units.
Instructor(s): V. Pichugin Terms Offered: Spring

RUSS 21002-21102-21202. Fourth-Year Russian through Short Story I-II-III.
This course treats some difficult issues of grammar, syntax, and stylistics through reading and discussing contemporary Russian short stories. This kind of reading exposes students to contemporary Russian culture, society, and language. Vocabulary building is also emphasized. Classes conducted in Russian. Conversation practice is held twice a week.

RUSS 21002. Fourth-Year Russian through Short Story I. 100 Units.
Instructor(s): STAFF Terms Offered: Autumn
Prerequisite(s): Three years of Russian or equivalent

RUSS 21102. Fourth-Year Russian through Short Story II. 100 Units.
Instructor(s): STAFF Terms Offered: Winter

RUSS 21202. Fourth-Year Russian through Short Story III. 100 Units.
Instructor(s): STAFF Terms Offered: Spring

RUSS 21102. Fourth-Year Russian through Short Story II. 100 Units.
Instructor(s): STAFF Terms Offered: Winter

RUSS 21202. Fourth-Year Russian through Short Story III. 100 Units.
Instructor(s): STAFF Terms Offered: Spring

RUSS 21302-21402-21502. Advanced Russian through Media I-II-III.
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.

RUSS 21302. Advanced Russian through Media I. 100 Units.
Instructor(s): V. Pichugin Terms Offered: Autumn
Prerequisite(s): RUSS 21002 or consent of instructor
Equivalent Course(s): RUSS 30102

RUSS 21402. Advanced Russian through Media II. 100 Units.
Instructor(s): V. Pichugin Terms Offered: Winter
Equivalent Course(s): RUSS 30202

RUSS 21502. Advanced Russian through Media III. 100 Units.
Instructor(s): V. Pichugin Terms Offered: Spring
Equivalent Course(s): RUSS 30302

RUSS 21402. Advanced Russian through Media II. 100 Units.
Instructor(s): V. Pichugin Terms Offered: Winter
Equivalent Course(s): RUSS 30202

RUSS 21502. Advanced Russian through Media III. 100 Units.
Instructor(s): V. Pichugin Terms Offered: Spring
Equivalent Course(s): RUSS 30302

RUSS 25100-25200. 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.

RUSS 25100. Introduction to Russian Civilization I. 100 Units.
Instructor(s): R. Bird, F. Hillis Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): HIST 13900,SOSC 24000

RUSS 25200. Introduction to Russian Civilization II. 100 Units.
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

RUSS 25200. Introduction to Russian Civilization II. 100 Units.
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

Slavic Languages and Literatures – Russian and East European Studies Courses

REES 20004. 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 pedophiliac plot as such by concerning itself above all with the novel’s language: language as failure, as mania, and as conjuration.
Instructor(s): Malynne Sternstein Terms Offered: Winter
Equivalent Course(s): FNDL 25300,ISHU 23901

REES 21000. Gombrowicz: The Writer as Philosopher. 100 Units.
In this course, we dwell on Witold Gombrowicz the philosopher, exploring the components of his authorial style and concepts that substantiate his claim to both the literary and the philosophical spheres. Entangled in an ongoing battle with basic philosophical tenets and, indeed, with existence itself, this erudite Polish author is a prime example of a 20th century modernist whose philosophical novels explode with uncanny laughter. In contrast to many of his contemporaries, who established their reputations as writers/philosophers, Gombrowicz applied distinctly literary models to the same questions that they explored. We investigate these models in depth, as we focus on Gombrowicz’s novels, philosophical lectures, and some of his autobiographical writings. With an insight from recent criticism of these primary texts, we seek answers to the more general question: What makes this author a philosopher?
Instructor(s): Bozena Shallcross Terms Offered: Winter
Note(s): All readings in English.
Equivalent Course(s): FNDL 26903,ISHU 29405,REES 31000

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): REES 33141,ARTH 25500,ARTH 35500,CMST 25100,CMST 35100,ISHU 28401,ISHU 38401

REES 23706. 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, but 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; origins, practices, aesthetics, legacies, and critiques of Stalinism; 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 Terms Offered: Spring
Equivalent Course(s): HIST 23706,HIST 33706,REES 33706

REES 25600. Realism in Russia. 100 Units.

From the 1830s to the 1890s, most Russian prose writers and playwrights were either engaged in the European-wide cultural movement known as "realistic school" which set for itself the task of engaging with social processes from the standpoint of political ideologies. The ultimate goal of this course is to distill more precise meanings of "realism," "critical realism,"and "naturalism" in nineteenth-century Russian through analysis of works by Gogol, Turgenev, Tolstoy, Dostoevsky, Aleksandr Ostrovsky, Goncharov, Saltykov-Shchedrin, and Kuprin. Texts in English and the original. Optional Russian-intensive section offered.
Terms Offered: Winter
Equivalent Course(s): REES 35600

REES 25601. Russian Media Culture. 100 Units.
Over the past 150 years, various political and cultural regimes of Russia have systematically exploited the gap between experience and representation to create their own mediated worlds—from the tight censorship of the imperial and Soviet periods to the propaganda of the Soviet period and the recent use of media simulacra for strategic geopolitical advantage. During this same period state control of media has been used to seclude Russia from the advancement of liberalism, market economics, individual rights, modernist art, Freud, Existentialism, and, more recently, Western discourses of inclusion, sustainability, and identity. Examining this history, it is sometimes difficult to discern whether the architects of Russian culture have been hopelessly backward or shrewd phenomenologists, keenly aware of the relativity of experience and of their ability to shape it. This course will explore the worlds that these practices produce, with an emphasis on Russia's recent confrontations with Western culture and power, and including various practices of subversion of media control, such as illegal printing and circulation. Texts for the course will draw from print, sound, and visual media, and fields of analysis will include aesthetics, cultural history, and media theory.
Instructor(s): William Nickell Terms Offered: Autumn
Equivalent Course(s): REES 35601,REES 25601

REES 26047. Pushkin and Gogol. 100 Units.
Alexander Pushkin (1799–1837) is widely considered the founding genius of modern Russian literature, especially in his lyric and epic poetry; Nikolai Gogol (1809–1852) injected a manic strain of magic realism to create the modern Russian novel. Apollon Grigor'ev later called Pushkin "our everything"; Dostoevsky claimed "We all emerged out of Gogol's 'Overcoat.'" During the quarter we will read a representative selection of both writers' major works, including Pushkin's verse novel Evgenii Onegin, verse epic The Bronze Horseman, and novel The Captain's Daughter, and Gogol's novel Dead Souls in addition to his fantastic stories "The Nose" and "The Overcoat." We will focus on close readings of the texts, paying particular attention to their experiments with literary form, as well as attending to their broader historical contextualization. We will focus particularly on the conceptions of realism projected by the texts and imposed by later readers. All readings will be in English translation.
Instructor(s): Robert Bird Terms Offered: Autumn
Note(s): This course will offered in place of RUSS 25500
Equivalent Course(s): FNDL 26047,REES 36047,REES 26047

REES 26048. Russian Cinema. 100 Units.

Russian cinema occupies an important and distinctive place within world film culture. It rose to prominence in the 1920s through the revolutionary (in all senses) films and film theory of Sergei Eisenstein, Vsevolod Pudovkin, Dziga Vertov, and others, and maintained its distinction through the early years of socialist realism, a unique media system in which film was recognized, in Lenin's saying, as "the most important of the arts." After Stalin's death, Russian film re-captivated its revolutionary energy amidst the "Soviet new wave," characterized by the films of Mikhail Kalatozov, Sergei Paradzhanov, and Andrei Tarkovsky. In recent years, film has continued to play a crucial role in defining and animating a post-Soviet cultural identity, both through poetic filmmakers such as Aleksandr Sokurov and through genre films. We will survey this history, from 1917 right up to the present moment, with a selection of the most energizing films and theoretical writings by their makers. We will examine how a national style gets established and maintained; how film form and film style have responded to the pressures of ideology and power; how film art has served both as a tool of colonialization and identity-formation; and how film artists have negotiated the pressures of cultural tradition (including that of the Russian novel) and the world film market.

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

Equivalent Course(s): CMST 34505,REES 36048,CMST 24505

REES 26800. 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): ANTH 25908,ANTH 35908,CMLT 23301,CMLT 33301,NEHC 20568,NEHC 30568,REES 36800,REES 26800

REES 27003. Narratives of Assimilation. 100 Units.

Engaging the concept of liminality—of a community at the threshold of radical transformation—the course analyzes how East Central European Jewry, facing economic uncertainties and dangers of modern anti-Semitism, seeks another diasporic space in America. Projected against the historical backdrop of the end of the nineteenth century and the twentieth century, the immigration narratives are viewed through the lens of assimilation, its trials and failures; in particular, we investigate how the creative self reacts to the challenges of radical otherness, such as the new environment, its cultural codes and language barriers. We discuss the manifold strategies of artistic (self)-representations of the Jewish writers, many of whom came from East Central European shtetls to be confronted with assimilation to the American metropolitan space and life style. During this course, we inquire how the condition called assimilation and its attendants-- secularization, acculturation, cosmopolitanism, etc.—is adapted or critically resisted according to the generational differences, a given historical moment or inherited strategies of survival and adaptation. We seek answers to the perennial question why some émigré writers react negatively to the social, moral and cultural values of the host country and others seize them as a creative opportunity. Students are acquainted with problems of cultural identity formation and cultural transmission through a wide array of artistic genres—a novel, short

Instructor(s): Bozena Shallcross Terms Offered: Winter

Equivalent Course(s): REES 37003,JWSC 20223

REES 27020. Postdependency in Contemporary Polish Prose and Discourse. 100 Units.

This course is structured around the concept of post-dependency and its applicability to the region of the former "Soviet bloc," especially Poland, after the country underwent a systemic change. Through the lens of the 1989 aftermath, we analyze the recent revisions of national historiographies and genealogies along with memory politics as engaged in fiction and discourse of post-communist Poland. Aware of the mechanical application of post-dependency as exemplified by Poland, we pose the question whether and how the postcolonial theory fits the case. In doing so, we analyze how the contemporary Polish prose participates in the shaping of post-dependency and simultaneously represents the process of liberating the country from the Soviet influence. In particular, we discuss how the fiction reveals a set of highly complicated strategies of identity and preferred life styles, often through an unconventional construal of the home; also we investigate how the new sense of sexual difference and minority identities are negotiated anew in both Polish fiction and discourse. The course's trajectory begins with a discussion of the rhetoric of domination and economic exploitation during communism; next, it interrogates emancipatory strategies and geopolitical ramification of Polish post-dependency status; and, finally, surveys two discursive perspectives on Polish post-dependency as 'orientalized' (conservative) and 'orientalizing' (liberal) ideological entity.

Instructor(s): Bozena Shallcross Terms Offered: Spring

Equivalent Course(s): REES 37020

REES 28002. Czech New Wave Cinema. 100 Units.
The insurgent film movement known as the Czech New Wave spawned such directors as as the internationally acclaimed Milos Forman (The Fireman's Ball, Loves of a Blonde), Jiri Menzel (Closely Watched Trains), Jan Kadar (The Shop on Main Street), and Vera Chytilova (Daisies), and the lesser known but nationally inspirational Evald Schorm, Jarmir Jires, Oldrich Lipsky and Jan Nemec. "Of course," Peter Cowie notes, "many of these directors had already slogged through various worthy feature-length assignments [before 1964]. But some magical alchemy worked upon them to respond to the spirit of their time in a way that remains unsurpassed." This indeterminate "magical alchemy of their time"--the serendipitous life of the Czech New Wave--is as much a subject of the course's inquiry as close technical and semantic research of the films themselves.
Instructor(s): Malynne Sternstein Terms Offered: Autumn
Equivalent Course(s): REES 38002,CMST 24401,CMST 34401

REES 29006. 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 20884,NEHC 30884,REES 39006

REES 29012. Returning the Gaze: The Balkans and Western Europe. 100 Units.
The Other Within the Self: Identity in Balkan Literature and Film. This two-course sequence examines discursive practices in a number of literary and cinematic works from the South East corner of Europe through which identities in the region become defined by two distinct others: the barbaric, demonic Ottoman and the civilized# Western European.
Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): REES 39012,CMLT 23201,CMLT 33201,NEHC 20885,NEHC 30885

REES 29013. The Burden of History: The Nation and Its Lost Paradise. 100 Units.
The Other Within the Self: Identity in Balkan Literature and Film. This two-course sequence examines discursive practices in a number of literary and cinematic works from the South East corner of Europe through which identities in the region become defined by two distinct others: the "barbaric, demonic" Ottoman and the "civilized" Western European. This course begins by defining the nation both historically and conceptually, with attention to Romantic nationalism and its flourishing in Southeastern Europe. We then look at the narrative of original wholeness, loss, and redemption through which Balkan countries retell their Ottoman past. With the help of Freud's analysis of masochistic desire and Žižek's theory of the subject as constituted by trauma, we contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity. The figure of the Janissary highlights the significance of the other in the definition of the self. Some possible texts are Petar Njegoš's Mountain Wreath; Ismail Kadare's The Castle; and Anton Donchev's Time of Parting.
Instructor(s): Angelina Ilieva Terms Offered: Winter
Equivalent Course(s): REES 39013,CMLT 23401,CMLT 33401,NEHC 20573,NEHC 30573,HIST 24005,HIST 34005

REES 29016. Poetics of Gender in the Balkans: Wounded Men, Sworn Virgins, Eternal Mothers. 100 Units.
Through some of the best literary and cinematic works from Southeastern Europe, we will consider the questions of socialization into gendered modes of being – the demands, comforts, pleasures and frustrations that individuals experience while trying to embody and negotiate social categories. We will examine how masculinity and femininity are constituted in the traditional family model, the socialist paradigm, and during post-socialist transitions. We will also contemplate how gender categories are experienced through other forms of identity–the national and socialist especially–as well as how gender is used to symbolize and animate these other identities.
Terms Offered: Autumn
Equivalent Course(s): REES 39016,CMLT 23902,CMLT 33902,GNSE 27607

REES 29018. Imaginary Worlds: The Fantastic and Magic Realism in Russia and Southeastern Europe. 100 Units.
In this course, we will ask what constitutes the fantastic and magic realism as literary genres while reading some of the most interesting writings to have come out of Russia and Southeastern Europe. While considering the stylistic and narrative specificities of this narrative mode, we also think about its political functions — from subversive to escapist, to supportive of a nationalist imaginary—in different contexts and at different historic moments in the two regions.
Instructor(s): Angelina Ilieva Terms Offered: Spring
Prerequisite(s): Readings in English. Background in Russia and the Balkans will make the course easier, but is not required.
Equivalent Course(s): REES 39018,CMLT 27701,CMLT 37701

REES 29700. Reading/Research: Russian and Eastern European Studies. 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.

REES 29900. B.A. Paper Workshop. 100 Units.
Terms Offered: Autumn, Winter, Spring

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.

The Social Sciences Collegiate Division offers several social science and civilization sequences in the general education program. It also offers specialized courses that provide a particularly interdisciplinary or comparative theoretical perspective and may be of interest to students in a variety of majors. The latter set of courses should also be considered as attractive possibilities for electives.

General Education Sequences

SOSC 11100-11200-11300. Power, Identity, and Resistance I-II-III.
The first quarter of this course focuses on the work of three central figures in modern political economy and social theory: Adam Smith, Karl Marx, and Emile Durkheim. The aim of Autumn Quarter is to introduce students to the very idea of theorizing about society, economy, and politics through close readings of central works of each author. The focus is on 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? How much can individual self-control be relied on? What is the role of power in economic life? Winter Quarter focuses on modern liberalism and its critics. The course investigates the distinctly modern liberal claim that society or groups of associated individuals make states for their own protection and the governance of their affairs. Authors are interrogated on questions concerning individuality, liberty, equality, the limitation of state power, the importance of 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. Both defenders and critics of the liberal conception of liberty and the state are addressed. Texts include Hobbes, Locke, Rousseau, Burke, Hegel, Tocqueville, Mill, Marx, and Schmitt. Spring Quarter analyzes the way in which selected themes from the first two quarters work themselves out in the history of the twentieth and twenty-first centuries. Broadly, we consider the role and place of violence in liberal thought and practice. Problems of individual psychological violence as well as social and political violence are considered. Readings vary by year but have included texts by Kant, Nietzsche, Freud, Fanon, DuBois, Arendt, Martin Luther King, Foucault, de Beauvoir, and Butler.

SOSC 11100. Power, Identity, and Resistance I. 100 Units.
Instructor(s): G. Herrigel, 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 11200. Power, Identity, and Resistance II. 100 Units.
Instructor(s): G. Herrigel, Staff Terms Offered: Winter
Prerequisite(s): SOSC 11100. 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 11300. Power, Identity, and Resistance III. 100 Units.
Instructor(s): G. Herrigel, Staff Terms Offered: Spring
Prerequisite(s): SOSC 11200. 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 11200-11300. Power, Identity, and Resistance II-III.

The first quarter of this course focuses on the work of three central figures in modern political economy and social theory: Adam Smith, Karl Marx, and Emile Durkheim. The aim of autumn quarter is to introduce students to the very idea of theorizing about society, economy and politics through close readings of central works of each author. The focus is on 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? How much can individual self-control be relied on? What is the role of power in economic life? The focus of this quarter is modern liberalism and its critics. The course investigates the distinctly modern liberal claim that society or groups of associated individuals make states for their own protection and the governance of their affairs. Authors are interrogated on questions concerning individuality, liberty, equality, the limitation of state power, the importance of stability, the value of democratic participation in governance and the role that organized society plays in political life, among other issues. Both defenders and critics of the liberal conception of liberty and the state are addressed. Texts include Machiavelli, Hobbes, Locke, Rousseau, de Tocqueville, Marx and Mill. Spring quarter analyzes the way in which selected themes from the first two quarters work themselves out in the history of the twentieth and twenty-first centuries. Broadly, we consider the role and place of violence in liberal thought and practice. Problems of individual psychological violence as well as social and political violence are considered. Readings include texts by Kant, Nietzsche, Freud, Sorel, Dewey, Fanon, Arendt, Martin Luther King and Foucault.

SOSC 11200. Power, Identity, and Resistance II. 100 Units.
Instructor(s): G. Herrigel, Staff Terms Offered: Winter
Prerequisite(s): SOSC 11100. 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 11300. Power, Identity, and Resistance III. 100 Units.
Instructor(s): G. Herrigel, Staff Terms Offered: Spring
Prerequisite(s): SOSC 11200. 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 11300. Power, Identity, and Resistance III. 100 Units.
Instructor(s): G. Herrigel, Staff Terms Offered: Spring
Prerequisite(s): SOSC 11200. 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 12100-12200-12300. Self, Culture, and Society I-II-III.
The classic social theories of Smith, Marx, and Weber, along with contemporary ethnographic and historical works, serve as points of departure for considering the characterizing features of the modern world. Particular emphasis is given to the modern world's social-economic structure and issues of work, the texture of time, and economic globalization. Winter quarter focuses on the relation of culture, social life, and history. On the basis of readings from Durkheim, Levi-Strauss, Sahlins, Foucault, Benjamin, Adorno, and other anthropologists and cultural theorists, we investigate how systems of meaning expressed through metaphors, symbols, rituals, and narratives constitute and articulate individual and social experience across a range of societies, including our own, and how those systems of meaning change historically. In spring, we concern ourselves with the question of how personhood is constructed socially, culturally, and historically. Our considerations include issues of gender, sexuality, and ethnic identity, through the study of the wide range of approaches found in the works of Freud, Mauss, Mead, Marcuse, Vygotsky, de Beauvoir, Fanon, and others.

SOSC 12100. Self, Culture, and Society I. 100 Units.
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 12200. Self, Culture, and Society II. 100 Units.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): SOSC 12100. 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 12300. Self, Culture, and Society III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): SOSC 12200. 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.
Contemporary culture is awash in scientific claims about the human condition. As evident in best-sellers like *Freakonomics*, *Moneyball*, and *The Tipping Point*, a data-driven conception of social life is occurring not just in the higher echelons of business or government, but in popular discourse as well. This course provides an introduction to this "positivist" approach. 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. 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. 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.

SOSC 13100. Social Science Inquiry I. 100 Units.
Instructor(s): E. Oliver, 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.
Instructor(s): E. Oliver, 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.
Instructor(s): E. Oliver, 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 14100-14200-14300. Mind I-II-III.
This sequence takes an empirical, scientific approach to understanding the functions of the mind. Drawing on psychology, anthropology, sociology, economics, and a number of other social as well as biological sciences, the course examines how the mind operates at multiple levels of analysis (e.g., biological, psychological, societal) and across a variety of time scales (e.g., exploring processes that unfold over the course of milliseconds as well as those that unfold over millennia). We examine issues such as how people apprehend reality, the development of thought across the life span, the impact of social contextual factors on mental processes, the ideal of rationality and systematic deviations from that ideal, how different languages and cultures represent different ways of seeing and thinking about the world. Cross-cutting these specific topic areas is a sustained exploration of the process by which contemporary social science is conducted. For example, we consider what constitutes a legitimate social scientific question, what counts as valid empirical evidence, and how data are used to test theories and to support causal claims.

SOSC 14100. Mind I. 100 Units.
Instructor(s): D. Gallo, 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.
Instructor(s): D. Gallo, 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.
Instructor(s): D. Gallo, 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.
What is justice? What makes a good society? What is the best form of government? What is the relation between a good citizen and a good human being? When are obedience, resistance or revolt justified? What is the role of religion in politics? This sequence explores such fundamental questions through classic writings from Plato, Aristotle, and Aquinas and from the works of the great founders and critics of modernity such as Machiavelli, Hobbes, Locke, Rousseau, Tocqueville, Mill, Marx, Nietzsche, and DuBois. Writing before our departmentalization of disciplines, they were at the same time sociologists, psychologists, political scientists, economists, and moralists; they offer contrasting alternative conceptions of society and politics that underlie continuing controversies in the social sciences and in contemporary political life.

SOSC 15100. Classics of Social and Political Thought I. 100 Units.
Instructor(s): N. Tarcov, 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.
Instructor(s): S. Muthu, 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.
Instructor(s): J. Pitts, 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.

Collegiate Courses

SOSC 02980. Practicum. 025 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 20200. Survey Research Overview. 100 Units.
The course provides an overview of interview-based data collection methods. Each student must develop a research question to guide their research design. Students get an overview of different interview-based data collection methods (focus groups, key-informant interviews, large-N sample surveys), how to sample and design a questionnaire or interview guide for their project, and the nuts and bolts of actual recruitment, receipt control and survey administration. The instructor provides feedback for proposed elements of each student's research plan through weekly assignments. The final paper is a research proposal that outlines a plan for research to address the student's research question.
Instructor(s): M. Van Haitsma Terms Offered: Autumn and tentativley Winter
Equivalent Course(s): SOCI 20118,MAPS 30900,SOCI 30118,SOSC 30900,SSAD 53200

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.
Instructor(s): A. Robertson Terms Offered: Winter
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 dramatic, musical, and visual arts.
Equivalent Course(s): MUSI 12100,HIST 12700

SOSC 21200. Music in Western Civilization II: 1750 to the Present. 100 Units.
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 dramatic, musical, and visual 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 course covers the period from ca. 600 to 950, concentrating on the career of the Prophet Muhammad; Qur'an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature.
Instructor(s): T. Qutbuddin Terms Offered: Autumn
Equivalent Course(s): NEHC 30601,RLST 20401,NEHC 20601

SOSC 22100. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we 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): F. 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 30602,RLST 20402,NEHC 20602

SOSC 22200. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We 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 Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.
Instructor(s): A. El Shamsy Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30603,RLST 20403,NEHC 20603

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): SALC 20100,ANTH 24101,HIST 10800,SASC 20000

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): R. Majumdar Terms Offered: Spring
Prerequisite(s): SALC 20100,ANTH 24101,HIST 10800,SASC 20000,SOSC 23000
Equivalent Course(s): SALC 20200,ANTH 24102,HIST 10900,SASC 20100

SOSC 23500-23600-23700-23801. Introduction to the Civilizations of East Asia I-II-III-IV.

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.
Instructor(s): G. Alitto, Autumn; Staff, Summer Terms Offered: Autumn, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15100,CRES 10800,EALC 10800

SOSC 23600. Introduction to the Civilizations of East Asia II. 100 Units.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15200,CRES 10900,EALC 10900

SOSC 23700. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300,CRES 11000,EALC 11000

SOSC 23801. Introduction to the Civilizations of East Asia IV. 100 Units.
This course will explore the ongoing transformations of Vietnamese society against the centuries-long Vietnamese effects to construct a political community. We will begin with an examination of some two thousand years of Vietnamese history and then turn to more extended considerations of the relationship between religion and the state, imperialism and decolonization, war and revolution, and contemporary efforts to recreate the past as Vietnam embraces what some have termed "market-Leninism." In doing so, we will place developments in Vietnam in wider regional and global perspectives. Weekly readings and discussions will focus around primary sources in translation, including political and philosophical texts, literature, poetry, and film.
Instructor(s): Staff Terms Offered: Not offered in 2015-16.
Equivalent Course(s): CRES 11200,EALC 15400,HIST 15400

SOSC 23600-23700-23801. Introduction to the Civilizations of East Asia II-III-IV.

SOSC 23600. Introduction to the Civilizations of East Asia II. 100 Units.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15200,CRES 10900,EALC 10900

SOSC 23700. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300,CRES 11000,EALC 11000

SOSC 23801. Introduction to the Civilizations of East Asia IV. 100 Units.
This course will explore the ongoing transformations of Vietnamese society against the centuries-long Vietnamese effects to construct a political community. We will begin with an examination of some two thousand years of Vietnamese history and then turn to more extended considerations of the relationship between religion and the state, imperialism and decolonization, war and revolution, and contemporary efforts to recreate the past as Vietnam embraces what some have termed "market-Leninism." In doing so, we will place developments in Vietnam in wider regional and global perspectives. Weekly readings and discussions will focus around primary sources in translation, including political and philosophical texts, literature, poetry, and film.
Instructor(s): Staff Terms Offered: Not offered in 2015-16.
Equivalent Course(s): CRES 11200,EALC 15400,HIST 15400

SOSC 23700-23801. Introduction to the Civilizations of East Asia III-IV.

SOSC 23700. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300,CRES 11000,EALC 11000

SOSC 23801. Introduction to the Civilizations of East Asia IV. 100 Units.
This course will explore the ongoing transformations of Vietnamese society against the centuries-long Vietnamese effects to construct a political community. We will begin with an examination of some two thousand years of Vietnamese history and then turn to more extended considerations of the relationship between religion and the state, imperialism and decolonization, war and revolution, and contemporary efforts to recreate the past as Vietnam embraces what some have termed "market-Leninism." In doing so, we will place developments in Vietnam in wider regional and global perspectives. Weekly readings and discussions will focus around primary sources in translation, including political and philosophical texts, literature, poetry, and film.
Instructor(s): Staff Terms Offered: Not offered in 2015-16.
Equivalent Course(s): CRES 11200,EALC 15400,HIST 15400

SOSC 23801. Introduction to the Civilizations of East Asia IV. 100 Units.
This course will explore the ongoing transformations of Vietnamese society against the centuries-long Vietnamese effects to construct a political community. We will begin with an examination of some two thousand years of Vietnamese history and then turn to more extended considerations of the relationship between religion and the state, imperialism and decolonization, war and revolution, and contemporary efforts to recreate the past as Vietnam embraces what some have termed "market-Leninism." In doing so, we will place developments in Vietnam in wider regional and global perspectives. Weekly readings and discussions will focus around primary sources in translation, including political and philosophical texts, literature, poetry, and film.
Instructor(s): Staff Terms Offered: Not offered in 2015-16.
Equivalent Course(s): CRES 11200,EALC 15400,HIST 15400

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.
Instructor(s): R. Bird, F. Hillis Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): HIST 13900,RUSS 25100

SOSC 24100. Introduction to Russian Civilization II. 100 Units.
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,RUSS 25200

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.
Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter.
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,ANTH 24001,HIST 18301

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): CRES 24003,ANTH 24003,HIST 18303,SALC 20702

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): F. Stuart Terms Offered: Autumn
Equivalent Course(s): SOCI 20104,CRES 20104,GEOG 22700,GEOG 32700,SOCI 30104

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.
Instructor(s): E. Kouri Terms Offered: Autumn
Equivalent Course(s): LACS 16100,ANTH 23101,CRES 16101,HIST 16101,HIST 36101,LACS 34600

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): M. Tenorio Terms Offered: Winter
Equivalent Course(s): LACS 16200,ANTH 23102,CRES 16102,HIST 16102,HIST 36102,LACS 34700

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): B. Fischer Terms Offered: Spring
Equivalent Course(s): LACS 16300,ANTH 23103,CRES 16103,HIST 16103,HIST 36103,LACS 34800

SOSC 26900. The Complex Problem of 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 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 24800,ENST 24800,BIOS 02810

SOSC 29500. Readings in Social Sciences in a Foreign Language. 100 Units.
Students are required to make arrangements with appropriate instructors and obtain consent of senior adviser. Students are required to submit the College Reading and Research Course Form.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): At least one year of language

SOSC 29700. Independent Study in the Social Sciences. 100 Units.
Terms Offered: Autumn, Winter, Spring
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.
Terms Offered: Autumn, Winter, Spring, Summer
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. Anthropology of Museums I. 100 Units.
Instructor(s): M. Fred Terms Offered: Winter
Prerequisite(s): Advanced standing and consent of instructor
Equivalent Course(s): ANTH 24511,ANTH 34502,CHDV 38101,CRES 34501,MAPS 34500

SOSC 34600. Anthropology of Museums II. 100 Units.
Instructor(s): M. Fred Terms Offered: Spring
Prerequisite(s): Advanced standing or consent of instructor
Equivalent Course(s): ANTH 24512,CRES 34502

SOSC 39000. 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

Collegiate Courses in Civilization Studies Abroad

For more information about collegiate courses offered through Study Abroad, consult the Study Abroad (p. 1150) section of this catalog or visit study-abroad.uchicago.edu.

Sociology

Program of Study

The discipline of sociology encompasses a diversity of substantive interests, theoretical orientations, and methodological approaches. The phenomena studied by sociologists range from face-to-face interaction in small groups to the structure of the modern world system. They include the historical emergence, stabilization and disintegration of institutions, practices and symbolic forms, stratification and mobility, demographic change, processes of gendering, urban/rural/suburban communities, race and ethnic relations, mass media, and the social dimensions of such areas as education, family life, law, the military, political behavior, science, and religion. The methodologies of the field range from experimentation, survey research, and ethnography to archival research and mathematical model building.

The knowledge sociology provides for the understanding of human relations and social organization has made it attractive for students considering careers in such professions as business, education, law, marketing, medicine, journalism, social work, politics, public administration, and urban planning. As a basis for more specialized graduate work, it affords entry to careers in social research in federal, state, and local agencies, as well as into business enterprises, private foundations, and research institutes. Sociology also provides an excellent foundation for students who are planning academic careers in any of the social sciences. The program is designed, therefore, to meet the needs of a very diverse group of students.

Program Requirements

Although no special application is required for admission to the sociology program, students are required to (1) inform the sociology department and their College adviser when they decide to enter the program and (2) complete an enrollment form that is available in the department office. *Students may enter the sociology program at any time during their second year but no later than the beginning of Spring Quarter of their third year.* Students must complete any one of the general education social science sequences before declaring a sociology major.

Students are strongly encouraged to complete the required introductory sociology courses as early as possible.

Students are encouraged to select a faculty member to serve as an adviser. In addition, each student is assigned to a preceptor. Students should address technical questions regarding the program (e.g., required courses, petitions) with the preceptor or the program chair. Students may wish to contact their faculty adviser to address general questions regarding the discipline of sociology or to design an individualized program of study.

Course Requirements

Students pursuing a BA degree in sociology are expected to complete the following requirements.

The Introductory Courses

a. Social Theory

SOCI 20002 Social Structure and Change and SOCI 20005 Sociological Theory. These 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 the society, or how individual actions are shaped by their relation to and position in the social structure while contributing to this structure and its change. A central preoccupation is to articulate the linkage between the individual/micro level and the social/macro level. We focus on sociological approaches to the American society, its position in the international structure and its principal dimensions: 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 "theory work" and its relation both to philosophic analysis and empirical research. Authors include Weber, Durkheim, Simmel, Dewey, Parsons, and Merton.

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. Working from the idea that the research process is fundamentally a critical dialogue, we first explore questions of causality and the epistemology of social research. We then study 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. Students spend the quarter working on a series of assignments that culminates in a research proposal for the BA thesis.

SOCI 20111 Survey Analysis I. This course teaches students how to analyze and write up previously collected survey data: basic logic of multivariate causal reasoning and its application to OLS regression, percentage tables, and log odds. We emphasize practice in writing. This is not a course in sampling methods.

SOCI 20140 Qualitative Field Methods. This course introduces techniques of, 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 the fieldwork.

c. Statistics

SOCI 20004 Statistical Methods of Research. 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. Substitutes for this course are STAT 20000 Elementary Statistics or higher.

d. Additional Courses

Students must take seven additional courses in sociology or related fields, and at least four of these must be in sociology. These courses must be selected in consultation with the program chair. They may be drawn from any of the 20000-level courses in sociology and, after completing SOCI 20002 Social Structure and Change, from any 30000-level courses in sociology that have not been cross listed with undergraduate numbers.

e. Senior Seminar

SOCI 29998 Sociology BA Thesis Seminar

f. BA Honors Paper

SOCI 29999 BA Honors Paper. This course is open only to students who are applying for honors.

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 20111	Survey Analysis I	
SOCI 20140	Qualitative Field Methods	
SOCI 20004	Statistical Methods of Research	100
Four sociology courses (one may be a reading and research course)		400
Three approved courses in sociology or related fields (one may be a reading and research course) *		300
SOCI 29998	Sociology BA Thesis Seminar	100
**		
Total Units		1200

* Students must submit a general petition form to the program chair for approval. With a few exceptions, courses offered in the Division of the Social Sciences are accepted. Other courses with significant social science content may also be accepted.

** Students who are applying for honors must also register for SOCI 29999 BA Honors Paper for a total of thirteen courses.

BA Paper

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 comparative order and disorder in urban neighborhoods in Chicago, immigration and national identity in Germany and Guatemala, processes of gendering in various workplaces, the role of emotions in social theory, the decisions that boys and girls make about what math courses to take in high school, homosexuality and AIDS in South Africa, hegemonic discourses of whiteness in women's magazines, emerging forms of social interaction on the Internet, 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 researched, discussed, and written in the context of the senior seminar (SOCI 29998 Sociology BA Thesis Seminar), which is a required yearlong course. *While students are required to attend the senior seminar in Spring Quarter of their third year and in the Autumn and Winter Quarters of their fourth year, they may register for the seminar in any one of the three terms.* (Students who plan to study abroad during Spring Quarter of their third year should consult with the Undergraduate Program Chair well in advance of the trip.) The completed thesis is submitted during Spring Quarter of their fourth year.

In general, the senior project is written under the guidance of the preceptors of the department. Students who wish to be considered for honors must consult the program chair at the beginning of Spring Quarter of their third year. They will then choose an individual faculty member under whose supervision they will write their thesis. These students may register for additional reading courses (SOCI 29997 Readings in Sociology); however, only two sociology reading/research courses can be counted toward the courses required for the sociology major. Students must obtain consent of the program chair if they wish to register for more than one reading and research course to complete the BA paper.

Grading

All courses required for completion of the sociology program must be taken for quality grades. This includes Reading and Research courses with the exception of SOCI 29999 BA Honors Paper, which may be taken for P/F grading with consent of instructor.

Honors

If their cumulative GPA is at or above 3.25 and their GPA in the major is at or above 3.5, students may be nominated for graduation with honors on the basis of the excellence of their 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. Students who are applying for honors must also register for SOCI 29999 BA Honors Paper for a total of thirteen courses.

Declaring a Sociology Major

Before declaring a sociology major, students should discuss their plans with their College adviser. They must then complete the enrollment form, which includes a short entry survey and is available in the Office of the Department of Sociology (SS 307). Students may enter the program at any time during their second year, but no later than the beginning of Spring Quarter in their third year.

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 20001. 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): C.S. Lee Terms Offered: Winter

SOCI 20002. Social Structure and Change. 100 Units.
This course is meant to serve as an introduction to the discipline of sociology. You will be made familiar with a variety of objects, methods, and styles of sociological inquiry. We will begin by clarifying the traditional focus of sociology; social regularities in the form of "social facts," modes of interaction, and social processes. We will examine exemplars of sociology conducted at micro, meso, and macro levels of analysis. We will conduct a partial survey of the field, covering the following topics: social class, culture and cognition, race, political sociology, and postcolonial sociology. Finally, we will consider the prospect of sociology as a vocation. What might we do with it moving forward?
Instructor(s): M. Garrido Terms Offered: Winter

SOCI 20004. 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
Note(s): Students are expected to attend two lectures and one lab per week. UG Sociology majors and Sociology PhD students only. Others by consent of instructor
Equivalent Course(s): SOCI 30004

SOCI 20005. Sociological Theory. 100 Units.
Building on the works of Marx, Weber, Durkheim, Simmel, and other classical theorists, this course addresses the role of theory in sociology. In addition to classic texts, readings explore both contemporary theoretical projects and the implications of theory for empirical research.
Instructor(s): A. Abbott Terms Offered: Autumn
Note(s): Required of students who are majoring in Sociology.

SOCI 20101. Organizational Analysis. 100 Units.
This course is a systematic introduction to theoretical and empirical work on organizations broadly conceived (e.g., public and private economic organizations, governmental organizations, prisons, professional and voluntary associations, health-care organizations). Topics include intraorganizational questions about organizational goals and effectiveness, communication, authority, and decision making. Using recent developments in market, political economy, and neoinstitutional theories, we explore organizational change and interorganizational relationships for their implications in understanding social change in modern societies.
Instructor(s): E. Laumann Terms Offered: Autumn
Equivalent Course(s): PBPL 23000,SOCI 30101

SOCI 20102. Social Change. 100 Units.
This course presents a general overview of causal processes of macro-institutional level social changes. It considers a variety of types of cross-national, over-time changes such as economic growth, bureaucratization, revolutions, democratization, spread of cultural and institutional norms, deindustrialization, globalization and development of welfare states. It also covers various forms of planned changes in oppositional social movements (civil rights, environmental, women's, and labor movements).
Instructor(s): C. Lee, D. Zhao Terms Offered: Winter
Equivalent Course(s): SOCI 30102,SOCI 20102

SOCI 20103. Social Stratification. 100 Units.
Social stratification is the unequal distribution of the goods that members of a society value (e.g., earnings, income, authority, political power, status, prestige). 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.

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): F. Stuart Terms Offered: Autumn
Equivalent Course(s): CRES 20104,GEOG 22700,GEOG 32700,SOCI 30104,SOSC 25100

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): T. Clark Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in social sciences
Equivalent Course(s): ENST 23500,PBPL 23600,SOCI 30106

SOCI 20107. 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 (e.g., AIDS); sexual partner choice and turnover; and the incidence/prevalence of selected sexual practices.
Instructor(s): E. Laumann Terms Offered: Spring
Prerequisite(s): Introductory social sciences course
Equivalent Course(s): GNSE 27100,SOCI 30107

SOCI 20108. The Institution of Education. 100 Units.
This course is a general survey of the properties of education considered as an institution of historical and contemporary societies. Particular attention is given to institutional formation and change in education and to education's role in processes of social control and social stratification.
Instructor(s): C. Bidwell, S. Stoelinga Terms Offered: Winter
Equivalent Course(s): SOCI 30108

SOCI 20111. Survey Analysis I. 100 Units.
This course covers how to analyze and write up previously collected survey data: the basic logic of multivariate causal reasoning and its application to OLS regression. We emphasize practice in writing. This is not a course in sampling methods.
Instructor(s): J. Davis Terms Offered: Autumn
Equivalent Course(s): SOCI 30111

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,SOCI 20112

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): HMRT 20116,HMRT 30116,PBPL 27900,SOCI 30116

SOCI 20118. Survey Research Overview. 100 Units.
The course provides an overview of interview-based data collection methods. Each student must develop a research question to guide their research design. Students get an overview of different interview-based data collection methods (focus groups, key-informant interviews, large-N sample surveys), how to sample and design a questionnaire or interview guide for their project, and the nuts and bolts of actual recruitment, receipt control and survey administration. The instructor provides feedback for proposed elements of each student's research plan through weekly assignments. The final paper is a research proposal that outlines a plan for research to address the student's research question.
Instructor(s): M. Van Haitsma Terms Offered: Autumn and tentativley Winter
Equivalent Course(s): MAPS 30900,SOCI 30118,SOSC 20200,SOSC 30900,SSAD 53200

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: Spring
Equivalent Course(s): SOCI 30122,ENST 20500,GNDR 20120,GNDR 30120,SOCI 20122

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: Spring
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 will 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: Winter
Equivalent Course(s): SOCI 30126,SOCI 20126

SOCI 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): CRES 20140

SOCI 20169. Global Society and Global Culture: Paradigms of Social and Cultural Analysis. 100 Units.
This course introduces students to major theories of globalization and to core approaches to global society and global culture. We discuss micro- and macroglobalization, cultural approaches to globalization, world systems theory, glocalization, and hybridization approaches and the “strong program” in globalization studies. Empirically oriented topics include global love, global finance, global terrorism, and the globalization of nothing. The empirical ethnographies of the global are chosen to illustrate the interest and feasibility of globalization studies and of critical studies of dimensions of globalization.
Instructor(s): K. Knorr Cetina Terms Offered: Autumn
Equivalent Course(s): ANTH 25710,ANTH 35710,SOCI 30169,SOCI 20169

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: Winter
Equivalent Course(s): SOCI 30179

SOCI 20188-20189. Symbolizing the Social: Ethnography, Photography, and Fiction I-II.
Students must register for both courses in this two-quarter sequence. What does it means to symbolize social life? How do people do this? What are the advantages and disadvantages of using different methods of symbolic production (e.g., ethnography, fictional writing, photography)? We read exciting theoretical texts from such writers as Aristotle, Vico, Herder, Freud, Ricoeur, Latour, and Putnam. The course begins with the announcement of a topic (e.g., power, inequality) about which students write an ethnographic piece, produce a photo essay, and write a short story or mini-drama. Throughout the process, discussions focus on what it means to do this; and students provide practical help to each other. Final written pieces are analyzed in a group discussion. At the end of the second quarter, students present a critical essay about the advantages and disadvantages of each mode of symbolic production at a final conference.

SOCI 20188. Symbolizing the Social: Ethnography, Photography, and Fiction I. 100 Units.
Instructor(s): A. Glaeser Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in social sciences or humanities plus one prior social theory course.
Note(s): Students must register for both courses in this two-quarter sequence.
Equivalent Course(s): SOCI 30188

SOCI 20189. Symbolizing the Social: Ethnography, Photography, and Fiction II. 100 Units.
Instructor(s): A. Glaeser Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in social sciences or humanities plus one prior social theory course.
Note(s): Students must register for both courses in this two-quarter sequence.
Equivalent Course(s): SOCI 30189

SOCI 20189. Symbolizing the Social: Ethnography, Photography, and Fiction II. 100 Units.
Instructor(s): A. Glaeser Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in social sciences or humanities plus one prior social theory course.
Note(s): Students must register for both courses in this two-quarter sequence.
Equivalent Course(s): SOCI 30189

SOCI 20191. Social Change in the United States. 100 Units.
This course provides students with concepts, facts, and methods for understanding the social structure of the contemporary United States, recent changes in the U.S. social structure, survey data for measuring social structure and social change in contemporary industrial societies, and data analysis methods for distinguishing different types of change. This course is taught by traditional and nontraditional methods: traditional by a combination of readings, lectures, and discussions; and nontraditional by in-class, "live" statistical analysis of the cumulative file (1972–2004) of the NORC General Social Surveys (GSS).
Instructor(s): R. Stolzenberg Terms Offered: Spring
Prerequisite(s): Two prior sociology courses or consent of instructor
Equivalent Course(s): SOCI 30191

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): SOCI 30192

SOCI 20205. Medical Sociology. 100 Units.
This course surveys the literature in several core areas of medical sociology with a focus mostly on social behavior and health, and secondarily on the institutions and organizations associated with the delivery of health care and medical education. The class will examine social constructions of medical knowledge and illness, the rise of medicine as a powerful institution, and social epidemiology. We will also discuss the organization of health care and health care utilization. Students will obtain an understanding of key concepts, theories, methods, and research findings in these areas, and most importantly will internalize an understanding of how "social" health and illness is.
Instructor(s): G. Hougham
Equivalent Course(s): CCTS 21000

SOCI 20207. Social and Cultural Organization of Non-Human Animals. 100 Units.
In the past few decades, there has been an explosion of rigorous work in ethology regarding social organization, cultural patterns, and cognition in non-human animals. The results have fundamentally overturned previous assumptions about animals; they also challenge and inspire sociological theory to encompass formations observed in non-humans. This course builds on classic theoretical approaches (of Chicago sociology and philosophy, of evolutionary theorists) and the examines the current state of knowledge about animal social organization, communication, and culture. Although there is a fair amount on primates, we will be examining work on a number of social species from ants to whales. Students will write a paper pursuing one theme of the course (e.g., social organization, learning) in one species (e.g., Ethiopian wolf, Octopus vulgaris).
Instructor(s): J. Martin Terms Offered: Winter
Equivalent Course(s): SOCI 30207

SOCI 20215. Urban Health. 100 Units.
This course examines health status, healthcare access, and healthcare service delivery in the urban environment. It draws on historic and contemporary research in urban sociology to frame these discussions and uses data from the City of Chicago to illustrate themes. Specific attention is given to race and ethnic differences in disease trajectories and neighborhood-level social and institutional resources. The course also explores both local and national policy implications.
Instructor(s): K. Cagney Terms Offered: Spring

SOCI 20226. Urban Schools and Communities. 100 Units.
This course explores the intersection of urban schools and community, with a focus on the evolution of urban communities, families, and the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as we explore questions about the purpose and history of public schools, and factors that influence the character of school structure and organization in urban contexts, such as poverty, segregation, student mobility, etc. The topics covered provide essential intellectual perspectives on the history, work, and complexities of urban schools with a particular focus on the communities that surround them.
Instructor(s): S. Stoelinga, K. Matsko Terms Offered: Spring
Equivalent Course(s): CHDV 27821,PBPL 27821

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: Winter
Equivalent Course(s): SOCI 30233

SOCI 20236. The Sociology of Development. 100 Units.
The sociology of development is primarily concerned with the developing world's transition to "modern" (impersonal) instructions. In this course, we examine the notion, nature, and consequences of this transition. Mainly, we try to understand why developing countries have such a hard time achieving it. We also draw upon case studies to revise the core categories of political sociology in light of developing world practices. Specifically, we consider the institutional "underdevelopment" of the state, social class, and citizenship in the developing world. We examine why rules governing institutions are often found to be weak, unevenly observed, and conflicted. Finally, we consider the consequences of this underdevelopment for democracy.
Instructor(s): M. Garrido Terms Offered: Spring
Equivalent Course(s): SOCI 30236,SOCI 20236

SOCI 20240. Entrepreneurial Mindset. 100 Units.
Instructor(s): J. Evans and R. Rosenberg

SOCI 28067. Colleges and Universities in American Society. 100 Units.
This course examines the political, economic, and cultural pressures to which American colleges and universities must respond. The course begins with a brief history of higher education in the United States, followed by readings from scholars who consider the function of the university. What should it teach and to whom? The bulk of the course will be dedicated to the strategies colleges and universities use to compete for money, power, and prestige, as well as how these competitions affect students' lives.
Instructor(s): N. Banuelos

SOCI 28068. Opposing the State. 100 Units.
The state is a defining feature of modern society. This course examines the theory and history of the state, as well as notable contemporary movements to replace the state with markets, nonhierarchical collectives, or traditional forms of government.
Instructor(s): B. Merriman

SOCI 28069. Computing and Society. 100 Units.
Using a mix of classical and contemporary social theory, this course traces the history of computing by examining the use of—and dependence on—computers by large organizations. Topics include theories of technology and information, hacker and management cultures, databases, transactions and finance, and the sharing economy.
Instructor(s): M. Castelle

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: Autumn, Winter, Spring, Summer
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.

SOCI 29999. BA Honors Paper. 100 Units.
Open only to students who wish to be considered for honors. Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.
Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and program chair.

South Asian Languages and Civilizations

Program of Study

The Department of South Asian Languages and Civilizations (SALC) offers a 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 the student's program of study. The student majoring in SALC will gain a broad knowledge of the literature and history of South Asia (e.g., Bangladesh, India, Nepal, Pakistan, Sri Lanka), and proficiency in at least one South Asian language that is equivalent to two years of study or greater. Students currently may study Bangla (Bengali), Hindi, Malayalam, Marathi, Pali, Sanskrit, Tamil, Telugu, 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); the student 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 follows the description of the major.

Program Requirements

Students must indicate their intent to major in SALC by meeting with the Director of Undergraduate Studies, *preferably no later than the beginning of their third year of study and certainly no later than the Winter Quarter of their third year.* Students must complete an "Intent to Complete SALC Major" form, which can be obtained from the SALC website or the SALC office, and have it signed by the Director of Undergraduate Studies. Once the major has been declared, students should plan to meet with the Director of Undergraduate Studies once each year to review their plans for completing the program requirements.

Ideally, students will begin the degree requirements with the two quarter sequence SALC 20100-20200 Introduction to the Civilizations of South Asia I-II and demonstrate competence in a South Asian language, through course work or examination, equivalent to one year of study. SALC 20100-20200 Introduction to the Civilizations of South Asia I-II meets the general education requirement in civilization studies, as does SOSC 23004-23005-23006 South Asian Civilizations in India I-II-III which is taught in Pune. The College's language competence requirement may be satisfied by demonstrated competency equivalent to one year of study of a South Asian language offered through SALC.

The major further requires three courses in a language offered through SALC at the second-year level or higher. These courses must bear University of Chicago course numbers. Finally, the major requires six additional courses. These courses may be (1) listed as SALC courses or as one of the SALC languages (e.g., Bangla [Bengali], Hindi); or (2) courses focused on South Asia (i.e., with at least 50 percent South Asia content) that originate in other departments (subject to the approval of the SALC adviser). Three of these six courses may be language courses (advanced courses in the language taken to meet the departmental language requirement or courses in another South Asian language). Students should choose courses in consultation with the SALC adviser.

Summary of Requirements

Zero to two courses of the following: *		0-200
SALC 20100-20200	Introduction to the Civilizations of South Asia I-II	
SOSC 23000-23100	Introduction to the Civilizations of South Asia I-II	
Three courses in a second-year (or higher) South Asian language **		300
Six courses on South Asia ***		600
Total Units		900-1100

* Two courses if the sequence has not been taken to meet the general education requirement in civilization studies; zero courses if the sequence has been taken to meet the general education requirement in civilization studies.

** These courses must bear University of Chicago course numbers.

*** Three of these six courses may be language courses (advanced courses in the language taken to meet the departmental language requirements, or courses in another South Asian language) and must be taken at the University of Chicago (which may include the South Asian Civilizations program in Pune, India). Advanced language course work taken at other institutions can be evaluated for transfer credit in the major by submitting a petition to the Director of Undergraduate Studies. Before registering for course work elsewhere, students must submit to the Office of the Dean of Students a petition requesting tentative approval for transfer credit.

Sample Programs

The following groups of courses would comprise a major.

GROUP 1

ANTH 25500	Cultural Politics of Contemporary India	100
SALC 20100-20200	Introduction to the Civilizations of South Asia I-II	200
SALC 20800	Music of South Asia	100
SALC 28700	The State in India	100
SALC 29000	Introduction To Tibetan Civilization	100
TBTN 20100-20200-20300	Second-Year Tibetan I-II-III	300

URDU 10100-10200-10300	First-Year Urdu I-II-III	300
Total Units		1200

GROUP 2

ANTH 21401	Logic and Practice of Archaeology *	100
BANG 30100-30200-30300	Third-Year Bangla (Bengali) I-II-III	300
SALC 20100-20200	Introduction to the Civilizations of South Asia I-II	200
SALC 20400	The Mahabharata in English Translation	100
SALC 20901	Indian Philosophy I: Origins and Orientations	100
SALC 20902	Indian Philosophy II: The Classical Traditions	100
SALC 23002	Gender and Literature in South Asia	100
SALC 29801	BA Paper	100
Total Units		1100

GROUP 3

ECON 25500	Topics in Economic Development *	100
HIND 20100-20200-20300	Second-Year Hindi I-II-III	300
SALC 26910	Orality, Literature, and Popular Culture of Afghanistan and Pakistan	100
SALC 27000	Survey/Lang/Lit of Pakistan	100
SALC 29900	Informal Reading Course	100
SOCI 20102	Social Change *	100
SOSC 23004-23005-23006	South Asian Civilizations in India I-II-III	300
Total Units		1100

* Courses must have at least 50 percent South Asia content and be approved by the SALC adviser.

Honors

To be eligible for honors, students must:

1. maintain an overall GPA of 3.0 or higher
2. maintain a departmental GPA of 3.3 or higher
3. complete a BA paper of superior quality.

In order to be eligible to write a BA paper in SALC, students must meet the first two requirements by Winter Quarter of their third year. Students must indicate their intent to earn honors in SALC by meeting with the Director of Undergraduate Studies no later than the Winter Quarter of their third year of study. They must complete an "Intent to Earn Honors" form, which can be obtained from the SALC website or the SALC office. The form must be signed by the Director of

Undergraduate Studies and by the student's adviser. In Winter Quarter of their third year, students will arrange to work for two quarters of the following year with either an SALC faculty member or a faculty member on the Committee on Southern Asian Studies (see list at southasia.uchicago.edu/people/faculty). It is the student's responsibility to locate and make an arrangement with an appropriate faculty member who will be in residence during the student's fourth year.

Students will research, discuss, and write the BA paper in the context of SALC 29800-29801-29802 BA Paper. Students register for two of these courses in their fourth year. Credit toward the major is given for the second quarter of enrollment: if the student also registered for SALC 29800 BA Paper; if the student is also registered for SALC 29800 BA Paper or SALC 29801 BA Paper. The second quarter of enrollment is also the quarter in which the paper must be submitted.

The BA paper must be substantively different from any paper submitted to any other department, for honors or otherwise, and must be judged to be superior by the faculty adviser and by a second faculty reader who is a member of the Committee on Southern Asian Studies.

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.

Minor Program in South Asian Languages and Civilizations

The minor program in South Asian Languages and Civilizations requires a total of six or seven courses, depending on whether the sequence SALC 20100-20200 Introduction to the Civilizations of South Asia I-II or two quarters of the SOSC 23004-23005 South Asian Civilizations in India I-II sequence taught in Pune are used to meet the general education requirement or to meet the minor program. If SALC 20100-20200 Introduction to the Civilizations of South Asia I-II or SOSC 23004-23005 South Asian Civilizations in India I-II are not used to meet the general education requirement, two quarters must be included in the minor for a total of seven courses.

Students choose courses in consultation with the SALC adviser. Requirements include:

1. Two quarters of SALC 20100-20200 Introduction to the Civilizations of South Asia I-II, or two quarters of SOSC 23004-23005 South Asian Civilizations in India I-II, if not used to meet the general education requirement in civilization studies. If either sequence has been used to meet the general education requirement, then one course related to South Asian civilizations that is approved by the SALC adviser will substitute for this requirement.
2. Three courses bearing University of Chicago course numbers in a language offered through the SALC Department.

3. Two additional courses either (1) listed as SALC courses or as one of the SALC languages (e.g., Bangla [Bengali], Hindi), or (2) focused on South Asia that originate in other departments (subject to approval of SALC adviser).

Students must receive the approval of the SALC adviser on a form obtained from their College adviser and returned to their adviser by the end of Spring Quarter of their third year. Students must also indicate their intent to minor in SALC with a form obtained from the SALC 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. The following groups of courses would comprise a minor.

Six-Course SALC Sample Minor

BANG 10100-10200-10300	First-Year Bangla (Bengali) I-II-III	300
SALC 20508	Radical Cinema in India: From Decolonization to the Emergency	100
SALC 20800	Music of South Asia	100
SALC 27701	Mughal India: Tradition and Transition	100
Total Units		600

Seven-Course SALC Sample Minor

SALC 20100-20200	Introduction to the Civilizations of South Asia I-II	200
SALC 22900	Performance and Politics in India	100
SALC 27701	Mughal India: Tradition and Transition	100
TAML 20100-20200-20300	Second-Year Tamil I-II-III	300
Total Units		700

Pune Program: South Asian Civilizations in India

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 civilization 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. With a population of some four million, Pune is situated on the eastern foothills of the Indian western coastal mountains, or ghats, about one hundred miles southeast of Mumbai. Labeled famously by Jawaharlal Nehru, India's first prime minister, as "the Oxford and Cambridge of India," Pune is a major center for Indian art, religion, and higher education—an ideal site for cultural immersion.

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.

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 credits as SALC electives. One additional course credit for the SALC degree can be received for the Hindi language course. Course titles, units of credit, and grades will be placed on the Chicago transcript.

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 Lewis Fortner, Director of Study Abroad, at fortner@uchicago.edu. For information on other study abroad programs in South Asia, contact the SALC Director of Undergraduate Studies.

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 (collegecatalog.uchicago.edu/graduate/departmentofsouthasianlanguagesandcivilizations).

South Asian Languages & Civilizations - 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.
Instructor(s): M. Bhaduri Terms Offered: Autumn

BANG 10200. First-Year Bangla (Bengali) II. 100 Units.
Instructor(s): M. Bhaduri Terms Offered: Winter
Prerequisite(s): BANG 10100 or consent of instructor

BANG 10300. First-Year Bangla (Bengali) III. 100 Units.
Instructor(s): M. Bhaduri Terms Offered: Spring
Prerequisite(s): BANG 10200 or consent of instructor

BANG 10200. First-Year Bangla (Bengali) II. 100 Units.
Instructor(s): M. Bhaduri Terms Offered: Winter
Prerequisite(s): BANG 10100 or consent of instructor

BANG 10300. First-Year Bangla (Bengali) III. 100 Units.
Instructor(s): M. Bhaduri 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.
Instructor(s): M. Bhaduri Terms Offered: Autumn
Prerequisite(s): BANG 10300 or consent of instructor

BANG 20200. Second-Year Bangla (Bengali) II. 100 Units.
Instructor(s): M. Bhaduri Terms Offered: Winter
Prerequisite(s): BANG 20100 or consent of instructor

BANG 20300. Second-Year Bangla (Bengali) III. 100 Units.
Instructor(s): M. Bhaduri Terms Offered: Spring
Prerequisite(s): BANG 20200 or consent of instructor

BANG 20200. Second-Year Bangla (Bengali) II. 100 Units.
Instructor(s): M. Bhaduri Terms Offered: Winter
Prerequisite(s): BANG 20100 or consent of instructor

BANG 20300. Second-Year Bangla (Bengali) III. 100 Units.
Instructor(s): M. Bhaduri Terms Offered: Spring
Prerequisite(s): BANG 20200 or consent of instructor

South Asian Languages & Civilizations - 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.
Instructor(s): J. Grunebaum Terms Offered: Autumn

HIND 10200. First-Year Hindi II. 100 Units.
Instructor(s): J. Grunebaum Terms Offered: Winter
Prerequisite(s): HIND 10100 or consent of instructor

HIND 10300. First-Year Hindi III. 100 Units.
Instructor(s): J. Grunebaum Terms Offered: Spring
Prerequisite(s): HIND 10200 or consent of instructor

HIND 10200. First-Year Hindi II. 100 Units.
Instructor(s): J. Grunebaum Terms Offered: Winter
Prerequisite(s): HIND 10100 or consent of instructor

HIND 10300. First-Year Hindi III. 100 Units.
Instructor(s): J. Grunebaum Terms Offered: Spring
Prerequisite(s): HIND 10200 or consent of instructor

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.
Instructor(s): J. Grunebaum Terms Offered: Autumn
Prerequisite(s): HIND 10300 or consent of instructor

HIND 20200. Second-Year Hindi II. 100 Units.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): HIND 20100 or consent of instructor

HIND 20300. Second-Year Hindi III. 100 Units.
Instructor(s): J. Grunebaum Terms Offered: Spring
Prerequisite(s): HIND 20200 or consent of instructor

HIND 20200. Second-Year Hindi II. 100 Units.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): HIND 20100 or consent of instructor

HIND 20300. Second-Year Hindi III. 100 Units.
Instructor(s): J. Grunebaum Terms Offered: Spring
Prerequisite(s): HIND 20200 or consent of instructor

South Asian Languages & Civilizations - Malayalam Courses

MALA 10100-10200-10300. First-Year Malayalam I-II-III.
This sequence focuses on building basic reading, writing, speaking, and listening comprehension skills in Malayalam. The Malayalam script is introduced at the beginning of Autumn Quarter. Students are presented a range of materials, including audio and video material.

MALA 10100. First-Year Malayalam I. 100 Units.
Instructor(s): N. Kommattam Terms Offered: Autumn

MALA 10200. First-Year Malayalam II. 100 Units.
Instructor(s): N. Kommattam Terms Offered: Winter
Prerequisite(s): MALA 10100 or consent of instructor

MALA 10300. First-Year Malayalam III. 100 Units.
Instructor(s): N. Kommattam Terms Offered: Spring
Prerequisite(s): MALA 10200 or consent of instructor

MALA 10200. First-Year Malayalam II. 100 Units.
Instructor(s): N. Kommattam Terms Offered: Winter
Prerequisite(s): MALA 10100 or consent of instructor

MALA 10300. First-Year Malayalam III. 100 Units.
Instructor(s): N. Kommattam Terms Offered: Spring
Prerequisite(s): MALA 10200 or consent of instructor

MALA 20100-20200-20300. Second-Year Malayalam I-II-III.
This sequence continues to build up student's skills in reading, writing, speaking, and listening comprehension in Malayalam. This sequence transports students beyond basic Malayalam and widens vocabulary/register by providing deeper grammatical knowledge of the more complex levels of language.

MALA 20100. Second-Year Malayalam I. 100 Units.
Instructor(s): N. Kommattam Terms Offered: Autumn
Prerequisite(s): MALA 10300 or consent of instructor

MALA 20200. Second-Year Malayalam II. 100 Units.
Instructor(s): N. Kommattam Terms Offered: Winter
Prerequisite(s): MALA 20100 or consent of instructor

MALA 20300. Second-Year Malayalam III. 100 Units.
Instructor(s): N. Kommattam Terms Offered: Spring
Prerequisite(s): MALA 20200 or consent of instructor

MALA 20200. Second-Year Malayalam II. 100 Units.
Instructor(s): N. Kommattam Terms Offered: Winter
Prerequisite(s): MALA 20100 or consent of instructor

MALA 20300. Second-Year Malayalam III. 100 Units.
Instructor(s): N. Kommattam Terms Offered: Spring
Prerequisite(s): MALA 20200 or consent of instructor

South Asian Languages & Civilizations - 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.
Instructor(s): P. Engblom Terms Offered: Autumn

MARA 10200. First-Year Marathi II. 100 Units.
Instructor(s): P. Englom Terms Offered: Winter
Prerequisite(s): MARA 10100 or consent of instructor

MARA 10300. First-Year Marathi III. 100 Units.
Instructor(s): P. Engblom Terms Offered: Spring
Prerequisite(s): MARA 10200 or consent of instructor

MARA 10200. First-Year Marathi II. 100 Units.
Instructor(s): P. Engblom Terms Offered: Winter
Prerequisite(s): MARA 10100 or consent of instructor

MARA 10300. First-Year Marathi III. 100 Units.
Instructor(s): P. Engblom Terms Offered: Spring
Prerequisite(s): MARA 10200 or consent of instructor

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 I. 100 Units.
Instructor(s): P. Engblom Terms Offered: Autumn
Prerequisite(s): MARA 10300 or consent of instructor

MARA 20200. Second-Year Marathi II. 100 Units.
Instructor(s): P. Engblom Terms Offered: Winter
Prerequisite(s): MARA 20100 or consent of instructor

MARA 20300. Second-Year Marathi III. 100 Units.
Instructor(s): P. Engblom Terms Offered: Spring
Prerequisite(s): MARA 20200 or consent of instructor

MARA 20200. Second-Year Marathi II. 100 Units.
Instructor(s): P. Engblom Terms Offered: Winter
Prerequisite(s): MARA 20100 or consent of instructor

MARA 20300. Second-Year Marathi III. 100 Units.
Instructor(s): P. Engblom Terms Offered: Spring
Prerequisite(s): MARA 20200 or consent of instructor

South Asian Languages & Civilizations - Pali Courses

PALI 10100-10200-10300. First-Year Pali I-II-III.
This sequence introduces the language of the Theravada Buddhist tradition. Essentials of grammar are emphasized, with readings in simpler texts by the end of the first quarter.

PALI 10100. First-Year Pali I. 100 Units.
Instructor(s): S. Collins Terms Offered: Not offered in 2015-16

PALI 10200. First-Year Pali II. 100 Units.
Instructor(s): S. Collins Terms Offered: Not offered in 2015-16
Prerequisite(s): PALI 10100 or consent of instructor

PALI 10300. First-Year Pali III. 100 Units.
Instructor(s): S. Collins Terms Offered: Not offered in 2015-16
Prerequisite(s): PALI 10200 or consent of instructor

PALI 10200. First-Year Pali II. 100 Units.
Instructor(s): S. Collins Terms Offered: Not offered in 2015-16
Prerequisite(s): PALI 10100 or consent of instructor

PALI 10300. First-Year Pali III. 100 Units.
Instructor(s): S. Collins Terms Offered: Not offered in 2015-16
Prerequisite(s): PALI 10200 or consent of instructor

PALI 20100-20200-20300. Second-Year Pali I-II-III.
Students in this intermediate Pali sequence read Pali texts that are chosen in accordance with their interests. The texts read in the introductory course are usually taken from a single, early stratum of Pali literature. The intermediate course takes examples of Pali from different periods and in different styles. Texts in Pali.

PALI 20100. Second-Year Pali I. 100 Units.
Instructor(s): S. Collins Terms Offered: Not offered in 2015-16
Prerequisite(s): PALI 10300 or consent of instructor

PALI 20200. Second-Year Pali II. 100 Units.
Instructor(s): S. Collins Terms Offered: Not offered in 2015-16
Prerequisite(s): PALI 20100 or consent of instructor

PALI 20300. Second-Year Pali III. 100 Units.
Instructor(s): S. Collins Terms Offered: Not offered in 2015-16
Prerequisite(s): PALI 20200 or consent of instructor

PALI 20200. Second-Year Pali II. 100 Units.
Instructor(s): S. Collins Terms Offered: Not offered in 2015-16
Prerequisite(s): PALI 20100 or consent of instructor

PALI 20300. Second-Year Pali III. 100 Units.
Instructor(s): S. Collins Terms Offered: Not offered in 2015-16
Prerequisite(s): PALI 20200 or consent of instructor

South Asian Languages & Civilizations - 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.
Instructor(s): G. Tubb Terms Offered: Autumn

SANS 10200. First-Year Sanskrit II. 100 Units.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): SANS 10100 or consent of instructor

SANS 10300. First-Year Sanskrit III. 100 Units.
Instructor(s): P. Olivelle Terms Offered: Spring
Prerequisite(s): SANS 10200 or consent of instructor

SANS 10200. First-Year Sanskrit II. 100 Units.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): SANS 10100 or consent of instructor

SANS 10300. First-Year Sanskrit III. 100 Units.
Instructor(s): P. Olivelle 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.
Instructor(s): P. Olivelle Terms Offered: Autumn
Prerequisite(s): SANS 10300 or consent of instructor

SANS 20200. Second-Year Sanskrit II. 100 Units.
Instructor(s): W. Doniger Terms Offered: Winter
Prerequisite(s): SANS 20100 or consent of instructor
Equivalent Course(s): HREL 36000,SALC 48400

SANS 20300. Second-Year Sanskrit III. 100 Units.
Instructor(s): G. Tubb Terms Offered: Spring
Prerequisite(s): SANS 20200 or consent of instructor

SANS 20200. Second-Year Sanskrit II. 100 Units.
Instructor(s): W. Doniger Terms Offered: Winter
Prerequisite(s): SANS 20100 or consent of instructor
Equivalent Course(s): HREL 36000,SALC 48400

SANS 20300. Second-Year Sanskrit III. 100 Units.
Instructor(s): G. Tubb Terms Offered: Spring
Prerequisite(s): SANS 20200 or consent of instructor

South Asian Languages & Civilizations - South Asian Languages & 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,SASC 20000,SOSC 23000

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): R. Majumdar Terms Offered: Spring
Prerequisite(s): SALC 20100,ANTH 24101,HIST 10800,SASC 20000,SOSC 23000
Equivalent Course(s): ANTH 24102,HIST 10900,SASC 20100,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): R. Majumdar Terms Offered: Spring
Prerequisite(s): SALC 20100,ANTH 24101,HIST 10800,SASC 20000,SOSC 23000
Equivalent Course(s): ANTH 24102,HIST 10900,SASC 20100,SOSC 23100

SALC 20509. Bombay to Bollywood. 100 Units.
This course maps the transformation of the Hindi film industry in India. Starting out as a regional film production center, how did the Bombay film industry and Hindi cinema gain the reputation of being the leader of Indian cinema? This despite the fact that most critical acclaim, by the state and film critics, was reserved for "art cinema." Through an analysis of Hindi films from the 1950s to the present we map the main trends of this complex artistic/industrial complex to arrive at an understanding of the deep connect between cinema and other social imaginaries.
Instructor(s): R. Majumdar Terms Offered: Winter
Equivalent Course(s): SALC 30509,CMST 24107,CMST 34107,SALC 20509

SALC 20510. Indian Art Cinema. 100 Units.
What do we mean when we refer to “art films” in the Indian context? Is it fair to refer to the body of film works that come under this rubric as Indian national cinema? Through a close analysis of films by Satyajit Ray, Ritwik Ghatak, Mrinal Sen, Shyam Benegal, Mani Kaul, Basu Chatterjee, M. S. Sathyu, Girish Kasaravalli, and Aparna Sen, this course will analyze the different currents in Indian art cinema.
Instructor(s): R. Majumdar Terms Offered: Spring
Equivalent Course(s): SALC 30510,CMST 24108,CMST 34108,SALC 20510

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,ANTH 24003,HIST 18303,SOSC 24003

SALC 20800. Music of South Asia. 100 Units.
This course examines the music of South Asia as an aesthetic domain with both unity and particularity in the region. The unity of the North and South Indian classical traditions is treated historically and analytically, with special emphasis placed on correlating their musical and mythological aspects. The classical traditions are contrasted with regional, tribal, and folk music with respect to fundamental conceptualizations of music and the roles it plays in society. In addition, the repertories of Pakistan, Afghanistan, and Sri Lanka, as well as states and nations bordering the region, are covered. Music is also considered as a component of myth, religion, popular culture, and the confrontation with modernity.
Instructor(s): K. Mason Terms Offered: Various
Prerequisite(s): Any 10000-level music course or consent of instructor
Note(s): This course typically is offered in alternate years.
Equivalent Course(s): MUSI 23700,SALC 30800

SALC 20900. Cultural Politics of Contemporary India. 100 Units.
Structured as a close-reading seminar, this class offers an anthropological immersion in the cultural politics of urban India today. A guiding thread in the readings is the question of the ideologies and somatics of shifting "middle class" formations; and their articulation through violence, gender, consumerism, religion, and technoscience.
Instructor(s): W. Mazzarella Terms Offered: TBD
Equivalent Course(s): ANTH 25500,ANTH 42600,SALC 30900

SALC 22603. Introduction to Premodern South Asian Literatures: Courts, Poets, Power. 100 Units.
The Indian subcontinent and the surrounding areas were home to some of the most vibrant literary traditions in world history. The aim of this course is to introduce students to the main trends in the premodern (pre-nineteenth century) literatures of South Asia through a selection of texts translated from a variety of languages (Bengali, Hindi, Marathi, Persian, Sanskrit, Tamil, Telugu, Urdu, etc.). We will discuss issues of literary historiography, the relations between orality and writing, the basic principles of Dravidian, Sanskrit, and Perso-Arabic poetics, the formation of vernacular literary traditions, multilingual literacy, and the role of literature in social interactions and community building in premodern South Asia. Each reading will thus be framed by the systematic exploration of those poetic systems and a close reading of representative texts. Attention will also be given to the original languages in which those texts were composed. The course offers a comprehensive and critical introduction to major non-western knowledge systems and aesthetic theories.
Instructor(s): T. D’Hubert Terms Offered: Autumn

SALC 22900. Performance and Politics in India. 100 Units.
This seminar considers and pushes beyond such recent instances as the alleged complicity between the televised "Ramayana" and the rise of a violently intolerant Hindu nationalism. We consider the potentials and entailments of various forms of mediation and performance for political action on the subcontinent, from "classical" textual sources, through "folk" traditions and "progressive" dramatic practice, to contemporary skirmishes over "obscenity" in commercial films.
Instructor(s): W. T. S. Mazzarella Terms Offered: TBD
Equivalent Course(s): ANTH 22910

SALC 23903. Buddhist Thought in India and Tibet. 100 Units.
The purpose of this course is to introduce students to something of the range of Buddhist philosophical thought and doctrine that developed in first-millennium India—developments that were decisive for the philosophical curricula of still vibrant Tibetan traditions of Buddhism, which may also be considered. The aim will be not only to appreciate the history of these developments, but also (and especially) to engage them philosophically, taking them seriously in the same way that (e.g.) Aristotle and Kant are still taken seriously in philosophy departments.
Instructor(s): D. Arnold Terms Offered: Spring
Equivalent Course(s): RLST 23900

SALC 25304. Introduction to Hinduism. 100 Units.
In this course we will acquaint ourselves with the basic beliefs, practices, scriptures and varieties of the religion that goes by the name of "Hinduism." We will follow its course through history, beginning with the earliest, most hallowed, little understood sources, the Vedas. We will look into the formation and peculiarities of its different branches such as the schools of Vaishnavism and Saivism, and learn about some of its central figures such as Shankara, Ramanuja and Chaitanya. Significant part of the course will be dedicated to the attempts to define and redefine Hinduism and its unity in the context of modernity, the encounter with colonialism and the course of globalization. We will explore some of its fundamental tensions, for instance between religion and liberation (dharma and moksha), social restrictions and freedom, knowledge and devotion. Finally, we will spend some time on the philosophical underpinnings of Hinduism, particularly the doctrine of karma, reincarnation and theodicy.
Instructor(s): A. Uskokov Terms Offered: Autumn

SALC 25305. Scribal Circulations: The art and politics of writing from Abu'l Fazl to the Information Age. 100 Units.
Can a piece of paper matter as much as what is written on it? Does the mode of writing mean as much as what is said? Drawing upon a range of cases from South Asia, the Middle East, and Europe, this course considers the relationship between technologies of writing and the nature (and interpretation) of what is written. Part 1 considers the construction of scribal cultures in pre-print contexts, highlighting the tensions between orthography and orality and between manuscript and print production. Part 2 turns to the role of writing in the era of European expansion and colonialism. We then analyze the science of government as demonstrated in the production, dissemination, and management of information. We examine writings from the artistic to the mundane, from the sacred to the profane, from the political to the personal in order to understand the ways in which orthographic representations shape the reception of what is written. Course meetings focus on topics such as scribal culture, epistolography, publishing, piracy, circulation, censorship, bureaucracy, accounting, and forgery. Finally we examine the politics of writing in the age of information. The course is for students who have completed an introductory sequence in SALC or NELC and will appeal to students interested in cultural, intellectual, and material histories of South Asia, the Middle East, and Europe. Students will be assessed on the basis of class participation, response papers, and an end-of-quarter essay.
Instructor(s): E. Lhost Terms Offered: Winter

SALC 27701. Mughal India: Tradition and Transition. 100 Units.
The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth centuries, especially on selected issues that have been at the center of historiographical debate in the past decades.
Instructor(s): M. Alam Terms Offered: Autumn
Prerequisite(s): Advanced standing or consent of instructor. Prior knowledge of appropriate history and secondary literature required.
Equivalent Course(s): HIST 26602,HIST 36602,SALC 37701

SALC 28403. Painting in South Asia. 100 Units.
This course surveys the rich diversity of painted media in South Asia, from the fifth-century murals that decorate the rock-cut Buddhist caves at Ajanta to contemporary canvases that travel the world. We will explore how the familiar categories with which we describe painting, such as Landscape, Portraiture, Narrative, and even Modern, might be productively reassessed in light of South Asian aesthetic traditions by locating the works in their physical, ritual, and intellectual contexts. The course culminates in the contested spaces of contemporary art, where questions of politics, identity, and intention come to the fore. Although mainly focusing on the painting traditions of India, the course will include painting from Pakistan, the Himalayas, Sri Lanka, and the South Asian diaspora.
Instructor(s): A. Seastrand Terms Offered: Winter
Equivalent Course(s): ARTH 26101

SALC 29800-29801-29802. BA Paper.
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. 100 Units.**
> Terms Offered: Autumn
> Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser
>
> **SALC 29801. BA Paper. 100 Units.**
> Terms Offered: Winter
> Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser
>
> **SALC 29802. BA Paper. 100 Units.**
> Terms Offered: Spring
> Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29801. BA Paper. 100 Units.
Terms Offered: Winter
Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29802. BA Paper. 100 Units.
Terms Offered: Spring
Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29900-29901-29902. Informal Reading Course.
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.

SALC 29900. Informal Reading Course. 100 Units.
Terms Offered: Autumn
Note(s): Students are required to submit the College Reading and Research Course Form.

SALC 29901. Informal Reading Course. 100 Units.
Terms Offered: Winter
Note(s): Students are required to submit the College Reading and Research Course Form.

SALC 29902. Informal Reading Course. 100 Units.
Terms Offered: Spring
Note(s): Students are required to submit the College Reading and Research Course Form.

SALC 29901. Informal Reading Course. 100 Units.
Terms Offered: Winter
Note(s): Students are required to submit the College Reading and Research Course Form.

SALC 29902. Informal Reading Course. 100 Units.
Terms Offered: Spring
Note(s): Students are required to submit the College Reading and Research Course Form.

South Asian Languages & Civilizations - 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.
Instructor(s): E. Annamalai Terms Offered: Autumn

TAML 10200. First-Year Tamil II. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Winter
Prerequisite(s): TAML 10100 or consent of instructor

TAML 10300. First-Year Tamil III. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Spring
Prerequisite(s): TAML 10200 or consent of instructor

TAML 10200. First-Year Tamil II. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Winter
Prerequisite(s): TAML 10100 or consent of instructor

TAML 10300. First-Year Tamil III. 100 Units.
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 I. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Autumn
Prerequisite(s): TAML 10300 or consent of instructor

TAML 20200. Second-Year Tamil II. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Winter
Prerequisite(s): TAML 20100 or consent of instructor

TAML 20300. Second-Year Tamil III. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Spring
Prerequisite(s): TAML 20200 or consent of instructor

TAML 20200. Second-Year Tamil II. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Winter
Prerequisite(s): TAML 20100 or consent of instructor

TAML 20300. Second-Year Tamil III. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Spring
Prerequisite(s): TAML 20200 or consent of instructor

South Asian Languages & Civilizations - Telugu Courses

TLGU 10100-10200-10300. First-Year Telugu I-II-III.
First-year Telugu is designed to deal with all of the necessary language skills (i.e., speaking, writing, reading, oral comprehension). The primary goal is to equip students with basic communicative competence in Telugu. By the end of the first quarter, students are expected to be able to carry out day-to-day conversational situations with ease. Through this gradual learning process, students should be capable of reading simple authentic texts. The goal is to tune students to a native speaker's proficiency.

TLGU 10100. First-Year Telugu I. 100 Units.
Terms Offered: Autumn

TLGU 10200. First-Year Telugu II. 100 Units.
Terms Offered: Winter
Prerequisite(s): TLGU 10100 or consent of instructor

TLGU 10300. First-Year Telugu III. 100 Units.
Terms Offered: Spring
Prerequisite(s): TLGU 10200 or consent of instructor

TLGU 10200. First-Year Telugu II. 100 Units.
Terms Offered: Winter
Prerequisite(s): TLGU 10100 or consent of instructor

TLGU 10300. First-Year Telugu III. 100 Units.
Terms Offered: Spring
Prerequisite(s): TLGU 10200 or consent of instructor

TLGU 20100-20200-20300. Second-Year Telugu I-II-III.
Second-year Telugu is designed to expand the language skills in the four areas of speaking, writing, reading, and oral comprehension. To enhance these skills, students are required to read Telugu texts, according to their academic interests. Students are introduced to a different native speaker every other week as part of a luncheon discussion. Students watch popular Telugu films to gain overall understanding of vernacular cultural attitudes, and they are expected to give weekly oral presentations during the discussion session.

TLGU 20100. Second-Year Telugu I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): TLGU 10300 or consent of instructor

TLGU 20200. Second-Year Telugu II. 100 Units.
Terms Offered: Winter
Prerequisite(s): TLGU 20100 or consent of instructor

TLGU 20300. Second-Year Telugu III. 100 Units.
Terms Offered: Spring
Prerequisite(s): TLGU 20200 or consent of instructor

TLGU 20200. Second-Year Telugu II. 100 Units.
Terms Offered: Winter
Prerequisite(s): TLGU 20100 or consent of instructor

TLGU 20300. Second-Year Telugu III. 100 Units.
Terms Offered: Spring
Prerequisite(s): TLGU 20200 or consent of instructor

South Asian Languages & Civilizations - 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.
Instructor(s): K. Ngodup Terms Offered: Autumn

TBTN 10200. First-Year Tibetan II. 100 Units.
Instructor(s): K. Ngodup Terms Offered: Winter
Prerequisite(s): TBTN 10100 or consent of instructor

TBTN 10300. First-Year Tibetan III. 100 Units.
Instructor(s): K. Ngodup Terms Offered: Spring
Prerequisite(s): TBTN 10200 or consent of instructor

TBTN 10200. First-Year Tibetan II. 100 Units.
Instructor(s): K. Ngodup Terms Offered: Winter
Prerequisite(s): TBTN 10100 or consent of instructor

TBTN 10300. First-Year Tibetan III. 100 Units.
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.
Instructor(s): K. Ngodup Terms Offered: Autumn
Prerequisite(s): TBTN 10300 or consent of instructor

TBTN 20200. Second-Year Tibetan II. 100 Units.
Instructor(s): K. Ngodup Terms Offered: Winter
Prerequisite(s): TBTN 20100 or consent of instructor

TBTN 20300. Second-Year Tibetan III. 100 Units.
Instructor(s): K. Ngodup Terms Offered: Spring
Prerequisite(s): TBTN 20200 or consent of instructor

TBTN 20200. Second-Year Tibetan II. 100 Units.
Instructor(s): K. Ngodup Terms Offered: Winter
Prerequisite(s): TBTN 20100 or consent of instructor

TBTN 20300. Second-Year Tibetan III. 100 Units.
Instructor(s): K. Ngodup Terms Offered: Spring
Prerequisite(s): TBTN 20200 or consent of instructor

South Asian Languages & Civilizations - 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.**
> Instructor(s): E. Bashir Terms Offered: Autumn
>
> **URDU 10200. First-Year Urdu II. 100 Units.**
> Instructor(s): E. Bashir Terms Offered: Winter
> Prerequisite(s): URDU 10100 or consent of instructor
>
> **URDU 10300. First-Year Urdu III. 100 Units.**
> Instructor(s): E. Bashir Terms Offered: Spring
> Prerequisite(s): URDU 10200 or consent of instructor

URDU 10200. First-Year Urdu II. 100 Units.
Instructor(s): E. Bashir Terms Offered: Winter
Prerequisite(s): URDU 10100 or consent of instructor

URDU 10300. First-Year Urdu III. 100 Units.
Instructor(s): E. Bashir 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.**
> Instructor(s): E. Bashir Terms Offered: Autumn
> Prerequisite(s): URDU 10300 or consent of instructor

URDU 20200. Second-Year Urdu II. 100 Units.
Instructor(s): E. Bashir Terms Offered: Winter
Prerequisite(s): URDU 20100 or consent of instructor

URDU 20300. Second-Year Urdu III. 100 Units.
Instructor(s): E. Bashir Terms Offered: Spring
Prerequisite(s): URDU 20200 or consent of instructor

URDU 20200. Second-Year Urdu II. 100 Units.
Instructor(s): E. Bashir Terms Offered: Winter
Prerequisite(s): URDU 20100 or consent of instructor

URDU 20300. Second-Year Urdu III. 100 Units.
Instructor(s): E. Bashir Terms Offered: Spring
Prerequisite(s): URDU 20200 or consent of instructor

Statistics

Program of Study

The modern science of statistics involves the invention, study, and development of principles and methods for modeling uncertainty through mathematical probability; for designing experiments, surveys, and observational programs; and for analyzing and interpreting empirical data. Mathematics plays a major role in all statistical activity, whether of an abstract nature or dealing with specific techniques for analyzing data. Statistics is an excellent field for students with strong mathematical 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 exposure to computing, which is essential to nearly all modern data analysis. In addition, there is considerable elective freedom enabling interested students to examine those areas of knowledge in the biological, physical, and social sciences that are often subjected to detailed statistical analysis. The major also provides a base 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 (p. 1005) follows the description of the major.

General Course Information

Statistics Courses for Students in Other Majors

Courses at the 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 the mathematical level, and in the direction of applications.

Explanations and comparisons of the various courses, both entry level and more advanced, are provided in the following sections. Students will also find the course descriptions (http://collegecatalog.uchicago.edu/thecollege/statistics/#courseinventory) to be helpful in choosing appropriate courses.

Introductory Courses and Sequences

To begin their studies in statistics, students can choose from several courses. Most of the introductory courses make intensive use of computers to exemplify and explore statistical concepts and methods. The nature and extent of computer work varies according to the course and instructor. The mathematics prerequisites are a useful guide to the level of mathematical maturity assumed by a statistics course.

Students and College advisers are encouraged to contact the Departmental Adviser for Introductory Courses for advice on choosing an appropriate first course.

For students who do not intend to continue to more advanced statistics courses, STAT 20000 Elementary Statistics is an alternative with no calculus prerequisite that places less emphasis on statistical techniques. STAT 20000 Elementary Statistics may not be taken by students who have already taken STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods or by students who have received AP credit for STAT 22000 Statistical Methods and Applications.

Students with exposure to calculus might 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. Computers are used throughout the course. A score of 4 or 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 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.

STAT 24400-24500 Statistical Theory and Methods I-II is recommended for students who wish to have a thorough introduction to statistical theory and methodology. STAT 24400-24500 Statistical Theory and Methods I-II is more mathematically demanding than either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods and assumes some familiarity with multivariate calculus and with linear algebra.

As an alternative to STAT 24400-24500 Statistical Theory and Methods I-II, students can elect the three-quarter sequence consisting of STAT 25100 Introduction to Mathematical Probability followed by STAT 24410 Statistical Theory and Methods Ia and STAT 24500 Statistical Theory and Methods II. This alternative sequence (STAT 25100 Introduction to Mathematical Probability; STAT 24410 Statistical Theory and Methods Ia; STAT 24500 Statistical Theory and Methods II) is recommended for students majoring in Statistics and others who are interested in more extensive coverage of probability and statistics. STAT 24410 Statistical Theory and Methods Ia is an alternative version of STAT 24400 Statistical Theory and Methods I that requires STAT 25100 Introduction to Mathematical Probability as a prerequisite and that replaces some probability topics with additional statistical topics not normally covered in STAT 24400-24500 Statistical Theory and Methods I-II. Students may count either STAT 24400 Statistical Theory and Methods I or STAT 24410 Statistical Theory and Methods Ia, but not both, toward the forty-two credits required for graduation.

Students considering a major in Statistics are encouraged to begin with either STAT 24400-24500 Statistical Theory and Methods I-II or, preferably, with the alternative sequence (STAT 25100 Introduction to Mathematical Probability;

STAT 24410 Statistical Theory and Methods Ia; STAT 24500 Statistical Theory and Methods II), rather than with STAT 23400 Statistical Models and Methods. Although students with a strong mathematical background can and do take either STAT 24400-24500 Statistical Theory and Methods I-II or the alternative sequence (STAT 25100 Introduction to Mathematical Probability; STAT 24410 Statistical Theory and Methods Ia; STAT 24500 Statistical Theory and Methods II) 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.

Students considering a minor or major in Statistics and completing either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods prior to taking either STAT 24400-24500 Statistical Theory and Methods I-II or the alternative sequence (STAT 25100 Introduction to Mathematical Probability; STAT 24410 Statistical Theory and Methods Ia; STAT 24500 Statistical Theory and Methods II) are encouraged to contact the Departmental Adviser for Introductory Courses for advice on integrating these courses into a coherent degree program.

The core of the Statistics major consists of three courses: STAT 25100 Introduction to Mathematical Probability, either STAT 24400 Statistical Theory and Methods I or STAT 24410 Statistical Theory and Methods Ia, and STAT 24500 Statistical Theory and Methods II. This 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 STAT 24400-24500 Statistical Theory and Methods I-II, though it is a prerequisite for STAT 24410 Statistical Theory and Methods Ia.

Additional Courses in Statistical Theory, Methods, and Applications

For students interested in exploring statistical methods and their applications, STAT 22200 Linear Models and Experimental Design, STAT 22400 Applied Regression Analysis, STAT 22600 Analysis of Categorical Data, and STAT 22700 Biostatistical Methods are recommended. These courses each emphasize a class of methods for the analysis of data. 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, and STAT 22600 Analysis of Categorical Data may be taken in any order. Each presumes a previous course in statistics (STAT 22000 Statistical Methods and Applications or higher) and experience using computers in data analysis (as in STAT 22000 Statistical Methods and Applications). STAT 22700 Biostatistical Methods has STAT 22400 Applied Regression Analysis as a prerequisite.

For students who have completed STAT 24500 Statistical Theory and Methods II and are interested in more advanced statistical methodology courses, STAT 24610 Pattern Recognition, STAT 26100 Time Dependent Data, STAT 27400 Nonparametric Inference, and STAT 34300 Applied Linear Statistical Methods are recommended. In addition to STAT 34300 Applied Linear Statistical Methods, 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 course announcements (collegecatalog.uchicago.edu/graduate/departmentofstatistics/#courseinventory).

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 31300 Introduction to Stochastic Processes II, STAT 38100 Measure-Theoretic Probability I, and STAT 38300 Measure-Theoretic Probability III.

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 24610 Pattern Recognition 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.

Grading

Students who are majoring or minoring in Statistics must receive a quality grade of at least C- in all of the courses required for their major or minor program in Statistics. 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 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

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 and four prescribed statistics courses. Students should complete the four mathematics courses by the end of their third year. Additional requirements include three approved elective courses in Statistics, as well as one prescribed course in Computer Science for the BA or two prescribed courses in Computer Science for the BS. The BS also requires an approved two-quarter sequence at the 20000 level in a field to which statistics can be applied. Students who are majoring in Statistics must receive a quality grade of at least C- in all of the courses required for their degree. A grade of P is not acceptable for any of these courses.

Prescribed Mathematics Courses

The four 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 25500 Basic Algebra II or MATH 25800 Honors Basic Algebra II). Note that MATH 19620 Linear Algebra may not be used to meet the Linear Algebra requirement.

For the BA, one of the following sequences is required: MATH 20000-20100 Mathematical Methods for Physical Sciences I-II or MATH 20400-20500 Analysis in Rn II-III or MATH 20800-20900 Honors Analysis in Rn II-III. 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 two courses: MATH 20100 Mathematical Methods for Physical Sciences II or MATH 27300 Basic Theory of Ordinary Differential Equations.

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 by taking both MATH 20100 Mathematical Methods for Physical Sciences II and STAT 24300 Numerical Linear Algebra.

Prescribed Statistics Courses

The four prescribed Statistics courses are STAT 25100 Introduction to Mathematical Probability, either STAT 24400 Statistical Theory and Methods I or STAT 24410 Statistical Theory and Methods Ia (but not both), STAT 24500 Statistical Theory and Methods II, and either STAT 22400 Applied Regression Analysis or STAT 34300 Applied Linear Statistical Methods. It is recommended that majors take either STAT 25100 Introduction to Mathematical Probability or STAT 24400 Statistical Theory and Methods I as their first course in probability and statistics. However, if a more elementary introduction is desired, a student may take either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods (but not both) as additional preparation for either STAT 24400-24500 Statistical Theory and Methods I-II or STAT 24410 Statistical Theory and Methods Ia.

Electives

Candidates for the BA are required to take three electives, at least two of which must be on List B below. The third elective may be chosen from Lists B, C, or D. If an elective from List D is chosen, it must have been taken before STAT 24400 Statistical Theory and Methods I (or STAT 24410 Statistical Theory and Methods Ia). Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the BA.

Candidates for the BS are required to take three electives. A candidate for the BS who has **not** taken STAT 34300 Applied Linear Statistical 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 a third elective from either List B or C. A candidate for the BS who **has** taken STAT 34300 Applied Linear Statistical Methods as one of the four prescribed statistics courses must take at least two electives from List B and a third elective from either List B or C. Courses from List D cannot count toward the BS in Statistics. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, 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 24610	Pattern Recognition
STAT 26100	Time Dependent Data
STAT 27400	Nonparametric Inference
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 24610	Pattern Recognition
STAT 26100	Time Dependent Data
STAT 26700	History of Statistics
STAT 27400	Nonparametric Inference
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 & Optimization
STAT 31200	Introduction to Stochastic Processes I
STAT 35000	Principles of Epidemiology
STAT 37710	Machine Learning

Some additional graduate courses in Statistics (must be approved by Departmental Adviser for Majors)

LIST D: Introductory Courses

STAT 22000	Statistical Methods and Applications
STAT 23400	Statistical Models and Methods

Computer Science Requirement

Candidates for the BA are required to take one of the following computer science courses: CMSC 10500 Fundamentals of Computer Programming I or 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. For the BA, CMSC 10600 Fundamentals of Computer Programming II or higher is preferred. Candidates for 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 Two-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, two-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 the first course is a prerequisite for the second are preferred. Example sequences include BIOS 20197 Evolution and Ecology-BIOS 20198 Biodiversity, CHEM 22000-22100 Organic Chemistry I-II, CHEM 26100-26200 Quantum Mechanics; Thermodynamics, ECON 20000-20100 The Elements of Economic Analysis I-II, GEOS 21000 Introduction to Mineralogy-GEOS 21100 Introduction to Petrology, PHYS 22500-22700 Intermediate Electricity and

Magnetism I-II, and PHYS 23400-23500 Quantum Mechanics I-II. 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	
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	
One of the following sequences:		200
MATH 20000-20100	Mathematical Methods for Physical Sciences I-II	
MATH 20400-20500	Analysis in Rn II-III	
MATH 20800-20900	Honors Analysis in Rn II-III	
One of the following:		100
STAT 24300	Numerical Linear Algebra	
MATH 25500	Basic Algebra II	
MATH 25800	Honors Basic Algebra II	
One of the following:		100
STAT 24400	Statistical Theory and Methods I	
STAT 24410	Statistical Theory and Methods Ia	
Both of the following:		200
STAT 24500	Statistical Theory and Methods II	
STAT 25100	Introduction to Mathematical Probability	
One of the following:		100
STAT 22400	Applied Regression Analysis	
STAT 34300	Applied Linear Statistical Methods	
One of the following: **		100
CMSC 10500	Fundamentals of Computer Programming I	

CMSC 10600	Fundamentals of Computer Programming II	
CMSC 12100	Computer Science with Applications I	
CMSC 15100	Introduction to Computer Science I	
CMSC 16100	Honors Introduction to Computer Science I	
Three approved elective courses in Statistics ***		300
Total Units		1200

* Credit may be granted by examination.

** CMSC 10600 Fundamentals of Computer Programming II or higher preferred

*** At least two of the electives must be on List B. The third elective may be chosen from List B, C, or D. If an elective from List D is chosen, it must have been taken before STAT 24400 Statistical Theory and Methods I (or STAT 24410 Statistical Theory and Methods Ia). Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, 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	
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	
One of the following:		100
MATH 20000	Mathematical Methods for Physical Sciences I	
MATH 20500	Analysis in Rn III	
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	
One of the following:		100
STAT 24300	Numerical Linear Algebra	
MATH 25500	Basic Algebra II	

MATH 25800	Honors Basic Algebra II	
One of the following:		100
STAT 24400	Statistical Theory and Methods I	
STAT 24410	Statistical Theory and Methods Ia	
Both of the following:		200
STAT 24500	Statistical Theory and Methods II	
STAT 25100	Introduction to Mathematical Probability	
One of the following:		100
STAT 22400	Applied Regression Analysis	
STAT 34300	Applied Linear Statistical 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	
Three approved elective courses in Statistics **		300
A coherent two-quarter sequence at the 20000 level in a field to which statistics can be applied ***		200
Total Units		1500

* Credit may be granted by examination.

** A candidate for the BS who has **not** taken STAT 34300 Applied Linear Statistical 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 a third elective from either List B or C. A candidate for the BS who **has** taken STAT 34300 Applied Linear Statistical Methods as one of the four prescribed statistics courses must take at least two electives from List B and a third elective from either List B or C. Courses from List D cannot count toward the BS in Statistics. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the BS.

*** Generally, this sequence should be in the natural or social sciences, but a sequence in another discipline might be acceptable. Courses in MATH or CMSC may not be used for this requirement. Sequences in which the first course is a prerequisite for the second are preferred. Example sequences include BIOS 20197 Evolution and Ecology-BIOS 20198 Biodiversity, CHEM 22000-22100 Organic Chemistry I-II, CHEM 26100-26200 Quantum Mechanics; Thermodynamics, ECON 20000-20100 The Elements of Economic Analysis I-II, GEOS 21000 Introduction to Mineralogy-GEOS 21100 Introduction to Petrology, PHYS 22500-22700 Intermediate Electricity and Magnetism I-II, and PHYS 23400-23500 Quantum Mechanics I-II. 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, both STAT 24400 Statistical Theory and Methods I (or STAT 24410 Statistical Theory and Methods Ia) and STAT 24500 Statistical Theory and Methods II 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, STAT 24400-24500 Statistical Theory and Methods I-II and STAT 24610 Pattern Recognition, which are required for the MS in Statistics, could also be used to meet part of the requirements of a BA or BS program in Mathematics for courses outside of Mathematics.

Other requirements include a master's paper and participation in the Consulting Program of the Department of Statistics. For details, visit http://www.stat.uchicago.edu/admissions.

Minor Program in Statistics

The focus in the minor is on statistical methodology, whereas the Statistics major has a substantial theoretical component. The minor in Statistics requires five courses, some prescribed and some electives. Students begin the minor with an introductory course. If the introductory course is a required component of a student's major, the student must choose an additional elective to complete the five-course Statistics minor. Students with AP credit for the introductory course STAT 22000 Statistical Methods and Applications can choose either an additional elective or an introductory course to complete the five-course Statistics minor. In no case can AP credit for STAT 22000 Statistical Methods and Applications count toward the requirements for a minor in Statistics.

All students considering the Statistics minor are encouraged to plan their program early in consultation with the Departmental Adviser for Minors.

Courses in the minor may not be double-counted toward the student's major(s), other minors, or general education requirements. No student at the University of Chicago may count both STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods toward the forty-two credits required for graduation.

Students planning a Statistics minor who have completed either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods and later plan to take STAT 24500 Statistical Theory and Methods II should consult the Departmental Adviser for Minors. In no case can more than one introductory course be included in the minor.

Students who are minoring in Statistics must receive a quality grade of at least C- in all of the courses required for the minor. A grade of P is not acceptable for any of these courses. 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 Statistics

Students may satisfy the requirements for the Statistics minor using one of two program plans.

PROGRAM PLAN A

One of the following introductory courses:*		100
STAT 22000	Statistical Methods and Applications	
STAT 23400	Statistical Models and Methods	
STAT 24500	Statistical Theory and Methods II **	
One required statistical topics course:		100
STAT 22400	Applied Regression Analysis	
Three electives on statistical topics		300
Total Units		500

* Students with AP credit for STAT 22000 Statistical Methods and Applications may choose either program Plan A or Plan B. Students completing Plan A with either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods forgo AP credit for STAT 22000 Statistical Methods and Applications.

** If STAT 24500 Statistical Theory and Methods II is used as the introductory course in the 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 another major.

PROGRAM PLAN B

This plan is appropriate when the introductory Statistics course is a required component of a student's major. Students with AP credit for STAT 22000 Statistical Methods and Applications are not required to take an introductory Statistics course and may use this plan to satisfy the five-course Statistics minor requirement.		
One required statistical topics course:		100
STAT 22400	Applied Regression Analysis	
Four electives on statistical topics		400
Total Units		500

Electives

Candidates for the Statistics minor are required to take three or four electives, depending on the choice of program Plan A or Plan B. One elective must be from List A below. The other two electives may be chosen from List A, B, or C.

LIST A: Core Statistical Methodology

STAT 22200	Linear Models and Experimental Design
STAT 22600	Analysis of Categorical Data *
STAT 22700	Biostatistical Methods *

* Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the minor. STAT 22600 Analysis of Categorical Data is offered by the Department of Statistics, while STAT 22700 Biostatistical Methods is scheduled and offered by the Department of Public Health Sciences (http://health.bsd.uchicago.edu).

LIST B: Other Statistical Methodology

STAT 26700	History of Statistics
STAT 31900	Causal Inference *
STAT 35000	Principles of Epidemiology *
STAT 35201	Introduction to Clinical Trials *
STAT 35600	Applied Survival Analysis *
STAT 35700	Epidemiologic Methods *
STAT 35800	Statistical Applications *
STAT 36900	Applied Longitudinal Data Analysis *
SOCI 20112	Applications of Hierarchical Linear Models

* The 30000-level courses in List B are scheduled and offered by the Department of Public Health Sciences (http://health.bsd.uchicago.edu). Undergraduates may enroll in 30000-level courses by instructor consent.

LIST C: Advanced Statistical Methodology

STAT 24610	Pattern Recognition
STAT 26100	Time Dependent Data
STAT 27400	Nonparametric Inference
STAT 33100	Sample Surveys
STAT 37601	Machine Learning and Large-Scale Data Analysis

Courses in List C may have advanced prerequisites in mathematics, statistics, and/or computer science. The 30000-level courses in List C are offered by the Departments of Statistics or Computer Science. Undergraduates may enroll in 30000-level courses by instructor consent.

For any electives, students are advised to confirm the recommended prerequisites listed in the course descriptions (p. 1008).

The statistical topics courses on List A, List B, and List C are approved electives for the minor. The lists may change from time to time as courses change and new courses are introduced. Please consult the Departmental Adviser for Minors for approval of electives. 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, or STAT 24500 Statistical Theory and Methods II).

The following Statistics courses may not be included in a minor: STAT 20000 Elementary Statistics, 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 25300 Introduction to Probability Models, STAT 27725 Machine Learning, or any graduate courses in probability.

Students who elect the minor program in Statistics must meet with the Departmental Adviser for Minors before the end of Spring Quarter of their third year to declare their intention to complete the minor. The approval for the minor program, signed by the Departmental Adviser for Minors, should be submitted to a student's College adviser by the deadline above on the Consent to Complete a Minor Program Form obtained from the student's College adviser or downloaded from the College Forms and Petitions (https://college.uchicago.edu/advising/forms-and-petitions).

College-level Statistics courses are shown below. Graduate-level courses can be found on the Department of Statistics page of the Graduate Announcements (collegecatalog.uchicago.edu/graduate/departmentofstatistics/#courseinventory)**.**

Statistics Courses

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.
Terms Offered: Autumn, Winter, Spring
Note(s): Students with credit for STAT 22000 or 23400 not admitted. This course is recommended for students who do not plan to take advanced statistics courses, and it may not be used in the Statistics major or minor. This course meets one of the general education requirements 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 computers. 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, one- and two-sample problems, analysis of variance, linear regression, and analysis of discrete data.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Two quarters of calculus
Note(s): Students may count either STAT 22000 or 23400, but not both, toward the forty-two credits required for graduation.

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.
Terms Offered: Spring
Prerequisite(s): STAT 22000 or 23400 or 24500

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.
Terms Offered: Autumn, Spring
Prerequisite(s): STAT 22000 or 23400 or 24500 or PBHS 32100
Equivalent Course(s): PBHS 32400

STAT 22600. Analysis of Categorical Data. 100 Units.
This course covers statistical methods for the analysis of structured, counted data. Topics may include Poisson, multinomial, and product-multinomial sampling models; chi-square and likelihood ratio tests; log-linear models for cross-classified counted data, including models for data with ordinal categories and log-multiplicative models; logistic regression and logit linear models; and measures of association. Applications in the social and biological sciences are considered, and the interpretation of models and fits, rather than mathematical details of computational procedures, is emphasized.
Terms Offered: Winter
Prerequisite(s): STAT 22000 or 23400 or 24500
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.
Instructor(s): TBN Terms Offered: Winter
Prerequisite(s): PBHS 32400, STAT 22400 or STAT 24500 or equivalent or consent of instructor.
Equivalent Course(s): PBHS 32700

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 simulation on a computer. 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 variances for one- and two-sample problems, correlation, and simple linear regression. Graphical description 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 univariate calculus, but it is less demanding than that required by STAT 24400.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 13300, 15300, or 16300
Note(s): Students may count either STAT 22000 or 23400, but not both, toward the forty-two credits required for graduation. Recommended sequence for Economics majors: MATH 19620, STAT 23400, ECON 21000 in consecutive quarters.

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 main objective is to provide a working knowledge of linear algebra and matrix computation suitable for advanced studies in which numerical methods are in demand, such as in statistics, econometrics, and scientific data organization and computation. Topics covered will include: Gaussian elimination, LU decomposition, vector spaces, linear transformations and their matrix representations, orthogonality and projections, QR factorization, eigenvectors and eigenvalues, diagonalization of real symmetric and complex Hermitian matrices, the spectral theorem, Cholesky decomposition, and Singular Value Decomposition. In addition, students will program in MATLAB or R using basic algorithms for linear systems, eigenvalue problem, matrix factorization, and sensitivity analysis.
Terms Offered: Autumn
Prerequisite(s): Multivariate calculus (MATH 19520 or 20000 or 20500 or equivalent). Previous exposure to linear algebra is helpful.
Equivalent Course(s): STAT 30750

STAT 24400-24500. Statistical Theory and Methods I-II.
This course is a 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. The first quarter 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. The second quarter 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. Computers are used in the second quarter. Students who have already taken STAT 25100 are urged to take STAT 24410 instead of STAT 24400. Students taking either STAT 24400 or STAT 24410 will have appropriate preparation for STAT 24500.

STAT 24400. Statistical Theory and Methods I. 100 Units.
Terms Offered: Autumn or Winter or both
Prerequisite(s): Multivariate calculus (MATH 19520 or 20000 or 20500, or equivalent)
Note(s): Some previous experience with statistics and/or probability and linear algebra helpful but not required. Students may count either STAT 24400 or STAT 24410, but not both, toward the forty-two credits required for graduation.

STAT 24500. Statistical Theory and Methods II. 100 Units.
Terms Offered: Winter, Spring
Prerequisite(s): Multivariate calculus (MATH 19520 or 20000 or 20500, or equivalent) and linear algebra (MATH 19620 or 25500 or STAT 24300 or equivalent) and STAT 24400 or STAT 24410

STAT 24410. Statistical Theory and Methods Ia. 100 Units.
This course is an alternative version of STAT 24400 that requires STAT 25100 Introduction to Mathematical Probability as a prerequisite and that replaces some probability topics with additional statistics topics not normally covered in STAT 24400-24500 Statistical Theory and Methods I-II.
Terms Offered: Autumn
Prerequisite(s): STAT 25100; Multivariate calculus (MATH 19520 or 20000 or 20500, or equivalent)
Note(s): Some previous experience with statistics and/or linear algebra helpful but not required. Students may count either STAT 24400 or STAT 24410, but not both, toward the forty-two credits required for graduation.

STAT 24500. Statistical Theory and Methods II. 100 Units.
Terms Offered: Winter, Spring
Prerequisite(s): Multivariate calculus (MATH 19520 or 20000 or 20500, or equivalent) and linear algebra (MATH 19620 or 25500 or STAT 24300 or equivalent) and STAT 24400 or STAT 24410

STAT 24610. Pattern Recognition. 100 Units.
This course treats statistical models and methods for pattern recognition and machine learning. Topics include a review of the multivariate normal distribution, graphical models, computational methods for inference in graphical models in particular the EM algorithm for mixture models and HMM's, and the sum-product algorithm. Linear discriminative analysis and other discriminative methods, such as decision trees and SVM's are covered as well.
Terms Offered: Spring
Prerequisite(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 24500
Equivalent Course(s): STAT 37500

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.
Terms Offered: Autumn, Spring
Prerequisite(s): MATH 20000 or 20500, or consent of instructor

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).
Terms Offered: Winter
Prerequisite(s): STAT 24400 or 25100
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.
Terms Offered: Winter
Prerequisite(s): STAT 24500 is required; alternatively STAT 22400 and exposure to multivariate calculus. Some previous exposure to Fourier series is helpful but not required.
Equivalent Course(s): STAT 33600

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.
Terms Offered: Autumn
Prerequisite(s): STAT 24400 is required; alternatively STAT 22400 and exposure to multivariate calculus and linear algebra.
Equivalent Course(s): STAT 37400

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; 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: Autumn
Prerequisite(s): CMSC 15400. STAT 22000 or STAT 23400 strongly recommended.
Equivalent Course(s): CMSC 25400

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.
Terms Offered: Spring
Prerequisite(s): MATH 20500 or 20800; STAT 24300 or MATH 25500 or MATH 25800

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.
Terms Offered: Autumn, Winter, Spring
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, Winter, Spring
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

Program of Study

Theater and Performance Studies (TAPS) seeks to animate the intersection of theory and practice in the arts. The program is comparative in multiple ways, requiring its students to acquire facility in the practice of two media (e.g., theater, film, video, dance, music, creative writing) while gaining fluency in the critical analysis of those media. To this end, students receive training in both performance practice and analysis, acquiring the fundamental tools for artistic creation while developing a nuanced and sophisticated vocabulary with which to analyze creativity. In this way, the program aims to contest the ready separation of academic theory and artistic practice or, for that matter, theorists and practitioners.

The program is designed to be flexible (to afford students as much latitude as possible in pursuing their particular interests) and exacting (to guarantee the development of comparative practical skills and rigorous analytic capacities). Students should work closely with the Director of Undergraduate Studies and with the preceptor assigned to the program in order to shape an individual course of study that reflects the student's interests while fulfilling the program's interdisciplinary and comparative requirements. The student's faculty adviser on the BA project (see below) will provide additional direction during the senior year.

Students in other fields of study may also complete a minor in TAPS. Information follows the description of the major.

Program Requirements

Students in the TAPS program must meet the following requirements:

1. Six courses in theory and analysis, encompassing the history, theory, aesthetics, and analysis of theatrical and/or performance practice. These courses in the theory and analysis rubric 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 or resource faculty in TAPS. Course selection is subject to the approval of the Director of Undergraduate Studies.
2. Six courses in artistic practice. Of these, no more than four will include the student's primary medium; at least two will include a qualitatively different medium. Many of these courses will be found in the practical course offerings of TAPS listed below, as well as the course offerings in the Committee on Cinema and Media Studies, the Committee on Creative Writing, the Department of Visual Arts, and the Department of Music, among others. Students may need to supplement these course offerings with individually designed "reading" courses. Here, too, the student undertakes course selection in consultation with, and subject to the approval of, the Director of Undergraduate Studies.

3. One course (TAPS 29800 Theater and Performance Studies BA Colloquium) devoted to the preparation of the BA project to be taken in the student's fourth year.

BA Project

As the culmination of an undergraduate program combining aesthetic theory and practice, BA projects in Theater and Performance Studies will encompass both performance of an original work (e.g., staged reading, site-specific installation, solo performance, choreography) and analysis (e.g., BA paper).

The first step in the BA process takes the form of a critical paper which serves as the foundation for the final BA paper. Students complete a documentation of the performance including a theoretical component. The length of the critical paper varies (i.e., dance may be fewer pages than a full length play).

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. Selecting a BA project adviser from the core and resource faculty in TAPS is encouraged but not required.

A preceptor (typically a lecturer with professional experience) assigned to the program will serve as a supplementary adviser for all BA projects, working with students on the mechanics of writing and providing tutorial assistance.

The problems addressed and encountered in the BA project will be further explored in the TAPS 29800 Theater and Performance Studies BA Colloquium taken during the student's fourth year. TAPS 29800 extends over two quarters; students receive one course credit and one grade. Deadlines for the BA project, assuming spring graduation date, are as follows: a completed draft of the creative project by the end of Winter Quarter; the final draft by Friday of fifth week in Spring Quarter for honors consideration and by Friday of eighth week in Spring Quarter for graduation.

The Chair of TAPS and the Director of Undergraduate Studies will jointly coordinate the evaluation of BA projects as a final degree requirement, in consultation with the faculty adviser and preceptor assigned to each case, and will report recommendations to the Associate Dean and Master of the Humanities Collegiate Division as to any recommendation concerning honors.

Summary of Requirements

Six theory and analysis courses		600
Six artistic practice courses		600
TAPS 29800	Theater and Performance Studies BA Colloquium	100
Total Units		1300

Application

Students wishing to enter the program should consult with the Director of Undergraduate Studies in Spring Quarter of their first year or as soon as possible thereafter. Students apply to the program by the beginning of Spring Quarter of their second year or, in extraordinary circumstances, no later than the end of Autumn Quarter of their third year. Participation in the program must be approved by the Director of Undergraduate Studies before declaring the major. TAPS majors will be added to the TAPS listhost.

Grading

All courses in the major must be taken for a quality grade.

Honors

Eligibility for honors requires an overall cumulative GPA of 3.25 or higher, a GPA of 3.5 or higher in the courses taken for the Theater and Performance Studies major, and a BA project that is judged by the first and second readers to display exceptional intellectual and creative merit.

Minor Program in Theater and Performance Studies

Students who elect the minor program 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 obtain written approval for the minor program from the undergraduate adviser and submit it to their College adviser by the deadline on the form obtained from the undergraduate adviser.

The TAPS minor requires a total of six courses plus a public performance of original work (e.g., staged reading, site specific installation, solo performance piece, choreography). At least two of the required courses must be advanced-level TAPS courses (i.e., 20000-level or higher). The remaining required courses must bear a clear and coherent relationship specifically related to the intended creative work component of the TAPS minor. At least one of these courses must encompass critical theory and analysis.

In addition, each student must register for TAPS 29800 Theater and Performance Studies BA Colloquium to develop his or her critical analysis and resulting creative work. The focus of this course will be on a public performance of the student's TAPS minor project, as described above, to be presented by the fifth week of the quarter in which the student intends to graduate. Each student must also submit a statement of critical methods (a critical analysis accompaniment to the public performance). This statement will be a supplement to the creative work, not a paper equal to it as is required for the major. The participation demanded for the minor will not be as extensive as for the major, and will be calibrated accordingly over the two-quarter period.

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.

Summary of Requirements for the Minor Program

Two 20000-level or higher TAPS courses		200
One critical theory course with specific relevance to the TAPS BA project (e.g., History and Theory of Drama, Visual Theory, Film Theory)		100
Two arts electives (e.g., ARTV, CMST, MUSI, TAPS)		200
TAPS 29800	Theater and Performance Studies BA Colloquium	100
A public performance of the creative component by fifth week of the graduating quarter		
Statement of critical methods (a critical analysis accompaniment to the public performance)		
Total Units		600

Approved Courses from Outside TAPS

Students may use most courses offered by Cinema and Media Studies, Creative Writing, Music, and Visual Arts to count toward the TAPS major. Students are encouraged to consult with the TAPS administrator or the Director of Undergraduate Studies for clarification as needed. Courses from outside those departments may also be appropriate, but students must receive prior consent from the TAPS administrator.

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, M. Gawyrk, S. Murray Terms Offered: Autumn, Winter, Spring
Note(s): Attendance at first class meeting is mandatory. At least three sections are offered per quarter, with class limited to twenty students. This course meets the general education requirement in the dramatic, musical, and visual 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, C. Sullivan, H.Kays Terms Offered: Autumn, Winter, Spring
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 dramatic, musical, and visual 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 dramatic, musical, and visual 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.
Many contemporary plays purposely eschew traditional forms of realistic staging, yet most contemporary theater makers are only trained to execute traditional, realistic scenes. This course is a reading of several plays and essays to learn to look at a play with an adaptable, creative mind. We develop tools that draw from contemporary theorists and non-realistic theorists of the past. The goal is to provide students with a wide theatrical vocabulary with which to approach these contemporary plays with ideas that they may not have witnessed before.
Instructor(s): H. Coleman, D. Levin, L. Kruger, P. Pascoe, S.Bockley Terms Offered: Autumn, Winter, Spring
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 dramatic, musical, and visual 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 dramatic, musical, and visual arts.

TAPS 10600. Staging Desire. 100 Units.
Experience in dramatic analysis or performance not required. This course meets the general education requirement in the dramatic, musical, and visual arts.
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 dramatic, musical, and visual 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): M. Gawryk, J. Wardell 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 dramatic, musical, and visual 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.
Instructor(s): J. Petrakis Terms Offered: Autumn, Winter

TAPS 18600. Introduction to Puppetry. 100 Units.
This course explores the basic history and theory of puppetry as a performance art (both Eastern and Western traditions). Lectures are included, but our focus is on construction and performance techniques of basic puppet forms (e.g., hand, shadow, rod, bunraku styles).
Instructor(s): J. Wardell Terms Offered: Winter
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

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: Winter
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

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.
Instructor(s): A. Francis Terms Offered: Winter, Spring
Note(s): Attendance at first class meeting is mandatory. CONSENT ONLY.

TAPS 22100. Solo Performance. 100 Units.
This goal of this course is to develop solo work and investigate the unique performer-to-audience dynamic of solo performance and its particular challenges and power. This experience offers insight into the collaborative process and develops the ability to evaluate work from an interior and an exterior perspective, through independent as well as group work. Inspired by Oulipian constraint-based exercises, students generate new works through in-class and take-home assignments. Sources include journals, personal research, improvisation, the use of multi-media, and viewpoints. The course culminates in a performance of solo works.
Instructor(s): V. Stalling Terms Offered: Winter
Note(s): Attendance at first class meeting is mandatory. Prior solo work not required. This course is offered in alternate years.

TAPS 22800. Introduction to Performance Theory. 100 Units.
Every act is a performance. Theater, dance, music, and art to rituals, celebrations, protests, and social media, among many other sites, are the fodder for contemporary performance theory. This course is an introductory exploration of performance as a theory and a practice. Some of the questions we will address through a survey of scholarship, performances, and application activities include: What is performance? How can performance live outside of the theater and where? How do we perform the past, present, and future? How can performance incite dialogue, which may inspire sociopolitical change? Some of the scholar/artist/activists' work we will examine include Bertolt Brecht, Dwight Conquergood, Richard Schechner, Victor Turner, Augusto Boal, Michel Foucault, Richard Foreman, Diana Taylor, Jill Dolan, Peggy Phelan, Anna Deavere Smith, and Susan Foster. We will investigate how ideologies of affect, race, gender, sexuality, class, technology, and citizenship are articulated through performance. This course is intended as preparation aimed towards majors and minors who will be taking the BA Colloquium in the following year.
Instructor(s): Staff Terms Offered: Autumn
Note(s): Attendance for the first class meeting 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): Staff Terms Offered: Autumn
Note(s): Attendance at first class meeting is mandatory.

TAPS 23100. Advanced Directing. 100 Units.
This course introduces students to fundamental skills of directing for the stage, from first contact with the script to final performance. After a preliminary examination of directing theory, the course provides practical experience in script analysis, composition work, blocking, and the rehearsal process. Students are expected to prepare a minimum of three assigned scenes ranging in style (e.g., Williams, Brecht, Shakespeare) with actors outside of class for critique, with final scenes performed publicly during tenth week.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): TAPS 23000
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 23600. Improv and Sketch. 100 Units.
This class 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 scenework 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
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.
Instructor(s): E. Linder Terms Offered: Autumn
Note(s): Attendance at first class meeting is mandatory.

TAPS 23800. Playwriting: Writing Utilizing Improvisation. 100 Units.
This course incorporates the spontaneity and freedom allowed by improvisation into the writing process. In addition to focusing on the natural rhythms and nuances of modern communication, the class will also learn to write for individual performers and ensembles. Through these improvisations, the students 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 explores the voices of their characters. In addition to the weekly assignments, students write three complete scenes that will receive readings by their classmates.
Instructor(s): E. Linder Terms Offered: Winter
Note(s): Attendance at first class meeting is mandatory

TAPS 24000. Director/Designer Collaboration. 100 Units.
The concept phase of the shared creative process in theater requires clarity of vision and impulse to dream while negotiating the realities of budget and space. With students in the roles of director and designer, this class tackles the pre-production period from initial concept meetings to design presentations for rehearsal. Students develop vocabulary that fully expresses the director's vision and simultaneously provides creative room for the designer.
Instructor(s): H. Coleman, J. Wardell, M. Gawryk Terms Offered: Spring
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 24500. Chicago Theater: Budgets and Buildings. 100 Units.
This course examines the current state of Chicago theater, focusing on the relationships between facilities, budgets, and missions. Field trips required to venues including Side Project, Timeline, Raven, Steppenwolf, Theater Building, and Greenhouse.
Instructor(s): H. Coleman Terms Offered: Spring
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 25200. Neo-Futurists Performance Workshop. 100 Units.
This course is a hands-on introduction to Neo-Futurism: a method of transforming your own thoughts, feelings, and experiences into creative, task-oriented, audience-participatory, non-illusory, unique theatrical events. Students are encouraged to find their own voice as fully rounded theater artists by writing, directing, and performing their own short performances using their own lives as source material. By pursuing the goal of absolute truth on stage, we focus on an alternative to narrative Realism by embracing such elements as deconstruction, found-text, collage, abstraction, sythesis, and chaos. Classes consist of original group exercises as well as presentations of weekly performance assignments.
Instructor(s): G. Allen Terms Offered: Autumn
Note(s): Attendance at first class meeting is mandatory.

TAPS 25500. Advanced Screenwriting. 100 Units.
This course requires students to complete the first draft of a feature-length screenplay (at least ninety pages in length), based on an original idea brought to the first or second class. No adaptations or partially completed scripts are allowed. Weekly class sessions include reading of script pages and critique by classmates and instructor.
Instructor(s): J. Petrakis Terms Offered: Spring
Prerequisite(s): TAPS 15500, and consent of instructor based on fifteen-page writing sample in screenplay format.
Note(s): Class limited to eight students.
Equivalent Course(s): CRWR 27103

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. This course is offered in alternate years.

TAPS 27100. Scene Painting. 100 Units.
This course is designed to introduce students to the theatrical art of scenic painting for the stage and film. A scenic artist is the hand of the theatrical designer, translating the small scale of the designer's rendering into full size theatrical environments. In this course, students will explore the unique tools and techniques used by scenic artists to create scenery. The end result of this class will be a basic mastery of painting "faux" surfaces and an understanding of how a scenic artist transforms the designer's ideas into realized pieces of theatrical art.
Instructor(s): J. Wardell Terms Offered: Autumn
Note(s): Attendance for first class meeting is mandatory. This course is offered in alternate years.

TAPS 27500. Costume Design for the Stage. 100 Units.
In this course, students will learn the basics of designing costumes for theatrical productions, encompassing the skills of text and character analysis, theatrical rendering and sketching. 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): J. Wardell Terms Offered: Spring
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 27550. 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): N. Rohrer Terms Offered: Autumn
Note(s): Attendance at the first class meeting is mandatory.

TAPS 27800. Story through Music and Sound. 100 Units.
This course will explore ways in which music and sound can be used to tell and support a story in the theater. We will examine how in the simplest moment to the more layered and complex, music and sound are used to create time, place, or emotional context. We will analyze the connections of plot, dialogue, music, and sound in the theater. We will also be learning the basics of Pro Tools and sound system design enabling us to create our own audio productions interacting with live performance.
Instructor(s): R. Bodeen, M. Milburn Terms Offered: Spring
Note(s): Attendance at first class meeting is mandatory. CONSENT ONLY.

TAPS 27900. 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: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 24550,ARTV 34550

TAPS 28000. Scenic Design. 100 Units.
This course is an exploration of various forms and processes of designing sets for theatrical performance. We pay particular attention to a cohesive reading of a text, contextual and historical exploration, and visual and thematic research, as well as the documentation needed to complete a show (e.g., model, drafting, paint elevations). We also explore, nominally, the history of stage design and look at major trends in modern stage design.
Instructor(s): J. Wardell Terms Offered: Spring
Prerequisite(s): TAPS 10700 or consent of instructor required; previous experience in stage design or visual art recommended.
Note(s): Attendance at first class meeting 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. Gawryk Terms Offered: Winter
Note(s): Attendance at first class meeting is mandatory.

TAPS 28400. History and Theory of Drama I. 100 Units.
The course is a survey of major trends and theatrical accomplishments in drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, classical Sanskrit theater, medieval religious drama, Japanese Noh drama, Kyd, Marlowe, Shakespeare, and Molière, along with some consideration of dramatic theory by Aristotle, Sir Philip Sidney, Corneille, and others. Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended. **(D)**
Instructor(s): D. Bevington Terms Offered: Autumn
Prerequisite(s): Preference given to students with third- or fourth-year standing.
Note(s): May be taken in sequence with ENGL 13900/31100 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ENGL 13800,CLAS 31200,CLCV 21200,CMLT 20500,CMLT 30500,ENGL 31000

TAPS 28401. History and Theory of Drama II. 100 Units.
This course is a survey of major trends and theatrical accomplishments in Western drama from the eighteenth century into the twentieth (i.e., Sheridan, Ibsen, Chekhov, Strindberg, Wilde, Shaw, Brecht, Beckett, Pinter, Stoppard, Churchill, Kushner). Attention is also paid to theorists of the drama (e.g., Stanislavsky, Artaud, Grotowski). Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended. **(D)**
Instructor(s): D. Bevington Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing
Note(s): May be taken in sequence with ENGL 13800/31000 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ENGL 13900,CMLT 20600,CMLT 30600,ENGL 31100

TAPS 28414. Writing for Performance. 100 Units.
This course is an exploration of select texts for performance written by performance artists primarily but not entirely operating within the context of art. Via historical context and literary technique, students read, discuss, and analyze texts by various authors spanning the history of performance art: Hugo Ball, John Cage, Richard Foreman, Carolee Schneeman, Joseph Beuys, Karen Finley, Nature Theater of Oklahoma, John Leguizamo, and create and perform their own writing. Field trips and attendance at first class are required.
Instructor(s): W. Pope.L Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 24301,ARTV 34301

TAPS 28442. Thinking Tragedy: Nietzsche's Geburt der Tragödie. 100 Units.
The Focus of this seminar exploring (German) theories of tragedy will be Friedrich Nietzsche's *Birth of Tragedy*. In order to understand better this work's iconoclasm we will first survey some of the more seminal theorizations of the tragic genre starting with Aristotle but concentrating on the contributions of German idealist philosophers and thinkers such as Schiller, Hegel, and Schelling, before we then turn to a close critical reading of Nietzsche's text. Readings and discussions in English.
Instructor(s): C. Wild Terms Offered: Spring
Equivalent Course(s): FNDL 25202,GRMN 28714

TAPS 28443. Multiples in Wood and Metal. 100 Units.
This class aims to problematize both computerized and manual approaches to reproduction in wood and metal. Through discussion and project development, we will find productive space to employ hybrid processes, while maintaining critical inquiry into the meaning and conceptual avenues they create. We will focus on the following prototyping equipment: CNC, Laser Cutter, and 3-D printer. Additionally, welding and woodworking are major components to this class. It is not required that you have previous experience working with either of these materials, just fortitude and enthusiasm to learn about them.
Instructor(s): H. Givler Terms Offered: Winter
Equivalent Course(s): ARTV 24552,ARTV 34552

TAPS 28444. 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. Pink slip/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, Winter, Spring
Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the dramatic, musical, and visual arts. Previous experience in media-based studio courses not accepted as a substitute for this course.
Equivalent Course(s): ARTV 10100

TAPS 28445. 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. Pink slip/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, Winter, Spring
Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the dramatic, musical, and visual arts. Previous experience in media-based studio courses not accepted as a substitute for this course.
Equivalent Course(s): ARTV 10200

TAPS 28448. 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): G. Oppenheimer Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 32000,ARTV 22200

TAPS 28452. Media Ecology: Embodiment and 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: Autumn
Equivalent Course(s): HUMA 25202,CMST 25204,HIPS 25203,LLSO 27801

TAPS 28454. History of Chinese Theater. 100 Units.
This course covers the history of Chinese theater from its emergence as a full-fledged art form in the 10th to 11th centuries (the Northern Song) up through its incorporation into modern urban life and nationalist discourse in the first decades of the 20th century (the Republican period). In addition to reading selections from masterpieces of Chinese dramatic literature such as *Orphan of Zhao*, *Romance of the Western Chamber*, and *The Peony Pavilion*, we will pay particular attention to the different types of venues, occasions, and performance practices associated with different genres of opera at different moments in time. A central theme will be the changing status of the entertainer and the cultural meanings assigned to acting. All texts to be read in English translation.
Instructor(s): J. Zeitlin Terms Offered: Winter
Note(s): An additional graduate session may be offered weekly or biweekly if there is sufficient demand.
Equivalent Course(s): EALC 19909

28500-29600. Advanced Topics in Theater. *PQ: Advanced experience in theater and consent of instructor.* These courses are designed for students wishing to pursue advanced study in a specific field of theater/performance. Intensive study and reading is expected. Attendance at performances and labs required. Interested students should contact the TAPS office.

TAPS 28500. Advanced Study: Acting. 100 Units.
Terms Offered: Autumn, Winter, Spring

TAPS 28600. Advanced Study: Directing. 100 Units.
Terms Offered: Autumn, Winter, Spring

TAPS 28700. Advanced Study: Playwriting. 100 Units.
Terms Offered: Autumn, Winter, Spring

TAPS 28800. Advanced Study: Scenic Design. 100 Units.
Terms Offered: Autumn, Winter, Spring

TAPS 28900. Advanced Study: Costume Design. 100 Units.
Terms Offered: Autumn, Winter, Spring

TAPS 29000. Advanced Study: Lighting Design. 100 Units.
Terms Offered: Autumn, Winter, Spring

TAPS 29100. Advanced Study: Choreography. 100 Units.
Terms Offered: Autumn, Winter, Spring

TAPS 29200. Advanced Study: Dance. 100 Units.
Terms Offered: Autumn, Winter, Spring

TAPS 29300. Advanced Study: General. 100 Units.
Instructor(s): Staff Terms Offered: Autumn, Winter, Spring

TAPS 29500. Advanced Study: Directing Study. 100 Units.
Instructor(s): H. Coleman Terms Offered: Autumn, Winter, Spring

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

Program of Study

The Department of Visual Arts (DOVA) is concerned with the making of art 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. ARTV 10100 Visual Language: On Images, ARTV 10200 Visual Language: On Objects, and ARTV 10300 Visual Language: On Time and Space are intended for students with no studio background and meet the general education requirement in the dramatic, musical, and visual arts. More advanced courses presume that students have taken at least one of these three courses. (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 and also include readings and visits to local museums and galleries. These courses engage principles of visual language stressing the relationship of form and meaning.

ARTV 10100	Visual Language: On Images	100
ARTV 10200	Visual Language: On Objects	100
ARTV 10300	Visual Language: On Time and Space	100

ARTV 15000 Art Practice and Theory, which is primarily intended for students majoring or minoring in visual arts, examines the place of artistic practice in contemporary culture.

ARTV courses numbered 20000 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, selected nonstudio courses in the theory and criticism of art, and courses in theater and set design.

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. Because of the diversity of student interests and the department's interdisciplinary orientation, requirements for the major are flexible.

All students take ARTV 10100 Visual Language: On Images, ARTV 10200 Visual Language: On Objects, or ARTV 10300 Visual Language: On Time and Space, and ARTV 15000 Art Practice and Theory in the first two years of their studies. (NOTE: Students majoring in visual arts cannot use an ARTV course to meet the general education requirement in the dramatic, musical, and visual arts.) After completing these core 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 five of the courses beyond the core must be drawn from the second level of predominantly studio-oriented offerings (studio art courses numbered 20000 and above). The remaining three courses may be any intellectually consistent combination of visual arts studio courses, visual arts critical and theory courses, and any other relevant offerings in the College. Up to two independent study courses that are relevant to the major may be counted toward these three electives. (For more information, consult the sample programs of study that follow.)

Students take ARTV 29600 Junior Seminar in their third year. This studio seminar examines approaches to independent studio projects. 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; studio space and the exhibition are limited to students in the studio track. (See "Studio Track" section below for more details.)

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 forum to prepare for the thesis exhibition in the spring. (See "Studio Track" section below for more details.)

Summary of Requirements for Majors

GENERAL EDUCATION

Introductory art history, drama, or music course *		100
Total Units		100

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 15000	Art Practice and Theory	100

ARTV 29600	Junior Seminar	100
ARTV 29850	Senior Seminar	100
Five studio art courses numbered 20000 and above		500
Three electives relevant to the major		300
Total Units		1200

* Students majoring in visual arts cannot use an ARTV course to meet the general education requirement in the dramatic, musical, and visual arts.

Sample Programs

The Department of Visual Arts encourages its students either to focus their major in the studio or to construct interdisciplinary major programs combining studio and nonstudio courses that focus on a particular theme. The following examples are not prescriptive, only suggestive:

1. A program that explores relationships of image and text in the construction of narratives, combining courses in drawing and graphics with courses in creative writing, literature, and art history.
2. A program that explores issues of identity construction through image making, and combines courses in painting, sculpture, drawing, and photography with courses in anthropology, art history, and gender studies.
3. A program in the practice of painting exploring aesthetic form as a vehicle for individual expression, including art history and philosophy courses.
4. A studio-based program in photography that concentrates on black-and-white silver-gelatin processes, and includes a thorough investigation of the history and conceptual framework of the medium.
5. A program that investigates issues surrounding representations of the body (including an engagement with contemporary and historic practices in visual art and film, as well as feminist, gender, race, and class theory) and concludes in an installation of a series of photographs.
6. A studio-based program in sculpture that examines how our sensory or kinesthetic knowledge of our bodies differs greatly from how we are seen as objects in space by others (possibly including additional courses in the history of art and in anatomy).

Grading

Students majoring in visual arts must receive quality grades for the thirteen 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.

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 end 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. The grade for ARTV 29900 Senior Project is recorded at the end of the Spring Quarter of the fourth year, after completion of the exhibition.

Summary of Requirements for Studio Track Majors

GENERAL EDUCATION

Introductory art history, drama, or music course *		100
Total Units		100

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 15000	Art Practice and Theory	100
ARTV 29600	Junior Seminar	100
ARTV 29850	Senior Seminar	100
ARTV 29900	Senior Project	100
Five studio art courses numbered 20000 and above		500
Three electives relevant to the major		300
Total Units		1300

* Students majoring in visual arts cannot use an ARTV course to meet the general education requirement in the dramatic, musical, and visual arts.

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.

Minor Program in the Department of Visual Arts

The minor in visual arts requires six courses: two are 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 ARTV 15000 Art Practice and Theory) and four are drawn from visual arts studio courses chosen in consultation with the Director of Undergraduate Studies. (NOTE: Students minoring in visual arts cannot use an ARTV course to meet the general education requirement in the dramatic, musical, and visual arts.)

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.

The following group of courses would comprise a minor in visual arts:

Requirements for the Visual Arts Minor

GENERAL EDUCATION

Introductory art history, drama, or music course *		100
Total Units		100

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	
ARTV 15000	Art Practice and Theory	100
Four studio art courses numbered 20000 and above		400
Total Units		600

* Students minoring in visual arts cannot use an ARTV course to meet the general education requirement in the dramatic, musical, and visual arts.

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. Pink slip/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, Winter, Spring
Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the dramatic, musical, and visual arts. Previous experience in media-based studio courses not accepted as a substitute for this course.
Equivalent Course(s): TAPS 28444

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. Pink slip/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, Winter, Spring
Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the dramatic, musical, and visual arts. Previous experience in media-based studio courses not accepted as a substitute for this course.
Equivalent Course(s): TAPS 28445

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 the time schedule 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. Pink slip/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, Winter, Spring
Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the dramatic, musical, and visual arts. Previous experience in media-based studio courses not accepted as a substitute for this course.
Equivalent Course(s): CMST 10300,TAPS 23400

ARTV 15000. Art Practice and Theory. 100 Units.
This course examines the place of artistic practice in contemporary culture and the rhetoric of images. Emphasis is placed on the visual arts, examining discourses such as the assignment of value to works, the formation of taste, the relationship between individual production and institutional practices, the role of authorship (intentionality) in the construction of meaning, the gate-keeping functions of curatorial and critical practice, the function and maintenance of categorical distinctions constituting "otherness" (high/low, naive, primitive, outside), the relationship between truth and authenticity, and the uses of art (e.g., transcendence, decoration, activism, therapy, play). Visits to museums, galleries, and other cultural and commercial sites required, as is attendance at designated events.
Instructor(s): Z. Cahill Terms Offered: Autumn, Winter
Note(s): It is recommended that students who are majoring in visual arts enroll in this required course before their fourth year. Open to nonmajors with consent of instructor. This course does not meet the general education requirement in the dramatic, musical, and visual arts.

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: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 31001

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 21902. Color: Theory and Experience. 100 Units.
This studio course proposes a hands-on investigation into the way we experience color in the world and in our own work. We will study a range of approaches to color, including: “haptic” color perception, Symbolic/Spiritual color theories, as well as more widely known theories of "optical color." In the studio, you will be introduced to a unique series of exercises that elucidate the expressive, symbolic, scientific, and cultural aspects of color perception using both acrylic pigment and light. Lectures, field trips, and guest speakers will broaden our discussion of color. A final project in a medium of your choice will serve as a culminating experience for the course.
Instructor(s): K. Desjardins Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): ARTV 31902

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.
Instructor(s): S. Wolniak Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 32200

ARTV 22002. Introduction to Painting II. 100 Units.
Instructor(s): S. Wolniak Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 32202

ARTV 22002. Introduction to Painting II. 100 Units.
Instructor(s): S. Wolniak Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
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): G. Oppenheimer Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 32000,TAPS 28448

ARTV 22306. Hybridity and the Multiple: A Course on Moldmaking. 100 Units.
Hybridity is the commingling of two or more entities, the mash-up, the crossover, the mutation, and the reformulation. Thinking of objects as tools for collage, this course will begin with the art of casting. Once you have acquired the skill of multiple production, you will be free to reproduce, alter, and reformulate objects to create hybrid forms. Questioning the multiple, the serial, and the unique, this course will use the positive and negative space of object production as an experimental tool to explore material, installation, and production.
Instructor(s): A. Ginsburg Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 32306

ARTV 22309. Building a House for a Kiln. 100 Units.
Building a House for a Kiln, taught in collaboration with David Woodhouse and Andy Tinucci of Woodhouse Tinucci Architects, is a hands-on building laboratory in which students will construct a student-designed structure adjacent to the Logan Center for the Arts. Students will have the opportunity to take up hammers and trowels to create a lasting sculpture that will house kilns for the university arts community. Building, the third in a design/build series, is an opportunity to work at an unusually ambitious scale and will create a work space that gives the arts community access to kilns. In this course students will be asked to construct elements of the structure, from walls to exterior claddings and interior cabinetry. Construction and material processes and techniques will be explored and taught, and the results will be physical. No prior building experience necessary.
Instructor(s): A. Ginsburg Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): ARTV 32309

ARTV 22500. Digital 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: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 32500,CMST 28801,CMST 38801

ARTV 22502. Data and Algorithm in Art. 100 Units.
An introduction to the use of data sources and algorithmic methods in visual art, this course explores the aesthetic and theoretical possibilities of computational art-making. Focusing on the diverse and ever expanding global data-feed, we will craft custom software processes to create works investigating the visual transformation of information. Additionally, software programming may be deployed independently, without a connection to source material. While placing an emphasis on creating new work, we will also survey the history of this type of art practice.
Instructor(s): J. Salavon Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Note(s): No prior experience with programming is necessary.
Equivalent Course(s): ARTV 32502

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): ARTV 33801,CMST 28903

ARTV 23804. Experimental Animation. 100 Units.
Individually directed video shorts will be produced in this intensive studio course. Experimental and improvised approaches to stop-animation and motion picture art will combine digital production and post-production with analog and material methods of picture making. Early and experimental cinema, puppetry and contemporary low-tech animation strategies 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 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): ARTV 33805,CMST 28006,CMST 38006

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): S. Wolniak Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 33900

ARTV 23904. Senior 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: Winter
Prerequisite(s): CMST 23930; CMST 23931; departmental approval of senior creative thesis project.
Equivalent Course(s): CMST 23904,ARTV 33904

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): Judy Hoffman Terms Offered: Autumn, Winter
Prerequisite(s): CMST 23930; CMST 23931 or 27600; departmental approval of senior creative thesis project.
Equivalent Course(s): CMST 33905,ARTV 33905

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 class, 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): L. Letinsky Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Note(s): Camera and light meter required.
Equivalent Course(s): ARTV 34000,CMST 27600,CMST 37600

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: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 34201

ARTV 24301. Writing for Performance. 100 Units.
This course is an exploration of select texts for performance written by performance artists primarily but not entirely operating within the context of art. Via historical context and literary technique, students read, discuss, and analyze texts by various authors spanning the history of performance art: Hugo Ball, John Cage, Richard Foreman, Carolee Schneeman, Joseph Beuys, Karen Finley, Nature Theater of Oklahoma, John Leguizamo, and create and perform their own writing. Field trips and attendance at first class are required.
Instructor(s): W. Pope.L Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 34301,TAPS 28414

ARTV 24401-24402. Photography I-II.
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. Courses taught concurrently and can be repeated as part of an ongoing, developing photographic project.

ARTV 24401. Photography I. 100 Units.
Instructor(s): L. Letinsky Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000.
Note(s): Camera and light meter required. Courses taught concurrently and can be repeated as part of an ongoing, developing photographic project.
Equivalent Course(s): ARTV 34401,CMST 27602,CMST 37602

ARTV 24402. Photography II. 100 Units.
Instructor(s): L. Letinsky Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000.
Note(s): Camera and light meter required. Courses taught concurrently and can be repeated as part of an ongoing, developing photographic project.
Equivalent Course(s): ARTV 34402,CMST 27702,CMST 37702

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: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 34550,TAPS 27900

ARTV 24553. Vibrant Materialism: Studies in Wood and Metal. 100 Units.
Taking place in the Logan Center Shop, this class is equally dedicated to making and theorizing around thingness, multiplicity, and material ecology. We will begin by establishing a foundation of wood/metal skills and joinery methods. Then, treating the shop as a space for experimentation, we will investigate the living and dynamic properties of wood and metal—this is where the vibrant part comes in—and consider their respective places in a larger system of materials and practices related to visual art production. Prior shop experience is not required.
Instructor(s): H. Givler Terms Offered: Autumn
Equivalent Course(s): ARTV 34553

ARTV 25300. 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, Winter, Spring
Note(s): Required of students majoring in Cinema and Media Studies
Equivalent Course(s): CMST 10100,ARTH 20000,ENGL 10800

ARTV 25400. Theories of Media. 100 Units.
This course will explore the concept of media and mediation in very broad terms, looking not only at modern technical media and mass media, but at the very idea of a medium as a means of communication, a set of institutional practices, and a habitat in which images proliferate and take on a "life of their own." The course will deal as much with ancient as with modern media, with writing, sculpture, and painting as well as television and virtual reality. Readings will include classic texts such as Plato's Allegory of the Cave and *Cratylus*, Aristotle's *Poetics*, and modern texts such as Marshall McLuhan's *Understanding Media*, Regis Debray's *Mediology*, and Friedrich Kittler's *Gramophone, Film, Typewriter*. We will explore questions such as the following: What is a medium? What is the relation of technology to media? How do media affect, simulate, and stimulate sensory experiences? What sense can we make of concepts such as the "unmediated" or "immediate"? How do media become intelligible and concrete in the form of "metapictures" or exemplary instances, as when a medium reflects on itself (films about films, paintings about painting)? Is there a system of media? How do we tell one medium from another, and how do they become "mixed" in hybrid, intermedial formations? We will also look at recent films such as *The Matrix* and *Existenz* that project fantasies of a world of total mediation and hyperreality. Students will be expected to do one "show and tell" presentation introducing a specific medium. There will also be several short writing exercises and a final paper. **(H)**
Instructor(s): W. J. T. Mitchell Terms Offered: Winter
Prerequisite(s): Any 100-level ARTH or COVA course, or consent of instructor.
Equivalent Course(s): ENGL 12800,AMER 30800,ARTH 25900,ARTH 35900,CMST 27800,CMST 37800,ENGL 32800

ARTV 26000. Introduction to Stage Design. 100 Units.
This 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): T. Burch Terms Offered: Autumn
Note(s): Lab fee required. This course is offered in alternate years.
Equivalent Course(s): ARTV 36300

ARTV 26214. On Art and Life. 100 Units.
This class is an 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 artists studio? Visual art is a communicative form that requires subject matter and this class 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: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 36214

ARTV 26500-26600. 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.

ARTV 26500. History of International Cinema I: Silent Era. 100 Units.
This course introduces what was singular about the art and craft of silent film. Its general outline is chronological. We also discuss main national schools and international trends of filmmaking.
Instructor(s): Y. Tsivian Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): This is the first part of a two-quarter course.
Equivalent Course(s): CMST 28500,ARTH 28500,ARTH 38500,ARTV 36500,CMLT 22400,CMLT 32400,CMST 48500,ENGL 29300,ENGL 48700,MAPH 36000

ARTV 26600. 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): D. Morgan Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): CMST 28600,ARTH 28600,ARTH 38600,CMLT 22500,CMLT 32500,CMST 48600,ENGL 29600,ENGL 48900,MAPH 33700

ARTV 26600. 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): D. Morgan Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): CMST 28600,ARTH 28600,ARTH 38600,CMLT 22500,CMLT 32500,CMST 48600,ENGL 29600,ENGL 48900,MAPH 33700

ARTV 27200. Painting. 100 Units.
Presuming fundamental considerations, this studio course emphasizes the purposeful and sustained development of a student's visual investigation through painting, accentuating both invention and clarity of image. Requirements include group critiques and discussion.
Instructor(s): K. Desjardins Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300; and 22000 or 22002
Equivalent Course(s): ARTV 37200

ARTV 27210. Intermediate/Advanced Painting. 100 Units.
The goal of this course is to literally expand your painting practice and your definition of painting. Through a series of studio projects, we will consider fundamental issues surrounding 21st-century painting such as: figuration/abstraction, the body, digital/analog, painting's expanded relationship to itself and to other media. In the studio we will frequently subject painting to juxtaposition with other 2-D. 3-D, and 4-D media as we come to terms with the actual physical properties of paint. A final project serves as a culminating experience.
Instructor(s): K. Desjardins Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200 or 10300 and 22000 or 22002 or consent of instructor.
Equivalent Course(s): ARTV 37210

ARTV 28704. Reading Madness. 100 Units.
This course will address the representation of madness in a variety of literary forms, including poetry, fiction, memoir, and drama. Authors considered may include Blake, Holderlin, Dostoevsky, Ralph Ellison, Antonin Artaud, William Styron, Virginia Woolf, Sylvia Plath, and Elyn Sacks. Theoretical readings will be drawn from Foucault's *History of Madness* and selections from Freud and Lacan. The aim will be to investigate the way literature attempts to "perform" as well as represent various states of cognitive and emotional extremity in language. There will also be some attention to cinematic and pictorial renderings of madness. **(B, C, G, H)**
Instructor(s): W.J.T. Mitchell Terms Offered: Autumn
Note(s): Consent of instructor required. To obtain consent, students must write a one- page statement describing their interest in and preparation for the topic.
Equivalent Course(s): ARTH 28304,ENGL 28704

ARTV 29202. Objects, Things, and Other Things. 100 Units.
This course explores the ways in which American literature teaches us about object cultures: about objects per se and about the human investment (individual and collective) in the (supposedly) inanimate object world. We will address such topics as collecting and hoarding, and such phenomena as fetishism and the uncanny. Although the course will be supported by a wide range of reading (in anthropology, philosophy, and psychoanalysis), our emphasis will be on poetry and prose fiction (1890–1950), including work by Henry James, William Carlos Williams, Willa Cather, Gertrude Stein, and Wallace Stevens. **(B, C, G)**
Instructor(s): B. Brown Terms Offered: Autumn
Equivalent Course(s): ENGL 29202

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: Winter, Spring
Prerequisite(s): For Visual Arts majors only
Note(s): It is recommended that students who are majoring in visual arts enroll in this required course in Spring Quarter of their third 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, Winter, Spring
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 Terms Offered: Autumn
Prerequisite(s): Consent of Director of Undergraduate Studies
Note(s): Required of students who are majoring in visual arts

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): Consent of Director of Undergraduate Studies
Note(s): Required of students who are majoring in visual arts. Students are required to submit the College Reading and Research Course Form.

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: Tutorial Studies (p. 1033) or Interdisciplinary Studies in the Humanities (p. 618). Students should discuss these options with their College advisers.

Astronomy and Astrophysics

Astrophysics deals with some of the most majestic themes known to science. Among these are the evolution of the universe from the Big Bang to the present day; the origin and evolution of planets, stars, galaxies, and the elements themselves; the unity of basic physical law; and the connection between the subatomic properties of nature and the observed macroscopic universe.

Three sequences of courses present the study of these topics in different scope and depth:

1. Several courses offered by the Department of Astronomy and Astrophysics satisfy the general education requirement in the physical sciences. Detailed course and sequence descriptions may be found on the Physical Sciences (p. 797) page of this catalog.
2. For students seeking a more in-depth examination of selected astrophysical topics, astronomy courses numbered in the 18000s are offered, usually to be taken in their second year or later. These courses are intended for students from throughout the College.
3. For students considering graduate work in astrophysics, the Department of Astronomy and Astrophysics recommends the program leading to a degree of BA in Physics with Specialization in Astrophysics. For details, see the Physics (p. 808) section of this catalog. Tutorial and research courses are available in addition to more informal opportunities for work and study in the Department of Astronomy and Astrophysics. Participation in a weekly seminar on current topics in astrophysical research is also recommended.

Astronomy and Astrophysics Courses

ASTR 18100. The Milky Way. 100 Units.
The Sun and its planetary system is part of a larger hierarchical structure, a flattened disk of stars called the Milky Way that provides an environment for the birth of new stars, seeded by the deaths of other stars. The Milky Way is thus a dynamic system in several senses of the word. This course will survey the stellar and interstellar components of the Milky Way, the distribution in space and motions of the stars and the interstellar gas, how these components interact with each other, and how the whole system evolves. (L)
Terms Offered: TBD
Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.
Equivalent Course(s): PHSC 18100,ASTR 18100

ASTR 18200. The Origin and Evolution of the Universe. 100 Units.
This course discusses how the laws of nature allow us to understand the origin, evolution, and large-scale structure of the universe. After a review of the history of cosmology, we see how discoveries in the twentieth century (i.e., the expansion of the universe and the cosmic background radiation) form the basis of the hot Big Bang model. Within the context of the Big Bang, we learn how our universe evolved from the primeval fireball.
Terms Offered: TBD
Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.
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.
Terms Offered: TBD
Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.
Equivalent Course(s): PHSC 18300

ASTR 20000. Tutorial in Astronomy and Astrophysics. 100 Units.
Students in this tutorial read topics in astronomy and astrophysics under the supervision of a faculty member. Instructors meet with one to three students for approximately two hours each week to discuss readings on topics they choose together.
Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): Any 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.
Note(s): Class limited to six students. Available for either quality grades or for P/F grading.

ASTR 24100. The Physics of Stars and Stellar Systems. 100 Units.
Building upon a student's previous knowledge of physics, this course introduces the astrophysics of stars and stellar systems with an emphasis on the physical nature of stars. Topics include the tools of astronomy, both observational and theoretical Hertzsprung-Russell diagrams, structure and evolution of stars, binary stars, star clusters, and end states of stars (e.g., white dwarfs, neutron stars, black holes). L.
Instructor(s): H.-W. Chen Terms Offered: Autumn
Prerequisite(s): PHYS 23400 or consent of instructor.

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.
Instructor(s): W. Hu Terms Offered: Winter
Prerequisite(s): ASTR 24100 or consent of instructor.

ASTR 28200. Current Topics in Astrophysics. 100 Units.
This course explores in considerable detail an area of current research interest in astrophysics. The topic varies, but recent examples include the early universe, high-energy astrophysics, magneto-hydrodynamics in astrophysics, and observational cosmology.
Instructor(s): D. Harper Terms Offered: Spring
Prerequisite(s): ASTR 24100 and 24200, or consent of instructor.

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.
Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): Third- or fourth-year standing and consent of instructor and departmental counselor.
Note(s): 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.

Other Courses of Interest

PHSC 11902. The Secret Lives of Stars. 100 Units.
This course will explore the mystery that is hidden inside the heart of stars, which we have only recently begun to understand. For example, it will examine the physical processes that make stars the only objects in the Universe that can synthesize heavy elements, like all the atoms in your body. It will explain why some stars have winds, and why some stars retire to an old age of relaxation and cooling down while some of them blow up in the most spectacular manner. In order to do this, we will take as our starting point the diagram made in the early 20th century by Hertzsprung and Russell, which plotted the color of stars as a function of their brightness, and, through lectures and discussions, follow the subsequent developments in physics that helped us to unlock the secrets encoded therein. .
Instructor(s): F. Catteneo Terms Offered: Summer
Note(s): This course fulfills the general education requirement in physical sciences for non-majors. Starting in Fall of 2015, PHSC 11900, 11902 and 12000 will no longer be offered. Students who have taken 11902 but have not taken 12000 may complete a two-quarter Physical Sciences requirement by taking PHSC 12600, 12610, 12710 or 12720, although 12710 is recommended as the best fit with 11902 among these options. This course may not be combined with PHSC 11900.

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. Systems such as black holes are used to illustrate the most extreme behaviors of nature, and systems such as stars are used to illustrate the explanatory power of physical reasoning. The major theme is understanding all of nature, from the prosaic to the exotic, using a powerful quantitative theory grounded in precise experiments. (L)
Terms Offered: TBD

PHSC 12610. Black Holes. 100 Units.
The Universe is a laboratory that reveals the behavior of matter and radiation under intense pressure, temperature, and density, far more extreme than can be replicated on Earth. Depending on its mass, a star ends its life as a spinning white dwarf, neutron star, or black hole. The strength of gravity near these compact dead stars is so high that we can observe consequences of the bending of space-time. This course will provide the physical framework necessary to understand the origin and properties of some of the most powerful and exotic phenomena known, such as supernovae, gamma-ray bursts, and quasars. (L)
Terms Offered: TBD
Prerequisite(s): PHSC 12600 or PHSC 12700

PHSC 12620. The Big Bang Theory. 100 Units.
The Big Bang model is a powerful framework for the interpretation of a wide range of observations and for making 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, components that govern the growth of structure over time under the action of gravity. The course will explore the consequences of the model as it is applied to the earliest moments after the Big Bang, as well as to the fate of the Universe in the distant future. (L)
Terms Offered: TBD
Prerequisite(s): PHSC 12600

PHSC 12700. Stars. 100 Units.
Elements such as carbon and oxygen are created 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: how the theory of stellar interiors accounts 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. (L)
Terms Offered: TBD

PHSC 12710. Galaxies. 100 Units.
Galaxies have been called "island universes," places where stars are concentrated, where they are born, and where they die. Galaxies are dynamic systems in the sense that they change with time and in the sense that gravity shapes the orbit of each star within its galaxy. The Sun is one star among the 100 billion in the Milky Way, each moving on an orbit that reflects the distribution of all the other stars. This course will trace the modern picture for the formation of galaxies and the stars in them. It will also review aggregates of galaxies, how galaxies move on orbits around each other at this higher level of the hierarchy of structure, and how we arrive at the conclusion that most of the matter in the Universe is in an exotic form (dark matter). (L)
Terms Offered: TBD
Prerequisite(s): PHSC 12600 or PHSC 12700

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: 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. (L)
Terms Offered: TBD
Prerequisite(s): PHSC 12700

PHSC 12800. European Astronomy and Astrophysics. 100 Units.
Modern astronomy was born in Europe in the sixteenth and seventeenth centuries, led by Nicolaus Copernicus of Poland, who simplified the description of the solar system by moving the Sun to the center of the Universe. The Italian, Galileo Galilei, first pointed a telescope at the sky in 1609 and discovered the moons of Jupiter, sunspots, the stellar composition of the Milky Way, and craters on the Moon. Tycho Brahe of Denmark studied planetary motions in great detail, allowing Johannes Kepler of Germany to define the principles of the orbits of the planets by 1615. Isaac Newton of England discovered the laws of gravity and of motion, and built the reflecting telescope later in the seventeenth century. By 1774, French astronomer Charles Messier began the explosion of our current knowledge of the Universe when he catalogued what are now known to be other galaxies. Building upon this history, this course also explores recent developments in European astronomical and astrophysical technology that allows a modern exploration of the deepest regions of the Universe using a wide range of telescopes.

Instructor(s): R. Kron Terms Offered: Spring
Note(s): This course is offered only in Paris in Spring Quarter.

PHYS 29100-29200-29300. Bachelor's Thesis.
This yearlong 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 (e.g., astrophysics) 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 the required undergraduate physics courses 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, the faculty adviser, post-docs, and graduate students are, of course, available for consultation.

PHYS 29100. Bachelor's Thesis. 100 Units.
Terms Offered: Autumn
Prerequisite(s): Open to students who are majoring in Physics with fourth-year standing and consent of instructor.
Note(s): 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 29200. Bachelor's Thesis. 100 Units.
Terms Offered: Winter
Prerequisite(s): PHYS 29100
Note(s): 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 29300. Bachelor's Thesis. 100 Units.
Terms Offered: Spring
Prerequisite(s): PHYS 29200
Note(s): 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 29200. Bachelor's Thesis. 100 Units.
Terms Offered: Winter
Prerequisite(s): PHYS 29100
Note(s): 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 29300. Bachelor's Thesis. 100 Units.
Terms Offered: Spring
Prerequisite(s): PHYS 29200
Note(s): 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.

Big Problems

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

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 2015-2016
Prerequisite(s): Third- or fourth-year standing

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 2015-2016
Prerequisite(s): Third- or fourth-year standing

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 2015-2016
Prerequisite(s): Third- or fourth-year standing. Completion of the general education requirement in civilization studies through a College-sponsored study abroad program.

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: Winter
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): HIST 20001,INST 22400

BPRO 22600. Autonomy and Medical Paternalism. 100 Units.
This course does not meet requirements for the biological sciences major. This course is an in-depth analysis of what we mean by autonomy and how that meaning might be changed in a medical context. In particular, we focus on the potential compromises created by serious illness in a person with decision-making capacity and the peculiar transformations in the meaning of autonomy created by advance directives and substituted judgment.
Instructor(s): D. Brudney, Staff Terms Offered: Not Offered 2015-2016
Prerequisite(s): Third- or fourth-year standing

BPRO 22610. 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 Terms Offered: Not offered in 2015-16; will be offered in 2016-17
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet requirements for the biological science major.
Equivalent Course(s): BIOS 29313,HIPS 21911,PHIL 21610

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? chemical definition, cultural forms, production processes, biological effects; The early history of alcohol: archaeological studies; Histories of drinking in ancient, medieval, and modern times; Alcohol and the political economy: trade, politics, regulation, resistance; Alcohol as a cultural artifact: the social roles of drinking; Styles of drinking and intoxication; Alcohol, addiction, and social problems: the interplay of biology, culture, and society; Alcohol and religion: integration vs. prohibition; Alcohol and health benefits: ancient beliefs and modern scientific research; Comparative case studies of drinking: ethnographic examples, historical examples, contemporary America (including student drinking).
Instructor(s): M. Dietler, W. Green Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): ANTH 25310,BIOS 02280

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 2015-2016
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s):

BPRO 23400. Is Development Sustainable? 100 Units.

This discussion course grapples with the "big problem" of sustainable development. We analyze problematical issues underlying population growth, resource use, environmental transformation, and the plight of developing nations through a consideration of economic, political, scientific, and cultural institutions and processes. Since the very concept of development in modern societies is correlated with increasingly intensive use of environmental energy resources, the course will also address questions concerning the sustainability of energy systems as an underlying theme.
Instructor(s): Staff Terms Offered: Not offered in 2015-2016
Prerequisite(s): Third- or fourth-year standing
Note(s): Background in environmental issues not required

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 2015-2016
Prerequisite(s): Third- or fourth-year standing

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 2015-2016
Prerequisite(s): Third- or fourth-year standing

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 2015-2016
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet the requirements for the biological sciences major.
Equivalent Course(s):

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 2015-2016
Prerequisite(s): Third- or fourth-year standing

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 2015-2016
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.

BPRO 24000. Understanding Wisdom. 100 Units.
Thinking about the nature of wisdom goes back to Aristotle and has changed in many ways over the history of thought. However, in modern times the term "wisdom" has appeared less in popular discourse except as a synonym for being "smart" or "clever." This course examines the basic question of how wisdom has been defined and how the definition has changed. We examine whether wisdom really exists or whether it is simply a creation of mythology or fiction or wishful thinking. Further, the course considers whether and how wisdom can be studied scientifically, that is, how it can be measured and experimentally manipulated. Readings are drawn from philosophy, classics, history, behavioral economics, neuroscience, and psychology. In addition to considering the theoretical concept of wisdom and how it can be studied scientifically, the course explores how concepts of wisdom can be applied in business, education, medicine, and the law. We conclude by discussing the notion of how practical wisdom can be applied in daily life to increase human flourishing.
Instructor(s): H. Nusbaum, B. Hoeckner, A. Henly Terms Offered: Not offered 2015-2016
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s):

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 2015-2016
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 2015-2016
Prerequisite(s): Third- or fourth-year standing
Note(s): The class meets for six hours a week.

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 2015-2016
Prerequisite(s): Third- or fourth-year standing

BPRO 24200. Psychoneuroimmunology: Links between the Nervous and Immune Systems. 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 2015-2016
Prerequisite(s): Third- or fourth-year standing, and BIOS 20180s or 20190s
Note(s): This course meets requirements for the biological sciences major.

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., Hobsbawn, Williams, Arrighi, Polanyi) and economists (e.g., Palley, Taylor, Stretton, Marglin, Eatwell, MacEwan, Blecker, Brenner).
Instructor(s): M. Rothenberg, Staff Terms Offered: Not Offered 2015-2016
Prerequisite(s): Third- or fourth-year standing

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 2015-2016
Prerequisite(s): Third- or fourth-year standing

BPRO 24500. Language and Globalization. 100 Units.
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 and their impact on the evolution of languages.
Instructor(s): S. Mufwene, W. Wimsatt Terms Offered: Not Offered 2015-2016
Prerequisite(s): Third- or fourth-year standing

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 2015-2016
Prerequisite(s): Third- or fourth-year standing

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 2015-2016
Prerequisite(s): Third- or fourth-year standing

BPRO 24800. The Complex Problem of 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 2015-2016
Prerequisite(s): Third- or fourth-year standing

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: Will be offered 2015-2016
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet requirements for the biological sciences major.
Equivalent Course(s): 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 2015-2016
Prerequisite(s): Third- or fourth-year standing required; knowledge of Japanese not required.

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 2015-2016
Prerequisite(s): Third- or fourth-year standing

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 2015-2016
Prerequisite(s): Third- or fourth-year standing

BPRO 25300. Utopias. 100 Units.
This course surveys significant moments in utopian practice, choosing case studies from among Plato's *Republic*, Sir Thomas More's *Utopia*, national experiments, utopian communities, socialism, technophily, new social movements, radical conservatism, and fundamentalisms. We focus on literature and art (e.g., music, painting, architecture and urbanism, film and digital media).
Instructor(s): L. Berlant, R. Zorach Terms Offered: Not Offered 2015-2016
Prerequisite(s): Third- or fourth-year standing

BPRO 26050. Memory, Commemoration, and 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 2015-2016
Prerequisite(s): Third- or fourth-year standing

BPRO 26101. On Love: Classical and Modern Perspectives. 100 Units.
The nature and function of love in human life have been a major concern of Western thought from classical antiquity to the present. This course examines and compares views of love from selective perspectives in classical philosophy (Plato on eros, Aristotle on philia) and modern personality psychology (Freud on libidinal development, Bowlby on attachment and care-giving). Authors will be studied in their own right and as they shed light on the love relationships depicted in Tolstoy's novel *Anna Karenina*. Classes will include lectures and discussion periods.
Instructor(s): D. Orlinsky, Staff Terms Offered: Not Offered 2015-2016
Prerequisite(s): Third- or fourth-year standing

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 or monster—but on the institutional situation of madness, its place in a social and disciplinary context. Put simply, we want to consider films that portray both insanity *and* the sanatorium, both the deranged subject *and* the asylum, both the madwoman *and* the (often male) psychiatrist, both the irrational subject and the rational system. The overall aim of the seminar, then, is to raise the question of what movies bring to madness that was not representable in pre-cinematic media such as theater, opera, and literature, and what it was that the subject of madness brought to cinema, not only as a thematic issue but as defining possibility of film form as such. A more specific aim will be to establish a context for focusing on American Cold War movies, as well as more recent films that look back to the Cold War era, and films that directly address the anti-psychiatry movement of the 1960s. **(H)**

Instructor(s): W. J. T. Mitchell, J. Hoffman Terms Offered: Not offered 2015-2016
Prerequisite(s): Third- or fourth-year standing

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 2015-2016
Prerequisite(s): Third- or fourth-year standing. Previous experience in an arts studio or creative writing course recommended, but not required.

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): Y. Tsivian, Staff Terms Offered: Not Offered 2015-2016
Prerequisite(s): Third- or fourth-year standing

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 2015-2016
Prerequisite(s): Third- or fourth-year standing

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: Winter
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): ENGL 24260,GRMN 26715

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 2015-2016
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet requirements for the biological sciences major.

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): P. Friedrich, Staff Terms Offered: Not Offered 2015-2016
Prerequisite(s): Third- or fourth-year standing

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 2015-2016
Prerequisite(s): Third- or fourth-year standing

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-visions 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 2015-2016
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s):

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 2015-2016
Prerequisite(s): Third- or fourth-year standing

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): E. Lyon, H. Saussy Terms Offered: Spring
Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): BIOS 29323,CMLT 28900,HMRT 28602

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 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: Autumn
Prerequisite(s): PQ: Third- or fourth-year undergrad or first-year grad students. For ECON majors who want ECON credit for this course (ECON 26800): PQ is ECON 203.
Equivalent Course(s): CHSS 37502,ECON 26800,ENST 29000,PBPL 29000,PPHA 39201,PSMS 39000

BPRO 29100. What Do the Genomes Teach Us about Evolution? 100 Units.
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. Shapiro, M. Long Terms Offered: Not offered 2015-2016
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet requirements for the biological sciences major.

Chicago Studies

The Chicago Studies Program incorporates opportunities for students to engage academically and experientially with the city of Chicago. The program seeks to provide students with occasions to study Chicago in much the same way that they study other major cities of the world by participating in civilization studies study abroad programs. When students are abroad they enjoy a unique chance to combine —under the direction of Chicago faculty and local community members—classroom work, reading, writing, and experiential learning in world-class cities. With Chicago Studies, the College seeks to make possible the same kinds of intensive academic and experiential encounters with Chicago.

In Spring Quarter 2015, the College launched the Study Chicago Quarter (http://chicagostudies.uchicago.edu/studychicago), a new curricular program open to twenty students that engages students in locally rooted courses, as well as co-curricular programming that familiarizes them with folkways and civic codes that distinguish Chicago as an exemplary world city.

Chicago Studies publishes in book form the Chicago Studies Annual, a journal containing the best essays written by College students on the city of Chicago—its history, politics, and cultural life. A selection committee of College faculty considers submissions, which may be from any discipline. Essays then undergo a rigorous editing process.

Chicago Studies includes close collaboration between the College and the University Community Service Center (http://ucsc.uchicago.edu) (UCSC). Under the aegis of Chicago Studies, UCSC creates co-curricular experiences in conjunction with faculty in the College. Faculty may draw on the services and the expertise of UCSC to create experiences in the city that are relevant to a particular course using Chicago Course Connections. (http://ucsc.uchicago.edu/page/faculty) At the same time, independent of particular courses, UCSC facilitates student and faculty access to resources and events in the city and about the city.

UCSC also works with students to connect to organizations and institutions in the Chicago area. Students can connect with community organizations through individual volunteer referral, off-campus work-study positions, and volunteer and paid summer opportunities with community organizations and institutions. UCSC's Summer Links program (http://ucsc.uchicago.edu/page/summer-links) matches up to thirty University of Chicago students in ten-week, paid, substantive internships with nonprofit organizations, government agencies, and businesses in the city.

Chicago Studies also works closely with Career Advancement (http://careeradvancement.uchicago.edu) to identify Metcalf Internships (http://careeradvancement.uchicago.edu/jobs-internships-research/metcalf-internship) that will give College students opportunities for substantive internships with organizations engaged in the life of the city.

Many College courses offer opportunities to study aspects of Chicago's ecology, culture, politics, history, social structure, and economic life. The courses listed below are a sample of what is available.

Courses

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: Not offered 2015-16; will be offered 2016-17
Equivalent Course(s): CRES 21201

ARTH 17400. University of Chicago Campus. 100 Units.
An introduction to architecture and planning, this course examines the changes in thinking about the University campus from its origins in the 1890s to the present. Many of the University's choices epitomize those shaping American architecture generally and some of our architects are of national significance. The course develops skill in analyzing architecture and urban form in order to interpret: how the University images itself in masonry, metal, and lawn; how it works with architects; the role of buildings in social and intellectual programs and values; the effects of campus plans and the siting of individual buildings; and the impact of technological change. Includes many sessions around campus and study of archival documents.
Instructor(s): K. Taylor Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.

ARTV 23930. Documentary Production I. 100 Units.
This class is intended to develop skills in documentary production so that students may apply for Documentary Production II. Documentary Production I focuses on the making of independent documentary video. Examples of various styles of documentary will be screened and discussed. Issues embedded in the documentary genre, such as the ethics and politics of representation and the shifting lines between fact and fiction will be explored. Pre-production methodologies, production, and post-production techniques will be taught. Students will be expected to develop an idea for a documentary video, crews will be formed, and each crew will produce a five-minute documentary. Students will also be expected to purchase an external hard drive.
Instructor(s): J. Hoffman Terms Offered: Autumn
Note(s): Prior or concurrent enrollment in CMST 10100 recommended

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 2015-2016
Prerequisite(s): Third- or fourth-year standing

CMST 21801. Chicago Film History. 100 Units.
Students in this course screen and discuss films to consider whether there is a Chicago style of filmmaking. We trace how the city informs documentary, educational, industrial, narrative feature, and avant-garde films. If there is a Chicago style of filmmaking, one must look at the landscape of the city; and the design, politics, cultures, and labor of its people, as well as how they live their lives. The protagonists and villains in these films are the politicians and community organizers, our locations are the neighborhoods, and the set designers are Mies van der Rohe and the Chicago Housing Authority.
Instructor(s): J. Hoffman Terms Offered: Spring
Equivalent Course(s): ARTV 26750,ARTV 36750,CMST 31801,HMRT 25104,HMRT 35104

ECON 26600. Economics of Urban Policies. 100 Units.
This course covers tools needed to analyze urban economics and address urban policy problems. Topics include a basic model of residential location and rents; income, amenities, and neighborhoods; homelessness and urban poverty; decisions on housing purchase versus rental (e.g., housing taxation, housing finance, landlord monitoring); models of commuting mode choice and congestion and transportation pricing and policy; urban growth; and Third World cities.
Instructor(s): G. Tolley, K. Ierulli Terms Offered: Spring
Prerequisite(s): ECON 20100
Equivalent Course(s): GEOG 26600,GEOG 36600,LLSO 26202,PBPL 24500

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

ENGL 22800. Chicago. 100 Units.
In this course we will sample some of Chicago's wonders, exploring aspects of its history, literature, architecture, neighborhoods, and peoples. We begin with study of the 1893 World's Columbian Exposition and the early history of Chicago as a mecca for domestic and international immigrants. In subsequent weeks we will examine the structure of neighborhood communities, local debates about cultural diversity and group assimilation, and the ideology and artifacts of art movements centered in Chicago. This is an interdisciplinary course focusing not only on literary and historical texts, but also analyzing Chicago's architecture, visual artifacts and public art forms, local cultural styles, museum collections and curatorial practices. We will first explore Chicago sites textually, then virtually via the web, and finally in "real time": Students will be required to visit various Chicago neighborhoods and cultural institutions.
Instructor(s): J. Knight Terms Offered: Winter
Note(s): Cross listed courses are designed for advanced undergraduate and graduate students.
Equivalent Course(s): AMER 40800,ENGL 42800,MAPH 42800

ENGL 25952. Reading the Suburbs. 100 Units.
From midcentury writers like John Cheever, John Updike, and Richard Yates to the more contemporary work of Richard Ford, Tom Perrotta and the film, *American Beauty*, the suburbs have largely been thought of as a place of homogenous unhappiness. In this class, we will look at how this narrative has been constructed and contested over the last sixty years with help from authors Anne Petry, Chang Rae Lee, Vladimir Nabokov, and Alice Childress. Alongside fiction, we will look at history, advertising, and film contextualizing the rise of the suburbs, helping us understand the key role this space played in the accumulation of wealth, racial mobility, second wave feminism, and the rise of the modern Republican party.
Instructor(s): A. Brown Terms Offered: Autumn

ENGL 25953. Transmedia Game. 100 Units.

This experimental course explores the emerging game genre of "transmedia" or "alternate reality" gaming. Transmedia games use the real world as their platform while incorporating text, video, audio, social media, websites, and other forms. We will approach new media theory through the history, aesthetics, and design of transmedia games. Course requirements include weekly blog entry responses to theoretical readings; an analytical midterm paper; and collaborative participation in a single narrative-based transmedia game project. **No preexisting technical expertise is required** but a background in any of the following areas will help: creative writing, literary or media theory, web design, visual art, computer programming, performance, and game design.
Instructor(s): P. Jagoda Terms Offered: Autumn

ENST 27220. Environmental Management and Planning in the Calumet Region. 100 Units.

This course focuses on the identification and measurement of environmental outcomes in the Calumet Region of Chicago. Topics include the quantification of air quality impacts from industrial pollution and the potential for green infrastructure development to manage stormwater in the region and beyond. The course will introduce students to the environmental concerns and opportunities in the area and develop the methods and tools for measurement, management and planning for improved outcomes for residents and businesses. The course will draw on economic concepts and tools through applications of environmental management and policy. Enrollment in this course requires participation in the Calumet Quarter.
Instructor(s): S. Shaikh Terms Offered: Spring
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

FNDL 20502. Frank Lloyd Wright in Chicago and Beyond. 100 Units.

This course looks at Wright's work from multiple angles. We examine his architecture, urbanism, and relationship to the built environment, as well as the socio-cultural context of his lifetime and legend. We take advantage of the Robie House on campus and of the rich legacy of Wright's early work in Chicago; we also think about his later Usonian houses for middle-income clients and the urban framework he imagined for his work (Broadacre City), as well as his Wisconsin headquarters (Taliesin), and spectacular works like the Johnson Wax Factory (a field trip, if funds permit), Fallingwater, and the Guggenheim Museum. By examining one architect's work in context, students gain experience analyzing buildings and their siting, and interpreting them in light of their complex ingredients and circumstances. The overall goal is to provide an introduction to thinking about architecture and urbanism.
Instructor(s): K. Taylor Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 17410

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.
Instructor(s): M. Conzen Terms Offered: Winter
Note(s): This course offered in even years.
Equivalent Course(s): GEOG 33500

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.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in odd years.
Equivalent Course(s): ENST 26100,GEOG 36100,HIST 28900,HIST 38900

HIST 27705. 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 present. In referring to that history, we treat a variety of themes, including migration and its impact, origins and effects of class stratification, relation of culture and cultural endeavor to collective consciousness, rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (service, 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, as well as 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: Spring
Equivalent Course(s): CRES 27705,LLSO 22209,HIST 27705

HIST 29613. Colloquium: Hyde Park and Chicago's South Side as Historical 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
Prerequisite(s): Priority registratiion for third-year history majors

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 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 Terms Offered: Autumn, Winter, Spring

SOSC 25503. Teaching and Learning in Urban Schools. 100 Units.
Elementary Program: In this course, students explore the roots of the progressive and critical traditions in education, with a particular focus on John Dewey and Paulo Freire. Students will analyze historical and more contemporary philosophies of education in an attempt to integrate and make meaning of their relevance in the current context of Chicago Public Schools in 2014. The dilemma of how to enact educational theory, through reflection and action, or praxis, is central to the course. For the final assignment, students will develop and teach a piece of curriculum that reflects their understandings from the course. **Secondary Program:** This course is designed to help you to think deeply and philosophically about education by studying the growth of an imaginary person from birth to young adulthood. In 1762, Jean-Jacques Rousseau published his book *Emile*, subtitled *On Education,* which details his thought-experiment to create Emile, making him an ideal citizen. Among the many questions Rousseau raises are what is education, what is a teacher, can education set us free, are there particular times of readiness to learn certain lessons, and should we want the same educational aims for all children? For the final assignment, students conduct a teacher study and revise their own philosophy in light of the course readings and discussions.
Terms Offered: Spring
Equivalent Course(s): UTEP 35503

SOCI 20142. The Chicago School of Sociology. 100 Units.
This course introduces students to the classical work of the Chicago School and to the research stance that has characterized Chicago sociology from its beginnings. The course emphasizes reading original works rather than covering the history, although there is some study of the relevant historiography. Although the course focuses on the First Chicago School, it also considers the Second Chicago School period and other revivals. Texts to be studied could include The Polish Peasant in Europe and America, The Hobo, The Gold Coast and the Slum, The Gang, The Taxi-dance Hall, and Black Metropolis, as well as such general works as Introduction to the Science of Sociology and The City. From later periods we might consider works from such authors as Goffman, Becker, Strauss, Turner, Freidson, Janowitz, and Suttles.
Instructor(s): A. Abbott Terms Offered: Winter
Equivalent Course(s): SOCI 30142

SOCI 20215. Urban Health. 100 Units.
This course examines health status, healthcare access, and healthcare service delivery in the urban environment. It draws on historic and contemporary research in urban sociology to frame these discussions and uses data from the City of Chicago to illustrate themes. Specific attention is given to race and ethnic differences in disease trajectories and neighborhood-level social and institutional resources. The course also explores both local and national policy implications.
Instructor(s): K. Cagney Terms Offered: Spring

TAPS 24500. Chicago Theater: Budgets and Buildings. 100 Units.
This course examines the current state of Chicago theater, focusing on the relationships between facilities, budgets, and missions. Field trips required to venues including Side Project, Timeline, Raven, Steppenwolf, Theater Building, and Greenhouse.
Instructor(s): H. Coleman Terms Offered: Spring
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

Clinical and Translational Science

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 Liz Nida, Committee Administrator, at enida@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 chess.bsd.uchicago.edu/training/ccts.html for current course offerings and prerequisites for each course.

Examples of Previously Offered Undergraduate Courses

CCTS 21000. Medical Sociology. 100 Units.
This course surveys the literature in several core areas of medical sociology with a focus mostly on social behavior and health, and secondarily on the institutions and organizations associated with the delivery of health care and medical education. The class will examine social constructions of medical knowledge and illness, the rise of medicine as a powerful institution, and social epidemiology. We will also discuss the organization of health care and health care utilization. Students will obtain an understanding of key concepts, theories, methods, and research findings in these areas, and most importantly will internalize an understanding of how "social" health and illness is.
Instructor(s): G. Hougham
Equivalent Course(s): SOCI 20205

CCTS 21002. The Good Physician. 100 Units.
This multi-disciplinary course draws insights from medicine, sociology, moral psychology, philosophy, ethics, and theology to explore contemporary answers to the age-old question: "How does one become a good physician?" Students will engage relevant literature from across these disciplines to address issues of the 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 widespread dissatisfaction and sense of malaise in the profession of medicine along with 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. Students will examine empirical studies in three dominant research areas: First, students will examine recent research in the field of moral psychology that is shaping contemporary views regarding moral and professional formation and identity. Second, students will examine studies from the literature on vocation and work motivation, focusing particularly on the construct of calling and its application to the pursuit of clinical excellence in medicine. Finally, students will examine traditional religious accounts (from Judaism, Christianity, and Islam) both of medicine and of moral formation, to consider how they might inform answers to the question, How does one become (and remain) a good physician?
Instructor(s): J. Yoon

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 2015
Prerequisite(s): Completed general education requirement in the social sciences
Equivalent Course(s): BIOS 29327,CCTS 21003

Examples of Previously Offered Co-Undergraduate/ Graduate Courses

CCTS 31300. Infectious Disease Epidemiology; Networks and Modeling. 100 Units.
Instructor(s): M. David, J. Schneider Terms Offered: Spring 2015
Prerequisite(s): PBHS 30700 or PBHS 30900 or introductory epidemiology or consent of instructor.
Equivalent Course(s): PBHS 31300,BIOS 25419,MEDC 31300

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): M. E. Dolan, R. S. Huang Terms Offered: Spring
Prerequisite(s): BIOS 20186 and 20187 and consent of Instructor.
Equivalent Course(s): BIOS 25310,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.
Instructor(s): C. S. Olopade Terms Offered: Winter 2015
Prerequisite(s): This course does not meet the requirements for the Biological Sciences major.
Equivalent Course(s): BIOS 29279

Computational Neuroscience

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 (p. 110) 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 26210-26211	Mathematical Methods for Biological Sciences I-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 cns.bsd.uchicago.edu.

Suggested General Education Courses

Students majoring in biological sciences can elect either the BIOS 20180s or the BIOS 20190s sequence.

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

Suggested Electives

BIOS 24203	Fundamentals of Neuroscience	100
BIOS 24204	Cellular Neurobiology	100
BIOS 24205	Systems Neuroscience	100
BIOS 24208	Survey of Systems Neuroscience	100
BIOS 24246	Neurobiology of Disease I	100
BIOS 24247	Neurobiology of Disease II	100
PSYC 20300	Biological Psychology	100
PSYC 20400	Cognitive Psychology	100
PSYC 20700	Sensation and Perception	100

Faculty

Faculty associated with this interdisciplinary area participate in a three-quarter sequence in computational neuroscience, teach upper-level courses relevant to computational neuroscience, and participate in an ongoing computational neuroscience seminar series.

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): BIOS 26210 and BIOS 26211 which must be taken concurrently, or consent of instructor.
Equivalent Course(s): CPNS 34231

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: Spring
Prerequisite(s): BIOS 26210, a course in systems neuroscience, and knowlege using Matlab, or consent of instructor.
Equivalent Course(s): CPNS 33200, ORGB 34650, PSYC 34410,CPNS

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): BIOS 26210 and 26211, or consent of instructor.
Equivalent Course(s): CPNS 32111

BIOS 26210-26211. Mathematical Methods for Biological Sciences I-II.

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 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
Equivalent
Equivalent Course(s): CPNS 31100,PSYC 36211

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 Equivalent
Equivalent Course(s): CPNS 31100,PSYC 36211

Creative Writing

Students at the University of Chicago pursue creative writing within the larger context of academic study. While the purpose of the program is, above all, to give students a rigorous background in the fundamentals of creative work by providing them with the opportunity to study with established poets and prose writers, it differs from the free-standing creative writing programs at other universities in seeing itself as an integral part of the intellectual life of the University of Chicago, and most particularly in providing opportunities for interdisciplinary work. A playwright working through University Theater under the auspices of Interdisciplinary Studies in the Humanities may take writing workshops in fiction or poetry as part of the process of developing scripts. Students in the visual arts may join forces with writers in work on graphic novels. And students in non-English languages and literatures may find themselves taking not only literature courses but also poetry or fiction writing workshops as part of developing translation projects. It is this commitment to interdisciplinary work, coupled with the program's insistence on teaching the elements of creative writing that underlie all genres, that accounts for the program's vitality and explains why creative writing at Chicago is currently the largest initiative in the humanities for the College.

Students can pursue their creative writing interests within the formal requirements of the two interdisciplinary majors below; within the formal requirements of the minor program in English and Creative Writing described below; in other programs of study, with approval to count writing courses toward requirements; or among the eight to eighteen electives available to students across the range of other programs of study.

Interdisciplinary Studies in the Humanities

Students wishing to engage the dialogues between creative writing and other studies in the humanities, including artistic media (e.g., dance, film, theater, visual arts), may apply to explore writing opportunities through one of the options in the Interdisciplinary Studies in the Humanities (p. 618) major.

English Language and Literature

Students majoring in English Language and Literature (p. 404) may choose to produce a creative writing thesis to satisfy part of the requirement for honors. Prior to the end of their third year, students must complete at least two creative writing courses in the genre (poetry, fiction, or nonfiction) of their BA project. At least one must be an advanced course, in which the student has earned a B+ or higher. In Winter Quarter of their fourth year, students will work intensively on their projects in the context of a designated creative writing thesis seminar.

To do a creative writing BA project, students must fill out a declaration form available at the English undergraduate office by the spring of their third year. On this form they declare their intent to write a creative writing BA project in a specific genre and list the two creative writing courses in the relevant genre that they have taken as prerequisites for doing the BA project.

Students work on their project over three quarters. Early in Autumn Quarter of their fourth year, students will be assigned a graduate student preceptor. In Autumn Quarter, students will attend a series of colloquia led by their graduate preceptor. In Winter Quarter, students will continue meeting with their graduate preceptor. In addition, students must enroll in one of the creative BA project workshops in their genre. Students are not automatically enrolled in a workshop; they must receive the consent of the workshop instructor, who will also serve as their faculty adviser for their creative BA project. These workshops are advanced courses limited to eight students and will include not only students majoring in English but also those in Interdisciplinary Studies in the Humanities (ISHU) and the Master of Arts Program in the Humanities (http://maph.uchicago.edu) (MAPH) who are producing creative theses. Students will work closely with their faculty adviser and with their peers in the workshops and will receive course credit as well as a final grade for the workshop. 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 adviser.

In consultation with their faculty adviser and graduate preceptor, students revise and resubmit a near final draft of their creative BA projects by the beginning of the third week of Spring Quarter. Students submit the final version of their creative BA project to their preceptor, faculty adviser, and the undergraduate program assistant by the beginning of the fifth week of Spring Quarter. The project will then be evaluated by the faculty adviser, graduate preceptor, and director of undergraduate studies to determine whether the student will be recommended for honors.

Minor Program in English and Creative Writing

Students who are not English 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) courses, with at least one being a Special Topic or Advanced Workshop. Three of the remaining required courses may be taken in either the Department of English (ENGL) or Creative Writing Program (CRWR). In addition, students must enroll in one of the following workshops offered during the Winter Quarter: CRWR 27200 Portfolio Workshop in Fiction, CRWR 27300 Portfolio Workshop in Poetry, or 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, a substantial part or the whole of a play, two or three nonfiction pieces) to the undergraduate program assistant in the English department by the end of the fifth week in the quarter in which they plan to graduate.

Students who elect the minor program in English and Creative Writing must meet with the undergraduate program assistant in the Department of English 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 program assistant. The undergraduate program assistant'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. NOTE: Students completing this minor will not be given enrollment preference for CRWR courses, and they must follow all relevant admission procedures described at the Creative Writing (https://creativewriting.uchicago.edu) website.

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

Two CRWR courses (at least one being a Special Topics or Advanced Workshop)	200
Three CRWR or ENGL electives	300
One Portfolio/Projects Workshop *	100
A portfolio of the student's work	
Total Units	600

* CRWR 27200 Portfolio Workshop in Fiction, CRWR 27300 Portfolio Workshop in Poetry, or CRWR 29400 Thesis/Major Projects: Creative Nonfiction

Sample Plans of Study

SAMPLE PLAN OF STUDY 1

ENGL 16500	Shakespeare I: Histories and Comedies	100
ENGL 10706	Introduction to Fiction	100
ENGL 26909	The American Novel, 1950–1990	100
CRWR 27200	Portfolio Workshop in Fiction	100
CRWR 12014	Special Topics in Fiction: Not Your Native Language	100
CRWR 10255	Fundamentals of Fiction: CW Track	100
A portfolio of the student's work (two short stories)		
Total Units		600

SAMPLE PLAN OF STUDY 2

ENGL 10400	Introduction to Poetry	100
CRWR 23100	Advanced Poetry Workshop	100
ENGL 16500	Shakespeare I: Histories and Comedies	100
ENGL 26708	Modernist Poetry: Yeats, Eliot, Pound	100
CRWR 10305	Fundamentals of Poetry	100
CRWR 27300	Portfolio Workshop in Poetry	100
A portfolio of the student's work (ten short poems)		
Total Units		600

Program Structure

Creative Writing courses are cross-listed to enable students to apply to courses based on their level of preparation rather than on their level in the degree program. Courses are organized in the following way:

Core

These multi-genre courses are introductions to topics in Creative Writing and satisfy the general education requirement in dramatic, musical, and visual arts in the College. Core classes 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 undergraduates only. Fifteen students per class.

Fundamentals

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. Twelve students per class.

Fundamentals: CW Track

These courses are open to all students but will give priority to those who are on track to declare a Creative Writing minor or to complete the Creative BA or MAPH creative writing option. Unlike the normal Fundamentals courses, these courses are not open bid and require submission of a writing sample and the consent of the instructor.

Special Topics

These courses are intended for students with some writing experience in a particular genre. They will be intensive seminars on particulars of form, concept, and method, and will feature workshops of student writing. Admission is determined by submission of a writing sample and requires experience in a Fundamentals course in the same genre **or** instructor consent. See course descriptions for specific submission requirements. Writing samples are due online in advance of the term by the submission deadline. Twelve students per class.

Advanced

These courses are intended for students with substantive writing experience in a particular genre. They are advanced workshops that will focus on class critiques of student writing with accompanying readings from exemplary literary texts. Admission is determined by submission of a writing sample and requires experience in a Fundamentals course in the same genre **or** instructor consent. See course descriptions for specific submission requirements. Writing samples are due online in advance of the term by the submission deadline. Ten students per class.

Portfolio Workshop

This course is limited to students working on creative portfolios for the Creative Writing minor requirements, with possible room for non-minor students working on an advanced project in a particular genre. It will revolve around workshops of student writing and also concentrate on the larger form students have chosen for their project. Students must check with their respective departments about the prerequisites and requirements necessary to pursue the Creative Writing minor, and they must get permission to take a Portfolio Workshop. Eight students per class.

Thesis/Major Projects

This course is limited to students working on creative theses for BA and MA requirements, with possible room for non-thesis students working on a major project in a particular genre. It will revolve around workshops of student writing and also concentrate on the larger form students have chosen for their project. Students must check with their respective departments about the prerequisites and requirements necessary to pursue creative theses, and they must get permission to take a thesis seminar. Eight students per class.

Cross-Listed Courses

Courses originated by other departments that include creative writing components are cross listed by Creative Writing (CRWR).

Required Writing Samples

Consent of instructor is typically required to enroll in Creative Writing courses, based on faculty review of student writing samples. For specific sample submission requirements, see course descriptions. Submission deadlines are:

- Autumn Quarter, September 11
- Winter Quarter, November 20
- Spring Quarter, February 26

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.

Creative Writing Courses

CRWR 10205. Fundamentals of Fiction. 100 Units.

This beginning workshop is designed to encourage and refine your skills in writing fiction. Ideally, it will also refine you as a reader and a critic. We will approach every work of fiction we read, whether published or workshopped, from the writer's perspective: in terms of form, character, and language, and how the writer succeeds, fails, or innovates in these areas. And since fiction, like any art, is essentially an expression of who we are and how we see the world, we will also begin developing our individual voices as writers. For the course, you will complete one full-length story, which you will present for class critique, and then write a significant revision of that story, which you will either present for a second workshop or turn into the instructor at the end of the quarter. The course will also include a series of writing exercises and readings in canonical and contemporary short fiction, all intended to stoke your creativity and illuminate the aesthetic traditions that inform your work.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open bid through classes.uchicago.edu.
Note(s): Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 30205

CRWR 10255. Fundamentals of Fiction: CW Track. 100 Units.

This course will be roughly one-half lecture/discussion and one-half creative exercises and workshopping of student work. We'll read and analyze primarily contemporary short fiction by writers like Edward P. Jones, Deborah Eisenberg, Ben Fountain, Daniel Orozco, Mary Gaitskill, and William Gay. Discussions will tend to be focused around one particular subject each week: setting, dialogue, perspective, etc. We'll also address more subtle concepts like psychic distance, free-indirect style, and movement through time. Students will present their own work to the group for critique and discussion. We'll seek to both hone our skills as attentive readers and to further develop as writers of clear, sophisticated prose. This course is open to all students but will give priority to those who are interested in pursuing the Creative BA or Creative Writing Minor. Unlike normal Fundamentals courses, this class is not open bid and requires submission of a writing sample and the consent of the instructor.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open to all students but priority given to those who are interested in pursuing the Creative BA or Creative Writing Minor.
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu.
Equivalent Course(s): CRWR 30255

CRWR 10305. Fundamentals of Poetry. 100 Units.
Based on the premise that successful experimentation stems from a deep understanding of tradition, this course will help students gain a foundation in poetic constructions while encouraging risk-taking in expression and craft. It will expose students to ways that poets have both employed and resisted patterns in meter, line, and rhyme, and it will ask students to experiment with constraints as a way of playing with formal limitations in their own poems. Students will also explore innovations in diction, syntax, and voice, and apply what they learn from these investigations in workshop discussions. While delving into work by both canonical and emerging poets, students will draft and revise a significant portfolio of their own poems.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open bid through classes.uchicago.edu.
Note(s): Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 30305

CRWR 10405. Fundamentals of Nonfiction. 100 Units.
In this workshop you are free to write about anything at all as long as you do so in an intimate and personal, rather than academic, voice. To that end you will try your hand at a true story—be it a memoir, travelogue, anecdote, character study, essay or argument—and submit it to your classmates, who will edit and critique it. Together we will refine our narratives and our prose, primarily by insisting on rigorous reflection and total honesty. Finding your voice takes time, but we have only ten weeks. So come to the first day of class with ideas and work already underway and ready to share. Be prepared to finish three total rewrites of your work in progress. We will also read and discuss published exemplars of the form. You will leave this class with a polished work sample to use for admission to more advanced courses.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open bid through classes.uchicago.edu.
Note(s): Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 30405

CRWR 12010. Special Topics in Fiction: Young Adult Fiction. 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 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.
Terms Offered: Autumn
Prerequisite(s): Fundamentals of Fiction (CRWR 10205 or CRWR 10255), Beginning Fiction (CRWR 10200), or Honors Beginning Fiction (CRWR 10250)
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 32010

CRWR 12011. Special Topics in Fiction: The Realists. 100 Units.
This course examines some of the foundations of late-19th-century social realism. We'll look at works by Flaubert, Maupassant, Tolstoy, and Turgenev and consider how their innovations in prose style, storytelling structure, and portrayal of character inform our contemporary literature. We'll read lesser known works by each, mostly short stories, as well as some correspondence, particularly that between Flaubert and Turgenev. It will also be instructive for us to consider the fictional devices that we've tended to discard in 20th and 21st century fiction, and to examine, briefly, a few of the late-19th century writers who fell well outside the soon to be dominant realist mode.
Instructor(s): Will Boast Terms Offered: Autumn
Prerequisite(s): Fundamentals of Fiction (CRWR 10205 or CRWR 10255), Beginning Fiction (CRWR 10200), or Honors Beginning Fiction (CRWR 10250)
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 32011

CRWR 12012. Special Topics in Fiction: World-Building. 100 Units.
Readers can be quick to accept an unbelievable story as long as the cover asserts that it's true, but fictional narratives come with no such scaffolding, and therefore must *feel* authentic to overcome the fact that they're inventions. Not all stories worry over plausibility in the same way—an absurd tale, a science fiction narrative, and a realistic contemporary drama carry different expectations of what can be real, but all of them employ devices to make the experience feel reasonable and compelling to a reader. In this course we'll explore the ways in which a narrative universe can be built into something which feels rich and immersive, without bogging down plot or losing sight of character. We'll discuss the particular responsibilities different stories have to offer character background, setting detail, or plot-explanation, with special attention on how individual scenes are designed, including the ways in which writers balance exposition and action on the page, and how a fictional universe can establish its own inner logic. Over the quarter, students will study a wide range of mostly short fiction, eventually bringing their own stories to workshop.
Terms Offered: Winter
Prerequisite(s): Fundamentals of Fiction (CRWR 10205 or CRWR 10255), Beginning Fiction (CRWR 10200), or Honors Beginning Fiction (CRWR 10250)
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 32012

CRWR 12013. Special Topics in Fiction: Genre Rules and Rebels. 100 Units.
In this specialized fiction workshop, students will explore and create works that defy genre boundaries. By studying the intersections between fiction, non-fiction, and poetry—in novels in verse, graphic novels, and poetic essays—we will work on importing into fiction the careful economy of poetic language and the truth-seeking clarity of nonfiction. Readings include Carson, O'Brien, and Pope.
Instructor(s): Rachel DeWoskin Terms Offered: Winter
Prerequisite(s): Fundamentals of Fiction (CRWR 10205 or CRWR 10255), Beginning Fiction (CRWR 10200), or Honors Beginning Fiction (CRWR 10250)
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 32013

CRWR 12014. Special Topics in Fiction: Not Your Native Language. 100 Units.
In this specialized fiction workshop, students will read work written in English by writers whose first languages are not English, as well as works in translation. We will explore how linguistic heritage shapes our phrases, and work to create prose that is inimitable, lyrical, and absent of cliché. Students will practice translating both from languages they know and don't know. Readings include Xiaolu Guo, Ha Jin, Nabokov, and Pound.
Instructor(s): Rachel DeWoskin Terms Offered: Spring
Prerequisite(s): Fundamentals of Fiction (CRWR 10205 or CRWR 10255), Beginning Fiction (CRWR 10200), or Honors Beginning Fiction (CRWR 10250)
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 42014

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 always 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, narrative structure and research methodologies—of such writers and poets as Raymond Chandler, Patricia Highsmith, Walter Mosley, Joyce Carol Oates, Denis Johnson, Carolyn Forché, CK Williams, Nami Mun, James Ellroy, 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.
Terms Offered: Winter
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 dramatic, musical, and visual arts.

CRWR 12112. Reading as a Writer: Chicago "City on the Remake" 100 Units.
This course invites writers to reconsider the influence of Chicago's public spaces on artistic craft and form. How does one tell a "Chicago story?" Is the city better told in prose or poem? Is there a "Chicago epic?" Working through these questions, students will analyze and explore Chicago writers' work in prose and poetry. Students will then develop their own creative responses, building connections to their adopted critical approaches. To these ends, we will examine work by writers including Nelson Algren, Saul Bellow, Gwendolyn Brooks, Stuart Dybek, Lorraine Hansberry, and Chris Ware, as well as the city's rich legacies in documentary film, the visual arts, and music.
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 dramatic, musical, and visual arts.

CRWR 12118. Reading as a Writer: Waste, Surplus, and Reuse. 100 Units.
What do we do with surplus, with the extras, leftovers, and other excesses of production? Is there a creative use to put it to? When matters of ecology and economy are concerned, is there an ethical imperative to do so? Or is there also an ethics and aesthetics of the useless? This course considers forms of excess (literary, artistic, economic, etc.) and how they may be approached creatively. We'll examine diverse types of waste, including literal trash, architectural ruins, bodily waste, wasted time, the dream, and everyday texts (such as emails, text messages, and media). Texts may include Agnes Varda's documentary *The Gleaners and I*, Lyn Hejinian's *The Fatalist*, Georges Perec's *An Attempt at Exhausting a Place in Paris*, Mary Shelley's *Frankenstein*, Leslie Marmon Silko's *Ceremony*, Kafka's fiction, art movements such as Dada and Fluxus, Internet memes, Apollinaire's conversation poems, Tom Phillips *A Humument*, Ronald Johnson's *Radi os*, Eliot's *The Waste Land*, A. R. Ammon's *Garbage*, Hopkins' environmental poems, André Breton's *Mad Love*, and essays by Georges Bataille and Eliot Weinberger.
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 dramatic, musical, and visual arts.

CRWR 12119. Intro to Genres: Walking. 100 Units.
"Walking is the human way of getting about." That's Scottish poet Thomas A. Clark. "I think that I cannot preserve my health and spirits, unless I spend four hours a day at least—and it is commonly more than that—sauntering through the woods and over the hills and field, absolutely free from all worldly engagements." That's Thoreau. "In summer, I stalk… I have to seek things out." That's Annie Dillard. The textures of walking and writing are deeply woven together. In this workshop, we will walk and explore various theories and practices of walking approaching them from the angles of poetry, essay, aphorism, anthropology, architecture and hybrid writing. Including those already mentioned, we'll read Rousseau, Whitman, Lisa Robertson, Devin Johnston, Jeffrey C. Robinson, Basho, Rebecca Solnit, Bruce Chatwin, and Shawn Micallef. Though the classroom is our workshop, the environs of Chicago will be our experimental laboratory. Classwork will involve weekly walking requirements, topological writing assignments, and regular reflections, as well as occasional group expeditions and forays in which we will explore varieties of walking: sauntering, strolling, strutting, foraging, skulking.
Terms Offered: Winter
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 dramatic, musical, and visual arts.

CRWR 12120. Reading as a Writer: Writing and Desecration. 100 Units.
To write in any genre is a gesture that puts one in a relationship with predecessors. While this relationship if often constructed as a dialogue, but it can also be a conflict, full of clatter, disagreement and offensiveness. In this sense, the writer's mark *crosses out* the predecessors' work, and becomes an act of desecration. Writing becomes an act of rebellion that calls into question the conventional, the canonical, and the sacred. Drawing on a variety of media, including art, literature, and music, this class invites students to consider writing that functions as desecration. Students will explore writing projects that may involve elements of parody, satire, violence, the sacred, kitsch, obscenity, transgression, deviancy, and iconoclasm. Texts may include Robert Motherwell's *The Dada Painters and Poets*, Kanye West's *Yeezus*, Allen Ginsberg's *Howl*, excerpts from Joyce's *Ulysses*, Kafka's short fiction, poetry and plays by Amiri Baraka, Kathy Acker's *Great Expectations,* Salman Rushdie's *East West*, poetry and manifestos by Benjamin Péret, Rimbaud's *A Season in Hell*, Greil Marcus's *Lipstick Traces*, George Bataille's *Story of the Eye*, and erasure poetry.
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 dramatic, musical, and visual arts.

CRWR 13010. Special Topics in Poetry: Poetry, Sound, Voice. 100 Units.
This is not a course in formal metrics, but a course in prosody as a mode of thinking. It will begin to address rhythm, rhyme, vowel and consonantal patterns, line-breaks, openings, endings, harmonics, dissonance, punctuation, the hard to speak, and other non-semantic (chiefly sonic) resources for verse writers. Highly disparate practices will be discussed. Workshops will focus on non-semantic features of students' writing.
Instructor(s): John Wilkinson Terms Offered: Autumn
Prerequisite(s): Fundamentals of Poetry (CRWR 10305), Beginning Poetry (CRWR10300), or Honors Beginning Poetry (CRWR 10350)
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 33010

CRWR 13011. Special Topics in Poetry: Essayistic Poetry and Prose. 100 Units.
This cross-genre course queries and challenges the division between poems and essays. What differentiates poetic prose and prose poetry? What is a lyric essay, and what is a prose poem? How can we write across generic distinctions? We will read prose texts that incorporate poetry, poems that incorporate prose, and works that straddle the space between: William Carlos Williams's *Spring and All*, Gertrude Stein's *Tender Buttons*, Susan Howe's *THAT THIS*, Anne Carson's *Glass, Irony, and God*, Lyn Hejinian's *My Life*, *The Gorgeous Nothings: Emily Dickinson's Envelope Poems*, and essays by John D'Agata, Eula Biss, and Ander Monson. Using these models, we will explore hybrid techniques in our own writing and draft and polish several pieces of our own essayistic poetry and prose.
Terms Offered: Autumn
Prerequisite(s): Fundamentals of Poetry (CRWR 10305), Beginning Poetry (CRWR10300), or Honors Beginning Poetry (CRWR 10350)
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 33011

CRWR 13012. Special Topics in Poetry: Ekphrastic Poetry. 100 Units.
Ekphrasis was originally a Greek term meaning a highly detailed description of an object that offered a fully realized experience of that object, embodying not only its physical qualities but also its emotional impact and other intangible qualities. In modern times that concept has been reinterpreted in artistic terms: as a written form of art that responds to a visual form of art. For the purposes of our class, we will take on an expansive definition of ekphrastic poetry, studying and generating poetry that responds to any non-literary medium. We will begin by considering poems by John Keats, W.H. Auden, Anne Sexton, and many others that respond to visual art, but then we will also consider poems that respond to other artistic media, such as music, movies, dance, etc. We will also read critical work, tracing broadly the various ways that poets have interpreted the ekphrastic relationship between poem and inspiration. How does the extra-textual origin of these poems influence them? How does it affect their form and diction? How does it affect the reader's experience to have or lack access to the original inspiration? In this hands-on class, students will complete a writing exercise each week, accompanied as often as possible by field trips to art galleries, museums, and performances.
Terms Offered: Winter
Prerequisite(s): Fundamentals of Poetry (CRWR 10305), Beginning Poetry (CRWR10300), or Honors Beginning Poetry (CRWR 10350)
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 33012

CRWR 14010. Special Topics in Nonfiction: Fiction Writers as Nonfiction Writers / Nonfiction Writers as Fiction Writers. 100 Units.
This class will be invested in doing lots of reading in two genres by the same author. We'll look at James Baldwin, George Saunders, George Orwell, Susan Sontag, Zadie Smith, Joan Didion, Colson Whitehead, and Charles Baxter. We'll also read W.G. Sebald and try to figure out if generic designations even apply to him. We'll try our hand writing both fiction and non-fiction and talk about the way the skillsets diverge and intersect.
Terms Offered: Autumn
Prerequisite(s): Fundamentals of Nonfiction (CRWR 10405), Beginning Nonfiction (CRWR 10400), or Honors Beginning Nonfiction (CRWR 10450)
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 34010

CRWR 14011. Special Topics in Nonfiction: Reading and Writing Memoir. 100 Units.
Are memoirs inherently self-indulgent, or is the self that they indulge that of the reader, not the author? In this class you'll a) write your own attempt at a memoir, learning firsthand the pitfalls of the genre, and b) look at the genre's historical landmarks, such as Rousseau's *Confessions* and St. Augustine's *Confessions*, and at early novels, which almost invariably presented themselves as found texts or letters, i.e., as faux memoirs, and still do. ("Call me Ishmael.") Although your memoir is about what happened, ultimately it has to be about what what happened *means*. So we'll ask each other this question in workshop, via intensive line edits and more qualitative, essayistic critiques. We'll study exemplars by Orwell, Nabokov, Rian Malan, and Lucy Grealy, as well as craft books such as *The Situation and the Story*, by Vivian Gornick, *Then, Again: Time and the Art of Memoir*, by Sven Birkerts, *To Show and To Tell*, by Phillip Lopate. You'll learn the history of the form by reading *Memoir: A History*, by Ben Yagoda.
Instructor(s): Dan Raeburn Terms Offered: Winter
Prerequisite(s): Fundamentals of Nonfiction (CRWR 10405), Beginning Nonfiction (CRWR 10400), or Honors Beginning Nonfiction (CRWR 10450)
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 34011

CRWR 14012. Special Topics in Nonfiction: Knowledge Journalism. 100 Units.
Knowledge journalists specialize in covering complex topics for a general audience, informing their coverage with current research findings and often infusing their coverage with overt advocacy. They have been praised for bringing intelligent focus to vital issues, such as climate change, and blamed for oversimplifying or misusing science. We will study the knowledge journalists with an eye to practicing and perfecting their craft, both in the synthesis of research and the execution of eloquent writing. Students will choose an area of speciality and practice translating current research into language accessible and enjoyable to a lay audience. Readings will include prominent knowledge journalists past and present including Walter Lippman, Rachel Carson, Joan Didion, David Brooks, Fareed Zakaria, Naomi Klein, and Michael Pollan, as well as vital texts on the phenomenon of knowledge journalism including "A Free and Responsible Press" (1947) by Robert Maynard Hutchins, et al, and "Informing the News" (2013) by Harvard Professor Thomas Patterson.
Instructor(s): Jeff McMahon Terms Offered: Spring
Prerequisite(s): Fundamentals of Nonfiction (CRWR 10405), Beginning Nonfiction (CRWR 10400), or Honors Beginning Nonfiction (CRWR 10450), OR Instructor Consent.
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 34012

CRWR 14013. Special Topics in Nonfiction: The Lyric versus the Narrative. 100 Units.

It has been said that there is no lyric without a narrative behind it. It's also been said that narrative is the least of the essay's abilities. Lines have been drawn. Journals have been published emphasizing one mode over the other. What are we really talking about with these two modes? Are they as opposed as people like to think? We'll read exemplars of both sides: Jenny Boully, Bernard Cooper, Brenda Miller, Maggie Nelson, David Sedaris, Edward Hoagland, Jo Ann Beard, Virginia Woolf, Beryl Markham, and James Baldwin among others. We'll write in both modes and try to determine if there are really two distinct modes.
Terms Offered: Spring
Prerequisite(s): Fundamentals of Nonfiction (CRWR 10405), Beginning Nonfiction (CRWR 10400), or Honors Beginning Nonfiction (CRWR 10450)
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 34013

CRWR 22100. Advanced Fiction Workshop. 100 Units.

This course will build on the foundational elements of storytelling introduced in Fundamentals of Fiction Writing and encourage you to consider those ideas in a more nuanced, expansive manner. We'll engage with works of short fiction on the micro level—diction, sentence construction, etc.—and the macro level—narrative, perspective, movement through time. The very best stories are built one sentence at a time, accumulating meaning through tone, careful examination of character, and close attention paid to the implications of dramatic incidents. As Flannery O'Connor is often quoted, "A story is a way to say something that can't be said any other way, and it takes every word in the story to say what the meaning is." We'll read, analyze, and discuss works of short fiction by the likes of Mary Gaitskill, Sherman Alexie, Amy Bloom, and Edward P. Jones. The majority of our class time, however, will be devoted to workshopping of student work.
Instructor(s): Will Boast Terms Offered: Spring
Prerequisite(s): Fundamentals of Fiction (CRWR 10205 or CRWR 10255), Beginning Fiction (CRWR 10200), or Honors Beginning Fiction (CRWR 10250)
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 42100

CRWR 22110. Advanced Fiction: Exploring Your Boundaries. 100 Units.
This advanced fiction workshop is for students who have taken Beginning or Intermediate Fiction Writing and produced a body of work, large or small, that reflects their developing aesthetic. Our workshops will focus on the fundamentals of craft like language, voice, and plot and character development, but with an eye also on expanding the formal possibilities in our storytelling. To that end, we'll examine the work of writers (Jorge Luis Borges, Julio Cortazar, Donald Barthelme, David Foster Wallace, Alice Munro, Tim O'Brien, et al.) who experiment with form, who unravel the rules of the "well-made story" and reconfigure it in order to present their unique vision of the world—an encouragement for you not necessarily to be "experimental" writers, but to explore more meaningful, memorable, and perhaps innovative ways of telling your own stories.
Instructor(s): Vu Tran Terms Offered: Spring
Prerequisite(s): Fundamentals of Fiction (CRWR 10205 or CRWR 10255), Beginning Fiction (CRWR 10200), or Honors Beginning Fiction (CRWR 10250)
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 42110

CRWR 22111. Advanced Fiction: The Importance of Plot. 100 Units.
What is plot—beyond the dramatic events that take place in a work of fiction? Why is it important—beyond engaging us in what happens to a story's characters? Can plot be just as consequential to character-driven, aesthetic-driven, or idea-driven fiction as it is to fiction that privileges incident and action? And what exactly do we mean when we label stories in this fashion? This advanced fiction workshop will examine these questions and the many others that concern this crucial but often underrated element of craft. We will begin with the basic mechanics of plot and work towards a deeper understanding of all its effects on a narrative, whether they be dramatic, formal, characterological, even philosophical. Most importantly, we will try to apply these lessons to our own work, no matter the label we assign to our narrative and aesthetic interests. For the course, students will complete one full-length story, which they will present for class critique, and then write a significant revision of that story, which they will either present for a second workshop or turn in at the end of the quarter. Students should expect a rigorous but constructive workshop environment where being a critic and an editor is as essential as being a writer. The course will also include writing exercises and readings of exceptional published fiction, all intended to advance the course's investigation of plot.
Instructor(s): Vu Tran Terms Offered: Autumn
Prerequisite(s): Fundamentals of Fiction (CRWR 10205 or CRWR 10255), Beginning Fiction (CRWR 10200), or Honors Beginning Fiction (CRWR 10250)
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 42111

CRWR 22114. Advanced Fiction: Home and Away. 100 Units.
In this specialized fiction workshop, students will read and write about leaving and arriving, exploring notions of home, exile, diaspora, and national identity. We will work on creating stories that have momentum and meaning, with a focus on language, translation, and landscape. Readings include Adichie, Lahiri, Sharma and Strauss.
Instructor(s): Rachel DeWoskin Terms Offered: Autumn
Prerequisite(s): Fundamentals of Fiction (CRWR 10205 or CRWR 10255), Beginning Fiction (CRWR 10200), or Honors Beginning Fiction (CRWR 10250)
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 42114

CRWR 23110. Advanced Poetry: The Long Poem. 100 Units.
In this course, you will propose and then begin to execute the composition of a long poem. Your proposals will focus not only on quality of inspiration in subject and idea, but also on formal concerns (in what manner to write a long poem), and issues of feasibility. The goal of the course is to have you on your way to completing your own long poem by the end of ten weeks, aided by extensive reading of long-form poetry for class discussions, and intensive mutual scrutiny of the projects of everyone involved in the class. Among the long poems we will consider: Walt Whitman, “Song of Myself”; Gerard Manley Hopkins, “The Wreck of the Deutschland”; H.D., *Trilogy*; Vicente Huidobro, *Altazor*; Aimé Césaire, *Notebook of a Return to a Native Land;* Ronald Johnson, *Radi os;* Anne Carson, “The Glass Essay”; Alice Oswald, *Memorial;* Pam Rehm, *The Larger Nature*; and Jeff Clark, *The Little Door Slides Back*.
Terms Offered: Spring
Prerequisite(s): Fundamentals of Poetry (CRWR 10305), Beginning Poetry (CRWR10300), or Honors Beginning Poetry (CRWR 10350)
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 43110

CRWR 23111. Advanced Poetry: Poetry Chapbooks. 100 Units.
This course is designed for graduating fourth-years who have written creative BA theses. We will investigate the poetry chapbook as both text and texture by attending closely to the content and construction of the medium. Using students' manuscripts-in-progress, drafted during the Winter Quarter thesis workshops, we spend the first three weeks polishing and refining manuscript drafts. We will attempt to contextualize our efforts in the history and theories of chapbooks, editions, editing, artist's books, etc. Then we will move to production, where we will each use InDesign to lay out the contents of a book; we will also explore multiple technologies (old and new) to design our books' formats and covers. The course will culminate at the BA thesis readings, where we will celebrate each writer's chapbook and distribute the books to a wider public.
Terms Offered: Spring
Prerequisite(s): Fundamentals of Poetry (CRWR 10305), Beginning Poetry (CRWR10300), or Honors Beginning Poetry (CRWR 10350)
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 43111

CRWR 24001. Advanced Nonfiction: Aiming for Publication. 100 Units.
This workshop is for students who are about to enter the real world and want to leave the ivory tower with a realistic view of their strengths and limitations. A forewarning: I can't get you an editor or an agent. The only way to do that is to have a forceful and beautifully-written manuscript. This course is about how to begin that manuscript. It's a workshop, meaning that you're responsible for generating the majority of our text and our discussions. Every week we'll read and discuss successful published work I've selected to specifically illustrate solutions to the problems that have come up in your and your classmates' work. That's because the best way to become a better writer is to become a better reader. If you learn nothing else in this course, you'll learn that.
Instructor(s): Dan Raeburn Terms Offered: Spring
Prerequisite(s): Fundamentals of Nonfiction (CRWR 10405), Beginning Nonfiction (CRWR 10400), or Honors Beginning Nonfiction (CRWR 10450)
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 44001

CRWR 27200. Portfolio Workshop in Fiction. 100 Units.
This course is for students minoring in creative writing or any advanced student working on a serious fiction project. It is primarily a workshop, so please come to our first class with a project in progress (short stories from a collection, excerpts from a novel or a novella), ready for you to discuss and to submit for critique. Everyone will workshop two pieces from their project, and 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. Throughout the quarter, will also read and discuss a selection of essays and fiction that will hopefully deepen everyone's engagement with their own work.
Instructor(s): Vu Tran Terms Offered: Winter
Prerequisite(s): Required for the Creative Writing Minor.
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 47200

CRWR 27300. Portfolio Workshop in Poetry. 100 Units.
This course is for students minoring in creative writing or any advanced student working on a serious poetry project. It is primarily a workshop, so please come to our first class with a project in progress, ready for you to discuss and to submit for critique. Everyone will workshop several poems from their project, and as in any writing workshop, we will stress the fundamentals of craft like language and voice, with an eye also on how to shape your work for the longer form you have chosen. Throughout the quarter, we will also read and discuss a selection of essays and poems that will hopefully deepen everyone's engagement with their own work.
Terms Offered: Winter
Prerequisite(s): Required for the Creative Writing Minor.
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 47300

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 Terms Offered: Winter
Prerequisite(s): Required for students working on BA or MA thesis in fiction.
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 advanced students who are working on major projects. 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): Srikanth Reddy Terms Offered: Winter
Prerequisite(s): Required for students working on a BA or MA thesis 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, *re*writing. 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.
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

Education

Students interested in UChicago UTEP should consult with Pete Segall, the BA/MA adviser, at 773.702.3750, psegall@uchicago.edu; and with Diane New-Hardy and Rhonda Roseboro, UChicago UTEP's recruitment team. They can be reached at 773.702.6192 or recruit@utepchicago.org.

Education is an area of practice and policy that is subject to scholarly inquiry from a variety of disciplinary perspectives. A number of departments (e.g., comparative human development, psychology, public policy, sociology) offer courses relevant to education and teaching. Many education courses can be used to meet undergraduate program requirements in those departments and help students explore their interests within the field.

Urban Teacher Education Program (UChicago UTEP)

For students who are particularly interested in teaching children in grades K-12, the University offers a nationally acclaimed certification and master's degree program. The University of Chicago Urban Teacher Education Program (UChicago UTEP) prepares elementary school teachers (grades K–9) and secondary teachers in math and biology (grades 6–12) for work in Chicago Public Schools. UChicago UTEP is housed within the Urban Education Institute and Graham School of Continuing Liberal and Professional Studies.

Typically students apply to the program in their third year and take the foundations sequence in their fourth year. However, other students apply in their fourth year for participation in the program after graduation from the College.

Accepted College students must take a required three-quarter Foundations of Education sequence (SOSC 25501-25502-25503 Schools and Communities; Human Development and Learning; Teaching and Learning in Urban Schools) as well as additional content area courses in their fourth year, and then continue with a 15-month graduate program that includes a yearlong residency in local public schools, including the University of Chicago Charter School. A master of arts in teaching is awarded upon successful completion of the program, along with a professional educator license from the State of Illinois.

UChicago UTEP Courses

SOSC 25501-25502-25503. Schools and Communities; Human Development and Learning; Teaching and Learning in Urban Schools.
This is a yearlong sequence on the foundations of education in urban contexts.

SOSC 25501. Schools and Communities. 100 Units.
This course focuses on communities, families, and the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as students explore questions about why we have public schools, why they are organized as they are (especially in urban contexts), and how these institutions might be reformed. The topics covered represent essential intellectual perspectives for any professional who seeks to work in an urban school context. This course has been designed to afford students with multiple analytic lenses to complement and integrate students' academic, field experiences, tutoring work, and "soul strand" reflections across the year. The course project requires students to use what they have learned to conduct an in-depth school study.
Terms Offered: Autumn
Equivalent Course(s): UTEP 35501

SOSC 25502. Human Development and Learning. 100 Units.
The focus of this course is the child, and the course provides a variety of lenses through which to look at children. Using the rich professional resources of the Center for Urban School Improvement and the University of Chicago Charter School, students are introduced to approaches to observing children for different purposes; the prominent, and sometimes contradictory, theories of learning and child development; what we know about motivation and engagement and implication for the classroom; and the sociocultural contexts that influence both student performance and the way we look at children. Each section of the course includes an observation assignment that builds towards the final assignment of producing a study of a schoolchild that the student has tutored.
Terms Offered: Winter, Spring
Equivalent Course(s): UTEP 35502

SOSC 25503. Teaching and Learning in Urban Schools. 100 Units.
Elementary Program: In this course, students explore the roots of the progressive and critical traditions in education, with a particular focus on John Dewey and Paulo Freire. Students will analyze historical and more contemporary philosophies of education in an attempt to integrate and make meaning of their relevance in the current context of Chicago Public Schools in 2014. The dilemma of how to enact educational theory, through reflection and action, or praxis, is central to the course. For the final assignment, students will develop and teach a piece of curriculum that reflects their understandings from the course. **Secondary Program:** This course is designed to help you to think deeply and philosophically about education by studying the growth of an imaginary person from birth to young adulthood. In 1762, Jean-Jacques Rousseau published his book *Emile*, subtitled *On Education*, which details his thought-experiment to create Emile, making him an ideal citizen. Among the many questions Rousseau raises are what is education, what is a teacher, can education set us free, are there particular times of readiness to learn certain lessons, and should we want the same educational aims for all children? For the final assignment, students conduct a teacher study and revise their own philosophy in light of the course readings and discussions.
Terms Offered: Spring
Equivalent Course(s): UTEP 35503

SOSC 25502. Human Development and Learning. 100 Units.
The focus of this course is the child, and the course provides a variety of lenses through which to look at children. Using the rich professional resources of the Center for Urban School Improvement and the University of Chicago Charter School, students are introduced to approaches to observing children for different purposes; the prominent, and sometimes contradictory, theories of learning and child development; what we know about motivation and engagement and implication for the classroom; and the sociocultural contexts that influence both student performance and the way we look at children. Each section of the course includes an observation assignment that builds towards the final assignment of producing a study of a schoolchild that the student has tutored.
Terms Offered: Winter, Spring
Equivalent Course(s): UTEP 35502

SOSC 25503. Teaching and Learning in Urban Schools. 100 Units.
Elementary Program: In this course, students explore the roots of the progressive and critical traditions in education, with a particular focus on John Dewey and Paulo Freire. Students will analyze historical and more contemporary philosophies of education in an attempt to integrate and make meaning of their relevance in the current context of Chicago Public Schools in 2014. The dilemma of how to enact educational theory, through reflection and action, or praxis, is central to the course. For the final assignment, students will develop and teach a piece of curriculum that reflects their understandings from the course. **Secondary Program:** This course is designed to help you to think deeply and philosophically about education by studying the growth of an imaginary person from birth to young adulthood. In 1762, Jean-Jacques Rousseau published his book *Emile*, subtitled *On Education*, which details his thought-experiment to create Emile, making him an ideal citizen. Among the many questions Rousseau raises are what is education, what is a teacher, can education set us free, are there particular times of readiness to learn certain lessons, and should we want the same educational aims for all children? For the final assignment, students conduct a teacher study and revise their own philosophy in light of the course readings and discussions.
Terms Offered: Spring
Equivalent Course(s): UTEP 35503

Education-Related Courses

Comparative Human Development Courses

CHDV 20209. 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
Note(s): CHDV Distribution, B, D
Equivalent Course(s): PSYC 20209

Economics Courses

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: Spring
Prerequisite(s): ECON 21000
Equivalent Course(s): PBPL 26700

Psychology Courses

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. Kinzler, L. Richland Terms Offered: Autumn
Note(s): CHDV Distribution, B
Equivalent Course(s): CHDV 25900

PSYC 23200. 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): CHDV 23900,LING 21600

Public Policy Courses

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

Sociology Courses

SOCI 20004. 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
Note(s): Students are expected to attend two lectures and one lab per week. UG Sociology majors and Sociology PhD students only. Others by consent of instructor
Equivalent Course(s): SOCI 30004

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): SOCI 30192

Human Rights

The Pozen Family Center for Human Rights

Founded in 1997 as the Human Rights Program, the University of Chicago Pozen Family Center for Human Rights was renamed in June 2014. The Pozen Family Center offers a broad range of innovative interdisciplinary teaching and research initiatives that critically explore the theory and practice of human rights. The Pozen Family Center advances the global study of human rights through:

- Developing a rigorous liberal arts curriculum that combines foundational research with practice-oriented teaching.
- Supporting research that brings together faculty and students from across the University to address the challenges of articulating universal human rights in a world of global inter-connectedness.
- Organizing programs to enhance the University's engagement with local, national, and international human rights communities.

The Human Rights Curriculum (https://humanrights.uchicago.edu/page/curriculum) includes a core set of courses introducing philosophical, historical, and contemporary understandings of human rights; an undergraduate minor (https://humanrights.uchicago.edu/page/undergraduate-minor-human-rights); elective courses with distinct disciplinary, thematic, and/or regional perspectives; and a foundational course for graduate students. Students wishing to pursue a systematic introduction to the study of human rights are encouraged to take the core courses:

HMRT 20100	Human Rights I: Philosophical Foundations of Human Rights	100
HMRT 20200	Human Rights II: History and Theory	100
HMRT 20300	Human Rights III: Contemporary Issues in Human Rights	100

Additional courses provide an in-depth study of various human rights issues from different theoretical, thematic, or regional perspectives. In Spring Quarter 2016, Human Rights I, II, and III will be offered in Vienna through Study Abroad (p. 1150).

The Internship Program (https://humanrights.uchicago.edu/page/human-rights-internship-program) provides summer fellowships to undergraduate and graduate students to gain hands-on experience in human rights practice at host organizations in the United States and around the world.

The Pozen Family Center for Human Rights also advances path-breaking human rights research by supporting innovative scholarship and facilitating multi-year initiatives around key human rights questions. The Pozen Family Center aims to foster a human rights culture at the University of Chicago and in its broader community by hosting public events (https://humanrights.uchicago.edu/page/events) throughout the year. These conferences, workshops, lectures, performances, and exhibitions bring scholars and practitioners from around the world to campus to explore human rights in theory and practice.

Undergraduate Minor in Human Rights

College students in any field of study may complete a minor in Human Rights. The undergraduate minor in Human Rights is an interdisciplinary plan of study that provides students the opportunity to become familiar with 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 an appropriate discipline or for careers that incorporate human rights advocacy (e.g., journalism, filmmaking, the practice of law or medicine, teaching, policy analysis, service in government or intergovernmental entities).

The minor requires five courses. At least two of the courses must be selected from the three Human Rights core courses:

HMRT 20100	Human Rights I: Philosophical Foundations of Human Rights	100
HMRT 20200	Human Rights II: History and Theory	100
HMRT 20300	Human Rights III: Contemporary Issues in Human Rights	100

The remaining three courses can be selected from among the Human Rights core and approved Human Rights (HMRT) courses.

To apply for the minor, students must receive the Executive Director's approval 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 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.

NOTE: Lists of Human Rights (HMRT) courses are updated quarterly on the Pozen Family Center website at humanrights.uchicago.edu/page/curriculum.

Core Courses

HMRT 20100. Human Rights I: 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. (A) (I)

Instructor(s): B. Laurence Terms Offered: Spring 2016

Equivalent Course(s): HMRT 30100,PHIL 21700,PHIL 31600,HIST 29301,HIST 39301,INRE 31600,LAWS 41200,MAPH 40000,LLSO 25100,HMRT 20100

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): To be announced Terms Offered: Winter 2016

Equivalent Course(s): CRES 29302,HIST 29302,HIST 39302,HMRT 30200,INRE 31700,LAWS 41301,LLSO 27100

HMRT 20300. Human Rights III: Contemporary Issues in Human Rights. 100 Units.

This interdisciplinary course presents a practitioner's overview of several major contemporary 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. Topics may include the prohibition against torture, women's rights as human rights, problems of universalism versus cultural relativism, and the human right to health.

Instructor(s): S. Gzesh Terms Offered: Autumn 2015

Equivalent Course(s): HMRT 30300,HIST 29303,HIST 39303,INRE 31800,LAWS 78201,LLSO 27200

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 2016 (in Vienna)

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 2016 (in Vienna)

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 2016 (in Vienna)

Human Rights Courses

HMRT 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 20116,HMRT 30116,PBPL 27900,SOCI 30116

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 2016
Equivalent Course(s): MEDC 60405

HMRT 23301. History of Humanitarian Intervention. 100 Units.
The post–Cold War world has been seen a proliferation of so-called humanitarian interventions as well as of doctrines and agreements that guide them. R2P, the Responsibility to Protect, is the most prominent example for the latter. What do we make of these interventions for humanitarian ends? Should we denounce their backers as covert imperialists or their detractors as callous fellow-travelers for genocidaires? Should we give up humanitarian reasoning? There is no self-evident answer. However, there is quite a bit of material to work with. First of all, why this sudden rush toward humanitarian intervention? How do these interventions relate to the older (Cold War) history of (UN) peacekeeping? Second, forced humanitarian interventions have a surprisingly long history that makes a difference, if we want to understand the present. This is a history of interstate protection for (religious) minorities, a history of muscular, imperial meddling in other people's and, especially, in the Ottoman Empire's affairs, a history not least of securitizing relief operations, and only eventually a history of protecting against humanitarian and human rights abuses. In all of these instances it is a history of legitimating violence as the lesser evil in the face of grievous abuses and man-made disasters, which would suggest that the future of global politics is not with peacekeeping, but with internationally sanctioned warmaking.
Instructor(s): M. Geyer Terms Offered: Winter
Equivalent Course(s): HIST 22117,HIST 32117,HMRT 33001,LLSO 23402

HMRT 23302. Humanitarianism: History and Theory. 100 Units.
Humanitarianism in its most general form is an ethics of benevolence and sympathy extending universally and impartially to all human beings. Humanitarians understand the world as an affective community and insist that the world can be transformed and, if not transformed, suffering and ill-treatment can be alleviated by fearless vanguards of compassion. Lately, the entire concept has come under attack as deceptive, fraudulent, and useless. If anything, so it is argued, humanitarianism has failed, if it has not actively worsened humanitarian crises. Humanitarians promise relief and deliver a mess; they consort with the worst abusers of human rights; they have never changed anything. Well, one of the questions we will ask is what we make of this critique in light of the historical record. What do humanitarians do? What is their effect and when and where are they effective? Is it true that abolitionists have achieved the abolition of slavery? What about the struggle for social justice? About famine relief? About refugee aid? However, rather than chasing one case after another, we will focus on the humanitarian rationale for action and how it differs from other such rationales, say, Pacifist, Marxist, or liberal rights-based approaches.
Instructor(s): M. Geyer Terms Offered: Spring
Equivalent Course(s): HIST 33512,HMRT 33002,LLSO 23114,HIST 23512

HMRT 24501. Human Rights in Mexico. 100 Units.
This course is intended to give the student a foundation in understanding human rights as both concept and reality in contemporary Mexico. Subject matter includes an overview of key periods in Mexican history in which concepts of individual and group rights, the relationship between citizens and the state, and the powers of the Church and the state were subject to change. This historical review will form the foundation for understanding human rights issues in contemporary Mexico. The course will also examine modern social movements which frame their demands as human rights.
Instructor(s): S. Gzesh Terms Offered: Winter 2016
Prerequisite(s): A reading knowledge of Spanish and at least one course on Latin American history or culture are required.
Equivalent Course(s): HMRT 34501,LACS 24501,LACS 34501,HIST 29408,HIST 39408

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: Not offered in 2015-2016
Equivalent Course(s): LACS 25303,LAWS 62401

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): MAPS 36900,ANTH 20405,ANTH 30405,CHDV 30405,HMRT 35210,SOSC 36900

HMRT 26150. Human Dignity. 100 Units.
This advanced undergraduate course will examine the notion of human dignity, with a special eye towards its role in contemporary human rights discourse. The course begins by tracing the historical development of the idea of human dignity both in philosophy and in law, and from there it moves on to examine contemporary usages. Questions to be examined include the following: What is the meaning of "human dignity"? Is it basic to morality? What is the relationship between human dignity and human rights? Does respect for human dignity require the abolition of capital punishment and/or the permission of assisted suicide, among other practices? Is it an inherently religious idea? What grounding might it have in secular ethics?
Instructor(s): A. Etinson Terms Offered: Winter 2016
Equivalent Course(s): HMRT 36150,INRE 36150,LAWS 78203,PHIL 21625,PHIL 31625

HMRT 26151. Human Rights and Human Diversity. 100 Units.
It is no secret that human beings frequently disagree on matters both large and small. Our neighbors hold religious beliefs that we do not. They disagree with us on scientific matters, such as the reality of climate change. They have different life priorities. And they have moral intuitions that often differ strikingly from our own. At the level of whole communities, these differences seem to grow even starker. The highly visible ideological conflicts between the nations of Western Europe and North America, Africa, the Middle East, and Asia on matters of religious freedom, freedom of expression, democracy, gender equality, gay rights, and the rights of children serve as a constant reminder of this. This is the reality in which defenders and practitioners of human rights have to operate. And it is therefore important to think about how these disagreements and differences should impact both our understanding and implementation of human rights, if at all. That is the aim of this course.
Instructor(s): A. Etinson Terms Offered: Spring 2016
Equivalent Course(s): HMRT 36151,PHIL 21701,PHIL 31621,MAPH 36151,CRES 26151,CRES 36151,GNSE 26151,GNSE 36151,CHSS 36151,HIPS 26151,LLSO 26151

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): AMER 27605,CRES 27605,GNSE 27605,LLSO 28010,HIST 27605

HMRT 27306. U.S. Women and Gender. 100 Units.
Instructor(s): A. Stanley Terms Offered: Winter
Equivalent Course(s): HIST 37306,HMRT 37306,LLSO 27306,HIST 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): HMRT 38310,CHDV 26310

HMRT 28602. 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): E. Lyon, H. Saussy Terms Offered: Spring
Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): BIOS 29323,BPRO 28600,CMLT 28900

HMRT 29001. The Practice of Human Rights. 100 Units.
The seminar uses an interdisciplinary approach to give students a variety of conceptual frameworks to integrate their field experience into their academic program. Course material focuses on two major aspects of the internship experience: analysis of the work of "social change" organizations and an evaluation of the student's personal experience. The first half of this course is dedicated to readings and discussion. Students then give presentations that are subject to group critique and discussion.
Instructor(s): S. Gzesh Terms Offered: Not offered in 2015-2016
Prerequisite(s): Completion of Human Rights Program internship or equivalent experience in a rights-focused advocacy organization and consent of instructor.

Molecular Engineering

Molecular engineering is rooted in the concept of translating molecular-level science in physics, chemistry, and biology into new technologies and solutions to societal problems of global significance, and to continually inspire creative applications of molecular-level science. This new approach to engineering research and education combines skill sets across disciplines, emphasizing problem solving and disciplinary integration rather than traditional separation of engineering disciplines.

Institute for Molecular Engineering

With renowned scientists from around the world, the Institute for Molecular Engineering is at the forefront of an emerging field that has the potential to address fundamental problems of societal import. This exciting new field involves the incorporation of synthetic molecular building blocks into functional systems that will impact technologies from advanced medical therapies to quantum computing.

Created in partnership with Argonne National Laboratory, the institute builds on the tradition of collaboration and cutting-edge research well established at Argonne and the University of Chicago. It conducts research at the intersection of chemical, electrical, mechanical, and biological engineering as well as materials, biological, and physical sciences. The institute's exploration of innovative technologies in nanoscale manipulation and design at a molecular scale has the potential for impact in such areas as energy, health care, and the environment.

In addition to the minor program outlined below, the institute plans to offer a major program in molecular engineering that will be announced in the autumn term of 2015. More details will follow, but prospective majors should know that course work in the major will be highly quantitative and will build on the foundations of CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III, PHYS 13100-13200-13300 Mechanics; Electricity and Magnetism; Waves, Optics, and Heat, and MATH 15100-15200 Calculus I-II.

Minor Program in Molecular Engineering

The minor program in molecular engineering is designed for undergraduates majoring in physical or biological science, 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.

General Education Requirements and Admission to the Minor Program

Before a student can declare the minor in molecular engineering, the student must:

- Complete the general education requirements in mathematics and physical or biological sciences
- Earn a B or higher in MENG 20000 Introduction to Emerging Technologies

Following completion of the general education requirements and MENG 20000 Introduction to Emerging Technologies (with a grade of B or better), students may apply to the director of undergraduate studies of the Institute for Molecular Engineering for admission into the minor in molecular engineering program.

A student must receive the director of undergraduate studies' approval of the minor program on a form 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.

Course Requirements

To earn the minor in molecular engineering, a student must complete five courses. MENG 20000 Introduction to Emerging Technologies and MENG 29700 Undergraduate Research for Molecular Engineering must be among the five courses counted towards the minor. In rare cases, courses offered by other departments and programs may be substituted for courses listed above upon approval by the director of undergraduate studies of the Institute for Molecular Engineering. Three additional courses are required, chosen from Molecular Engineering or other programs; courses not in Molecular Engineering must be approved by the director of undergraduate studies.

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 20000	Introduction to Emerging Technologies *	100
MENG 29700	Undergraduate Research for Molecular Engineering	100
Three additional courses in Molecular Engineering or other programs **		300
Total Units		500

* With a grade of B or higher

** Courses not in Molecular Engineering must be approved by the director of undergraduate studies.

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 Terms Offered: Autumn

Prerequisite(s): Completion of the general education requirements in mathematics and physical or biological sciences

MENG 21000. Molecularly Engineered Materials and Material Systems. 100 Units.
Synthesis, processing and characterization of new materials are the pervasive, fundamental necessities for molecular engineering. Understanding how to design and control 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. We will start with atomic-level descriptions and means of thinking about the structure of materials, and then we will build 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, we will study applications of major concepts of the course in quantum materials, electronic materials, energy-related materials, and biomaterials.
Instructor(s): Paul Nealey Terms Offered: Winter
Prerequisite(s): Completion of the general education requirements in mathematics and physical or biological sciences

MENG 23000. Mathematical Foundation of Molecular Engineering. 100 Units.
The predictive theoretical and modeling basis of molecular engineering rests, in one part, on the implications of a few important partial differential equations, which our students must master, fully appreciate, and be prepared to use. These include: Navier-Stokes, Schrödinger, and the Diffusion/Heat Conduction. This course will cover the physical origin and derivation of these equations in different applications, and discuss general methods of solution and approximations. Students will also be introduced to introductory computational methods for solving these equations. The emphasis will be on extracting the physical content embodied in these equations, leading to the ability to predict and engineer the properties of physical systems.
Instructor(s): Juan de Pablo, Giulia Galli Terms Offered: Winter
Prerequisite(s): MATH 20000 and MATH 20100 or MATH 22000 or PHYS 22100

MENG 24100. Selected Topics in Molecular Engineering: Molecular/Materials Modelling I. 100 Units.
Molecular modeling seeks to develop models and computational techniques for prediction of the structure, thermodynamic properties, and non-equilibrium behaviour of gases, liquids, and solids from knowledge of intermolecular interactions. 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.
Instructor(s): Juan de Pablo, Giulia Galli Terms Offered: Winter
Prerequisite(s): MATH 20000 and MATH 20100 or MATH 22000 or PHYS 22100
Equivalent Course(s): MENG 34100

MENG 24200. Selected Topics in Molecular Engineering: Molecular/Materials Modelling II. 100 Units.
This course provides a continuation of the topics covered in Molecular Modelling I. It seeks to introduce students to electronic structure methods for modelling molecular and condensed systems. The topics covered will include an introduction to quantum mechanical descriptions of ground and excited state properties of molecules and solids. The course will focus on simulations based on the numerical solution of the Schroedinger equation using different approximations, including wavefunctions methods (e.g., Hartree Fock), and density functional theory, and various integration techniques and basis sets.
Instructor(s): Giulia Galli, Juan de Pablo Terms Offered: Spring
Prerequisite(s): MENG 24100
Equivalent Course(s): MENG 34200

MENG 24300. Selected Topics in Molecular Engineering: 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): Joel Collier and Jeffrey Hubbell Terms Offered: Spring
Prerequisite(s): BIOS 20186 or BIOS 20234
Equivalent Course(s): BIOS 21507

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): Staff Terms Offered: Spring
Prerequisite(s): Completion of the general education requirements in mathematics and physical or biological sciences

MENG 29600. Practice of Research. 100 Units.
Through lectures and discussions, this course provides experience in pursuing academic and industrial careers within science and engineering. Course components include proposal development, funding opportunities, publication and peer review, effective presentations, intellectual property, ethics, evolution of ideas to products, venture funding and partnership. Recommended to be taken concurrently with MENG 29700 Undergraduate Research in Molecular Engineering.
Instructor(s): David Awschalom Terms Offered: Spring
Prerequisite(s): MENG 29700 or Concurrent

MENG 29700. Undergraduate Research for Molecular Engineering. 100 Units.
IME faculty will offer one-quarter research experiences for all students enrolled in the minor. 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 (in a true research experience of the sort we intend to offer, of course, timelines for results can't be constructed in advance), and (4) a summary of academic goals—such as demonstrating knowledge of the literature and developing communication skills (e.g., though presentations at group meetings).
Instructor(s): IME Faculty Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Faculty Consent
Note(s): If a student cannot engage an IME faculty research sponsor on their own, the student should consult with the Director of Undergraduate Studies, Institute for Molecular Engineering, Professor Paul Nealey.

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. Students should consult their College advisers, as well as the appropriate program chairman or program coordinator, for detailed information about these options.

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. 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 begin the application process in the autumn of their third year by meeting with the College BA/MA adviser, Pete Segall. By the end of the third year, all joint degree candidates will need to complete 33 to 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 (the joint BA/MAT degree in urban teaching is an exception to this). 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 Social Service Administration (p. 1144)
- Joint BA/MAT in Urban Teaching (p. 1145)
- Professional Option: Medicine (p. 1146)
- Professional Option: Public Policy Studies (p. 1147)

Further information about the five-year joint programs may be found in the accompanying table (collegecatalog.uchicago.edu/thecollege/jointdegreeprograms/BA-MA_Structures_--_5Yr_Programs_April_3_2013.pdf).

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 the College BA/MA 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 (p. 1137)
- Joint BA/MS or BS/MS in Computer Science (p. 1138)
- Joint BA/MA in the Humanities (p. 1139)
- Joint BA/MS or BS/MS in Mathematics (p. 1142)
- Joint BA/MA in the Social Sciences (collegecatalog.uchicago.edu/thecollege/jointdegreesocsci)
- Joint BA/MS or BS/MS in Statistics (p. 1143)
- International Relations (p. 1148)

Further information about four-year joint programs can be found in the accompanying table (collegecatalog.uchicago.edu/thecollege/jointdegreeprograms/BA-MA_Structures_--_4Yr_Programs_April_3_2013_one_page_version.pdf).

* 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 will 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 and Pete Segall at psegall@uchicago.edu in the College advising office.

Joint BA/MS or BS/MS in Computer Science

Outstanding Computer Science majors may apply to complete an MS in Computer Science along with a BA or BS during their four years at the College.

Participants must be admitted to the joint MS program. Prior to applying to the program, interested students must meet with Sharon Salveter, Computer Science Department Counselor, and Pete Segall, the College joint degree adviser. (For an appointment with Mr. Segall, call the College Adviser's Reception Desk at 702.8615.) Students must submit applications for the joint program during the Winter Quarter of their third year.

Participants in the joint BA/MS or BS/MS program must meet the requirements for the BA or BS plus nine courses for the MS and a master's project. Three of the nine courses for the MS may also be used to meet the requirements of the BA or BS, resulting in a total of 20 courses in Computer Science. For details, visit cs.uchicago.edu/info/BxMS.

Joint BA/MA in the Humanities

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 with interests in cinema and media studies, classics, cultural policy, or creative writing take advantage of one of the four Master of Arts Program in the Humanities (MAPH) program options in those fields.

Undergraduate students who wish to complete an MA in the Humanities concurrently with a bachelor's degree should begin by discussing this option with the College BA/MA adviser and with the BA adviser 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 the BA/MA adviser in the College and fill out a BA/MA Worksheet. The BA/MA 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.

Time Limits

This course of study is not intended to prolong registration beyond four undergraduate years. All course registrations for both degrees must be completed in three quarters after enrollment into the MA in the Humanities program. 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 MA in the Humanities degrees 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. Therefore, students admitted to this program should consult the College Aid Office to determine if their financial aid will be affected.

A minimum of six quarters of undergraduate residence in the College is required, including the three quarters of registration in MAPH.

* 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 will 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/MAPH 30400 Thesis Writing Workshop.

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) 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). 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 obtain from the Humanities Dean of Students office (Walker 111) a graduate application. 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 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 BA/MA adviser
5. Joint BA/MA in the Humanities 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 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, 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/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 excel on the Calculus Accreditation Exam (during Orientation Week of the student's first year) and 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 boller@math.uchicago.edu.

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 STAT 24400 Statistical Theory and Methods I (or STAT 24410 Statistical Theory and Methods Ia) and STAT 24500 Statistical Theory and Methods II 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 adviser in the College 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, STAT 24400-24500 Statistical Theory and Methods I-II and STAT 24610 Pattern Recognition, which are required for the MS in Statistics, could also be used to meet part of the requirements of a BA or BS program in Mathematics for courses outside of Mathematics.

Other requirements include a master's paper and participation in the Consulting Program of the Department of Statistics. For details, visit www.stat.uchicago.edu/admissions/MastersDegree.shtml.

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 the BA/MA adviser in the College and with the director of admissions at SSA as soon as their second year, but no later than early in their third year.

Applicants are expected to have a GPA of 3.25 or higher and to have completed all of their general education requirements. To be admitted to the joint program, students must have no more than two courses remaining in their undergraduate degree major by the end of their third year. Those two courses may be taken during the Autumn and Winter Quarters of the fourth year and may be counted toward the College major with the approval of the Director of Undergraduate Studies in the major.

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 of joint residence (College year four) and one in the second year of joint residence. Because this constitutes a demanding curriculum, 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 Joseph Edwards, Associate Dean of Students in SSA, at 773.702.1424 or jredward@uchicago.edu, or visit ssa.uchicago.edu/ab-am-program.

Joint BA/MAT in Urban Teaching

The University of Chicago Urban Teacher Education Program (UChicago UTEP) is a two-year master's degree program that recruits and prepares candidates with strong undergraduate backgrounds and a commitment to educational equity to teach in underserved urban public schools. Its particular emphasis is preparing elementary teachers and secondary mathematics and biology teachers for the Chicago public schools. Undergraduate students can apply for the Joint BA/MAT Program during their third year in the College. Admitted students begin the joint degree program in their fourth year by taking a three-quarter Foundations of Education sequence (SOSC 25501-25502-25503 Schools and Communities; Human Development and Learning; Teaching and Learning in Urban Schools). These students then continue with a fifteen-month graduate program that includes substantial clinical work in local Chicago public schools, including the University of Chicago Charter School campuses. Offered through the program are master of arts in teaching degrees for elementary grades (grades K–8), high school mathematics (grades 6–12), and high school biology (grades 6–12). Graduates also receive state certification.

Students interested in UChicago UTEP should consult with Pete Segall, the BA/MA adviser, at 773.702.3750, psegall@uchicago.edu; and with Diane New-Hardy and Rhonda Roseboro, UChicago UTEP's recruitment team. They can be reached at 773.702.6192 or recruit@utepchicago.org. Consultations should begin early in the second year so that all College requirements can be met.

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.

Because of 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 nationwide candidates for medical school (i.e., GPA typically in the range of 3.7 and MCAT scores typically not less than 33 with no individual section score less than 8). Eligible students also have a clear understanding of their motivation for medicine; evidence of analytical thinking, effective communication skills, leadership, and engagement in the various communities in which they participate; and 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 a health professions adviser early in their second year. Consult the Office of Admissions at the Pritzker School of Medicine (pritzkeradmissions@bsd.uchicago.edu) for details.

Professional Option: Public Policy Studies

The Irving B. Harris Graduate School of Public Policy Studies offers a program to undergraduate students interested in early completion of an advanced professional degree. Students must submit applications to the Office of Admissions, Chicago Harris, in Autumn Quarter of their third year.

To be eligible, students must have completed 33 credits (of the 42 required for an undergraduate degree) by the end of their third year. Completed credit must include:

- all 15 general education courses;
- one-half of the requirements for a College major;
- and one-half of the required number of electives.

At the end of their fourth year, having completed the first-year program of at least nine courses in the professional school, the student is awarded a *Bachelor of Arts in Professional Option: Public Policy Studies*. 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 BA degree.

Before beginning the application process with Chicago Harris for this professional option program, students must meet with Pete Segall, the BA/MA adviser. Students should make this appointment early in their second year so that all College requirements can be met. For an appointment, call the College Advisers Reception Desk at 702.8615.

International Relations

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 the College adviser (Pete Segall), the Associate Dean of Students in the Social Sciences (Kelly Pollock), and a CIR preceptor early in their third year. They 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 January 7 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 (Pick 307).

Study Abroad

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 study abroad programs in the following locations:

- Austria (Vienna)
- Botswana (Gaborone)
- Chile (Santiago)
- China (Beijing)
- Dominican Republic (Jarabacoa)
- Egypt (Cairo)
- France (Paris, Menton)
- Germany (Berlin)
- Great Britain (Bristol, Cambridge, Edinburgh, London, Oxford)
- Greece (Athens)
- Hong Kong
- India (Pune)
- Ireland (Dublin)
- Israel (Jerusalem)
- Italy (Bologna, Milan, Rome)
- Japan (Kyoto)
- Korea (Seoul)
- Mexico (Oaxaca)
- Russia (St. Petersburg)
- Spain (Barcelona, Toledo)
- Tanzania (Dar es Salaam)
- Turkey (Istanbul)

Direct enrollment programs at universities in the following cities may assume suitable preparation in the appropriate language:

- Barcelona
- Beijing
- Berlin
- Bologna
- Kyoto
- Menton

- Milan
- Paris
- Santiago
- Seoul
- St. Petersburg

An enrollment agreement with the following British or Irish institutions allows students to study for an academic year:

- King's College (London)
- London School of Economics and Political Science
- St. Catherine's College (Oxford) (Note: An Autumn Quarter–only option is available.)
- Trinity College (Cambridge)
- Trinity College (Dublin)
- University College (London)
- University of Bristol
- University of Edinburgh

Programs at the following locations offer intensive language instruction:

- Paris (Summer Quarter)
- Toledo (Autumn Quarter)

The following one-quarter programs meet the College's general education requirement in civilization studies:

With the exception of the Paris autumn Civilizations in French program (two years of French required) and the Barcelona spring Civilizations in Spanish program (two years of Spanish required), these programs have no language prerequisite. All programs offer the opportunity for both novice and experienced speakers to work on language skills.

- Athens
- Barcelona (Winter Quarter taught in English, Spring Quarter taught in Spanish)
- Beijing
- Cairo
- Hong Kong
- Istanbul
- Jerusalem
- Oaxaca
- Paris (Autumn, Winter, and Spring Quarters, taught in English)
- Paris (Autumn Quarter, taught in French)
- Paris (Autumn Quarter, African Civilizations, offered in alternating years)
- Pune
- Rome
- Vienna

The following one-quarter programs have a disciplinary focus:

- Beijing: Social Sciences (Spring Quarter)
- Dar es Salaam: Human Evolution and Ecology (Autumn Quarter)
- Gaborone: Culture and Society in Africa (bridges Winter and Spring Quarters)
- Jarabacoa: Latin American Health, Nutrition, and Environmental Issues (Summer Quarter)
- London: British Literature and History (Autumn Quarter)
- Paris: Primates and Human Evolution (Autumn Quarter)
- Paris: Biology (Winter Quarter)
- Paris: Social Sciences (Winter Quarter)
- Paris: Advanced Mathematics (Spring Quarter)
- Paris: Astronomy (Spring Quarter)
- Paris: Europe East and West (Spring Quarter)
- Paris: Humanities (Spring Quarter)
- Vienna: Human Rights (Spring Quarter)

Students who wish to study abroad should attend relevant information meetings. Students should discuss their plans with their College adviser to determine the implications of study abroad for their degree program in Chicago. They should then visit the Study Abroad Office to consult with Dana Currier (HM 211A, 702.6258), Lewis Fortner (HM 213, 702.4858), Juliana Gaither (HM 209, 702.0991), or Elana Kranz (HM 211B, 834.5424) about the application process. No appointment is necessary. For more information, including the most current list of program locations, visit study-abroad.uchicago.edu.

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 must be met by registering for courses bearing University of Chicago course numbers.

Summer International Travel Grants

Foreign Language Acquisition Grants (FLAG) and research grants are part of the Summer International Travel Grant (SITG) award program. These awards are designed to defray many of the expenses associated with summer language study and academic research abroad. Visit study-abroad.uchicago.edu/programs/byType/summer-grants to obtain the application for the FLAG and research grants. Applications must be completed online by the appropriate deadline, normally in mid-February.

FLAG

To be considered for FLAG funding, applicants must have completed or tested out of the 10300 level of the target language by their program's start date. They must also plan to enroll in an intermediate or advanced intensive language program abroad that is at least eight weeks in duration, at least fifteen hours of study a week, and located in a setting where the language is predominately spoken. If a language is not offered on campus, applicants may apply at any level. Students should visit study-abroad.uchicago.edu/programs/byType/summer-grants for more information, including access to a database of language schools where previous FLAG recipients have studied. Students should also contact language departments to identify appropriate programs. Students planning to enroll in the University of Chicago's Summer Paris Program or the Center in Beijing's Summer Chinese Program are eligible for FLAG funding and are encouraged to apply.

Research Grants

Numerous other grants are available to support research that is conducted outside the United States. Many of these grants are intended to support research that will lead to the completion of a bachelor's thesis. Proposals for other international academic projects and for research that is not related to a bachelor's thesis may also be considered.

Preparation for Professional Study

Business

The College provides no specific course of preprofessional studies to prepare students for graduate study in business administration. It is advisable for interested students to pursue a program of study that hones their quantitative, verbal, and written skills. In addition to course work required to complete their major, students should consider taking the following as electives.

ECON 19800	Introduction to Microeconomics	100
ECON 19900	Introduction to Macroeconomics	100
STAT 22000	Statistical Methods and Applications	100
ENGL 13000	Academic and Professional Writing (The Little Red Schoolhouse)	100
Up to six of the courses at the University of Chicago Booth School of Business that are open to qualified College students *		

* including BUSF 30000 Financial Accounting

Additional support is provided by the UChicago Careers in Business (https://careeradvancement.uchicago.edu/uchicago-careers-in/business) program. This structured and selective three-year program is organized and managed by Career Advancement. Applications are accepted from all students, regardless of their major, from Spring Quarter to mid-August of their first year. Components of the UChicago Careers in Business program include:

- Weekly mandatory business competencies workshops targeting career exploration, professional development, and technical skills acquisition
- Small group employer site visits to meet with and learn from professionals in the industry
- Industry experienced adviser team focused on preparing program participants to begin their careers in business and/or apply to graduate programs in business administration
- Mentoring opportunities by students from the University of Chicago Booth School of Business
- Minimum of three courses at Chicago Booth, one of which must be BUSF 30000 Financial Accounting

Most graduate business schools require applicants to take the Graduate Management Admissions Test (GMAT). Students planning to apply to graduate studies in business administration within two years of graduation should take the GMAT in the summer preceding their final year in the College; registration materials are available in Career Advancement. Graduate business schools typically expect matriculating students to have acquired several prior 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 three times per academic term and cover an array of topics and issues in the field of education. Events have included a talk with U.S. Secretary of Education Arne Duncan and the first Urban Education Summit.

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 primary, secondary, and higher education institutions. During these treks, students have the opportunity to experience firsthand the work environments in these organizations.

Partnership with the Urban Education Institute: Through a close partnership with the Urban Education Institute (http://uei.uchicago.edu) (UEI), students have access to unparalleled resources:

Course Offering: In partnership with UEI, UChicago Careers in Education Professions is able to offer the following course to College students: PBPL 27821 Urban Schools and Communities.

Teachers and Leaders: The College partners with the University of Chicago Urban Teacher Education Program (http://utep.uchicago.edu) (UChicago UTEP) to offer a special joint residency opportunity for UChicago undergraduates. Students can apply in their third year to begin UChicago UTEP course work during their final year at the College. Successful applicants can begin UChicago UTEP's intensive five-quarter clinical residency a year earlier than if they matriculated post-graduation.

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 Core 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) at the University of Chicago Booth School of Business. 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.

Programming highlights for UChicago Careers in Entrepreneurship include:

- The College New Venture Challenge, entering its third year, 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, Enactus, Microsoft, Google, and Walmart, as well as competitions sponsored by such other universities as Stanford and MIT.
- Social entrepreneurship is a popular topic on campus with many student organizations, including Enactus, 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, the University has a strong partnership with the 1871 incubator at the Merchandise Mart, placing 34 academic year interns in Winter Quarter 2013.

- 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 Hyde Park Angels and such international groups as Softbank and Sequoia Capital.
- 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 (strongly recommended)
- 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 (p. 110) 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 aamc.org/students/applying/mcat/mcat2015/testsections (https://www.aamc.org/students/applying/mcat/mcat2015/testsections).

Students are encouraged to consider SOSC 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 with a score of 5 on the Advanced Placement Chemistry Exam may accept credit for CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III and directly enroll in either CHEM 22000-22100-22200 Organic Chemistry I-II-III or CHEM 23000-23100-23200 Honors Organic Chemistry I-II-III. Alternatively, they can register for CHEM 12100-12200-12300 Honors General Chemistry I-II-III. Students who complete one to three quarters of Comprehensive General Chemistry or Honors General Chemistry forgo partial or full AP credit. Students who decide to use test credits and enroll in CHEM 22000-22100-22200 Organic Chemistry I-II-III or CHEM 23000-23100-23200 Honors Organic Chemistry I-II-III will need to supplement those credits with one quarter of BIOS 20200 Introduction to Biochemistry and one quarter of an upper-level chemistry course to be chosen in consultation with a health professions adviser.

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, located in Harper Memorial Library, West Tower 406.

Journalism, Arts, and Media

Preparation for careers in journalism, arts, and media is as varied as the disciplines within these fields. Students majoring in music, cinema, theater, literature, and the visual arts will have course requirements determined for them by their respective departments. However, many University of Chicago graduates who majored in languages, fundamentals, and the natural and social sciences have gone on to have successful careers in journalism, publishing, entertainment, the arts, architecture, and design. While a conservatory or art-school education, for instance, is valuable for learning craft, the well-rounded and demanding liberal arts education offered by the College is perhaps the best preparation for a career in many of these fields.

UChicago Careers in Journalism, Arts, and Media (https://careeradvancement.uchicago.edu/uchicago-careers-in/journalism-arts-media) compliments 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 a stress on personal entrepreneurship
- Grants and apprenticeships to help support students working in unpaid internships and student-initiated projects
- Advising of registered student organizations to help them grow and improve

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 various majors and by taking courses in English language and literature, philosophy, 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. UChicago Careers in Law supports students as they explore their interest in law through programming, internships, and advising.

Advising: Students have access to one-on-one advising with the program director of UChicago Careers in Law, an expert with extensive experience in the legal field. The program director provides 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 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. 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 to explore different areas of legal practice. The Metcalf Internship Program provides paid, substantive internships exclusively 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. Several treks are available to students throughout the academic year and include opportunities to meet with attorneys in such major legal markets as Chicago and New York.

Public and Social 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 UChicago Careers in Public and Social Service (https://careeradvancement.uchicago.edu/uchicago-careers-in/public-social-service) program works with students interested in the government and nonprofit sectors, and encourages students of all majors to participate in UChicago Careers in Public and Social Service. Furthermore, since employers in these arenas look for individuals with a deep commitment to their organization's mission, students who pursue courses of study that are interesting and exciting to them will be most successful in government and nonprofit careers. Through their rigorous academic studies, University of Chicago students learn many essential skills necessary to contribute meaningfully in the service fields. These include extensive qualitative and quantitative research skills, the ability to analyze complex problems and develop creative and effective solutions, exemplary written and oral communication skills, and the ability to manage and prioritize numerous projects and commitments.

UChicago Careers in Public and Social Service, which is organized and managed by Career Advancement, is open to students at all levels, and students may join the program at any point during their College years. Students interested in public and social service are encouraged to meet with the UChicago Careers in Public and Social Service advisers to begin to explore their 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. These 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 employers to help students learn about different organizations and agencies and the types of opportunities available for students of all levels
- 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, New York City, Chicago, and Springfield 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 these 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 in addition to 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 gone on to successful 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 UCISTEM Engineering Graduate School Fair, research and internships opportunities, career treks, the Research Mentorship program, and connections with such University partners as the Institute for Molecular Engineering (http://ime.uchicago.edu). 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 Woods Hole Marine Biology 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
- Gaining real-world experience and putting skill sets into action while participating in innovation or other competitions such as the College New Venture Challenge

Research Opportunities

The University of Chicago offers numerous opportunities for students to engage in research. Students in the College should visit the Fellowships, Research Opportunities, Grants, and Scholarships (FROGS) website at frogs.uchicago.edu for a partial listing of opportunities. Students can also obtain information from departments about working with faculty members on research projects or in laboratories. In addition, departments may be able to provide details on funded opportunities for student research within specific fields. Students should also look into the funding opportunities available through Career Advancement (https://careeradvancement.uchicago.edu/jobs-internships-research/college-sponsored-grants).

INDEX