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

The University official responsible for coordinating compliance with this Notice of Nondiscrimination is Bridget Collier, Associate Provost and Director of the Office for Equal Opportunity Programs. Ms. Collier also serves as the University’s Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator. You may contact Ms. Collier by emailing bcollier@uchicago.edu, by calling 773.702.5671, or by writing to Bridget Collier, Office of the Provost, The University of Chicago, 5801 S. Ellis Ave., Suite 427, Chicago, IL 60637.  

The content of these Announcements is accurate as of May 1, 2021. It is subject to change.

Photo by Tom Rossiter.
Candidates for admission to graduate programs at the University of Chicago should address their inquiries, including requests for application materials, to the Office of the Dean of Students of the relevant graduate division or school to which application is being made. All of the information in this volume, as well as in the Announcements of each of the professional schools, is available online at http://catalogs.uchicago.edu. These documents are updated periodically. You will find admissions applications and more detailed information about a program that interests you on divisional websites. The statements contained in these Announcements are subject to change without notice.

Division of the Biological Sciences
924 East 57th Street
Chicago, IL 60637
(773) 834 2105
Email: bsadmissions@uchicago.edu
http://bsdgrad.uchicago.edu
http://biosciences.uchicago.edu

The Pritzker School of Medicine
(773) 702-1937
Fax (773) 834-5412
Email: pritzkeradmissions@bsd.uchicago.edu
https://pritzker.uchicago.edu/page/admissions-process/

Division of the Humanities
1115 East 58th Street
Chicago, IL 60637
(773) 702-1552
Email: humanitiesadmissions@uchicago.edu
http://humanities.uchicago.edu

Division of the Physical Sciences
5640 South Ellis Avenue
Chicago, IL 60637
(773) 702-7950
Email: https://apply-psd.uchicago.edu/apply/
http://physical-sciences.uchicago.edu

Division of the Social Sciences
1130 East 59th Street, Foster 107
Chicago, IL 60637
(773) 702-8415
Email: ssd-admissions@uchicago.edu
http://socialsciences.uchicago.edu

The University of Chicago Booth School of Business
5807 S. Woodlawn Ave.
Chicago, IL 60637
(773) 702-7743
Email: admissions@chicagobooth.edu
http://chicagobooth.edu

Divinity School
1025 East 58th Street
Chicago, IL 60637
(773) 702-8249
Email: divinityadmissions@uchicago.edu
http://divinity.uchicago.edu

The University of Chicago Harris School of Public Policy
1155 East 60th Street
Chicago, IL 60637
(773) 702-8401
Email: harrisasmissions@uchicago.edu
https://harris.uchicago.edu/academics/programs-degrees/

The Pritzker School of Molecular Engineering
5640 South Ellis Avenue, 213 ACC
Chicago, IL 60637
(773) 834-2057
Email: ime-admissions@uchicago.edu
### 2021 Summer Quarter

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter Begins</td>
<td>Monday, June 21</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>Monday, July 5</td>
</tr>
<tr>
<td>Quarter Ends</td>
<td>Saturday, August 28</td>
</tr>
</tbody>
</table>

### 2021 Autumn Quarter

<table>
<thead>
<tr>
<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>In-Person College Orientation Begins</td>
<td>Week of September 19 (tentative)</td>
</tr>
<tr>
<td>Quarter Begins</td>
<td>Monday, September 27</td>
</tr>
<tr>
<td>Study Week/Thanksgiving Break</td>
<td>Monday–Friday, November 22–26</td>
</tr>
<tr>
<td>College Reading Period</td>
<td>Saturday–Monday, December 4–6</td>
</tr>
<tr>
<td>Quarter Ends</td>
<td>Saturday, December 11</td>
</tr>
</tbody>
</table>

### 2022 Winter Quarter

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter Begins</td>
<td>Monday, January 3</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day</td>
<td>Monday, January 17</td>
</tr>
<tr>
<td>College Reading Period</td>
<td>Saturday–Monday, March 5–7</td>
</tr>
<tr>
<td>Quarter Ends</td>
<td>Saturday, March 12</td>
</tr>
</tbody>
</table>

### 2022 Spring Quarter

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter Begins</td>
<td>Monday, March 21</td>
</tr>
<tr>
<td>College Reading Period</td>
<td>Saturday–Monday, May 21–23</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Monday, May 30</td>
</tr>
<tr>
<td>Convocation</td>
<td>Saturday, June 4</td>
</tr>
<tr>
<td>Quarter Ends</td>
<td>Saturday, June 4</td>
</tr>
</tbody>
</table>

All dates are subject to change with no notice.

Up-to-date academic calendars can be found at uchicago.edu/academics/calendar (https://www.uchicago.edu/academics/calendar/).
These free standing master’s degree programs, which may be departmental and multidisciplinary, or offered as a number of special degree programs for students who have completed a bachelor’s degree or the equivalent. The graduate programs in the University aim to send out graduates who have begun to develop mastery of the content and methods of their chosen field of study and who are equipped to continue to learn and to produce new knowledge. To that end, the University of Chicago offers an unusually free environment for graduate study, one that encourages both faculty and young scholars and researchers to develop their interests and talents by working with colleagues throughout the University.

This volume is organized in a way that reflects the organization and functioning of the University. Each department, program, or degree granting committee in the divisions of the University conducts its own admissions and aid competition, and sets its own degree requirements within a framework that is set by the University and by each division. However, divisions, departments, and programs engage in a substantial number of cooperative efforts, as evidenced by the large number of interdepartmental and interdivisional programs, committees, centers, and research groups in the University. Therefore, this volume contains a section for each division, and a separate section for interdivisional programs, centers, committees, and other organizations in which students may participate and, in some cases, earn a degree. The introductory section, which you are now reading, contains information about the University that is relevant to all students and applicants. A final section contains information for those interested in one of the professional schools.

Readers of these Announcements are advised that the policies and degree requirements of academic units that are set forth herein may change at any time without prior notice, or may represent a summary of more detailed policies and requirements. Students and applicants who wish the most up to date information regarding courses and degree requirements should review the division, department, or program website or contact the department, program, or the dean of students in the relevant division. The provisions of these Announcements are for informational purposes only and are not intended to create a contract or agreement between the University and any applicant or student.

History and Purpose

The University of Chicago is a private, nondenominational, coeducational institution of higher learning and research. It is located in the community of Hyde Park-South Kenwood, a culturally rich and ethnically diverse neighborhood seven miles south of downtown Chicago. Hyde Park-South Kenwood encompass one and one quarter square miles of commercial and residential districts that extend from 47th Street on the north to 61st Street on the south and from Cottage Grove Avenue eastward to the shoreline of Lake Michigan. The neighborhood is a stimulating blend of the urban and small town.

The University of Chicago includes the undergraduate College; four graduate Divisions (of the Biological Sciences, the Humanities, the Physical Sciences, and the Social Sciences); six graduate professional schools (the University of Chicago Booth School of Business, the Divinity School, the Law School, the Pritzker School of Medicine, the Irving B. Harris Graduate School of Public Policy Studies, and the Crown Family School of Social Work, Policy, and Practice); the Pritzker School of Molecular Engineering; the libraries, laboratories, museums, clinical, and institutes; the William B. and Catherine V. Graham School of Continuing Liberal and Professional Studies; and the University of Chicago Press.

The University was founded by John D. Rockefeller. William Rainey Harper was its first president. Classes began on October 1, 1892, with an enrollment of 594 students and a faculty of 103, including eight former college presidents. In 1930 the undergraduate College and the graduate divisions were created by President Robert Maynard Hutchins to foster interdisciplinary study and encourage interdepartmental cooperation. Such cross fertilization continues to characterize the University.

Since its founding, the University has earned a reputation for recruiting a faculty committed to scholarly distinction and intellectual innovation. The faculty is represented in more than seventy honorary and professional societies, including the National Academy of Sciences, the American Academy of Arts and Sciences, the American Philosophical Society, and the National Academy of Education. Eighty-seven members of the faculty, former students, or individuals who did research at the University have been named Nobel laureates, and seven are currently members of the faculty. Notable is the faculty’s tradition of developing cross disciplinary fields of study, such as Law and Economics, Conceptual and Historical Studies of Science, Ecology and Evolution, and the Institute for Mind and Biology. A leader in higher education, the University of Chicago has had a major impact on the nation’s colleges and universities.

The graduate programs in the University aim to send out graduates who have begun to develop mastery of the content and methods of their chosen field of study and who are equipped to continue to learn and to produce new knowledge. To that end, the University of Chicago offers an unusually free environment for graduate study, one that encourages both faculty and young scholars and researchers to develop their interests and talents by working with colleagues throughout the University.

In addition to its Ph.D. programs and the master’s degrees offered through them, the University offers a number of special degree programs for students who have completed a bachelor’s degree or the equivalent. These free standing master’s degree programs, which may be departmental and multidisciplinary, or offered...
in conjunction with a master’s degree in a professional school, are carefully tailored for students whose goal is a master’s degree. Some students who successfully complete these programs subsequently decide to apply to doctoral programs at the University or elsewhere. However, these special degree programs are conceived as self-contained. These programs are listed below:

Interdisciplinary programs
- East Asian Studies (as M.B.A./A.M. only)
- East European and Russian/Eurasian Studies (as M.B.A./A.M. only)
- Middle Eastern Studies
- South Asian Studies (as M.B.A./A.M. only)

Division of the Biological Sciences
- Public Health (M.P.H.)
- Public Health Sciences (M.S.)

Division of the Humanities
- Master of Arts in Digital Studies of Language, Culture, and History
- Master of Arts Program in the Humanities
- Visual Arts (M.F.A.)

Division of the Physical Sciences
- Master of Science in Analytics
- Master of Science in Computational and Applied Mathematics
- Master of Science Program in Computer Science
- Master of Science Program in Financial Mathematics
- Master of Science Program in the Physical Sciences

Division of the Social Sciences
- International Relations
- Master of Arts Program in Computational Social Science
- Master of Arts Program in the Social Sciences

Pritzker School of Molecular Engineering
- Master of Science in Molecular Engineering

APPLICATION TO THE PROGRAMS IN THE DIVISIONS AND THE PRITZKER SCHOOL OF MOLECULAR ENGINEERING

Applicants for admission to graduate programs in the divisions at the University of Chicago should address their inquiries to the Office of Graduate Admissions (gradadmissions@uchicago.edu), or to the dean of students of the graduate division or to the program to which application is being made. Applications are submitted electronically; applicants should consult the appropriate divisional or program website for information and instructions, or visit http://grad.uchicago.edu/admissions.

DIVISION OF THE BIOLOGICAL SCIENCES

Associate Dean
BSD Office of Graduate Affairs and Postdoctoral Affairs
924 East 57th Street, Suite 104
Chicago, IL 60637 5416
(773) 834-2105
bsdadmissions@uchicago.edu (bsdadmissions@uchicago.edu)
http://biosciences.uchicago.edu

DIVISION OF THE HUMANITIES

Dean of Students
Division of the Humanities
Walker Museum 111
1115 East 58th Street
Chicago, IL 60637
(773) 702-1552
humanitiesadmissions@uchicago.edu (humanitiesadmissions@uchicago.edu)
http://humanities.uchicago.edu

DIVISION OF THE PHYSICAL SCIENCES

Applicants should consult the website of the program to which they intend to apply for up to date admission materials.
http://physical-sciences.uchicago.edu

DIVISION OF THE SOCIAL SCIENCES

Dean of Students
Division of the Social Sciences
1126 East 59th Street, Room 101
Chicago, IL 60637
(773) 702-8415
ssd-admissions@uchicago.edu (http://ssd-admissions@uchicago.edu)
http://socialsciences.uchicago.edu

PRITZKER SCHOOL OF MOLECULAR ENGINEERING

Eckhardt Research Center 207
5640 South Ellis Avenue
Chicago, IL 60637
(773) 834-5549
//pme-admissions@uchicago.edu
http://pme.uchicago.edu/ (http://pme.uchicago.edu)

An applicant who holds a degree from an accredited institution is considered for admission on the basis of (1) an undergraduate record, (2) a well organized plan for graduate study, (3) Graduate Record Examination (GRE) and English proficiency scores, where required, and (4) recommendations from three individuals acquainted with the ability, potential, qualifications, motivation, and character of the applicant. In the case of applicants to doctoral programs, these should generally be from faculty members who have supervised the applicant in research or advanced study. For certain programs, professional references, such as work supervisors, may be allowed or preferred, and individuals who have been out of school for a number of years may also consider using such individuals as a reference.

Certain departments of the University require additional credentials; details concerning these additional credentials are available as part of the online application, or will be sent to candidates for admission after they have submitted their applications.

Unofficial transcripts of all academic work and contact information for your recommenders must be submitted with the application. More detailed instructions are included with each division’s application. Every applicant is asked to study the general statement of the division he or she plans to enter and the specific requirements of the proposed field of graduate study.

International Students

Students from abroad may be required to submit, in addition to the usual credentials, proof of proficiency in English and, if admitted, documentation of all sources of financial support for any expenses not covered by any funding provided by the University. Only those students from abroad who hold the equivalent of a U.S. bachelor’s degree will be considered for admission.

APPLICATION DEADLINES

Applications for admission and for aid must be submitted by the appropriate deadline. Application deadlines can be found on the online applications and may be as early as December 1 for the following autumn. Incomplete applications will be evaluated on the basis of materials received at the time of the regular review process.

PART-TIME STUDY

Part-time study is more feasible in some fields than in others. The divisional dean of students can answer questions about opportunities for part-time study in particular departments. Student loans are available to students enrolled at least half time. Applicants for part-time study are generally not eligible for scholarship assistance since priority in assigning limited University aid funds must necessarily go to full-time students.

Applicants who wish to begin their studies on a part-time basis should contact the divisional dean of students or admissions office.

DECISIONS

Most admission and aid decisions for doctoral programs beginning the following autumn quarter are sent by mid-March. Decision timelines for master’s programs vary, depending upon the application round the candidate applies under.

In agreement with the Resolution of the Council of Graduate Schools in the United States, a student who agrees to accept a scholarship, fellowship, traineeship, or graduate assistantship at the University of Chicago or at any of the signatory schools prior to April 15 and subsequently desires to change plans must resign the financial aid offer and/or acceptance of admission in writing in order to accept another scholarship, fellowship, traineeship, or graduate assistantship, regardless of any understanding reached before then. This protects the student’s right to select the offer that is most attractive.
Students with Disabilities
As soon as possible after having been admitted, students should contact their divisional dean of students and the Student Disability Services (http://disabilities.uchicago.edu/) office.

Conditions of Acceptance
Acceptance of a scholarship or fellowship is conditional on the student’s agreement to devote full time to graduate study toward an advanced degree at the University of Chicago, unless otherwise specified in your offer of admission. Offers of admission are accompanied by a full list of terms and conditions, and acceptance of an offer from the University of Chicago indicates your understanding of and agreement to these terms.

Application to Professional Schools
Students interested in the University’s professional schools (the University of Chicago Booth School of Business, the Divinity School, the Law School, the Pritzker School of Medicine, the Harris School of Public Policy Studies, or the Crown Family School of Social Work, Policy, and Practice) should contact the admissions office of each school. Applicants to the Divinity School, the Harris School, and the Crown Family School may also contact the Office of Graduate Admissions in UChicagoGRAD. Students interested in general courses, courses as a student-at-large, returning scholar, the Master of Liberal Arts, the Master of Science in Threat and Response Management, or the Master of Science in Biomedical Informatics program should contact the William B. and Catherine V. Graham School of Continuing Liberal and Professional Studies. Students interested in the Master of Arts in Teaching from the Urban Teacher Education Program (UTEPI) should contact the UTEPI staff.

Being a Student at the University of Chicago
From healthcare services to cultural programming, the University of Chicago is dedicated to supporting and enriching the life of its graduate students. To that end, there are many offices and programs that exist to create a healthy, safe, and productive environment for students both inside and outside the classroom. You can find a list of resources available to graduate students at http://grad.uchicago.edu/. Additional information is also available from the Office of Campus and Student Life (https://csl.uchicago.edu/), 5801 S. Ellis Ave., Chicago, IL 60637.

Chicago is a vibrant and exciting city that you will want to explore. As a world class city, Chicago also presents all of the typical challenges of a complex modern urban society. While the University takes measures to ensure a safe campus environment, there are also many things you can do to ensure your own safety. The University’s campus safety report is designed to help equip you to navigate the city successfully and offers information about the University offices that provide services related to security and safety. The report is available online at securityreport.uchicago.edu (http://securityreport.uchicago.edu). Hard copies of the report are available upon request from the Office of Campus and Student Life (https://csl.uchicago.edu/), Behar Family House, 5711 South Woodlawn Avenue, Chicago, IL 60637 (or via phone to (773) 702-5243).

As a member of the University of Chicago community, there are University policies and regulations you are responsible for knowing. These policies protect your rights and outline your responsibilities as students. For instance, the Graduate Student Parents Policy grants academic accommodations to graduate students who are also new parents, and Registration for Students in Ph.D. programs defines the status of doctoral students as they progress through their studies. A complete statement of policies and regulations can be found at http://studentmanual.uchicago.edu/
The University of Chicago has a distinctive and distinguished tradition of interdisciplinary research and teaching. Faculty and students with interests that span departmental lines are readily able to find colleagues throughout the University. The many interdivisional programs that flourish at the University vary widely in purpose and organization. Some are formal, degree granting committees, some are area studies centers, some are comparatively informal groupings of faculty and advanced students who share an interest in some method, approach, or subject area. The major interdivisional programs are shown below.

- The Council on Advanced Studies
- Institute for Biophysical Dynamics
- Center for the Study of Race, Politics, and Culture
- Center for East Asian Studies
- Center for East European and Russian/Eurasian Studies
- The Enrico Fermi Institute
- The Morris Fishbein Center for the History of Science and Medicine
- The James Franck Institute
- Center for the Study of Gender and Sexuality
- Pozen Family Center for Human Rights
- Center for International Studies
- Center for Jewish Studies
- Center for Latin American Studies
- Center for Middle Eastern Studies
- NORC
- Committee on Southern Asian Studies/South Asia Language & Area Center
- Stevanovich Institute on the Formation of Knowledge
The Council on Advanced Studies

The Council on Advanced Studies oversees a number of interdisciplinary workshops, which are administered by UChicagoGRAD. Council members are appointed in Autumn, and so the membership listed below reflects the 2020-2021 academic year. For the most up-to-date information on Council membership, and a list of current workshops, please consult http://cas.uchicago.edu (http://cas.uchicago.edu/).

Willemien Otten, Chair

Members

• Persis Berlekamp
• Mark Bradley
• Paul Cheney
• Julie Chu
• Allyson Nadia Field
• Anastasia Giannakidou
• Timothy Harrison
• Jonathan Lyon
• Sankar Muthu
• Eric Slauter
• Sofia Torallas
• Jenny Trinitapoli

Ex Officio Members

• David Nirenberg, Dean of the Divinity School
• Anne Robertson, Dean of the Humanities Division
• Amanda Woodward, Dean of the Division of the Social Sciences Division

THE COUNCIL ON ADVANCED STUDIES

cas@uchicago.edu

http://cas.uchicago.edu

In 1982, the University of Chicago pioneered a new dimension in graduate education—interdisciplinary workshops that bring together students and faculty in the Divinity School, Humanities Division, and the Social Sciences Division for ongoing and collaborative exchange of ideas around particular areas of interest. By providing graduate students with a forum for presenting their research and writing, the workshops, which have been widely replicated at other universities, have become an important part of the UChicago graduate education experience. Workshops facilitate the dissertation-writing process and create opportunities for professionalization as they encourage students to engage rigorously with their own and their fellow students’ work through discussion, debate, evaluation, and critical feedback.

In addition to the academic importance of workshops, participation in a workshop series, which can include scheduled meetings as well as dinners and other social gatherings, serves well to combat intellectual isolation. The workshop setting provides an informal forum for students to develop close and supportive ties with their fellow students as well as faculty mentors and even guest faculty. More advanced graduate students often become mentors and role models to other students as they experience together the different stages of their transition from consumers to creators of knowledge. The workshops represent dozens of vibrant micro-communities of scholars where the participants engage in lively conversation and receive valuable insight and encouragement.
Institute for Biophysical Dynamics

Director
- Michael Rust, Molecular Genetics and Cell Biology

Professors
- Francisco Bezanilla, Biochemistry and Molecular Biology
- Sean Crosson, Biochemistry and Molecular Biology
- Aaron Dinner, Chemistry
- Gregory Engel, Chemistry
- Margaret Gardel, Physics
- Benjamin Glick, Molecular Genetics and Cell Biology
- Chuan He, Chemistry
- Stephen Kent, Biochemistry and Molecular Biology
- Anthony A. Kossiakoff, Biochemistry and Molecular Biology
- Ka Yee C. Lee, Chemistry
- Keith Moffat, Biochemistry and Molecular Biology
- Tao Pan, Biochemistry and Molecular Biology
- Eduardo Perozo, Biochemistry and Molecular Biology
- Benoit Roux, Biochemistry and Molecular Biology
- Norbert Scherer, Chemistry
- Tobin Sosnick, Biochemistry and Molecular Biology
- Andrei Tokmakoff, Chemistry
- Gregory Voth, Chemistry

Associate Professors
- Edwin Munro, Molecular Genetics and Cell Biology
- Ronald Rock, Biochemistry and Molecular Biology
- Michael Rust, Molecular Genetics and Cell Biology
- Bozhi Tian, Chemistry

The University of Chicago established the Institute for Biophysical Dynamics (http://ibd.uchicago.edu/) to meet the challenges of achieving a molecular-level understanding of the structure, diversity and function of biological entities. The Institute represents a new approach to scientific research at the interface between biology and the physical sciences, bringing together experimentalists, theoreticians, and computational scientists to forge a scientific culture of fluid exchange of ideas and collaboration across disciplines and among laboratories.

In addition, the Institute has established programs to involve undergraduate, graduate, and postdoctoral students in this new cross-disciplinary approach to science. Notably, the Graduate Program in Biophysical Sciences (http://biophysics.uchicago.edu) is designed to immerse graduate students in this culture of interdisciplinary research. Work by Institute faculty and researchers in their laboratories provides insights profoundly influencing endeavors as diverse as molecular-based computing and the treatment of illness at the bedside.

Institute for Biophysical Dynamics
Gordon Center for Integrated Science, W101
929 East 57th Street, Chicago, IL 60637
Center for East Asian Studies

Director
- Susan Burns

Associate Director
- Abbey Newman

Assistant Director of Programming
- Connie Yip

Outreach Coordinator
- Myra Su

Center Coordinator
- Walter Bourdaghs

Faculty
- Guy S. Alitto - History
- Michael Bourdaghs - East Asian Languages & Civilizations
- Susan Burns - History
- Anthony Cheung - Music
- Kyeong-Hee Choi - East Asian Languages & Civilizations
- Julie Chu - Anthropology
- Lin William Cong - Booth School of Business
- Paul Copp - East Asian Languages & Civilizations
- Bruce Cumings - History
- Jacob Eyferth - East Asian Languages & Civilizations
- Michael Fisch - Anthropology
- Ariel Fox - East Asian Languages & Civilizations
- Chelsea Foxwell - Art History
- Zhiying Ma - School of Social Service Administration
- Donald Harper - East Asian Languages & Civilizations
- James Hevia - History
- Christopher Hsee - Booth School of Business & Behavioral Science
- Paola Iovene - East Asian Languages & Civilizations
- Matthew Kapstein - Divinity School
- James E. Ketelaar - History
- Yungti Li - East Asian Languages & Civilizations
- Wei-Cheng Lin - Art History
- Hoyt Long - East Asian Languages & Civilizations
- Zhaotian Luo - Political Science
- Zhiying Ma - Social Service Administration
- Kenneth Pomeranz - History
- Johanna Ransmeier - History
- Haun Saussy - Comparative Literature
- Edward Louis Shaughnessy - East Asian Languages & Civilizations
- Ruey Tsay - Business
- Hung Wu - Art History
- Ming Xiang - Linguistics
- Kazuo Yamaguchi - Sociology
- Dali Yang - Political Science
- Alice Yao - Anthropology
- Alan Yu - Linguistics
- Judith Zeitlin - East Asian Languages & Civilizations
• Dingxin Zhao - Sociology
• Brook Ziporyn - Divinity School

Affiliated Faculty
• Kagan Arik - Near Eastern Languages and Civilizations
• Yoonsun Choi - Social Service Administration
• Johan Chu - Booth School of Business
• Rachel DeWoskin - Creative Writing
• Thomas Ginsburg - Law School
• Susan Goldin-Meadow - Psychology
• Angie Heo - Divinity School
• Dwight Hopkins - Divinity School
• Chang-Tai Hsieh - Booth School of Business
• Woowon Kang - Physics
• Young-Kee Kim - Physics
• Valerie Levan - Humanities
• Jonathan Lio - Medicine
• Thomas Manning - Law School
• Jiwoong Park - Chemistry
• Or Porath - East Asian Languages and Civilizations
• Martin Powers - Art History
• Raaj Sah - Public Policy
• Olga Solovieva - Comparative Literature
• Grace Tsiang - Economics
• Christian Wedemeyer - Divinity School
• Jake Werner - History
• John E. Woods - Near Eastern Languages and Civilizations
• Chun-su Yuan - Anesthesia and Critical Care

Lecturers
• Orianna Caccione - Art History
• Katherine Tsiang - Art History; Center for the Art of East Asia

Language Instructors
• Satoko Bourdaghs - East Asian Languages and Civilizations - Lecturer in Japanese Language
• Yoko Katagiri - East Asian Languages & Civilizations - Instructional Professor in Japanese Language
• Jieun Kim - East Asian Languages & Civilizations - Senior Lecturer in Korean Language
• Yi-Lu Kuo - East Asian Languages & Civilizations - Assistant Instructional Professor in Chinese Language
• Meng Li - East Asian Languages & Civilizations - Associate Instructional Professor in Chinese Language
• Harumi Lory - East Asian Languages & Civilizations - Senior Lecturer in Japanese Language
• Misa Miyachi - East Asian Languages & Civilizations - Instructional Professor in Japanese Language
• Won Kyung Na - East Asian Languages & Civilization - Assistant Instructional Professor in Korean Language
• Laura A Skosey - East Asian Languages & Civilizations - Lecturer in Classical Chinese Language
• Xiaorong Wang - East Asian Languages & Civilizations - Senior Lecturer in Chinese Language
• Youqin Wang - East Asian Languages & Civilizations - Assistant Instructional Professor in Chinese Language
• Shan Xiang - East Asian Languages & Civilizations - Assistant Instructional Professor in Chinese Language
• Jun Yang - East Asian Languages & Civilizations - Senior Lecturer in Chinese Language
• Yujia Ye - East Asian Languages & Civilizations - Lecturer in Chinese Language

Library Personnel
• Yuan Zhou, Curator, East Asian Collection, Regenstein Library
• Jee-Young Park, East Asian Collection, Regenstein Library
• Jiaxun Benjamin Wu, East Asian Collection, Regenstein Library
• Ayako Yoshimura, East Asian Collection, Regenstein Library

Professors Emeriti
• George Chih-ch’ao Chao
• Judith Farquhar
• Norma Field
• Tetsuo Najita
• William Parish
• George C. Tiao

The Center for East Asian Studies (CEAS) endeavors to broaden the East Asian focus in interdisciplinary scholarship for which UChicago is famous by supporting a wide range of events, graduate fellowships, and faculty research initiatives. Our activities support training in East Asian studies and languages across an array of disciplines and professional schools on campus. CEAS works to enhance opportunities available to scholars both in the United States and abroad, and to foster communication and interdisciplinary collaboration among the community of professors and students at UChicago and throughout the wider East Asian Studies community. To these ends, CEAS sponsors a variety of activities including conferences, graduate workshops, film screenings, cultural events, public lectures, and other programs that promote understanding of the cultures and societies of China, Japan, and Korea. Our faculty and programs in East Asian studies regularly achieve the highest rankings among peer institutions in the United States, making East Asian Studies at the University of Chicago an invaluable national resource and a focal point for East Asian Studies in the Midwest. CEAS has been designated a National Resource Center for East Asian Studies by the United States Department of Education.

Student fellowships, faculty research, and a wide range of events form the core of the Center’s activities. For more information about graduate fellowships—including conference travel grants, pre-dissertation research grants, and other offerings—visit our website http://ceas.uchicago.edu (http://ceas.uchicago.edu/) and click on the "RESOURCES" tab in the top menu and choose "CEAS FUNDING" or choose the green "FUNDING" icon on the home page.

In addition, the East Asian Film Library at CEAS is one of the largest such collections in North America, containing over 7,000 titles from China, Japan, and Korea. It is particularly strong in independent film, documentaries, WWII issues, LGBTQ in East Asia, anime, Korean dramas, and Chinese Opera. The Film Library is free for UChicago student, staff, or faculty use. For more information, please visit https://ceas.uchicago.edu/content/film-library (https://ceas.uchicago.edu/content/film-library/).

For more information about all of our initiatives and to sign up for our email lists, please visit http://ceas.uchicago.edu.
Center for East European and Russian/Eurasian Studies

Director
• Eugene Raikhel

Associate Director
• Esther Peters

Outreach and Campus Programs Coordinator
• Matthew T. Weflen

Faculty
• Patrick Bergemann - Booth School of Business
• Robert Bird - Slavic Languages & Literatures, Cinema & Media Studies and the College
• Philip Bohlman – Music and Committee on Jewish Studies
• John W. Boyer – History and the College
• Margareta Ingrid Christian - Germanic Studies
• Leah Feldman - Comparative Literature
• Sheila Fitzpatrick – History (Emerita)
• Cornell Fleischer - Near Eastern Languages & Civilizations, History and the College
• Victor Friedman - Linguistics and the College (Emeritus)
• Susan Gal – Anthropology, Linguistics and the College
• Anastasia Giannakidou – Linguistics and the College
• Eleonor Gilburd - History
• Tom Ginsburg – Law School
• Andreas Glaeser - Sociology
• Lenore Grenoble - Linguistics and the College
• Jonathan M. Hall – History, Classics and the College
• Faith Hillis – History and the College
• Leyla Ismayilova – School of Social Service Administration
• Matthew Jesse Jackson - Art History, Visual Arts, and the College
• Walter E. Kaegi – History and the College (Emeritus)
• Hakan Karateke – Near Eastern Languages & Civilizations
• Darryl Li - Anthropology, Law School, and the College
• Boris Maslov – Comparative Literature and the College
• John J. Mearsheimer - Political Science and the College
• Paul Mendes-Flohr - Divinity School
• Jason Merchant – Linguistics and the College
• Monika Nalepa - Political Science and the College
• William Nickell – Slavic Languages & Literatures
• James Osborne - Near Eastern Languages & Civilizations
• Charles Payne – School of Social Services Administration
• John Perry - Near Eastern Languages & Civilizations (Emeritus)
• Eric Posner – Law School
• Marta Ptaszynska - Music
• Eugene Raikhel - Comparative Human Development and the College
• Bozena Shallcross - Slavic Languages & Literatures and the College
• Holly Shissler – Near Eastern Languages & Civilizations
• Olga Solovieva - Comparative Literature and the College
• Konstantin Sonin - Harris School of Public Policy
• Malynne Sternstein - Slavic Languages & Literatures and the College
• Anna Elena Torres - Comparative Literature
Yuri Tsivian – Art History, Slavic, Cinema & Media Studies, Comparative Literature and the College
Robert Ward Vishny – Booth School of Business
John E. Woods – History, Near Eastern Languages & Civilizations and the College
Alan Yu – Linguistics and the College
Tara Zahra – History and the College

Lecturers
Helga Anetshofer – Near Eastern Languages & Civilizations and the College
Kagan Arik - Near Eastern Languages & Civilizations and the College
Mark Baugher - Slavic Languages & Literatures
Irena Cajkova - Romance Languages and Literatures
Hripsime Haroutunian – Near Eastern Languages & Civilizations and the College
Erik Houle - Slavic Languages & Literatures
Angelina Ilijeva - Slavic Languages & Literatures
Larisa Jašarević – Program in International Studies
James A. Johnson - Anthropology
Owen Kohl - Global Studies Program
James Leitzel - Public Policy Studies and the College
Sasha Lindskog - Slavic Languages & Literatures
Nada Petkovic-Djordjevic - Slavic Languages & Literatures
Valentina Pichugin - Slavic Languages & Literatures
Diane F. Wood – Law School

Library Personnel
Megan Browndorf – Slavic and East European Collections, Regenstein Library

Other Affiliates
Leonid Gavrilov - NORC
Natalia Gavrilova - NORC
Natalia Tamarina – School of Medicine
Tasha Vorderstrasse - Oriental Institute

The Center for East European and Russian/Eurasian Studies (CEERES) is an interdivisional center which promotes the study of, and research about, the countries of Central and Eastern Europe and the former Soviet Union. The University of Chicago has been providing instruction in disciplines of the CEERES region continuously since 1903, when courses in Russian language and area studies were begun. The center now known as CEERES has been in existence since 1965, and it continues to coordinate instruction and facilitate research about Russia/Eurasia and Eastern/Central Europe, including the Baltic States, the Balkans, the Caucasus, and Central Asia.

In addition to its robust language offerings, CEERES supports curricula which are particularly strong in Russian/Soviet history; Slavic, Balkan, and Caucasian linguistics; nationalities studies of the former USSR; Slavic literatures (Russian, Polish, Czech, Balkan); Russian and East European cultural anthropology; comparative literature; Russian and East European film and art history; and business administration. CEERES affiliated faculty have expertise also in political science, international relations, economics, sociology, and Central and Eastern European, Byzantine, and Ottoman history. The center does not itself offer a separate master’s degree; however, it does administer a joint A.M./M.B.A. degree through the Division of the Social Sciences in conjunction with the University of Chicago Booth School of Business. The faculty members that teach and do research in the CEERES area are supported by one of the best libraries in the country.

CEERES has a mission to disseminate information about and increase knowledge of a vast and diverse region of the world. We have a firm commitment to scholarship within the university community that extends to outreach to the greater Chicago community, the nation, and the world. We fulfill our mission through conferences, workshops, and seminars, including close collaboration with the Council on Advanced Studies workshops; by providing curricular support and administering Foreign Language and Area Studies (FLAS) Fellowships; by organizing teacher training workshops and assisting in developing CEERES-focused curricula for K-12 and community college instruction; and by hosting concerts and cultural programming, including music and dance performances, films, and art exhibits open to the general public. We have recently launched a new project with the Seminary Co-op Bookstore, an author series called A CEERES of Voices, promoting literature and scholarship about the CEERES region or by authors from the CEERES region. We publicize our activities at our website (ceeres.uchicago.edu (http://ceeres.uchicago.edu/)), through weekly e-bulletins sent through our
listserv, and through *East From Chicago*, a multimedia blog covering events and issues related to Russian and East European Studies at the University of Chicago (https://lucian.uchicago.edu/blogs/eastfromchicago/).
The Chicago Center for Contemporary Theory—known as 3CT—is a space for the critical discussion and reimagination of social, political, and cultural processes in the world today.

The shared query that drives the center is: *How do we theorize the present?* 3CT supports work that interrogates systems of power and value, that proposes methods and frameworks for making sense of recent events and ongoing transformations, and that demands that theory be relevant to the world we live in. In doing so, we foster an interdisciplinary community of scholars, students, and practitioners who produce new forms of theory that help to illuminate both what is and what could be.

Founded in 2004 by seven faculty members from the Divisions of the Social Sciences and the Humanities, our collective has grown to include sixteen fellows, enabling imaginative collaborations across the disciplines. Our intellectual activities include ongoing projects, lectures, teach-ins, book salons, conferences, publications, and teaching. 3CT’s general programming is open to all students, and fellows regularly engage with undergraduates through collaboration and pedagogy.

**People**

**Co-directors**
- Shannon Lee Dawdy, Anthropology
- Kaushik Sunder Rajan, Anthropology
- Lisa Wedeen, Political Science

**Fellows**
- Lauren Berlant, English
- Bill Brown, English and Visual Arts
- Dipesh Chakrabarty, History & Law
- Adom Getačew, Political Science
- Andreas Glaeser, Sociology
- Demetra Kasimis, Political Science
- Jonathan Levy, History & the Committee on Social Thought
- Rochona Majumdar, South Asian Languages and Civilizations & Cinema and Media Studies
- Joseph P. Masco, Anthropology
- William Mazzarella, Anthropology
- Jennifer Pitts, Political Science & the Committee on Social Thought
- William H. Sewell Jr., History & Political Science
- Linda Zerilli, Political Science

**3CT Courses**

Courses taught by 3CT fellows and related to the concerns of the center are signified by our subject code, CCCT. These include undergraduate- and graduate-level courses cross listed with various departments in the Social Sciences and Humanities.

View the full list of 3CT courses ([https://ccct.uchicago.edu/teaching-and-student-engagement/#courses](https://ccct.uchicago.edu/teaching-and-student-engagement/#courses))

**Opportunities for Graduate Students**

3CT offers opportunities for students to take the lead in initiating and planning programming for the center, from conferences and teach-ins to small group discussions. In Winter 2021 we hosted our first graduate student-organized conference, we plan to institute this as a regular forum for students to engage in interdisciplinary dialogue with their peers on campus and across the country.

Please join our mailing list ([https://lists.uchicago.edu/web/subscribe/3ct/?previous_action=info](https://lists.uchicago.edu/web/subscribe/3ct/?previous_action=info)) to receive updates about 3CT's program and announcements about opportunities. Students are encouraged to contact Anna Searle Jones, Associate Director, to discuss other ways in which 3CT can support your work.

**Contact**

Anna Searle Jones  
Associate Director  
Foster 105
773 702 0230
THE ENRICO FERMII INSTITUTE

Director
- Scott P. Wakely, Physics

Professors
- Edward Blucher, Physics
- John Eric Carlstrom, Astronomy & Astrophysics
- Cheng Chin, Physics
- Fred Ciesla, Geophysical Sciences
- Juan Collar, Physics
- Nicolas Dauphas, Geophysical Sciences
- Andrew Davis, Geophysical Sciences
- Henry J. Frisch, Physics
- Lawrence Grossman, Geophysical Sciences
- Jeffrey A. Harvey, Physics
- Craig Hogan, Astronomy & Astrophysics
- Daniel E. Holz, Physics
- Wayne Hu, Astronomy & Astrophysics
- Alexei Khokhlov, Astronomy & Astrophysics
- Young Kee Kim, Physics
- Edward W. Kolb, Astronomy & Astrophysics
- Arieh Königl, Astronomy & Astrophysics
- Andrey Kravtsov, Astronomy & Astrophysics
- David Kutasov, Physics
- Emil J. Martinec, Physics
- Sidney Nagel, Physics
- Angela Olinto, Astronomy & Astrophysics
- Mark J. Oreglia, Physics
- Paolo Privitera, Astronomy & Astrophysics
- Robert Rosner, Astronomy & Astrophysics
- Savdeep Sethi, Physics
- Melvyn Shochet, Physics
- Dam Thanh Son, Physics
- Michael S. Turner, Astronomy & Astrophysics
- Carlos Wagner, Physics
- Yau W. Wah, Physics
- Scott P. Wakely, Physics
- Robert M. Wald, Physics
- Liantao Wang, Physics
- Paul B. Wiegmann, Physics

Part-Time Faculty
- Marcela Carena, Professor of Physics (part-time with Fermilab)
- Kwang-Je Kim, Professor of Physics (part-time with Argonne)
- Michael Pellin, Professor of Geophysical Sciences (part-time with Argonne)
- Guy Savard, Professor of Physics (part-time with Argonne)

Assistant Professors
- Luca Grandi, Physics
- David W. Miller, Physics
- David Schmitz, Physics
- Abigail Vieregg, Physics

Emeritus Faculty
• Edward Anders, Chemistry
• Robert P. Geroch, Physics
• Roger H. Hildebrand, Astronomy & Astrophysics and Physics
• Edward James Kibblewhite, Astronomy & Astrophysics
• Donald Q. Lamb, Astronomy & Astrophysics
• Stephan Meyer, Astronomy & Astrophysics and Chemistry
• Eugene N. Parker, Astronomy & Astrophysics and Physics
• James E. Pilcher, Physics
• Jonathan L. Rosner, Physics
• John P. Schiffer, Physics
• James W. Truran, Astronomy & Astrophysics
• Donald G. York, Astronomy & Astrophysics

The Enrico Fermi Institute (http://efi.uchicago.edu/) is a Physical Sciences unit of the University devoted to interdisciplinary research. It was founded shortly after the Second World War as the "Institute for Nuclear Studies" and is now named in honor of Enrico Fermi, who was one of the founders and a distinguished member of the Institute. All faculty members in the Institute hold joint appointments in one or more of the following departments: Physics (http://physics.uchicago.edu/), Astronomy and Astrophysics (http://astro.uchicago.edu/), Chemistry (http://chemistry.uchicago.edu/), Geophysical Sciences (http://geosci.uchicago.edu/), and Mathematics (http://math.uchicago.edu/). Graduate students and postdoctoral scholars working with these faculty members also hold appointments and perform their research in the Institute.

The experimental disciplines currently being pursued include: high-energy particle physics, high-energy astrophysics, studies of particles and fields in the solar system and in space, infrared and optical astronomy, nuclear cosmo-chemistry, geochemistry, scanning electron and proton microscopy, and solar energy concentration. Theoretical studies include physics of elementary particles, quantum field theory, theoretical astrophysics and solar physics, plasma physics, cosmology, and general relativity.

The Enrico Fermi Institute provides engineering, technical and administrative support for the academic members and students. It includes a state-of-the-art electronics development group and facilities for mechanical design and construction, as well as computational equipment. Special resources include environmental test equipment, large-scale assembly facilities, computer aided design facilities, etc. This makes possible the design of complex instruments, and the in-house construction of detectors needed for experiments in the laboratory, with high-energy particle accelerators, on high-altitude balloons, and in space shuttles. Most of the high-energy physics activity is focused on the Fermi National Accelerator Laboratory (http://www.fnal.gov/) ("Fermilab"), one hour’s driving distance from the campus, but experiments are also planned and prepared for the LEP/LHC facility at CERN in Geneva, Switzerland. Offices and laboratories for faculty, students, and staff are located in three adjacent buildings: the Physics Research Center (formerly Lab for Astrophysics and Space Research), the Accelerator Building, and the Eckhardt Research Center. The Eckhardt Center, which replaces the Research Institutes building that stood at the corner of Ellis and 57th Street for more than 50 years, opened in autumn 2015, and is the new home of the Astronomy and Astrophysics Center. The Kavli Institute for Cosmological Research now also occupies space in the ERC. The Physics Research Center, following a major renovation, is the new home of the Enrico Fermi Institute, the High-Energy/Particle Physics group, and the Kadanoff Center for Theoretical Physics.

The Enrico Fermi Institute annually awards Enrico Fermi Postdoctoral Fellowships and McCormick Postdoctoral Fellowships on a worldwide competitive basis to recent Ph.D. recipients in astronomy, chemistry, physics, or planetary sciences. The purpose of these fellowships is to enable young scientists to work either independently or in close association with present members of the Institute in areas of mutual interest. The intellectual life in the Institute is enhanced by frequent visitors, Visiting Scholars and Distinguished Visiting Professors. The Institute also sponsors a popular Saturday morning public lecture series in the autumn and spring quarters, The Arthur H. Compton Lectures.

Chicago Pile No. 1 (CP-1) was constructed in a makeshift laboratory under the grandstands of Stagg Field Stadium on the University of Chicago campus. It was here that Enrico Fermi and his colleagues achieved the first self-sustaining controlled release of nuclear energy on December 2, 1942. In 1965, the site was designated
a registered national historic landmark. The University celebrated the 75th-anniversary of this achievement in autumn 2017.
The Morris Fishbein Center for the History of Science and Medicine

Director

• Robert J. Richards

Faculty

• Fredrik Albritton Jonsson, History
• Lorraine Daston, Visiting Professor in Social Thought
• Arnold Ira Davidson, Philosophy
• James A. Evans, Sociology
• Jan Ellen Goldstein, History
• Adrian Johns, History
• Karin Knorr Cetina, Sociology
• Joseph Masco, Anthropology
• Michael Rossi, History
• Stephen M. Stigler, Statistics

Emeritus Faculty

• William C. Wimsatt, Philosophy
• Karl Matlin, Department of Surgery

Affiliated Faculty

• William H. Sterner, CHSS Alumni

The Morris Fishbein Center for the History of Science and Medicine was inaugurated at the University of Chicago in 1970. Its mission is to facilitate studies in the history of science and medicine by students, post doctoral scholars, and faculty with interest in this field. It lends particular support to Ph.D. students pursuing the history of science. It maintains close cooperative relations with the Department of History and the Committee on the Conceptual and Historical Studies of Science.

Graduate study in the history of science and medicine can lead to a Ph.D. degree through either the Department of History or the Committee on Conceptual and Historical Studies of Science. An extremely flexible program enables students to draw on a wide range of formal courses and seminars. At the same time it is possible to define programs of individual study that can accommodate the specific needs of persons with quite different backgrounds and interests. Arrangements are normally made with science departments when further technical training or supervision seems advisable. Additional training and supervision are available through the co-operation of historians of science and medicine at other universities throughout the nation.

Programs are designed for those who wish to investigate the sciences and medicine in their religious, philosophical, literary and technological contexts, and to relate them to broad questions of social structure and cultural change. Requirements are listed under the Department of History and the Committee on Conceptual and Historical Studies of Science. Additional information describing the program and the types of financial aid available to students may be obtained on the center’s web site: http://fishbein.uchicago.edu/ or by writing the Administrative Assistant of the Center, 1126 East 59th Street, Chicago, IL 60637 (bethcalderon@uchicago.edu).

Courses

A listing of courses representative of those offered by members of the center is also available at the CHSS website. (http://chss.uchicago.edu)
THE JAMES FRANCK INSTITUTE

Director
• Steven J. Sibener, Chemistry

Professors
• Laurie J. Butler, Chemistry
• Cheng Chin, Physics
• Aaron Dinner, Chemistry
• Todd Dupont, Computer Science
• Greg Engel, Chemistry
• Margaret Gardel, Physics
• Philippe Guyot-Sionnest, Chemistry
• William T. M. Irvine, Physics
• Eric D. Isaacs, Physics
• Heinrich M. Jaeger, Physics
• Woowon Kang, Physics
• Ka Yee Lee, Chemistry
• Kathryn J. Levin, Physics
• Peter B. Littlewood, Physics
• David A. Mazzotti, Chemistry
• Sidney R. Nagel, Physics
• Jiwoong Park, Chemistry
• Norbert F. Scherer, Chemistry
• Steven J. Sibener, Chemistry
• Dam Thanh Son, Physics
• Dmitri Talapin, Chemistry
• Andrei Tokmakoff, Chemistry
• Vincenzo Vitelli, Physics
• Gregory A. Voth, Chemistry
• Paul Wiegmann, Physics
• Linda Young, Physics
• Luping Yu, Chemistry

Associate Professors
• Dion L. Heinz, Geophysical Sciences
• Michael Levin, Physics
• Shinsei Ryu, Physics
• Jonathan Weare, Statistics
• Wendy W. Zhang, Physics

Assistant Professors
• Arvind Murugan, Physics
• David Schuster, Physics
• Jonathan Simon, Physics
• Bozhi Tian, Chemistry
• Suriyanarayanan Vaikununtanathan, Chemistry

Emeritus Faculty
• R. Stephen Berry, Chemistry
• Karl F. Freed, Chemistry
• Donald H. Levy, Chemistry
• Gene F. Mazenko, Physics
The James Franck Institute

- Stuart A. Rice, Chemistry
- Thomas A. Witten, Physics

ABOUT THE INSTITUTE

The James Franck Institute (http://jfi.uchicago.edu/) is the premier institute in the U.S. for interdisciplinary research at the intersection of physics, chemistry and materials science. The Institute is home to scientists from condensed matter physics, physical chemistry, synthetic materials chemistry, atomic, molecular, and optical (AMO) physics, geophysics, and biophysics. Most of the faculty in the Institute are also associated with the University of Chicago Materials Research Science and Engineering Center (http://mrsec.uchicago.edu/) (MRSEC), supported by the National Science Foundation.

The James Franck Institute was established after World War II as the Institute for the Study of Metals, with the present name being adopted in 1967 to reflect the emerging wider range of research activities covering the full spectrum of solids, liquids, and gases. Today, high-profile experimental and theoretical research in the Institute covers the areas of nanoscience, phase transitions, far-from-equilibrium phenomena, granular materials, low-temperature transport phenomena and superconductivity, ultracold atomic matter, quantum information, electronic structure, hydrodynamics, active matter, biophysics, and networks.

The Institute provides a stimulating environment for scientists of different disciplines to interact and aid each other's research. This facilitates pre- and postdoctoral researchers working jointly with mentors from different academic backgrounds. The intellectual environment in the Institute is further enriched by Senior Scientists, Senior Research Associates, Research Scientists and Visiting Scholars. Active colloquium and seminar series, as well as a more informal weekly "bag lunch", stimulate information exchange. Housed in the Gordon Center for Integrative Science building, the Institute provides office and state-of-the-art laboratory space which operates a number of specialized research facilities. These include a low-temperature (cryogenics) laboratory, materials preparation and spectroscopic facilities, scanning probe and electron microscopes, and extensive shop facilities.

In an age where much cutting-edge research lies at the boundaries between traditional disciplines, the James Franck Institute fosters creative interdisciplinary work at the forefront of science.
The Center for the Study of Gender and Sexuality coordinates courses and activities that take up gender and sexuality as primary objects of study and categories of analysis. Courses engage these domains in many different ways, including: the study of gender and/or sexuality as historical practice; scientific concept and site of representation; in social movements such as feminism and gay and lesbian liberation; feminist and queer theory; family structures; the gendering of labor force participation; representations of women in literature and the visual arts; intersections of race and gender, transnationalism; and women's and men's participation in politics.

Our courses fall under traditional disciplinary rubrics, and use gender and sexuality as categories of analysis to track contemporary transformations in these and other domains of knowledge. We are interested in developing points of comparison within and among diverse areas of organized knowledge, not assuming that gender means the same thing in different disciplines, historical moments, epistemologies, or cultural frameworks. We are also dedicated to fostering debate about the construction and implications of categories of gender difference and sexual identity. Further, we promote engagement with ways that gender and sexuality give us insight into other modes of social organization and change, including transformations of economic and political systems; media public spheres; forms of repression and resistance; modes of production, knowledge and experience; and everyday life.

The Center for the Study of Gender and Sexuality confers no graduate degrees at this time. It does, however, offer a graduate certificate (https://gendersexuality.uchicago.edu/academic/grad/certificate.shtml) in Gender and Sexuality Studies for University of Chicago PhD students in any department or students in a variety of Masters level programs, including MAPSS, MSW and all Masters degrees in the Divinity School. The Master of Arts program in the Humanities (MAPH) offers a Gender and Sexuality Option (https://gendersexuality.uchicago.edu/academic/grad/maph.shtml) that is equivalent to the certificate. We also foster graduate participation in the Center in several other ways. In addition to offering graduate courses, the Center sponsors lectures and symposia of interest to graduate students. It also encourages and supports graduate student initiatives for conferences and speakers, as well as student participation in the governance of the Center. Graduate students also have the opportunity to attend our bi-weekly Gender and Sexuality Studies Workshops (https://voices.uchicago.edu/genderandsexuality/) and/or the Gender and Sexuality Studies Working Group (https://gendersexuality.uchicago.edu/events/workshops.shtml/). Each of these provides students with an opportunity to present their work and receive feedback from faculty (the workshop) or fellow students (the working group). We also host the The University of Chicago Law School Workshop on Regulating Family, Sex and Gender (https://www.law.uchicago.edu/workshops/familysexgender/). Each year, the Center offers one or two dissertation completion fellowships, one joint dissertation fellowship with the Center for Race, Politics and Culture, as well as a number of residential fellowships (https://gendersexuality.uchicago.edu/fellowships/fellowships.shtml/). In addition, we hold an annual call for graduate student teaching opportunities (https://gendersexuality.uchicago.edu/fellowships/teaching.shtml/), including co-teaching our theories courses or interning in our Gender and Sexuality in World Civilizations sequence. Advanced graduate students can also apply to teach an undergraduate level self-designed, free-standing course.

The affiliated faculty (listed below) draw from departments, committees, and professional schools around the University. Members of the faculty support interdisciplinary work in gender and sexuality studies, even when their major course offerings are not directly gender or sexuality studies courses. Faculty also regularly direct master’s theses in the field of gender and sexuality studies within the MAPSS and MAPH programs as well as Ph.D. dissertations in their own departments. Students interested in gender and/or sexuality studies who wish to earn advanced degrees leading to careers in research and teaching should apply for admission to the department in which their chief interest falls.

Please contact Bonnie Kanter, Student Affairs Administrator at the Center for the Study of Gender and Sexuality (773-702-2365; bonniek@uchicago.edu) for specific information regarding courses and programs. More information can also be found on the Center’s website at http://gendersexuality.uchicago.edu/.

Faculty Director

- Kristen Schilt - Sociology

Staff

- Gina Olson, Associate Director
- Tate Brazas, Program Coordinator
- Bonnie Kanter, Student Affairs Administrator

Affiliated Faculty (list by department available here (https://gendersexuality.uchicago.edu/research/faculty.shtml/))
• Eman Abdelhadi – Comparative Human Development
• Amanda Adeleye – Medicine
• Margaret Andrews – History
• Niall Atkinson – Art History
• Leora Auslander – History
• Shadi Bartsch-Zimmer – Classics
• Orit Bashkin – Near East Languages & Civilizations
• Kathleen Belew – History
• Lauren G. Berlant – English Language & Literature
• Dominique Blüher – Cinema and Media Studies
• Alida Bouris – Social Service Administration
• Larissa Brewer-Garcia – Romance Languages and Literatures
• P. Sean Brotherton – Anthropology
• Adrienne Brown – English Language & Literature
• Bill Brown – English Language & Literature
• Susan L. Burns – History
• Emily Buss – Law
• E. Summerson Carr – Social Service Administration
• Mary Anne Case – Law
• Alexis Chema – English Language & Literature
• Kyeong Hee Choi – East Asian Languages & Civilizations
• Elisabeth Clemens – Sociology
• Cathy Cohen – Political Science
• Jennifer Cole – Comparative Human Development
• Heidi Coleman – Theater and Performance Studies
• Kristine Culp – Divinity
• Jane Dailey – History
• Shannon Dawdy – Anthropology
• Daisy Delogu – Romance Languages & Literature
• Rachel DeWoskin – English Language and Literature
• Alreza Doostdar – Divinity
• Sascha Ebeling – South Asian Languages & Civilizations
• Hoda El Shakry – Comparative Literature
• Seth Estrin – Art History
• Eve Ewing – Social Service Administration
• Jacob Eyferth – East Asian Languages & Civilizations
• Gina Fedock – Social Service Administration
• Martha Feldman – Music
• Claudia M. Flores – Law
• Chelsea Foxwell – Art History
• Sarah Fredericks – Divinity
• Michelle Friedner – Comparative Human Development
• Susan Gal – Anthropology
• Yana Gallen – Public Policy
• Edgar Garcia – English Language & Literature
• Anastasia Giannakidou – Linguistics
• Melissa Gilliam – Obstetrics and Gynecology
• Jan Ellen Goldstein – History
• Alessandra González – Economics
• Ramón Gutiérrez – History
• Elaine Hadley – English Language & Literature
• Sarah Hammerschlag – Divinity
• Ghenwa Hayek – Near Eastern Languages and Civilizations
• Julia Henly – Social Services Administration
Angie Heo - Divinity
Kimberly Kay Hoang - Sociology
Judy Hoffman - Visual Arts
Paola Iovene – East Asian Languages & Civilizations
Julie Ironuanya – English Language & Literature
Patrick Jagoda - English Language & Literature
Alison James - Romance Languages & Literature
Juanna Schröter Joensen - Economics
Janet Johnson – Near Eastern Languages & Civilizations
Sarah Johnson – English Language & Literature
Waldo Johnson - Social Services Administration
Demetra Kasimis - Political Science
Kara Keeling - Cinema and Media Studies
Micere Keels - Comparative Human Development
Robert L. Kendrick - Music
Karen Kim – Medicine
Jessica Kirzane – Germanic Studies
Janice Knight - English Language & Literature
Nisha Kommatam – Comparative Literature
Laura Letinsky - Visual Arts
Amy Lippert - History
Jonathan Lyon - History
Agnes Lugo Ortiz - Romance Languages & Literatures
Zhiying Ma - Social Service Administration
Catriona MacLeod – Germanic Studies
Armando Maggi - Romance Languages & Literature
Rochona Majumdar - South Asian Languages & Civilizations
Jeanne Marsh - Social Service Administration
Jill Mateo - Comparative Human Development
Josephine McDonagh – English Language & Literature
Françoise Meltzer - Romance Languages & Literatures
J. Mark Miller - English Language & Literature
Noémie Ndiaye – English Language & Literature
Deborah Nelson - English Language & Literature
Sianne Ngai – English Language & Literature
Martha C. Nussbaum - Law
Julie Orlemanski – English Language & Literature
Emily Lynn Osborn - History
Ada Palmer - History
Kaneesha Cherelle Parsard – English Language & Literature
Julia Phillips - Visual Arts
Johanna Ransmeier - History
Melissa Roderick - Social Service Administration
Danielle Roper - Romance Languages and Literatures
Martha Roth - Near Eastern Languages & Civilizations
Sophie Salvo - Germanic Studies
Zachary Samalin – English Language & Literature
Jennifer Scappettone - English Language & Literature
Kristen Schilt - Sociology
Anna Schultz - Music
Bozena Shallcross - Slavic Languages & Literatures
Richard Shweder - Comparative Human Development
S Simmons - Social Service Administration
William Sites - Social Service Administration
Center for the Study of Gender and Sexuality

- C. Riley Snorton - English/Gender Studies
- Amy Dru Stanley – History
- Ulrike Stark – South Asian Languages & Civilizations
- Justin Steinberg - Romance Languages & Literature
- Malynne Sternstein - Slavic Languages & Literatures
- Hilary Strang – Humanities
- Kathryn Takabvirwa – Anthropology
- Sarah Pierce Taylor - Divinity
- Rochelle Terman - Political Science
- Sonali Thakkar - English Language & Literature
- Anna Elena Torres - Comparative Literature
- Jenny Trinitapoli – Sociology
- Kris Trujillo – Comparative Literature
- Veronica Vegna – Romance Languages and Literature
- Candace A. Vogler - Philosophy
- Linda Waite – Sociology
- Erin Galgay Walsh - Divinity
- Martha Ward - Art History
- Lisa Wedeen - Political Science
- Jennifer Wild - Cinema & Media Studies
- Gabriel Winant - History
- Mareike Winchell - Anthropology
- David Wray - Comparative Literature
- Wu Hung - Art History
- Tara Zahra - History
- Judith Zeitlin - East Asian Languages & Civilizations
- Linda Zerilli - Political Science
POZEN FAMILY CENTER FOR HUMAN RIGHTS

The Pozen Family Center for Human Rights (Pozen Center) at the University of Chicago supports innovative interdisciplinary teaching and research initiatives that critically explore the theory and practice of global human rights. This includes:

• **Rigorous liberal arts, graduate, and professional school curricula** that combine foundational research with practice-oriented training, including a Study Abroad program in Vienna, Austria, a two quarter Civilizations Core sequence, and a Minor in the College.

• **Summer student internships** with non-governmental organizations, government agencies, and international human rights bodies in the U.S. and across the world.

• **Research that brings together faculty and students from across the disciplinary divisions and professional schools** on issues such as health and human rights, human rights at home, arts and advocacy, migration and human rights, and human rights history.

• **Projects and events to enhance the university’s engagement with local, regional, national, and international human rights** scholars, practitioners, and public officials.

GRADUATE STUDENT OPPORTUNITIES

Human Rights Workshop (https://humanrights.uchicago.edu/workshop/): brings together graduate students and faculty to discuss works in progress from a variety of disciplines.

Graduate Teaching Opportunities (https://pozen.herokuapp.com/graduateteaching/): teaching assistantships, internships in the Civilizations core, lectureships for self-designed courses, and co-teaching with faculty.

Graduate Certificate in Human Rights Studies (https://pozen.herokuapp.com/about/): available to doctoral students with approved human rights coursework and research.

Ignacio Martín-Baró Human Rights Essay Competition (https://pozen.herokuapp.com/awards/): cash prize of $500 awarded to the best essay in three student categories (College, Master’s/Professional, and Doctoral).

Pozen Research Grants for PhD Students (https://pozen.herokuapp.com/awards/researchgrants/): grants of up to $5,000 to support both pre-dissertation and dissertation research projects, awarded to PhD students in the Humanities and Social Sciences.

Pozen Human Rights Dissertation Completion Fellowship (https://pozen.herokuapp.com/awards/dissertationfellowship/): one year-long fellowship awarded to a doctoral student in the Humanities or Social Sciences whose work makes an important contribution to human rights scholarship.

CONTACT

Mark Philip Bradley (History) (mbradley@uchicago.edu)
Faculty Director

Pozen Center website: https://humanrights.uchicago.edu/
The Center for International Social Science Research

Director

- Jenny Trinitapoli (Sociology)

Faculty Board

- Emily Lynn Osborn (History)
- Paul Poast (Political Science)
- Alan Kolata (Anthropology)

Center Supervisor

- Alexis Puzon

The Center for International Social Science Research (CISSR) is an eclectic intellectual community devoted to nourishing empirical international research across the social sciences. We seek to spark and sustain critical discussions that traverse disciplinary, methodological, and geographic boundaries. CISSR supports work that informs and transforms debates on global issues within the academy and beyond.

To promote the pursuit of social science and the study of topics that are global in nature at the University, CISSR sponsors a Research Fellowships program, annual book workshops, and other research activities.

- The CISSR Faculty Research Fellows Program is designed to bring social scientists who study different parts of the world using different methods and theoretical approaches together in a common space. Rooted in the belief that the best research is produced through critical and constructive conversations in an inclusive community of global scholars, CISSR activities allow fellows to share their findings, while also exposing them to new perspectives and localities. Through sustained interactions with their peers, and with CISSR financial and administrative support, fellows can refine their research and amplify its impact.
- CISSR provides faculty with book support through workshops and monograph enhancement awards, which are designed to help faculty produce the highest quality manuscripts possible.
- CISSR supports graduate research through Dissertation Support Grants and the Lloyd and Susanne Rudolph Field Research Awards.

CISSR succeeds and builds upon the legacy of the Center for International Studies (CIS). Established fifty years ago, CIS helped catalyze the integration of international perspectives into the University’s graduate and undergraduate programs. The successes of those efforts are visible today in many curricular and pedagogic programs, from the strength of our library collections and diversity of our language offerings to the richness of undergraduate opportunities such as the Program on the Global Environment, the International Studies major, and the breadth of Civilizations Studies options, to name a few.
JOYCE Z. AND JACOB GREENBERG
CENTER FOR JEWISH STUDIES

Director

- Na’ama Rokem, Near Eastern Languages & Civilizations and Comparative Literature

Professors

- Leora Auslander, History
- Orit Bashkin, Near Eastern Languages & Civilizations
- Philip Bohlman, Music
- Arnold I. Davidson, Philosophy, Divinity, and Comparative Literature
- Michael Fishbane, Divinity
- Cornell Fleischer, Near Eastern Languages & Civilizations
- Hakan Karateke, Near Eastern Languages & Civilizations
- David Levin, Germanic Studies
- Françoise Meltzer, Romance Languages and Literatures, Comparative Literature, and Divinity
- David Nirenberg, Social Thought and History
- Martha Nussbaum, Law, Philosophy, and Divinity
- Dennis Pardee, Near Eastern Languages & Civilizations
- James Robinson, Divinity
- Martha Roth, Oriental Institute and Near Eastern Languages & Civilizations
- Eric Santner, Germanic Studies
- David Schloen, Near Eastern Languages & Civilizations
- Bożena Shallcross, Slavic Languages and Literatures
- Tara Zahra, History
- Laurie Zoloth, Divinity

Associate Professors

- Simeon Chavel, Divinity
- Sarah Hammerschlag, Divinity
- Faith Hillis, History
- William Nickell, Slavic Languages and Literatures
- Richard Payne, Near Eastern Languages & Civilizations and History
- Na’ama Rokem, Near Eastern Languages & Civilizations
- Anna Schultz, Music
- Jeffrey Stackert, Divinity
- Sofia Torallas-Tovar, Classics and Near Eastern Languages & Civilizations

Assistant Professors

- Maria Anna Mariani, Romance Languages and Literatures
- Sonali Thakkar, English Language and Literature
- Anna Torres, Comparative Literature

Associate Professors of Practice in the Arts

- Rachel DeWoskin, Creative Writing
- Geof Oppenheimer, Visual Arts

Senior Lecturers

- Ari Almog, Near Eastern Languages & Civilizations and Comparative Literature

Assistant Instructional Professors

- Jessica Kirzane, Germanic Studies
University Associate Members

• Stuart Creason, Near Eastern Languages & Civilizations
• Anne Knafl, Bibliographer for Religion and Philosophy
• Gil Stein, Near Eastern Languages & Civilizations

Emeritus Members

• Howard I. Aronson, Slavic Languages & Literatures
• Ralph Austen, History
• Michael Geyer, History
• Samuel Jaffe, Germanic Studies
• Ralph Lerner, Social Thought
• Albert Madovsky, Booth School of Business
• Paul Mendes-Flohr, Divinity
• Judith Nadler, Library
• Shulamit Ran, Music
• Jerrold Sadock, Linguistics
• Josef Stern, Philosophy

Jewish Studies has been an important field of research at The University of Chicago since the days when its first president, the Biblical scholar William Rainey Harper, oversaw the beginnings of programs in Bible and Ancient Near Eastern Civilizations. In addition to Professor Harper, Rabbi Emil Gustav Hirsch taught Jewish Studies from the very founding of the university. In 1892 he was appointed one of the first four full professors at the fledgling university, occupying a chair in “Rabbinical Literature and Philosophy.” He held the chair until his death in 1923. In fact, the University of Chicago was one of the first universities in the world to have a full-fledged program in Jewish Studies. A few decades later, these early initiatives received a huge institutional boost with the founding of the Oriental Institute, which remains one of the preeminent centers for the study of ancient Near Eastern language, civilization, and archeology. But the flourishing of Jewish Studies over the years at Chicago has also been sustained by appointments in a wide range of departments: professorships of Jewish Hellenism in Classics, Medieval Jewish Philosophy in Philosophy, Jewish Social and Economic History in History, to name only a few. During the past decade, the University has appointed eminent scholars in the study of Hebrew Bible, Midrash, Jewish Medieval Studies, Hebrew Literature, American Jewish Literature, and German Jewish Culture. Working together, they have created one of the most modern comprehensive, distinguished, and interdisciplinary programs in Jewish Studies available at any American university. Students can make full use of the resources in Jewish Studies available through the Divinity School, the departments of Germanic Studies, History, Linguistics, Philosophy, Music, Near Eastern Languages & Literature, and the Oriental Institute.

ACADEMIC OPPORTUNITIES

Graduate students in Jewish Studies at the University of Chicago earn their degrees in a department, school, or committee, while supplementing their disciplinary training through participation in the inter-disciplinary activities and scholarship opportunities offered by the Center. Students who wish to pursue graduate work in an area of Jewish Studies should apply to the appropriate department, school, or committee, and not to the Greenberg Center for Jewish Studies. The following departments and schools offer specialized graduate study in the following tracks or programs of Jewish Studies:

THE DIVINITY SCHOOL

• Biblical Studies
  • Hebrew Bible and the Ancient Near East
  • Hebrew Bible and Early Jewish Literature
  • Jewish and Christian Bible
• History of Judaism
• Rabbinic literature, Midrash, and mysticism
• Medieval Jewish philosophy, thought, and literature (including Islamic philosophy)
• Modern Jewish thought and intellectual history

For information about the Divinity School please visit http://divinity.uchicago.edu (http://divinity.uchicago.edu/).

DEPARTMENT OF GERMANIC STUDIES

• German-Jewish Intellectual History
• Yiddish Language, Literature, and Culture
For information about the Department of Germanic Studies please visit http://german.uchicago.edu.

DEPARTMENT OF HISTORY

• Modern Jewish History

For information about the Department of History please visit http://history.uchicago.edu.

DEPARTMENT OF NEAR EASTERN LANGUAGES AND CIVILIZATIONS (NELC)

• Near Eastern Judaica (including Modern Hebrew Studies and Hebrew Studies)
• Northwest Semitic Philology (including Hebrew, Phoenician-Punic, Ugaritic, Aramaic, and Syriac)
• Ancient Near Eastern History (including the ancient history of Syria-Palestine)
• Near Eastern Art and Archaeology
• Modern Hebrew Language and Literature
• Islamic History and Civilization (including the study of Jews in the Islamic world)
• Islamic Thought (including the interaction between Jewish and Islamic thought)

For more information about NELC please visit http://nelc.uchicago.edu.

In addition, students and faculty work in specific areas of Jewish Studies in the Departments of Music, Philosophy, Political Science, and Slavic Languages and Literatures.

The Greenberg Center for Jewish Studies seeks to provide a common space in which graduate students of all disciplines working in the diverse areas of Jewish Studies can participate in a rich and lively intellectual community. We plan inter-disciplinary graduate courses, lectures and conferences, and graduate workshops and seminars for faculty and students. The faculty of the Center guide students to the multiple opportunities for the study of Judaism and Jewish culture available across the university. In addition, the Center awards research and travel grants and dissertation year fellowships to students in any department and school working on topics related to Jewish Studies. Prospective and current students should keep in mind that, given the deeply ingrained interdisciplinary culture of the University of Chicago, their opportunities for study and research can range across the entire faculty in addition to the resources of their home department or unit. Although each program has its own requirements, students typically take courses and seminars in departments other than their own, and dissertation committees often include faculty from multiple departments, thus reflecting the interdisciplinary nature of graduate study at this university.

JEWISH STUDIES & HEBREW BIBLE WORKSHOPS

Bringing together faculty and students from across various disciplines, the Jewish Studies and the Hebrew Bible workshops seek to provide a forum for vibrant discourse and critical reflection on work and topics included in these broad fields of Judaica. From Jewish language, literature, and music to religion and philosophy, these workshops look to engage students and faculty interested in Jewish studies while stretching them to think beyond the strictures that currently typify their sub-disciplines.

RESEARCH AND LIBRARY RESOURCES

The University of Chicago library system serves the research and study interests of faculty and students and houses a bound volume and microfilm collection of more than 5 million volumes; a manuscript and archival collection of over 7 million pieces; serial holdings of some 95,000 titles; and a photographic study collection of visual art of more than 500,000 pieces. The physical facilities of the library system consist of the Joseph Regenstein Graduate Research Library, supporting research activities and graduate programs in the humanities and social sciences; Harper Memorial Library, serving primarily students in the College; and six professional and departmental libraries. Regenstein Library provides the central location for research materials in the humanities, the social sciences, and the ancient and modern languages, an array of resources numbering more than 3 million volumes.

Regenstein Library contains the Department of Special Collections, a major repository of archival and rare published materials. Regenstein also houses the Middle East Collection, with rich holdings in Assyriology and Egyptology. Of particular interest to students in Jewish Studies is the unique Ludwig Rosenberger Collection, which contains thousands of items in German Judaica. In addition, the Oriental Institute maintains extensive holdings in ancient Near Eastern and biblical studies and archaeology.

Library resources are not limited to the University community. The libraries of the cluster of five theological schools in the University neighborhood enrich the available library facilities by more than 1,000,000 volumes. The libraries of the Art Institute and the Chicago Historical Society also contain extensive resources for historical study. The Newberry Library, located on Chicago's Near North Side, is a world-renowned research collection
of some 1,000,000 titles and 5,000,000 manuscripts in the humanities, chiefly in history, literature, music, and philosophy, with special strengths in European, American, and Latin American history and literature.

**STUDENT FUNDING AND OPPORTUNITIES**

**Dissertation Writing Fellowship**

The Greenberg Center for Jewish Studies periodically offers Dissertation Writing Fellowship(s) for students in all Divisions and Schools at the University of Chicago pursuing projects on any topic relating to Jewish Studies, including (but not restricted to) study of the history, culture, and thought of the Jews, classical and modern Jewish texts, and languages of the Jews (e.g., biblical through modern Hebrew, Yiddish).

**Travel and Research Grants**

The Greenberg Center for Jewish Studies awards grants to students to support their work in any area of Jewish Studies. Eligible expenses include (1) research travel and materials, and (2) advanced foreign language study in an accredited program (beyond the level offered at the University). Because funds are currently limited, priority will be given to proposals in the order listed. Awards are also available for conference travel and fees when a paper has been accepted for presentation. Students may combine their awards with funding from other sources.

For additional information about the Jewish Studies program, please see ccjs.uchicago.edu (http://lucian.uchicago.edu/blogs/ccjs/)
Established in 1968, the University of Chicago Center for Latin American Studies (CLAS) brings together faculty and students across the University in interdisciplinary and interdivisional research, teaching, scholarly events, and public engagement related to this vital region of the world.

The Center for Latin American Studies:
- works closely with faculty to support their teaching and research, actively sponsors programs for visiting academics, and maintains a quarterly list of courses related to Latin America and the Caribbean (https://clas.uchicago.edu/academic-programs/courses/)
- administers academic programs, including BA major and minor programs (https://clas.uchicago.edu/academic-programs/BA-programs/) and a graduate certificate (https://clas.uchicago.edu/academic-programs/grad-certificate/) for students across MA and PhD programs
- funds study/research and provides teaching opportunities (https://clas.uchicago.edu/academic-programs/funding/) for graduate students across divisions and programs
- promotes interdisciplinary research, education, discussion, and debate around myriad topics relevant to Latin America, through scholarly and public engagement programs (https://clas.uchicago.edu/programs/).

A full description of CLAS programming is available at the Center’s website (https://clas.uchicago.edu/).

**Graduate Certificate in Latin American and Caribbean Studies**

The University of Chicago is a premier institution for research, teaching, and graduate study in the histories, cultures, politics, economies, and languages of Latin America and the Caribbean. More than 50 faculty members from throughout the graduate divisions and professional schools of the University focus their teaching and/or research on Latin America and the Caribbean, offering a wide range of disciplinary and regional coverage.

**Eligibility and Requirements**

All students who are enrolled full time in a graduate degree program at the University of Chicago are eligible to apply for the Latin American and Caribbean Studies (LACS) certificate. Students may submit a certificate application at any stage of their master’s or doctoral programs, but must do so at least one quarter prior to graduation. This certificate provides proof of area studies specialization, and will be noted on the transcript; all courses may be double counted toward both degree requirements and the LACS certificate. All coursework completed for the certificate must be taken for a quality grade.

A certificate will be granted when an applicant has fulfilled all course requirements in their degree program and the following certificate requirements, explained in more detail on the CLAS website (https://clas.uchicago.edu/academic-programs/grad-certificate/):

- 1 foundational course in Latin American and Caribbean Studies
- 3 additional courses in Latin American and Caribbean Studies
- Demonstrated language proficiency in Spanish, Portuguese, Haitian Kreyol, or a relevant indigenous language
- A major research project (typically an MA thesis or doctoral dissertation) on a theme or topic related to Latin America and/or the Caribbean
- Presentation of academic work at the Latin American History Workshop or Workshop on Latin America and the Caribbean (CLAS staff are available to assist with arrangements)
- In addition, doctoral students are required to demonstrate at least one year of active participation in the Latin American History Workshop or the Workshop on Latin America and the Caribbean.

Interested students are strongly encouraged to meet with the LACS program adviser as soon as they decide to pursue the certificate so that CLAS can provide guidance on requirements and monitor progress toward the certificate. Each MA certificate applicant will meet with the program adviser to discuss their plan for completion of certificate requirements, cultivate their research interests, and identify a faculty adviser for the master’s thesis. At any point before, during, or after the completion of certificate requirements, all students are welcome to meet with the CLAS faculty director or the program adviser to discuss their goals and the relevance of the Latin American and Caribbean Studies certificate to their research.

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**CLAS Staff**

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Center for Latin American Studies

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Diana Schwartz Francisco | Assistant Instructional Professor, LACS Program Adviser
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phone: 773.702.0707

CLAS Website
HTTP://CLAS.UCHICAGO.EDU/

Affiliated Faculty

- Michael Albertus - Department of Political Science
- Fernando Alvarez - Department of Economics
- Jessica Swanston Baker - Department of Music
- Maria Angélica Bautista - Harris School of Public Policy
- Natalia Bermúdez - Department of Linguistics
- Christopher Blattman - Harris School of Public Policy
- Dain Borges - Department of History
- Neil Brenner - Department of Sociology
- Larissa Brewer-García - Department of Romance Languages and Literatures
- Claudia Brittenham - Department of Art History
- P. Sean Brotherton - Department of Anthropology
- Chad Broughton - Department of Public Policy Studies (College)
- Leonardo Bursztyn - Department of Economics
- Honey Crawford - Theater and Performance Studies
- Shannon Dawdy - Department of Anthropology
- Frederick A. de Armas - Department of Romance Languages and Literatures
- Oeindrila Dube - Harris School of Public Policy
- Brodwyn Fischer - Department of History
- René D. Flores - Department of Sociology
- Rachel Galvin - Department of English
- Angela S. García - School of Social Service Administration
- Edgar Garcia - Department of English
- Ramón Gutiérrez - Department of History
- Susan R. Gzesh - Human Rights Program
- James Heckman - Department of Economics
- Dwight Hopkins - Divinity School
- Ryan Jobson - Department of Anthropology
- Sarah Jessica Johnson - Department of English
- Rashauna Johnson - Department of History
- Robert L. Kendrick - Department of Music
- Alan Kolata - Department of Anthropology
- Emilio Kouri - Department of History
- Ali Kulez - Humanities
- Benjamin Lessing - Department of Political Science
- Ana Maria Lima - Department of Romance Languages and Literatures
- Victor Lima - Department of Economics
- Maria Cecilia Lozada - Department of Romance Languages and Literatures
- Agnes Lugo Ortiz - Department of Romance Languages and Literatures
- Luis Martínez - Harris School of Public Policy
- Miguel Martínez - Department of Romance Languages and Literatures
- Alicia Menendez - Harris School of Public Policy
- Salikoko Mufwene - Department of Linguistics
• Sarah Newman - Department of Anthropology
• Stephan Palmié - Department of Anthropology
• Kaneesha Parsard - Department of English Language and Literature
• Mercedes Pascual - Department of Ecology and Evolution
• Pablo Pena - Department of Economics
• James Robinson - Harris School of Public Policy
• Danielle Roper - Department of Romance Languages and Literatures
• Mario Santana - Department of Romance Languages and Literatures
• Victoria Saramago - Department of Romance Languages and Literatures
• Diana Schwartz Francisco - Center for Latin American Studies/Department of History
• Salomé Aguilera Skvirsky - Department of Cinema and Media Studies
• Susan Stokes - Department of Political Science
• Megan Sullivan - Department of Art History
• Mauricio Tenorio - Department of History
• Mareike Winchell - Department of Anthropology
• Austin L. Wright - Harris School of Public Policy
• Alan Zarychta - School of Social Service Administration
• Erik Zyman - Department of Linguistics
The Center for Middle Eastern Studies offers an interdisciplinary Master of Arts program designed for students who wish to use their knowledge of the Middle East in careers other than university teaching and research. The program is also suitable for students considering an academic career who have not had the appropriate academic background for direct entrance into a doctoral program. Language and area studies preparation may be supplemented by relevant course work in a professional school or department. Students may be admitted to the Master of Arts program in either the Division of the Social Sciences or the Humanities and will receive the degree from the division through which they have registered. Students with significant previous training in Middle Eastern or Islamic studies who wish to earn a doctoral degree leading to careers in research and college or university teaching should apply for admission directly to one of the graduate doctoral departments or committees of the University.

There are two tracks—modern and ancient—for the MA program in Middle Eastern Studies. The modern program covers the time period from the rise of Islam until the present. The ancient track, offered in collaboration with the faculty of the Department of Near Eastern Languages and Civilizations, focuses on the cultures and languages of the ancient Near East. The application process, degree requirements, and the rules and conditions for financial aid are similar for both programs.

ADMISSION

Applicants for the Master of Arts in Middle Eastern Studies are expected to meet the graduate admission requirements of the University and of the division to which they apply. In addition, applicants to the Middle Eastern Studies program must submit an academic writing sample. Foreign students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Students must enter the program in the autumn quarter. Although the program is designed for full time students, applications from those who can attend only on a part time basis will be considered.

HOW TO APPLY THROUGH THE DIVISION OF HUMANITIES

The application process for admission and financial aid for all Humanities graduate programs is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online (http://humanities.uchicago.edu/students/admissions/apply-now/).

Questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

HOW TO APPLY THROUGH THE DIVISION OF THE SOCIAL SCIENCES

The application process for admission and financial aid for all Social Sciences graduate programs is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online (https://socialsciences.uchicago.edu/admissions/).

Questions pertaining to admissions and aid should be directed to ssd-admissions@uchicago.edu or (773) 702-8415.
Joint Program in Business Administration and Middle Eastern Studies

Benefitting from the combined strengths of the Center and the Graduate School of Business (http://www.chicagobooth.edu/) -- one of the finest business schools in the country -- this three-year program helps students gain a firm grasp of the languages, history, and social institutions of the Middle East while acquiring the basic skills for careers in international business. To apply for the joint M.A. in Middle Eastern Studies/Masters in Business Administration, please click here (http://www.chicagobooth.edu/programs/full-time/admissions/).

Joint Program in Public Policy and Middle Eastern Studies

This dual degree program addresses the needs of students wishing to acquire a solid background in modern Middle Eastern languages, history, and civilization while developing their abilities in policy analysis in preparation for professional careers in scholarly, educational, governmental, non-governmental, and business environments in the United States and abroad. This program requires approximately 5 quarters of study in the Center for Middle Eastern Studies and 4 quarters of study in the Harris School of Public Policy (http://harris.uchicago.edu/admissions-and-aid/). Applicants for the joint program must apply to both the Harris School (https://harris.uchicago.edu/) and the Division of the Social Sciences (https://socialsciences.uchicago.edu/admissions/) separately.

Program Requirements

The requirements are satisfactory completion of:

- Six quarters of a Middle Eastern (ancient or modern) language (through at least two year proficiency);
- One quarter core colloquium: Approaches to the Study of the Middle East, or Approaches to the Study of the Ancient Near East;
- For the modern track, three quarters of an approved integrated Middle Eastern survey course; for the ancient track, three survey courses in the History, Archaeology and Cultures of the Ancient Near East (see below under “Core Courses”);
- Seven courses in relevant electives;
- One course in thesis preparation, or reading and research;
- A master’s thesis.

Only courses taken for a quality grade count toward fulfilling the requirements. No P or R grades will be accepted.

Elective courses may concentrate on one area or explore several of the fields of ancient or modern Middle Eastern studies such as, for example, Archaeology, Cuneiform Studies, Egyptology, Semitic linguistics, Arabic, Persian or Turkish literature, as well as related disciplines such as Art History, Anthropology, Classics, History, Linguistics, Political Science and Sociology.

Language

Placement interviews will be given so that entering students may register for courses at the appropriate level of instruction. The languages offered include: Akkadian, Arabic, Armenian, Egyptian (Ancient), Hebrew (classical and modern), Hittite, Persian, Sumerian, Turkish, and Uzbek.

Core Courses

For the modern track MA, all students are required to take the core colloquium Approaches to the Study of Middle East (CMES 30001). Students must enroll in one of the following three quarter sequences: Islamic History & Society (NEHC 31000, 31100, 31200/HIST 35704, 35804, 35904), or Islamic Thought & Literature (NEHC 30601, 30602, 30603/ SOSC 2200, 22100, 2220). For the ancient track MA, students are required to take the core colloquium Approaches to the Study of the Ancient Near East and must enroll in at least three survey courses in the History, Archaeology and Cultures of the Ancient Near East, covering at least three different geographic areas (Egypt and Nubia; Mesopotamia; Anatolia; the Levant; Iran; etc.). Relevant courses are listed on the website of the department of Near Eastern Languages and Civilizations (https://nelc.uchicago.edu/courses/) at the beginning of each academic year. These courses should be chosen in consultation with the Graduate Advisor for the CMES Ancient Track MA.

Master’s Thesis

Students are required to submit a master’s thesis that should deal with a problem relevant to the student's intended career and should give evidence of the specialized disciplinary aspects of his or her training. The student's program adviser and a faculty member with special interest in the subject of the paper will guide the research and writing of the paper and judge whether it exhibits proof of competence in the field. During the writing of the paper, the student will register for a thesis preparation or reading and research course. The thesis title will be listed on the student's transcript.
NORC AT THE UNIVERSITY OF CHICAGO

NORC at the University of Chicago is a non-partisan, objective research institution that delivers reliable data and rigorous analysis to guide critical programmatic, business, and policy decisions. Since 1941, NORC has conducted groundbreaking studies, created and applied innovative methods and tools, and advanced principles of scientific integrity and collaboration. Today, government, corporate, and nonprofit clients around the world partner with NORC to transform increasingly complex information into useful knowledge. NORC conducts research in five main areas: Economics, Markets, and the Workforce; Education, Training, and Learning; Global Development; Health and Well-Being; and Society, Media, and Public Affairs. Headquartered in downtown Chicago, NORC works in over 40 countries around the world, with additional offices on the University of Chicago campus, the DC metro area, Atlanta, Boston, San Francisco, Silicon Valley, Albuquerque, and Wichita. NORC’s long tradition of rigorous, transparent, and objective research has been fostered and reinforced by its long-standing relationship with the University of Chicago. As a result of this, the quality of knowledge they produce, has been greatly enhanced.

NORC has pioneered methodological innovations which advance the science of survey research and maintains an active presence in the research and teaching life of the Divisions of the Social Sciences and Biological Sciences, as well as the Pritzker School of Medicine, the Harris Graduate School of Public Policy Studies, and the School of Social Service Administration. NORC conducts nationwide surveys that are used as data resources for social scientists and policy analysts throughout the world. It employs a field staff of over 1,000 trained interviewers and conducts more than 30 surveys each year on such topics as the costs and practices of health care, environmental studies, substance abuse, education, labor, family, and the attitudes of Americans. NORC has been conducting the General Social Survey (GSS) since 1972; the GSS is the most frequently used dataset in sociology aside from the U.S. Census.

In addition to its core research areas, NORC also maintains the Academic Research Centers (ARC) which occupy office space in the Harris School building on the University of Chicago campus. The ARC provides a collegial, interdisciplinary environment in which University of Chicago faculty can conduct empirical social science research in collaboration with a team of NORC researchers committed to developing collaborations across departments and divisions at the University. While there are currently four research centers within the ARC, faculty and researchers in this department have developed a wide range of funded research projects that have evolved well beyond the purview of these specific content area centers and now constitute the larger portion of the department’s work. The four centers are:

- **The Aging Action Research Center** functions as a substantive hub for research on aging within and outside of NORC, acting as a knowledge broker for the development of design-based research, dissemination to stakeholders, innovation in survey research methods, and management of grant programs.

- **The Center for the Study of Politics and Society** focuses on the investigation of societal change. The National Data Program for the Social Sciences is the CSPS’s largest component and its major activity is the regular collection and distribution of the General Social Survey and its allied surveys in the International Social Survey Program.

- **The Early Childhood Research and Practice Collaborative** fosters research-practice partnerships that apply rigorous research/evaluation methods and the latest development science to address pressing needs and challenges faced by early childhood educators in formal and informal learning environments, policymakers, and investigators.

- **The Ogburn-Stouffer Center for the Study of Social Organizations** promotes innovative, theoretically-informed, empirical research on population, political attitudes and decision making, community, health, social inequality, and social structure. A core mission is to promote the training of graduate students in the social sciences through involvement in all phases of large-scale survey research from development to execution and analysis.

University students participate in NORC’s activities in several ways. NORC offers a dynamic hands-on summer intern program open to graduate students. NORC has given countless graduate students experience in real-world social science research. More than 100 UChicago students have worked as GRAs (Graduate Research Assistants) during the last six years. UChicago, NORC, and ARC are committed to employing and training university students as a critical part of their professional development. NORC researchers who also hold University faculty positions often become lifelong mentors to these students. Some graduate students receive support through NORC for their own research in the writing of dissertations; many attend conferences and weekly workshops that are sponsored by and held at NORC. NORC employs many University graduates at professional career levels.
The Center for the Study of Race, Politics, and Culture

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The Center for the Study of Race, Politics, and Culture

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- Karen Kim– Medicine
- Emilio Kouri– History
- Loren Kruger– Comparative Literature and English
- Jennifer Kubota– Psychology
- Jonathan Levy– History
- Agnes Lugo-Ortiz– Romance Languages & Literatures
- Omar M. McRoberts– Sociology
- Doriane Miller– Medicine
- Reuben Jonathan Miller– School of Social Service Administration
- Salikoko Mufwene– Linguistics
- Eric Oliver– Political Science
- Olufunmilayo Olopade– Medicine
- Emily L. Osborn– History
- Stephan D. Palmié– Anthropology
- Monica Peek– Biological Sciences Division
- Srikanth”Chicu” Reddy– English
- François G. Richard– Anthropology
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- Danielle Marion Roper– Romance Languages and Literature
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- Kenneth Warren– English
- Mareike Winchell– Anthropology
- Miwa Yasui– School of Social Service Administration
- Marci Ybarra– School of Social Service Administration

**FUNDING AND OPPORTUNITIES**

The CSRPC has many resources for masters and doctoral students who work on topics around race and ethnicity. The Center offers a CSRPC Dissertation Fellowship, currently providing one or two ABD students a year with a stipend of $31,000 some research funding, and an office at the Center. The CSRPC Residential Fellowship provides office space and research funding. Jointly with the Center for The Study of Gender and Sexuality, the Center offers a dissertation fellowship (also with a stipend, research funding, and office space) for a student working on an intersectional topic. Finally, the CSRPC gives a total of at least $12,000 per year in research grants to students working on relevant topics.

Many teaching opportunities can be found at CSRPC as well. Several teaching internships and lectureships for the civilization sequence "Colonizations" are available each year, and the Center offers six stand alone courses from among those proposed by advanced graduate students. The Center sponsors a Council on Advanced Studies graduate workshop, the Reproduction of Race and Racial Ideologies Workshop.

For additional information about the Center for the Study of Race, Politics, and Culture, please see csrpc.uchicago.edu
COMPARATIVE RACE AND ETHNIC STUDIES COURSES

CRES 30001. Topics in African American History. 100 Units.
This course is designed to explore in-depth selected topics in African American history and historiography. The specific focus this term will be "race and twentieth-century social science." Readings and discussion will explore the history of the relation between social-science theory and racial thought and practice from the race science of the late-nineteenth century through Franz Boas's cultural relativism to mid-twentieth century notions of a so-called culture of poverty. Our attention will focus on the real-world, especially public policy, implications of social-scientific thought. In addition to active participation in class discussions each student will write a final paper on a selected topic.
Equivalent Course(s): HIST 40001

CRES 30110. Trans-Saharan Africa. 100 Units.
Should Mediterranean and sub-Saharan Africa be treated as one or two historical units? What was the global and regional significance of medieval and early modern trans-Saharan caravan trade? How are we to understand the vast empires that sprang up in the West and Central Sudan during this era? How and in what form did Islam and the broader culture that accompanied it spread across this entire region? What was the role of slavery in the economic and cultural development of both North and West-West Central Africa? To what extent did European colonial rule and its aftermath alter or encourage the social and cultural processes initiated by trans-Saharan contacts? We will consider these questions in this course, which will mix lectures on Tuesdays with discussion of readings on Thursdays. Assignments: Two short 3-5-page critical papers on specialized readings and one longer final essay of 10-12 pages.
Instructor(s): R. Austen Terms Offered: Spring
Equivalent Course(s): HIST 20110, HIST 30110, CRES 20110

CRES 30203. Colloquium: Colonial African History. 100 Units.
In the late nineteenth century, European nations embarked on an ambitious effort to conquer and occupy Africa. This course considers the conditions that enabled the European "scramble for Africa" and the long-lasting consequences of that project. We will use primary sources, secondary texts, fiction, and films to explore the meanings and manifestations of the European occupation for African peoples. Specific themes to be investigated include colonial institutions and systems of rule; social and political effects of colonialism; colonial religious movements; resistance and rebellion; nationalism and independence. We will draw case studies from French West Africa, Kenya, Nigeria, Sierra Leone, and South Africa.
Instructor(s): E. Osborn Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): HIST 40203

CRES 30308. Political Theologies of Slavery and Freedom in the Atlantic World. 100 Units.
This seminar examines the interdisciplinary form of knowledge known as "political theology" in the context of Atlantic slavery. The course will trace two major developments. First, we will explore how Christian metaphysics facilitated colonialism and slavery, focusing on the emergence of race as a theological (rather than a biological) concept and on the self-fulfilling providentialism that structured fantasies of Euro-Christian world dominance. Second, we will explore how indigenous and African cosmologies and Christianities informed enslaved resistance and abolitionism. Our readings will range from works of political theology (Augustine, Calvin, Hobbes) to early American writings (Las Casas, Ligon, Jefferson) to Black Atlantic anti-slavery texts (Wheatley, Walker, Turner). We'll consider the explorer George Best's rewriting of the biblical Curse of Ham, Francis Bacon's claim that Europe's superior technology evidenced its Chosen status, and the ideology of "hereditary heathenism" that forestalled early efforts to convert slaves to Christianity. Likewise, we'll consider the role of obeah in the Haitian Revolution, the competing attitudes toward Christian slave revolt found in fiction by Douglass and Stowe, and the continued contestation of what W. E. B. Du Bois called "the new religion of whiteness." Secondary authors may include Charles Taylor, Talal Asad, Max Weber, Colin Kidd, Rebecca Goetz, Jared Hickman, Katharine Gerbner, Jorge Cañizares-Esguerra, and J. Kameron Carter
Instructor(s): Alex Mazzaferro Terms Offered: Spring
Equivalent Course(s): SCTR 40308, KNOW 40308, CHSS 40308

CRES 31900. ¿Cuerpos Desechables? Estéticas de la No-Vida en las Literaturas Hispanoamericanas. 100 Units.
In this seminar we will conduct a theoretical exploration of the aesthetic procedures through which human life has been represented as expendable in Spanish-American literature from the Conquest to the twenty-first century, as well as an examination of the historical and philosophical contexts within which such figurations emerged. The course will focus on case studies that correspond to four key moments in the history of the region: conquest and colonization, slavery and the formation of national states in the nineteenth century, the triumph of a capitalist export economy at the turn of the twentieth, and the violent challenges posed by globalization and narcotráfico in the contemporary context. Among the issues and texts we may engage are Fray Bartolomé de las Casas and Francisco de Vitoria's sixteenth-century dispute on the right of conquest and the Brevísima relación narcotráfico in the contemporary context. Among the issues and texts we may engage are Fray Bartolomé de las Casas and Francisco de Vitoria's sixteenth-century dispute on the right of conquest and the Brevísima relación de la destrucción de las Indias, Esteban Echevarría's El matadero, Lucio Mansilla's Una excursión a los indios ranqueles, Juan F. Manzano's Autobiografía de un esclavo, Manuel Zeno Gandía's La charca, and Fernando Vallejo's La virgen de los sicarios.
Instructor(s): A. Lugo-Ortiz Terms Offered: Spring
Equivalent Course(s): LACS 31900, SPAN 31900, HMRT 31901

COMPARATIVE RACE AND ETHNIC STUDIES COURSES

CRES 30001. Topics in African American History. 100 Units.
This course is designed to explore in-depth selected topics in African American history and historiography. The specific focus this term will be "race and twentieth-century social science." Readings and discussion will explore the history of the relation between social-science theory and racial thought and practice from the race science of the late-nineteenth century through Franz Boas's cultural relativism to mid-twentieth century notions of a so-called culture of poverty. Our attention will focus on the real-world, especially public policy, implications of social-scientific thought. In addition to active participation in class discussions each student will write a final paper on a selected topic.
Equivalent Course(s): HIST 40001

CRES 30110. Trans-Saharan Africa. 100 Units.
Should Mediterranean and sub-Saharan Africa be treated as one or two historical units? What was the global and regional significance of medieval and early modern trans-Saharan caravan trade? How are we to understand the vast empires that sprang up in the West and Central Sudan during this era? How and in what form did Islam and the broader culture that accompanied it spread across this entire region? What was the role of slavery in the economic and cultural development of both North and West-West Central Africa? To what extent did European colonial rule and its aftermath alter or encourage the social and cultural processes initiated by trans-Saharan contacts? We will consider these questions in this course, which will mix lectures on Tuesdays with discussion of readings on Thursdays. Assignments: Two short 3-5-page critical papers on specialized readings and one longer final essay of 10-12 pages.
Instructor(s): R. Austen Terms Offered: Spring
Equivalent Course(s): HIST 20110, HIST 30110, CRES 20110

CRES 30203. Colloquium: Colonial African History. 100 Units.
In the late nineteenth century, European nations embarked on an ambitious effort to conquer and occupy Africa. This course considers the conditions that enabled the European "scramble for Africa" and the long-lasting consequences of that project. We will use primary sources, secondary texts, fiction, and films to explore the meanings and manifestations of the European occupation for African peoples. Specific themes to be investigated include colonial institutions and systems of rule; social and political effects of colonialism; colonial religious movements; resistance and rebellion; nationalism and independence. We will draw case studies from French West Africa, Kenya, Nigeria, Sierra Leone, and South Africa.
Instructor(s): E. Osborn Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): HIST 40203

CRES 30308. Political Theologies of Slavery and Freedom in the Atlantic World. 100 Units.
This seminar examines the interdisciplinary form of knowledge known as "political theology" in the context of Atlantic slavery. The course will trace two major developments. First, we will explore how Christian metaphysics facilitated colonialism and slavery, focusing on the emergence of race as a theological (rather than a biological) concept and on the self-fulfilling providentialism that structured fantasies of Euro-Christian world dominance. Second, we will explore how indigenous and African cosmologies and Christianities informed enslaved resistance and abolitionism. Our readings will range from works of political theology (Augustine, Calvin, Hobbes) to early American writings (Las Casas, Ligon, Jefferson) to Black Atlantic anti-slavery texts (Wheatley, Walker, Turner). We'll consider the explorer George Best's rewriting of the biblical Curse of Ham, Francis Bacon's claim that Europe's superior technology evidenced its Chosen status, and the ideology of "hereditary heathenism" that forestalled early efforts to convert slaves to Christianity. Likewise, we'll consider the role of obeah in the Haitian Revolution, the competing attitudes toward Christian slave revolt found in fiction by Douglass and Stowe, and the continued contestation of what W. E. B. Du Bois called "the new religion of whiteness." Secondary authors may include Charles Taylor, Talal Asad, Max Weber, Colin Kidd, Rebecca Goetz, Jared Hickman, Katharine Gerbner, Jorge Cañizares-Esguerra, and J. Kameron Carter
Instructor(s): Alex Mazzaferro Terms Offered: Spring
Equivalent Course(s): SCTR 40308, KNOW 40308, CHSS 40308

CRES 31900. ¿Cuerpos Desechables? Estéticas de la No-Vida en las Literaturas Hispanoamericanas. 100 Units.
In this seminar we will conduct a theoretical exploration of the aesthetic procedures through which human life has been represented as expendable in Spanish-American literature from the Conquest to the twenty-first century, as well as an examination of the historical and philosophical contexts within which such figurations emerged. The course will focus on case studies that correspond to four key moments in the history of the region: conquest and colonization, slavery and the formation of national states in the nineteenth century, the triumph of a capitalist export economy at the turn of the twentieth, and the violent challenges posed by globalization and narcotráfico in the contemporary context. Among the issues and texts we may engage are Fray Bartolomé de las Casas and Francisco de Vitoria's sixteenth-century dispute on the right of conquest and the Brevísima relación de la destrucción de las Indias, Esteban Echevarría's El matadero, Lucio Mansilla's Una excursión a los indios ranqueles, Juan F. Manzano's Autobiografía de un esclavo, Manuel Zeno Gandía's La charca, and Fernando Vallejo's La virgen de los sicarios.
Instructor(s): A. Lugo-Ortiz Terms Offered: Spring
Equivalent Course(s): LACS 31900, SPAN 31900, HMRT 31901
CRES 32012. Technologies of Race Making. 100 Units.
This course considers the intersections between technology, science, and race. It explores how technologies have been developed and used to assign racial meaning to people’s identities and bodies and how this has impacted economic, political, and social power structures. We will read studies relating to historical and present-day technologies and discuss topics such as racial science, phrenology, biometry, surveillance and policing, artificial intelligence and automation, and data production and reuse. A major theme that runs through the course is the practice of race-making, how biological race is enacted and made relevant in specific technological practices. Which assumptions and expectations about human variation are built into the technologies? What are the effects of its use in practice? How does race making configure into more durable forms, such as standards, databanks, and protocols? This class will be bi-modal, with in class and online options.
Instructor(s): Iris Clever Terms Offered: Autumn
Equivalent Course(s): HIPS 22102, KNOW 22012, ANTH 33336, SOCI 30325, KNOW 32012, CHSS 32012

CRES 33001. Censorship in East Asia: The Case of Colonial Korea. 100 Units.
This course examines the operation and consequences of censorship in the Japanese Empire, with focus on its effects in colonial Korea. It begins with two basic premises: first, both the Japanese colonial authorities’ measures of repression, and the Korean responses to them, can be understood as noticeably more staunch and sophisticated when compared to any other region of the Empire; and second, the censorship practices in Korea offers itself as a case that is in itself an effective point of comparison to better understand other censorship operations in general and the impact of these operations across different regions. With a view to probing an inter- and intra-relationship between censorship practices among a variety of imperial/colonial regions, this course studies the institutions related to censorship, the human agents involved in censorship—both external and internal—and texts and translations that were produced in and outside of Korea, and were subject to censorship. Overall, the course stresses the importance of establishing a comparative understanding of the functions of censorship, and on the basis of this comparative thinking we will strive to conceptualize the characteristics of Japanese colonial censorship in Korea.
Instructor(s): K. Choi Terms Offered: Spring
Equivalent Course(s): EALC 43000, MAAD 16001, EALC 23001

CRES 33700. 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): John Kelly Terms Offered: May be offered in 2021-22.
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): ANTH 23700, ANTH 33700, CRES 23710

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

CRES 35113. From Mestizaje to the Mexican Genome. 100 Units.
As the Kingdom of New Spain became independent Mexico, how did a society structured around status, caste and corporate bodies imagine itself as a republic of equal citizens? This course will explore the categories of class, culture and, particularly, race, with which, for over two hundred years, Mexican politicians and public writers, scientists and intellectuals have sought to make sense of the nation, decipher its ethnic, linguistic and cultural diversity, assuage the profound inequalities that have riddled it, and forge a “national identity”.
Equivalent Course(s): LACS 25113, LACS 35113, CRES 25113, HIST 26124, HIST 36124

CRES 36183. Migrations, Refugees, Races. 100 Units.
This MA/BA-level course introduces students to globalization theory, with particular attention to readings that showcase the displacements and migrations that characterize the era of advanced global capitalism. Fleeing economic, social, and climatological collapse, migrants hardly find a second home; they become refugees without refuge. The limits on their flourishing extend far beyond the national borders that they cross in search of livable life. Wherever they go, they are discriminated and psychologically segregated by discourses of race nationalism, discourses in which migrations give rise to races. This course will focus on this process of migrant racialization—all the more pressing in light of current world events—with a curriculum that includes works by Weber, Simmel, Smohalla, Benedict Anderson, Anzaldúa, Appadurai, Brathwaite, Walter Benjamin, Celan, Derrida, Eggers,
CRES 36220. Witches, Sinners, and Saints. 100 Units.
This course examines representations of women's bodies and sexualities in colonial Latin American writings. In doing so, we will study the body through a variety of lenses: the anatomical body as a site of construction of sexual difference, the witch's body as a site of sexual excess, the mystic's body as a double of the possessed body, the tortured body as a site of knowledge production, and the racialized bodies of New World women as sites to govern sexuality, spirituality, labor, and property in the reaches of the Spanish Empire. 
Instructor(s): Edgar Garcia 
Terms Offered: Spring
Equivalent Course(s): CRES 29011, LACS 26183, ENGL 25011, ENGL 36183

CRES 36290. Mapping Black Social Dance: Hip Hop and House in the Community and onstage. 100 Units.
This hybrid studio/seminar course offers an overview of the formal techniques, cultural contexts, and social trends that shape current Black social and vernacular dance practices. Modules will be built around Black social culture by looking at key histories and theories around Black dance, music and other cultural aesthetics from hip hop to house. As part of our exploration, we will cover themes such as: the Great Migration, the range of Black social dance forms from blues, jazz, disco, and dancehall that have influenced the evolution of hip hop and house on global scale; and the spectrum of social spaces from clubs to lounges and public events that have been critical to preserving Black cultural heritage and creating safe spaces for belonging and flourishing. Selected readings and viewings will supplement movement practice to give historical, cultural, and political context.
Instructor(s): M. McNeal
Terms Offered: Spring
Equivalent Course(s): MUSI 23620, CRES 26290, TAPS 36290, TAPS 26290, MUSI 33620

CRES 37110. Égalité des races dans la francophonie. 100 Units.
La réflexion anthropologie sur la Caraïbe commence avec les premières explorations européennes au cours des 15e et 16e siècles. Tout comme lors du développement de la colonisation, puis du système esclavagiste inauguré par le Code Noir (1685), la question raciale s'instaure au cœur même de la revendication républicaine des esclaves et de l'indépendance haïtienne. C'est cependant au milieu du 19e siècle, période où triomphe l'anthropologie positive, que paraîtront deux ouvrages majeurs sur la question raciale: De l'inégalité des races (1853) de Gobineau et De l'égalité des races humaines (1885) d'Anténor Firmin, l'un des premiers noirs à être membre de la Société d'anthropologie de Paris. Le séminaire analysera ces deux ouvrages en rapport avec l'esprit et l'histoire des idées de l'époque en mettant en évidence, à travers les réflexions théoriques et les œuvres des Durkheim, Firmin, Gobineau, Hildbert, Joseph-Janvier, Madiou, Marcelin, Moreau de Saint-Méry, Renan, Saint-Rémy, Schoelcher, l'émergence croisée et progressive d'un formidable discours sur la race dans l'histoire, la littérature et la philosophie politique, tout au long de la deuxième moitié du 19e siècle.
Instructor(s): Edgar Garcia
Terms Offered: Autumn
Equivalent Course(s): LACS 26210, LACS 26212, CRES 26220, SPAN 36210, GNSE 26210, SPAN 26210

CRES 37200. African American History to 1883. 100 Units.
A lecture course discussing selected topics in the African American experience (economic, political, social) from African origins through the Supreme Court decision invalidating Reconstruction Era protections of African American civil rights. Course evaluations via online quizzes and take-home essays.
Instructor(s): T. Holt
Terms Offered: Winter
Equivalent Course(s): LLSO 26901, HIST 37200, HIST 27200, CRES 27200

CRES 37207. The North American West, 1500 - 1900. 100 Units.
Go west, young man, go west!” newspaper editor Horace Greeley allegedly proclaimed. Although he only visited the region himself, his proclamation referred to the host of opportunities thought to be lying in wait among the uncharted territories out yonder. The West has embodied both the American dream and an American nightmare. This co-taught class will examine the changing delineations, demographics, conceptualizations, and significance of the North American West across four centuries and several empires.
Instructor(s): T. Holt
Terms Offered: Autumn
Equivalent Course(s): LLSO 28800, HIST 27300, HIST 37300, CRES 37300
The Center for the Study of Race, Politics, and Culture

CRES 37330. African American History, 1865-2016. 100 Units.
This class will introduce students to the key themes, events, problems and advances within African American history, after the end of slavery. Readings will include Reconstruction-era documents, Ida B. Wells, Ned Cobb, W. E. B. Du Bois, Howard Thurman, Septima Clark, Philippe Wamba, and Audre Lorde among others. Assignments will include two papers and a series of short response pieces.
Instructor(s): A. Green Terms Offered: Winter
Equivalent Course(s): HIST 37310, AMER 27310, CRES 27330, AMER 37310, HIST 27310

CRES 37401. Literaturas del Caribe Hispanico 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 constituido como respuesta y elaboración estética de las historias de esclavitud, violencia racial y colonialismo, de militarización y desplazamientos territoriales migratorios, que han marcado a la región en su carácter de frontera imperial desde el siglo XVI. En el curso también se abordará la condición simbólica del Caribe como espacio de utopías y catástrofes, escenario privilegiado tanto de las aspiraciones revolucionarias propias de la modernidad (e.g. la Revolución Haitiana del 1791 y la Revolución Cubana del 1959) como de los terrores de la destrucción ecológica (con su experiencia cruel de huracanes y terremotos).
Instructor(s): A. Lugo-Ortiz Terms Offered: Autumn
Prerequisite(s): At least one of the following courses: SPAN 21500, 21703, 21803, 21903, or 22003.
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 37401, CRES 27401, LACS 37401, SPAN 27401, LACS 27401

CRES 37403. African American Lives and Times. 100 Units.
This colloquium will examine selected topics and issues in African American history during a dynamic and critical decade, 1893 and 1903, that witnessed the redefinition of American national and sectional identities, social and labor relations, and race and gender relations. A principal premise of the course is that African American life and work was at the nexus of the birth of modern America, as reflected in labor and consumption, in transnational relations (especially Africa), in cultural expression (especially music and literature), and in the resistance or contestation to many of these developments. The course will focus on the Chicago World’s Fair and the publication of Du Bois’s Souls of Black Folk as seminal moments in the era. Our discussions will be framed by diverse primary materials, including visual and aural sources, juxtaposed with interpretations of the era by various historians. A principal goal of the course is that students gain a greater appreciation for interpreting historical processes through in-depth examination of the complex and multiple currents of an defined era—a slice of time—as well as skills in interpreting diverse primary sources.
Instructor(s): T. Holt Terms Offered: Winter

CRES 37709. Soul and the Black Seventies. 100 Units.
This course considers in what ways soul as cultural genre and style shaped, and was shaped by, the political, social, structural, cultural, and ethical shifts and conditions associated with the 1970s. It will focus on popular music as both symbolic field and system of production, while also taking up other forms of expression—literary, intellectual, institutional, activist-in order to propose an alternate, and compelling, archive for this era. The course intends to deepen understanding of the feel and meaning of soul by relating it to consequential legacies of the 1970s: urban identity and crisis, emerging limitations of racial reformism, the deepening class stratification of Black life, and the radical disruption of social norms through feminism, in particular Black feminism.
Instructor(s): A. Green Terms Offered: Winter
Prerequisite(s): Graduate students by consent of instructor.
 Equivalent Course(s): HIST 37709, MUSI 37709, MUSI 27709, CRES 27709, GNSE 37709, GNSE 27709, HIST 27709

CRES 38000. United States Latinos: Origins and Histories. 100 Units.
An examination of the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. Particular emphasis will be placed on the formative historical experiences of Mexican Americans and mainland Puerto Ricans, although some consideration will also be given to the histories of other Latino groups, i.e., Cubans, Central Americans, and Dominicans. Topics include cultural and geographic origins and ties; imperialism and colonization; the economics of migration and employment; legal status; work, women, and the family; racism and other forms of discrimination; the politics of national identity; language and popular culture; and the place of Latinos in US society. Equivalent Course(s): AMER 28001, CRES 28000, GNSE 28202, HIST 38000, LACS 28000, LACS 38000, CRES 38000, GNSE 38202, AMER 38001
Instructor(s): R. Gutiérrez Terms Offered: Autumn
Equivalent Course(s): CRES 28000, AMER 28001, LACS 38000, GNSE 38202, GNSE 28202, HIST 38000, HIST 28000, AMER 38001, LACS 28000

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

Instructor(s): M. Briones Terms Offered: Winter
Equivalent Course(s): HIST 38703, CRES 28703, HIST 28703

CRES 38906. Nineteenth-Century American Mass Entertainment. 100 Units.

Popular culture filters, reflects, and occasionally refracts many of the central values, prejudices, and preoccupations of a given society. From the Industrial Revolution to the advent of feature films in the early twentieth century, American audiences sought both entertainment and reassurance from performers, daredevils, amusement parks, lecturers, magicians, panoramas, athletes, and photographers. Amidst the Civil War, they paid for portraits that purportedly revealed the ghosts of lost loved ones; in an age of imperialism, they forked over hard-earned cash to relive the glories of western settlement, adventure, and conquest in Buffalo Bill's Wild West. Mass entertainment not only echoed the central events of the age it helped shape them: from phrenology as the channel for antebellum convictions about outward appearance (and racial identity), to the race riots following Jack Johnson's boxing victory over Jim Jeffries. Many of these entertainment forms became economic juggernauts in their own right, and in the process of achieving unprecedented popularity, they also shaped collective memory, gender roles, race relations, and the public's sense of acceptable beliefs and behaviors. This lecture course will examine the history of modern American entertainment over the course of the long nineteenth century. Requirements include careful reading, active and thoughtful participation, and written assignments.

Equivalent Course(s): HIST 38906, CRES 28906, HIST 28906, GNSE 38906, GNSE 28906

CRES 38990. Muslims in the United States. 100 Units.

Muslim migration to the United States and Western Europe proliferated in the last quarter of the 20th Century, and Islam has been a visible (and controversial) presence in these societies ever since. Though internally varied by race, ethnicity, national origins, sect and class positionality, Muslim communities have faced homogenizing narratives rooted in orientalist frameworks. As Islam continues to be a site of conflict in geopolitical struggles, these frameworks have reproduced themselves into the twenty-first century. This course will use an intersectional and critical lens to examine the issues facing Muslims in the United States and Western Europe on both macro and micro levels. One third of the course will cover the interactions between Muslim communities and their "host societies" vis-à-vis the state, mass media, and public opinion. Another third of the course will delve into issues of socioeconomic mobility and cultural assimilation. Finally, the last third will show how these macro concepts influence the everyday lived experiences of Muslims in these contexts. This is a seminar-style, reading-heavy course. Students should be familiar with and capable of deploying the sociological concepts of race, class, gender and intersectionality.

Instructor(s): E. Abdelhadi Terms Offered: Winter
Prerequisite(s): Undergrads must have 3rd or 4th year standing.

Note(s): Undergrad: C; Grad: 3
Equivalent Course(s): CHDV 28999, ISLM 38990, CHDV 38990, SOCI 30324, GNSE 38990

CRES 39000. 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: Autumn

Equivalent Course(s): RLST 21401, HIST 29000, HCHR 39200, CRES 29000, LACS 39000, LACS 29000, HIST 39000, MAPS 39200

CRES 39117. Theater and Performance in Latin America. 100 Units.

What is performance? How has it been used in Latin America and the Caribbean? This course is an introduction to theatre and performance in Latin America and the Caribbean that will examine the intersection of performance and social life. While we will place particular emphasis on performance art, we will examine some theatrical works. We ask: how have embodied practice, theatre and visual art been used to negotiate ideologies of race, gender and sexuality? What is the role of performance in relation to systems of power? How has it negotiated geopolitical struggles, these frameworks have reproduced themselves into the twenty-first century. This course will use an intersectional and critical lens to examine the issues facing Muslims in the United States and Western Europe on both macro and micro levels. One third of the course will cover the interactions between Muslim communities and their "host societies" vis-à-vis the state, mass media, and public opinion. Another third of the course will delve into issues of socioeconomic mobility and cultural assimilation. Finally, the last third will show how these macro concepts influence the everyday lived experiences of Muslims in these contexts. This is a seminar-style, reading-heavy course. Students should be familiar with and capable of deploying the sociological concepts of race, class, gender and intersectionality.

Instructor(s): D. Roper Terms Offered: Autumn
Prerequisite(s): Undergraduates must be in their third or fourth year

Note(s): Taught in English.
Equivalent Course(s): SPAN 29117, TAPS 28479, CRES 29117, LACS 29117, SPAN 39117, LACS 39117, GNSE 39117, TAPS 38479, GNSE 29117

CRES 39519. Histories of Racial Capitalism. 100 Units.

This course takes as its starting point the insistence that the movement, settlement, and hierarchical arrangements of people of African descent is inseparable from regimes of capital accumulation. It builds on the concept of "racial capitalism," which rejects treatments of race as external to a purely economic project and counters the idea that racism is an externality, cultural overflow, or aberration from the so-called real workings of capitalism. With a focus on the African diaspora, this course will cover topics such as racial slavery,
CRES 40141. Structural -isms. 100 Units.
What does it mean to designate "structure" as the operative force in discrimination against categories of person-as in appeals to structural racism or structural violence on the basis of gender? And how can we approach this question by attending to aesthetic uses of structure and form, especially as these have been understood in such paradigms as structuralism and recent literary formalisms? How do we read for structure, in reading for racism and for systemic discrimination on other bases? We'll focus on intersections of race, gender, and class (in U.S. contexts) as these categories have been reconfigured in the past half century or so. To explore appeals to structure, we'll consider definitions of literary and aesthetic form, debates about structure vs. agency, and questions of individual and collective action as mediated by institutions. Readings will balance theory with examples drawn from fiction, documentary film, built form, and other media. Throughout, we'll pay particular attention to problems of structure construed as problems of narrative, as we develop sharper terms for understanding how discrimination proceeds structurally.
Instructor(s): Lane K. Beale Spencer Terms Offered: Spring
Note(s): Instructor consent required for undergraduates.
Equivalent Course(s): CRES 22141, GNE 45141, MAPH 40141, ENGL 20242, GNE 25141, ENGL 40141

CRES 40161. 21st Century Ethnic American Literature. 100 Units.
The question of "race" and racial others in U.S. fiction has troubled the form since its emergence, but in the 21st century fiction has tackled particularly thorny issues. The debates in contemporary literary studies have both criticized and maintained the categories of race and ethnicity in novels and short fiction, and longstanding debates in canonization have demanded rethinking what "ethnic" fiction is capable of achieving. This class will read US novels and short stories by African-American, American Indian, Asian-American, and Latinx writers from the last twenty years to conceptualize the shifting categories of race and ethnicity, paired with critical and theoretical works in critical cultural race studies.
Instructor(s): Megan Tusler Terms Offered: Autumn
Equivalent Course(s): MAPH 40161, AMER 40161, ENGL 20161, CRES 22161, ENGL 40161

CRES 40204. A Proto-History of Race? Judaism, Christianity, and Islam in Spain and North Africa (1200-1600) 100 Units.
This course focuses on phenomena of mass conversion and the emergence of ideologies of lineage and purity of blood in the Western Mediterranean, more specifically, the Iberian Peninsula and the Maghreb. The rivalry between Islam and Christianity (with Judaism a frequent go-between) in this region produced many distinctive cultural formations. Among those formations were ideas about the limits of conversion that may be compared to modern concepts of race. The word "race" was itself first applied to humans in Iberia during this period, to designate Christians descended from Muslims or Jews, and similar concepts emerged in Islamic North Africa. We will explore these ideas in the Christian Iberian kingdoms, with frequent excursions into Almoravid, Almohad, Marinid, and Nasrid Islamic polities. Our goal will be to produce a Mediterranean archaeology of some of the concepts with which Christian and Muslim colonizers encountered the New World and sub-Saharan Africa in the sixteenth century.
Instructor(s): David Nirenberg Terms Offered: Spring
Prerequisite(s): Spanish reading proficiency recommended, but not required.
Note(s): This course counts as a history graduate colloquium.
Equivalent Course(s): SCTH 40204, ISLM 40204, HIJD 40204, SPAN 40204, HCHR 40204, HIST 60904

CRES 40270. Development in Adolescents. 100 Units.
Adolescence is a period of rapid growth and development irrespective of circumstances, contextual conditions and supports; thus, it represents both significant challenges and unique opportunities. The conceptual orientation taken acknowledges the noted difficulties but also supplements the predictions of resiliency and the sources of positive youth development achieved. The course delineates the developmental period's complexity made worse by the many contextual and cultural forces due to socially structured conditions; that fact interact with youths' unavoidable and unique meaning-making processes. As a function of some youths' privileging circumstances versus the low resource and chronic conditions of others, both coping and identity formation processes are emphasized as highly consequential. Thus, stage specific developmental processes are explored for understanding gap findings for a society's diverse youth given citizenship requirements expected of all. In sum, the course presents the experiences of diverse youth from a variety of theoretical perspectives. The strategy improves our understanding about the "what" of human development as well as dynamic insights about the "how" and "why." Ultimately, the conceptual orientation described is critical for 1) designing better social policy, 2) improving the training and support of socializing agents (e.g., teachers), and 3) enhancing human developmental outcomes (e.g., resilient patterns).
Instructor(s): M. Beale Spencer Terms Offered: Spring
Prerequisite(s): Graduate students only.
Note(s): CHDV Distribution; 2
Equivalent Course(s): CHDV 40207, EDSO 40207
CRES 40304. Between Nature and Artifice: The Formation of Scientific Knowledge. 100 Units.
This course critically examines concepts of "nature" and "artifice" in the formation of scientific knowledge, from the Babylonians to the Romantics, and the ways that this history has been written and problematized by both canonical and less canonical works in the history of science from the twentieth century to the present. Our course is guided by three overarching questions, approached with historical texts and historiography, that correspond to three modules of investigation: 1) Nature, 2) Artifice, and 3) Liminal: Neither Natural nor Artificial.
Instructor(s): Margaret Carlyle, Eduardo Escobar, Jennifer P. Daly Terms Offered: Spring
Note(s): This course fulfills part of the KNOW Core Seminar requirement to be eligible to apply for the SIFK Dissertation Research Fellowship. Ph.D. students must register with the KNOW 40304 course number in order for this course to meet the requirement.
Equivalent Course(s): HIST 34920, GNSE 40304, KNOW 40304, HIPS 40304, CHSS 40304

CRES 40311. The Invention of Hunger. 100 Units.
Hunger is often thought of as an unchanging biological fact, but what it means to be hungry has changed profoundly over the course of the nineteenth and twentieth centuries. From the pleasure of sweets to the trauma of famine, hunger has influenced some of the most important economic, political, and cultural developments of the modern age. Drawing from a variety of scholarly disciplines, as well as primary readings including novels, scientific texts, and journalism, we will explore how experiences and understandings of hunger were intertwined with race, class, and gender, and played a pivotal role in the development of the slave trade, colonialism, and humanitarian ethics. We will situate famines, hunger strikes, eating disorders, and other ways of thinking about food in their historical and cultural contexts. We will end the course by examining how this history has influenced how we understand the culture and economics of food in our own society. For each class period, students will write a 1-2 page reflection on one or several of the week’s readings that they will circulate to the entire class at least 24 hours before seminar. There will be a 15-20 page final paper on the theme of hunger, broadly defined. This paper will incorporate outside secondary works related to students’ specific research interests.
Instructor(s): Yan Slobodkin Terms Offered: Spring
Equivalent Course(s): KNOW 40311

CRES 42610. Theologies from the Underside of History. 100 Units.
This course compares and contrasts various systems and methods in contemporary Third World theologies, that is, in Africa, Asia, and Latin America. As a backdrop for this critical comparative engagement, we will use the recent theological dialogues taking place in the Ecumenical Association of Third World Theologians (EATWOT).
As we engage these systems of thought, we want to examine the logic of their theologies and the sources used to construct theology.
Equivalent Course(s): THEO 42610

CRES 44502. Black Theology: Liberation or Reconciliation. 100 Units.
TBD
Equivalent Course(s): THEO 44502

CRES 45700. Race and Capitalism. 100 Units.
This course will address issues of race and capitalism.
Instructor(s): M. Dawson Terms Offered: Winter
Equivalent Course(s): PLSC 45710

CRES 45732. Prejudice and Discrimination: Individual Cost and Response. 100 Units.
This foundational diversity class explores the origins and practices of racial/ethnic prejudice, stereotypes, and discrimination, and how demographic factors such as class, gender, sexuality, and nationality intersect to solidify and perpetuate inequality. We will explore the resulting psychological, economic, and sociopolitical tolls on individuals, and also examine various individual responses that can mitigate the negative impacts of or engage in resistance towards such discrimination (such as racial/ethnic identity development, deliberate retention of heritage culture, and social/political mobilization). Moreover, we will examine how these individual responses together with organized and collective efforts can bring about social changes. This class consciously expands a dominant binary discourse of race to develop a more inclusive and complex paradigm that accurately reflects the diversity of contemporary America.
Equivalent Course(s): CRES 25732, SSAD 25732, SSAD 45732

CRES 46751. Of Whiteness. 100 Units.
In his essay "The Souls of White Folk," WEB Du Bois asks, "But what on earth is whiteness that one should so desire it?" This course will explore a multiethnic cultural and theoretical archive that grapples with the patterned and partial irrationality of this excessive racial desire. How does whiteness structure the racial/social field? What mechanisms regulate-or have regulated-populations’ access to and desire for it? (18th/19th)
Instructor(s): Christopher Taylor Terms Offered: Spring
Equivalent Course(s): ENGL 46751

CRES 49001. Colloquium: Slavery & Emancipations-Atlantic Histories. 100 Units.
This course explores political, economic, and cultural linkages among Europe, Africa, and the Americas, as they were fashioned and reconstructed through slavery and the slave trade, slave emancipations and post-emancipation labor regimes, post-abolition colonial projects and post-emancipation racial ideologies and
anticolonial liberation movements. Toward the end of the twentieth century, academic historiography revived what in shorthand fashion is termed an "Atlantic world" as a frame of historical analysis. The premises of varying Atlantic frameworks will receive attention in order to explore ways to think historically about material, ideological, and symbolic connections fashioned by slavery and the slave trade and the refashioning of these relationships in a world whose inter-connections were increasingly not premised on the illegitimacy of laws and many practices of enslavement.

Instructor(s): J. Saville Terms Offered: Winter
Prerequisite(s): Graduate Students Only
Equivalent Course(s): LACS 69001, HIST 69001

CRES 50755. Race/Capital/Extraction. 100 Units.
In the concluding chapters of Capital, Vol. 1, Karl Marx describes the origins of capitalism as an enterprise "written in the annals of mankind in letters of blood and fire." This process that Marx christened as "so-called primitive accumulation" rests fundamentally on the extraction of raw materials through colonial regimes of enclosure and the brutal exploitation of racialized labor. Nonetheless, the relationship between race and capital is not sufficiently elaborated in Marx's oeuvre. In turn, this course will reconsider Marxist concepts and categories through a critical evaluation of the analytical domains of "race," "capital," and "extraction." Moreover, students will consider the extent to which these domains productively modify each other: Does capitalism as an economic system depend on race as its ideological substrate? Can race be understood as an extractive project founded the violent enslavement and mercantile transit of racialized laboring subjects? How are the production of race and the accumulation of capital transformed by extractive economies of fossil fuels and metallic ores? To this end, students will consult the writings of Sylvia Wynter, W.E.B. Du Bois, C.L.R. James, Claudia Jones, Walter Rodney, and Octavia Butler.

Instructor(s): Ryan Jobson Terms Offered: Winter. Winter 2022
Equivalent Course(s): CHSS 50755, ANTH 50755

CRES 51515. An Island is a World: Readings in Caribbean Ethnography. 100 Units.
This advanced graduate seminar examines the construction of the Caribbean as an object of anthropological study. The aims of this seminar are twofold. Following Michel-Rolph Trouillot, this seminar will attend to "Caribbean as viewed by anthropologists, but also about anthropology as viewed from the Caribbean." In turn, students will consider whether the Caribbean is an exceptional or exemplary geography in the anthropological imagination. Accordingly, students will consult the writings of Trouillot, MG Smith, Constance Sutton, Lynn Bolles, and Deborah Thomas, among others. Additionally, students will be introduced to the Raymond T. Smith Papers in Special Collections at the Regenstein Library.

Instructor(s): Ryan Jobson Terms Offered: Spring. Spring 2021
Equivalent Course(s): ANTH 51515, LACS 51515

CRES 52802. Politics of Intimacy. 100 Units.
This course draws from interdisciplinary debates to position intimate forms in relation to broader textures of emotion and ethics, desire and race, labor and liberation. Heuristically, intimacy allows us to attend to practices that spill beyond more dyadic understandings of ostensibly private domains of sexuality or kinship as opposed to public forms of economic production and labor. Course readings, taken primarily but not exclusively from the Latin American region, will consider specific instances when the gathering together of bodies in close quarters (e.g. in arrangements of domestic servitude, colonial-era monasteries and convents, indigenous slave-holding in the Americas, settler households and adoptive parentage configurations) became problematic and subject to governmental intervention. We will further ask how, in moments of colonial reform, post-colonial change, and de-colonial mobilization, intimate forms became newly offensive but also grounded (and continue to ground) emergent claims to life and rights. The course ends by meditating on the entailments of intimacy for ethnography, namely, as a model of research rooted in attachments and vulnerabilities rather than spectatorship and distance.

Instructor(s): Mareike Winchell Terms Offered: Winter. Winter 2022
Equivalent Course(s): LACS 52802, ANTH 52802, GNSE 52802

CRES 54104. On Man: Sociogenesis and Subjectivation. 100 Units.
In this course, students will read and engage with how "Man" has been conceptualized and critiqued in certain areas of philosophy and critical theory. The class begins with Man's emergence in colonial contexts, with readings from Frantz Fanon, Homi Bhabha, and Sylvia Wynter. Students will also contend with Man's intersubjectivity with the "Subject" with readings from Michel Foucault, Judith Butler, Jose Munoz, and Hortense Spillers. Memoirs, novels, and auto-documentary films supplement this course's exploration of the genealogies of "Man." (20th/21st)

Instructor(s): C. Riley Snorton Terms Offered: Winter
Equivalent Course(s): GNSE 54104, ENGL 54104

CRES 61102. The L.A. Rebellion and the Politics of Black Cinema. 100 Units.
TBD
Equivalent Course(s): CMST 61102

CRES 62604. Visual Culture in American Life, 1800-1915. 100 Units.
How has American society's insatiable thirst for visual media influenced the way US citizens have viewed one another and portrayed themselves to others? In this course we will explore the significance of what Raymond
Williams called the “cultural revolution” for the lives of ordinary men and women in the United States. This history encompasses subjects that have retained their relevance in contemporary life, including racial and ethnic stereotypes, armchair travel, virtual versus lived reality, authenticity and artifice, mass entertainment, city life, celebrity, and gender. Readings will include a series of theoretical works in combination with articles and monographs, to provide a broader underpinning for the problems of perception and historical analysis at play in this realm of scholarly thought and practice.

Instructor(s): A. Lippert  Terms Offered: Spring  
Equivalent Course(s): GNSE 62604, AMER 62604, HIST 62604

CRES 62805. Colloquium: American Conservatism, 1945-Present. 100 Units.
This course explores the burgeoning historiography of American conservatism, tracing the movement from its grassroots origins after World War II to its institutionalization and militarization in the Reagan era to the rise of evangelicalism and Tea Party politics. We will focus on the role of women in the movement, the ideological alliances in its founding, and the roles of particular conservative groups in the movement’s history. This course will move both chronologically and thematically to explore fundamental questions about activism and radicalization, grassroots and top-down ideologies, and the impact of conservative thought and institutions upon American society and state in the late twentieth century.
Equivalent Course(s): HIST 62805, AMER 62805, GNSE 62805

CRES 69002. Colloquium: Slavery and Emancipations-Atlantic Histories. 100 Units.
This course explores political, economic, and cultural aspects of slave emancipations, emphasizing major transformations in Caribbean-Atlantic and North American slave systems since the first abolitionist measures of the mid-eighteenth through the early twentieth centuries. The interpretive possibilities opened by varying comparative frameworks will be considered in order to explore ways to think historically about material, ideological, and symbolic connections fashioned by slavery and the slave trade and the refashioning of these relationships in a world whose interconnections were increasingly premised on the illegitimacy of laws and many of the practices of enslavement.
Equivalent Course(s): HIST 69002, LACS 69002
Chair, Committee on Southern Asian Studies

• Daniel A. Arnold, Divinity

Associate Director, Committee on Southern Asian Studies

• Irving Birkner

Members: Faculty and Emeritus Faculty

• Anjali Adukia, Harris School of Public Policy
• Muzaffar Alam, South Asian Languages & Civilizations
• E. Annamalai, South Asian Languages & Civilizations
• Daniel A. Arnold, Divinity School
• Kali Bahl, Linguistics, South Asian Languages & Civilizations
• Elena Bashir, South Asian Languages & Civilizations
• Mandira Bhaduri, South Asian Languages & Civilizations
• Philip V. Bohlman, Music
• Mark Bradley, History
• Dipesh Chakrabarty, South Asian Languages & Civilizations
• Elizabeth Chatterjee, Political Science
• Whitney Cox, South Asian Languages & Civilizations
• Thibaut d’Hubert, South Asian Languages & Civilizations
• Wendy Doniger, Divinity School
• Sascha Ebeling, South Asian Languages & Civilizations
• Philip Engblom, South Asian Languages & Civilizations
• Michele Friedner, Sociology
• Marco Garrido, Sociology
• Jason Grunebaum, South Asian Languages & Civilizations
• Kimberly Hoang, Sociology
• Ronald B. Inden, History
• Amir Jina, Harris School of Public Policy
• Matthew Kapstein, Divinity: History of Religions
• John D. Kelly, Anthropology
• Alan Kolata, Anthropology
• Darryl Li, Anthropology
• Rochona Majumdar, South Asia Languages & Civilizations
• Anup Malani, Law School
• McKim Marriott, Anthropology
• Colin Masica, Linguistics
• William Mazzarella, Anthropology
• C. M. Naim, South Asian Languages & Civilizations
• Constantine V. Nakassis, Anthropology
• Karma Ngodup, South Asian Languages & Civilizations
• Ralph Nicholas, Anthropology
• Martha Nussbaum, Law School
• James H. Nye, Library
• Tahera Qutbuddin, Near Eastern Languages & Civilizations
• Trevor Price, Ecology and Evolution
• Tahera Qutbuddin, Near East Languages & Civilizations
• Frank Reynolds, Divinity: History of Religions
• Laura Ring, Library
• John Schneider, Medicine
The University of Chicago is one of the leading centers for the study of Southern Asia. Countries in which we have scholarly expertise include in South Asia, Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan, and Sri Lanka, and Tibet (as an autonomous region); and in Southeast Asia, Burma (Myanmar), Cambodia (Kampuchea), East Timor, Indonesia, Laos, Malaysia, Papua New Guinea, the Philippines, Singapore, Thailand, and Vietnam.

The Committee on Southern Asian Studies is an interdepartmental and interdivisional committee that coordinates research and teaching dealing with the countries of South and Southeast Asia. The committee formerly worked closely with the South Asia Language and Area Center, which was inaugurated in 1959 with grants from the Ford Foundation and the United States Department of Education under the National Defense Education Act, Title VI.

The committee works to enhance opportunities available to scholars both in the United States and in South and Southern Asia and to foster intellectual and scholarly communication and inter-disciplinary collaboration among the students and faculty at the University of Chicago and the wider Chicago and Southern Asian Studies communities.

The committee does not offer degrees, but cooperates with the several departments, committees, and schools within which specialized work on South or Southeast Asia may be combined with a degree program. These include the College; the Departments of Anthropology, Art History, Comparative Human Development, Comparative Literature, Economics, English, History, Linguistics, Music, Political Science, Psychology, Sociology, and South Asian Languages & Civilizations; the Committees on History of Culture, International Relations, and Social Thought; in the Divinity School, the fields of History of Religions, Church History, Philosophy of Religions; and in the Law School, International and Comparative Legal Studies.

Advanced degree programs with specialization in Bengali, Hindi, Malayalam, Marathi, Pali, Sanskrit, Tamil, Telugu, Tibetan, and Urdu languages, literatures, and civilizations are available in the Department of South Asian Languages & Civilizations. Persian and Arabic are available through the Department of Near Eastern Languages & Civilizations. A limited number of fellowships, scholarships, and grants in aid are awarded by the committee in support of training or research dealing with South or Southeast Asia. Students in all disciplines interested in training in South Asian languages may also apply for Foreign Language and Area Studies Fellowships under Section 602 of Title VI of the Higher Education Act of 1965 as amended. For further information, please write to the Associate Director.

The University of Chicago Library has a very strong and well balanced collection of South Asian books, government documents, journals, and maps. It includes extensive holdings in all South Asian languages, as well as publications on the subcontinent from major publishing centers around the world. The library has been a comprehensive participant since 1962 in the Library of Congress Foreign Acquisitions Program for South Asia. The library’s membership in the nearby Center for Research Libraries, and in its South Asia Microfilm Project (SAMP), provides ready access to additional valuable research materials. The library’s South Asia Collection staff coordinates acquisition and processing, and provides specialized reference service. A smaller collection of Southeast Asian materials is limited to Western language works on the area from Burma to the Philippines.
The Stevanovich Institute on the Formation of Knowledge (SIFK) opened in the fall of 2015 at the University of Chicago as a focal point for scholars to ask, What do we know?

In the current era, this question is more confusing than ever, and answers are hard to come by. We face unreliable news, non-replicable scientific experiments, masses of data, groupthink, cultural relativism, confusion about values, entrenched beliefs, and more.

In such an environment, we seek new methods for asking about the world. At the Stevanovich Institute on the Formation of Knowledge, we aim to understand how factors like history, politics, culture and religion can shape knowledge—year in and year out, over decades, over centuries. We believe that to understand a phenomenon, one must approach from a number of different fields, and with sensitivity to context. As no area of knowledge arises in a vacuum, we underplay the division of knowledge into departments within the university, offering KNOW classes that bring together perspectives from a number of fields.

Join us for a KNOW class as we try to find new answers to some of the largest and most perennial questions, all bearing on what it means to be human in the 21st century. We offer undergraduates and graduate students team-taught classes that challenge conventional wisdom across the board.

KNOW courses are cross-listed with a variety of departments, so students can enroll in them as a major course with their department’s course number or as an elective with the KNOW course number. For graduate students, we offer a number of cross-listed seminars as well as an annual core sequence in topics in the formation of knowledge (KNOW 401, 402, 403). These seminars are open to all graduate students regardless of field of study.

For up-to-date course listings, visit sifk.uchicago.edu/courses (https://sifk.uchicago.edu/courses/).

DEPARTMENTAL CONTACTS

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773-702-6038
The Division of the Biological Sciences
and the Pritzker School of Medicine

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• Professor, Department of Medicine
• Dean for Medical Education

The Division of the Biological Sciences is unique in encompassing both a medical school and graduate programs in biological sciences. Faculty in the division teach biology to undergraduate students, but the organization and administration of baccalaureate programs in the biological sciences is the responsibility of the College, through the office of the Master of the Biological Sciences Collegiate Division. The departments and faculty within the division are not separated by providing instruction to medical, graduate or college students, but rather all serve the entire curricular needs of the students in the university. This organizational structure makes possible a wide range of contacts and interactions among students and faculty in the basic and clinical science areas and affords singular study and research opportunities for students regardless of their program of study.

Degrees and Requirements

The Division of the Biological Sciences offers the degrees of Master of Public Health, Master of Science, Master of Public Health, Doctor of Philosophy, Doctor of Medicine, or Doctor of Medicine with Honors. Combined degrees (A.B./S.M. or M.D./Ph.D.) are available within certain special programs.

Recommendation for any of these degrees is conditional on the satisfactory completion of the academic requirements for the degree and the maintenance of proper conduct by the student while in the University.

Master of Public Health

The Master of Public Health program is broad in its scope, with students developing proficiency across several public health disciplines, including biostatistics, epidemiology, health policy and management, social and behavioral sciences, and environmental health sciences. Please see the Public Health Sciences section for more details about this degree.

Master of Science

The Master of Science degree is awarded by the Division of the Biological Sciences in very specific circumstances: the S.M in Public Health Sciences for Clinical Professionals; the S.M. in Translational Research for PhD students in select BSD graduate programs; or as below:

• Those individuals not continuing in their Ph.D. program of study may be awarded a terminal masters degree.
• Some students who are continuing their Ph.D. programs specify a desire to receive a transitional Master of Science degree.

Doctor of Philosophy

A general statement of the conditions under which this degree is awarded is presented here. The more specific program requirements are described in the sections outlining the offerings of each graduate program.

• Bachelors degree from an accredited undergraduate institution.
• A minimum of three years of graduate work beyond the level of the bachelors degree. Advanced standing for graduate work completed at other institutions may be given if recommended by the graduate program concerned and approved by the Dean of Graduate Affairs.
• Completion of nine, letter graded courses at the University of Chicago, with a B average in course grades. This is a minimum; individual units may have more stringent requirements.
• Preliminary examination testing the candidate's general knowledge of their field of study.
Fulfillment of the divisional teaching requirement. Before the Ph.D. can be awarded, students are required to serve as a teaching assistant twice (two quarters) for credit in preapproved positions in the biological sciences.

Fulfillment of the divisional ethics requirement. All students receive training in scientific integrity and the ethical conduct of research. The first course is completed in the first year of study and the second training is taken in the fifth year, if the Ph.D. is not yet completed.

Formal admission to candidacy for the degree upon recommendation of the graduate program, after completion of all program-specific requirements, including course work and the preliminary examination if applicable. Admission to candidacy is approved by the Dean of Graduate Affairs at least eight months before the degree is granted but generally occurs at the beginning of the third year of study.

Acceptance of a dissertation submitted by the student to the graduate program having jurisdiction over the student’s degree.

A successful final examination administered by the graduate program concerned.

**COMBINED BACHELOR’S/MASTER’S**

Students who have completed at least three years of undergraduate study in the College of the University of Chicago but have not completed their bachelor’s degree may sometimes qualify for admission to a special A.B./S.M. program leading directly to the master’s degree. Acceptance into such a program depends on a student’s qualifications and on departmental policy. Only a few departments currently offer such a combined program. Inquiries should be made to the appropriate departments or the College office.

**DOCTOR OF MEDICINE**

This degree is normally awarded after fourteen quarters of satisfactory full time work at the University of Chicago Pritzker School of Medicine. To qualify for the M.D. degree, students must have completed at least the last eight academic quarters of medical studies in the School. Please see the Pritzker School of Medicine section for additional information on this degree.

**DOCTOR OF MEDICINE WITH HONORS**

Each year during the spring, the committee on honors and awards entertains nominations from individual departments of senior medical students to be awarded graduation with honors. It is the purpose of this committee to select those students who have demonstrated leadership qualities, outstanding scholastic performance, and significant research abilities and accomplishments. Membership in Alpha Omega Alpha is taken into consideration, but is not a prerequisite for the award. The names of students so honored appear in the convocation program followed by the notation with Honors. This notation also appears both on the official academic records and on the diplomas of such students.

**M.D./PH.D. DEGREES**

In addition to the regular degree programs in medicine (M.D.) and the basic sciences (Ph.D.), the Division of the Biological Sciences administers a few special joint degree programs, such as the Medical Scientist Training Program, Growth, Development and Disabilities Training Program and the MD-PhD program in Medicine, the Social Sciences and Humanities.
PROGRAMS OF GRADUATE STUDY IN THE BASIC BIOLOGICAL SCIENCES

The Division of the Biological Sciences offers a variety of graduate programs leading to the Ph.D. degree. Graduate programs are offered under the aegis of divisional departments as well as interdepartmental committees composed of faculty members with a common interest in a broad but definable area of advanced study. Some programs are organized into larger groups called clusters, a structure that provides cohesion across programs through shared retreats, common curriculum, and shared administrative duties. A few programs offer unique training opportunities and are not organized into a cluster. Joint programs also may be devised in other divisions of the university, such as with chemistry in the Division of the Physical Sciences and psychology in the Division of the Social Sciences. The fundamentals of graduate education in the division are not altered by these provisions. Students complete their degree in individual graduate programs.

The University’s hallmark emphasis on interdisciplinary research and collaboration, coupled with access to the latest technology and to three major affiliated laboratories, offers the opportunity to enrich human life in Chicago and around the globe through basic, translational, and clinical research.

The goal of the programs is the creation and dissemination of fundamental knowledge of life processes and the education and training of outstanding young scholars in these disciplines. To this end, the Division of the Biological Sciences has assembled a dedicated and talented faculty, strong in research and teaching, and has developed laboratory and other facilities of the first rank that allow the faculty and graduate students to pursue their goals at the highest level of excellence.

The programs of study leading to the Ph.D. degree are organized by cluster below.

Biomedical Sciences: Cancer, Immunology, Microbiology and Molecular Metabolism and Nutrition
- The Committee on Cancer Biology
- The Committee on Immunology
- The Committee on Molecular Metabolism and Nutrition
- The Committee on Microbiology

Darwinian Sciences: Ecological, Integrative, and Evolutionary Biology
- The Department of Ecology and Evolution
- The Committee on Evolutionary Biology
- Graduate Program in Integrative Biology

Molecular Biosciences: Biochemistry, Genetics, and Cell and Developmental Biology
- Graduate Program in Biochemistry and Molecular Biophysics
- The Committee on Development, Regeneration, and Stem Cell Biology
- The Department of Human Genetics
- The Committee on Genetics, Genomics, and Systems Biology
- Graduate Program in Cell and Molecular Biology

Neuroscience: Computational Neuroscience, Neurobiology and Integrative Neuroscience
- The Committee on Computational Neuroscience
- Program in Integrative Neuroscience (Psychology)
- The Committee on Neurobiology

These degree granting units have not entered into a cluster arrangement and provide separate admission. They are:
- The Department of Public Health Sciences (M.S. and Ph.D.)
- The Committee on Medical Physics
- Graduate Program in Biophysical Sciences (Joint with the Division of Physical Sciences)

ADMISSION PROCEDURES

The following requirements and procedures apply to those students wishing to follow a course of study leading to the Doctor of Philosophy degree in the division. Students may apply to a single cluster and as many as four individual units, indicating their choices in order of preference. According to their own schedules, the units applied to will communicate directly with the student as needed. Final decision letters are issued by the BSD Office of Graduate and Postdoctoral Affairs (OGPA).
APPLICATION MATERIALS

Information about graduate programs and application materials is available at http://biosciences.uchicago.edu/ (http://biosciences.uchicago.edu).

DEADLINES

Applications are due December 1st. Late applications will be reviewed only at the discretion of the Dean for Graduate Affairs. Incomplete applications will be evaluated on the basis of materials received at the time of the regular review process. Interviews are often required and students will be invited to attend formal recruitment weekends. Responses by applicants to offers of admission are due to OGPA by April 15.

CREDENTIALS

An applicant who holds an undergraduate degree from an accredited institution is considered for admission on the basis of:

1. An excellent undergraduate record
2. The Graduate Record Examination
3. A demonstrated interest in a research career
4. Three letters of recommendation addressing the scientific abilities and potential for graduate studies of the applicant
5. Proof of English proficiency for foreign students whose native language is not English; either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Certain programs require additional credentials. These additional requirements may be ascertained by contacting the individual program.

FUNDING

The typical BSD graduate student working toward the Ph.D. degree is fully funded (regular tuition and fees and prevailing competitive stipend). Funds for this support are derived from numerous sources, including federal or private training grants, institutional funds, endowed funds, research grants and individual awards to students. During a student's course of study, support mechanisms may vary. Funds for international students are limited to institutional sources. Funding is guaranteed for five years, subject to maintaining satisfactory progress.
QUANTITATIVE AND COMPUTATIONAL TRAINING OPPORTUNITIES

The major focus in quantitative science is distributed across the University of Chicago, and our enrichment in the Biological Sciences Division includes the Grossman Institute for Neuroscience, Quantitative Biology and Human Behavior, the Computation Institute (CI), the Center for Data Intensive Science (CDIS), Center for Research Informatics (CRI). Classes listed here are taken from across the University.

This page provides information regarding classes taught at the University relating to

• General Quantitative Background
• Computation/Programming
• Dynamical and Stochastic Systems
• Inference (Models and Data)
• Complex Systems and Systems Biology
• Scientific Computing
• Theory, Computation and Statistical Inference

Classes in General Quantitative Background

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HGEN 47400</td>
<td>Introduction to Probability and Statistics for Geneticists</td>
<td>100</td>
</tr>
<tr>
<td>MPHY 34900</td>
<td>Mathematics for Medical Physics</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 32100</td>
<td>Introduction to Biostatistics</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 32400</td>
<td>Applied Regression Analysis</td>
<td>100</td>
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<td>PBHS 32700</td>
<td>Biostatistical Methods</td>
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<tr>
<td>PBHS 33500</td>
<td>Statistical Applications</td>
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<tr>
<td>STAT 24400</td>
<td>Statistical Theory and Methods I</td>
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</tr>
<tr>
<td>STAT 30750</td>
<td>Numerical Linear Algebra</td>
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Classes in Computation/Programming

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<tr>
<td>ECEV 32000</td>
<td>Computing Skills for Biologists</td>
<td>100</td>
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<tr>
<td>STAT 37810 &amp; STAT 37820</td>
<td>Statistical Computing A and Statistical Computing B</td>
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Classes in Dynamical and Stochastic Systems

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<th>Title</th>
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<tr>
<td>CPNS 31000</td>
<td>Mathematical Methods for Biological Sciences I</td>
<td>100</td>
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<tr>
<td>CPNS 31100</td>
<td>Mathematical Methods for Biological Sciences II</td>
<td>100</td>
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<tr>
<td>MGCB 32000</td>
<td>Quantitative Analysis of Biological Dynamics</td>
<td>100</td>
</tr>
<tr>
<td>MPHY 39600</td>
<td>Image Processing/Computer Vision</td>
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Classes in Inference (Models and Data)

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<tr>
<td>GEOS 26100</td>
<td>Phylogenetics and the Fossil Record</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 35100</td>
<td>Data Analysis for the Geophysical Sciences</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 36000</td>
<td>Morphometrics</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 36100</td>
<td>Phylogenetics and the Fossil Record</td>
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<tr>
<td>HGEN 48600</td>
<td>Fundamentals of Computational Biology: Models and Inference</td>
<td>100</td>
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<tr>
<td>PBHS 32600</td>
<td>Analysis of Categorical Data</td>
<td>100</td>
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<tr>
<td>PBHS 33300</td>
<td>Applied Longitudinal Data Analysis</td>
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<tr>
<td>PBHS 33400</td>
<td>Multilevel Modeling</td>
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<tr>
<td>PBHS 43010</td>
<td>Applied Bayesian Modeling and Inference</td>
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<tr>
<td>PBHS 43201</td>
<td>Introduction to Causal Inference</td>
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Courses in Complex Systems and Systems Biology

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<th>Course</th>
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<tbody>
<tr>
<td>HGEN 47300</td>
<td>Genomics and Systems Biology</td>
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## Courses in Scientific Computing

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECEV 32000</td>
<td>Computing Skills for Biologists</td>
<td>100</td>
</tr>
<tr>
<td>STAT 37601</td>
<td>Machine Learning and Large-Scale Data Analysis</td>
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## Courses in Theory, Computation and Statistical Inference in Specific Fields

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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>CPNS 35510</td>
<td>Theoretical Neuroscience: Single Neuron Dynamics and Computation</td>
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<tr>
<td>CPNS 35520</td>
<td>Theoretical Neuroscience: Network Dynamics and Computation</td>
<td>100</td>
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<tr>
<td>CPNS 35600</td>
<td>Theoretical Neuroscience: Statistics and Information Theory</td>
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<tr>
<td>ECEV 35600</td>
<td>Principles of Population Genetics-1</td>
<td>100</td>
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<tr>
<td>ECEV 42800</td>
<td>Population Ecology</td>
<td>100</td>
</tr>
<tr>
<td>ECEV 42900</td>
<td>Theoretical Ecology</td>
<td>100</td>
</tr>
<tr>
<td>GEOG 38201</td>
<td>Intro to Geographic Information Systems</td>
<td>100</td>
</tr>
<tr>
<td>GEOG 38400</td>
<td>Intermediate GIS/Cartography</td>
<td>100</td>
</tr>
<tr>
<td>HGEN 46900</td>
<td>Human Variation and Disease</td>
<td>100</td>
</tr>
<tr>
<td>HGEN 47100</td>
<td>Introduction to Statistical Genetics</td>
<td>100</td>
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<tr>
<td>PBHS 32901</td>
<td>Introduction to Clinical Trials</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 35100</td>
<td>Health Services Research Methods</td>
<td>100</td>
</tr>
<tr>
<td>STAT 35800</td>
<td>Statistical Applications</td>
<td>100</td>
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<tr>
<td>STAT 35500</td>
<td>Statistical Genetics</td>
<td>100</td>
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<tr>
<td>STAT 35700</td>
<td>Epidemiologic Methods</td>
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The biochemistry and molecular biophysics graduate program is a highly interdisciplinary program of study offered by the Department of Biochemistry and Molecular Biology. The program forges a scientific culture of collaboration across the physical and biological sciences and among diverse laboratories. In this environment, students will have the opportunity to engage in research that aims to understand biological processes at the molecular level. The program is designed to encourage students to pursue research interests at the biological-physical sciences interface using diverse approaches such as structural and chemical biology, molecular and single molecule biophysics, combinatorial mutagenesis, protein engineering and RNA and DNA protein recognition.
Graduate Program in Biochemistry and Molecular Biophysics

Admission

For information about applying to our graduate program, please visit our website at http://bcmb.uchicago.edu (http://collegecatalog.uchicago.edu). (http://bcmb.uchicago.edu).

Degrees

DOCTOR OF PHILOSOPHY

A Ph.D. program requires generally 4 to 6 years of study. In the first year, students engage in course work and small research projects in several laboratories to become acquainted with the department. Also during the first year there are many opportunities to attend departmental seminars and the Graduate Student Seminar Series and to participate in the visits of invited speakers. In the summer quarter of the first year students engage in the preliminary examination, in which they develop, write, and defend an original research proposal. After successful completion of the preliminary examination, students choose a research advisor, carry out their Ph.D. research in the advisor’s laboratory, and write and orally defend a thesis.

Four of the following courses are required:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BCMB 30400</td>
<td>Protein Fundamentals</td>
<td>100</td>
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<tr>
<td>BCMB 31600</td>
<td>Cell Biology I</td>
<td>100</td>
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<tr>
<td>BCMB 30600</td>
<td>Nucleic Acid Structure and Function</td>
<td>100</td>
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<tr>
<td>BCMB 31200</td>
<td>Molecular Biology I</td>
<td>100</td>
</tr>
<tr>
<td>BCMB 32200</td>
<td>Biophysics of Biomolecules</td>
<td>100</td>
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Protein Fundamentals (Fall), Biophysical Properties of Biomolecules (Spring), one course in Cell Biology, and one of the following: Nucleic Acids Structure and Function OR a course in Molecular Biology.

Two additional courses (BCMB 31900 – Introduction to Faculty Research, also called “Faculty All Stars” and BCMB 31800 – Current Seminar Topics in Biochemistry and Molecular Biology) are required. The introduction to faculty research course is not for credit; however, BCMB 31800 is for ½ credit. Each student is required to be a teaching assistant for a total of two quarters in their third and fourth years of residence.

The preliminary examination in BMB consists of a written research proposal that is prepared and submitted during the summer quarter of the first year (the fourth quarter in residence). Students (including ISTP students interested in joining BMB) will be permitted to take the preliminary examination only after all course and grade requirements have been met. The exam consists of a concise written research proposal and an oral defense of the proposal. Students are expected to demonstrate their ability to 1) identify a scientific problem, 2) propose experiments to address the problem, 3) interpret potential outcomes from the experiments, and 4) frame the question and results in a broader scientific context. In addition, students are evaluated on their ability to convey their ideas clearly in the written proposal and to defend the proposal orally. The chairperson of each exam committee will then contact the student regarding the outcome of their exam and provide written feedback. Two outcomes are possible: Pass or Revisions Needed. If revisions are required, the student will have the opportunity to respond to the committee’s concerns and either revise portions of the proposal or re-write the entire proposal as indicated by the committee. In these cases, students will need to write a cover letter addressing the concerns of the committee and the changes that have been made. In addition, students may be required to re-defend the revisions orally with part or all of the exam committee. If a student is asked to re-write and re-defend the entire proposal, an additional faculty member will be added to the exam committee. Inadequate performance on a second exam is grounds for dismissal from the program. For continuation in the program, students must successfully pass the Preliminary Examination by the end of the fifth quarter of full-time residence as a graduate student in biochemistry and molecular biology.

During the second year, students select a thesis advisor and begin laboratory research. To complete the Ph.D. degree, they must prepare, under the general direction of an appointed doctoral committee, a dissertation based upon their original research. A public seminar describing the results of the dissertation research must be presented and the dissertation must be successfully defended before the doctoral committee.

BIOCHEMISTRY AND MOLECULAR BIOLOGY COURSES

BCMB 30400. Protein Fundamentals. 100 Units.

The course covers the physical chemical phenomena that define protein structure and function. Topics include: three-dimensional structures of proteins; the principles of protein folding, molecular motion and molecular recognition; protein evolution, design and engineering; enzyme catalysis; regulation of protein function; proteomics and systems biology. Undergraduates are highly recommended to take BIOS 20200 (Introduction to Biochemistry) or equivalent before taking this course.

Instructor(s): E. Ozkan, J. Piccirilli, D. Arac Terms Offered: Autumn

Equivalent Course(s): HGEN 30400, MGCB 30400
BCMB 30600. Nucleic Acid Structure and Function. 100 Units.
This course focuses on the biochemistry of nucleic acids. Topics include nucleic acid structure, folding, and chemistry, protein-nucleic acid interactions, non-coding RNAs, and the enzymology of key processes such as DNA replication, repair and recombination. A special emphasis is placed on primary literature.
Instructor(s): P. Rice, J. Fei Terms Offered: Autumn
Prerequisite(s): Course in biochemistry, molecular biology and organic chemistry

BCMB 31100. Evolution of Biological Molecules. 100 Units.
The course connects evolutionary changes imprinted in genes and genomes with the structure, function and behavior of the encoded protein and RNA molecules. Central themes are the mechanisms and dynamics by which molecular structure and function evolve, how protein/ RNA architecture shapes evolutionary trajectories, and how patterns in present-day sequence can be interpreted to reveal the interplay data of evolutionary history and molecular properties. Core concepts in macromolecule biochemistry (folding and stability of proteins and RNA, structure-function relationships, kinetics, catalysis) and molecular evolution (selection, mutation, drift, epistasis, effective population size, phylogenetics) will be taught, and the interplay between them explored.
Instructor(s): A. Drummond, J. Thornton Terms Offered: Winter
Prerequisite(s): Comfort with basic computer programming (course will use Python and R); undergraduate biology, chemistry, calculus, and introductory statistics.
Equivalent Course(s): ECEV 31100, HGEN 31100

BCMB 31200. Molecular Biology I. 100 Units.
Nucleic acid structure and DNA topology; methodology; nucleic-acid protein interactions; mechanisms and regulation of transcription in eubacteria, and of replication in eubacteria and eukaryotes; mechanisms of genome and plasmid segregation in eubacteria.
Instructor(s): L. Rothman-Denes Terms Offered: Winter
Equivalent Course(s): MGCB 31200, DVBI 31200

BCMB 31300. Molecular Biology-II. 100 Units.
The content of this course covers the mechanisms and regulation of eukaryotic gene expression at the transcriptional and post-transcriptional levels. Our goal is to explore research frontiers and evolving methodologies. Rather than focusing on the elemental aspects of a topic, the lectures and discussions highlight the most significant recent developments, their implications and future directions.
Instructor(s): J. Staley, A. Ruthenburg, H.C. Lee Terms Offered: Spring
Prerequisite(s): Molecular Biology I (MGCB 31200) or by special permission of an instructor
Equivalent Course(s): DVBI 31300, MGCB 31300

BCMB 31358. 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): Three quarters of a Biological Sciences Fundamentals sequence, BIOS 20200 and BIOS 26210-26211, or consent from instructor
Equivalent Course(s): CPNS 31358, BIOS 21358

BCMB 31400. Genetic Analysis of Model Organisms. 100 Units.
Fundamental principles of genetics discussed in the context of current approaches to mapping and functional characterization of genes. The relative strengths and weaknesses of leading model organisms are emphasized via problem-solving and critical reading of original literature.
Equivalent Course(s): MGCB 31400, HGEN 31400, DVBI 31400

BCMB 31600. Cell Biology I. 100 Units.
Eukaryotic protein traffic and related topics, including molecular motors and cytoskeletal dynamics, organelle architecture and biogenesis, protein translocation and sorting, compartmentalization in the secretory pathway, endocytosis and exocytosis, and mechanisms and regulation of membrane fusion.
Instructor(s): A. Turkewitz, B. Glick Terms Offered: Autumn
Equivalent Course(s): MGCB 31600, HGEN 31600, DVBI 31600

BCMB 31700. Cell Biology II. 100 Units.
This course covers the mechanisms with which cells execute fundamental behaviors. Topics include signal transduction, cell cycle progression, cell growth, cell death, cancer biology, cytoskeletal polymers and motors, cell motility, cytoskeletal diseases, and cell polarity. Each lecture will conclude with a dissection of primary literature with input from the students. Students will write and present a short research proposal, providing excellent preparation for preliminary exams.
Instructor(s): M. Glotzer, D. Kovar Terms Offered: Winter
Prerequisite(s): For undergraduates: Three quarters of a Biological Sciences Fundamentals Sequence.
Equivalent Course(s): BIOS 21238, MGCB 31700, DVBI 31700
BCMB 31900. Introduction to Research. 100 Units.
Lectures on current research by departmental faculty and other invited speakers. A required course for all first-year graduate students.
Instructor(s): Staff Terms Offered: Autumn, Winter
Equivalent Course(s): MGCB 31900, GENE 31900, HGEN 31900, DVBI 31900

BCMB 32200. 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. Sonic
Equivalent Course(s): BPHS 31000, BIOS 21328

BCMB 32300. Structure and Function of Membrane Proteins. 100 Units.
This course will be an in depth assessment of the structure and function of biological membranes. In addition to lectures, directed discussions of papers from the literature will be used. The main topics of the courses are: (1) Energetic and thermodynamic principles associated with membrane formation, stability and solute transport (2) membrane protein structure, (3) lipid-protein interactions, (4) bioenergetics and transmembrane transport mechanisms, and (5) specific examples of membrane protein systems and their function (channels, transporters, pumps, receptors). Emphasis will be placed on biophysical approaches in these areas. The primary literature will be the main source of reading.
Instructor(s): E. Perozo Terms Offered: Autumn
Equivalent Course(s): MGCB 32300

BCMB 32600. Methods in Structural Biology. 100 Units.
This course aims to provide students with the theoretical and applied knowledge on the use of modern structural biology methods, namely x-ray crystallography, cryo-electron microscopy and nuclear magnetic resonance spectroscopy. The course includes lectures and hands-on laboratory sessions, including a data-collection visit to the synchrotron at Argonne National Lab, collection of microscopy images at the Advanced Electron Microscopy Facility at UChicago, and data collection at our local NMR facility. The lectures will include x-ray diffraction theory, strategies to solve the phase problem, principles of electron microscopy and optics, single particle analysis, tomography, various NMR techniques and structure calculations from 3D spectra, model building and validation, and recent advances. The laboratory sessions will take registered students from sample preparation to model refinement and building using state-of-the-art experimental and computational tools. Basic knowledge of protein chemistry (as provided in BCMB 30400) strongly recommended.
Instructor(s): Minglei Zhao, Engin Özkan, Stephen Meredith, Joseph Sachleben Terms Offered: Spring 2019

BCMB 32800. Introduction to Data Science in Biochemistry and Biophysics. 100 Units.
This course will introduce students to exploratory computational data analysis in biochemistry. We will begin with exploration of example datasets in the R programming language for statistics. We will cover approaches to wrangle data into shape for analysis, to develop models that explain trends in data sets, and finally to refining our graphical presentation and preparing analysis reports and figures for publication. A middle segment will cover best practices with tooling and workflows, including navigating the shell in Linux/Unix/BSD systems. Finally, we will introduce students to the Julia programming language, which is useful for more complex problems where expressiveness and performance matter. The course will follow a lecture format, with live, in class exercises.
Instructor(s): Ronald Rock Terms Offered: Spring

BCMB 39800. Selected Reading Topics: Biochemistry & Molecular Biology. 100 Units.
Subject matter for individual tutorial-based study is selected through prior consultation and is given under the guidance of a faculty member. The student and faculty member must indicate at time of registration whether the course will be taken on a letter grade or pass/fail basis.
Instructor(s): Staff Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): Consent of Department and Instructor

BCMB 39900. Intro To Research: BCMB. 300.00 Units.
Subject matter for individual tutorial-based study is selected through prior consultation and is given under the guidance of a faculty member. The student and faculty member must indicate at time of registration whether the course will be taken on a letter grade or pass/fail basis.

BCMB 40100. Research in Biochemistry and Molecular Biology. 300.00 Units.
The student conducts original investigation under the direction of a faculty member. The research is presented and defended as a dissertation in candidacy for the degree of Doctor of Philosophy.
Instructor(s): Staff Terms Offered: Autumn Spring Summer Winter
Prerequisite(s): Completion of course requirements and Preliminary Examination at the Ph.D. level and approval of Chairman of the Department.
BCMB 70000. Advanced Study: Biochemistry & Molecular Biology. 300.00 Units.
Advanced Study: Biochemistry & Molecular Biology
Committee on Cancer Biology

Chair
- Stephen Kron, Molecular Genetics and Cell Biology

Professors
- Erin Adams, Biochemistry and Molecular Biology
- Habibul Ahsan, Public Health Sciences
- Douglas Bishop, Radiation and Cellular Oncology
- Susan Cohn, Pediatrics
- Glyn Dawson, Pediatrics
- M. Eileen Dolan, Medicine
- Wei Du, Ben May Department for Cancer Research
- Thomas Gajewski, Medicine
- Margaret Gardel, Physics
- Lucy Godley, Medicine
- David Grdina, Radiation and Cellular Oncology
- Geoffrey Greene, Ben May Department for Cancer Research
- Gregory Karczmar, Radiation and Cellular Oncology
- Howard Halpern, Radiation and Cellular Oncology
- Barbara Kee, Pathology
- Robert Keenan, Ben May Department of Cancer Research
- Stephen Kron, Molecular Genetics and Cell Biology
- Michelle Le Beau, Medicine
- Ernst Lengyel, Obstetrics and Gynecology
- Anning Lin, Ben May Department for Cancer Research
- Mark Lingen, Pathology
- Kay Macleod, Ben May Department for Cancer Research
- Scott Oakes, Pathology
- Olufunmilayo Olopade, Medicine
- Ilaria Rebay, Ben May Department for Cancer Research
- Marsha Rosner, Ben May Department for Cancer Research
- Hans Schreiber, Pathology
- Walter Stadler, Medicine
- Melody Swartz, Pritzker School of Molecular Engineering
- Wei-Jen Tang, Ben May Department for Cancer Research
- Mitchel Villereal, Neurobiology, Pharmacology and Physiology
- Ralph R. Weichselbaum, Radiation and Cellular Oncology
- Amittha Wickrema, Medicine
- Bakhtiar Yamini, Surgery-Neurosurgery
- Yingming Zhao, Ben May Department for Cancer Research

Associate Professors
- Lev Becker, Ben May Department for Cancer Research
- Matthew Brady, Medicine
- Daniel Catenacci, Medicine
- Tong Chuan He, Surgery
- Fotini Gounari, Medicine
- Justin Kline, Medicine
- James LaBelle, Pediatrics
- Megan McNerney, Pathology
- Peter Savage, Pathology
- Michael Spiotto, Radiation and Celluar Oncology
- Russell Szmulewitz, Medicine
• Michael Thirman, Medicine
• Xiaoyang Wu, Ben May Department for Cancer Research
Assistant Professors
• Mark Applebaum, Pediatrics
• Jill de Jong, Pediatrics
• Bryan Dickinson, Chemistry
• Shannon Elf, Ben May Department for Cancer Research
• Daria Esterhazy, Pathology
• Yu-Ying He, Medicine
• Jun Huang, Pritzker School of Molecular Engineering
• Andrew Koh, Pathology
• Raymond Moellering, Chemistry
• Alexander Muir, Ben May Department for Cancer Research
• Akash Patnaik, Medicine
• Lixing Yang, Ben May Department of Cancer Research

The Committee on Cancer Biology (CCB) provides multidisciplinary and integrated training in cancer biology with an emphasis on innovation and critical thinking in cancer research. The program provides doctoral students with the most up-to-date knowledge and research training with the goal of preparing students for leadership and research careers in academia, industry, clinical research, science journalism, advocacy and policy and other relevant areas of the biomedical workforce. The program prepares students to conduct research by offering a core curriculum that focuses on multiple aspects of cancer biology, including molecular mechanisms of cancer, tumor progression and metastasis, autophagy and tumor metabolism, cancer genomics, computational approaches and big data analysis, mechanisms of drug resistance and tumor heterogeneity, in addition to translational research approaches. With 60 faculty members from across the University of Chicago with diverse interests in all of these research areas, students have a broad choice of research concentrations to select from for their thesis research project.

The CCB is committed to fostering interactions amongst graduate students, postdoctoral fellows, and faculty, and has a consistent track record of success in mentorship with many trainees publishing their work in outstanding journals and going on to run their own research labs. This is achieved through our core curriculum, a weekly cancer biology seminar series, journal clubs, student research presentations, group research meetings, an annual retreat and symposia. All of our students attend the AACR meeting in their third year of graduate school and numerous other opportunities are available to our students to present their data at international meetings and symposia. Our dedicated program in cancer biology is one of the most established in the country and is supported by an NCI training grant in addition to valuable support from foundations allowing us to continue to recruit and train the next generation of expert cancer biologists.

In addition to formal course work, the program sponsors a student led journal club, a student/postdoctorate research presentation group, and an annual program retreat in which students and trainees present their research findings. In addition, the program co-sponsors the Ben May Symposium with the Ben May Department for Cancer Research. This symposium brings speakers of international renown to campus. Students and trainees also have the opportunity to attend national meetings and cancer biology workshops off campus. Through the auspices of the Ben May Department for Cancer Research, the Section of Hematology/Oncology, and the University of Chicago Medicine Comprehensive Cancer Center (an NCI designated Comprehensive Cancer Center), there are several additional seminar series and a clinical cancer research/basic science research translational conference. Thus, there is a thriving, interactive community of cancer researchers.

ADMISSION

Prospective students interested in obtaining the Ph.D. in cancer biology should submit an application to the Biological Sciences Division by December 1st of each year; indicate their cluster of interest as Biomedical Sciences and select Cancer Biology as their proposed degree program.

THE DEGREE OF DOCTOR OF PHILOSOPHY

Ph.D. requirements include:
• Completion of 7 course credits consisting of basic science, cancer biology and elective courses
• A preliminary examination
• A dissertation based on original research
• A final thesis examination
### Committee on Cancer Biology Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CABI 30800</td>
<td>Cancer Biology I: Fundamentals in Cancer Biology</td>
<td>100</td>
</tr>
<tr>
<td>CABI 30810</td>
<td>Cancer Immunology</td>
<td>100</td>
</tr>
<tr>
<td>CABI 30900</td>
<td>Cancer Biology II: Molecular Mechanisms in Cancer Biology</td>
<td>100</td>
</tr>
<tr>
<td>CABI 31000</td>
<td>BMSC All Stars</td>
<td>50</td>
</tr>
<tr>
<td>CABI 31100</td>
<td>Ethics in Scientific Research</td>
<td>50</td>
</tr>
<tr>
<td>CABI 31600</td>
<td>Cancer Biology IV: Hypothesis Design and Grant Writing Skills</td>
<td>100</td>
</tr>
<tr>
<td>CABI 31900</td>
<td>Protein Structure and Functions in Medicine</td>
<td>100</td>
</tr>
<tr>
<td>CABI 32000</td>
<td>Cancer Biology III: Translational Approaches in Cancer Biology</td>
<td>100</td>
</tr>
<tr>
<td>CABI 39900</td>
<td>Readings: Cancer Biology</td>
<td>100</td>
</tr>
<tr>
<td>CABI 40100</td>
<td>Research: Cancer Biology</td>
<td>300.00</td>
</tr>
<tr>
<td>CABI 47300</td>
<td>Genomics and Systems Biology</td>
<td>100</td>
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</table>
GRADUATE PROGRAM IN CELL AND MOLECULAR BIOLOGY

Chair

• David Kovar

Faculty accepting students into their lab

Professors

• Douglas K. Bishop, Radiation & Cellular Oncology
• Edwin L. Ferguson
• Richard Fehon
• Margaret Gardel, Physics
• Benjamin Glick
• Michael Glotzer
• Jean Greenberg
• David Kovar
• Stephen J. Kron
• Ilaria Rebay, Ben May Department for Cancer Research
• John Reinitz, Statistics
• Lucia Rothman-Denes
• Jonathan P. Staley
• Aaron Turkewitz

Associate Professors

• Sally Horne-Badovinac
• Jocelyn Malamy
• Ed Munro
• Michael Rust
• Alex Ruthenburg

Assistant Professors

• Robert Carrillo
• Ellie Heckscher
• Paschalis Kratsios
• Heng-Chi Lee
• David Pincus

Faculty not accepting students into their lab

Professors

• Robert Josephs
• Bernard Roizman, Microbiology

Associate Professors

• Gayle K. Lamppa
• Laurens J. Mets

Emeritus Faculty

• Kwen Sheng Chiang
• Wolfgang Epstein
• Rochelle Easton Esposito
• Robert Haselkorn
• Anthony Mahowald
• Terence E. Martin
• Theodore L. Steck, Biochemistry & Molecular Biology
In the graduate program in cell and molecular biology, the Ph.D. degree places great emphasis on rigorous, didactic preparation in cell biology, molecular biology, and genetics, and focuses on choosing questions, defining experimental approaches, and interpreting data. Once qualified, advanced students choose from a wider range of opportunities for research in cell biology, molecular biology, genetics, developmental biology, plant biology, and microbiology. Of special interest is the design of interdisciplinary programs that emphasize the frontiers of biology.

The Degree of Doctor of Philosophy

The graduate program in cell and molecular biology offers a program of study leading to the Doctor of Philosophy in molecular genetics and cell biology. A Ph.D. candidate must fulfill certain formal coursework requirements, pass one preliminary and one qualifying examination, and present a satisfactory dissertation describing the results of original research.

The program expects knowledge of and proficiency in cell biology, molecular biology, and genetics. This requirement will normally be met by fulfilling the formal coursework described here, but detailed degree programs are flexible. Courses taken at other institutions, in other departments, or as part of the Pritzker School of Medicine curriculum may substitute for CMB courses with approval of the curriculum committee. To fulfill the requirements for a Ph.D., nine graded courses are required. In the program in cell and molecular biology, a student must take one course in each of three areas during the first year:

- Cell biology
- Molecular biology
- Genetics

In addition to these core courses, a second course in one of these areas is required to develop greater proficiency in a subdiscipline. The total of four required courses can be selected from among the following courses: MGCB 31200 Molecular Biology I, MGCB 31300 Molecular Biology-II, MGCB 31400 Genetic Analysis of Model Organisms, MGCB 31600 Cell Biology I, and MGCB 31700 Cell Biology II. Three additional graded electives must be taken, one of which may be a reading course. The electives can be selected according to the student's interests and the availability of courses.

A student is also required to do three laboratory rotations before selecting an advisor and laboratory to pursue a Ph.D. dissertation. These rotations will be graded, and two will count towards the nine courses required for the Ph.D. All students are required to serve as a teaching assistant for two quarters.

Students select a thesis advisor and begin laboratory research by the tenth month of the first year. To complete the Ph.D. degree, they must prepare, under the general direction of an appointed doctoral committee, a dissertation based upon their original research. Students are also required to submit, if not publish, at least one first author paper prior to their defense. A public seminar describing the results of the dissertation research must be presented and the dissertation must be successfully defended before the doctoral committee.

Admissions

For information about applying to our graduate program, please visit our website https://camb.uchicago.edu/ (http://molbio.bsd.uchicago.edu/)

Molecular Genetics and Cell Biology Courses

MGCB 30400. Protein Fundamentals. 100 Units.
The course covers the physical chemical phenomena that define protein structure and function. Topics include: three-dimensional structures of proteins; the principles of protein folding, molecular motion and molecular recognition; protein evolution, design and engineering; enzyme catalysis; regulation of protein function; proteomics and systems biology. Undergraduates are highly recommended to take BIOS 20200 (Introduction to Biochemistry) or equivalent before taking this course.
Instructor(s): E. Ozkan, J. Piccirilli, D. Arac Terms Offered: Autumn
Equivalent Course(s): HGEN 30400, BCMB 30400

MGCB 31200. Molecular Biology I. 100 Units.
Nucleic acid structure and DNA topology; methodology; nucleic-acid protein interactions; mechanisms and regulation of transcription in eubacteria, and of replication in eubacteria and eukaryotes; mechanisms of genome and plasmid segregation in eubacteria.
Instructor(s): L. Rothman-Denes Terms Offered: Winter
Equivalent Course(s): BCMB 31200, DVBI 31200

MGCB 31300. Molecular Biology-II. 100 Units.
The content of this course covers the mechanisms and regulation of eukaryotic gene expression at the transcriptional and post-transcriptional levels. Our goal is to explore research frontiers and evolving
methodologies. Rather than focusing on the elemental aspects of a topic, the lectures and discussions highlight the most significant recent developments, their implications and future directions. Instructor(s): J. Staley, A. Ruthenburg, H.C. Lee Terms Offered: Spring
Prerequisite(s): Molecular Biology I (MGCB 31200) or by special permission of an instructor
Equivalent Course(s): BCMB 31300, DVBI 31300

MGCB 31400. Genetic Analysis of Model Organisms. 100 Units.
Fundamental principles of genetics discussed in the context of current approaches to mapping and functional characterization of genes. The relative strengths and weaknesses of leading model organisms are emphasized via problem-solving and critical reading of original literature. Equivalent Course(s): HGEN 31400, BCMB 31400, DVBI 31400

MGCB 31600. Cell Biology I. 100 Units.
Eukaryotic protein traffic and related topics, including molecular motors and cytoskeletal dynamics, organelle architecture and biogenesis, protein translocation and sorting, compartmentalization in the secretory pathway, endocytosis and exocytosis, and mechanisms and regulation of membrane fusion. Instructor(s): A. Turkewitz, B. Glick Terms Offered: Autumn
Equivalent Course(s): BCMB 31600, HGEN 31600, DVBI 31600

MGCB 31700. Cell Biology II. 100 Units.
This course covers the mechanisms with which cells execute fundamental behaviors. Topics include signal transduction, cell cycle progression, cell growth, cell death, cancer biology, cytoskeletal polymers and motors, cell motility, cytoskeletal diseases, and cell polarity. Each lecture will conclude with a dissection of primary literature with input from the students. Students will write and present a short research proposal, providing excellent preparation for preliminary exams. Instructor(s): M. Glotzer, D. Kovar Terms Offered: Winter
Prerequisite(s): For undergraduates: Three quarters of a Biological Sciences Fundamentals Sequence. Equivalent Course(s): BIOS 21238, BCMB 31700, DVBI 31700

MGCB 31900. Introduction to Research. 100 Units.
Lectures on current research by departmental faculty and other invited speakers. A required course for all first-year graduate students. Instructor(s): Staff Terms Offered: Autumn,Winter
Equivalent Course(s): GENE 31900, HGEN 31900, BCMB 31900, DVBI 31900

MGCB 32000. Quantitative Analysis of Biological Dynamics. 100 Units.
The basic focus of the course will be quantitative approaches to understanding organization and dynamics at the molecular, subcellular and cellular levels, and will rest on three pillars - modern imaging and image analysis, quantitative analysis and presentation of data, mathematical modeling and computer simulations. Instructor(s): Edwin Munro; Michael Rust Terms Offered: Spring
Equivalent Course(s): DVBI 32000

MGCB 32100. Senior Graduate Student Ethics. 100 Units.
This course explores specific ethical dilemmas that may arise in laboratory settings. The format of this course will provide opportunities for all students to voice their questions and opinions. Student groups of 4-5 will act as a review board during each session. Class time will center around the case, the conclusions of the review board, and the steps that should be taken to remedy the situation, if any. Faculty will guide and stimulate discussion in each case. Faculty will also provide any relevant University bylaws and/or NIH guidelines. Following the session, review board members will submit a formal 1-2 page justified decision in writing to the instructor. Successful completion of the course requires active participation in group presentations and general class discussions as well as joint submission of review board summaries. Instructor(s): K. Moffat Terms Offered: Spring

MGCB 32300. Structure and Function of Membrane Proteins. 100 Units.
This course will be an in depth assessment of the structure and function of biological membranes. In addition to lectures, directed discussions of papers from the literature will be used. The main topics of the courses are: (1) Energetic and thermodynamic principles associated with membrane formation, stability and solute transport (2) membrane protein structure, (3) lipid-protein interactions, (4) bioenergetics and transmembrane transport mechanisms, and (5) specific examples of membrane protein systems and their function (channels, transporters, pumps, receptors). Emphasis will be placed on biophysical approaches in these areas. The primary literature will be the main source of reading. Instructor(s): E. Perozo Terms Offered: Autumn
Equivalent Course(s): BCMB 32300

MGCB 32500. Quantitative Analysis of Biological Dynamics II. 100 Units.
This is a workshop style course in which students will work closely with instructors and TAs to implement mathematical/computational approaches to address specific research problems of interest to individual students. The course is open to all students who have taken MGCB/DRSB 32000 or its equivalent, or who have otherwise acquired a basic working knowledge of one or more programming languages (e.g. R, Matlab, Python). The course will function as follows: prior to enrollment, each interested student will meet with the course instructors to discuss an open scientific question they wish to address using mathematical/computational approaches. The
course will begin with a short presentation from each student describing the problem they propose to study, followed by a discussion with the rest of the students and the course instructors about possible approaches. The course instructors and TAs will then meet one-on-one with students over the course of the quarter to help students implement the proposed strategies and adapt to challenges that emerge through this process. Students will reconvene weekly as a group to report on their progress and discuss alternative approaches.

Instructor(s): E. Munro, M. Rust Terms Offered: Spring. Offered in alternating years beginning Spring 2020.
Prerequisite(s): MGCB 32000, DVBI 32000
Equivalent Course(s): DVBI 32500

MGCB 34300. Image Processing in Biology. 100 Units.
Whether one is trying to read radio signals from faraway galaxies or to understand molecular structures, it is necessary to understand how to read, interpret, and process the data that contain the desired information. In this course, we learn how to process the information contained in images of molecules as seen in the electron microscope. We also deal with the principles involved in processing electron microscope images, including the underlying analytical methods and their computer implementation.
Instructor(s): R. Josephs Terms Offered: Spring. Offered every other year in even years.
Prerequisite(s): For College students: Three quarters of a Biological Sciences Fundamentals s Sequence and one year of calculus
Equivalent Course(s): BIOS 21407

MGCB 35420. Stochastic Processes in Gene Regulation. 100 Units.
This advanced course covers the fundamentals of stochastic chemical processes as they arise in the study of gene regulation. The central object of study is the Chemical Master Equation and its coarse-grainings at the Langevin/ Fokker-Planck, linear noise, and deterministic levels. We will consider both mathematical and computational approaches in contexts where there are both single and multiple deterministic limits.
Instructor(s): J. Reinitz Terms Offered: To be determined
Prerequisite(s): Consent of instructor.
Equivalent Course(s): CAAM 35420, ECEV 35420, STAT 35420

MGCB 35600. Vertebrate Development. 100 Units.
This advanced-level course combines lectures, student presentations, and discussion sessions. It covers major topics on the developmental biology of embryos (e.g. formation of the germ line, gastrulation, segmentation, nervous system development, limb patterning, organogenesis). We make extensive use of the primary literature and emphasize experimental approaches including embryology, genetics, and molecular genetics.
Instructor(s): V. Prince, P. Kratsios. Terms Offered: Winter
Prerequisite(s): For Biological Sciences majors: Three quarters of a Biological Sciences Fundamentals Sequence including BIOS 20189 or BIOS 20190
Equivalent Course(s): DVBI 35600, ORGB 33600, BIOS 21356

MGCB 36100. 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: Three quarters of a Biological Sciences Fundamentals Sequence including BIOS 20187 or BIOS 20235.
Equivalent Course(s): BIOS 23299, ECEV 32900, DVBI 36100

MGCB 36400. Developmental Mechanisms. 100 Units.
This course provides an overview of the fundamental questions of developmental biology, with particular emphasis on the genetic, molecular and cell biological experiments that have been employed to reach mechanistic answers to these questions. Topics covered will include formation of the primary body axes, the role of local signaling interactions in regulating cell fate and proliferation, the cellular basis of morphogenesis, and stem cells.
Instructor(s): E. Ferguson, R. Fehon Terms Offered: Winter
Prerequisite(s): For undergraduates only: Three quarters of a Biological Sciences Fundamentals Sequence including BIOS 20189, BIOS 20190, or BIOS 20235. AND CONSENT OF INSTRUCTOR
Equivalent Course(s): BIOS 21237, DVBI 36400

MGCB 39200. Readings: MGCB. 100 Units.
Reading course in an area of developmental biology of special interest to the student. Must be prearranged with a faculty member and preapproved by the chair of the Curriculum Committee.

MGCB 39900. Tutorial: MGCB. 100 Units.

MGCB 47000. Thesis Research: MGCB. 300.00 Units.
Laboratory research for senior graduate students.
MGCB 47100. Non-Thesis Rsch: MGCB. 300.00 Units.
Laboratory research for first and second year graduate students.

MGCB 70000. Advanced Study: Molecular Genetics & Cell Biology. 300.00 Units.
Advanced Study: Molecular Genetics & Cell Biology
The Committee on Clinical & 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 CHeSS and the Institute for Translational Medicine, the CCTS mobilizes faculty from across the University of Chicago to enhance course offerings at the university in clinical and translational science. We organize these courses into coherent areas of concentration designed to provide graduate-level trainees, postdoctoral fellows, and junior faculty with state-of-the-art skills in the field. For more information contact Kelsey Bogue, committee administrator at kbogue@bsd.uchicago.edu. You can also visit our website at chess.uchicago.edu.

Current Areas of Concentration include:

- Comparative Effectiveness Research
- Translational Informatics
- Health Services Research
- Quality & Safety
- Clinical Research
- Community-Based Research
- Global Health
- Pharmacogenomics

In the "courses" tab there is a list of graduate courses that have been offered over the past two years. Refer to the CCTS section of the CHeSS website for current course offerings and prerequisites for each course:

http://chess.uchicago.edu (http://chess.uchicago.edu/CCTS/)

**CLINICAL AND TRANSLATIONAL SCIENCE COURSES**

**CCTS 33000. Scientists Advancing the Forefront. 000 Units.**

In this survey course, leading basic and translational biomedical scientists will review cutting-edge themes that constitute the forefront of medical research. Learners will emerge with a broad understanding of:

Instructor(s): Erika Claud, Ronald Cohen

Terms Offered: Spring Winter. Students who register in fall and spring will earn 50 credit units in spring.

Prerequisite(s): Course open to MS1 students

Note(s): Students should email Kelsey Bogue at kbogue@bsd.uchicago.edu to request permission to enroll.

Equivalent Course(s): MOLM 33000, MEDC 33000

**CCTS 38300. Health Economics and Public Policy. 100 Units.**

This course analyzes the economics of health and medical care in the United States with particular attention to the role of government. The first part of the course examines the demand for health and medical and the structure and the consequences of public and private insurance. The second part of the course examines the supply of medical care, including professional training, specialization and compensation, hospital competition, and finance and the determinants and consequences of technological change in medicine. The course concludes with an examination of recent proposals and initiatives for health care reform.

Instructor(s): Meltzer, D

Terms Offered: Spring

Prerequisite(s): PBPL 20000 or ECON 20000 and one undergraduate course in quantitative research methods (Statistics or Econometrics) or the equivalent or consent of the instructor

Equivalent Course(s): PBPL 28300, ECON 27700, PPHA 38300

**CCTS 40004. Advanced Clinical Pharmacology I. 50 Units.**

This course provides an interactive introduction to fundamental principles of the practice of clinical pharmacology relevant to drug development and personalized therapeutics. Topics include: pharmacokinetics, drug metabolism, protein binding, absorption and renal and hepatic elimination, pharmacodynamics, introduction to modeling methods, evaluation of adverse events, and pre-clinical and clinical elements of drug development.

Instructor(s): Mark Applebaum and Randall Knoebel

Terms Offered: Autumn

Prerequisite(s): MEDC 30777, equivalent Intro to Pharmacology course, or instructor approval.

**CCTS 40400. Health Disparities in Breast Cancer. 100 Units.**

Across the globe, breast cancer is the most common women’s cancer. In the last two decades, there have been significant advances in breast cancer detection and treatment that have resulted in improved survival
rates. Yet, not all populations have benefited equally from these improvements, and there continues to be a disproportionate burden of breast cancer felt by different populations. In the U.S., for example, white women have the highest incidence of breast cancer but African-American women have the highest breast cancer mortality overall. The socioeconomic, environmental, biological, and cultural factors that collectively contribute to these disparities are being identified with a growing emphasis on health disparities research efforts. In this 10-week discussion-based course students will meet twice weekly and cover major aspects of breast cancer disparities.

Instructor(s): E. Dolan, S. Conzen Terms Offered: Winter
Prerequisite(s): BIOS 25108
Equivalent Course(s): CCTS 20400, HLTH 20400, BIOS 25327, GNSE 20408, GNSE 30408

CCTS 40500. Machine Learning & Advanced Analytics for Biomedicine. 100 Units.

The age of ubiquitous data is rapidly transforming scientific research, and advanced analytics powered by sophisticated learning algorithms is uncovering new insights in complex open problems in biology and biomedicine. The goal of this course is to provide an introductory overview of the key concepts in machine learning, outlining the potential applications in biomedicine. Beginning from basic statistical concepts, we will discuss concepts and implementations of standard and state of the art classification and prediction algorithms, and go on to discuss more advanced topics in unsupervised learning, deep learning architectures, and stochastic time series analysis. We will also cover emerging ideas in data-driven causal inference, and demonstrate applications in uncovering etiological insights from large scale clinical databases of electronic health records, and publicly available sequence and omics datasets. The acquisition of hands-on skills will be emphasized over machine learning theory. On successfully completing the course, students will have acquired enough knowledge of the underlying machinery to intuit and implement solutions to non-trivial data science problems arising in biology and medicine.

Instructor(s): Ishanu Chattopadhyay Terms Offered: Winter. Not offered every year
Prerequisite(s): Rudimentary knowledge of probability theory, and basic exposure to scripting languages such as python/R is required. This course does not qualify in the Biological Sciences major.
Equivalent Course(s): CCTS 20500, BIOS 29208

CCTS 41005. Scholars in Ethics and Medicine Cohort (SEM) 100.00 Units.

This multi-disciplinary course draws insights from medicine, sociology, moral psychology, philosophy, ethics and theology to explore answers to the unique challenges that medicine faces in the context of late modernity: How does one become a “good physician” in an era of growing moral pluralism and health care complexity? Students will engage relevant literature from across these disciplines to address issues regarding the legitimate goals of medicine, medical professionalism, the doctor-patient relationship, vocation and calling, the role of religion in medicine, and character development in medical education. The course will first introduce the challenges that moral pluralism in contemporary society presents to the profession of medicine along with the subsequent calls for a renewed pursuit of clinical excellence in today’s complex health care system. It will then survey the resurgence of a philosophical discipline (virtue ethics) that has begun to shape contemporary debate regarding what types of “excellences” are needed for a good medical practice dominated by medical science and technology.

Instructor(s): Kathryn Rowland Terms Offered: Autumn Spring Winter
Note(s): This course is limited to those who have been accepted into the Emerging Scholars Cohort in Bioethics (Hyde Park Institute, https://hydeparkinstitute.org/esc). Depending on space availability, other students interested in enrolling will need prior approval from Course instructor(s). This course is a yearlong course with several 2-hour lecture discussions throughout the year, 2 all-day Saturday sessions (Fall/Spring), and an off-site practicum. Registration in Autumn, Winter, and Spring Courses is required. The spring quarter course will be worth 50 units.
Equivalent Course(s): CCTS 21005

CCTS 41006. Discourse of Islamic Bioethics. 50 Units.

This course is a mentored and directed reading course that introduces students to critical concepts in Islamic theology and law that undergird normative ethical frameworks within Islam and exposes the student to exemplar works from the wide range of Islamic bioethics literature. The first part of the course will focus on the theoretical aspects of the Islamic moral and ethical tradition and cover scholarly contestations regarding Islamic moral theology as they relate to an Islamic bioethics. The latter half of course will focus on the practical aspects of the emerging field by considering research methods for the field and selected literature reviews of Islamic responses to pressing bioethical issues. Read more about the course at chess.uchicago.edu/CCTS

Instructor(s): Aasim Padela Terms Offered: Summer. Not offered every year
Prerequisite(s): None

CCTS 41008. Health Systems in Low- and Middle-Income Countries. 100 Units.

Strengthening health systems is imperative to achieving lasting improvements in health. This course provides students with a comprehensive overview of health systems in low- and middle-income countries. We will learn key frameworks and tools to analyze, assess and influence health systems in these contexts. The course is organized around core components of health systems, including service delivery, human resources for health, health financing, supply chain systems, governance, community engagement and information systems. Each class draws upon contemporary case studies from a variety of low- and middle-income countries to illustrate challenges, controversies and opportunities in these contexts. We will examine historical, social and political contexts, and key international, national and local stakeholders that influence health systems presently. We will...
consider the impact of external shocks, such as conflict, natural disasters, and economic and political crises, on the structure and functioning of health systems. Finally, recognizing the convergence between global and local, we will situate current challenges in the U.S. health system in a global context.

Instructor(s): Veena Sriram
Terms Offered: Autumn. Not offered every year.
Prerequisite(s): Open to graduate students and third- and fourth-year undergraduate students. First- and second-year undergraduates interested in taking the course may write to the course instructor for permission.
Equivalent Course(s): CCTS 21008, HLTH 21008

CCTS 41011. Clinical Research Design and Interpretation of Health Data. 100 Units.

This course will introduce the interdisciplinary field of clinically-oriented health services research with a focus on the interpretation of health-related metrics and policy-related applications. We will examine how translational medical science informs healthcare providers, payers, and professional societies. COVID-19 and postmenopausal hormone replacement therapy will illustrate the challenges of data interpretation, translation of research findings into clinical medicine, and the adoption of evidence-based guidelines. Using a highly interactive approach, students will gain experience in the selection of research study designs, measurement of health status, risk adjustment, causal inference, and understanding the placebo effect. We will discuss how clinicians, administrators, and public reporting entities judge and use information derived from investigations. The COVID-19 pandemic will demonstrate the challenges that vary clinical presentations, diagnostic accuracy, and case definition (identification of diseased patients) create in the formulation of health statistics (e.g., case-fatality rates and disease attribution of mortality). We will also discuss methods of defining study populations for both clinical research and public health reporting.

Instructor(s): Gregory Ruhnke
Terms Offered: Spring
Equivalent Course(s): BIOS 29331, CCTS 21011, PBPL 21011, HLTH 21011

CCTS 42003. Global Health Sciences III: Biological and Social Determinants of Health. 100 Units.

Global health is an interdisciplinary and empirical field, requiring holistic and innovative approaches to navigate an ever-changing environment in the pursuit of health equity. This course will emphasize specific health challenges facing vulnerable populations in low-resource settings, including in the United States and the large-scale social, political, and economic forces that contribute to them through topical events and case studies. Students will study the importance of science and technology, key institutions and stakeholders; environmental impacts on health; ethical considerations in research and interventions; maternal and child health; health and human rights; international legal frameworks, and global health diplomacy. Students will gain skills in technical writing as they construct position statements and policy briefs on global health issues of interest. Career opportunities in global health will be explored throughout the course.

Instructor(s): C. Olopade, O. Olopade
Terms Offered: Spring Winter. This course is offered every Spring quarter on campus and every Winter quarter in Paris.
Prerequisite(s): This course does not meet the requirements for the Biological Sciences major.
Equivalent Course(s): CCTS 22003, BIOS 29814

CCTS 43007. Clinical and Health Services Research: Methods and Applications. 100 Units.

This course will introduce the interdisciplinary field of clinically-oriented health services research with a focus on policy-related implications. Through exposure to theoretical foundations, methodologies, and applications, students without significant investigative experience will learn about the design and conduct of research studies. We will cover the integration of research within the stages of translational medicine, and how science conducted across the translational medicine spectrum informs policy through purveyors of clinical services (e.g., physicians, hospitals), government, insurers, and professional societies. We will use the examples of postmenopausal hormone replacement therapy and autologous bone marrow transplantation to illustrate pitfalls in the progression from basic science research to clinical trials leading to diffusion in clinical medicine that can complicate the creation of logical, evidence-based practice guidelines, reimbursement, and clinical practice.

Instructor(s): Greg Ruhnke
Terms Offered: Spring
Equivalent Course(s): CCTS 21007, HLTH 21007, BIOS 29329, PBPL 23007

CCTS 43200. Introduction to Infectious Disease Epidemiology. 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. Pyra
Terms Offered: Spring
Prerequisite(s): Biology majors: Three quarters of a Biological Sciences Fundamentals sequence. PBHS 30910 or introductory epidemiology or consent of instructor
Equivalent Course(s): MEDC 31300, PBHS 31300, BIOS 25419
CCTS 45000. Introduction to Biostatistics. 100 Units.
This course will provide an introduction to the basic concepts of statistics as applied to the bio-medical and public health sciences. Emphasis is on the use and interpretation of statistical tools for data analysis. Topics include (i) descriptive statistics; (ii) probability and sampling; (iii) the methods of statistical inference; and (iv) an introduction to linear and logistics regression.
Instructor(s): J. Cursio Terms Offered: Autumn
Prerequisite(s): 2 quarters of pre-calculus
Note(s): *In addition to the course, there is a statistical computing workshop.
Equivalent Course(s): PBHS 32100

CCTS 45200. Fundamentals of Health Services Research: Theory, Methods and Applications. 100 Units.
This course is designed to provide an introduction to the fundamentals of health services research. The basic concepts of health services research will be taught with an emphasis on both their social scientific foundations and the methods needed for their practical application to empirically relevant research. Theoretical foundations will draw on principles from economics, sociology, psychology, and the other social sciences. Methodological topics to be covered will include techniques for data collection and analysis, including outcomes measurement, survey methods, large data set research, population-based study design, community based participatory research, research based in clinical settings, qualitative methods, cost-effectiveness analysis, and tools of economic and sociological analysis. The theoretical and empirical techniques taught will emphasize those relevant to the examination of health care costs, quality, and access. Major applications will include: measurement and improvement of health care quality, analysis of health disparities, analysis of health care technology, and analysis of health care systems and markets. Students prepare a grant proposal as the final assignment for this course.
Instructor(s): D. Meltzer, M. H. Chin Terms Offered: Summer
Equivalent Course(s): PBHS 35000, PPHA 47900

CCTS 45400. Advanced PCOR Methods: Cost Effectiveness and Modeling. 50 Units.
This course is the first module of a two module sequence in Advanced Patient Centered Outcomes Research (PCOR). This module includes an overview of cost effectiveness analysis, modeling (both markov and probabilistic sensitivity analysis), and discrete events and agent based simulation. Students will gain hands on experience with software such as Treeage, Simio, and Net logo. The second course will be taught in Winter Quarter and will cover topics in evidence generation and synthesis. Students and postdocs must contact Kelsey Bogue at kbogue@bsd.uchicago.edu with a CV and unofficial transcript (if current UChicago student) for approval to attend the course. Appropriate prerequisites include SSAD 45600 and PPHA 38300, or other introductory courses in cost effectiveness analysis or statistical modeling.

CCTS 45500. Health Services Research: Data, Quantitative Methods, and Applications. 100 Units.
This course will use an application oriented approach to help students learn fundamental skills in how to use data and quantitative methods to answer questions in health research. Students will learn about different data sources and structures as well as the study designs that are best suited for each type of data structure. Students will also learn to apply statistical techniques, including basic tests of differences and linear and logistic regression, to the analysis of various research questions in practice datasets. Other topics covered will include calculating power/sample sizes, data linking, and data simulation. Basic programming will be done in Stata. Accompanied by online instruction in Understanding Clinical Research: Behind the Statistics, which provides an introduction to foundational statistical concepts, students will learn about working with data captured in EPIC, available in public and private insurance claims, captured in the Clinical Research Data Warehouse (CRDW), compiled in aggregated sources such as N3C (National COVID Cohort Collaborative) and CAPriCORN (Chicago Area Patient Centered Outcomes Research Network), generated from sensors and wearable devices, and collected as part of ongoing surveys such as the Hospitalist Project. There will be dedicated time to practice statistical programming in Stata, and fellows who are already working with a particular data set will have the opportunity to advance their analyses in class.
Instructor(s): Andrea Flores Terms Offered: Summer

CCTS 46001. Fundamentals of Quality Improvement and Patient Safety (QI & PS 101) 25 Units.
Quality Improvement & Patient Safety was designed for faculty and staff at University of Chicago Medicine with the support of the Center for Clinical and Translational Science (CCTS). The course provides an overview of concepts and methodologies for improving the quality and safety of care. Participants will design quality improvement projects using skills learned in class. In addition, UCMC leaders will speak on key topics throughout the course. Participants will become familiar with tools for improving quality of care and service delivery, such as the Model for Improvement and Lean Performance Improvement. Participants will design an actual quality improvement project and complete a personal improvement project using skills learned in the class. Participants will understand the factors impacting the delivery of safe and high quality care in health care organizations such as teamwork, good communication and organization culture. Participants will understand "Systems Thinking" and other key concepts in patient safety such as Human Factors and Reliability. Participants will understand the key role of QI in today's health care environment as a mechanism for improving organizational effectiveness and the patient experience. The course is comprised of seven classes total. Faculty, staff, and students/trainees at the University of Chicago Medical Center are welcome to audit the course and should contact Kelsey Bogue at kbogue@bsd.uchicago.edu to register.
Instructor(s): A. Davis, L. Botwinick Terms Offered: Autumn

CCTS 47001. Advanced Community Based Participatory Research (CBPR) Training Program I. 000 Units.
The goal of health-related research is to improve the lives of people in the community studied. In traditional research, the community is not actively involved in designing the projects. Community-based participatory research is a partnership approach to research that equitably involves community members, organizational representatives, and academic researchers in all aspects of the research process. The Advanced CBPR Training Program is designed to help meet the growing need and demand for educational resources that help build the knowledge and skills needed to develop and sustain effective CBPR partnerships. The Program consists of six sessions that are offered on various Fridays throughout the year.
Instructor(s): D. Miller, D. Burnet Terms Offered: Autumn. Students must register for two-course sequence in order to receive course credit; CCTS 47001 and CCTS 47002 in Winter Quarter. Students must also register online. Contact CCTS administrator Kelsey Bogue at kbogue@bsd.uchicago.edu for more details.

CCTS 47002. Advanced Community Based Participatory Research (CBPR) Training Program II. 25 Units.
The goal of health-related research is to improve the lives of people in the community studied. In traditional research, the community is not actively involved in designing the projects. Community-based participatory research is a partnership approach to research that equitably involves community members, organizational representatives, and academic researchers in all aspects of the research process. The Advanced CBPR Training Program is designed to help meet the growing need and demand for educational resources that help build the knowledge and skills needed to develop and sustain effective CBPR partnerships. The Program consists of six sessions that are offered on various Fridays throughout the year.
Instructor(s): D. Miller, D. Burnet Terms Offered: Winter. Students must register for two-course sequence in order to receive course credit; CCTS 47001 and CCTS 47002 in Winter Quarter. Students must also register online. Contact CCTS administrator Kelsey Bogue at kbogue@bsd.uchicago.edu for more details.

CCTS 47005. Methods in Health and Biomedical Informatics. 100 Units.
Most Health and Biomedical Informatics (HBMI) Graduate Programs around the country have independently come to the conclusion that the computational methods that informatics graduate students need to be familiar with is too broad and numerous to be addressed by a series of independent courses. Therefore, most programs have created a set of integrated courses that expose the students to a wide variety of informatics methods in short modules. Typically, these required methods series are organized as a series of required courses taken during the first year of graduate study. This course is the result of discussions by Health and Biomedical Informatics researchers and educators from the Chicago Biomedical Informatics Training (CBIT) initiative. This course is designed as the first course of a year-long sequence and is worth 100 units. Registration for the full year is expected.
Instructor(s): S. Volchenboum, D. McClintock, UIC & NU faculty Terms Offered: Autumn. Course location rotates between Northwestern’s downtown campus, UChicago, and UIC
Prerequisite(s): Basic understanding of Python programming language; prior or simultaneous enrollment in Health & Biomedical Informatics (HBMI) intro course.

CCTS 47006. Methods in Health and Biomedical Informatics II. 100 Units.
Most Health and Biomedical Informatics (HBMI) Graduate Programs around the country have independently come to the conclusion that the computational methods that informatics graduate students need to be familiar with is too broad and numerous to be addressed by a series of independent courses. Therefore, most programs have created a set of integrated courses that expose the students to a wide variety of informatics methods in short modules. Typically, these required methods series are organized as a series of required courses taken during the first year of graduate study. This course is the result of discussions by Health and Biomedical Informatics researchers and educators from the Chicago Biomedical Informatics Training (CBIT) initiative. This course is designed as the second course of a year-long sequence and is worth 100 units. Registration for the full year is expected.
Instructor(s): David McClintock and Samuel Volchenboum; Northwestern and UIC faculty Terms Offered: Winter. Course location rotates between Northwestern’s downtown campus, UChicago, and UIC
Prerequisite(s): CCTS 47005 in Autumn Quarter.

CCTS 47007. Methods in Health and Biomedical Informatics III. 100 Units.
Most Health and Biomedical Informatics (HBMI) Graduate Programs around the country have independently come to the conclusion that the computational methods that informatics graduate students need to be familiar with is too broad and numerous to be addressed by a series of independent courses. Therefore, most programs have created a set of integrated courses that expose the students to a wide variety of informatics methods in short modules. Typically, these required methods series are organized as a series of required courses taken during the first year of graduate study. This course is the result of discussions by Health and Biomedical Informatics researchers and educators from the Chicago Biomedical Informatics Training (CBIT) initiative. This course is designed as the second course of a year-long sequence and is worth 100 units. Registration for the full year is expected.
Instructor(s): David McClintock and Samuel Volchenboum; Northwestern and UIC faculty Terms Offered: Spring. Course location rotates between Northwestern’s downtown campus, UChicago, and UIC
Prerequisite(s): CCTS 47005 in Autumn Quarter and CCTS 47006 in Winter Quarter.
Committee on Computational Neuroscience

Chair
- David Freedman, Neurobiology

Professors
- Yali Amit, Statistics
- Ed Awh, Psychology
- Sliman Bensmaia, Organismal Biology and Anatomy
- Jack Cowan, Mathematics
- Jean Decety, Psychology
- Ruth Anne Eatock, Neurobiology
- David Freedman, Neurobiology
- William (Bill) Green, Neurobiology
- John Goldsmith, Linguistics
- Melina Hale, Organismal Biology and Anatomy
- Christian Hansel, Neurobiology
- Nicholas Hatsopoulos, Organismal Biology and Anatomy
- Leslie Kay, Psychology
- Yamuna Krishnan, Chemistry
- Daniel Margoliash, Organismal Biology and Anatomy
- John Maunsell, Neurobiology
- Howard Nusbaum, Psychology
- Eduardo Perozo, Biochemistry and Molecular Biology
- Brian Prerdergast, Psychology
- S. Murray Sherman, Neurobiology
- John Maunsell, Neurobiology
- Howard Nusbaum, Psychology
- Eduardo Perozo, Biochemistry and Molecular Biology
- Brian Prerdergast, Psychology
- S. Murray Sherman, Neurobiology
- John Maunsell, Neurobiology
- Howard Nusbaum, Psychology
- Eduardo Perozo, Biochemistry and Molecular Biology
- Brian Prerdergast, Psychology
- S. Murray Sherman, Neurobiology
- V. Leo Towle, Neurology
- Wim van Drongelen, Pediatrics
- Ed Vogel, Psychology
- Xiaoxi Zhuang, Neurobiology

Associate Professors
- Jason MacLean, Neurobiology
- Stephanie Palmer, Organismal Biology and Anatomy
- Wei Wei, Neurobiology

Assistant Professors
- Stephanie Cacioppo, Psychiatry and Behavioral Neuroscience
- Narayanan (Bobby) Kashhuri, Neurobiology
- Matthew Kaufman, Organismal Biology and Anatomy
- Mark Sheffield, Neurobiology

The University of Chicago has a long tradition of innovative research in the neurosciences. K. C. Cole developed the voltage clamp here, Stephen Polyak and C. J. Herrick did pioneering work on the anatomy of the retina and brain, and Jack Cowan and Hugh Wilson were among the first to develop mathematical analyses of the dynamics of cortical neurons using nonlinear dynamics. This tradition is continued in the Committee on Computational Neuroscience, which draws on faculty from many departments in all four graduate divisions in the University to create a multidisciplinary program in neuroscience. Computational neuroscience is a relatively new area of inquiry that is concerned with how components of animal and human nervous systems interact to produce behaviors. Using quantitative and modeling methods, the interdisciplinary approach of computational neuroscience seeks to understand the function of the nervous system, natural behaviors and cognitive processes and to design human-made devices that duplicate behaviors. Course work in computational neuroscience prepares students for research in neurobiology, psychology, or in the mathematical or engineering
sciences. Graduates from this program move to traditional academic careers, to careers in biomedical research or engineering, or to opportunities in the corporate world.

**GRADUATE DEGREES**

Students with undergraduate degrees in biology or psychology, any of the quantitative sciences or any of the engineering disciplines are welcome to apply for graduate study. Computational neuroscience is inherently interdisciplinary, and most students doing graduate work in this area will have strengths in one of the relevant areas and weaknesses in others. Program requirements in the committee are designed to correct background deficiencies, so students with uneven backgrounds should not hesitate to apply. A year of college level calculus is an absolute prerequisite. Ideally, applicants should have some collegiate level course work in biology (optimally including an introductory neurobiology course), an introductory psychology course, and some mathematics (such as linear algebra and elementary differential equations) beyond calculus. Students who have not had prior exposure to linear algebra and differential equations may be asked to take appropriate courses in these areas before taking the mathematics sequence within the computational neuroscience curriculum.

**DOCTOR OF PHILOSOPHY**

Students seeking the Ph.D. in computational neuroscience must take the nine formal courses in the computational neuroscience curriculum, and enroll for at least nine quarters of research. The formal courses are typically taken during the first two years and arranged into three themes. The neuroscience theme presents the basic concepts and phenomena in neuroscience. The mathematics theme presents the quantitative techniques required for a modern analysis of the nervous system and behavior. The courses in this theme have prior exposure to linear algebra and differential equations as a prerequisite. The computational neuroscience theme illustrates how quantitative methodologies are used to understand neurons and behavior. The courses in this theme have completion of a year of calculus as a prerequisite. Students must complete two laboratory rotations which can be started in the first year. Students can also take graduate courses offered by the Departments of Computer Science, Linguistics, Mathematics, Psychology and Statistics, or from any of the graduate programs in the Division of the Biological Sciences. Please consult the listings elsewhere in these Announcements or on the University of Chicago web page for current lists of such courses. Courses in engineering applications of computational neuroscience are also available through a limited reciprocal course arrangement with the Department of Biomedical Engineering at the Illinois Institute of Technology. Students must pass a qualifying examination with both written and oral components at the end of their second year. In addition to satisfying course requirements, students must write and defend a dissertation based on original and publishable research. Students are expected to participate in the ongoing computational neuroscience seminar series, as well as occasional workshops, that are conducted during their stay in the program.

**M.D./PH.D. PROGRAM**

Students interested in earning both an M.D. and a Ph.D. in computational neuroscience at the University of Chicago can follow one of two routes. The first is to apply to the Medical Science Training Program (MSTP) within the Pritzker School of Medicine. The MSTP training grant provides support for both the M.D. and Ph.D. components of the training. Second, a student in the Pritzker School of Medicine may take a leave of absence from the School of Medicine after the first two, preclinical years of medical training and apply to the Ph.D. program in the normal fashion. The student would then return to finish the two clinical years of medical studies after completing the Ph.D. Several of the preclinical medical school courses may be used as electives in the computational neuroscience Ph.D. program. Students with an undergraduate degree in one of the engineering disciplines can earn an M.D. through the Pritzker School of Medicine and a Ph.D. in Biomedical Engineering through the Department of Biomedical Engineering at the Illinois Institute of Technology (which is located approximately three miles north of the University of Chicago Campus). They are able to emphasize neural engineering in the Biomedical Engineering Ph.D. program and take courses in the Committee on Computational Neuroscience.

**ADMISSION TO GRADUATE PROGRAMS**

Admission to the Committee on Computational Neuroscience is coordinated through the Neuroscience Cluster within the Division of the Biological Sciences. The most recent admissions policies, including an on-line application, can be viewed at https://biosciences.uchicago.edu/admissions. Students preparing an application must submit transcripts of their undergraduate and prior graduate work, recent test scores from the general Graduate Record Exam, and three letters of recommendation under separate cover. Foreign applicants from non-English speaking nations must also submit TOEFL scores with their application materials. Applications are due by December 1st for students beginning their studies in the following autumn quarter.

**FINANCIAL AID**

Students enrolled in the Ph.D. program receive financial support in the form of a stipend and tuition payments as long as they remain in good standing. Students are encouraged to apply for individual fellowships from the National Science Foundation or other sources.

**RESEARCH OPPORTUNITIES**

Unparalleled research opportunities and facilities are available through the facilities and faculty on the University of Chicago campus, at the Argonne National Laboratory, the Illinois Institute of Technology campus
and corporate partners. Research interests of faculty in the Committee on Computational Neuroscience can be accessed through the Neuroscience web page at http://neuroscience.uchicago.edu/faculty/. Ongoing research topics range from work at the molecular level to studies in cognitive neuroscience. These projects involve modern methods of recording and imaging the activities of individual neurons, populations of neurons and human brain regions. Quantitative approaches currently utilized by faculty and students include those derived from non-linear dynamics, large scale simulations of neural activity, time series analysis, and pattern recognition. Research projects address basic problems in neuroscience using approaches that range from molecular neurobiology to cognitive neuroscience, biomedical applications such as the construction of neural prostheses and the control of epilepsy, and technological applications to computational vision and language.

**COMPUTATIONAL NEUROSCIENCE COURSES**

**CPNS 30000. Cellular Neurobiology. 100 Units.**
This course is concerned with the structure and function of the nervous system at the cellular level. The cellular and subcellular components of neurons and their basic membrane and electrophysiological properties will be described. Cellular and molecular aspects of interactions between neurons will be studied. This will lead to functional analyses of the mechanisms involved in the generation and modulation of behavior in selected model systems.
Instructor(s): R. A. Eatock, X. Zhuang, D. McGehee Terms Offered: Winter
Equivalent Course(s): NURB 31800

**CPNS 30107. Behavioral Neuroscience. 100 Units.**
This course provides an introduction to neuroethology, examining brain activity relative to behaviors and organisms evaluated from an adaptive and evolutionary perspective. It starts with a brief introduction to classical ethology, and then develops a series of example animal model systems. Both invertebrate and vertebrate models are considered although there is a bias towards the latter. Many of these are “champion” species. There is a heavier demand for reading original data papers than typical in introductory graduate level courses. An integral part of the course is a series of assignments where you develop grant proposals describing novel science experiments in the animal models, thereby challenging your knowledge of the material and teaching aspects of scientific writing. In recent years there has been more computational material presented. The course is not available to undergraduates without prior approval of the instructor.
Instructor(s): D. Margoliash Terms Offered: Spring
Note(s): The course is not available to undergraduates without prior approval of the instructor.
Equivalent Course(s): NURB 30107, PSYC 40107

**CPNS 30116. Survey of Systems Neuroscience. 100 Units.**
This lab-centered course teaches students the fundamental principles of vertebrate nervous system organization. Students learn the major structures and the basic circuitry of the brain, spinal cord and peripheral nervous system. Somatic, visual, auditory, vestibular and olfactory sensory systems are presented in particular depth. A highlight of this course is that students become practiced at recognizing the nuclear organization and cellular architecture of many regions of brain in rodents, cats and primates.
Instructor(s): Oswald, A. M. Terms Offered: Autumn
Prerequisite(s): NSCI 20130. For Biological Sciences majors: Three quarters of a Biological Sciences fundamentals sequence
Equivalent Course(s): NSCI 23500, ORGB 32500, BIOS 24208, NURB 31600

**CPNS 31000. 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 to implement the models using Python in the Jupyter notebook platform.
Instructor(s): D. Kondrashov Terms Offered: Autumn. L.
Prerequisite(s): BIOS 20151 or BIOS 20152 or equivalent quantitative experience by consent of instructor, and three courses of a Biological Sciences Fundamentals Sequence or consent of the instructor.
Equivalent Course(s): PSYC 36210, BIOS 26210

**CPNS 31100. Mathematical Methods for Biological Sciences II. 100 Units.**
This course is a continuation of BIOS 26210. The topics start with optimization problems, such as nonlinear least squares fitting, principal component analysis and sequence alignment. Stochastic models are introduced, such as Markov chains, birth-death processes, and diffusion processes, with applications including hidden Markov models, tumor population modeling, and networks of chemical reactions. In computer labs, students learn optimization methods and stochastic algorithms, e.g., Markov Chain, Monte Carlo, and Gillespie algorithm. Students complete an independent project on a topic of their interest.
Instructor(s): D. Kondrashov Terms Offered: Winter. L.
Prerequisite(s): BIOS 26210 or equivalent.
Equivalent Course(s): PSYC 36211, BIOS 26211
CPNS 31358. Simulation, Modeling, and Computation in Biophysics. 100 Units.
This course develops skills for modeling biomolecular systems. Fundamental knowledge covers basic statistical mechanics, free energy, and kinetic concepts. Tools include molecular dynamics and Monte Carlo simulations, random walk and diffusion equations, and methods to generate random Gaussian and Poisson distributors. A term project involves writing a small program that simulates a process. Familiarity with a programming language or Matlab would be valuable.
Instructor(s): B. Roux Terms Offered: Winter
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, BIOS 20200 and BIOS 26210-26211, or consent from instructor
Equivalent Course(s): BCMB 31358, BIOS 21358

CPNS 31900. Intro To Faculty Research. 100 Units.
First-year students in Neurobiology and Computational Neuroscience are required to attend this chalk talk series where faculty members looking for rotating students present the research conducted in their labs.
Terms Offered: Autumn
Equivalent Course(s): NURB 32000

CPNS 32111. Modeling and Signal Analysis for Neuroscientists. 100 Units.
The course provides an introduction into signal analysis and modeling for neuroscientists. We cover linear and nonlinear techniques and model both single neurons and neuronal networks. The goal is to provide students with the mathematical background to understand the literature in this field, the principles of analysis and simulation software, and allow them to construct their own tools. Several of the 90-minute lectures include demonstrations and/or exercises in Matlab.
Instructor(s): W. van Drongelen Terms Offered: Spring, L.
Prerequisite(s): Undergraduates: Biology Major - BIOS 20130, BIOS 26210 and 26211, or consent of instructor. Neuroscience Major - NSCI 20130, BIOS 26210 and 26211, or consent of instructor.
Equivalent Course(s): NSCI 24000, BIOS 24408

CPNS 32300. Molecular Principles of Nervous System Development. 100 Units.
This elective course provides an overview of the fundamental questions in developmental neurobiology. It is based on primary research papers and highlights key discoveries in vertebrate and invertebrate animals that advanced our understanding of nervous system development. Topics covered, among others, will include neural stem cells, neuronal specification and terminal differentiation, and circuit assembly. Dogmas and current debates in developmental neurobiology will be discussed, aiming to promote critical thinking about the field. This advanced-level course is open to upper level undergraduate and graduate students and combines lectures, student presentations, and discussion sections. Neuroscience major undergrads need to have completed the Fundamentals of Neuroscience sequence.
Instructor(s): E. Grove, P. Kratsios Terms Offered: Spring
Prerequisite(s): Undergraduates: Biology Major - BIOS 20110, 20120, 20130 and a basic understanding of Genetics, or "BIOS 20187" (Fundamentals of Genetics) is recommended, but not required.
Equivalent Course(s): DVBI 32300, NSCI 22300, NURB 32300

CPNS 32870. Neural Interfaces for Restoration and Augmentation. 100 Units.
The objective of this course is to survey the science and engineering that underlie Brain-Machine Interfaces (BMIs). This course will discuss a variety of neural interfaces to restore sensory or motor function. I will describe the neural systems and the hardware and algorithms involved, and explore the general principles that guide attempts to read signals directly from the nervous system to drive extra-corporeal devices, bypassing the muscles, and write signals back in to restore sensation, bypassing native sensory transduction. I will leverage BMI experiments taking place in Chicagoland (including UChicago) for live demonstrations of BMIs in action.
Instructor(s): S. Bensmaia Terms Offered: Autumn
Prerequisite(s): NSCI 20101
Equivalent Course(s): NURB 32870, NSCI 22870

CPNS 34133. Neuroscience of Seeing. 100 Units.
This course focuses on the neural basis of vision, in the context of the following two questions: 1. How does the brain transform visual stimuli into neuronal responses? 2. How does the brain use visual information to guide behavior? The course covers signal transformation throughout the visual pathway, from retina to thalamus to cortex, and includes biophysical, anatomical, and computational studies of the visual system, psychophysics, and quantitative models of visual processing. This course is designed as an advanced neuroscience course for undergraduate and graduate students. The students are expected to have a general background in neurophysiology and neuroanatomy.
Instructor(s): W. Wei, J. Maunsell, M. Sherman, S. Shevell Terms Offered: Autumn
Prerequisite(s): NSCI 20111 or BIOS 24110 or consent of instructor
Equivalent Course(s): BIOS 24133, NSCI 22400, NURB 34133, PSYC 34133, PSYC 24133

CPNS 34231. Methods in Computational Neuroscience. 100 Units.
Topics include (but are not limited to): relating neural data to behavior, Signal Detection theory, models of vision and artificial neural networks, Information Theory, Generalized Linear Models, dimensionality reduction, classification, and clustering.
Instructor(s): M. Kaufman Terms Offered: Winter, L.
CPNS 34600. Neurobiology of Disease I. 100 Units.
This graduate-level, 100-unit course has an unusual format aimed at fostering lively discussion and interaction. There will be 10 meetings spread at 1-month intervals over the winter, spring and fall quarters. Each meeting will focus on a topic such as Epilepsy, Alzheimer’s, or Autism, and feature a brief introduction (by a student) and chalk talks by two faculty, one on clinical aspects of the disease and one on basic research approaches. The student’s grade is based on the presentation at one meeting and participation across all meetings.
Instructor(s): Garcia, A., Mendelson, S. Terms Offered: Autumn Spring Winter
Note(s): Class meets on the 3rd Wednesday of the month; 100 credits given after 3 quarters attendance.
Equivalent Course(s): NURB 34600

CPNS 35600. Theoretical Neuroscience: Statistics and Information Theory. 100 Units.
This course begins with an introduction to inference and statistical methods in data analysis. We then cover the two main sections of the course: I) Encoding and II) Decoding in single neurons and neural populations. The encoding section will cover receptive field analysis (STA, STC and non-linear methods such as maximally informative dimensions) and will explore linear-nonlinear-Poisson models of neural encoding as well as generalized linear models alongside newer population coding models. The decoding section will cover basic methods for inferring stimuli or behaviors from spike train data, including both linear and correlational approaches to population decoding. The course will use examples from real data (where appropriate) in the problem sets which students will solve using MATLAB.
Instructor(s): S. Palmer Terms Offered: Spring
Prerequisite(s): Prior exposure to basic calculus and probability theory, CPNS 35500 or instructor consent.
Equivalent Course(s): ORGB 42600, STAT 42600

CPNS 36050. Principles of Data Science and Engineering for Laboratory Research. 100 Units.
The quantity of data gathered from laboratory experiments is constantly increasing. This course will explore the latest concepts, techniques and best-practice to create efficient data analysis pipelines. We will focus on the python ecosystem. By the end of the course, you are expected to be able to apply appropriate tools to streamline your own data analysis.
Instructor(s): J. Yu Terms Offered: Winter
Prerequisite(s): Familiarity with coding in python.
Equivalent Course(s): PSYC 46050, NURB 36050

CPNS 38800. Neuroscience Ethics. 100 Units.
Neuroscience Senior Ethics class: compulsory for Neurobiology and Computational Neuroscience PhD students in their 4th year (to fulfill BSD ethics requirement). The course, directed by the graduate programs chairs, will consist of 4 sessions with invited speakers to be held in May and June.
Instructor(s): D. McGehee Terms Offered: Winter
Equivalent Course(s): NURB 38800

CPNS 39900. Readings: Computational Neuroscience. 300.00 Units.
Subject matter for individual tutorial-based study is selected through prior consultation and is given under the guidance of a faculty member. The student and faculty member must indicate at time of registration whether the course will be taken on a letter grade or pass/fail basis.

CPNS 40100. Research: Computational Neuroscience. 300.00 Units.
The student conducts original investigation under the direction of a faculty member. The research is presented and defended as a dissertation in candidacy for the degree of Doctor of Philosophy.

CPNS 42900. Mathematical Modeling of Large-Scale Brain Activity I. 100 Units.
An independent study in mathematical modeling.
Equivalent Course(s): MATH 42900

CPNS 42901. Mathematical Modeling of Large-Scale Brain Activity II. 100 Units.
Independent study in Mathematical Modeling of Large-Scale Brain Activity 2.
Equivalent Course(s): MATH 42901

CPNS 70000. Advanced Study: Computational Neuroscience. 300.00 Units.
Advanced Study: Computational Neuroscience
Committee on Development, Regeneration, and Stem Cell Biology

Chair
• Urs Schmidt-Ott

Professors
• John Cunningham, Pediatrics
• Wei Du, Ben May Department for Cancer Research
• Richard Fehon, Molecular Genetics & Cell Biology
• Edwin Ferguson, Molecular Genetics & Cell Biology
• Yoav Gilad, Human Genetics
• Michael Glotzer, Molecular Genetics & Cell Biology
• William Green, Neurobiology
• Elizabeth Grove, Neurobiology
• Robert Ho, Organismal Biology & Anatomy
• David Kovar, Molecular Genetics & Cell Biology
• Bruce Lahn, Human Genetics
• Ivan Moskowitz, Pediatrics
• Victoria Prince, Organismal Biology & Anatomy
• Clifton Ragsdale, Neurobiology
• Ilaria Rebay, Ben May Department for Cancer Research
• Nancy Schwartz, Pediatrics
• Neil Shubin, Organismal Biology & Anatomy

Associate Professors
• Jill de Jong, Pediatrics
• Sally Horne-Badovinac, Molecular Genetics & Cell Biology
• Barbara Kee, Pathology
• Jocelyn Malamy, Molecular Genetics & Cell Biology
• Ed Munro, Molecular Genetics & Cell Biology
• Urs Schmidt-Ott, Organismal Biology & Anatomy
• Xiaoyang Wu, Ben May Department for Cancer Research

Assistant Professors
• Ellie Heckscher, Molecular Genetics & Cell Biology
• Paschalis Kratsios, Neurobiology
• Timothy Sanders, Pediatrics
• Xiaochang Zhang, Human Genetics

Emeritus Faculty
• Martin Gross, Pathology
• Robert Haselkorn, Molecular Genetics & Cell Biology
• Anthony Mahowald, Molecular Genetics & Cell Biology
• Manfred Ruddat, Ecology & Evolution

Program of Study

First Year
The first year of graduate study is spent in coursework, independent reading, and exploratory research. Three courses constitute a full schedule for each quarter of the first year; the schedule typically includes three lecture courses or two lecture courses and a research rotation. Students are required to undertake laboratory rotations in at least three different laboratories before beginning their dissertation research. These rotations are performed during the first academic year, one each quarter. Rotations can also be performed during Summer Quarter.
Seminars given by invited speakers are regularly offered and students are strongly urged to attend. A separate series of meetings is presented in the Autumn and Winter quarters by faculty to introduce students to their research.

At the end of June, students take the Preliminary Examination as a first step towards candidacy for the Ph.D. The exam consists of the preparation of a written research proposal in the field of developmental biology and an oral defense of that proposal.

SECOND YEAR

Coursework will continue during the second year as needed to fulfill the requirements. Students choose research advisors by July 1 of the Summer Quarter after the first year, and begin developing a research project. By early Autumn Quarter, each student assembles a thesis committee. The student then prepares a written proposal for dissertation research and defends this proposal before the doctoral committee. This defense constitutes Part II of the candidacy examination. This examination must be completed by the end of Autumn Quarter of the second academic year.

ADVANCED YEARS

After the qualifying exam, the student works full time on thesis research, although the faculty urges students to continue to take advantage of the advanced courses and seminars that are offered. Finally, each graduating student writes a dissertation describing his or her research, presents the work in a public seminar, and defends it before their doctoral committee.

EVALUATION

Throughout their term as graduate students, students are expected to have frequent informal conversations with professors in their courses, their research advisor, and members of their doctoral committees. In this way, students can obtain frequent appraisals of their progress and constructive advice.

Formal evaluation of each student's progress continues every academic year. In the first year and a half, the evaluation is based on the student's performance in courses, laboratory rotations, the preliminary examination, and the qualifying examination. In later years, the research advisor and doctoral committee oversee the student's dissertation research progress; a report is submitted after the yearly meeting that becomes part of the student's permanent file. If there are any deficiencies in performance, the student will receive a letter describing those deficiencies and making suggestions about how to remedy them.

ADMISSIONS

For information about applying to our graduate program, please visit our website at http://molbio.bsd.uchicago.edu.

REQUIREMENTS FOR THE PH.D. DEGREE

A Ph.D. candidate must fulfill certain formal coursework requirements, pass the preliminary and qualifying examinations, and present a satisfactory dissertation describing the results of original research.

The committee expects a knowledge of and proficiency in contemporary developmental biology as well as auxiliary fields of molecular biology, cell biology, and genetics. This requirement will normally be met by fulfilling the formal coursework listed below. However, courses taken at other institutions, in other departments, or as part of the medical school curriculum may substitute for required committee courses with the approval of the curriculum committee.

FORMAL COURSE WORK

The Biological Sciences Division requirement of nine graded course units may be met by registering for a combination of formal courses and up to two graded laboratory rotations. During the first year of graduate work students ordinarily complete one course in molecular biology, one in cell biology, one in genetics, and three courses in developmental biology.

DEVELOPMENTAL BIOLOGY COURSES

DVBI 33850. Evolution and Development. 100 Units.
The course will provide a developmental perspective on animal body plans in phylogenetic context. The course will start with a few lectures, accompanied by reading assignments. Students will be required to present a selected research topic that fits the broader goal of the course and will be asked to submit a referenced written version of it after their oral presentation. Grading will be based on their presentation (oral and written) as well as their contributions to class discussions. Prerequisite(s): Advanced undergraduates may enroll with the consent of the instructor.
Instructor(s): U. Schmidt-Ott Terms Offered: Spring
Prerequisite(s): Advanced undergraduates may enroll with the consent of the instructor.
Equivalent Course(s): EVOL 33850, BIOS 22306, ORGB 33850

DVBI 35600. Vertebrate Development. 100 Units.
This advanced-level course combines lectures, student presentations, and discussion sessions. It covers major topics on the developmental biology of embryos (e.g. formation of the germ line, gastrulation, segmentation,
nervous system development, limb patterning, organogenesis). We make extensive use of the primary literature and emphasize experimental approaches including embryology, genetics, and molecular genetics.

Instructor(s): V. Prince, P. Kratsios. Terms Offered: Winter
Prerequisite(s): For Biological Sciences majors: Three quarters of a Biological Sciences Fundamentals Sequence including BIOS 20189 or BIOS 20190
Equivalent Course(s): ORGB 33600, BIOS 21356, MGCB 35600

DVBI 36100. 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: Three quarters of a Biological Sciences Fundamentals Sequence including BIOS 20187 or BIOS 20235.
Equivalent Course(s): MGCB 36100, BIOS 23299, ECEV 32900

DVBI 36200. 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, H. Marlow Terms Offered: Spring
Prerequisite(s): For undergraduates only: completion of a Biological Sciences Fundamentals Sequence Equivalent Course(s): BIOS 21416

DVBI 36400. Developmental Mechanisms. 100 Units.
This course provides an overview of the fundamental questions of developmental biology, with particular emphasis on the genetic, molecular and cell biological experiments that have been employed to reach mechanistic answers to these questions. Topics covered will include formation of the primary body axes, the role of local signaling interactions in regulating cell fate and proliferation, the cellular basis of morphogenesis, and stem cells.
Instructor(s): E. Ferguson, R. Fehon Terms Offered: Winter
Prerequisite(s): For undergraduates only: Three quarters of a Biological Sciences Fundamentals Sequence including BIOS 20189, BIOS 20190, or BIOS 20235. AND CONSENT OF INSTRUCTOR
Equivalent Course(s): BIOS 21237, MGCB 36400

DVBI 32000. Quantitative Analysis of Biological Dynamics. 100 Units.
The basic focus of the course will be quantitative approaches to understanding organization and dynamics at the molecular, subcellular and cellular levels, and will rest on three pillars - modern imaging and image analysis, quantitative analysis and presentation of data, mathematical modeling and computer simulations.
Instructor(s): Edwin Munro; Michael Rust Terms Offered: Spring
Equivalent Course(s): MGCB 32000

DVBI 32550. Quantitative Analysis of Biological Dynamics II. 100 Units.
This is a workshop style course in which students will work closely with instructors and TAs to implement mathematical/computational approaches to address specific research problems of interest to individual students. The course is open to all students who have taken MGCB/DRSB 32000 or its equivalent, or who have otherwise acquired a basic working knowledge of one or more programming languages (e.g. R, Matlab, Python). The course will function as follows: prior to enrollment, each interested student will meet with the course instructors to discuss an open scientific question they wish to address using mathematical/computational approaches. The course will begin with a short presentation from each student describing the problem they propose to study, followed by a discussion with the rest of the students and the course instructors about possible approaches. The course instructors and TAs will then meet one-on-one with students over the course of the quarter to help students implement the proposed strategies and adapt to challenges that emerge through this process. Students will reconvene weekly as a group to report on their progress and discuss alternative approaches.
Instructor(s): E. Munro, M. Rust Terms Offered: Spring. Offered in alternating years beginning Spring 2020.
Prerequisite(s): MGCB 32000, DVBI 32000
Equivalent Course(s): MGCB 32500

Distribution Courses

DVBI 31200. Molecular Biology I. 100 Units.
Nucleic acid structure and DNA topology; methodology; nucleic-acid protein interactions; mechanisms and regulation of transcription in eubacteria, and of replication in eubacteria and eukaryotes; mechanisms of genome and plasmid segregation in eubacteria.
Instructor(s): L. Rothman-Denes Terms Offered: Winter
Equivalent Course(s): MGCB 31200, BCMB 31200
DVBI 31300. Molecular Biology-II. 100 Units.
The content of this course covers the mechanisms and regulation of eukaryotic gene expression at the transcriptional and post-transcriptional levels. Our goal is to explore research frontiers and evolving methodologies. Rather than focusing on the elemental aspects of a topic, the lectures and discussions highlight the most significant recent developments, their implications and future directions.
Instructor(s): J. Staley, A. Ruthenburg, H.C. Lee Terms Offered: Spring
Prerequisite(s): Molecular Biology I (MGCB 31200) or by special permission of an instructor
Equivalent Course(s): BCMB 31300, MGCB 31300

DVBI 31400. Genetic Analysis of Model Organisms. 100 Units.
Fundamental principles of genetics discussed in the context of current approaches to mapping and functional characterization of genes. The relative strengths and weaknesses of leading model organisms are emphasized via problem-solving and critical reading of original literature.
Equivalent Course(s): MGCB 31400, HGEN 31400, BCMB 31400

DVBI 31600. Cell Biology I. 100 Units.
Eukaryotic protein traffic and related topics, including molecular motors and cytoskeletal dynamics, organelle architecture and biogenesis, protein translocation and sorting, compartmentalization in the secretory pathway, endocytosis and exocytosis, and mechanisms and regulation of membrane fusion.
Instructor(s): A. Turkewitz, B. Glick Terms Offered: Autumn
Equivalent Course(s): BCMB 31600, MGCB 31600, HGEN 31600

DVBI 31700. Cell Biology II. 100 Units.
This course covers the mechanisms with which cells execute fundamental behaviors. Topics include signal transduction, cell cycle progression, cell growth, cell death, cancer biology, cytoskeletal polymers and motors, cell motility, cytoskeletal diseases, and cell polarity. Each lecture will conclude with a dissection of primary literature with input from the students. Students will write and present a short research proposal, providing excellent preparation for preliminary exams.
Instructor(s): M. Glotzer, D. Kovar Terms Offered: Winter
Prerequisite(s): For undergraduates: Three quarters of a Biological Sciences Fundamentals Sequence.
Equivalent Course(s): BIOS 21238, BCMB 31700, MGCB 31700
DEPARTMENT OF ECOLOGY AND EVOLUTION

Chair: Joy Bergelson
Director of Graduate Studies: Stefano Allesina

Professors
• Stefano Allesina
• Joy Bergelson
• Luis Bettencourt
• Gregory Dwyer
• Martin Kreitman
• Manyuan Long
• Mercedes Pascual
• Catherine Pfister
• Trevor D. Price
• John Reinitz, Statistics
• Joseph Thornton
• J. Timothy Wootton
• Chung-I Wu

Associate Professors
• Sarah Cobey
• Marcus Kronforst
• Stephen Pruett-Jones

Assistant Professors
• Meredith Cenzer
• Matthias Steinruecken

Emeritus Faculty
• Jerry Coyne
• Richard R. Hudson
• Wen-Hsiung Li
• Manfred D.E. Ruddat

Research Associate (Associate Professor)
• Michael Z. Ludwig

The Department of Ecology and Evolution provides training for research and teaching in the ecology, evolution and behavior of whole organisms, at the levels of the organism, the population, and the ecosystem. The research interests of our faculty include molecular evolution, population genetics, quantitative genetics, animal behavior, plant and animal ecology, evolutionary theory, systematics, paleontology, and related subjects. Individual levels of study range from molecules to communities. A common theme is the conduct of studies in a rigorous ecological and conceptual context, and the faculty share an interest in the architecture of populations, species and communities.

The department stresses scientific breadth and the interrelations between various specialized fields. Students are encouraged to approach basic biological problems with the most appropriate techniques: biophysical, biochemical, mathematical, physiological, or organismal. Departmental laboratories are equipped for a wide variety of contemporary research methods. Courses in other programs may be taken for credit in ecology and evolution for example, in the Departments of Organismal Biology and Anatomy, Biochemistry and Molecular Biology, Molecular Genetics and Cell Biology, Statistics, Geophysical Sciences, Anthropology, and Chemistry. Many students in the Department of Ecology and Evolution participate in interdepartmental programs in genetics, cell biology, developmental biology, population biology, theoretical biology, and evolutionary biology, and in these programs dissertation research may be co-sponsored by faculty from different departments. Collaboration is also maintained with the Field Museum and the Shedd Aquarium for students interested in research in systematics, taxonomy, and evolutionary biology, and with the Brookfield Zoo for basic research in conservation and behavior involving zoo animals. New opportunities are available for research and education at the Woods Hole Marine Biological Laboratory as well as the Warren Woods Ecological Field Station (http://pondside.uchicago.edu/ee/facilities/WW.shtml/). Recent students in the department have performed field research in Central and South America, Asia, Australasia, Northern Europe, and other regions of the earth.
PROGRAM OF STUDY

Most students in the Department of Ecology and Evolution complete their Ph.D. program in 5-6 years, though students entering with a master's degree may finish in slightly less time. A student advisory committee advises all incoming and second year students on academic and research concerns. The first and second years consist largely of course work and individual reading courses, aiming toward successful completion of an oral general knowledge examination by the spring quarter of the first year, supervised by the student advisory committee. The student and faculty advisor, in consultation with the director of graduate studies, then choose a five member faculty doctoral committee, scheduling a defense of the dissertation research proposal by the end of the second year of study. Work in subsequent years shifts to dissertation-centered research and, finally, preparation and defense of the Ph.D. dissertation. All students are required to register to be a supervised teaching assistant in two approved courses during their tenure in the doctoral program. While there is no terminal master's degree program in the department, students may elect to receive the S.M. degree upon successful completion of their dissertation proposal defense.

ENTRANCE REQUIREMENTS

Entering students are expected to have received a broad undergraduate training in biology, and a good background in related quantitative subjects, such as chemistry, statistics and calculus. Students who are admitted without having fully satisfied these requirements will be required to remedy their deficiencies by taking appropriate courses during their first two years in the graduate program.

GENERAL KNOWLEDGE EXAMINATION

Each first year student will be expected to pass an oral general knowledge examination during the first year of study, generally no later than the 10th week of the spring quarter. This examination session shall be attended by all three members of an examination committee appointed by the student advisory committee. The goal of the examination will be to assess each student's general knowledge of key concepts, processes and issues in ecology and evolutionary biology, as covered in the courses recommended to the student by the student advisory committee during the student's first year in the program.

DISSERTATION PROPOSAL DEFENSE

This examination consists of the submission of a written Ph.D. research proposal and an oral presentation of the proposal in a public or closed/private seminar format, followed by a closed discussion and examination on the proposal presentation with the faculty committee chosen by the student and the chair of the department. Students are expected to schedule the dissertation proposal defense before the end of their second year.

DOCTOR OF PHILOSOPHY

Upon successful completion of the dissertation proposal defense and admission into candidacy for the Ph.D., students work closely with the faculty advisor and dissertation committee on the dissertation project. During the period of two to three years in which students do primary original research, they also participate in seminars, discussion groups, and professional meetings and conferences, leading to the completion of the written Ph.D. dissertation. The Ph.D. in ecology and evolution is awarded based upon:

- Submission of a written dissertation based on original research, which must be approved by the faculty adviser and dissertation committee.
- Presentation of a public seminar based on the dissertation research.
- Following the public seminar, successful performance during an oral examination by the dissertation committee and other relevant faculty.
- Acceptance of the approved written dissertation by the university Dissertation Office in compliance with that office's regulations.

APPLICATION

We strongly advise students considering application to the department to begin preparation of their application early in the autumn quarter, so that all materials will arrive by the December 1 deadline. Foreign applicants whose first language is not English also must submit TOEFL test scores with their application materials.

Further information also may be obtained from the graduate program’s home page at http://eegraduate.uchicago.edu (http://pondside.uchicago.edu/ee/)

ECOLOGY AND EVOLUTION COURSES

ECEV 30415. Evolution Before Darwin. 100 Units.
This course will explore the emergence and development of evolutionary thought prior to Charles Darwin’s On the Origin of Species (1859). We will pay particular attention to the way in which transformism was a feature of nineteenth-century thought more generally, connecting natural history to astronomy, theology, and the study of humanity. Natural philosophers and later scientists who wished to make arguments concerning nature’s deep past and hidden or obscured processes (such as the long-term transformations of stars, strata, and organic species) faced an essential problem: the power of observation and experiment was limited. Our class
will interrogate this problem, and examine the way in which the development of evolutionary thought prior to Darwin was intimately connected to contentious debates regarding speculation and scientific method. We will conclude by contemplating the ways in which the ideas and challenges raised by transformation and evolution influenced the reception of Darwin’s work, and the way in which these ideas and challenges remain embedded within seemingly disparate fields of study today.

Instructor(s): J. Daly
Terms Offered: Winter
Equivalent Course(s): HIST 25316, ORGB 30415, KNOW 21415, HIPS 21415

ECEV 31100. Evolution of Biological Molecules. 100 Units.
The course connects evolutionary changes imprinted in genes and genomes with the structure, function and behavior of the encoded protein and RNA molecules. Central themes are the mechanisms and dynamics by which molecular structure and function evolve, how protein/RNA architecture shapes evolutionary trajectories, and how patterns in present-day sequence can be interpreted to reveal the interplay data of evolutionary history and molecular properties. Core concepts in macromolecule biochemistry (folding and stability of proteins and RNA, structure-function relationships, kinetics, catalysis) and molecular evolution (selection, mutation, drift, epistasis, effective population size, phylogenetics) will be taught, and the interplay between them explored.

Instructor(s): A. Drummond, J. Thornton
Terms Offered: Winter
Prerequisite(s): Comfort with basic computer programming (course will use Python and R); undergraduate biology, chemistry, calculus, and introductory statistics.
Equivalent Course(s): HGEN 31100, BCMB 31100

ECEV 31200. Data Analysis in Ecol/Evol. 100 Units.
The course provides a basic introduction to statistics for biologists. We cover experimental design and many of the potential pitfalls associated with data analysis, including pseudoreplication, multiple testing, regression effects, setting up appropriate null models, and graphical presentation. Assumptions underlying elementary tests, including non-parametric vs parametric and fixed vs random effects will be clarified. We will not cover advanced methods of analysis, beyond straightforward linear models. Students will be encouraged to analyse their own datasets using R.

Instructor(s): T. Price
Terms Offered: Autumn
Equivalent Course(s): EVOL 31200

ECEV 31409. History of Extraterrestrial Life. 100 Units.
In 2014, the Vatican Radio made a splash when it reported that the pontiff, Pope Francis, condoned the baptism of extraterrestrials—if they so desired it. “Who are we to close doors?” he asked rhetorically. It was both a metaphor for spiritual inclusion and an accurate representation of the modern Vatican’s position on the possibilities of modern astrobiology and the search for extrasolar planets, fields whose rapid growth over the past two decades make serious consideration of extraterrestrial life seem like a uniquely modern phenomena. Its history, however, is in fact many centuries old. In this course we will examine the development of beliefs concerning life in the universe from the sixteenth century to the present. How did historical actors understand the nature, abilities, and location of extraterrestrial life, and its relationship to man and god? We will analyze connections between these beliefs and contemporary political, social, scientific, and religious developments. These include the role of the plurality of worlds in the debates over heliocentrism, its impact and application in the context of deism and social and political freethought, its literary and artistic depictions and use as a tool of satire and social commentary, its influence on natural philosophy, its decline and the subsequent rise of alien conspiracists and their critics, and how and why conceptions of the extraplanetary other took a dark and sinister turn toward the early-to-mid twentieth century.

Instructor(s): J. Daly
Terms Offered: Winter
Equivalent Course(s): HIPS 21409, KNOW 21409, HIST 24917

ECEV 32000. Computing Skills for Biologists. 100 Units.
The course will cover basic concepts in computing for an audience of biology graduate students. The students will receive basic training in the use of version control systems, databases and regular expressions. They will learn how to program in python and R and how to use R to produce publication-grade figures for their manuscripts, and how to typeset scientific manuscripts and theses using LaTeX. All the examples and exercises will be biologically motivated and will make use of real data. The approach will be hands-on, with lecturing followed by exercises in class.

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

ECEV 32900. 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: Three quarters of a Biological Sciences Fundamentals Sequence including BIOS 20187 or BIOS 20235.
Equivalent Course(s): MGCB 36100, BIOS 23299, DVBI 36100
ECEV 33400. Stochastic Processes in Continuous Time: Ecology and Epidemiology. 100 Units.
This course will introduce students to stochastic processes in continuous time, and to their application in major areas of Ecology and Epidemiology. These areas include theories of biodiversity, models for metapopulation dynamics and species’ extinction, and those for the population dynamics of infectious diseases. Examples and discussions will include applications to data from ecosystems and infectious diseases in Latin America. The course is organized into four modules. The first two modules develop the basic concepts and methods of Markov processes in continuous time, from the formulation of models to their analysis and numerical simulation. The two following modules will involve ‘hands-on’ work by the students with guidance of the instructor, through projects formulated on the basis of a list of potential questions and problems. Students will be evaluated based on the oral and written presentation of their projects. Expected background includes calculus, basic probability, and some familiarity with a programming language.

ECEV 35420. Stochastic Processes in Gene Regulation. 100 Units.
This didactic course covers the fundamentals of stochastic chemical processes as they arise in the study of gene regulation. The central object of study is the Chemical Master Equation and its coarse-grainings at the Langevin/ Fokker-Planck, linear noise, and deterministic levels. We will consider both mathematical and computational approaches in contexts where there are both single and multiple deterministic limits.
Instructor(s): J. Reinitz Terms Offered: To be determined
Prerequisite(s): Consent of instructor.
Equivalent Course(s): MCGB 35420, CAAM 35420, STAT 35420

ECEV 35800. Classics in Evolutionary Genetics. 100 Units.
Major classic papers in evolutionary genetics that had great impact on the development of the field are reviewed.
Instructor(s): M. Long, C-I Wu Terms Offered: Autumn. will be offered in Autumn 2018
Equivalent Course(s): EVOL 35800

ECEV 35901. Genomic Evolution I. 100 Units.
Canalization, a unifying biological principle first enunciated by Conrad Waddington in 1942, is an idea that has had tremendous intellectual influence on developmental biology, evolutionary biology, and mathematics. In this course we will explore canalization in all three contexts through extensive reading and discussion of both the classic and modern primary literature. We intend this exploration to raise new research problems which can be evaluated for further understanding. We encourage participants to present new ideas in this area for comment and discussion.
Instructor(s): M. Long, J. Reinitz, and C-I. Wu Terms Offered: TBD. not offered in 2018-19
Equivalent Course(s): STAT 35410, EVOL 35901

ECEV 35902. Genomic Evolution II: New Gene Problems. 100 Units.
This course is a summary and analysis for a rapidly growing area of gene evolution in recent years: Origin and evolution of new genes. We will review major scientific problems related to origination and evolution of new genes, ranging from the mechanistic processes that create new genes, to the rates and patterns of new gene origination, to the evolutionary forces acting on the new genes and to the impacts of the new genes on phenotypic evolution and to recently found evolutionary dynamics of sexual conflicts. While hundreds of research articles are discussed and, more importantly, the potential new research problems will be raised and evaluated for further understanding. Relevant criticisms and new ideas to the new gene evolution are encouraged to present and discussed, in particular, with interests in: (i) finding new problems; (ii) finding new concepts; (iii) developing new techniques for analysis of new genes.
Instructor(s): M. Long and C. Wu Terms Offered: Spring, first offered in Spring 2018

ECEV 36400. Molecular Phylogenetics. 100 Units.
While evolution by natural selection is an elegantly simple phenomenon, modern research in evolutionary biology contains a variety of controversial, and sometimes confusing, topics. In this course, we will explore, as a group, a select list of controversial or confusing topics in evolutionary biology through a mix of student-led presentations and discussion of the primary literature. Each student will also write a review paper about his or her selected topic.
Instructor(s): J. Thornton, A. Drummond Terms Offered: Spring, offered in alternate (even) years
Note(s): not offered in 2018-19
Equivalent Course(s): ORGB 36400, HGEN 36400

ECEV 36700. Advanced Topics in Behavioral Ecology. 100 Units.
This is a reading course covering advanced topics in behavioral ecology. The list of topics to be covered will be based in part on student interests, but may include: behavior and conservation, communication, mating systems, sexual conflict, and sperm competition. This course is designed as a graduate course, but advanced undergraduates may enroll with the permission of the instructor.
Instructor(s): S. Pruett-Jones, T. Price Terms Offered: Winter
Equivalent Course(s): EVOL 46700

ECEV 36900. Topics in Paleobiology. 100 Units.
In this seminar we investigate paleobiological or multidisciplinary topics of current interest to students and faculty. Previous subjects include the origin of phyla, historical and macro-ecology, the stratigraphic record and evolutionary patterns, and climate and evolution.
Instructor(s): G. Slater Terms Offered: Winter
Equivalent Course(s): EVOL 31900, GEOS 36900

ECEV 38500. Color in Nature. 100 Units.
Explanations for the diversity of colors in nature are one of the most elusive and outstanding problems in
evolutionary biology. In this course, we will combine advances in understanding of color perception and color
production, including the basics of the physics of light, with evolutionary models of social and sexual selection.
We will emphasize Endler's sensory drive, which attempts to build a predictive model of what color an organism
should display based on the environment it lives in, and its neurobiological make-up. Our examples will be
largely drawn from vertebrates, but we will touch on invertebrates and plants. The course will consist of a mix of
lectures (some from invited outside speakers) and discussion.
Instructor(s): Trevor Price Terms Offered: Autumn
Note(s): This is a graduate level course. Undergraduates admitted by consent-only.
Equivalent Course(s): EVOL 38500

ECEV 40100. Grants, Publications, and Professional Issues. 100 Units.
Covers professional topics in evolutionary biology, primarily strategies in grant writing and review. Each student
will work towards the submission of an application of their choice. The course meets weekly and involves
extensive writing and discussion.
Instructor(s): J. Bergelson, R. Ho, M. Coates Terms Offered: Autumn
Note(s): Open to first and second year graduate students in the Darwinian Sciences Cluster
Equivalent Course(s): ORGB 40101, EVOL 40100

ECEV 40200. Advanced Topics in Ethics for the Darwinian Sciences. 100 Units.
This course covers advanced topics in ethics relevant to senior Ph.D. students in the Darwinian Sciences. CEB
students are required to successfully complete this course before being awarded the Ph.D
Instructor(s): M. Coates, P. Herendeen Terms Offered: Winter
Prerequisite(s): Open to Ph.D. students in the Darwinian Sciences
Equivalent Course(s): ORGB 40200, EVOL 40200

ECEV 42600. Community Ecology. 100 Units.
Lectures and readings cover advanced topics in multi-species systems, and include an introduction to basic
theoretical approaches.
Instructor(s): J.T. Wootton Terms Offered: Autumn
Equivalent Course(s): EVOL 42600

ECEV 42800. Population Ecology. 100 Units.
A lecture course on the empirical and theoretical approaches to the study of natural populations, including field
methodologies and quantitative approaches. Includes computer assignments.
Instructor(s): C. Pfister Terms Offered: Winter
Equivalent Course(s): EVOL 42800

ECEV 42900. Theoretical Ecology. 100 Units.
An introduction to mathematical modeling in ecology. The course will begin with linear growth and Lotka-
Volterra models, and proceed to partial differential equations. The course’s perspective will emphasize numerical
computations and fitting models to data.
Instructor(s): G. Dwyer, S. Cobey Terms Offered: Winter

ECEV 43900. Theoretical Community Ecology. 100 Units.
TBD
Instructor(s): Stefano Allesina Terms Offered: Spring. offered in alternate odd years

ECEV 44001. Molecular Evolution I: Fundamentals and Principles. 100 Units.
The comparative analysis of DNA sequence variation has become an important tool in molecular biology,
genetics, and evolutionary biology. This course covers major theories that form the foundation for understanding
evolutionary forces that govern molecular variation, divergence, and genome organization. Particular attention
is given to selectively neutral models of variation and evolution, and to alternative models of natural selection.
The course provides practical information on accessing genome databases, searching for homologous sequences,
aligning DNA and protein sequences, calculating sequence divergence, producing sequence phylogenies, and
estimating evolutionary parameters.
Instructor(s): M. Kreitman Terms Offered: Winter
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals Sequence including BIOS 20187 or BIOS
20235 and two quarters of calculus, or consent of instructor.
Equivalent Course(s): BIOS 23258, EVOL 44001

ECEV 44002. Molecular Evolution II: Genes and Genomes. 100 Units.
This course covers the knowledge and well-established evolutionary analyses of genes and genomes, as
well as related areas (e.g., origination and evolution of new genes, exon-intron structure, sex-related genes,
sex-determination genetic systems, transposable elements, gene regulation systems, duplication of genes
and genomes, evolution of genome sizes). These topics are discussed under the processes driven by various
evolutionary forces and genetic mechanisms. The analysis of these problems is conducted with the genomic context. Lectures, discussions, and experiments are combined.
Instructor(s): M. Long Terms Offered: Spring. This course is offered in alternate (odd) years.
Prerequisite(s): BIOS 23258 or consent of instructor
Equivalent Course(s): BIOS 23259, EVOL 44002

**ECEV 44500. Networks in Ecology and Evolution. 100 Units.**
This course will introduce students to concepts and methods in Network Science, through their application to ecological systems, in particular communities of coexisting species and their interactions. The history of ideas on biodiversity from the perspective of food webs ("who eats whom" in an ecosystem) will be followed in the first part of the course by material on different types of networks, properties used to describe their topology/structure, and probabilistic models to generate such structure. In a 'hands-on' part of the course, students will become familiar with existing data sets and algorithms for network visualization, computation of network metrics, and model simulation and inference. The role of evolutionary constraints in network topology will be discussed. The second part of the course will consider the relationship between structure and dynamics, including notions of stability and robustness, and the interaction of ecology and evolution in the assembly of communities of interacting species. Networks in epidemiology will provide examples of other ecological and evolutionary applications.

**ECEV 49401. Approaches to Teaching in The Darwinian Sciences. 100 Units.**
This course will introduce different teaching philosophies and methods that address how to be an effective teacher in the Darwinian Sciences. Specifically, the course will address what skills and knowledge undergraduates need to acquire and which assignments best teach these skills. Students will prepare course syllabi, discuss different approaches to teaching, and draft a philosophy of teaching statement. The overall goal for the course is that the students think critically about the art of teaching and formulate their own thoughts on the matter to better prepare them for their own careers in teaching.
Equivalent Course(s): EVOL 49401, ORGB 49401

**ECEV 49500. Teaching: Ecology/Evolution. 100 Units.**
For graduate students to build their teaching skills by assisting with the instruction of a course in a core area of Ecology and Evolution. Students should register for the section under the faculty member who is their teaching mentor for the quarter.

**ECEV 49600. READINGS: Ecology and Evolution. 300.00 Units.**

**ECEV 49700. Readings: Ecology/Evolution. 300.00 Units.**

**ECEV 49800. Off-Campus Grad Rsch: Ecology & Evolution. 300.00 Units.**
For graduate students conducting dissertation research at an off-campus lab or field location. Students should register for the section under their advisor only when using pro forma status for the quarter.

**ECEV 49900. On-Campus Grad Rsch: Ecology & Evolution. 300.00 Units.**
For graduate students conducting dissertation research wholly or partly on campus for the quarter. Students should register for the section under their advisor and time spent should directly advance their dissertation in Ecology and Evolution.

**ECEV 70000. Advanced Study: Ecology & Evolution. 300.00 Units.**
Advanced Study: Ecology & Evolution
Committee on Evolutionary Biology

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

Chair
- Michael Coates

Associate Chair
- Shannon Hackett

Faculty
- Zeray Alemseged, Organismal Biology and Anatomy
- Stefano Allesina, Ecology and Evolution
- Kenneth Angielczyk, Field Museum
- John Bates, Field Museum
- Rüdiger Bieler, Field Museum
- Michael Coates, Organismal Biology and Anatomy
- Maureen Coleman, Geophysical Sciences
- Katherine Cronin, Lincoln Park Zoo
- Martin Feder, Organismal Biology and Anatomy
- Michael J. Foote, Geophysical Sciences
- Lance Grande, Field Museum
- Shannon Hackett, Field Museum
- Lawrence Heaney, Field Museum
- Patrick Herendeen, Chicago Botanic Garden
- Andrew Hipp, Morton Arboretum/Herbarium
- Robert Ho, Organismal Biology and Anatomy
- Sean Hoban, Morton Arboretum
- David Jablonski, Geophysical Sciences
- Susan M. Kidwell, Geophysical Sciences
- Marcus Kronforst, Ecology and Evolution
- Robert Lacy, Brookfield Zoo
- Sarah London, Psychology
- Manyuan Long, Ecology and Evolution
- Thorston Lumbsch, Field Museum
- Zhe-Xi Luo, Organismal Biology and Anatomy
- Heather Marlow, Organismal Biology and Anatomy
- Robert D. Martin, Field Museum
- Jill Mateo, Comparative Human Development
- Lance Miller, Chicago Zoological Society (Brookfield Zoo)
- R. Michael Miller, Argonne National Laboratory
- Gregory M. Mueller, Chicago Botanic Garden
- Salikoko Mufwene, Linguistics
- John Novembre, Human Genetics
- Mercedes Pascual, Ecology and Evolution
- Nipam Patel, Marine Biological Laboratory
- Bruce Patterson, Field Museum
- Catherine Pfister, Ecology and Evolution
- Trevor Price, Ecology and Evolution
- Stephen Pruett-Jones, Ecology and Evolution
- Maanasa Raghavan, Human Genetics
- Clifton Ragsdale, Neurobiology
- Richard Ree, Field Museum
- Olivier Rieppel, Field Museum
- Callum Ross, Organismal Biology and Anatomy
The Committee on Evolutionary Biology (CEB) provides students with the opportunity for interdisciplinary study of all aspects of evolutionary biology. The committee consists of faculty members with primary appointments in departments in all four graduate divisions within the university and of associated faculty from institutions in the Chicago area, such as Argonne National Laboratory, Lincoln Park Zoo, Chicago Botanic Garden, the Marine Biological Laboratory, Morton Arboretum, and the Field Museum. The diversity of research interests represented by the collective expertise of the committee faculty contributes to its strong national and international reputation as a graduate training program.

Students in the committee have ready access to facilities at the associated institutions, including the more than 1,100 animals representing over 200 species at Lincoln Park Zoo, more than 17 million specimens in the Field Museum collections in botany, zoology, and paleontology, and libraries at the Field Museum. Various facilities for the study of molecular evolution and phylogenetic analysis are available to committee students, as are several student computer centers, an on-campus greenhouse, and digital equipment for off-site research.

In the Chicago area, committee students have access to the rich and diverse resources available at the Chicago Botanic Garden, Argonne National Laboratory, the Shedd Aquarium, the Morton Arboretum, and the many parks and lands managed by the local forest preserve and park districts.

The University of Chicago is a member of the Organization for Tropical Studies. Doctoral students in the committee have taken courses in tropical ecology and conducted research in Costa Rica through this affiliation. Recent evolutionary biology students have also conducted domestic research at a variety of field sites, including the Southwest Research Station of the American Museum of Natural History, Sierra Nevada Aquatic Research Laboratory, Kellogg Biological Station, the Marine Biological Laboratory at Woods Hole, and Friday Harbor Marine Laboratory. International research is conducted on every continent.

**Program of Study**

Most students in the Committee on Evolutionary Biology complete their Ph.D. program in about five and a half years.

The first and second years consist largely of course work and individual reading and research courses, aiming toward successful defense of a dissertation research proposal by the end of the Spring Quarter in the second year of study.

**First Year**

Entering students are expected to have received a broad undergraduate training in biology and a good background in related quantitative subjects, such as chemistry, statistics and calculus. Students who are admitted with gaps in these areas may be required to remedy their deficiencies by taking appropriate courses during their first two years in the graduate program. The committee maintains a student advisory committee, which meets three times a year with each of the first and second year students to advise them on courses available, arbitrate on
which courses meet the committee's course distribution requirements, and otherwise help students keep on track towards Ph.D. candidacy.

SECOND YEAR

Second year students continue to meet with the student advisory committee until they pass their preliminary examination/dissertation proposal hearing. The first part of the second year may be taken up mostly with course work, supplemented more heavily by reading and research courses.

READING AND RESEARCH REQUIREMENTS

CEB courses have been divided into seven broad areas. Students must successfully complete a course in five of the seven areas to be recommended for Ph.D. candidacy. The primary aim is that the student acquires considerable breadth in evolutionary biology; this breadth and the interdisciplinary research it permits should be the distinguishing feature of students working in the committee. In the first two years of study students generally enroll in three courses per quarter. This can be a combination of lecture, seminar, research, and reading formats.

DIVISION OF THE BIOLOGICAL SCIENCES TEACHING ASSISTANT REQUIREMENT PROGRAM

During their tenure in the doctoral program, students are required to register for two evaluated teaching assistantships in two approved courses.

DISSERTATION PROPOSAL HEARING AND ADMISSION TO PH.D. CANDIDACY

Students should select an advisor no later than Autumn Quarter of their second year. This advisor normally will become the chair of the student's dissertation proposal committee. The committee for the dissertation proposal hearing will be formed by the student and her/his advisor, subject to approval by the CEB Chair, when the student asks the CEB Chair in writing to approve her/his request to appoint the exam committee and hold the proposal hearing.

CEB students must present and defend their dissertation proposal, followed by an oral examination by a faculty committee on general issues in evolutionary biology. Students are expected to successfully defend their dissertation proposal by the end of the Spring Quarter of their second year in the Ph.D. program. After successfully defending their dissertation proposal, students may be recommended for candidacy for the Ph.D. by the CEB Chair.

PH.D. DISSERTATION

Upon successful completion of the dissertation proposal hearing and admission into candidacy for the Ph.D., students work on their dissertation projects in close consultation with their faculty advisor and dissertation committee. During a period of two to three years the student does primary original research, participates in seminars, discussion groups, and professional meetings and conferences, and completes the written Ph.D. dissertation. Students are expected to publish dissertation related research, and encouraged to submit a substantial part of their research for publication before Ph.D. completion. A student is expected to submit a dissertation outline and proposed timetable for dissertation completion six months before the estimated date of final defense. These plans must be approved by the advisory committee, and a copy submitted as part of the meeting report to the CEB Chair.

The Ph.D. in evolutionary biology is awarded based upon the candidate’s having:

• Submitted a written dissertation reporting results of the student’s original research in a form suitable for publication, which must be approved by the faculty advisor and dissertation committee.
• Successfully completed a final oral examination covering the student’s field of specialization.
• Final approval of the dissertation by the CEB Chair and the University Dissertation Office.

ADMISSION

We strongly advise students considering application to CEB to begin preparation of their application early in the autumn quarter, so that all materials will arrive by the December 1st deadline. Foreign applicants whose first language is not English also must submit TOEFL or IELTS test scores with their application materials (http://gradadmissions.uchicago.edu/admissions/international/).

Students have the opportunity to apply for the M.S. degree while completing their work for the Ph.D. The M.S. degree is also awarded in special cases, usually in association with Ph.D. requirements for graduate students in the Committee on the Conceptual and Historical Studies of Science.

Further information also may be obtained from the program’s home at http://evbio.uchicago.edu, or by sending an email to darwin@uchicago.edu.

EVOLUTIONARY BIOLOGY COURSES

EVOL 30200. Chordates: Evolution and Comparative Anatomy. 100 Units.
Chordate biology emphasizes the diversity and evolution of modern vertebrate life, drawing on a range of sources (from comparative anatomy and embryology to paleontology, biomechanics, and developmental genetics). Much of the work is lab-based, with ample opportunity to gain firsthand experience of the repeated
themes of vertebrate body plans, as well as some of the extraordinary specializations manifest in living forms. The instructors, who are both actively engaged in vertebrate-centered research, take this course beyond the boundaries of standard textbook content.

Instructor(s): M. Coates Terms Offered: Winter. L.
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, including BIOS 20187 or BIOS 20235
Note(s): Offered Winter 2020 and every other year thereafter.
Equivalent Course(s): BIOS 22250, ORGB 30250

**EVOL 30300. Key Issues in Early Vertebrate Evolution. 100 Units.**
Equivalent Course(s): ORGB 31300

**EVOL 31200. Data Analysis in Ecol/Evol. 100 Units.**
The course provides a basic introduction to statistics for biologists. We cover experimental design and many of the potential pitfalls associated with data analysis, including pseudoreplication, multiple testing, regression effects, setting up appropriate null models, and graphical presentation. Assumptions underlying elementary tests, including non-parametric vs parametric and fixed vs random effects will be clarified. We will not cover advanced methods of analysis, beyond straightforward linear models. Students will be encouraged to analyse their own datasets using R.
Instructor(s): T. Price Terms Offered: Autumn
Equivalent Course(s): ECEV 31200

**EVOL 31201. Mammalian Evolutionary Biology. 100 Units.**
This course examines mammalian evolution-the rise of living mammals from ancient fossil ancestors stretching back over 300 million years. Lectures focus on the evolutionary diversification of mammals, including anatomical structure, evolutionary adaptations, life history, and developmental patterns. Labs involve detailed comparative study of mammalian skeletons, dissection of muscular and other systems, trips to the Field Museum to study fossil collections, and studies of human anatomy at the Pritzker School of Medicine. Students will learn mammalian evolution, functional morphology, and development, and will gain hands-on experience in dissection. Taught by instructors who are active in scientific research on mammalian evolution, the course is aimed to convey new insights and the latest progress in mammalian paleontology, functional morphology, and evolution. Prerequisite(s): Second-year standing and completion of a Biological Sciences Fundamentals sequence; or GEOS 13100-13200 or GEOS 22300, or consent of instructors.
Instructor(s): Z. Luo, K. Angielczyk Terms Offered: Autumn. L.
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals Sequence or consent of instructors.
Equivalent Course(s): BIOS 23262, ORGB 31201

**EVOL 31700. Macroevolution. 100 Units.**
Patterns and processes of evolution above the species level, in both recent and fossil organism. A survey of the current literature, along with case studies.
Instructor(s): D. Jablonski Terms Offered: Spring
Equivalent Course(s): GEOS 36800

**EVOL 31800. Taphonomy. 100 Units.**
Lecture and research course on patterns and processes of fossilization, including rates and controls of soft tissue decomposition, post mortem behavior of skeletal hard parts, concentration and burial of remains, scales of time averaging, and the net spatial and compositional fidelity of (paleo)biologic information, including trends across environments and evolutionary time. Offered alternate years.
Instructor(s): S. Kidwell
Equivalent Course(s): GEOS 36700

**EVOL 31900. Topics in Paleobiology. 100 Units.**
In this seminar we investigate paleobiological or multidisciplinary topics of current interest to students and faculty. Previous subjects include the origin of phyla, historical and macro-ecology, the stratigraphic record and evolutionary patterns, and climate and evolution.
Instructor(s): G. Slater Terms Offered: Winter
Equivalent Course(s): GEOS 36900, ECEV 36900

**EVOL 32245. Biomechanics: How Life Works. 100 Units.**
This course will explore form and function in a diversity of organisms, using the principles of physics and evolutionary theory to understand why living things are shaped as they are and behave in such a diversity of ways. Biomechanics is at the interface of biology, physics, art, and engineering. We will study the impact of size on biological systems, address the implications of solid and fluid mechanics for organismal design, learn fundamental principles of animal locomotion, and survey biomechanical approaches. Understanding the mechanics of biological organisms can help us gain insight into their behavior, ecology and evolution.
Instructor(s): M. Westneat Terms Offered: Spring. L. Spring.
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence. Physics useful.
Note(s): This course will include a lab and will alternate years with BIOS 22233.
Equivalent Course(s): ORGB 32245, BIOS 22245
EVOL 32400. 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, GEOS 36300, BIOS 23261

EVOL 33700. Developmental Genetics & Evolution. 100 Units.
TBD
Equivalent Course(s): BIOS 20256

EVOL 33850. Evolution and Development. 100 Units.
The course will provide a developmental perspective on animal body plans in phylogenetic context. The course will start with a few lectures, accompanied by reading assignments. Students will be required to present a selected research topic that fits the broader goal of the course and will be asked to submit a referenced written version of it after their oral presentation. Grading will be based on their presentation (oral and written) as well as their contributions to class discussions. Prerequisite(s): Advanced undergraduates may enroll with the consent of the instructor.
Instructor(s): U. Schmidt-Ott Terms Offered: Spring
Equivalent Course(s): DVBI 33850, BIOS 22306, ORGB 33850

EVOL 34800. Kinship and Social Systems. 100 Units.
This course will use a biological approach to understanding how groups form and how cooperation and competition modulate group size and reproductive success. We will explore social systems from evolutionary and ecological perspectives, focusing on how the biotic and social environments favor cooperation among kin as well as how these environmental features influence mating systems and inclusive fitness. While a strong background in evolutionary theory is not required, students should have basic understanding of biology and natural selection. Course will use combination of lectures and discussion.
Instructor(s): J. Mateo Terms Offered: Autumn
Note(s): CHDV Distribution, A*, 1*
Equivalent Course(s): CHDV 34800

EVOL 35300. Phylogenetic Comparative Methods. 100 Units.
This is a graduate seminar course about the uses of phylogenetic trees in evolution and ecology, emphasizing historical inference of phenotypic traits, geographic ranges, and community ecology. (This is not a course on how to infer phylogenies, or their uses in studies of molecular evolution and population genetics.) Within this scope we will focus on topics of popular interest and relevance to student research. The format of the 2-hour weekly meeting will be somewhat fluid, but I anticipate giving introductory remarks or a lecture on main topics, followed by discussion of primary literature, and opportunities to work hands-on with software (bring your own laptop). Small-group assignments will be given to develop and present short tutorials on conducting analyses of real data.
Instructor(s): R. Ree, A. Hipp

EVOL 35301. Birds of the World. 100 Units.
TBD

EVOL 35401. Reconstructing the Tree of Life: An Introduction to Phylogenetics. 100 Units.
This course is an introduction to the tree of life (phylogeny): its conceptual origins, methods for discovering its structure, and its importance in evolutionary biology and other areas of science. Topics include history and concepts, sources of data, methods of phylogenetic analysis, and the use of phylogenies to study the tempo and mode of lineage diversification, coevolution, biogeography, conservation, molecular biology, development, and epidemiology. One Saturday field trip and weekly computer labs required in addition to scheduled class time. This course is offered in alternate (odd) years.
Instructor(s): R. Ree; A. Hipp Terms Offered: Autumn, L.
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals Sequence or consent of instructor
Note(s): This course is offered in alternate (odd) years.
Equivalent Course(s): BIOS 23404

EVOL 35800. Classics in Evolutionary Genetics. 100 Units.
Major classic papers in evolutionary genetics that had great impact on the development of the field are reviewed.
Instructor(s): M. Long, C-I Wu Terms Offered: Autumn. will be offered in Autumn 2018
Equivalent Course(s): ECEV 35800
EVOL 35901. Genomic Evolution I. 100 Units.
Canalization, a unifying biological principle first enunciated by Conrad Waddington in 1942, is an idea that has had tremendous intellectual influence on developmental biology, evolutionary biology, and mathematics. In this course we will explore canalization in all three contexts through extensive reading and discussion of both the classic and modern primary literature. We intend this exploration to raise new research problems which can be evaluated for further understanding. We encourage participants to present new ideas in this area for comment and discussion.
Instructor(s): M. Long, J. Reinitz, and C.-I. Wu Terms Offered: TBD. not offered in 2018-19
Equivalent Course(s): STAT 35410, ECEV 35901

EVOL 36700. Morphometrics. 100 Units.
This graduate-level course serves as an introduction to the field of morphometrics (the analysis of organismal shape). Quantitative exploratory and confirmatory techniques involving both traditional (length-based) and geometric (landmark-based) summaries of organismal shape are introduced in a series of lectures and practical exercises. Emphasis is placed on the application of morphometric methods to issues such as (but not restricted to) quantification of intraspecific variability, interspecific differences, disparity, ontogenetic growth patterns (allometry), and phylogenetic changes in morphology. Relevant statistical and algebraic operations are explained assuming no prior background. Students are required to bring personal laptop computers, and are expected to acquire and analyze their own data sets during the course.
Instructor(s): M. Webster Terms Offered: Winter
Equivalent Course(s): GEOS 36000

EVOL 36900. Biopsychology of Sex Differences. 100 Units.
This course will explore the biological basis of mammalian sex differences and reproductive behaviors. We will consider a variety of species, including humans. We will address the physiological, hormonal, ecological and social basis of sex differences. To get the most from this course, students should have some background in biology, preferably from taking an introductory course in biology or biological psychology.
Instructor(s): Mateo, J. Terms Offered: Autumn
Note(s): Grad Distribution requirements: 1
Equivalent Course(s): PSYC 31600, CHDV 30901, GNSE 30901

EVOL 36905. Topics in Conservation Paleobiology. 100 Units.
Paleobiological data from very young sedimentary records, including skeletal 'death assemblages' actively accumulating on modern land surfaces and seaboards, provide unique information on the status of present-day populations, communities, and biomes and their responses to natural and anthropogenic stress over the last few decades to millennia. This course on the emerging discipline of 'conservation paleobiology' uses weekly seminars and individual research projects to introduce how paleontologic methods, applied to modern samples, can address critical issues in the conservation and restoration of biodiversity and natural environments, including such basic questions as 'has a system changed, and if so how and when relative to suspected stressors?'. The course will include hands-on experience, either in the field or with already-collected marine benthic samples, to assess societally relevant ecological change in modern systems over time-frames beyond the reach of direct observation. Enrollment limited.
Instructor(s): S. Kidwell Terms Offered: Winter
Prerequisite(s): Additional Notes For undergraduates: completion of GEOS 13100-13200-13300 or equivalent or completion of a 20000 level course in Palentology.
Equivalent Course(s): GEOS 36905, GEOS 26905

EVOL 38500. Color in Nature. 100 Units.
Explanations for the diversity of colors in nature are one of the most elusive and outstanding problems in evolutionary biology. In this course, we will combine advances in understanding of color perception and color production, including the basics of the physics of light, with evolutionary models of social and sexual selection. We will emphasize Endler's sensory drive, which attempts to build a predictive model of what color an organism should display based on the environment it lives in, and its neurobiological make-up. Our examples will be largely drawn from vertebrates, but we will touch on invertebrates and plants. The course will consist of a mix of lectures (some from invited outside speakers) and discussion.
Instructor(s): Trevor Price Terms Offered: Autumn
Note(s): This is a graduate level course. Undergraduates admitted by consent-only.
Equivalent Course(s): ECEV 38500

EVOL 38600. Apes and Human Evolution. 100 Units.
This course is a critical examination of the ways in which data on the behavior, morphology, and genetics of apes have been used to elucidate human evolution. We emphasize bipedalism, hunting, meat eating, tool behavior, food sharing, cognitive ability, language, self-awareness, and sociability. Visits to local zoos and museums, film screenings, and demonstrations with casts of fossils and skeletons required.
Instructor(s): R. Tuttle Terms Offered: Spring. Spring 2022
Prerequisite(s): BIOS 10130 or BIOS 10140. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.
Equivalent Course(s): HIPS 21428, ANTH 21428, BIOS 13253, ANTH 38600
EVOL 40100. Grants, Publications, and Professional Issues. 100 Units.
Covers professional topics in evolutionary biology, primarily strategies in grant writing and review. Each student will work towards the submission of an application of their choice. The course meets weekly and involves extensive writing and discussion.
Instructor(s): J. Bergelson, R. Ho, M. Coates Terms Offered: Autumn
Note(s): Open to first and second year graduate students in the Darwinian Sciences Cluster Equivalent Course(s): ORGB 40101, ECEV 40100

EVOL 40200. Advanced Topics in Ethics for the Darwinian Sciences. 100 Units.
This course covers advanced topics in ethics relevant to senior Ph.D. students in the Darwinian Sciences. CEB students are required to successfully complete this course before being awarded the Ph.D
Instructor(s): M. Coates, P. Herendeen Terms Offered: Winter
Prerequisite(s): Open to Ph.D. students in the Darwinian Sciences Equivalent Course(s): ECEV 40200, ORGB 40200

EVOL 41500. Topics in Stratigraphy and Biosedimentology. 100 Units.
Seminar course using the primary literature and/or a field problem. Topic selected from the rapidly evolving fields of sequence stratigraphy, basin analysis, and animal sediment relationships.
Instructor(s): S. Kidwell Terms Offered: Spring Equivalent Course(s): GEOS 38400

EVOL 42600. Community Ecology. 100 Units.
Lectures and readings cover advanced topics in multi-species systems, and include an introduction to basic theoretical approaches.
Instructor(s): J.T. Wootton Terms Offered: Autumn Equivalent Course(s): ECEV 42600

EVOL 42800. Population Ecology. 100 Units.
A lecture course on the empirical and theoretical approaches to the study of natural populations, including field methodologies and quantitative approaches. Includes computer assignments.
Instructor(s): C. Pfister Terms Offered: Winter Equivalent Course(s): ECEV 42800

EVOL 43248. Research Methods in Behavior and Development. 100 Units.
In this graduate seminar we will discuss research design, experimental methods, statistical approaches and field techniques. Other topics will be covered depending on participant interests, such as acoustic analyses, ethogram development, event recorders, spectrophotometers, marking methods, spatial analyses and grant-writing strategies. The course is primarily designed for studies of non-human animals, although studies of human behavior, especially developmental studies, will be addressed.
Instructor(s): J. Mateo Terms Offered: Winter Prerequisite(s): Permission of instructor Equivalent Course(s): CHDV 23248, CHDV 43248

EVOL 44001. Molecular Evolution I: Fundamentals and Principles. 100 Units.
The comparative analysis of DNA sequence variation has become an important tool in molecular biology, genetics, and evolutionary biology. This course covers major theories that form the foundation for understanding evolutionary forces that govern molecular variation, divergence, and genome organization. Particular attention is given to selectively neutral models of variation and evolution, and to alternative models of natural selection.
The course provides practical information on accessing genome databases, searching for homologous sequences, aligning DNA and protein sequences, calculating sequence divergence, producing sequence phylogenies, and estimating evolutionary parameters.
Instructor(s): M. Kreitman Terms Offered: Winter Prerequisite(s): Three quarters of a Biological Sciences Fundamentals Sequence including BIOS 20187 or BIOS 20235 and two quarters of calculus, or consent of instructor Equivalent Course(s): BIOS 23258, ECEV 44001

EVOL 44002. Molecular Evolution II: Genes and Genomes. 100 Units.
This course covers the knowledge and well-established evolutionary analyses of genes and genomes, as well as related areas (e.g., origination and evolution of new genes, exon-intron structure, sex-related genes, sex-determination genetic systems, transposable elements, gene regulation systems, duplication of genes and genomes, evolution of genome sizes). These topics are discussed under the processes driven by various evolutionary forces and genetic mechanisms. The analysis of these problems is conducted with the genomic context. Lectures, discussions, and experiments are combined.
Instructor(s): M. Long Terms Offered: Spring. This course is offered in alternate (odd) years. Prerequisite(s): BIOS 23258 or consent of instructor Equivalent Course(s): BIOS 23259, ECEV 44002

EVOL 45500. 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): J. Bates (odd years); R. Ree (even years) Terms Offered: Autumn
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and a course in either ecology, evolution, or earth history; or consent of instructor
Equivalent Course(s): GEOG 35500, ENST 25500, GEOG 25500, BIOS 23406

**EVOL 46200. Evolution and the Fossil Record. 100 Units.**
This course serves as an introduction to the practical and theoretical issues involved in obtaining primary systematic data from the fossil record, and demonstrates the criticality of such data to the rigorous documentation and interpretation of evolutionary patterns. Precise topics of the seminar discussions will vary from year to year depending on relevance to student research projects and interest, but are likely to focus on issues such as (but not restricted to) practical techniques in specimen-based paleontology (including fossil preparation and photography), species delimitation (including species concepts, variability, and ecophenotypy), stratigraphic/geographic range determination (including biostratigraphic correlation), phylogeny reconstruction (including the relevance of stratigraphic data), and the importance of these topics to broader macroevolutionary issues such as diversity/disparity dynamics and the determination of evolutionary trends, rates and processes. 
Equivalent Course(s): GEOS 36200

**EVOL 46700. Advanced Topics in Behavioral Ecology. 100 Units.**
This is a reading course covering advanced topics in behavioral ecology. The list of topics to be covered will be based in part on student interests, but may include: behavior and conservation, communication, mating systems, sexual conflict, and sperm competition. This course is designed as a graduate course, but advanced undergraduates may enroll with the permission of the instructor.
Instructor(s): S. Pruett-Jones, T. Price Terms Offered: Winter
Equivalent Course(s): ECEV 36700

**EVOL 49401. Approaches to Teaching in The Darwinian Sciences. 100 Units.**
This course will introduce different teaching philosophies and methods that address how to be an effective teacher in the Darwinian Sciences. Specifically, the course will address what skills and knowledge undergraduates need to acquire and which assignments best teach these skills. Students will prepare course syllabi, discuss different approaches to teaching, and draft a philosophy of teaching statement. The overall goal for the course is that the students think critically about the art of teaching and formulate their own thoughts on the matter to better prepare them for their own careers in teaching.
Equivalent Course(s): ECEV 49401, ORGB 49401

**EVOL 49500. Teaching in Evolutionary Biology. 100 Units.**
Under the supervision of University faculty, graduate students in the Evolutionary Biology may serve as teaching assistants for courses in the College and relevant Graduate Divisions. Students will be evaluated and mentored throughout the quarter by their faculty supervisor, and at the end of the quarter by enrolled students. Students must choose the instructor name from the faculty listing in the Time Schedules and register using that instructor’s assigned section number.
Instructor(s): Staff
Prerequisite(s): successful fulfillment of the BSD teaching requirement and consent of instructor.

**EVOL 49600. Graduate Readings in Evolutionary Biology at the Field Museum. 300.00 Units.**
Directed individual reading courses supervised by CEB faculty members who are curators at the Field Museum. Students must choose the instructor name from the faculty listing in the Time Schedules and register using that instructor’s assigned section number.
Instructor(s): Staff
Prerequisite(s): Consent of instructor.

**EVOL 49700. Graduate Readings in Evolutionary Biology. 300.00 Units.**
Directed individual reading courses in evolutionary biology supervised by CEB faculty members. Students must choose the instructor name from the faculty listing in the Time Schedules and register using that instructor’s assigned section number.
Instructor(s): Staff
Prerequisite(s): consent of instructor.

**EVOL 49800. Off-Campus Grad Rsch: Evolution. 300.00 Units.**
Advanced research under the direction of the faculty of the Committee on Evolutionary Biology, undertaken away from the University of Chicago campus at the Field Museum, the Chicago Zoological Park, Lincoln Park Zoo, established biological field stations under the direction of their staffs, or other locations approved by the Chair and the student’s advisory committee. Students must choose the instructor name from the faculty listing in the Time Schedules and register using that instructor’s assigned section number.
Instructor(s): Staff
Prerequisite(s): consent of Instructor

**EVOL 49900. Graduate Research - On Campus. 300.00 Units.**
Advanced research under the direction of the faculty of the Committee on Evolutionary Biology. While any approved research problem may be pursued under this course number, special attention is called to the following research fields available in the Committee: population ecology and genetics, entomology, applied ecology, plant biology, systematics of fossil invertebrates, molluscs, problems in the systematics of arthropods, herpetology,
mammalogy, ornithology, and ichthyology, theoretical biology, animal behavior, paleoecology, molecular evolution, functional morphology, evolution of development, community ecology and evolution, evolutionary paleobiology and macroevolution, and physiological ecology. Students must choose the instructor name from the faculty listing in the Time Schedules and register using that instructor’s assigned section number.

Instructor(s): Staff
Prerequisite(s): Consent of Instructor

**E VOL 70000. Advanced Study: Evolutionary Biology. 300.00 Units.**
Advanced Study: Evolutionary Biology
Committee on Genetics, Genomics, and Systems Biology

Chair
- Marcelo Nobrega

Professors
- Erin Adams, Biochemistry and Molecular Biology
- Graeme Bell, Medicine, Endocrinology
- Douglas K. Bishop, Radiation & Cellular Oncology
- Anna DiRienzo, Human Genetics
- M. Eileen Dolan, Medicine, Hematology/Oncology
- Wei Du, Ben May Department for Cancer Research
- Richard Fehon, Molecular Genetics & Cell Biology
- Edwin L. Ferguson, Molecular Genetics & Cell Biology
- Yoav Gilad, Human Genetics
- T. Conrad Gilliam, Human Genetics
- Benjamin Glick, Molecular Genetics & Cell Biology
- Michael Glotzer, Molecular Genetics & Cell Biology
- Christopher Gomez, Neurology
- Jean Greenberg, Human Genetics
- Robert Grossman, Medicine, Computational Biomedicine and Biomedical Data Science
- Chuan He, Chemistry
- Barbara Kee, Pathology
- Martin Kreitman, Ecology & Evolution
- Stephen J. Kron, Molecular Genetics & Cell Biology
- Bruce T. Lahn, Human Genetics
- Manyuan Long, Ecology & Evolution
- Mary Sara McPeek, Statistics
- Ivan Moskowitz, Pediatrics
- Marcelo Nobrega, Human Genetics
- John Novembre, Human Genetics
- Carole Ober, Human Genetics
- Olufunmilayo Olopade, Medicine, Hematology/Oncology
- Rama Ranganathan, Biochemistry & Molecular Biology
- Ilaria Rebay, Ben May Department for Cancer Research
- John Reinitz, Statistics
- Marsha Rosner, Ben May Department for Cancer Research
- Lucia Rothman-Denes, Molecular Genetics & Cell Biology
- Andrey Rzhetsky, Medicine, Computational Biomedicine and Biomedical Data Science
- Urs Schmidt-Ott, Organismal Biology & Anatomy
- Neil H. Shubin, Organismal Biology & Anatomy
- Francois Spitz, Human Genetics
- Jonathan P. Staley, Molecular Genetics & Cell Biology
- Matthew Stephens, Human Genetics
- Joseph W. Thornton, Ecology & Evolution
- Aaron Turkewitz, Molecular Genetics & Cell Biology
- Yingming Zhao, Ben May Department for Cancer Research
- Xiaoxi Zhuang, Neurobiology

Associate Professors
- Luis Barreiro, Medicine, Genetic Medicine
- D. Allan Drummond, Biochemistry & Molecular Biology
• Fotini Gounari, Medicine, Rheumatology
• Tong-Chuan He, Surgery
• Jocelyn Malamy, Molecular Genetics & Cell Biology
• Edwin Munro, Molecular Genetics & Cell Biology
• Michael Rust, Molecular Genetics & Cell Biology
• Alex Ruthenburg, Molecular Genetics & Cell Biology
• Savas Tay, Molecular Engineering

Assistant Professors
• Anindita Basu, Medicine, Genetic Medicine
• Jeremy Berg, Human Genetics
• Ishanu Chattopadhyay, Medicine
• Mengjie Chen, Medicine, Genetic Medicine
• Nicholas Chevrier, Pritzker School of Molecular Engineering
• Andrew Dahl, Medicine, Genetic Medicine
• Xin He, Human Genetics
• Ellie Heckscher, Molecular Genetics & Cell Biology
• Hae Kyung Im, Medicine, Genetic Medicine
• Evgeny Izumchenko, Medicine, Hematology/Oncology
• Andrew Koh, Pathology
• Paschalis Kratsios, Neurobiology
• Heng-Chi Lee, Molecular Genetics & Cell Biology
• Yang Li, Medicine, Genetic Medicine
• Xuan Yao Liu, Medicine, Genetic Medicine
• Heather Marlow, Organismal Biology & Anatomy
• Megan McNerney, Pathology
• Sampriti Mukherjee, Molecular Genetics & Cell Biology
• David Pincus, Molecular Genetics & Cell Biology
• Maanas Raghavan, Human Genetics
• Arjun Raman, Pathology
• Matthias Steinrücken, Ecology & Evolution
• Joshua Weinstein, Medicine, Genetic Medicine
• Lixing Yang, Ben May Department for Cancer Research
• Xiao chang Zhang, Human Genetics

FOR INFORMATION ON THE COMMITTEE ON GENETICS, GENOMICS & SYSTEMS BIOLOGY
PLEASE SEE OUR WEBSITE: http://ggsb.uchicago.edu/

The Committee on Genetics, Genomics & Systems Biology (https://ggsb.uchicago.edu/) (GGSB) is an interdisciplinary PhD granting program that brings together over 60 training faculty (https://ggsb.uchicago.edu/research/) representing numerous departments at the University of Chicago. The GGSB program is aimed at training PhD scholars for careers as independent scientists in basic and applied biomedical research and education, leading to Doctor of Philosophy in Genetics. Our PhD training program combines a foundation in modern genetic analysis with training in current methods for formulating and addressing biological questions in the context of complex systems. The presence of both basic and clinical sciences in the Division of Biological Sciences enhances the Committee’s broad interdisciplinary approach to teaching and research. GGSB provides an exciting environment to pursue rigorous, high quality training with flexibility in designing programs to meet individual needs. GGSB’s goal is to provide an intellectually stimulating, collegial, and supportive environment for students to progress smoothly from research training to careers as independent scientists.

Curriculum and Timeline - First Year (https://ggsb.uchicago.edu/page/curriculum-timeline-first-year/)

**Formal Coursework: Choice of Two GGSB Tracks:** Empirical Track (https://ggsb.uchicago.edu/page/ggsb-empirical-track-coursework/) or Computational Track (https://ggsb.uchicago.edu/page/ggsb-computational-track-coursework/)

To obtain a Ph.D. in the Division of Biological Sciences, nine graded courses are required as detailed below.

GGSB has two tracks, 1) “Empirical Track (https://ggsb.uchicago.edu/page/ggsb-empirical-track-coursework/)” and 2) “Computational Track (https://ggsb.uchicago.edu/page/ggsb-computational-track-coursework/)”. While the two tracks are united by the common goals of using genetic, genomic, and systems
Committee on Genetics, Genomics, and Systems Biology

biology approaches to address important biological questions, the training focuses are different. Training in the “Empirical Track (https://ggsb.uchicago.edu/page/ggsb-empirical-track-coursework/)” is emphasizes experimental techniques, especially those quantitative in nature, while the “Computational Track (https://ggsb.uchicago.edu/page/ggsb-computational-track-coursework/)” trains students in building computational skills.


Training under the Empirical Track is focused on experimental techniques.

There are five suggested specializations to choose from for students interested in concentrating in the Empirical Track: 1) Model Systems, 2) Population Genetics, 3) Human Genetics, 4) Developmental Genetics, and 5) Genomics & Systems Biology. These five course tracks are suggestions. GGSB encourages students to explore other areas of interest as well.

For the Empirical Track, four [4] required courses and four [4] graded electives must be taken, one of which may be a reading course. The electives can be selected according to the student's interests and the availability of courses.

Four Required Courses:
- Genetic Analysis of Model Organisms AND Genomics and Systems Biology
- Plus One of the Following Two Courses: Molecular Biology I OR Molecular Biology II
- Plus One of the Following Four Courses: Fundamentals of Molecular Evolution OR Principles of Population Genetics I OR Evolutionary Genomics OR Human Variation & Disease


Computational, mathematical, and statistical tools are essential to research in the biological sciences. The University of Chicago has had a long tradition of excellence in these areas, and to continue that tradition, GGSB has developed a focused curriculum to train students in these areas.

There are four suggested specializations for this track: 1) Population Genetics & Evolution, 2) Statistical Genetics, 3) Computational Genomics, and 4) Computational Cell Biology. GGSB encourages students to explore other areas of interest as well.

The Computational track curriculum trains students to address fundamental biological questions and to master the three skillsets that are essential to computational genomics research: probabilistic modeling, statistical inference, and computational algorithms & data structures. This curriculum is also unique in its focus on communication skills, both in terms of writing and speaking. This emphasis emerges from a perspective that computational biologists need to clearly explain complex algorithms and results in order to both effectively share their research products and to collaborate with diversely trained colleagues.

For additional information please click here to view the Doctoral Training in Computational Genomics (http://compbio.uchicago.edu/) website.


**AND Three [3] Core Elective Courses Chosen from the Following List**: Human Genetics I OR Genetic Analysis of Model Organisms OR Introductory Statistical Genetics OR Principles of Population Genetics I OR Evolution of Biological Molecules OR Biophysics of Biomolecules OR Human Variation and Disease OR Genomics and Systems Biology OR Quantitative Analysis of Biological Dynamics


**ROTATIONS**

Students undertake short research projects in at least two different laboratories before beginning their dissertation research. The purpose of the rotation is to expose the student to different research environments, broaden his/her acquaintance with useful laboratory techniques, and introduce him/her to the conceptual framework of experimental design. The distribution of course offerings makes it difficult for students to undertake rotations in Autumn Quarter of the first academic year. Therefore, rotations are performed in the winter or spring and summer quarters. The winter and spring rotations last 10 weeks to coincide with the
academic quarter. The summer rotation lasts 5 weeks, when the student is able to devote full-time to research. Students wishing to do a third rotation may do so during the second half of Summer Quarter.

Curriculum and Timeline - Second Year

At the beginning of the second year of training, students choose a research advisor. Most of the second year is spent developing a research project. A Thesis Advisory Committee is chosen by the student in consultation with his/her mentor and the GGSB Student Advisory Committee. A written research proposal is provided to the Thesis Advisory Committee in advance of the first committee meeting. During this meeting, the student will present and defend his/her proposal. This first meeting constitutes the Qualifying Exam for Ph.D. candidacy. Following Qualifying Exam, the Thesis Advisory Committee meets with, and advises the student on a regular basis throughout the remainder of his/her training.

Curriculum and Timeline - Advanced Years (https://ggsb.uchicago.edu/page/curriculum-timeline-advanced-years/)

After passing the Qualifying Exam and throughout the duration of their studies, students conduct full-time thesis research while continuing to attend seminars, journal clubs, and other educational meetings. Students are welcome to audit courses in which they have an interest. Finally, each graduating student writes a dissertation culminating in a public Thesis Defense.

Application

For information about applying to our graduate program, please visit: https://apply-bsd.uchicago.edu/apply/.

GENETICS COURSES

GENE 31800. Current Topics in Genetics. 50 Units.
This course will expose student to current research topics in genetics for the bi-monthly GGSB Invited Seminar Series. This is a required ½ credit course for all GGSB students and will be graded Pass/Fail. Winter, Spring

GENE 31900. Introduction to Research. 100 Units.
Lectures on current research by departmental faculty and other invited speakers. A required course for all first-year graduate students.
Instructor(s): Staff Terms Offered: Autumn,Winter
Equivalent Course(s): MGCB 31900, HGEN 31900, BCMB 31900, DVBI 31900

GENE 35400. Advanced Developmental Biology. 100 Units.
This course provides both an overview of developmental biology and an in-depth coverage of selected topics, emphasizing the origins of classical concepts in the field as well as modern molecular and genetic approaches to the study of developmental processes. Subjects include cell fate determination, growth control, stem cells, signal transduction, neurogenesis, and cell polarity in developing systems. Underlying mechanisms are illuminated through discussion of key experiments. Discussion sections cover selected papers from the developmental biology literature, with emphasis on critical evaluation of experimental evidence.
Instructor(s): ‘E. Ferguson, R. Fehon’ Terms Offered: Winter
Prerequisite(s): ’BIOS 20182, 20192, or 20235’
Equivalent Course(s): BIOS 21227

GENE 39900. Readings: Genetics. 300.00 Units.
A course designed by a student and faculty member. All reading courses must be approved by the Curriculum/Student Affairs Committee prior to registration.
Terms Offered: Summer,Autumn,Winter,Spring

GENE 40100. Thesis Research: Genetics. 300.00 Units.
Thesis Research: Genetics
Instructor(s): Gilad Terms Offered: Summer,Autumn,Winter,Spring

GENE 40200. Non-Thesis Research: Genetics. 300.00 Units.
Non-Thesis Research: Genetics
Instructor(s): Gilad Terms Offered: Summer,Autumn,Winter,Spring
Department of Human Genetics

Chair, Department of Human Genetics: Carole Ober
Human Genetics PhD Program Chair, François Spitz

Professors
- Habibul Ahsan, Public Health Sciences
- Graeme Bell, Medicine, Endocrinology
- Soma Das, Human Genetics
- Daniela Del Gaudio, Human Genetics
- Anna Di Rienzo, Human Genetics
- Yoav Gilad, Medicine, Genetic Medicine
- T. Conrad Gilliam, Human Genetics
- Lucy Godley, Medicine, Hematology/Oncology
- Bruce T. Lahn, Human Genetics
- Michelle Le Beau, Medicine
- Mary Sara McPeek, Statistics
- Dan L. Nicolae, Statistics
- Marcelo Nobrega, Human Genetics
- John Novembre, Human Genetics
- Carole Ober, Human Genetics
- Olufunmilayo Olopade, Medicine
- Andrey Rzhetsky, Medicine, Computational Biomedicine and Biomedical Data Science
- François Spitz, Human Genetics
- Matthew Stephens, Human Genetics
- Joseph Thornton, Ecology and Evolution
- Olufunmilayo Olopade, Medicine, Hematology/Oncology

Clinical Professors
- Darrel J. Waggoner, Human Genetics

Associate Professors
- Luis Barreiro, Medicine, Genetic Medicine
- D. Allan Drummond, Biochemistry and Molecular Biology
- Brandon Pierce, Public Health Services

Assistant Professors
- Jeremy Berg, Human Genetics
- Mengjie Chen, Medicine, Genetic Medicine
- Andrew Dahl, Medicine, Genetic Medicine
- Xin He, Human Genetics
- Hae Kyung Im, Medicine, Genetics Medicine
- Yang Li, Medicine, Genetic Medicine
- Maanasa Raghavan, Human Genetics
- Matthias Steinrücken, Ecology & Evolution
- Lixing Yang, Ben May Department for Cancer Research
- Xiaochang Zhang, Human Genetics

Research Associate Professors
- Mark Abney, Human Genetics
- Sebastian Pott, Human Genetics
- Emma Thompson, Human Genetics

For information on the Human Genetics PhD Program please see our website:
https://hgen.uchicago.edu/
FOR INFORMATION ON THE DEPARTMENT OF HUMAN GENETICS PLEASE SEE OUR WEBSITE: https://genes.uchicago.edu/about-human-genetics/

The graduate program in Human Genetics (https://hgen.uchicago.edu/) (HG) is the home within the Division of Biological Sciences for the study of basic principles of genetics and genomics as applied to human phenotypes. We provide broad training in experimental and computational genetics and genomics, statistical and population genetics, bioinformatics, and clinical genetics. A common theme throughout our research is the application of basic genetic principles and strategies to the study of disease mechanism, disease susceptibility, and the genetic architecture of complex traits. Within this framework, the goals of our program are to:

- Educate students broadly in the basic concepts and practices of human genetics and the disciplines of genomics, population genetics, bioinformatics and systems biology.
- Introduce students to the growing importance of evolutionary concepts and insights to the study of human disease and genetic variation.
- Prepare students for a new world of genetic medicine that will follow basic discoveries in our understanding of multifactorial inheritance.

Curriculum and Timeline - First Year (https://hgen.uchicago.edu/program/)


To obtain a Ph.D. in the Division of Biological Sciences, nine graded courses are required as detailed below.

HG has two tracks, 1) “Empirical Track (https://hgen.uchicago.edu/page/human-genetics-empirical-track-coursework/)” and 2) “Computational Track (https://hgen.uchicago.edu/page/human-genetics-computational-track-coursework/)”. While the two tracks are united by the common goals of using genetic, genomic, and systems biology approaches to address important biological questions, the training focuses are different. Training in the “Empirical Track (https://hgen.uchicago.edu/page/human-genetics-empirical-track-coursework/)” emphasizes experimental techniques, especially those quantitative in nature, while the “Computational Track (https://hgen.uchicago.edu/page/human-genetics-computational-track-coursework/)” trains students in building computational skills.


Training under the Empirical Track is focused on experimental techniques.

**Three [3] Required Courses:** HGEN 47400 Human Genetics I AND HGEN 46900 Human Variation and Disease

**Plus One [1] of the Following Core Elective Courses:** HGEN 47100 Intro Statistical Genetics OR HGEN 31100 Evolution of Biological Molecules OR HGEN 48600 Fundamentals of Computational Biology: Models and Inference OR ECEV 35600 Principles of Population Genetics I OR HGEN 47300 Genomics and Systems Biology OR MGCB 31300 Molecular Biology I OR MGCB 31400 Genetic Analysis of Model Organisms OR DVBI 36400 Developmental Mechanisms

**Plus Four [4] Elective Courses:** The electives can be selected according to the student's interests and the availability of courses


The Computational Track (https://hgen.uchicago.edu/page/human-genetics-computational-track-coursework/) curriculum trains students to address fundamental biological questions and to master the three skill sets that are essential to computational genomics research: probabilistic modeling, statistical inference, and computational algorithms & data structures. This curriculum is also unique in its focus on communication skills, both in terms of writing and speaking. This emphasis emerges from a perspective that computational biologists need to clearly explain complex algorithms and results in order both to effectively share their research products and to collaborate with diversely trained colleagues.

For additional information please click here to view the Doctoral Training in Computational Genomics (http://compbio.uchicago.edu/) website.


**AND Three [3] Core Elective Courses Chosen from the Following List:** Human Genetics I OR Genetic Analysis of Model Organisms OR Introductory Statistical Genetics OR Principles of Population Genetics I
OR Evolution of Biological Molecules OR Biophysics of Biomolecules OR Human Variation and Disease OR Genomics and Systems Biology OR Quantitative Analysis of Biological Dynamics


Rotations

Students undertake short research projects in at least two different laboratories before beginning their dissertation research. The purpose of the rotation is to expose the student to different research environments, broaden his/her acquaintance with useful laboratory techniques, and introduce him/her to the conceptual framework of experimental design. The distribution of course offerings makes it difficult for students to undertake rotations in Autumn Quarter of the first academic year. Therefore, rotations are performed in the winter or spring and summer quarters. The winter and spring rotations last 10 weeks to coincide with the academic quarter. The summer rotation lasts 5 weeks, when the student is able to devote full-time to research. Students wishing to do a third rotation may do so during the second half of Summer Quarter.

Curriculum and Timeline - Second Year (https://hgen.uchicago.edu/program/)

Students spend the second year developing a research project and preparing a written proposal of dissertation research. This proposal is defended before a qualifying examination committee at the end of the academic year. Students satisfy any remaining course requirements and complete at least one of the two required Teaching Assistantships during this year.

Curriculum and Timeline - Advanced Years (https://hgen.uchicago.edu/program/)

After the qualifying exam, the student performs full-time thesis research while continuing to participate in program events such as seminars, journal clubs, etc. Students are welcome to audit courses in which they have an interest. Finally, in the final year of the program the student writes a dissertation describing his/her research, presents the work in a public seminar and defends it before his/her faculty examining committee. Please view the Human Genetics Handbook for a full description of the academic program and the courses available to our students.

Application

For information about applying to our graduate program, please visit: https://apply-bsd.uchicago.edu/apply/.

HUMAN GENETICS COURSES

HGEN 30100. Appl of Scientific Advncmt to Disease Detection & Management. 75 Units.

HGEN 30400. Protein Fundamentals. 100 Units.
The course covers the physical chemical phenomena that define protein structure and function. Topics include: three-dimensional structures of proteins; the principles of protein folding, molecular motion and molecular recognition; protein evolution, design and engineering; enzyme catalysis; regulation of protein function; proteomics and systems biology. Undergraduates are highly recommended to take BIOS 20200 (Introduction to Biochemistry) or equivalent before taking this course.
Instructor(s): E. Ozkan, J. Piccirilli, D. Arac Terms Offered: Autumn
Equivalent Course(s): BCMB 30400, MGCB 30400

HGEN 31100. Evolution of Biological Molecules. 100 Units.
The course connects evolutionary changes imprinted in genes and genomes with the structure, function and behavior of the encoded protein and RNA molecules. Central themes are the mechanisms and dynamics by which molecular structure and function evolve, how protein/ RNA architecture shapes evolutionary trajectories, and how patterns in present-day sequence can be interpreted to reveal the interplay data of evolutionary history and molecular properties. Core concepts in macromolecule biochemistry (folding and stability of proteins and RNA, structure-function relationships, kinetics, catalysis) and molecular evolution (selection, mutation, drift, epistasis, effective population size, phylogenetics) will be taught, and the interplay between them explored.
Instructor(s): A. Drummond, J. Thornton Terms Offered: Winter
Prerequisite(s): Comfort with basic computer programming (course will use Python and R); undergraduate biology, chemistry, calculus, and introductory statistics.
Equivalent Course(s): ECEV 31100, BCMB 31100

HGEN 31400. Genetic Analysis of Model Organisms. 100 Units.
Fundamental principles of genetics discussed in the context of current approaches to mapping and functional characterization of genes. The relative strengths and weaknesses of leading model organisms are emphasized via problem-solving and critical reading of original literature.
Equivalent Course(s): MGCB 31400, BCMB 31400, DVBI 31400

HGEN 31600. Cell Biology I. 100 Units.
Eukaryotic protein traffic and related topics, including molecular motors and cytoskeletal dynamics, organelle architecture and biogenesis, protein translocation and sorting, compartmentalization in the secretory pathway, endocytosis and exocytosis, and mechanisms and regulation of membrane fusion.
Instructor(s): A. Turkewitz, B. Glick Terms Offered: Autumn
Equivalent Course(s): BCMB 31600, MGCB 31600, DVBI 31600

HGEN 31800. Current Topics in Human Genetics. 50 Units.
This course will expose student to current research topics in Human Genetics through the Seminar Series. This is a required ½ credit course for all Human Genetics students and will be graded Pass/Fail. (Autumn, Winter, Spring)
Instructor(s): Ann Di Rienzo Terms Offered: Autumn Spring Winter

HGEN 31900. Introduction to Research. 100 Units.
Lectures on current research by departmental faculty and other invited speakers. A required course for all first-year graduate students.
Instructor(s): Staff Terms Offered: Autumn, Winter
Equivalent Course(s): MGCB 31900, GENE 31900, BCMB 31900, DVBI 31900

HGEN 36400. Molecular Phylogenetics. 100 Units.
While evolution by natural selection is an elegantly simple phenomenon, modern research in evolutionary biology contains a variety of controversial, and sometimes confusing, topics. In this course, we will explore, as a group, a select list of controversial or confusing topics in evolutionary biology through a mix of student-led presentations and discussion of the primary literature. Each student will also write a review paper about his or her selected topic.
Instructor(s): J. Thornton, A. Drummond Terms Offered: Spring, offered in alternate (even) years
Note(s): not offered in 2018-19
Equivalent Course(s): ORGB 36400, ECEV 36400

HGEN 39900. Topics: Human Genetics. 300.00 Units.

HGEN 40300. Non-Thesis Rsch: Human Genetics. 300.00 Units.
Research conducted by graduate students prior to the qualifying exam.

HGEN 40400. Thesis Research. 300.00 Units.
Dissertation Research conducted by graduate students.
Instructor(s): A DiRienzo Terms Offered: Autumn, Spring, Summer, Winter

HGEN 46900. Human Variation and Disease. 100 Units.
This course focuses on principles of population and evolutionary genetics and complex trait mapping as they apply to humans. It will include the discussion of genetic variation and disease mapping data.

HGEN 47000. Human Genetics-I. 100 Units.
This course covers classical and modern approaches to studying cytogenic, Mendelian, and complex diseases. Topics include chromosome biology, single gene and complex disease, non-Mendelian inheritance, cancer genetics, human population genetics, and genomics. The format includes lectures and student presentations.
Instructor(s): C. Ober, M. Nobrega, D. Waggoner

HGEN 47300. Genomics and Systems Biology. 100 Units.
This lecture course explores technologies for high-throughput collection of genomic-scale data, including sequencing, genotyping, gene expression profiling, and assays of copy number variation, protein expression and protein-protein interaction. In addition, the course will cover study design and statistic analysis of large data sets, as well as how data from different sources can be used to understand regulatory networks, i.e., systems. Statistical tools that will be introduced include linear models, likelihood-based inference, supervised and unsupervised learning techniques, methods for assessing quality of data, hidden Markov models, and controlling for false discovery rates in large data sets. Readings will be drawn from the primary literature. Evaluation will be based primarily on problem sets.
Instructor(s): Y. Gilad Terms Offered: Spring
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235 and STAT 23400 or BIOS 26210 and BIOS 26211
Equivalent Course(s): IMMU 47300, BPHS 47300, BIOS 28407, CABI 47300

HGEN 47400. Introduction to Probability and Statistics for Geneticists. 100 Units.
This course is an introduction to basic probability theory and statistical methods useful for people who intend to do research in genetics or a similar scientific field. Topics include random variable and probability distributions, descriptive statistics, hypothesis testing and parameter estimation. Problem sets and tests will include both solving problems analytically and analysis of data using the R statistical computing environment.
Instructor(s): M. Abney Terms Offered: Autumn
HGEN 47500. Genetic Mechanisms from Variation to Evolution. 100 Units.
This course provides a graduate-level introduction to enduring questions regarding the fundamental processes by which genetic information is inherited, regulated, and transformed into organismal phenotypes and how these mechanisms shape and interact with evolutionary processes. We will describe different strategies, including new genome analysis and engineering technologies and statistical/computational principles, that can be used to study the complex, multi-layered organization of genomes, their interactions with varying environments, and ultimately, their evolution.
Instructor(s): John Novembre (primary), Francois Spitz
Terms Offered: Autumn
Prerequisite(s): BIOS 201817 or BIOS 20153 or equivalent undergraduate course in Genetics or Evolutionary biology or consent of instructor

HGEN 48600. Fundamentals of Computational Biology: Models and Inference. 100 Units.
Covers key principles in probability and statistics that are used to model and understand biological data. There will be a strong emphasis on stochastic processes and inference in complex hierarchical statistical models. Topics will vary but the typical content would include: Likelihood-based and Bayesian inference, Poisson processes, Markov models, Hidden Markov models, Gaussian Processes, Brownian motion, Birth-death processes, the Coalescent, Graphical models, Markov processes on trees and graphs, Markov Chain Monte Carlo.
Instructor(s): J. Novembre, M. Stephens
Terms Offered: Winter
Prerequisite(s): STAT 244
Equivalent Course(s): STAT 35450

HGEN 48800. Fundamentals of Computational Biology: Algorithms and Applications. 100 Units.
This course will cover principles of data structure and algorithms, with emphasis on algorithms that have broad applications in computational biology. The specific topics may include dynamic programming, algorithms for graphs, numerical optimization, finite-difference schemes, matrix operations/factor analysis, and data management (e.g. SQL, HDF5). We will also discuss some applications of these algorithms (as well as commonly used statistical techniques) in genomics and systems biology, including genome assembly, variant calling, transcriptome inference, and so on.
Instructor(s): Xin He, Mengjie Chen
Terms Offered: Spring
Equivalent Course(s): STAT 35460

HGEN 70000. Advanced Study: Human Genetics. 300.00 Units.
Advanced Study: Human Genetics
Committee on Immunology

Chair
- Bana Jabri, Medicine

Professors
- Erin Adams, Biochemistry and Molecular Biology
- Maria Luisa Alegre, Medicine
- John Alverdy, Surgery
- Albert Bendelac, Pathology
- Eugene Chang, Medicine
- Alexander Chervonsky, Pathology
- Anita Chong, Surgery
- Marcus Clark, Medicine
- Aaron Dinner, Chemistry
- Thomas Gajewski, Pathology and Medicine
- Yoav Gilad, Human Genetics
- Tatyana Golovkina, Microbiology
- Chuan He, Chemistry
- Jeffrey Hubbell, Pritzker School of Molecular Engineering
- Bana Jabri, Medicine
- Barbara Kee, Pathology
- Rima McLeod, Surgery
- Cathryn Nagler, Pathology
- Eric Pamer, Medicine
- Glenn Randall, Microbiology
- Anthony Reder, Neurology
- Raymond Roos, Neurology
- Hans Schreiber, Pathology
- Anne I. Sperling, Medicine
- Melody Swartz, Pritzker School of Molecular Engineering
- Patrick Wilson, Medicine

Associate Professors
- Luis Barreiro, Medicine
- Aaron Esser-Kahn, Pritzker School of Molecular Engineering
- Fotini Gounari, Medicine
- Justin Kline, Medicine
- Peter Savage, Pathology

Assistant Professors
- Nicolas Chevrier, Pritzker School of Molecular Engineering
- Daria Esterhazy, Pathology
- Jun Huang, Pritzker School of Molecular Engineering
- Andrew Koh, Pathology
- Samantha Riesenfeld, Pritzker School of Molecular Engineering
- Randy Sweis, Medicine

The Committee on Immunology offers a graduate program of study leading to the Doctor of Philosophy degree in Immunology. The committee is dedicated to the open exchange of ideas among scholars of all fields, a commitment enhanced by an organizational structure that completely integrates the basic biological sciences with the clinical sciences. This multidisciplinary and integrated approach corresponds well with the reality of the new biology, where molecular and structural techniques are applied widely and with great success to clinical problems.

The Committee on Immunology is a member of the Biomedical Sciences Cluster, which also includes graduate programs from the Committee on Cancer Biology, Committee on Microbiology, and the Committee on
Molecular Metabolism and Nutrition. The four academic units share several common courses, a seminar series and additional common events for students and faculty within the cluster. The goal of the cluster system is to encourage interdisciplinary interactions among both trainees and faculty, and to allow students flexibility in designing their particular course of study.

In addition to formal course work, the Committee on Immunology sponsors a weekly seminar series, an annual retreat where students and faculty present their research, and several focused group meetings.

ADMISSION

Prospective students interested in obtaining the Ph.D. in Immunology should submit an application to the Biological Sciences Division by December 1st of each year; indicate their cluster of interest as Biomedical Sciences and select Immunology as their proposed degree program.

THE DEGREE OF DOCTOR OF PHILOSOPHY

Ph.D. requirements include:

- Completion of 9 course credits consisting of basic science, immunology and elective courses.
- A preliminary examination.
- A dissertation based on original research.
- A final thesis examination.

COMMITTEE ON IMMUNOLOGY COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IMMU 30010</td>
<td>Immunopathology</td>
<td>100</td>
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<tr>
<td>IMMU 30266</td>
<td>Molecular Immunology</td>
<td>100</td>
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<td>IMMU 30800</td>
<td>Readings: Immunobiology</td>
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<td>IMMU 30810</td>
<td>Cancer Immunology</td>
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<td>IMMU 31000</td>
<td>BMSC All Stars</td>
<td>50</td>
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<tr>
<td>IMMU 31100</td>
<td>Ethics in Scientific Research</td>
<td>50</td>
</tr>
<tr>
<td>IMMU 31200</td>
<td>Host Pathogen Interactions</td>
<td>100</td>
</tr>
<tr>
<td>IMMU 31500</td>
<td>Principles in Immunology</td>
<td>100</td>
</tr>
<tr>
<td>IMMU 32000</td>
<td>Molecular Mechanisms of Immune Cell Development and Function</td>
<td>100</td>
</tr>
<tr>
<td>IMMU 40100</td>
<td>Research: Immunology</td>
<td>300</td>
</tr>
<tr>
<td>IMMU 40200</td>
<td>Experimental Immunology</td>
<td>50</td>
</tr>
<tr>
<td>IMMU 47300</td>
<td>Genomics and Systems Biology</td>
<td>100</td>
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</table>
GRADUATE PROGRAM IN INTEGRATIVE BIOLOGY

Chair: Robert K. Ho
Director of Graduate Studies: Mark Westneat

Professors
- Zeray Alemseged
- Michael I. Coates
- Martin Feder
- Edwin L. Ferguson, Molecular Genetics & Cell Biology
- Melina E. Hale
- Nicholas G. Hatsopoulos
- Robert K. Ho
- David Jablonski, Geophysical Sciences
- Raphael Lee, Surgery
- Zhe-Xi Luo
- Daniel Margoliash
- Nipam Patel, Marine Biological Laboratory
- Victoria E. Prince
- Clifton Ragsdale, Neurobiology
- Callum Ross
- Paul Sereno
- Neil H. Shubin
- Mark Westneat

Associate Professors
- Sliman Bensmaia
- Marcus Kronforst, Ecology & Evolution
- Stephanie Palmer
- Urs Schmidt-Ott

Assistant Professors
- Matthew Kaufman
- Heather Marlow
- Graham Slater, Geosciences

Emeritus Faculty
- James A. Hopson
- Michael LaBarbera
- R. Eric Lombard

The graduate program in integrative biology is housed in the Department of Organismal Biology and Anatomy (OBA), which has a long history of training students in integrative organismal biology. During the 1970s, the focus of the (then) Department of Anatomy shifted from the classic purview of anatomy departments in the middle of the 20th century — histology, neurobiology, and cell biology — to more comparative and functionally oriented topics and an explicit focus on evolutionary biology and functional morphology. The neurobiology section of the department expanded first into explicitly comparative areas and later into neuroethology. Over the next twenty years the department evolved into its present configuration with research and teaching foci which include biomechanics/functional morphology, organismal neurobiology, developmental biology, and evolutionary biology, all unified by a shared reference point in the biological hierarchy — the organism — an entity we see as the natural reference for all of the biological sciences since it is the natural unit of selection. We see the intellectual areas presently housed in OBA as inextricably and naturally connected. To understand the organismal level in biology requires an understanding of both how organisms have been shaped over evolutionary time scales and how they are generated on developmental time scales, the various interacting tissue and organ systems that generate organismal functions, and the mutual feedback among these functional, evolutionary, and developmental processes. The high degree of connectivity among our core disciplines is exemplified by the integrative nature of student dissertation projects in OBA and by the high level of interaction and collaboration among our faculty; both faculty and graduate student research in OBA frequently span several of these areas. In recent years there has been a resurgence of interest in and appreciation for organismal-level biology on the national level, putting molecular, genetic, and computational tools and information to use...
Graduate Program in Integrative Biology

Research and training in the graduate program focus on the integration of four overlapping areas:

1. Biomechanics: the application of methods from engineering and physics to understanding the design of organisms.
2. Developmental Biology: understanding how information coded into the genome is translated into the patterns seen in organisms. Our developmental biology program has a special emphasis on the interface between evolution and development, an area sometimes called "EvoDevo".
3. Neurobiology: understanding how the nervous system regulates and controls the behavior of animals. Our neurobiology program has a special emphasis on the relationship of the nervous system to behavior (or neuroethology) and the application of quantitative methods to understanding neural function (computational neuroscience).
4. Paleontology: documenting and understanding evolutionary patterns and processes through analyses of the fossil record.

Training in the department places an emphasis on familiarity with a broad range of ideas and skills in organismal biology. Although students can conduct research in any of the areas represented in the department, they are encouraged to develop research programs that capitalize on the talents of two or more faculty members with different perspectives. The department also encourages students to interact with other units on campus (such as the Department of Ecology and Evolution and the Committees on Development, Regeneration and Stem Cell Biology; Evolutionary Biology; Genetics, Genomics and Systems Biology; and Neurobiology) as well as the Field Museum of Natural History, the Brookfield and Lincoln Park zoos, the Shedd Aquarium, and the Marine Biological Lab at Woods Hole. Students earning doctorates through the department will be qualified, following suitable postdoctoral training, for research and teaching careers in biology departments, anatomy departments and museums.

DEGREES

MASTER OF SCIENCE

Students are not admitted to the program for the sole purpose of obtaining a Master of Science degree, but this degree is awarded to students from other academic units who require a Master of Science degree as one requirement for the doctorate.

DOCTOR OF PHILOSOPHY

The requirements for the Doctor of Philosophy are as follows:

- Course requirements are individualized and are defined for students early in their stay in the program, based on the student’s background and interests. Students will complete a course distribution requirement by the end of their second year. Students must fulfill the divisional requirement of serving as a teaching assistant in two courses and completing ethics training.
- The preliminary examination, consisting of a written segment which covers a range of topics in organismal biology, as well as both the oral and written presentation of a directed research project or dissertation research proposal.
- The completion of a research project and the presentation of a dissertation satisfactory to the department faculty.
- The passing of a final oral examination.

ADMISSION

We strongly advise students considering application to the graduate program to begin preparation of their application early in the autumn quarter, so that all materials will arrive by the December 1 deadline. Foreign applicants whose first language is not English also must submit TOEFL test scores with their application materials. Further information also may be obtained from the department’s home page at http://integbio.uchicago.edu (http://pondside.uchicago.edu/).

COURSES

Didactic and seminar courses are offered in each of the departmental research foci. The specific courses presented vary from year to year. A list of current courses can be obtained by contacting the graduate program administrator. Students are encouraged to take courses related to their interests in other academic units on campus.

ORGANISMAL BIOLOGY AND ANATOMY COURSES

ORBG 30001. The Human Body. 125 Units.
The Human Body course is the first component of the Scientific Foundations of Medicine curriculum in Year 1. The Human Body course will provide you with a foundation in the structural organization of the body. You will learn gross anatomy of the back, thorax, abdomen, pelvis, head and neck, and upper and lower limbs through
large and small group teaching sessions, as well as cadaver dissection. Correlations with Radiology and Surgery are an integral part of the course and provide real world clinical context for the anatomic material.

Instructor(s): C. Ross  Terms Offered: Summer

Note(s): For Pritzker students only, unless by instructor consent

ORGB 30002. PE: The Human Body. 300.00 Units.

ORGB 30250. Chordates: Evolution and Comparative Anatomy. 100 Units.
Chordate biology emphasizes the diversity and evolution of modern vertebrate life, drawing on a range of sources (from comparative anatomy and embryology to paleontology, biomechanics, and developmental genetics). Much of the work is lab-based, with ample opportunity to gain firsthand experience of the repeated themes of vertebrate body plans, as well as some of the extraordinary specializations manifest in living forms. The instructors, who are both actively engaged in vertebrate-centered research, take this course beyond the boundaries of standard textbook content.

Instructor(s): M. Coates  Terms Offered: Winter. L.

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, including BIOS 20187 or BIOS 20235

Note(s): Offered Winter 2020 and every other year thereafter.
Equivalent Course(s): BIOS 22250, EVOL 30200

ORGB 30260. Chordate Evolutionary Biology. 100 Units.
TBD
Equivalent Course(s): BIOS 20260

ORGB 30415. Evolution Before Darwin. 100 Units.
This course will explore the emergence and development of evolutionary thought prior to Charles Darwin’s On the Origin of Species (1859). We will pay particular attention to the way in which transformism was a feature of nineteenth-century thought more generally, connecting natural history to astronomy, theology, and the study of humanity. Natural philosophers and later scientists who wished to make arguments concerning nature’s deep past and hidden or obscured processes (such as the long-term transformations of stars, strata, and organic species) faced an essential problem: the power of observation and experiment was limited. Our class will interrogate this problem, and examine the way in which the development of evolutionary thought prior to Darwin was intimately connected to contentious debates regarding speculation and scientific method. We will conclude by contemplating the ways in which the ideas and challenges raised by transformism and evolution influenced the reception of Darwin’s work, and the way in which these ideas and challenges remain embedded within seemingly disparate fields of study today.

Instructor(s): J. Daly  Terms Offered: Winter
Equivalent Course(s): HIST 25316, KNOW 21415, HIPS 21415, ECEV 30415

ORGB 31201. Mammalian Evolutionary Biology. 100 Units.
This course examines mammalian evolution—the rise of living mammals from ancient fossil ancestors stretching back over 300 million years. Lectures focus on the evolutionary diversification of mammals, including anatomical structure, evolutionary adaptations, life history, and developmental patterns. Labs involve detailed comparative study of mammalian skeletons, dissection of muscular and other systems, trips to the Field Museum to study fossil collections, and studies of human anatomy at the Pritzker School of Medicine. Students will learn mammalian evolution, functional morphology, and development, and will gain hands-on experience in dissection. Taught by instructors who are active in scientific research on mammalian evolution, the course is aimed to convey new insights and the latest progress in mammalian paleontology, functional morphology, and evolution. Prerequisite(s): Second-year standing and completion of a Biological Sciences Fundamentals sequence; or GEOS 13100-13200 or GEOS 22300, or consent of instructors.

Instructor(s): Z. Luo, K. Angielczyk  Terms Offered: Autumn. L.

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals Sequence or consent of instructors.
Equivalent Course(s): BIOS 23262, EVOL 31201

ORGB 31300. Key Issues in Early Vertebrate Evolution. 100 Units.
Equivalent Course(s): EVOL 30300

ORGB 32233. Comparative Vertebrate Anatomy. 100 Units.
This course covers the structure and function of major anatomical systems of vertebrates. Lectures focus on vertebrate diversity, biomechanics, and behavior (from swimming and feeding to running, flying, seeing, and hearing). Labs involve detailed dissection of animals (muscles, organs, brains) and a focus on skull bones in a broad comparative context from fishes to frogs, turtles, alligators, mammals, birds, and humans. Field trip to Field Museum and visit to medical school lab for human dissection required.

Instructor(s): M. Westneat. L. Terms Offered: Winter

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals Sequence.

Note(s): Offered Winter 2019 and every other year thereafter.
Equivalent Course(s): BIOS 22233

ORGB 32245. Biomechanics: How Life Works. 100 Units.
This course will explore form and function in a diversity of organisms, using the principles of physics and evolutionary theory to understand why living things are shaped as they are and behave in such a diversity
of ways. Biomechanics is at the interface of biology, physics, art, and engineering. We will study the impact of size on biological systems, address the implications of solid and fluid mechanics for organismal design, learn fundamental principles of animal locomotion, and survey biomechanical approaches. Understanding the mechanics of biological organisms can help us gain insight into their behavior, ecology and evolution. Instructor(s): M. Westneat Terms Offered: Spring, L. Spring. 
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence. Physics useful. 
Note(s): This course will include a lab and will alternate years with BIOS 22233. 
Equivalent Course(s): EVOL 32245, BIOS 22245

ORGB 32500. Survey of Systems Neuroscience. 100 Units. 
This lab-centered course teaches students the fundamental principles of vertebrate nervous system organization. Students learn the major structures and the basic circuitry of the brain, spinal cord and peripheral nervous system. Somatic, visual, auditory, vestibular and olfactory sensory systems are presented in particular depth. A highlight of this course is that students become practiced at recognizing the nuclear organization and cellular architecture of many regions of brain in rodents, cats and primates. Instructor(s): Oswald, A. M. Terms Offered: Autumn 
Prerequisite(s): NSCI 20130. For Biological Sciences majors: Three quarters of a Biological Sciences fundamentals sequence 
Equivalent Course(s): NSCI 23500, CPNS 30116, BIOS 24208, NURB 31600

ORGB 33265. Human Origins: Milestones in Human Evolution and the Fossil Record. 100 Units. 
This course aims at exploring the fundamentals of human origins by tracking the major events during the course of human evolution. Starting with a laboratory based general introduction to human osteology and muscle function, the latest on morphological and behavioral evidence for what makes Homo sapiens and their fossil ancestors unique among primates will be presented. Our knowledge of the last common ancestor will be explored using the late Miocene fossil record followed by a series of lectures on comparative and functional morphology, adaptation and biogeography of fossil human species. With focus on the human fossil record, the emergence of bipedalism, advent of stone tool use and making, abandonment of arboreality, advent of endurance walking and running, dawn of encephalization and associated novel life histories, language and symbolism will be explored. While taxonomic identities and phylogenetic relationships will be briefly presented, the focus will be on investigating major adaptive transitions and how that understanding helps us to unravel the ecological selective factors that ultimately led to the emergence of our species. The course will be supported by fresh data coming from active field research conducted by Prof. Alemseged and state of the art visualization methods that help explore internal structures. By tracing the path followed by our ancestors over time, this course is directly relevant to reconnoitering the human condition today and our place in nature. Instructor(s): Z. Alemseged Terms Offered: Autumn. Offered every other Autumn starting in 2022. Not offered 2021. 
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals Sequence, or consent of Instructor. 
Equivalent Course(s): ANTH 28110, BIOS 22265

ORGB 33600. Vertebrate Development. 100 Units. 
This advanced-level course combines lectures, student presentations, and discussion sessions. It covers major topics on the developmental biology of embryos (e.g. formation of the germ line, gastrulation, segmentation, nervous system development, limb patterning, organogenesis). We make extensive use of the primary literature and emphasize experimental approaches including embryology, genetics, and molecular genetics. Instructor(s): V. Prince, P. Kratsios. Terms Offered: Winter 
Prerequisite(s): For Biological Sciences majors: Three quarters of a Biological Sciences Fundamentals Sequence including BIOS 20189 or BIOS 20190 
Equivalent Course(s): DVBI 35600, BIOS 21356, MGC B 35600

ORGB 33850. Evolution and Development. 100 Units. 
The course will provide a developmental perspective on animal body plans in phylogenetic context. The course will start with a few lectures, accompanied by reading assignments. Students will be required to present a selected research topic that fits the broader goal of the course and will be asked to submit a referenced written version of it after their oral presentation. Grading will be based on their presentation (oral and written) as well as their contributions to class discussions. Prerequisite(s): Advanced undergraduates may enroll with the consent of the instructor. 
Instructor(s): L. Schmidt-Ott Terms Offered: Spring 
Prerequisite(s): Advanced undergraduates may enroll with the consent of the instructor. 
Equivalent Course(s): EVOL 33850, DVBI 33850, BIOS 22306

ORGB 36400. Molecular Phylogenetics. 100 Units. 
While evolution by natural selection is an elegantly simple phenomenon, modern research in evolutionary biology contains a variety of controversial, and sometimes confusing, topics. In this course, we will explore, as a group, a select list of controversial or confusing topics in evolutionary biology through a mix of student-led presentations and discussion of the primary literature. Each student will also write a review paper about his or her selected topic. Instructor(s): J. Thornton, A. Drummond Terms Offered: Spring, offered in alternate (even) years 
Note(s): not offered in 2018-19
Equivalent Course(s): HGEN 36400, ECEV 36400

ORGB 40000. Intro to Integrative Organismal Biology. 100 Units.
A graduate seminar to introduce students to research of faculty in the Department of Organismal Biology and Anatomy. Prerequisite(s): Required for first and second year graduate students in Integrative Biology.
Instructor(s): M. Westneat Terms Offered: Autumn
Prerequisite(s): Required for first and second year graduate students in Integrative Biology.

ORGB 40001. Topics: Integrative Organismal Biology. 100 Units.
Instructor(s): U. Schmidt-Ott, S. Palmer Terms Offered: Winter
Prerequisite(s): Required for first and second year graduate students in Integrative Biology.

ORGB 40100. Anatomical Research. 100 Units.
TBD
Terms Offered: Autumn
Note(s): Only open to first year graduate students in the Darwinian Sciences Cluster

ORGB 40101. Grants, Publications, and Professional Issues. 100 Units.
Covers professional topics in evolutionary biology, primarily strategies in grant writing and review. Each student will work towards the submission of an application of their choice. The course meets weekly and involves extensive writing and discussion.
Instructor(s): J. Bergelson, R. Ho, M. Coates Terms Offered: Autumn
Note(s): Open to first and second year graduate students in the Darwinian Sciences Cluster
Equivalent Course(s): EVOL 40100, ECEV 40100

ORGB 40200. Advanced Topics in Ethics for the Darwinian Sciences. 100 Units.
This course covers advanced topics in ethics relevant to senior Ph.D. students in the Darwinian Sciences. CEB students are required to successfully complete this course before being awarded the Ph.D.
Prerequisite(s): Open to Ph.D. students in the Darwinian Sciences
Equivalent Course(s): ECEV 40200, EVOL 40200

ORGB 42600. Theoretical Neuroscience: Statistics and Information Theory. 100 Units.
This course begins with an introduction to inference and statistical methods in data analysis. We then cover the two main sections of the course: I) Encoding and II) Decoding in single neurons and neural populations. The encoding section will cover receptive field analysis (STA, STC and non-linear methods such as maximally informative dimensions) and will explore linear-nonlinear-Poisson models of neural encoding as well as generalized linear models alongside newer population coding models. The decoding section will cover basic methods for inferring stimuli or behaviors from spike train data, including both linear and correlational approaches to population decoding. The course will use examples from real data (where appropriate) in the problem sets which students will solve using MATLAB.
Instructor(s): S. Palmer Terms Offered: Spring
Prerequisite(s): Prior exposure to basic calculus and probability theory, CPNS 35500 or instructor consent.
Equivalent Course(s): STAT 42600, CPNS 35600

ORGB 49401. Approaches to Teaching in The Darwinian Sciences. 100 Units.
This course will introduce different teaching philosophies and methods that address how to be an effective teacher in the Darwinian Sciences. Specifically, the course will address what skills and knowledge undergraduates need to acquire and which assignments best teach these skills. Students will prepare course syllabi, discuss different approaches to teaching, and draft a philosophy of teaching statement. The overall goal for the course is that the students think critically about the art of teaching and formulate their own thoughts on the matter to better prepare them for their own careers in teaching.
Equivalent Course(s): EVOL 49401, ECEV 49401

ORGB 49500. Lab Teaching/Teaching: Organismal Biology/Anatomy. 100 Units.
For graduate students to build their teaching skills by assisting with the instruction of a course in a core area of Integrative Biology. Students should register for the section under the faculty member who is their teaching mentor for the quarter.

ORGB 49700. Rdgs: Organismal Biology/Anatomy. 300.00 Units.

ORGB 49800. Rsch: ORGB-Off Campus. 300.00 Units.
For graduate students conducting dissertation research at an off-campus lab or field location. Students should register for the section under their adviser only when using pro forma status for the quarter.

ORGB 49900. Rsch: ORGB-On Campus. 300.00 Units.
For graduate students conducting dissertation research wholly or partly on campus for the quarter. Students should register for the section under their adviser and time spent should directly advance their dissertation in Integrative Biology.
ORGB 70000. Advanced Study: Organismal Biology & Anatomy. 300.00 Units.
Advanced Study: Organismal Biology & Anatomy
The Interdisciplinary Scientist Training Program

The Interdisciplinary Scientist Training Program (ISTP) is the graduate program of the University of Chicago's Medical Scientist Training Program (MSTP). The goal of the ISTP is to train the next generation of physician-scientist leaders. Graduates of the MSTP are awarded a MD from the Pritzker School of Medicine (https://pritzker.uchicago.edu/) and a PhD from the graduate studies arm of the MSTP, the Interdisciplinary Scientist Training Program (ISTP). (https://pritzker.uchicago.edu/academics/mstp-interdisciplinary-scientist-training-program/)

MSTP students take graduate courses and perform their PhD thesis work under the umbrella of the ISTP. This novel, highly adaptable program allows students full access to the superb graduate programs within the Division of the Biological Sciences (http://biosciences.uchicago.edu), the Division of the Physical Sciences (https://physical-sciences.uchicago.edu/), and the Division of the Social Sciences (https://socialsciences.uchicago.edu/). The ISTP allows students to pursue training in one field or to craft a unique course of study that integrates two classical disciplines. Examples of the latter include computational biology and human genetics, structural biology and immunology, or developmental biology and microbiology. Such integrations reflect the evolution of biomedical research in which several disciplines are brought to bear on important questions in human disease.

The first year of the program combines medical and graduate school classes. Students then typically begin their PhD thesis research work and return to the second year of medical school after a successful defense. This structure ensures a focused, intensive research experience and preserves the continuity of clinical training. On average, MSTP trainees complete both degrees in eight years.

Program of Study

The goal of the Interdisciplinary Scientist Training Program is to train the next generation of physician-scientist leaders. Our program is designed to provide all ISTP students with rigorous scientific training that prepares them to excel in their field of interest, while providing the flexibility to forge new connections between traditional scientific areas.

Curriculum

Five weeks prior to the Pritzker start date, incoming students begin an MSTP-only anatomy course, and finish the course with their medical school colleagues in August. During the Autumn, Winter, and Spring Quarters, students take graduate school courses in addition to their medical school courses. Typically, a total of 3-5 graduate school courses will be finished by the end of the first year. Members of the ISTP Curriculum Committee will meet individually with each student every quarter before registration for the coming quarter. During this meeting the committee will work with the student to determine which courses will best ensure that the student is adequately prepared to embark on their graduate work when they join a lab.

Each ISTP student completes two lab rotations during the summer between their first and second year. These rotations allow students to identify their future PhD mentors in their area of interest.

All first year ISTP students participate in the Topics Journal Club course. This course provides an in-depth primary-literature based examination of basic science courses taken as part of the Pritzker Initiative Curriculum, and allows students to develop an appreciation for the primary literature, learn to critically evaluate articles, learn more about experimental design, learn how to evaluate and present an overview of a field, and become proficient in overall presentation skills.

Specializations

ISTP requires students to choose an area of "specialization." Specializations, in general, consist of 5 courses: 3-4 that are programmatic, and 1-2 that are elective/basic advanced knowledge courses. However, some specializations require more coursework due to the nature of the research area. All courses will be graduate courses offered by an established PhD program. In addition to the coursework, specializations require that the student participate in programmatic activities such as research-in-progress, journal club, retreats (if available), seminar series, etc. All students must present their research yearly in a program-approved venue.

Self-Designed Specializations

Students who choose not to align with a prescribed specialization, can design their own program with the approval of the ISTP Curriculum Committee. The self-designed program will include at least 5 graduate-level courses. In addition to the coursework, self-designed specializations must include a plan to participate in programmatic activities of an established graduate program such as research-in-progress, journal club, retreats (if available), seminar series, etc. These students will also meet with and be advised by the ISTP Curriculum Committee to ensure that they make suitable course choices each quarter until a Thesis Committee takes over this role.
BREAKING FROM MEDICAL SCHOOL TO COMPLETE GRADUATE RESEARCH

At the University of Chicago, ISTP students have the flexibility to choose to break from medical school to pursue their graduate research either after the first year of medical school or after Spring Quarter of their second year of medical school. Most students take 3 to 4 years to complete their PhD research and will successfully defend their thesis prior to returning to medical school.

ADMISSION

Admission to the ISTP is exclusively through the joint application process with the Pritzker School of Medicine via the American Medical College Application Service (AMCAS). Applicants cannot apply through the UChicago BSD graduate application process.

MORE INFORMATION

Further information can be found at the MSTP website (https://pritzker.uchicago.edu/mstp-program-overview/).

INTERDISCIPLINARY SCIENTIST TRAINING COURSES

ISTP 30420. Variable Topic Journal Club: Cell & Developmental Biology. 25 Units.
This course provides an in-depth primary-literature based examination of basic science courses taken as part of the Pritzker Initiative and allows students to develop an appreciation for the primary literature, learn to critically evaluate articles, learn more about experimental design, learn how to evaluate and present an overview of a field, and become proficient in overall presentation skills. The topic for Autumn Quarter is Cell & Developmental Biology.
Instructor(s): R. Carrillo, D. Pincus Terms Offered: Autumn

ISTP 30440. Variable Topic Journal Club: Physiology. 25 Units.
This course provides an in-depth primary-literature based examination of basic science courses taken as part of the Pritzker Initiative and allows students to develop an appreciation for the primary literature, learn to critically evaluate articles, learn more about experimental design, learn how to evaluate and present an overview of a field, and become proficient in overall presentation skills. The topic for this course during the 19-20 academic year is physiology.
Instructor(s): C. Weber, J. Cheng and L. Shen Terms Offered: Winter

ISTP 30441. Variable Topic Journal Club: Grant Writing. 50 Units.
The purpose of this class will to be to provide participants with skills necessary for writing successful grant proposals. The class will emphasize how to craft hypotheses that are based on current published research and to develop rigorous experimental approaches to test these hypotheses. Special emphasis will be placed on developing an outstanding specific aims page that frames a hypothesis within the current literature, justifies the importance of the question and then proposes an integrated experimental plan that tests the central hypothesis.
Instructor(s): M. Clark Terms Offered: Spring

ISTP 30460. Variable Topic Journal Club: Statistics. 25 Units.
A thorough understanding of statistics is essential for both experimental design and data analysis. Too often, time and resources are wasted due to a poor understanding of sample size and power calculations, and the reliability of scientific reports has repeatedly been scrutinized in recent years due to questionable, if not fraudulent, application of statistical tests. As a requirement for entry into Pritzker, all MSTP students must have taken a statistics or biomathematics course in college. Building off of a basic, college-level understanding of statistics, this new journal-club style course aims to incorporate in-depth, field-specific workshops that will allow students to tailor their statistical toolbox to their particular research interests and goals.
Instructor(s): K. McCann Terms Offered: Summer

ISTP 40000. ISTP Thesis Research. 300.00 Units.
Independent research on variable topics in preparation for completing the dissertation.
Instructor(s): K. McCann Terms Offered: Autumn Spring Summer Winter

ISTP 42000. Topics in Data Analysis in Biomedical Research: Big Data. 75 Units.
Equivalent Course(s): MEDC 42000
Committee on Medical Physics

Chair
Samuel G. Armato III

Associate Chair
Hania A. Al-Hallaq

Professors
- Timothy Carroll, Radiology
- Maryellen L. Giger, Radiology
- David J. Grdina, Radiation & Cellular Oncology
- Howard J. Halpern, Radiation & Cellular Oncology
- Gregory S. Karczmar, Radiology
- Xiaochuan Pan, Radiology

Associate Professors
- Hania A. Al-Hallaq, Radiation & Cellular Oncology
- Samuel G. Armato III, Radiology
- Bulent Aydogan, Radiation & Cellular Oncology
- Chin-Tu Chen, Radiology
- Yulei Jiang, Radiology
- Chien-Min Kao, Radiology
- Ingrid Reiser, Radiology
- Patrick La Riviere, Radiology
- Zheng Feng Lu, Radiology
- Bill O'Brien-Penney, Radiology
- Steffen Sammet, Radiology
- Kamil M. Yenice, Radiation & Cellular Oncology

Assistant Professors
- Kenneth B. Bader, Radiology
- Rodney D. Wiersma, Radiation & Cellular Oncology

Emeritus Professors
- Kunio Doi, Radiology
- David N. Levin, Radiology
- Chester S. Reft, Radiation & Cellular Oncology

The Committee on Medical Physics includes the graduate program in medical physics, which is recognized internationally for its research excellence. Faculty with primary interest in diagnostic imaging hold appointments in the Department of Radiology, and faculty with primary interest in the physics of radiation therapy hold appointments in the Department of Radiation & Cellular Oncology. Many of the faculty are leaders in their respective specialties. Because the departments are located in the University of Chicago Medical Center, there is strong interaction among the clinical and research faculty and staff. The Committee on Medical Physics program leads to the Ph.D. degree in medical physics. Although most students are admitted directly for study toward the Ph.D. degree, the S.M. degree may occasionally be awarded as a terminal degree. Normally five or six years of residency are required for the Ph.D. degree.

Please visit our website http://medicalphysics.uchicago.edu/ for more information.

Inquiries concerning the graduate program should be addressed to Sam Armato, Ph.D., Chair of the Committee on Medical Physics, Director of the Graduate Program in Medical Physics, Department of Radiology, MC 2026, 5841 South Maryland Avenue, Chicago, IL 60637, or e-mail: s-armato@uchicago.edu

In addition to the Graduate Program in Medical Physics, the Committee on Medical Physics has combined with the University of Chicago's Graham School to offer a postgraduate certificate in medical physics. This certificate program provides the necessary training for physicists who are interested in moving to medical physics with the knowledge that they will need in their future profession. Applicants must hold a Ph.D. in physics.
Inquiries concerning the Certificate Program should be addressed to Hania Al-Hallaq, Ph.D., Director of the Medical Physics Certificate Program, at:

hal-hallaq@radonc.bsd.uchicago.edu

Medical physics researchers at the university have available to them a variety of state-of-the-art equipment:

- 1.5T MR scanners
- 3T MR scanner
- 9.4T MRI/MRS system
- Electron paramagnetic resonance imaging spectrometers
- 16-, 32-, and 64-slice helical CT scanners
- Advanced 256-slice helical cone-beam CT scanner
- Advanced 256-slice dual-energy helical cone-beam CT scanner
- Dual-energy chest radiography system
- Full-field digital mammography systems
- PET/CT scanner
- 30% sensitivity dual-head small animal PET scanner
- Computer controlled dual-energy linear accelerators with multileaf collimators, dynamic treatment capability, and solid-state megavoltage imagers and kilovoltage 2D and cone-beam imaging capabilities
- Computer controlled high-dose-rate remote after loading brachytherapy system
- Virtual reality display system
- Computed radiography systems
- 7 dual-head SPECT systems
- Real-time quantitative PCR machine
- Zeiss surgical microscope
- Harvard small animal ventilator
- Micro-interventricular pressure and volume catheters
- MRI-compatible fiber optic pressure transducer
- Physiologic data acquisition and analysis system
- Class II cell culture hood
- Zeiss fluorescence microscope with associated CCD camera and image acquisition and analysis computer system
- Microplate reader
- Sorvall RC-6 high-speed ultracentrifuge
- Bio-rad gel documentation and analysis workstation
- Harshaw automated thermoluminescent reader
- Philips 250 kVp orthovoltage machine
- Diagnostic and mammography x-ray systems
- Dual-head SPECT systems
- Xenogen IVIS 200 for bioluminescence and fluorescence animal imaging
- VisEn FMT for fluorescence molecular tomography in animal imaging
- Olympus OV-100 for fluorescence animal imaging
- GMI/GE Triumph Flex microPET/SPECT/CT pre-clinical imaging system
- Vevo 770 ultrasound imaging system for animal imaging
- Super-resolution single-photon emission microscope (SPEM)
- High-resolution digital x-ray imaging system
- Computer-aided detection system for mammography
- High-resolution display monitors and workstations
- General use and specialized image processing and display computers linked via a high-speed network

**MEDICAL PHYSICS COURSES**

**MPHY 30000. Medical Physics Clinical Observation. 50 Units.**

The scope of this course is to expose students to the day-to-day work of clinical medical physicists. Students are offered observation in the clinic of a variety of tasks that medical physicists perform, such as equipment quality control testing. A range of observation topics in diagnostic, therapy and nuclear medical physics are offered. Participation in five observations is required to receive course credit. This is a special topics course and students
are expected to prepare themselves for each observation. Enrollment in this course is by instructor permission only. Prerequisite: Completion of HIPAA training (online CITI course)
Instructor(s): Ingrid Reiser

MPHY 32000. Overview of the Physics of Medical Imaging. 100 Units.
This course is for students in the medical physics certificate program. The course presents a comprehensive overview of physics in medical imaging, covering a wide range of clinical imaging modalities including radiography, fluoroscopy, computed tomography (CT), mammography, ultrasound, magnetic resonance imaging (MRI) and nuclear medicine imaging. The course will introduce the student to the fundamental principles of clinical radiological imaging as well as cutting-edge diagnostic imaging technology.
Instructor(s): Z.F. Lu, B. O'Brien-Penney, I. Reiser and S. Sammet Terms Offered: Spring

MPHY 32600. Introduction to Medical Physics and Medical Imaging. 100 Units.
This course covers the interaction of radiation with matter and the exploitation of such interactions for medical imaging and cancer treatment. Topics in medical imaging include X-ray imaging and radionuclide imaging, as well as advanced technologies that provide three-dimensional images, including X-ray computed tomography (CT), single photon emission computed tomography (SPECT), positron emission tomography (PET), magnetic resonance imaging (MRI), and ultrasonic imaging.
Instructor(s): S. Armato, P. La Riviere Terms Offered: Spring
Prerequisite(s): PHYS 23500. This course does not meet requirements for the Biological Sciences major. Students majoring in physics may use this course either as an elective or as one of the topics courses to meet the general education requirement in the Biological Sciences.
Equivalent Course(s): BIOS 29326, MPHY 29326

MPHY 34100. Bioethics for Medical Physicists. 50 Units.
This course explores ethical issues that arise in the practice of medical physics in research, education and clinical settings. Topics include misconduct (fabrication, falsification and plagiarism) and questionable conduct in scientific research; authorship and publication practices; human subject research (informed consent and IRB review, patient/subject privacy and confidentiality; quality improvement vs research; vulnerable subjects); history of human radiation experiments and medical physics; research with animals; incidental findings in radiation therapy and imaging research; conflicts of interest; mentorship; professionalism and the AAPM code of ethics; ethics of innovative technologies (charged particle therapy); off-label uses of radiation; radiation errors and patient safety; and the ethics of radiation protection, optimization and justification of medical radiation exposure in therapy and imaging. The course aims to increase students' awareness of ethical issues they might face as medical physicists and to help them, through case discussions, better recognize, analyze and resolve ethical issues, conflicts and dilemmas.
Instructor(s): N. Ozturk Terms Offered: Spring

MPHY 34200. Practicum in the Physics of Medical Imaging I. 100 Units.
This laboratory course is designed for students to enhance the understanding of materials covered in the Physics of Medical Imaging I (MPHY 38600) and to acquire hands-on experience on related subjects. These subjects include diagnostic x-ray sources and imaging systems, MRI, and the applications of computer-aided diagnosis.
Instructor(s): S. Sammet, M. Giger, Y. Jiang, P. La Riviere, Z.F. Lu Terms Offered: Spring

MPHY 34300. Practicum in the Physics of Medical Imaging II. 100 Units.
This laboratory course is designed to familiarize the medical physics student with certain equipment and procedures in diagnostic radiology, with emphasis on nuclear medicine (both PET and SPECT), ultrasound, and x-ray (helical) computed tomographic (CT) imaging. The students will conduct routine quality control procedures and educational exercises. Data analysis will be conducted using clinical software and freeware that will process DICOM images.
Instructor(s): B. O'Brien-Penney, Z.F. Lu Terms Offered: Summer

MPHY 34400. Practicum in the Physics of Radiation Therapy. 100 Units.
This course combines lectures and intensive hands-on experiments. It includes an introduction to thermoluminescent detectors, film and ionization chamber dosimetry, and quality assurance for intensity modulated radiation therapy (IMRT). Training in data acquisition, error analysis, experimental techniques and the safe handling of sealed radiation sources is also included. The basic concepts of Monte Carlo calculations will be presented and measurements made in simple slab phantoms to compare with (MC) calculations.
Instructor(s): H. Al-Hallaq, B. Aydogan Terms Offered: Winter

MPHY 34500. Nuclear Instrumentation and Methods for Molecular Imaging. 100 Units.

MPHY 34900. Mathematics for Medical Physics. 100 Units.
This course focuses on the mathematics that will be used throughout the training of students in the Graduate Program in Medical Physics. Lectures are given on linear algebra, Fourier analysis, sampling theory, functions of random variables, stochastic processes, estimation theory, signal detection theory, and ROC analysis.
Instructor(s): X. Pan, M. Giger, P. La Riviere Terms Offered: Autumn

MPHY 35000. Interactions of Ionizing Radiation with Matter. 100 Units.
Ionizing radiation is the basis for radiation therapy and for many diagnostic imaging studies. This course explores the fundamental modes of interaction between ionizing radiation (both electromagnetic and particulate)
Committee on Medical Physics

and matter, with an emphasis on the physics of energy absorption in medical applications. Topics will include exponential attenuation, x-ray production, charged particle equilibrium, cavity theory, dosimetry, and ionization chambers.

Instructor(s): S. Armato, H. Al-Hallaq Terms Offered: Autumn

MPHY 35100. Physics of Radiation Therapy. 100 Units.
This course covers aspects of radiation physics necessary for understanding modern radiation therapy. Rigorous theoretical foundations of physical dose calculation for megavoltage-energy photons and electrons, biological predictions of therapy outcomes, and brachytherapy are presented. Methods of modeling and implementing radiation therapy treatment planning, evaluation, and delivery are described. Emphasis is placed on current developments in the field including intensity modulated radiation therapy. The course is intended to provide comprehensive knowledge of radiation therapy physics, enabling the student to grasp current research in the field.

Instructor(s): K. Yenice, N. Ozturk, R. Wiersma Terms Offered: Winter

MPHY 35601. Anatomical Structure and Physiological Function of the Human Body. 100 Units.
Study and primer of the basic anatomy of the human body, as demonstrated from diagnostic radiographic imaging. Physiological processes of body systems will be examined with an emphasis on its relationship with imaging. Emphasis is placed on critical landmark structures involved in body, limb and nervous system imaging, allowing for effective clinically oriented research.

Instructor(s): C. Straus, B. Roman Terms Offered: Autumn

MPHY 35900. Cancer And Radiation Biology. 100 Units.
This course provides students with an overview of the biology of cancer and of the current methods used to diagnose and treat the disease. Lectures from faculty throughout the Biological Sciences Division will include presentations on cancer incidence and mortality, cancer prevention, a molecular biology perspective, the role of genetic markers, methods of treatment (radiation, chemotherapy) and prognosis. The course will be primarily for medical physics graduate students.

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

MPHY 37400. Charles E. Metz Special Topics. 100 Units.
The Third Charles E. Metz Special Topics Course: "Tracer Methodology "Tracer" is a minute amount of chemical compound used in tracking the specific physiology or life process of interest without altering that specific process to be assessed or measured. Specific tracer methodology is often associated with an imaging technology that captures the quantitative information relevant to the specific life process under investigation. We will survey the tracer methodology employed in PET, SPECT, MRI, EPRI, ultrasound, optical imaging, X-ray, CT and other new imaging techniques. Computational methods to extract and derive biological or functional information from the tracer image data, as well as applications of the tracer methodology in clinical practice and biomedical research will also be discussed.

Instructor(s): Chin-Tu Chen Terms Offered: Winter (every other year)

MPHY 38600. Physics of Medical Imaging-1. 100 Units.
This is an introductory course to the basic elements of x-ray imaging, electron paramagnetic resonance (EPR) imaging, and magnetic resonance imaging (MRI) and spectroscopy (MRS). X-ray imaging topics include x-ray spectra, image formation, analog and digital detectors, physical measures of image quality, fluoroscopy, digital subtraction angiography, dual-energy imaging and image restoration. Magnetic resonance imaging topics include nuclear magnetic resonance, relaxation times, pulse sequences, functional imaging and spectroscopy.

Instructor(s): Y. Jiang, H. Halpern, P. La Rivière, B. Roman Terms Offered: Spring

MPHY 38700. Physics of Medical Imaging II. 100-300 Units.
This course covers the physics, mathematics and statistics in nuclear medicine, x-ray computed tomography, ultrasound imaging, and optical imaging. Specific topics include: radioactive isotopes and tracer methodology; physics, instrumentation, and performance properties of gamma camera; quality control in nuclear medicine; SPECT imaging; physics, instrumentation and performance properties of PET imaging; biokinetics and compartmental analysis; physics, reconstruction, proformance properties for CT imaging and tomosynthesis; principles and instrumentation of ultrasound imaging; and optical imaging.

Instructor(s): C-M. Kao, P. La Rivière, B. O'Brien-Penney, E. Sidky Terms Offered: Summer

MPHY 39200. Diagnostic Clinical Physics. 300.00 Units.
This course provides an understanding of the physical principles and theories involved in diagnostic imaging modalities. It will acquaint the student with the daily work of a clinical medical physicist in a Radiology department. This course will introduce concepts of quality control and will enable students to perform quality control scans on different imaging modalities.

Instructor(s): B. O'Brien-Penney, Z.F. Lu, S. Sammet Terms Offered: Autumn

MPHY 39500. Special Topics Course at the MBL: Image Acquisition/Analysis. 100 Units.
Students will register for this “course” when they are enrolled in an Advanced Research Training Course (on a topic related to image acquisition or image analysis) at the Marine Biological Laboratory in Woods Hole, MA. See http://www.mbl.edu/education/courses/ for course offerings.
MPHY 39600. Image Processing/Computer Vision. 100 Units.
Equivalent Course(s): CMSC 35600

MPHY 39700. Health Physics. 100 Units.
This course provides an introduction to fundamental principles of health physics and radiation protection in medical physics environments. A broad spectrum of topics is covered, including radiation detection and measurement, instrumentation, counting statistics, radiation protection criteria, exposure limits and regulations, shielding techniques, monitoring of personnel dose and radiation safety.
Instructor(s): B. Aydogan, N. Ozturk Terms Offered: Spring

MPHY 39900. Reading and Research: MPHY. 100 Units.
This reading course is aimed at working through critical chapters of the text Foundations of Image Science by Harrison Barrett and Kyle Myers. It aims at building on concepts and material from the “Mathematics for Medical Physicists” course toward a deeper understanding the objective assessment of image quality. We will focus on Chapters 1 (Vectors and Operators), 7 (Deterministic Descriptions of Imaging Systems), 8 (Stochastic Descriptions of Objects and Images), 13 (Statistical Decision Theory), 14 (Image Quality), and 15 (Inverse Problems). Student participation is an essential component of this course. Students will take turns presenting and discussing the material under guidance of the instructor(s). There will also be computer exercises aimed at sharpening understanding of the material.
Instructor(s): P. La Riviere, C.M. Kao Terms Offered: Winter (every other year)

MPHY 41600. Pre-Candidacy Research in Medical Physics. 100-300 Units.
Research topics span various areas of medical physics and can include those from diagnostic imaging to radiation therapy treatment methods, as well as cross-disciplinary projects. Students in the Graduate Program in Medical Physics will enroll in this course (after selecting a lab for their thesis research) each quarter until the successful passage of the thesis proposal.
Instructor(s): S. Armato, and staff Terms Offered: All Quarters

MPHY 41700. Dissertation Research in Medical Physics. 100-300 Units.
Research topics span various areas of medical physics and can include those from diagnostic imaging to radiation therapy treatment methods, as well as cross-disciplinary projects. Students in the Graduate Program in Medical Physics will enroll in this course every quarter after the successful passage of the thesis proposal.
Instructor(s): S. Armato, and Staff Terms Offered: All Quarters

MPHY 41800. Research in Advanced Tomographic Imaging. 100-300 Units.
Possible research topics include investigation, development, and evaluation of algorithms for advanced tomographic imaging with emphasis on the fundamental physics, mathematics, and statistics of advanced tomographic imaging; cone-beam computed tomography (CT); tomosynthesis; phase-contrast CT; magnetic resonance imaging (MRI); electron paramagnetic resonance imaging (EPRI); positron emission tomography (PET); single-photon emission computed tomography (SPECT); and emerging tomographic imaging techniques.
Instructor(s): X. Pan and Staff Terms Offered: All Quarters

MPHY 41900. Research in Computer Aided Diagnosis. 100-300 Units.
Research topics include the application of advanced image processing techniques and computer vision approaches to the development of methods for the detection of abnormalities in medical images (e.g., mammograms, chest radiographs, computed tomography (CT) scans, and magnetic resonance imaging (MRI)); the development of methods to classify abnormalities as benign or malignant; the investigation of enhanced visualization techniques such as temporal subtraction imaging; the segmentation of anatomic or pathologic structures of interest; and the assessment of tumor response.
Instructor(s): S. Armato and Staff Terms Offered: All Quarters

MPHY 42000. Research in the Physics of Nuclear Medicine. 100-300 Units.
Possible research topics include the fundamental physical aspects of nuclear medicine, including radiation detection and spectrum analysis; image formation, processing, and display; criteria for image evaluation; and quantitative in vivo assay using methods of gamma ray and positron tomography, stimulated x-ray fluorescence, and activation analysis.
Instructor(s): X. Pan and Staff Terms Offered: All Quarters

MPHY 42100. Research in the Physics of Diagnostic Radiology. 100-300 Units.
Possible research topics include the development of methods to improve diagnostic accuracy and/or to reduce patient radiation exposure; quantitative image analysis and computer-aided diagnosis, methods of tomographic reconstruction, analysis and evaluation of imaging system components; and joint physical/clinical studies of new techniques in diagnostic medical physics.
Instructor(s): M. Giger and Staff Terms Offered: All Quarters

MPHY 42200. Research in the Physics of Radiation Therapy. 100-300 Units.
Possible research topics include radiation treatment planning; radiation dose calculations; intensity-modulated radiotherapy; image-guided radiotherapy; biological basis of radiation therapy; and analysis of treatment outcomes.
Instructor(s): C. Pelizzari and Staff Terms Offered: All Quarters
MPHY 42300. Research in the Physics of MRI. 100-300 Units.
Possible research topics include fundamental aspects of magnetic resonance imaging (MRI) and magnetic resonance spectroscopy (MRS) including the development and optimization of methods to non-invasively characterize the structure and function of tissue in vivo. The developments range from novel MRI/MRS pulse sequences to image reconstruction to data processing methods, multi-modal imaging approaches, and modeling of contrast mechanisms. Other research topics are the development and application of quantitative MRI/MRS methods for image-guided interventions and the analysis of treatment outcomes.
Instructor(s): G. Karczmar, S. Sammet and Staff Terms Offered: All Quarters

MPHY 42400. Research in Image-Guided Radiation Therapy. 100-300 Units.
Possible research topics include fundamental aspects of image guidance in radiation therapy planning and delivery, management of inter-treatment and intra-treatment patient motion, use of respiratory correlated CT, cone beam CT, kV/MV real-time imaging, and dynamic patient modeling for treatment planning.
Instructor(s): C. Pelizzari and Staff Terms Offered: All Quarters

MPHY 42500. Research in Quantitative Image Analysis. 100-300 Units.
Possible research topics include fundamental and developmental aspects of computer vision and artificial intelligence on biomedical image data to yield image-based phenotypes for Computer-aided diagnosis (CAD) and other decision support methods in medical imaging. Additional developments include aspects of data mining, dimension reduction, classifier training, metrics of validation, human-computer interface, and imaging genomics.
Instructor(s): M. Giger, S. Armato and Staff Terms Offered: All Quarters

MPHY 42600. Research in Computer-aided Diagnosis/Radiomics. 100-300 Units.
Possible research topics include development and application of image processing and computer vision techniques for the detection, diagnosis, and response assessment of disease in medical images, the image-based evaluation of normal tissue complications that result from therapy, the quantification of imaging signatures (imaging biomarkers) that correlate with disease phenotypes or patient genetic profiles, the integration of multi-modality imaging for enhanced decision support, and the application of deep learning for computer-aided diagnosis challenges.

MPHY 42700. Research in Molecular Imaging. 100-300 Units.

MPHY 70000. Advanced Study: Medical Physics. 300.00 Units.
Advanced Study: Medical Physics
The primary purpose of the Committee on Microbiology is to produce research scientists and teachers in microbiology by offering formal instruction; by fostering informal dissemination of information among the faculty, fellows and students engaged in research in microbiology; and by administering a program of study leading to the degree of Doctor of Philosophy. Through its faculty, activities and educational program, the Committee on Microbiology integrates studies in various clinical and non-clinical departments of the Biological Sciences Division. The Committee on Microbiology maintains maximum flexibility in its program to cater to students’ developing interests. Students with backgrounds in any appropriate field (physics, chemistry, biology, biochemistry, and medicine) may commence work in microbiology upon entering the graduate program of the Biological Sciences Division. The Committee on Microbiology sponsors a seminar series, which brings to campus prominent microbiologists from all over the world to discuss their research and meet with microbiology faculty and students. Another regular activity sponsored by the committee is the Microbiology Research Forum. Research Forums feature a current graduate student, postdoctoral fellow or other training fellow in microbiology presenting his/her research data. Microbiology Research Forums are open to the university community, offering an informal forum for the discussion of microbiology within the Chicago scientific community.

The Committee on Microbiology is a member of the Biomedical Sciences Cluster, which also houses graduate programs of the Committee on Cancer Biology, the Committee on Immunology, and the Committee on Molecular Metabolism and Nutrition. The four academic units share a joint admissions committee, several courses, a seminar series and other events for students and faculty within the cluster. The goal of the cluster system is to encourage interdisciplinary interactions among both trainees and faculty, and to allow students flexibility in designing their particular course of study. The Ph.D. degree is administered by the Committee.
on Microbiology and is recommended when the student has fulfilled the requirements stipulated in his or her individual program; has met the divisional requirements for the degree; and, in the opinion of the committee, has attained competence in research in his or her field of specialization.

MICROBIOLOGY COURSES

MICR 30600. 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
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals Sequence
Terms Offered: Autumn
Equivalent Course(s): BIOS 25206

MICR 31200. Host Pathogen Interactions. 100 Units.
This course explores the basic principles of host defense against pathogens, including evolutionary aspects of innate and adaptive immunity and immune evasion strategies. Specific examples of viral and bacterial interactions with their hosts are studied in depth. A review of immunological mechanisms involved in specific cases is incorporated in the course.
Instructor(s): A. Chervonsky
Prerequisite(s): BIOS 25206 and BIOS 25256
Terms Offered: Autumn
Equivalent Course(s): BIOS 25260, IMMU 31200

MICR 31600. Molecular Basis of Bacterial Disease. 100 Units.
This course meets one of the requirements of the microbiology specialization. This lecture/discussion course involves a comprehensive analysis of bacterial pathogens, the diseases that they cause, and the molecular mechanisms involved during pathogenesis. Students discuss recent original experimental work in the field of bacterial pathogenesis.
Instructor(s): D. Missiakas, J. Chen
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals Sequence
Terms Offered: Winter
Equivalent Course(s): BIOS 25216

MICR 34101. Molecular Genetics and Cell Biology of Prokaryotes. 100 Units.
Prokaryotic life is extremely diverse and distinguished by unique molecular and genetic properties. This graduate-level course will explore the molecular basis of prokaryotic life in a hybrid lecture/discussion-based format. Students will be expected to read and discuss primary scientific papers that provide historical and functional insight into fundamental features of prokaryotic cell biology, metabolism and physiology.
Instructor(s): S. Mukherjee, S. Light
Terms Offered: Spring

MICR 34600. 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
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals Sequence and third- or fourth-year standing
Terms Offered: Spring
Equivalent Course(s): BIOS 25287

MICR 35900. Medical Microbiology. 100 Units.
Provides an overview of the clinically important microorganisms and their role in the causation of human infectious disease. The objectives of the course are to discuss mechanisms of microbial pathogenesis and host manifestations of disease, provide knowledge of the common organisms associated with specific infectious disease presentations as foundation for a system (organ)-based approach to diagnosis, and to describe the role of the clinical diagnostic laboratory in identification of pathogens and disease management. Lectures are held three days a week in 50-minute periods. Additionally, students attend weekly laboratory sessions during the quarter and participate in student-led case-based discussion groups with a faculty preceptor on a weekly basis. Two multiple-choice exams are administered, as well as a final laboratory practical exam and several laboratory quizzes.
Instructor(s): J. Benoit, G. Randall
Terms Offered: Spring
Prerequisite(s): Second year medical students only or consent of instructor

MICR 38000. Fundamentals and Applications of the Human Microbiota. 100 Units.
Thousands of microbes colonize the human body to collectively establish the human microbiota. Research findings over the past two decades have led to a growing appreciation of the importance of the microbiota in various facets of human health. This course will explore the human microbiota through a critical review of the primary scientific literature. The first portion of the course will cover distinct ways by which the human microbiota impacts mammalian health. The second part of the course will focus on established and developing microbiota-targeting biotechnologies. Students will leave the course with a general understanding of the current state of human microbiota research and its therapeutic and diagnostic applications.
Instructor(s): S. Light, M. Mimee
Terms Offered: Winter
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals Sequence
Equivalent Course(s): MENG 23210, BIOS 25207, MENG 33210
MICR 39200. Tutorial: Microbiology. 100 Units.
Additional readings in an area of Microbiology. Must be prearranged with a faculty member and preapproved by the chair of the Curriculum Committee.
Instructor(s): G. Randall Terms Offered: Autumn Spring Summer Winter

MICR 39900. Readings: Microbiology. 100 Units.
Reading course in an area of Microbiology of special interest to the student. Must be prearranged with a faculty member and preapproved by the chair of the Curriculum Committee.
Instructor(s): G. Randall Terms Offered: Autumn Spring Summer Winter

MICR 40000. Microbiology Research Forum. 100 Units.
All graduate students and honors undergraduate students of the Committee on Microbiology will present their research in a central forum, the data club, once each year. Students and postdoctoral fellows present their recent research data for critical evaluation by the faculty of the Committee on Microbiology. This course provides a forum to ensure continued progress of graduate students in their thesis projects. First year graduate students are required to register for the course.
Instructor(s): G. Randall Terms Offered: Autumn Spring Winter

MICR 47000. Thesis Research: Microbiology. 300.00 Units.
Laboratory research for senior graduate students.
Instructor(s): G. Randall Terms Offered: Autumn Spring Summer Winter
Chair
• Matthew Brady

Professors
• Maria-Luisa Alegre, Medicine
• George Bakris, Medicine
• Graeme Bell, Medicine
• Antonio Bianco, Medicine
• Deborah Burnet, Medicine
• Eugene Chang, Medicine
• Alexander Chervonsky, Pathology
• Anita Chong, Surgery
• Suzanne Conzen, Medicine
• Anna DiRienzo, Human Genetics
• David Ehrmann, Medicine
• Murray Favus, Medicine
• Godfrey Getz, Pathology (Emeritus)
• Bana Jabri, Medicine
• James Liao, Medicine
• Kay Macleod, Ben May Department for Cancer Research
• J. Michael Millis, Surgery
• Cathryn Nagler, Pathology
• Deborah Nelson, Pharmacological and Physiological Sciences
• Louis Philipson, Medicine
• Vivek Prachand, Surgery
• Eve Van Cauter, Medicine
• Yingming Zhao, Ben May Department for Cancer Research
• Xiaoxi Zhuang, Department of Neurobiology

Associate Professors
• Marc Bissonnette, Medicine
• Matthew Brady, Medicine
• Ronald Cohen, Medicine
• Yan Chun Li, Medicine
• Jeremy Marks, Pediatrics
• Silvana Pannain, Medicine
• Esra Tasali, Medicine

Assistant Professors
• Lev Becker, Ben May Department for Cancer Research
• Eunice Chen, Psychiatry & Behavioral Neuroscience
• Dianne Deplewski, Pediatrics
• Alexandra Dumitrescu, Medicine
• Daria Esterhazy, Pathology
• Yun Fang, Medicine

Research Associate (Professor)
• Catherine Reardon Alulis, Pathology

Research Associate (Assistant Professor)
• Mark Musch, Medicine
The Committee on Molecular Metabolism and Nutrition is a dynamic and interactive research unit of the University of Chicago offering interdisciplinary doctoral training in the molecular basis of biological processes as they relate to nutrition and human disease. The graduate program in molecular metabolism and nutrition offers a program of study leading to the Doctor of Philosophy in Molecular Metabolism and Nutrition. Faculty expertise includes the areas of insulin secretion, diabetes genetics, nutritional regulation of epithelial cell biology, intestinal absorption, adaptation, and malabsorption, water/nutrient/electrolyte transport, nutriceuticals, atherogenesis, abnormalities in lipid and lipoprotein metabolism, vitamin D research, insulin metabolic signaling, transcription factors and adipogenesis, impact of nutrition on reproductive biology, glucocorticoid action and sleep research. A mixture of nationally recognized senior faculty and dynamic junior faculty provide a stimulating and supportive environment designed to guide graduate students through course work and research training. Major resources include transgenic mouse facilities, flow cytometry, microscope imaging suites, microarray and gene chip facilities, computational labs and facilities for human research. The committee works closely with the government sponsored Diabetes Research and Training Center, Digestive Disease Research Core Center, Training Program in Digestive Diseases and Nutrition, and the Clinical Research Center to offer a broad array of choices for research topics.

The Committee on Molecular Metabolism and Nutrition is a member of the Biomedical Sciences Cluster, which also includes graduate programs from the Committee on Cancer Biology, the Committee on Immunology, and the Committee on Microbiology. The four academic units share several common courses, a seminar series, and additional common events for students and faculty within the cluster. The goal of the cluster system is to encourage interdisciplinary interactions among both trainees and faculty, and to allow students flexibility in designing their particular course of study.

ADMISSION

Students interested in obtaining the Ph.D. in Molecular Metabolism and Nutrition should submit an application to the Biological Sciences Division by December 1st of each year; indicate their cluster of interest as Biomedical Sciences and select Molecular Metabolism and Nutrition as their proposed degree program.

THE DEGREE OF DOCTOR OF PHILOSOPHY

Ph.D. requirements include:

• Completion of 9 course credits consisting of basic science, metabolism and elective courses.
• A preliminary exam in the form of a mock NIH-style grant proposal.
• A dissertation based on original research.
• A final thesis examination.

COMMITTEE ON MOLECULAR METABOLISM AND NUTRITION COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>MOMN 30910</td>
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<td>MOMN 31000</td>
<td>BMSC All Stars</td>
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<td>MOMN 31100</td>
<td>Ethics in Scientific Research</td>
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<td>MOMN 34310</td>
<td>Cellular Engineering</td>
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<td>MOMN 36500</td>
<td>Molecular Nutrition I</td>
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<tr>
<td>MOMN 36600</td>
<td>Molecular Nutrition II</td>
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<tr>
<td>MOMN 39900</td>
<td>Readings: Metabolism</td>
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<td>Research: Metabolism</td>
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<tr>
<td>MOMN 40400</td>
<td>New Insights into Metabolic Research</td>
<td>50</td>
</tr>
</tbody>
</table>
Committee on Neurobiology

Chair
• Daniel McGehee

Professors
• Edward Awh, Psychology
• Sliman Bensmaia, Organismal Biology and Anatomy
• Francisco Bezanilla, Biochemistry and Molecular Biology
• Jean Decety, Psychology
• Harriet de Wit, Psychiatry and Behavioral Neuroscience
• Glyn Dawson, Pediatrics
• Ruth Anne Eatock, Neurobiology
• David Freedman, Neurobiology
• Aaron P. Fox, Pharmacological and Physiological Sciences
• Elliot S. Gershon, Psychiatry and Behavioral Neuroscience
• Christopher Gomez, Neurology
• William Green, Neurobiology
• Elizabeth Grove, Neurobiology
• Melina Hale, Organismal Biology and Anatomy
• Christian Hansel, Neurobiology
• Nicholas Hatsopoulos, Organismal Biology and Anatomy
• Leslie Kay, Psychology
• Andrea King, Psychiatry and Behavioral Neuroscience
• Richard P. Kraig, Neurology
• Yamuna Krishnan, Chemistry
• Daniel Margoliash, Organismal Biology and Anatomy
• Peggy Mason, Neurobiology
• James A. Mastronard, Neurology
• John Maunsell, Neurobiology
• Deborah Nelson, Pharmacological and Physiological Sciences
• Eduardo Perozo, Biochemistry and Molecular Biology
• Nanduri Prabhakar, Medicine
• Brian Prendergast, Psychology
• Victoria Prince, Organismal Biology and Anatomy
• Clifton Ragsdale, Neurobiology
• Anthony T. Reder, Neurology
• Raymond P. Roos, Neurology
• S. Murray Sherman, Neurobiology
• Sangram Sisodia, Neurobiology
• Betty Soliven, Neurology
• Wei-Jen Tang, Ben May Department of Cancer Research
• V. Leo Towle, Neurology
• Edward Vogel, Psychology
• Ming Xu, Anesthesia and Critical Care
• Xiaoxi Zhuang, Neurobiology

Associate Professors
• Jason MacLean, Neurobiology
• Sarah London, Psychology
• Jeremy Marks, Pediatrics
• Stephanie Palmer, Organismal Biology and Anatomy
• Wei Wei, Neurobiology
Assistant Professors

- Demet Arac, Biochemistry and Molecular Biology
- Stephanie Cacioppo, Psychiatry and Behavioral Neuroscience
- Robert Carrillo, Molecular Genetics and Cell Biology
- Ellie Heckscher, Molecular Genetics and Cell Biology
- Narayanan (Bobby) Kasthuri, Neurobiology
- Matthew Kaufman, Organismal Biology and Anatomy
- Sarah Keedy, Psychiatry and Behavioral Neuroscience
- Paschalis Kratsios, Neurobiology
- Engin Özkan, Biochemistry and Molecular Biology
- Mark Sheffield, Neurobiology
- Xiaochang Zhang, Human Genetics

The Committee on Neurobiology is an interdepartmental committee designed to provide training and instruction for students interested in the biology of the nervous system, and to encourage communication and the exchange of ideas between faculty members and students interested in neurobiology. Recent technical and conceptual developments in neuroscience have produced remarkable growth in this field. The committee reflects this growth in its structure, having members from different departments whose research interests include a broad spectrum of approaches from the biochemical and molecular to the behavioral and comparative. The committee aims to provide broad training in technical and theoretical aspects of the neurosciences.

The Degree of Doctor of Philosophy

Students initially are admitted to the Division of the Biological Sciences and must meet divisional requirements. The progress of each student will be supervised during the first year by the Student Advising Committee until the student chooses a thesis advisor. Upon choosing a thesis advisor, an advisory committee chaired by a tenured faculty member who is not the student’s thesis advisor is formed. The advisory committee consists of at least four faculty members with a majority being members of the Committee on Neurobiology. As a student’s focus changes, the composition of the advisory committee may be modified.

Each student is required to take three core courses, two graded laboratory rotations and four electives (one of which has to be a quantitative course). Usually these courses will be taken during the first year and part of the second year. Required courses include a series of courses on cellular, developmental, and systems neurobiology. Elective courses focus on topics such as neuropharmacology, systems neurophysiology, development, physiology of ion channels and statistics.

During the first year, in addition to taking courses, students rotate through different laboratories. During the second year, the student writes a thesis proposal in NRSA format and defends this before the advisory committee. For the purposes of the divisional requirements, this is the examination testing the candidate’s qualifications for candidacy.

The original observations included in the final Ph.D. dissertation should be judged suitable for publication. The final oral examination for the Ph.D. degree consists of a public seminar and a private defense conducted by the advisory committee and by other such members of the University faculties as may be deemed suitable.

Neurobiology Courses

NURB 30107. Behavioral Neuroscience. 100 Units.
This course provides an introduction to neuroethology, examining brain activity relative to behaviors and organisms evaluated from an adaptive and evolutionary perspective. It starts with a brief introduction to classical ethology, and then develops a series of example animal model systems. Both invertebrate and vertebrate models are considered although there is a bias towards the latter. Many of these are “champion” species. There is a heavier demand for reading original data papers than typical in introductory graduate level courses. An integral part of the course is a series of assignments where you develop grant proposals describing novel science experiments in the animal models, thereby challenging your knowledge of the material and teaching aspects of scientific writing. In recent years there has been more computational material presented. The course is not available to undergraduates without prior approval of the instructor.

Instructor(s): D. Margoliash
Terms Offered: Spring

Note(s): The course is not available to undergraduates without prior approval of the instructor.
Equivalent Course(s): CPNS 30107, PSYC 40107

NURB 31600. Survey of Systems Neuroscience. 100 Units.
This lab-centered course teaches students the fundamental principles of vertebrate nervous system organization. Students learn the major structures and the basic circuitry of the brain, spinal cord and peripheral nervous system. Somatic, visual, auditory, vestibular and olfactory sensory systems are presented in particular depth. A highlight of this course is that students become practiced at recognizing the nuclear organization and cellular architecture of many regions of brain in rodents, cats and primates.

Instructor(s): Oswald, A. M.
Terms Offered: Autumn
Prerequisite(s): NSCI 20130. For Biological Sciences majors: Three quarters of a Biological Sciences fundamentals sequence
Equivalent Course(s): NSCI 23500, CPNS 30116, ORGB 32500, BIOS 24208

NURB 31800. Cellular Neurobiology. 100 Units.
This course is concerned with the structure and function of the nervous system at the cellular level. The cellular and subcellular components of neurons and their basic membrane and electrophysiological properties will be described. Cellular and molecular aspects of interactions between neurons will be studied. This will lead to functional analyses of the mechanisms involved in the generation and modulation of behavior in selected model systems.
Instructor(s): R. A. Eatock, X. Zhuang, D. McGehee Terms Offered: Winter
Equivalent Course(s): CPNS 30000

NURB 32000. Intro To Faculty Research. 100 Units.
First-year students in Neurobiology and Computational Neuroscience are required to attend this chalk talk series where faculty members looking for rotating students present the research conducted in their labs.
Terms Offered: Autumn
Equivalent Course(s): CPNS 31900

NURB 32300. Molecular Principles of Nervous System Development. 100 Units.
This elective course provides an overview of the fundamental questions in developmental neurobiology. It is based on primary research papers and highlights key discoveries in vertebrate and invertebrate animals that advanced our understanding of nervous system development. Topics covered, among others, will include neural stem cells, neuronal specification and terminal differentiation, and circuit assembly. Dogmas and current debates in developmental neurobiology will be discussed, aiming to promote critical thinking about the field. This advanced-level course is open to upper level undergraduate and graduate students and combines lectures, student presentations, and discussion sections. Neuroscience major undergrads need to have completed the Fundamentals of Neuroscience sequence.
Instructor(s): E. Grove, P. Kratsios Terms Offered: Spring
Prerequisite(s): For undergrads: NSCI 20110, 20120, 20130 and a basic understanding of Genetics, or "BIOS 20187" (Fundamentals of Genetics) is recommended, but not required.
Equivalent Course(s): DVBI 32300, CPNS 32300, NSCI 22300

NURB 32400. Synaptic Physiology. 100 Units.
This course covers the basic principles of synaptic transmission and plasticity using a combination of lecture and discussion of primary literature. Lecture topics cover membrane electrical phenomena that lead to release of neurotransmitter presynaptically, as well as the physiological consequences of postsynaptic receptor activation. Paper discussions, which make up ~ 2/3 of the course, are centered on two major topics: 1) The molecular machinery controlling synaptic vesicle exocytosis and recycling, and 2) Synaptic plasticity covering LTP, LTD, Metaplasticity, Spike-timing dependent plasticity and Homeostatic plasticity. There is significant emphasis on the connections between the various forms of synaptic modification and behavior.
Instructor(s): D. McGehee Terms Offered: Winter
Prerequisite(s): Upper undergrads by consent of instructor
Equivalent Course(s): NSCI 23400

NURB 32870. Neural Interfaces for Restoration and Augmentation. 100 Units.
The objective of this course is to survey the science and engineering that underlie Brain-Machine Interfaces (BMIs). This course will discuss a variety of neural interfaces to restore sensory or motor function. I will describe the neural systems and the hardware and algorithms involved, and explore the general principles that guide attempts to read signals directly from the nervous system to drive extra-corporeal devices, bypassing the muscles, and write signals back in to restore sensation, bypassing native sensory transduction. I will leverage BMI experiments taking place in Chicagoland (including UChicago) for live demonstrations of BMIs in action.
Instructor(s): S. Bensmaia Terms Offered: Autumn
Prerequisite(s): NSCI 20101
Equivalent Course(s): CPNS 32870, NSCI 22870

NURB 32900. Perspectives in Drug Abuse. 100 Units.
It is a broad overview course about drug abuse, that is appropriate for graduate students as well as undergraduates. It includes lectures on epidemiology, genetics, neurobiology, experimental methods, policy and treatment, as well as lectures on several specific drug classes. Lectures are by Dr. de Wit and by other invited faculty members, and students are required to present and discuss recent published papers during classes.
Instructor(s): H. de Wit Terms Offered: Spring
Equivalent Course(s): NSCI 21800, BIOS 24135

NURB 33400. Genetic Approaches in Neurobiology. 100 Units.
This course is more technique oriented. The goal is to give a good coverage of different genetic approaches as well as different aspects of neurobiology. Topics are organized by genetic approaches as the following: 1) Transgenic. 2) Gene targeting. 3) Gene replacement. 4) Conditional knockout. 5) Genetic and optical control of neural activity. 6) Transgenic facilitated imaging. 7) Forward genetics and genetic screening. The selection of a variety of papers throughout the course aims to cover different neural pathways, neurotransmitters, receptor/
channel types, signaling pathways, and functional implications (learning, memory, addiction, development etc). Specific emphasis will be on the integration of molecular, cellular and systems level approaches in understanding behavior. Lecture time will be devoted to the genetic approaches. Students will present and discuss papers. We will have 2-3 papers each lecture.

Instructor(s): X. Zhuang Terms Offered: Spring

NURB 33500. Protein Structure and Functions in Medicine. 100 Units.
This course explores how molecular machinery works in the context of medicine (vision, fight or flight, cancer, and action of drugs). We first explore the physical and biochemical properties of proteins in the context of cellular signaling. We then examine how proteins and other cellular components make up the signal transduction pathway of humans and conduct their biological functions. The course engages students to strengthen their scientific communication and teaching skills via the in-class podcast, oral examinations, computer-aided structural presentations, student lectures, and discussions.

Instructor(s): W-J. Tang Terms Offered: Spring
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence. Biochemistry strongly recommended.
Equivalent Course(s): BIOS 21349, CABI 31900

NURB 34133. Neuroscience of Seeing. 100 Units.
This course focuses on the neural basis of vision, in the context of the following two questions: 1. How does the brain transform visual stimuli into neuronal responses? 2. How does the brain use visual information to guide behavior? The course covers signal transformation throughout the visual pathway, from retina to thalamus to cortex, and includes biophysical, anatomical, and computational studies of the visual system, psychophysics, and quantitative models of visual processing. This course is designed as an advanced neuroscience course for undergraduate and graduate students. The students are expected to have a general background in neurophysiology and neuroanatomy.

Instructor(s): W. Wei, J. Maunsell, M. Sherman, S. Shevell Terms Offered: Autumn
Prerequisite(s): NSCI 20111 or BIOS 24110 or consent of instructor
Equivalent Course(s): BIOS 24133, NSCI 22400, CPNS 34133, PSYC 34133, PSYC 24133

NURB 34600. Neurobiology of Disease I. 100 Units.
This graduate-level, 100-unit course has an unusual format aimed at fostering lively discussion and interaction. There will be 10 meetings spread at 1-month intervals over the winter, spring and fall quarters. Each meeting will focus on a topic such as Epilepsy, Alzheimer’s, or Autism, and feature a brief introduction (by a student) and chalk talks by two faculty, one on clinical aspects of the disease and one on basic research approaches. The student's grade is based on the presentation at one meeting and participation across all meetings.

Instructor(s): Garcia, A., Mendelson, S. Terms Offered: Autumn Spring Winter
Note(s): Class meets on the 3rd Wednesday of the month; 100 credits given after 3 quarters attendance. Equivalent Course(s): CPNS 34600

NURB 36050. Principles of Data Science and Engineering for Laboratory Research. 100 Units.
The quantity of data gathered from laboratory experiments is constantly increasing. This course will explore the latest concepts, techniques and best-practice to create efficient data analysis pipelines. We will focus on the python ecosystem. By the end of the course, you are expected to be able to apply appropriate tools to streamline your own data analysis.

Instructor(s): J. Yu Terms Offered: Winter
Prerequisite(s): Familiarity with coding in python.
Equivalent Course(s): CPNS 36050, PSYC 46050

NURB 38800. Neuroscience Ethics. 100 Units.
Neuroscience Senior Ethics class: compulsory for Neurobiology and Computational Neuroscience PhD students in their 4th year (to fulfill BSD ethics requirement). The course, directed by the graduate programs chairs, will consist of 4 sessions with invited speakers to be held in May and June.

Instructor(s): D. McGehee Terms Offered: Winter
Equivalent Course(s): CPNS 38800

NURB 39900. Readings: Neurobiology. 300.00 Units.
Subject matter for individual tutorial-based study is selected through prior consultation and is given under the guidance of a faculty member. The student and faculty member must indicate at time of registration whether the course will be taken on a letter grade or pass/fail basis.

NURB 40100. Rsch: Neurobiology. 300.00 Units.
The student conducts original investigation under the direction of a faculty member. The research is presented and defended as a dissertation in candidacy for the degree of Doctor of Philosophy.
NURB 70000. Advanced Study: Neurobiology. 300.00 Units.
Advanced Study: Neurobiology
Department of Public Health Sciences

Chair
- Diane S. Lauderdale

Professors
- Habibul Ahsan
- James J. Dignam
- Robert D. Gibbons, Medicine
- Donald Hedeker
- Dezheng Huo
- Yuan Ji
- R. Tamara Konetzka
- Benjamin B. Lahey
- Diane S. Lauderdale
- Harold Pollack, School of Social Service Administration
- John A. Schneider, Medicine

Associate Professors
- Kavi Bhalla
- Lin Chen
- Brian Chiu
- Brandon Pierce
- Eric Polley
- Mei-Yin Polley

Assistant Professors
- Aresha Martinez-Cardoso
- Prachi Sanghavi
- Loren Saulsberry
- Marcia Tan

Case Senior Scientist
- Jonathan Ozik, Argonne National Laboratory

Public Health Sciences (PHS) is the home in the Biological Sciences Division to biostatistics, epidemiology and health services research. These core fields in public health research share a focus on the development and implementation of complex analytic methods to understand the determinants of health, the efficacy of experimental treatments, and the structure of health care at the population level. Bringing together these fields in one department underscores their commonality and enhances opportunities for interdisciplinary research. Faculty members lead local, national, and international studies, and also welcome opportunities to collaborate with faculty across the Biological Sciences Division and the university. Substantively, our research themes include social and environmental determinants of health, genetics and disease, the economics of health care, and the evaluation and implementation of new technologies in public health and clinical care. In terms of methodological expertise, areas in which our faculty has developed innovative approaches include: risk factor measurement; multilevel, clustered and longitudinal data; clinical trials; administrative health data; social networks; and statistical methods to assess the genetic and molecular basis of disease.

Program of Study

Currently, the Department of Public Health Sciences offers the Master of Science in Public Health Sciences for Clinical Professionals, the Master of Public Health (MPH)/(MD-MPH), and a Ph.D. program. Current information on graduate programs is available from the department’s website at http://health.uchicago.edu/ (http://health.bsd.uchicago.edu/).

The Degree of Doctor of Philosophy

The Department of Public Health Sciences at the University of Chicago offers a program of study leading to the Ph.D. with emphasis in biostatistics, epidemiology or health services research. This program will prepare individuals for research careers in population-based research in human health and biomedical science. The program is organized around a common quantitative core curriculum designed to prepare students methodologically for more in-depth study in their chosen field and for dissertation research. Beyond the core
Department of Public Health Sciences

curriculum, each student will choose a major disciplinary area of concentration, take a sequence of advanced courses in that area, and prepare a dissertation of independent, original, and rigorous research. Opportunities for such concentrated study will be available in the three broad areas of biostatistics, epidemiology and health services research, areas of expertise represented by department faculty.

In addition to the concentration, each student will choose a minor program of study in another area either represented by department faculty or offered elsewhere in the Biological Sciences Division or on campus. Tailored to each individual student, the minor will vary in its degree of specificity from student to student. It may be in one of the broad areas represented by the department, or in a more specialized area. Examples of specialized minors include psychiatric or cancer epidemiology, health economics, economics of aging, clinical trials design, cancer biology, genetic or molecular epidemiology, bioinformatics, or medical decision theory.

PROGRAM REQUIREMENTS

Students should expect to complete the program in 5 years by fulfilling the following requirements:

Complete 18 graduate level courses, including:

- A core curriculum of up to six courses.
- A major concentration program approved by the faculty consisting of at least 7 additional courses in a disciplinary domain (such as biostatistics).
- A minor program approved by the faculty consisting of at least 3 additional courses in a second disciplinary area.

Successfully complete a course in scientific integrity and the ethical conduct of research, usually in the first year of study (divisional ethics requirement).

Pass a multi-part preliminary examination demonstrating mastery of the core curriculum and of foundational knowledge in the chosen area of concentration.

Teach two quarters for credit in pre-approved teaching assistant positions in the biological sciences (divisional teaching requirement).

Establish a doctoral dissertation committee, present proposed dissertation research to members of that committee and other interested faculty, and obtain written approval from the committee on the proposed dissertation research.

Prepare and defend a doctoral dissertation of independent, original, and rigorous research in the chosen area of concentration.

Participate in the departmental seminar, in weekly faculty/student workshops, and in research workshops that overlap with the chosen area of concentration.

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>PBHS 30910</td>
<td>Epidemiology and Population Health</td>
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<tr>
<td>PBHS 32400</td>
<td>Applied Regression Analysis</td>
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<td>PBHS 31001</td>
<td>Epidemiologic Methods</td>
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<td>PBHS 32700</td>
<td>Biostatistical Methods</td>
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<td>PBHS 35100</td>
<td>Health Services Research Methods</td>
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</tr>
<tr>
<td>PBHS 35500</td>
<td>Introduction to U.S. Health Policy and Politics</td>
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</tbody>
</table>

APPLICATION FOR ADMISSION

Applications for the PhD program should be received by December 1st for matriculation in Autumn Quarter and should consist of a BSD application (including three letters of recommendation), uploaded official transcript(s) from all degree institutions, GRE scores (optional), TOEFL scores (if applicable), CV/detailed relevant work history, a personal statement, and a research statement indicating area of major concentration.

Interested students should visit the department website at https://pbhs.uchicago.edu.

MASTER OF PUBLIC HEALTH (MPH)

The Department of Public Health Sciences at the University of Chicago offers a program of study leading to the degree of Master of Public Health. This program will prepare individuals for careers as public health professionals or researchers. The program follows a competency-based curriculum that provides proficiency in several public health disciplines, including biostatistics, epidemiology, health policy and management, social and behavioral sciences, and environmental health sciences. Beyond the core curriculum, each student will choose an area of concentration and complete a sequence of advanced courses in that area. Areas of concentration include epidemiology and global health, health policy, and data science.

All students will complete a practicum experience, gaining hands-on training in public health research or applied public health practice, depending on the individual student's career goals. The practicum may be
completed with internal partners at the University of Medical Center, or with external partners in a range of public health settings. Students will work with program staff and faculty to identify an appropriate host site. The practicum experience is expected to include an average of 80-100 hours of hands-on public health or research experience.

PROGRAM REQUIREMENTS

The full-time program can be completed in as few as 5 academic quarters (4 full-time quarters and the summer practicum experience). Part-time options are also available. The following requirements must be fulfilled:

- Complete 13 graduate level courses, including:
  - A core curriculum of nine courses, including a practicum and a capstone course
  - A concentration consisting of four additional courses in the chosen field

The capstone project will include both a final paper and presentation. The culminating project may be research-based or applied, depending on the student’s interests and career objectives. Students will work with a faculty mentor who will provide guidance and feedback throughout the capstone experience.

Students are also encouraged to participate in departmental seminars, in weekly faculty/student works, and in research workshops that are of interest.

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<td>Regression Analysis for Health and Social Research</td>
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<td>PBHS 34100</td>
<td>Foundations of Public Health</td>
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<td>PBHS 34200</td>
<td>Health Communication &amp; Health Behavior Theory</td>
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<td>PBHS 34300</td>
<td>Public Health Programs: Planning, Implementation &amp; Evaluation</td>
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<td>Introduction to U.S. Health Policy and Politics</td>
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<tr>
<td>PBHS 31450</td>
<td>Social Inequalities in Health: Race/Ethnicity &amp; Class</td>
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<tr>
<td>PBHS 39200</td>
<td>MPH/MD-MPH Capstone Writing and Presentation</td>
<td>100</td>
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<tr>
<td>PBHS 39300</td>
<td>MPH/MD-MPH Practicum</td>
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APPLICATION FOR ADMISSION

Interested students should visit the program website at https://publichealth.bsd.uchicago.edu/.

DOCTOR OF MEDICINE - MASTER OF PUBLIC HEALTH (MD-MPH)

The Department of Public Health Sciences at the University of Chicago offers a program of study in partnership with the Pritzker School of Medicine that leads to the joint degree of Doctor of Medicine-Master of Public Health (MD-MPH). The program is designed for medical students with an interest in public health. Graduates of the program will be trained as physicians prepared for research and leadership positions in a variety of healthcare settings.

The MD-MPH is a five-year program requiring 1100 units of MPH coursework in addition to the MD curriculum at the Pritzker School of Medicine. Students first complete three years of coursework at the medical school. Medical students interested in pursuing the joint degree are encouraged to apply to the MPH program during the Autumn Quarter of their third year of medical school. Students accepted into the MPH program will leave the medical school following their third year to pursue full-time MPH coursework for one year. In the final year, students finish their fourth year of medical school requirements and the MPH capstone project.

PROGRAM REQUIREMENTS

Students must complete all requirements of the MD curriculum set forth by the Pritzker School of Medicine, as outlined here: http://graduateannouncements.uchicago.edu/graduate/thepritzkerschoolofmedicine/.

The program requires completion of 11 graduate level courses beyond the MD curriculum to count towards the MPH, including:

- A core curriculum of seven courses*
- A concentration consisting of four additional courses in the chosen field
Two courses from the MD curriculum, The American Healthcare System and Health Care Disparities in America: Equity and Advocacy, count towards both the MD and MPH requirements, reducing the number of additional core courses in the MPH curriculum.

The capstone project will include both a final paper and presentation. The culminating project may be research-based or applied, depending on the student's interests and career objectives. Students will work with a faculty mentor who will provide guidance and feedback throughout the capstone experience.

Students are also encouraged to participate in departmental seminars, in weekly faculty/student works, and in research workshops that are of interest.

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<tr>
<td>PBHS 39200</td>
<td>MPH/MD-MPH Capstone Writing and Presentation</td>
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<td>PBHS 39300</td>
<td>MPH/MD-MPH Practicum</td>
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<tr>
<td>MEDC 30710</td>
<td>The American Healthcare System</td>
<td>50</td>
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<tr>
<td>MEDC 60407</td>
<td>Health Care Disparities in America: Equity and Advocacy</td>
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</tr>
</tbody>
</table>

**APPLICATION FOR ADMISSION**

Applications for the MD-MPH program are due by January 15 for matriculation in Autumn Quarter. Interested students are encouraged to apply during the autumn quarter of their third year at Pritzker. Students should first speak with the Pritzker Dean of Students and obtain a signed Letter of Good Standing to accompany their application. In addition to this letter, the application includes an online application, transcript from the Pritzker School of Medicine, one letter of recommendation from a current Pritzker faculty member, resume or curriculum vitae, and a personal statement.

Interested students should visit the program website at [https://publichealth.bsd.uchicago.edu/](https://publichealth.bsd.uchicago.edu/).

**MASTER OF SCIENCE IN PUBLIC HEALTH SCIENCES FOR CLINICAL PROFESSIONALS**

The Master of Science Program for Clinical Professionals is a course of study in the theory, methods, and concepts of biostatistics, epidemiology, and health services research needed to design and carry out clinical and epidemiologic research programs. It is designed for the professional enhancement of physicians and other clinical professionals. The program can be completed in one year of full time study, or it can be undertaken in conjunction with a clinical fellowship or training program, in which case the course work may be distributed over two or three years. Students in the program acquire skills with basic statistical methods, followed by additional training in the fundamental theory and methods of epidemiology, biostatistics, and health services research. Through choice from a broad range of elective courses, students can specialize in one of the three disciplinary areas.

**ENTRANCE REQUIREMENTS**

Applicants should either have a doctoral level clinical degree (such as M.D., D.O., or nursing Ph.D.) from an accredited institution, or must have completed pre-clinical training at an accredited medical school. In the latter case, the candidate must provide a plan for completion of both the M.D. and S.M. degrees, and a letter of support from the candidate's medical school.

**PROGRAM REQUIREMENTS**

A candidate in this program for the degree of Master of Science in Public Health Sciences must complete the required and elective courses (nine courses in total), and complete a master’s paper.

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PBHS 30910</td>
<td>Epidemiology and Population Health</td>
<td>400</td>
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<tr>
<td>PBHS 31001</td>
<td>Epidemiologic Methods</td>
<td></td>
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<tr>
<td>PBHS 32100</td>
<td>Introduction to Biostatistics</td>
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<tr>
<td>PBHS 32410</td>
<td>Regression Analysis for Health and Social Research</td>
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<td>PBHS 35100</td>
<td>Health Services Research Methods</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 35500</td>
<td>Introduction to U.S. Health Policy and Politics</td>
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</tbody>
</table>
One of the following courses:  
PBHS 32600 Analysis of Categorical Data  
PBHS 32700 Biostatistical Methods  
PBHS 33300 Applied Longitudinal Data Analysis  
And three electives  
Total Units  
* STAT 22000 or equivalent can be substituted for this course.  

APPLICATION FOR ADMISSION  
Applications for the Master of Science in Public Health Sciences for Clinical Professionals program should be completed by December 1st for matriculation in Autumn Quarter.  

If the degree program will be pursued while the candidate will be participating in a clinical training program, a letter of support from the training program director is required. Candidates must also submit a statement describing how the proposed course of study will enhance their professional objectives. In addition, candidates must provide transcripts from all post secondary institutions, MCAT or GRE scores, and a completed Biological Sciences Division application.  

Interested students should visit the department website at http://health.uchicago.edu (http://health.bsd.uchicago.edu).  

PUBLIC HEALTH SCIENCES COURSES  

PBHS 30910. Epidemiology and Population Health. 100 Units.  
This course does not meet requirements for the biological sciences major. Epidemiology is the study of the distribution and determinants of health and disease in human populations. This course introduces the basic principles of epidemiologic study design, analysis, and interpretation through lectures, assignments, and critical appraisal of both classic and contemporary research articles.  
Instructor(s): D. Lauderdale Terms Offered: Autumn  
Prerequisite(s): STAT 22000 or other introductory statistics highly desirable. For BIOS students-completion of the first three quarters of a Biological Sciences Fundamentals sequence.  
Equivalent Course(s): ENST 27400, PPHA 36410, HLTH 20910, STAT 22810  

PBHS 31001. Epidemiologic Methods. 100 Units.  
This course expands on the material presented in "Principles of Epidemiology," further exploring issues in the conduct of epidemiologic studies. The student will learn the application of both stratified and multivariate methods to the analysis of epidemiologic data. The final project will be to write the "specific aims" and "methods" sections of a research proposal on a topic of the student's choice.  
Instructor(s): B. Chiu Terms Offered: Winter  
Prerequisite(s): PBHS 30910 AND PBHS 32400 or applied statistics courses through multivariate regression.  
Equivalent Course(s): STAT 35700  

PBHS 31200. Cancer Epidemiology. 100 Units.  
The purpose of this course is to review the basic concepts and issues relevant to cancer epidemiology. Specifically, this course will focus on interpreting cancer statistics, and describing the current state of knowledge regarding the etiology and risk factors for the major cancer sites. In addition, issues in research design and interpretation within the context of cancer epidemiology, as well as the molecular and cellular basis of carcinogenesis as it pertains to cancer occurrence in populations will be discussed. The course is appropriate for students who have an introductory knowledge of epidemiology. Previous study of cancer biology is helpful but not required.  
Instructor(s): B. Chiu Terms Offered: Winter. Not offered in 2021-22  
Prerequisite(s): PBHS 30910  
Equivalent Course(s): MEDC 31300, CCTS 43200, BIOS 25419  

PBHS 31300. Introduction to Infectious Disease Epidemiology. 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. Pyra Terms Offered: Spring  
Prerequisite(s): Biology majors: Three quarters of a Biological Sciences Fundamentals sequence. PBHS 30910 or introductory epidemiology or consent of instructor  
Equivalent Course(s): MEDC 31300, CCTS 43200, BIOS 25419
PBHS 31450. Social Inequalities in Health: Race/Ethnicity & Class. 100 Units.
This course examines how social stratification and social inequality shape racial/ethnic and socioeconomic inequalities in health. In particular, we will explore the production of race and class inequality in the US and draw on the extant theoretical and empirical literature to understand how these social factors influence health behaviors and health outcomes. Finally, we will review both the classic and emerging methodological approaches used by public health and social scientists to measure and test how these features of society get “under the skin” to shape a variety of health outcomes.
Instructor(s): Aresha Martinez-Cardoso Terms Offered: Spring
Equivalent Course(s): HLTH 27450

PBHS 31510. Critical Readings in Epidemiology. 100 Units.
Course consists of reading and critiquing important and innovative recent papers in epidemiology. Each week, there will be a different substantive or disease focus for the papers. Research areas covered will be primarily, but not exclusively, in noninfectious diseases. Different faculty will lead the discussion each week and students will prepare and present summary critiques of the articles.
Instructor(s): TBN Terms Offered: TBD
Prerequisite(s): PBHS 30910

PBHS 31710. Environmental Epidemiology. 100 Units.
Course description is forthcoming.
Instructor(s): B. Aschebrook-Kilfoy Terms Offered: Spring

PBHS 31831. Genetic & Molecular Epidemiology. 100 Units.
This course is designed for students with strong research interests related to identifying and characterizing the role of genetic and molecular features in human disease. Students will be introduced to the key concepts and methodological issues encountered in epidemiological studies that utilize genetic and molecular data. This course will train students on the theoretical and practical aspects of study design and data generation, and also provide the relevant hands-on training for quality control, management, and analysis of large-scale genomic/molecular data. Students are expected to have taken prior coursework in epidemiology, biostatistics, and genetics.
Instructor(s): B. Pierce Terms Offered: Spring
Prerequisite(s): PBHS 30910 (or introductory epidemiology) AND HGEN 47000 or consent of instructor.

PBHS 31900. Global Health Metrics. 100 Units.
This course provides an overview of the causes of illness and injury in populations across the world and the most important risk factors. We will discuss how population health is measured using summary indicators that combine mortality and non-fatal health outcomes. We will use these indicators to compare and contrast the health of populations across global regions and in time. Sound measurement of the global burden of disease is essential for prioritizing prevention strategies. Therefore, there will be a strong emphasis on understanding how data sources in information-poor settings are used to generate estimates of population health.
Instructor(s): Kavi Bhalla Terms Offered: Spring
Prerequisite(s): N/A
Equivalent Course(s): PBHS 27900, PBPL 27905, HLTH 27905

PBHS 32100. Introduction to Biostatistics. 100 Units.
This course will provide an introduction to the basic concepts of statistics as applied to the bio-medical and public health sciences. Emphasis is on the use and interpretation of statistical tools for data analysis. Topics include (i) descriptive statistics; (ii) probability and sampling; (iii) the methods of statistical inference; and (iv) an introduction to linear and logistics regression.
Instructor(s): J. Cursio Terms Offered: Autumn
Prerequisite(s): 2 quarters of pre-calculus
Note(s): *In addition to the course, there is a statistical computing workshop.
Equivalent Course(s): CCTS 45000

PBHS 32400. Applied Regression Analysis. 100 Units.
This course introduces the methods and applications of fitting and interpreting multiple regression models. The primary emphasis is on the method of least squares and its many varieties. Topics include the examination of residuals, the transformation of data, strategies and criteria for the selection of a regression equation, the use of dummy variables, tests of fit, nonlinear models, biases due to excluded variables and measurement error, and the use and interpretation of computer package regression programs. The techniques discussed are illustrated by many real examples involving data from both the natural and social sciences. Matrix notation is introduced as needed. Prerequisite: PBHS 32100. Equivalent Course(s): PBHS 32400
Terms Offered: Autumn Spring
Prerequisite(s): STAT 22000 or 23400 with a grade of at least C+, or STAT 22200 or 22600 or 24500 or 24510 or PBHS 32100, or AP Statistics credit for STAT 22000. Also two quarters of calculus (MATH 13200 or 15200 or 15300 or 16200 or 16210 or 15910 or 18300 or 19520 or 19620 or 20250 or 20300 or 20310). Equivalent Course(s): STAT 22400
PBHS 32410. Regression Analysis for Health and Social Research. 100 Units.
This course is an introduction to the methods and applications of fitting and interpreting multiple regression models. The main emphasis is on the method of least squares. 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. Stata computer package will be used extensively, but previous familiarity with Stata is not assumed. The techniques discussed will be illustrated by real examples involving health and social science data.
Instructor(s): James Dignam Terms Offered: Winter
Prerequisite(s): PBHS 32100 or STAT 22000 or equivalent
Equivalent Course(s): STAT 22401

PBHS 32600. Analysis of Categorical Data. 100 Units.
This course covers statistical methods for the analysis of qualitative and counted data. Topics include description and inference for binomial and multinomial data using proportions and odds ratios; multi-way contingency tables; generalized linear models for discrete data; logistic regression for binary responses; multi-category logit models for nominal and ordinal responses; loglinear models for counted data; and inference for matched-pairs and correlated data. Applications and interpretations of statistical models are emphasized.
Terms Offered: Winter
Prerequisite(s): STAT 22000 or 23400 with a grade of at least C+, or STAT 22200 or 22400 or 24500 or 24510 or PBHS 32100, or AP Statistics credit for STAT 22000. Also two quarters of calculus (MATH 13200 or 15200 or 15300 or 16200 or 16210 or 15910 or 18300 or 19520 or 19620 or 20250 or 20300 or 20310).
Equivalent Course(s): STAT 22600

PBHS 32700. 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): L. Chen Terms Offered: Spring
Prerequisite(s): PBHS 32400, STAT 22400 or STAT 24500 or equivalent or consent of instructor.
Equivalent Course(s): STAT 22700

PBHS 32901. Introduction to Clinical Trials. 100 Units.
This course will review major components of clinical trial conduct, including the formulation of clinical hypotheses and study endpoints, trial design, development of the research protocol, trial progress monitoring, analysis, and the summary and reporting of results. Other aspects of clinical trials to be discussed include ethical and regulatory issues in human subjects research, data quality control, meta-analytic overviews and consensus in treatment strategy resulting from clinical trials, and the broader impact of clinical trials on public health.
Instructor(s): M. Polley Terms Offered: Winter
Prerequisite(s): PBHS 32100 or STAT 22000; Introductory Statistics or Consent of Instructor
Equivalent Course(s): STAT 35201

PBHS 33300. Applied Longitudinal Data Analysis. 100 Units.
Longitudinal data consist of multiple measures over time on a sample of individuals. This type of data occurs extensively in both observational and experimental biomedical and public health studies, as well as in studies in sociology and applied economics. This course will provide an introduction to the principles and methods for the analysis of longitudinal data. Whereas some supporting statistical theory will be given, emphasis will be on data analysis and interpretation of models for longitudinal data. Problems will be motivated by applications in epidemiology, clinical medicine, health services research, and disease natural history studies.
Instructor(s): D. Hedeker Terms Offered: Spring
Prerequisite(s): PBHS 32400/STAT 22400 or equivalent, and PBHS 32600/STAT 22600 or PBHS 32700/STAT 22700 or equivalent; or consent of instructor.
Equivalent Course(s): STAT 36900, CHDV 32501

PBHS 33400. Multilevel Modeling. 100 Units.
This course will focus on the analysis of multilevel data in which subjects are nested within clusters (e.g., health care providers, hospitals). The focus will be on clustered data, and several extensions to the basic two-level multilevel model will be considered including three-level, cross-classified, multiple membership, and multivariate models. In addition to models for continuous outcomes, methods for non-normal outcomes will be covered, including multilevel models for dichotomous, ordinal, nominal, time-to-event, and count outcomes. Some statistical theory will be given, but the focus will be on application and interpretation of the statistical analyses.
Instructor(s): D. Hedeker Terms Offered: Autumn
Prerequisite(s): PBHS 32400 and PBHS 32700 or consent of instructor.
Equivalent Course(s): CHDV 32401

PBHS 33500. Statistical Applications. 100 Units.
This course provides a transition between statistical theory and practice. The course will cover statistical applications in medicine, mental health, environmental science, analytical chemistry, and public policy. Lectures
are oriented around specific examples from a variety of content areas. Opportunities for the class to work on interesting applied problems presented by U of C faculty will be provided. Although an overview of relevant statistical theory will be presented, emphasis is on the development of statistical solutions to interesting applied problems.

Instructor(s): R. Gibbons Terms Offered: Autumn
Prerequisite(s): PBHS 32700/STAT 22700 or STAT 34700 or consent of instructor.
Equivalent Course(s): STAT 35800, CHDV 32702

PBHS 34100. Foundations of Public Health. 100 Units.

This course provides an overview and introduction to the role, theories, and methods of health promotion and health behavioral science in addressing the public health needs of the 21st Century. The course will cover a wide range of topics including: the history of public health, the basic institutional and organizational structures created to monitor public health; socio-cultural factors in disease etiology and the role of social conditions and social policy in addressing critical public health problems; individual, group, and community strategies for health behavior change; and current issues (e.g., eHealth) in behavioral science for health promotion. The course provides students with the opportunity to critically analyze current literature and gain an understanding of health promotion, its evolution, underlying theories, applications, and effectiveness in promoting health and preventing illness.

Instructor(s): David Moskowitz Terms Offered: Autumn
Prerequisite(s): MPH students only; or consent of instructor

PBHS 34200. Health Communication & Health Behavior Theory. 100 Units.

This course addresses the psychological, social, and environmental determinants of a wide range of health and health-related behavior. Theoretical models from the behavioral and social sciences will be used to explain health behavior at the individual, interpersonal, and community levels. The course emphasizes the acquisition of theoretical understandings, but also is intended to improve actions or activities undertaken for the purpose of promoting, preserving, or restoring wellness. Towards that end, students in this course will learn how to use peer-reviewed research and key social marketing principles to develop a comprehensive and effective social marketing campaign; learn how to target health communication efforts towards specific audiences and via varied channels of distribution; understand the role of social media and technology in facilitating/influencing behavior changes; study current examples of successful social marketing initiatives; and discuss the ethics surrounding health communication and social marketing efforts.

Instructor(s): David Moskowitz Terms Offered: Winter
Prerequisite(s): MPH Students Only; or Consent of Instructor

PBHS 34300. Public Health Programs: Planning, Implementation & Evaluation. 100 Units.

The course is designed to provide students with an overview of how to develop public health programs and interventions. Students will learn the best ways to help solve the critical health issues affecting our communities at local, national, and international levels. Students will learn the start-to-finish processes of public health programming including understanding the problem using existing data, needs assessments/surveillance, using goals/objectives, basic design, message construction, planning, implementation, and creating an evaluation system that links back to goals/objectives. The course will also include an overview of effective evidence-based public health interventions that span multiple health domains and delivery modalities. Students will have the opportunity to create their own health programs through the quarter.

Instructor(s): David Moskowitz Terms Offered: Spring
Prerequisite(s): MPH Students Only; or Consent of Instructor

PBHS 34400. Computer Programming for Public Health. 100 Units.

Course description forthcoming.

Instructor(s): TBN Terms Offered: Winter

PBHS 34500. Machine Learning for Public Health. 100 Units.

This course provides an introduction to machine learning in the context of public health and medical applications. Key concepts in the design and evaluation of machine learning algorithms will be presented. A variety of algorithms will be covered (e.g., random forests, splines, boosting, neural networks, and ensembles) and include hands-on experience with programming in R.

Instructor(s): E. Polley Terms Offered: Spring
Note(s): Limited to MPH Students; Consent of Instructor for PBHS Graduate and Doctoral Students

PBHS 34600. Qualitative Methods for Health Research. 100 Units.

This course is designed to train students in qualitative research methodology, from conceptualization, through design and data collection processes. It includes an in-depth discussion of qualitative research design and the role of theory in guiding and informing a research project. Students will learn to delineate research problems and design considerations that are best suited for qualitative over quantitative methods. Specifically, the course focuses on training, through lecture, group work and hands-on experiences, across four data collection methods commonly used in qualitative research: observation, interview, focus group, and use of existing qualitative data. Students will undertake a pilot research study as a means of practicing their qualitative research conceptualization and data collection skills. Multiple data analyses techniques (e.g., content analysis, narrative analysis) will be explained.

Instructor(s): David Moskowitz Terms Offered: Winter
PBHS 35000. Fundamentals of Health Services Research: Theory, Methods and Applications. 100 Units.
This course is designed to provide an introduction to the fundamentals of health services research. The basic concepts of health services research will be taught with an emphasis on both their social scientific foundations and the methods needed for their practical application to empirically relevant research. Theoretical foundations will draw on principles from economics, sociology, psychology, and the other social sciences. Methodological topics to be covered will include techniques for data collection and analysis, including outcomes measurement, survey methods, large data set research, population-based study design, community based participatory research, research based in clinical settings, qualitative methods, cost-effectiveness analysis, and tools of economic and sociological analysis. The theoretical and empirical techniques taught will emphasize those relevant to the examination of health care costs, quality, and access. Major applications will include: measurement and improvement of health care quality, analysis of health disparities, analysis of health care technology, and analysis of health care systems and markets. Students prepare a grant proposal as the final assignment for this course.
Instructor(s): D. Meltzer, M. H. Chin Terms Offered: Summer
Equivalent Course(s): CCTS 45200, PPHA 47900

PBHS 35100. Health Services Research Methods. 100 Units.
The purpose of this course is to better acquaint students with the methodological issues of research design and data analysis widely used in empirical health services research. To deal with these methods, the course will use a combination of readings, lectures, problem sets (using STATA), and discussion of applications. The course assumes that students have had a prior course in statistics, including the use of linear regression methods.
Instructor(s): P. Sanghavi Terms Offered: Spring
Prerequisite(s): At least one course in linear regression and basic familiarity with STATA; or consent of instructor.
Equivalent Course(s): PPHA 38010, SSAD 46300, HLTH 29100

PBHS 35500. Introduction to U.S. Health Policy and Politics. 100 Units.
The purpose of this course is to introduce students to the concepts needed to critically evaluate U.S. health policy issues. The course will 1) provide an overview of the U.S. health system including its institutions, stakeholders, and financing mechanisms, 2) describe the politics of health and illuminate how the structure of our political system shapes health policy outcomes, and 3) offer a framework for assessing the critical features central to health policy debates. Building upon this knowledge, the course will conclude with a discussion of strategies for influencing the health policy process and how they might be employed in future leadership roles within the health sector.
Instructor(s): Loren Saulsberry Terms Offered: Autumn
Prerequisite(s): None
Equivalent Course(s): PPHA 37720, SSAD 45011, PBHS 28500, HLTH 25500

PBHS 38010. Economic Analysis of Health Policies. 100 Units.
This course covers the foundations of the economics of health care as applied to current issues of health care policy. Content includes demand for health, medical care, and insurance; supply of medical care and behavior of health care practitioners; and economic perspectives on measurement in health care research. Using a combination of lectures, readings, problem sets, and discussion of newspaper and journal articles, the goal is for students to acquire a basic understanding of economic knowledge and thinking and to be able to apply that knowledge in analyzing policies. The course is open to graduate students and a limited number of undergraduates. A prior course in microeconomics is recommended; for those students without this preparation, the beginning of the course will include a short primer on key concepts in microeconomics.
Instructor(s): T. Konetzka Terms Offered: Winter
Note(s): Microeconomics course recommended
Equivalent Course(s): PPHA 38290, HLTH 28010

PBHS 38400. Advanced Topics in Health Economics. 100 Units.
The purpose of this course is to provide substantial exposure to the state of the evidence and the major theoretical and empirical approaches used to study salient issues in health economics. Selected topics may vary from year to year; examples include health capital, health insurance, health behaviors, health care market structure and competition, not-for-profit ownership, payment incentives, and the effects of information on provider behavior (e.g. public reporting and value-based purchasing) and consumer behavior (e.g., advertising and medical decision making)
Instructor(s): T. Konetzka Terms Offered: Winter. Not offered in 2021-22
Prerequisite(s): Graduate courses in microeconomics and econometrics or statistics, including the use of linear and nonlinear regression methods.

PBHS 39000. Master's Readings: Public Health Sciences. 300.00 Units.
Arrange course content and meeting times with instructor.

PBHS 39100. Master's Research: Public Health Sciences. 300.00 Units.
Arrange course content and meeting times with instructor.

PBHS 39200. MPH/MD-MPH Capstone Writing and Presentation. 100 Units.
Capstone writing and presentation.
Problem solvers and policy analysts need to make decisions every day. Methods of decision making range from simple mental processes to complex computer algorithms. Students learn advanced decision-making techniques and tools of decision analysis in written group assignments and in accompanying computer lab. Students will also learn and apply concepts of cost-effectiveness, cost-benefit, and cost-utility analysis with social service, medical, public health applications. Doctoral students and master’s students who intend to take the course Advanced Topics in Ethics for Public Health Sciences need a prerequisite for "Advanced Topics in Ethics for Public Health Sciences" and "Mediation, moderation, and spillover effects." This course is designed for graduate students and advanced undergraduate students from the social sciences, education, public health science, public policy, social service administration, and statistics who are involved in quantitative research and are interested in studying causality. The goal of this course is to equip students with basic knowledge of and analytic skills in causal inference. Topics for the course will include the potential outcomes framework for causal inference; experimental and observational studies; identification assumptions for causal parameters; potential pitfalls of using ANCOVA to estimate a causal effect; propensity score based methods including matching, stratification, inverse-probability-of-treatment-weighting (IPTW), marginal mean weighting through stratification (MMWS), and doubly robust estimation; the instrumental variable (IV) method; regression discontinuity design (RDD) including sharp RDD and fuzzy RDD; difference in difference (DID) and generalized DID methods for cross-section and panel data, and fixed effects model. Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite. This course is a prerequisite for "Advanced Topics in Causal Inference" and "Mediation, moderation, and spillover effects." This course begins with basic probability and distribution theory, and covers a wide range of topics related to Bayesian modeling, computation, and inference. Significant amount of effort will be directed to teaching students on how to build and apply hierarchical models and perform posterior inference. The first half of the course will be focused on basic theory, modeling, and computation using Markov chain Monte Carlo methods, and the second half of the course will be about advanced models and applications. Computation and application will be emphasized so that students will be able to solve real-world problems with Bayesian techniques.

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PBHS 49000. Ph. D. Rdgs: Public Health Sciences. 300.00 Units.
Arrange course content and meeting times with instructor.

PBHS 49100. Ph. D. Rsch: Public Health Sciences. 300.00 Units.
Arrange course content and meeting times with instructor.

PBHS 70000. Advanced Study: Public Health Sciences. 300.00 Units.
Advanced Study: Public Health Sciences
Clinical Departments in the Biological Sciences

Faculty in the Division of the Biological Sciences participate in undergraduate and graduate medical education through the Pritzker School of Medicine, and maintain a vital clinical enterprise through the University of Chicago Medical Center. Twelve clinical departments offer a wide variety of educational and research opportunities to students and treatment options to patients. In addition, one of these departments, described in the section on the Basic Biological Sciences, offers graduate programs leading to the PhD degree: Radiology (Medical Physics). Brief descriptions of each of the clinical departments appear below. Additional details about our clinical departments can be found by visiting the Biological Sciences Division (http://biologicalsciences.uchicago.edu) and Pritzker School of Medicine (http://pritzker.uchicago.edu) websites.

Department of Anesthesia and Critical Care

The Department of Anesthesia and Critical Care offers clinical training and educational and research opportunities for qualified students at all levels. While one mission of the department is to provide high quality clinical anesthesia (including pain therapy, intensive care, and perioperative management), the Department of Anesthesia and Critical Care also maintains active research programs in neurobiology, echocardiography, patient safety, psychomotor pharmacology, clinical pharmacology (including herbal medications in conjunction with the TANG Center), and outcomes research. Educational opportunities for students occur at the undergraduate level, in graduate courses that are led by our faculty, during the course of the medical school curriculum, and at the post graduate level. We also provide pre doctoral and post doctoral positions in our laboratories and provide post residency clinical training in critical care, pain management, cardiothoracic anesthesia and pediatric anesthesia. Individuals seeking opportunities for research or study within the department are invited to call the Chairman of the Department of Anesthesia and Critical Care, Pritzker School of Medicine, 5841 South Maryland Avenue, MC 4028, Chicago, IL 60637, telephone: (773) 702-2545.

Department of Family Medicine

The Department of Family Medicine was established by Bernard Ewigman, MD MSPH, who was recruited as the Founding Chairman in 2002. Since that time, the Department has grown to include many clinical practices, over 70 faculty members, medical student education, a residency program, fellowship programs, and a practice based research network. The Department is based primarily at the University of Chicago, the NorthShore University Health System and in the communities served both on the south and north sides of the Chicagoland area. The Department is unique in its focus on community based practice, education in community based settings, and research and scholarship relevant to improving primary care in both urban and suburban practice and the health of the communities we serve.

Department of Medicine

The Department of Medicine is comprised of nearly 300 full-time faculty members who provide clinical, translational, and basic research training for individuals at all levels, including College, undergraduate medical, graduate medical, and post-doctoral trainees. Because of the diverse interests of the faculty, the department is organized into sub-specialty sections with each represented by nationally recognized leaders in their field. The sections include cardiology, computational medicine, dermatology, endocrinology, emergency medicine, gastroenterology, geriatrics, general internal medicine, genetic medicine, hospital medicine, nephrology, infectious disease, hematology/oncology, pulmonary/critical care medicine and rheumatology.

The Department of Medicine has a long tradition of conducting original and rigorous biomedical and clinical research of fundamental significance in addition to providing a full range of outpatient, inpatient, and consultative services. Trainees can work with departmental faculty through participation in degree granting programs in the Pritzker School of Medicine or graduate programs, post-graduate residency and fellowship programs, or other specialty research programs.

Further information can be obtained from the appropriate degree granting entity or post-graduate training program. General questions can be directed to the Vice Chairs for Research: Dr. Julian Solway or Dr. Bana Jabri.

Department of Neurology

The Department of Neurology offers clinical training and research opportunities in the study of the nervous system and in neurological disorders. The department has a number of educational programs directed towards medical students, graduate students, residents and post residency fellows. These programs offer instruction in basic and translational research and in clinical neurology as well as the subspecialties of neurology that include pediatric neurology, neuroimmunology, neurovirology, clinical neurophysiology and sleep disorders, stroke, movement disorders and cognitive disorders. The department does not admit students nor offer a degree program. Nevertheless, opportunities are available for students who have been admitted to a Ph.D. program to pursue research under the direction of several of the department's faculty who direct laboratory research programs in basic neuroscience and/or neurological disease research. Post doctoral and post residency positions
are also available. Candidates for graduate and post graduate study are invited to visit the faculty and explore opportunities for research. Please contact the department at (773) 702-7860

DEPARTMENT OF OBSTETRICS AND GYNECOLOGY

The Department of Obstetrics and Gynecology is located in the Chicago Lying-in Hospital in Hyde Park, which is an integral part of the University of Chicago Medical Center complex. The department is dedicated to the health care of women and has an outpatient clinic adjacent to the hospital. The faculty care for women with high risk pregnancies, gynecologic malignancies, those requiring complex gynecologic and pelvic reconstructive surgery as well as minimal invasive surgery, reproductive health and complex contraception, and problems of reproductive endocrinology & infertility, including assisted reproductive technologies.

The educational activities of the department are multi-faceted and include medical students, residents and fellows under the supervision of the faculty. We have recently established an affiliation with an excellent community-based academic institution in Evanston, NorthShore University Health System. This led to a major expansion of our clinical and research activities which are carried out within the department at both sites and encompass basic translational laboratory investigation, clinical trials and population-based epidemiology. We encourage students, interns, and residents to participate in these scientific endeavors and a large number pursue careers in academic medicine.

Our Departmental activities take place in the outpatient setting, the labor and delivery suite, the operating rooms, the inpatient wards, and in our laboratories. Research opportunities are available in all the subspecialty areas as well as genetics. Subspecialty fellowships are also available in Family Planning, Maternal-Fetal Medicine and Urogynecology and Pelvic Reconstructive Surgery. For more information, please call (773) 702-6726.

DEPARTMENT OF PATHOLOGY

Please see the listing under http://pathology.uchicago.edu/

DEPARTMENT OF PEDIATRICS

The Department of Pediatrics offers instruction and research in normal and abnormal growth and development of infants and children and in the prevention, diagnosis and treatment of illness in children. All educational activities are integrated with research and scholarly endeavors to advance knowledge in the field of child healthcare. The Department of Pediatrics has clinical and research facilities at the University of Chicago Medicine Comer Children's Hospital; at La Rabida Children’s Hospital and Research Center (children's chronic diseases); at the University of Chicago friend Family Health Center at 55th and Cottage Grove Avenue; and at ambulatory clinical facilities at pediatric offices located in the southern suburbs and northwest Indiana.

Comprising over 100 faculty and research associates, the department conducts extensive research programs in a wide range of disciplines related to child health, growth, development and public policy. Research is conducted at all of the sites mentioned above. Postdoctoral fellows, both M.D.s and Ph.D.s, as well as undergraduate medical students conduct research and receive research education guided by departmental faculty.

Candidates for graduate and post graduate study are invited to visit with the various faculty to explore a wide range of opportunities. Contact the office of the department chair at the University of Chicago Medicine Comer Children’s Hospital, 5721 South Maryland Avenue, MC8000, Suite K160, Chicago, IL 60637, or call (773) 702-6205.

DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL NEUROSCIENCE

Full time faculty in the Department of Psychiatry and Behavioral Neuroscience teach and deliver inpatient, outpatient, and consultation services in mood disorders, anxiety disorders, personality disorders, eating disorders, addictive disorders, and schizophrenia. Primary and affiliated teaching and clinical institutions besides the University of Chicago Medical Center include Evanston Hospital and Chicago Lakeshore Hospital. Assessments include psychiatric diagnostic evaluation, psychological testing, neuropsychological testing, and other structured evaluations. Interventions may include a broad range of individual, family, and group therapies, including cognitive behavioral, psychodynamic, and psychopharmacologic treatments. Electroconvulsive therapy is available. Specialties in the Child and Adolescent Section include attention deficit hyperactivity disorder, disruptive behavior disorders, developmental disorders, and behavioral and learning difficulties. Major research efforts across the Department are in molecular pharmacology, behavioral psychopharmacology, behavioral and molecular genetics, affective neuroscience and neuroimaging, and psychopharmacology.

The department does not offer any degrees, but elective opportunities are available for degree candidates from other programs. Major educational opportunities for medical students, graduate students, interns, residents, fellows, other physicians and clinical psychologists are linked to through http://psychiatry.uchicago.edu/.

For more information, please contact the Psychiatry Office of Education at (773) 702-0529 or the Chair of Psychiatry at (773) 834-7008, further contact information available at http://psychiatry.uchicago.edu/.
Clinical Departments in the Biological Sciences

DEPARTMENT OF RADIATION AND CELLULAR ONCOLOGY

The Department of Radiation and Cellular Oncology currently provides clinical radiation oncology services at four practice locations: the University of Chicago’s Center for Advanced Medicine (DCAM), the Outpatient Care Center (OCC) at the University of Illinois at Chicago, the University of Chicago Comprehensive Cancer Center at Silver Cross, and at Sherman Hospital. Approximately 1900 patients per year are treated at these facilities. State of the art clinical facilities include 8 image-guided linear accelerator treatment systems, stereotactic radiosurgery/stereotactic body radiotherapy, high dose-rate brachytherapy, and multislice wide-bore CT scanners.

The department conducts basic and translational research in cancer biology, radiation treatment physics and radiation biology. The department stresses a basic science approach to radiation oncology and state of the art investigation of molecular aspects of cancer through joint research programs with faculty members in the Division of the Biological Sciences. In addition a broad spectrum of clinical research is supported, including internal and multi-institutional treatment protocols and outcomes analysis.

The Department of Radiation and Cellular Oncology, in conjunction with the Department of Radiology, offers programs leading to the Ph.D. degree in medical physics. For more information, refer to the Committee in Medical Physics listing.

DEPARTMENT OF RADIOLOGY

Please see the Graduate Program in Medical Physics listing under Basic Biological Sciences.

DEPARTMENT OF SURGERY

The Department of Surgery has a very active research program spanning the basic, translational, and clinical sciences. While traditionally surgery has focused on the excision of diseased tissues and repair of injury, it is now equally concerned with specific interventions that facilitate tissue regeneration, supplement the body through the transplantation of organs and the implantation of synthetic materials and tissues developed in vitro, and target particular diseased cells or modulate the behavior of normal cells.

Research in the Department of Surgery is organized into several focus areas including transplantation immunology and inflammation, carcinogenesis and metastasis, tissue regeneration and engineering, and cardiothoracic and vascular research. Each of these areas encompasses multiple clinical specialties within the department.

Specific current research programs include studies of the immune response to synthetic materials, mechanisms of immune tolerance in transplantation, crosstalk between the intestinal microbiome and the intestinal epithelium, molecular therapeutic strategies in brain cancer, tumorigenesis and metastasis in prostate and ovarian cancer, and signaling mechanisms in heart failure.

Faculty members of the Department of Surgery teach in a number of courses in the College and are members of a variety of graduate programs in the Biological Sciences Division. They are also extensively involved in the Medical Scientist Training Program (M.D.-Ph.D). Undergraduate, graduate and medical students interested in participating in research within the department should contact individual investigators.
The Pritzker School of Medicine

Mission

At the University of Chicago, in an atmosphere of interdisciplinary scholarship and discovery, the Pritzker School of Medicine is dedicated to inspiring diverse students of exceptional promise to become leaders and innovators in science and medicine for the betterment of humanity.

Overview

The University of Chicago matriculated its first class of medical students in 1927 and today is a national leader in training physicians and physician-scientists. The great traditions which underlie the school’s history include the presence of a full-time teaching faculty devoted to working with students, a strong emphasis on research and discovery, and a commitment to translating the most recent advances in biomedical science to the bedside.

The Pritzker School of Medicine is unique among medical schools in that it is on the campus of a major research university, allowing our medical students ample opportunity to find and participate in extracurricular activities and to take in cultural attractions and events. In 2009, the Pritzker School of Medicine began rolling out a reorganized curriculum, known as the Pritzker Initiative. This curriculum emphasizes active learning, integration among the clinical and basic sciences, and scholarship and discovery. Building on Pritzker’s legacy of producing research scholars, the curriculum also includes a Scholarship and Discovery thread which requires the completion of a mentored scholarly project.

The University of Chicago Medicine

The University of Chicago Medicine, which includes the Center for Care and Discovery, plus Comer Children’s Hospital, Bernard A. Mitchell Hospital and the Duchossois Center for Advanced Medicine, serves as the teaching facility for the Pritzker School of Medicine.

The medical center is a leader in research and treatment of disorders such as cancer, gastrointestinal disease, diabetes, lung disease, heart disease, neurological disorders, musculoskeletal disorders and others. It houses more than 100 specialty clinics and provides medical care during more than 500,000 in-hospital, outpatient and emergency room visits a year.

University of Chicago Medicine currently has more than 800 physicians and 1,600 nurses, as well as more than 900 residents and fellows (physicians working in advanced specialty training in medical science, leading to specialty board certification). It is a major provider of health care for the immediate neighborhood of more than 700,000 people, and has engaged in a long-term effort to construct a more rational collaborative system of doctors’ offices, clinics, community hospitals and academic centers to provide care for all the people who live on the South Side of Chicago. Community-based training opportunities include relationships with nearby physicians and hospitals, and an academic affiliation with the NorthShore University Health System, which includes three suburban hospitals. It has regional burn and perinatal units. Clinical experiences are also offered at LaRabida Children’s Hospital (https://larabida.org/) and Lake Shore HealthCare Rehabilitation Centre.

Please visit http://pritzker.uchicago.edu for complete information on our curriculum, our initiatives, and application instructions.

NorthShore University Health System

Headquartered in Evanston, Ill., NorthShore University HealthSystem (NorthShore) is a comprehensive, fully integrated, healthcare delivery system that serves the greater North Shore and northern Illinois communities. The system includes four Hospitals – Evanston Hospital, Glenbrook Hospital, Highland Park Hospital and Skokie Hospital. In addition, the health system has more than 2,400 affiliated physicians, including a 600-physician, multispecialty physician group practice with over 70 office locations - NorthShore University HealthSystem Medical Group. Further, NorthShore is committed to excellence in its academic mission and supports teaching and research as the principal teaching affiliate for the University of Chicago Pritzker School of Medicine.

The NorthShore University HealthSystem Research Institute focuses on clinical and translational research, including leadership in outcomes research and clinical trials.

The HealthSystem has significant capabilities in a wide spectrum of clinical programs, including neurosciences, cancer, heart, orthopaedics, high-risk maternity and pediatrics. NorthShore is a national leader in the implementation of innovative technologies, including electronic medical records, (EMR). In 2003, the HealthSystem was among the first in the country to successfully launch a system wide EMR with demonstrable benefits in quality, safety and service to patients. NorthShore has been recognized by multiple national organizations for this notable achievement.
COMBINED MD/PHD PROGRAMS IN THE DIVISION OF THE BIOLOGICAL SCIENCES AND PRITZKER SCHOOL OF MEDICINE

The University of Chicago’s Pritzker School of Medicine has an exceptionally rich tradition of interdisciplinary scholarship. Each year, typically 15 to 20 percent of the graduating medical school class also graduates with a PhD. In the spirit of this tradition, the Pritzker School of Medicine offers a wide selection of joint degree programs for individuals interested in the critical interface of medicine, biological sciences, and society.

Students interested in combining clinical and biomedical research can combine their MD training with education toward a PhD in one of the degree granting units (see section on Basic Sciences) within the Biological Sciences Division. The Pritzker School of Medicine is also home to several highly competitive and award winning NIH funded MD/PhD training programs including the Medical Scientist Training Program (MSTP) and the Growth, Development and Disabilities Training Program (GDDTP). Students interested in pursuing a PhD degree in the Humanities or Social Sciences can do so as part of a unique MD-PhD program in Medicine, Social Sciences and Humanities (MESH). Students may also graduate with additional master degrees in business, law or policy.

For further information about this program, please visit: http://pritzker.uchicago.edu/page/joint-degrees
(http://pritzker.uchicago.edu/page/joint-degrees/)

MEDICAL SCIENTIST TRAINING PROGRAM

The University of Chicago Medical Scientist Training Program is a challenging interdisciplinary training program in biomedical sciences which leads to an MD from the Pritzker School of Medicine and to a PhD in the Interdisciplinary Scientist Training Program (ISTP). Our trainees graduate prepared to assume successful leadership roles in the evolving world of 21st century academic biomedicine. Being one of the earliest programs to obtain federal funding in 1967, the MSTP at the University of Chicago is currently one of the longest running in the country.

The MD is awarded through the Pritzker School of Medicine, one of the top 10 graduate schools in the nation. With the introduction of the Pritzker Initiative in Autumn 2009, students will be educated in smaller classes with more individual attention from faculty, with an emphasis on active learning and scholarship, will be integrated among disciplines when possible, and in an atmosphere that highlights the relationship between basic and clinical sciences.

For their graduate work, trainees will be part of the ISTP, the degree-granting arm of the MSTP. This program is a novel, adaptable mechanism for students to obtain highly-integrated, interdisciplinary training. Trainees will be part of a flexible PhD program that offers superb educational opportunities and rigorous training in the highly integrated environment of Chicago Biomedicine at The University of Chicago. The ISTP also provides a programmatic identity that fosters a seamless progression of our students through the medical and graduate phases of their training.

The program is designed for students who seek broad careers in biomedical related research and a desire to apply both clinical and research expertise to solve the most pressing problems in medical science. Typically students begin their full-time PhD research after completion of their first year of medical studies and return to medical school after they have successfully defended their PhD thesis. On average, MSTP trainees complete both degrees in 8 years.

For further information about this program, please visit: http://pritzker.uchicago.edu/page/mstp-medical-scientist-training-program (http://pritzker.uchicago.edu/page/mstp-medical-scientist-training-program/)

GROWTH, DEVELOPMENT AND DISABILITIES TRAINING PROGRAM

The Growth, Development and Disabilities Training Program (GDDTP) is a unique opportunity available to University of Chicago medical students who decide to pursue an advanced PhD degree after they have started medical school. The program began over 40 years ago and in 2003 received the first NICHD Mentor Award for Excellence in Research Training.

Entry into the program is available for students who have completed two years (occasionally one year) of medical studies. Students wishing to be considered for the program generally acquire relevant laboratory experience, fulfill at least some graduate courses requirements and seek out a research sponsor and graduate degree unit during their first two years of medical studies, in anticipation of their application to the program.

The program is unique in that it offers medical students the opportunity to pursue a PhD degree after they have started medical school. This represents a major opportunity for students at the Pritzker School of Medicine, who frequently become so enthusiastic about research during their first or second year of medical school that they decide to take a leave from medical studies to pursue a PhD degree. A wide variety of PhD degree granting units is available to trainees, most often in the Biological Sciences Division.

Students interested in the program may submit formal applications in the winter quarter of their first or second year of medical studies. When all necessary supporting material, including transcripts and letters of
recommendation, is received, the students undergo two formal interviews. Decisions are announced in the spring, with appointment to the grant in July. Demonstrated interest and commitment to basic research, as evidenced by prior experience and accomplishment, as well as strong academic record, are major criteria for selection.

Trainees in the program receive a maximum of five years of support which generally includes three years of support during the PhD phase and the remainder of the MD training (the two clinical years). Financial aid covers full tuition, fees and a stipend supplemented to national competitive levels to support living expenses.

For further information about this program, please visit: http://pritzker.uchicago.edu/page/growth-development-and-disabilities-training-program

**MD-PhD Program in Medicine, Social Sciences and Humanities (MESH)**

The program is based on the premise that physicians should acquire special competence in another area of scholarship in order to address the overlapping social, economic, scientific, ethical, legal and humanistic problems which medicine as an enterprise, and as a profession, faces today.

Doctoral studies may be pursued in any of the departments within the social sciences (including Anthropology, Economics, History, Philosophy, Political Science, Psychology or Sociology) or humanities, in the Committee on Social Thought or the Conceptual and Historical Studies of Science Division, or the schools of divinity or public policy. Research may also be conducted through the Center for Health and the Social Sciences, the Morris Fishbein Center for the Study of the History and Science of Medicine, or the MacLean Center for Clinical Medical Ethics. Following completion of their doctoral studies, students in the program are expected to return to medical school to resume work toward the MD degree.

For further information about this program, please visit: http://pritzker.uchicago.edu/page/md-phd-programs-medicine-social-sciences-and-humanities
Students in the Division of the Humanities investigate the varied achievements of the human mind in language and literature, music, the visual arts, and philosophy. These investigations can range from the methods of the established humanistic disciplines to the newer alliances of humanities and social sciences, from the history of a civilization to the philosophy of science, from the aesthetics of a literary genre to the broader cultural occasions that bring the visual arts into contact with linguistic theory or musicology into contact with anthropology. The division regards a multiplicity of questions and approaches as the hallmark of its intellectual life and encourages its students to share in this diversity.

The academic units of the division guide and support the students' scholarly interests and inquiry and are correspondingly varied. These programs of study are described in detail in this section of the Announcements.

The University is known for its interdisciplinary approach. Students cross disciplines easily by taking courses in different fields as well as through participation in Graduate Workshops, established under the auspices of the Council on Advanced Studies. These interdisciplinary workshops bring together students and faculty in the Divinity School, the Division of the Humanities, and the Division of Social Sciences for ongoing and collaborative exchange of ideas around particular areas of interest. Interdisciplinary work also takes place in many different venues such as the Centers for Area Studies, Interdisciplinary Centers, and Interdisciplinary Programs. The interdisciplinary and area centers are described in another section of these Announcements.

ADMISSION TO THE DIVISION

The Division of the Humanities invites applications from students whose breadth of academic experience and fitness for the specific field of study suggest the potential for scholarly achievement. In general, only applicants holding the bachelors degree or equivalent, with excellent academic records, are admitted. Faculty recommendations and the applicant's statement of purpose are carefully weighed. Research papers, publications, and other works may also be considered by the admissions committees during their evaluations. The admissions selection committee for each department reviews all the applications submitted by the deadline for admission for autumn quarter of the following year. During this selection, all available places and financial aid are allocated for the following academic year. An offer of admission is made only for the next academic year and cannot be deferred.
Master of Arts in Digital Studies of Language, Culture, and History

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

People

- Faculty Director: David Schloen
- Associate Director: Miller C. Prosser
- Digital Studies Faculty Board (https://digitalstudies.uchicago.edu/people/)

Overview

The University of Chicago's program in Digital Studies of Language, Culture, and History provides a one-year Master of Arts (https://digitalstudies.uchicago.edu/overview-timeline/) curriculum intended for full-time students who have a bachelor's degree in the humanities or in a related discipline such as history, anthropology, or linguistics. In addition, a joint BA/MA (https://digitalstudies.uchicago.edu/bama/) and undergraduate Minor (https://digitalstudies.uchicago.edu/minor/) in Digital Studies are offered to students in the College of the University of Chicago, and a Graduate Certificate (https://digitalstudies.uchicago.edu/graduate-certificate/) in Digital Studies is available to graduate students in other programs of the University. The MA in Digital Studies (https://digitalstudies.uchicago.edu/overview-timeline/) qualifies as a STEM Designated Degree Program (https://www.ice.gov/sites/default/files/documents/Document/2016/stem-list.pdf) under the regulations of the United States Immigration and Customs Enforcement agency.

The Digital Studies program at the University of Chicago responds to the growing demand for academic rigor in the loosely defined field of digital humanities (https://en.wikipedia.org/wiki/Digital_humanities/) and the need to certify technical competence in this area. The program equips students of the humanities to pursue careers that utilize their skills in research, writing, and critical thinking in tandem with the use of software for the study of human languages and cultures, past and present.

The Digital Studies faculty and staff (https://digitalstudies.uchicago.edu/people/) represent a wide range of academic fields, including linguistics, literary studies, media studies, history, philosophy, anthropology, archaeology, art history, visual arts, musicology, and religious studies. The participants in this program share a common interest in understanding the impact of digital technology in modern society and in using digital tools to represent, explore, analyze, publish, and preserve the products of human language and culture. Products amenable to digital study range from everyday speech and writing to historical documents and literary texts, and include music and art as well as mundane objects, places, and institutions.

The Digital Studies courses (https://digitalstudies.uchicago.edu/course-descriptions/) are designed to foster, not only technical skills in coding and data analysis, but also an understanding of the history of digital computing and its cultural impact from the perspective of the humanities. Students in these courses are introduced to computer programming and the use of software libraries via three widely used programming languages: Python, R, and JavaScript. Learning to code in these languages is the gateway for students to understand and use cutting-edge digital tools and data standards to manage, analyze, and publish data, with emphasis on the kinds of data—textual, visual, sonic, spatial, and temporal—commonly encountered in the humanities.

This curriculum enables students, not just to understand and use computational methods, but to see digital computing as a cultural activity in its own right—an activity to be studied with respect to its historical development, social setting, cultural impact, and aesthetic qualities, as well as the ethical dilemmas it creates in our increasingly digitized and networked world.

Degree Requirements

The MA program in Digital Studies of Language, Culture, and History is a one-year program in which students take 10 courses (9 for credit and 1 non-credit) from early September to early June and complete an MA thesis by the end of July. The course requirements are broken down as follows:

- 1 three-week intensive September course (non-credit) on computer programming using the Python programming language, immediately preceding the Autumn Quarter.
- 1 discussion-oriented seminar in the Autumn Quarter on the history of computing and current debates in digital humanities.
- 5 courses on data management, data analysis, data publication, and natural language processing (2 in Autumn, 2 in Winter, 1 in Spring).
- 3 elective courses in any field of the humanities or humanistic social sciences (1 in Winter and 2 in Spring); at least one of the elective courses must have a digital component.
- completion of the MA thesis by May 15 for June graduation, with the option of completing it by June 15 for graduation in late August, at the end of the Summer Quarter.
Master of Arts in Digital Studies of Language, Culture, and History

SEPTEMBER (BEFORE THE START OF THE AUTUMN QUARTER)
- DIGS 30000 Introduction to Computer Programming for Digital Studies MA Students. Introduction to Computer Programming (intensive 3-week non-credit course)

AUTUMN QUARTER
- DIGS 30002 Data Analysis for the Humanities I
- DIGS 30003 Data Management for the Humanities
- DIGS 30007 Introduction to Digital Humanities

WINTER QUARTER
- DIGS 30004 Data Analysis for the Humanities II
- DIGS 30005 Data Publication for the Humanities
- Approved elective
- Selection of MA thesis topic and confirmation of a thesis adviser

SPRING QUARTER
- DIGS 30006 Natural Language Processing
- DIGS 30008 Thesis Preparation
- Approved elective
- Approved elective
- Ongoing work on the MA thesis, due May 15 for June graduation or June 15 for August graduation

SUMMER QUARTER
Completion of the MA thesis, if the student has not submitted it in time to receive the MA degree at the end of the Spring Quarter in mid-June. The final deadline by which the thesis must be submitted to the faculty adviser and to the Director of Digital Studies is June 15, in time for the student to receive the MA degree at the end of the Summer Quarter in late August.

- Students who have not completed a thesis by May 15 may still participate in the June Convocation (https://convocation.uchicago.edu/), provided that they have fulfilled all other degree requirements; however, they will not receive the MA degree until the thesis has been completed and deemed acceptable.
- Students who submit a thesis by May 15 are eligible to graduate with the MA degree in mid-June, if the thesis is deemed acceptable. However, many students will require more time to complete the thesis and will submit it by June 15 in the expectation of receiving the MA degree at the end of the Summer Quarter.
- Students do not need to register for any courses in the Summer Quarter and they are not required to be in residence in the Chicago area while they complete the thesis.

ADMISSION
The Master of Arts in Digital Studies of Language, Culture, and History program welcomes a cohort of students dedicated to exploring humanistic knowledge in the digital realm.

INFORMATION ON HOW TO APPLY
The application process for admission and financial aid for all graduate programs in the Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: http://humanities.uchicago.edu/students/admissions (http://humanities.uchicago.edu/students/admissions/).

Questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

International students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). (Current minimum scores, etc., are provided with the application.) For more information, please see the Office of International Affairs website at https://internationalaffairs.uchicago.edu, or call them at (773) 702-7752.

Further information is available at https://digitalstudies.uchicago.edu/application (https://digitalstudies.uchicago.edu/application/)

CONTACT INFORMATION
- digitalstudies@uchicago.edu
- (773) 702-1552

DIGITAL STUDIES COURSES
DIGS 30000. Introduction to Computer Programming for Digital Studies MA Students. 000 Units.
This is a three-week intensive non-credit course that is offered in September, before the Autumn Quarter. It provides an introduction to computer programming and computational concepts using the Python programming language. It is a prerequisite for the other Digital Studies core courses (students who are already experts in
Python may request an exemption from taking this course, subject to the approval of the Director of Digital Studies. The intensive version of this course in September is primarily intended for incoming students in the one-year Digital Studies MA program, who are given priority in enrollment. Space permitting, however, it is open to undergraduate and graduate students in other programs (undergraduates will enroll via the Summer Session using the DIGS 20001 course code while graduate students will enroll using the DIGS 30000 course code). However, students who are not in the one-year Digital Studies MA program should plan to take the non-intensive version of this course in the Spring Quarter (DIGS 20001/30001). Students in the joint BA/MA program in Digital Studies are encouraged to take the non-intensive version of this course in the Spring Quarter but they have the option of taking it in September, if necessary.

Terms Offered: Autumn. Offered in September, before the Autumn Quarter.

DIGS 30001. Introduction to Computer Programming. 100 Units.
This course provides an introduction to computer programming and computational concepts using the Python programming language. It is a prerequisite for many of the other Digital Studies core courses (students who are already experts in Python may request an exemption from taking this course, subject to the approval of the Director of Digital Studies). The textbook for this course is Think Python (second edition) by Allen B. Downey, which is available online, free of charge. The Spring Quarter version of this course is open to all undergraduate and graduate students; however, students doing the undergraduate Minor or the joint BA/MA in Digital Studies are given priority in enrollment. An equivalent but accelerated course (DIGS 30000) is offered in September for incoming students in the one-year Digital Studies MA program.

Terms Offered: Spring Summer. DIGS 20001/30001 is offered every Spring Quarter as a full-length course and in Summer as an intensive three-week course in the September term.
Equivalent Course(s): DIGS 20001

DIGS 30002. Data Analysis for the Humanities I. 100 Units.
This course provides an introduction to statistics and computational data analysis. Topics covered include probability, distributions, and statistical inference, as well as linear regression and logistic regression. Students will learn how to use Python libraries for statistics and plotting within Jupyter Notebooks. The textbook for this course is OpenIntro Statistics, which is available online, free of charge. Students who have taken the University of Chicago course STAT 22000 or an equivalent statistics course may request an exemption from taking this course, subject to the approval of the Director of Digital Studies. Prerequisite: DIGS 20001/30000/30001, “Introduction to Computer Programming” (or equivalent expertise in Python).

Terms Offered: Autumn
Prerequisite(s): DIGS 20001/30000/30001, “Introduction to Computer Programming” (or equivalent expertise in Python)
Equivalent Course(s): DIGS 20002

DIGS 30003. Data Management for the Humanities. 100 Units.
This course introduces concepts and techniques related to the representation and management of digital data, with emphasis on the forms of data encountered in the humanities. Topics covered include: (1) digital text encoding using the Unicode and XML standards, with attention to the TEI-XML tagging scheme of the Text Encoding Initiative; (2) digital typefaces (“fonts”) for displaying encoded characters; (3) digital encoding of 2D images, 3D models, sound, and video; (4) database models and querying languages (especially SQL for relational databases and SPARQL for non-relational RDF-graph databases), with attention to methods for integrating and querying the kinds of semi-structured and heterogeneous data characteristic of the humanities; (5) ontologies, the Semantic Web, and related technical standards; and (6) cartographic concepts (e.g., coordinate systems and map projections) and the basics of geospatial data management using Geographic Information Systems. This course has no prerequisite; i.e., prior knowledge of computer programming is not required.

Terms Offered: Autumn
Prerequisite(s): DIGS 20001/30000/30001, “Introduction to Computer Programming” (or equivalent course in computer programming)
Equivalent Course(s): DIGS 20003

DIGS 30004. Data Analysis for the Humanities II. 100 Units.
This course builds on DIGS 20002/30002, “Data Analysis for the Humanities I,” by introducing students to the R language and R packages for data analysis. Topics covered include data mining, data visualization, and high-performance computing techniques for analyzing large datasets. This course provides a high-level conceptual introduction to machine learning, social network analysis, and spatial data analysis. The goal is to make students familiar with these methods and aware of their role in linguistic, cultural, and historical studies, as a basis for further study of these methods.

Terms Offered: Winter
Prerequisite(s): DIGS 20001/30000/30001, “Introduction to Computer Programming” (or an equivalent course in computer programming) and DIGS 20002/30002, “Data Analysis for the Humanities I” (or an equivalent statistics course)
Equivalent Course(s): DIGS 20004

DIGS 30005. Data Publication for the Humanities. 100 Units.
This course introduces software techniques and tools for building Web browser apps written in HTML5, CSS, and JavaScript with emphasis on user interfaces for presenting information to researchers and students in
the humanities. Topics covered include: (1) the use of application programming interfaces (APIs) to integrate into Web apps the various analysis, visualization, and database services provided by external systems; (2) the transformation of data into formats appropriate for publication on the Web; and (3) the use of persistent identifiers for reliable citation of published data and the problems of archiving and preserving scholarly data.

Terms Offered: Winter
Prerequisite(s): DIGS 20001/30000/30001, “Introduction to Computer Programming” (or an equivalent course in computer programming)
Equivalent Course(s): DIGS 20005

DIGS 30006. Natural Language Processing. 100 Units. 
This course introduces software techniques and tools for natural language processing (NLP) using Python. Topics covered include a review of character-string processing and NLP methods for part-of-speech tagging, lemmatization, morphological segmentation, sentence splitting, named entity recognition, co-reference resolution, sentiment analysis, and topic modeling. This course also provides a high-level conceptual overview of recent work in machine translation via neural networks and deep learning.

Terms Offered: Winter
Prerequisite(s): DIGS 20001/30000/30001, “Introduction to Computer Programming” (or equivalent expertise in Python) and DIGS 20002/30002, “Data Analysis for the Humanities I” (or an equivalent statistics course)
Equivalent Course(s): DIGS 20006

DIGS 30007. Introduction to Digital Humanities. 100 Units. 
This course surveys the history and theory of digital computing, the use of computers in the humanities, and recent debates in digital humanities. Topics discussed include the impact of digital media in modern culture, the philosophical questions raised by artificial intelligence (AI), and the ethical dilemmas created by the pervasive use of software. This course has no prerequisite; i.e., prior knowledge of computer programming is not required.
Instructor(s): David Schloen Terms Offered: Autumn
Equivalent Course(s): DIGS 20007

DIGS 30008. Thesis Preparation. 000 Units. 
DIGS 30008. Thesis Preparation. 000 Units.

DIGS 30011. Introduction to Digital History I. 100 Units. 
What is digital history and how do we do it? This lab-based experimental class will devote two sessions each week to questions of theory and methodology, considering what digital approaches can offer to the field of history; we will also examine and critique recent work by historians engaging with digital methods. In the third meeting of the week, a mandatory Friday lab session, students will learn the basics of digital mapping, network analysis, text mining, and visualization. (No prior technical knowledge is needed or expected.) By the end of the quarter, students will be asked to reflect on the advantages and limits of digital approaches in the historical field and to develop a proposal for a digital project of their own. Students who wish to see this work to fruition are invited to enroll in "Introduction to Digital History II," which will offer students more advanced technical training and will coach them toward completion of their projects.
Instructor(s): F. Hillis Terms Offered: Autumn
Note(s): Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. Open to students at all levels, but especially recommended for 3rd- and 4th-yr students.
Equivalent Course(s): HIST 39530, HIST 29530, DIGS 20011

DIGS 30012. Introduction to Digital History II. 100 Units. 
This course focuses on advanced research design and methods in digital history for students who have completed "Introduction to Digital History I." The course will culminate in a public exhibition of student projects.
Instructor(s): F. Hillis Terms Offered: Winter
Prerequisite(s): HIST 29530, HIST 39530, DIGS 20011, or DIGS 30011.
Note(s): Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. Open to students at all levels, but especially recommended for 3rd- and 4th-yr students.
Equivalent Course(s): DIGS 20012, HIST 39521, HIST 29531

DIGS 30013. Graduate Computational Linguistics. 100 Units. 
This course is a graduate-level introduction to topics at the intersection of computation and language. We will study computational linguistics from both scientific and engineering angles: the use of computational modeling to address scientific questions in linguistics and cognitive science, as well as the design of computational systems to solve engineering problems in natural language processing (NLP). The course will combine analysis and discussion of these approaches with training in the programming and mathematical foundations necessary to put these methods into practice. The course is designed to accommodate students both with and without prior programming experience. Our goal is for all students to leave the course able to engage with and critically
evaluate research in cognitive/linguistic modeling and NLP, and to be able to implement intermediate-level computational models for novel computational linguistics research.

Instructor(s): J. Goldsmith
Prerequisite(s): CMSC 12200, 15200 or 16200, or by consent
Equivalent Course(s): CMSC 35050, LING 38600

**DIGS 30015. Musical Robotics. 100 Units.**

Musical Robotics is a skills and discussion-based class for students interested in learning analog and digital electronics to build robotic musical instruments or sound art installations. Discussions will be organized around readings related to art and technology with a special focus on sound-based works. Students will learn to program Arduinos to control DC motors, solenoids, and servos with music applications like Logic Pro and Max/MSP. As a final project students will present a new instrument they’ve created or plans for an art installation featuring a kinetic sculpture element.

Instructor(s): Bryan Jacobs
Prerequisite(s): For this advanced course, a background in low-level, functional, or graphical (Max/MSP, PD) computer programming is assumed. It is also assumed that students have done some work to develop musical ideas or worked towards developing an aesthetic perspective.
Equivalent Course(s): MUSI 36620, DIGS 20015, MAAD 26720, MUSI 26720

**DIGS 30017. Latinx Lives: Finding and Filling the Gaps. 100 Units.**

The first half of the course will focus on postcolonial and decolonial theoretical approaches to the digital humanities, such as Roopika Risam, Antonio A. Casilli, and Lorena Gauthereau. Students will have two main digital projects: creating a Wikipedia page of a digital archive and a short podcast on said Latinx project. Considering this framework, students will analyze how current digital projects have worked with archival sources to fill historical gaps. This course will utilize accessible materials written by Latinx communities that non-profit organizations, such as Arte Público Press, and a range of universities have recovered in digital projects. The course will explore the intersection between oral histories, storytelling, audio-documentaries, and digital studies. Students will learn to use existing digital archives responsibly, craft an audio-documentary with their current digital tools, and analyze the existing boundaries between history and fiction in digital projects.

Instructor(s): Jessica Marroquin
Terms Offered: Winter
Note(s): Taught mostly in Spanish, with readings in English. Students will need a computer and recording device (a mobile phone should work). Undergrads must be in their third or fourth year.
Equivalent Course(s): SPAN 22021, LACS 22021, SPAN 32021, DIGS 20017, LACS 32021

**DIGS 30018. Digital Approaches to Text Analysis: opening new paths for textual scholarship. 100 Units.**

The purpose of this course is to introduce students of literature, and more generally the humanities, to digital humanities methodologies for the study of text. Among the various digital approaches which will be introduced in class are concordances (retrieving occurrences of words), semantic similarity detection (finding similar passages across texts), sentiment analysis, stylometry (analysis of literary style), and topic modeling (automatic classification of texts). The course will highlight how these approaches to text can provide new avenues of research, such as tracing intellectual influence over the longue durée, or uncovering the distinguishing stylistic features of an author, work, or literary movement. Students need no prior knowledge of such methods, and the course will aim at providing the basics of computer programming in Python to give students the necessary tooling to conduct a digital humanities project. The source material for the course will be drawn from literary sources, and students will be free (and encouraged) to use texts which are relevant to their own research interests.

Instructor(s): Clovis Gladstone
Terms Offered: Winter
Note(s): Students will need to bring a laptop to class.
Equivalent Course(s): RLLT 24500, DIGS 20018, RLLT 34500

**DIGS 30019. Classification as World-Making. 100 Units.**

To classify,” write Geoffrey Bowker and Susan Star, “is human.” There can be no doubt that classification sits at the heart of almost any form of knowledge production-arguably even thought itself. But what diversity hides under such atruism? This course will explore a set of exemplary fields in order to track genealogies and avatars of ancient and modern categorical thought. We will begin with two philosophers, Aristotle and Kant, who stand as respective avatars of ancient and modern categorical thought. We will then proceed to sites where classification has flourished: the biological sciences which sought to capture the diversity of the living world; the social sciences-notably anthropology-which challenged the universality of Western cultural categories; and statistics or data science, which seek to understand numerical aggregates as categories. We will conclude by reflecting on the present explosion of digital techniques of classification, from social media algorithms to artificial intelligence, which structure more and more of our lives, often without human oversight. In this sense, classification is perhaps nonhuman as well. Moving between history, epistemology, and practice, this course will furnish students with a rich set of classificatory ideas that they can bring to their own research and disciplinary communities. Above all, it will ask students to account for both the construction and effects of categories, which are too often taken to be a neutral substrate of knowledge or converge.

Instructor(s): Alexander Campolo
Terms Offered: Spring
Equivalent Course(s): KNOW 36065, SOCI 30331, HIPS 26065, CHSS 36065, DIGS 20019, SCTR 36065

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DIGS 49900. Reading and Research. 100 Units.
Reading and Research
Instructor(s): David Schloen Terms Offered: Spring
MASTER OF ARTS PROGRAM IN THE HUMANITIES

Director
• Hilary Strang, Senior Lecturer, Humanities and Affiliate Faculty, Department of English, Center for the Study of Gender and Sexuality

OVERVIEW

The Master of Arts Program in the Humanities (MAPH) is an intensive one-year interdisciplinary program leading to the A.M. degree. MAPH is designed to address the diverse needs and interests of intellectual generalists and specialists who may benefit from a year of intensive work in the humanities. Many MAPH students are recent college graduates. Others are professionals at mid-career, freelance writers, or performers. They hold undergraduate degrees from public and private institutions throughout the world in disciplines ranging from biology to English to marketing. Others come with extensive experience in non-academic fields, including independent film-making, politics, science, non-profit work, and business.

Many students in MAPH plan to continue their studies at the doctoral level in preparation for a career in teaching and research. For these students, MAPH provides an ideal setting for clarifying their academic and professional goals and offers a year of intensive preparation for competitive Ph.D. programs.

MAPH's emphasis on critical writing, analytical thinking, scholarly research, and flexible cultural perspectives is invaluable for students interested in careers at cultural institutions, in publishing, journalism, business, politics, secondary and community college teaching, or the full spectrum of the nonprofit sector.

DEGREE REQUIREMENTS

Requirements for the degree include:
• The fall quarter MAPH Core Course, Foundations of Interpretive Theory (known to MAPH students as “Core”). Core begins two weeks before regular University classes and covers seminal works by thinkers such as Freud, Lacan, and Marx. It is taught by the MAPH Director and may include guest lectures by distinguished faculty members from different disciplines. The course is designed to give MAPH students a shared base for their further study.
• Seven elective courses chosen from the Division of the Humanities, Social Sciences, or the other divisions and professional schools. The choice of these courses is left largely to the student, although a program of study will be designed in consultation with and approved by the student's preceptor and other faculty advisers. Some students concentrate their courses in one field of study; others take a wide-ranging variety of courses in multiple disciplines. Most programs of study fall somewhere in between these two extremes.
• A master’s thesis of 25 to 35 pages, produced under the supervision of a faculty thesis adviser and a preceptor, and completed toward the end of the spring quarter. In conjunction with thesis preparation, students take a thesis workshop, which involves small group meetings focused on the development of thesis topics and the writing of the thesis. MAPH thesis projects range from traditional research papers to creative works accompanied by a critical assessment. With good reason, students can instead take eight courses and complete an additional assignment rather than writing a thesis.

TWO-YEAR LANGUAGE OPTION

MAPH offers students the option to intensively study language over the course of two academic years and three summers through the Two-Year Language Option (TLO). TLO students complete the traditional MAPH curriculum during their first academic year, but must also take one language course at the intermediate or advanced level each quarter. During the second year, students take nine courses, six of which must be continued language study. Students have the option to take courses through the Summer Language Institute or to study abroad for three summers -- the summer before the program begins, the summer between the first and second academic year, and the summer following the second academic year.

PRECEPTORS

Preceptors are post-doctoral instructors or doctoral candidates who oversee the progress of 10-12 MAPH students. Each student is assigned a preceptor for the academic year. In addition to serving as a general adviser, the preceptor leads small discussion groups in connection with the Core course and leads the winter and spring thesis workshops. Preceptors also teach courses in the winter and spring quarters specially designed for MAPH students.

ADMISSION

Applicants to MAPH must meet the general divisional requirements for admission and must submit a critical writing sample of no more than 15 pages. Students applying to the MAPH Creative Writing Option must also submit a substantial creative writing sample in their chosen genre (e.g., several poems, a short story, a chapter from a work of longer fiction in progress, a play, or a 10-15 page work of creative nonfiction).
INFORMATION ON HOW TO APPLY

The application process for admission and financial aid for all graduate programs in the Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines, and department specific information is available online at: http://humanities.uchicago.edu/students/admissions.

Questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

International students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Current minimum scores, etc., are provided with the application. For more information, please see the Office of International Affairs website at https://internationalaffairs.uchicago.edu, or call them at (773) 702-7752.

CONTACT INFORMATION

maph.uchicago.edu (http://maph.uchicago.edu/)
ma-humanities@uchicago.edu
(773) 834-1201

MAPH COURSES

MAPH 30100. Foundations of Interpretive Theory. 100 Units.
The MAPH Core Course, Foundations of Interpretive Theory, begins two weeks before regular University classes and covers seminal works by thinkers such as Freud, Lacan, and Marx. It is taught by the MAPH Director and Preceptors and may include guest lectures by distinguished faculty members from different disciplines. The course is designed to give MAPH students a shared base for their further study.
Instructor(s): Strang, Hilary Bayne, Rowan Carloy, Chris Chia, Darrel Hutchison, Bill Kunjummen, Sarah Malinowska, Agnes Schweiger, Tristan Tusler, Megan
Note(s): Required for MAPH students. Others by consent only. Register by Preceptor Section.
Equivalent Course(s): ENGL 34100

MAPH 30200. Thesis Writing Workshop A. 000 Units.
MAPH students begin work on their MA thesis.
Terms Offered: Autumn Spring Summer Winter

MAPH 30400. Thesis Writing Workshop B. 100 Units.
MAPH students complete their MA thesis.
Terms Offered: Autumn Spring Summer Winter

MAPH 39900. Independent Study: MAPH. 100 Units.
Independent reading and research course; regular meetings with a faculty supervisor required.

MAPH 30300. Prep of M.A. Thesis: MAPH. 100 Units.
Preparation of MA thesis is a course only offered if a student has a special research component related to the thesis. It is very rarely used and there is no standing course description because it will vary with the student.

MAPH 30667. Ecological Imagination in Modern Chinese Short Fiction. 100 Units.
In this class, we will explore a variety of environments and ecological systems portrayed in Chinese short stories in the 20th and 21st centuries, ranging from forests to media ecology. What do fictional tales tell us about the relationship between human beings and nature and the interaction between people inhabiting different types of environment (e.g. the urban versus the rural)? How is ecocriticism entangled with literary criticism? How can we gain a new perspective on the genre of short fiction by considering techniques for storytelling in ecological terms? We will read stories written by famous Chinese writers including Lu Xun, Yu Hua, and Mo Yan (the recipient of the Nobel Prize for Literature in 2012) in conjunction with a selection of theoretical texts. This class welcomes EALC majors and minors, MAPH students, and other students who are interested in this topic. No prior knowledge of Chinese is needed.
Instructor(s): Y. Zheng Terms Offered: Autumn
Equivalent Course(s): EALC 20667, EALC 30667

MAPH 30677. Topics in EALC: Race, Media, and Translingual Practice. 100 Units.
In this class, we will discuss the role that comparison plays as a key method for studying East Asian cultures. We will explore ways of making comparison and reflect on our own habits of comparative thinking. What is comparable and what is not? How can comparison reveal otherwise hidden connections? How might comparison inflict violence on the subjects that we study? How can we compare responsibly, sensitively, and creatively? We will focus on three themes: race, media, and language. We will explore how their interconnections present new opportunities and challenges for comparative thinking when studying Japan, Korea, and China from a global perspective. In lieu of a final paper, each student will develop a critical reflection journal responding to these questions by examining selected cases in a medium of choice (such as handwritten pages, podcast, short film, blog, poetry). All classes will be divided into seminar sessions and workshop sessions. In a seminar session, we will discuss a selection of literary materials, films, and recent theoretical texts produced in interdisciplinary fields including cultural studies, media studies, and postcolonial studies in East Asian contexts in the premodern and
modern eras. In a workshop session, we will discuss new portions of students’ journal-in-progress (which will be circulated beforehand). The goal is to help each student develop and modify their own approach to drawing insightful comparison.
Instructor(s): Y. Zheng Terms Offered: Spring
Equivalent Course(s): EALC 10677, EALC 30677

MAPH 34800. Poetics. 100 Units.
In this course, we will study poetry ‘in the abstract’. We will study various efforts on the part of philosophers, literary critics, and poets themselves to formulate theories of poetic discourse. We will examine a range of historical attempts to conceptualize poetry as a particular kind of language practice, from Greek and Chinese antiquity to the present. (18th/19th, 20th/21st)
Instructor(s): Haun Saussy Terms Offered: Autumn
Equivalent Course(s): ENGL 34800

MAPH 31414. MAPH Core Course: Contemporary Analytic Philosophy. 100 Units.
This course is designed to provide MAPH students - especially those interested in pursuing a Ph.D. in Philosophy - with an introduction to some recent debates between philosophers working in the analytic tradition. The course is, however, neither a history of analytic philosophy nor an overview of the discipline as it currently stands. The point of the course is primarily to introduce the distinctive style and method - or styles and methods - of philosophizing in the analytic tradition, through brief explorations of some currently hotly debated topics in the field.
Instructor(s): M. Willer Terms Offered: Autumn
Prerequisite(s): This course is open only to MAPH students. MAPH students who wish to apply to Ph.D. programs in Philosophy are strongly urged to take this course.
Equivalent Course(s): PHIL 31414

MAPS 31507. Gig Work & Emotional Labor in Services. 100 Units.
In this course, we will understand work organization and labor practices in the informal as well as the gig (or the platform) economy. We would particularly examine issues of labor recruitment and control in the informal and the gig economy using the lens of gender, race, social class and other identities. The course is open to undergraduates and graduate students, and would be of particular use for students planning to write a senior honors thesis or a master’s thesis proposal or a dissertation research proposal. This course also serves as one of the approved electives for the Inequality, Social Problems and Change minor in the College, and for students in SSA’s master program of study on Addressing Inequality: Innovations in Policy Practice.
Instructor(s): Amit Anshumali Terms Offered: Autumn Winter
Equivalent Course(s): GNSE 21507, GNSE 31507, SOCI 30327

MAPS 31760. Conceptual Tools for Quantitative Research. 100 Units.
The main purpose for designing this course is to provide instruction on core principles of quantitative research methodology in the social sciences. This course will equip graduate students with the conceptual tools of quantitative research that form the foundation for data management, data analysis and inference. We will examine a series of topics related to measurement, sampling, hypothesis development, data structure and model interpretation which scholars would encounter when designing any project that uses quantitative data for empirical research. My main target audience is graduate students enrolled in the Masters Program in Social Sciences who will be using quantitative research techniques for their MS thesis project. Students enrolled in this course are expected to have taken at least one upper-level undergraduate course in multiple linear regression analysis. Students who are not planning to use quantitative methods in the future can also enroll in this course to develop proficiency in reading research publications and scholarly reports that use quantitative tools.
Instructor(s): Amit Anshumali Terms Offered: Spring
Equivalent Course(s): SOCI 30320, SOSC 26010

MAPH 32840. Knowing the Good. 100 Units.
In this class we'll think about a family of problems that arise concerning moral knowledge. What is the nature of the connection - if indeed there is one - between knowing what you ought to do and actually doing it? Is moral knowledge sufficient, or necessary, for virtue? Was Socrates right to think that weakness of will ('akrasia') is impossible? How is moral knowledge acquired, and how can it be passed on between people? Are there such things as moral experts, and if so, should we defer to their judgments concerning what we ought to do? To support our thought about these topics, we'll read a range of texts from throughout the history of philosophy, beginning with Plato and continuing to authors from the present day.
Instructor(s): Claire Kirwin Terms Offered: Spring
Equivalent Course(s): PHIL 32840, PHIL 22840

MAPH 33000. Methods and Issues in Cinema Studies. 100 Units.
This course offers an introduction to ways of reading, writing on, and teaching film. The focus of discussion will range from methods of close analysis and basic concepts of film form, technique and style; through industrial/critical categories of genre and authorship (studios, stars, directors); through aspects of the cinema as a social institution, psycho-sexual apparatus and cultural practice; to the relationship between filmic texts and the historical horizon of production and reception. Films discussed will include works by Griffith, Lang, Hitchcock, Deren, Godard.
Instructor(s): S. Skvirsky Terms Offered: Autumn
Equivalent Course(s): ARTH 39900, CMST 40000, ENGL 48000

MAPH 33600. History of International Cinema I: Silent Era. 100 Units.
This course provides a survey of the history of cinema from its emergence in the mid-1890s to the transition to sound in the late 1920s. We will examine the cinema as a set of aesthetic, social, technological, national, cultural, and industrial practices as they were exercised and developed during this 30-year span. Especially important for our examination will be the exchange of film techniques, practices, and cultures in an international context. We will also pursue questions related to the historiography of the cinema, and examine early attempts to theorize and account for the cinema as an artistic and social phenomenon.
Instructor(s): A. Field Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.
Note(s): For students majoring in Cinema and Media Studies, the entire History of International Cinema three-course sequence must be taken.
Equivalent Course(s): ENGL 29300, ARTV 20002, CMST 28500, ARTH 38500, CMST 48500, ARTH 28500, MAAD 18500, CMLT 22400, ENGL 48700, CMLT 32400

MAPH 33700. History of International Cinema II: Sound Era to 1960. 100 Units.
The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell’s Film History: An Introduction; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): ENGL 48900, ARTH 28600, CMLT 22500, REES 45005, CMST 28600, REES 25005, ARTH 38600, CMST 48600, ARTV 20003, MAAD 18600, CMLT 32500, ENGL 29600

MAPH 34516. 1990s Videogame History. 100 Units.
In this course, we will be turning to the 1990s to learn about videogame history and historiography. Focusing on this period will allow us to examine the videogame medium within broader historical and cultural contexts, and to explore issues related to doing recent and contemporary cultural history. What was the relationship between technological innovations and stylistic changes in the videogame medium? How did the entry of new corporate and creative players into the business affect industrial structures and strategies? What do we make of “freedom,” “realism,” and other concepts that dominated videogame press coverage - and how were they connected to broader cultural discourses? How did understandings of what it meant to play videogames and the types of experiences that videogames could offer change over the course of the decade? What was the relationship between developments in the videogame medium and other media - from film and fiction to virtual reality and the Internet? How has this decade been remembered, conceptualized, preserved, and repackaged in subsequent decades? How do we go about doing history of a still-young medium, operating in multiple national and cultural contexts, and focused on such a recent decade? This course will take advantage of the University of Chicago’s videogame collection and the Media Arts, Data, and Design Center’s hardware collection to provide as comprehensive a view as possible of the videogame medium in this period.
Instructor(s): Chris Carloy Terms Offered: Spring
Equivalent Course(s): MAAD 25416, CMST 37867, CMST 27867

MAPH 40130. Gender, Capital, and Desire: Jane Austen and Critical Interpretation. 100 Units.
Today, Jane Austen is one of the most famous (perhaps the most famous), most widely read, and most beloved of eighteen-century British novelists. In the two hundred years since her authorial career, her novels have spawned countless imitations, homages, parodies, films, and minions - not to mention a thriving “Janeite” fan culture. For just as long, her novels have been the objects of sustained attention by literary critics, theorists, and historians. For example, feminist scholars have long been fascinated by Austen for her treatments of feminine agency, sociality, and desire. Marxists read her novels for the light they shed on the evolution of class and gender roles. For just as long, her novels have been the objects of sustained attention by literary critics, theorists, and historians. For example, feminist scholars have long been fascinated by Austen for her treatments of feminine agency, sociality, and desire. Marxists read her novels for the light they shed on the evolution of class and gender roles. Marriages. Open to 3rd and 4th years with consent.
Instructor(s): Tristan Schweiger Terms Offered: Autumn
Prerequisite(s): Open to 3rd and 4th years with consent of the instructor.
Equivalent Course(s): ENGL 41360, GNSE 21303, GNSE 41303, ENGL 21360
MAPH 40140. Lyric Intimacies in the Renaissance. 100 Units.
Lyric has often been perceived as a peculiarly intimate genre, tasked with providing access to a person’s inner experience. This course will examine how sixteenth and seventeenth-century British writers used lyric verse as a tool for establishing, imagining or faking intimacy, with potential lovers, employers, friends, and God. We will ask how the multiple models of intimacy available within English literary culture intersected in texts of the period, and also how that literature responds to or compares with developments elsewhere in the Renaissance Atlantic and Mediterranean world. Along the way, we will explore some of the following questions: what was the gender politics of Renaissance lyric? How did writers make space for queer or heteronormative writing and attachment within the conventions of the love poem? What looks familiar about the forms of intimacy we find in these texts? What remains profoundly strange about them? Readings will include poems by Philip Sidney, Mary Wroth, William Shakespeare, John Donne, Katherine Philips and Sor Juana Inés de la Cruz.
Instructor(s): Sarah Kunjummen
Terms Offered: Winter
Equivalent Course(s): GNSE 44440, GNSE 24440, ENGL 22140, ENGL 40140

MAPH 41300. Our biopolitics, ourselves: feminist science fiction. 100 Units.
What could a feminist utopia be? What is it like to encounter the kind of difference in living relations that gender utopianism offers? This class enters into those urgent questions by way of a serious engagement with the feminist science fiction of the 1970s. 1970s feminist theory made a significant conceptual move in provisionally bracketing off biological sex from the historical/cultural work of gender. Feminist science fiction (in contrast), in its brief flourishing in the 70s, finds many of its utopian moments in the biological, in genetic manipulation, reproductive technology, ecological forms of being, shared affects, new bodies, and transformed kinship relations. Readings will be from 1970s feminisms, contemporary theory (including biopolitical theory, new materialisms, gender and race theory), and as much science fiction as possible. SF authors include Le Guin, Russ, Butler, Piercy.
Instructor(s): Hilary Strang
Terms Offered: Winter
Equivalent Course(s): ENGL 41310, ENGL 21310, GNSE 41300, GNSE 21310

MAPH 41400. Futures Other Than Ours: Science Fiction and Utopia. 100 Units.
Science fiction is often mistaken for a variety of futurism, extrapolating what lies ahead. This class will consider what kind of relationship science fiction might have to the future other than prediction, anticipation, optimism or pessimism. How might science fiction enable thinking or imaging futures in modes other than those available to liberalism (progress, reproduction, generation) or neoliberalism (speculation, anticipation, investment)? This class asks how science fiction constitutes its horizons, where and how difference emerges in utopias, and what it might be to live in a future that isn’t ours. Readings may include SF works by Delany, Le Guin, Russ, Butler, Robinson, Banks, Ryman, Jones; theoretical and critical readings by Bloch, Jameson, Suvin, Munoz, Murphy, and others.
Instructor(s): Hilary Strang
Terms Offered: Winter
Note(s): Email the instructor directly for consent.
Equivalent Course(s): ENGL 41420, ENGL 21420

MAPH 42002. Human Rights: Philosophical Foundations. 100 Units.
In this class we explore the philosophical foundations of human rights, investigating theories of how our shared humanity in the context of an interdependent world gives rise to obligations of justice. We begin by asking what rights are, how they are distinguished from other part of morality, and what role they play in our social and political life. But rights come in many varieties, and we are interested in human rights in particular. In later weeks, we will ask what makes something a human right, and how are human rights different from other kinds of rights. We will consider a number of contemporary philosophers (and one historian) who attempt to answer this question, including James Griffin, Joseph Raz, John Rawls, John Tasioulas, Samuel Moyn, Jiewuh Song, and Martha Nussbaum. Throughout we will be asking questions such as, "What makes something a human right?" "What role does human dignity play in grounding our human rights?" "Are human rights historical?" "What is the relationship between the nation and the individual in our account of human rights?" "When can one nation legitimately intervene in the affairs of another nation?" "How can we respect the demands of justice while also respecting cultural difference?" "How do human rights relate to global inequality and markets?" (A) (I)
Instructor(s): B. Laurence
Terms Offered: Autumn
Equivalent Course(s): PHIL 21002, HMRT 21002, HIST 29319, INRE 31602, LLSO 21002, HIST 39319, HMRT 31002, PHIL 31002

MAPH 41600. American Muckrakers: The Literature of Exposé, 1900/2000. 100 Units.
This seminar examines the genre of American “muckraking,” a form of journalism and fiction intended to expose social and economic injustices. We attend, in particular, to writers active in the years surrounding 1900, when muckraking narratives enjoyed great social influence, and then turn to the new crop of prominent muckrakers that emerged around 2000. In coining the term “muck-rake” in a 1906 speech, President Theodore Roosevelt linked the genre’s aesthetic deficiencies to a potentially dangerous political impact: Its tendency towards “hysteric sensationalism” threatened to provoke a “morbid and vicious public sentiment” marked by cynical apathy. Though we may not end up agreeing with Roosevelt, the seminar picks up his emphasis on the relationship between the aesthetics and politics of exposé in our examination of muckraking media. We will discuss the narrative strategies of a genre often designated as “bad” literature, focusing, in particular, on the link between its purported aesthetic deficiencies-populism, sentimentalism, melodrama, sensationalism—and its political mission. Last but certainly not least, this seminar situates muckraking narratives in their historical
contexts—what they hoped to expose, why, and what impact they ended up having. Texts in this course may include the work of: Upton Sinclair, Ida Tarbell, Jacob Riis, Ray Stannard Baker, Frank Norris, Lincoln Steffens, Barbara Ehrenreich, Eric Schlosser, Naomi Klein, Michael Moore, and Laurie Garrett.

Instructor(s): Agnes Malinowska Terms Offered: Spring
 Equivalent Course(s): ENGL 41644, ENGL 21644

MAPH 40202. Postcolonial Bildungsroman. 100 Units.
In this course, we consider the novel of subject formation in the twentieth-century, with a particular emphasis on postcolonial adaptations of this form. We examine how different instances of the genre play across tropes of aesthetic education, self-making, and nation-building. Readings will likely include Conrad’s Lord Jim, E.M. Forster’s A Passage to India, Olive Schreiner’s Story of an African Farm, and Tsitsi Dangarembga’s Nervous Conditions, as well as key critical pieces by Mikhail Bakhtin, Marc Redfield, and Jed Esty, among others.
Instructor(s): Darrel Chia Terms Offered: Spring
 Equivalent Course(s): ENGL 21212, ENGL 40202

MAPH 40150. American Literature and Photography. 100 Units.
This class considers how photographic techniques spurred new literary methods. We’ll discuss how visual media impact the development of forms, methods, and genres of literature, and how pictures and novels can be read together. Students will learn how to consider the visual register in novels, and how the drive to make fiction “real,” or “photographic,” helps to shed light on many attendant issues - the question of evidence, the problem of reliability, the terms of objectivity. We will discuss the drive to narrate real events in photographic and literary terms, and the limits of representation. Furthermore, we will think carefully about how discourses of race and poverty are imbricated with the development of photographic technologies and methods, and how racial groups such as American Indians are invented and reinvented in the advent of the mobile camera. Primary texts include fiction by Stephen Crane, Ella Cara Deloria, and Ralph Ellison and secondary texts include works from Roland Barthes, Walter Benjamin, Judith Butler, Susan Sontag, and Gerald Vizenor.
Instructor(s): Megan Tusler Terms Offered: Spring
Note(s): Instructor consent required for undergraduates.
Equivalent Course(s): ENGL 45150, ENGL 26150, AMER 40150, AMER 25150
MASTER OF ARTS IN MIDDLE EASTERN STUDIES - HUMANITIES

Director
• Orit Bashkin
Deputy Director
• A. Holly Shissler
Deputy Director for Academic Programs
• Paul E. Walker
Associate Director
• Thomas E.R. Maguire
Project Assistant
• Xhesika Bardhi
Outreach Coordinator and Director of the Middle East Education Initiative
• Krishna Kulkarni

The Middle Eastern Studies faculty are listed at http://cmes.uchicago.edu/.

The Center for Middle Eastern Studies offers an interdisciplinary Master of Arts program designed for students who wish to use their knowledge of the Middle East in careers other than university teaching and research. The program is also suitable for students considering an academic career who have not had the appropriate academic background for direct entrance into a doctoral program. Language and area studies preparation may be supplemented by relevant course work in a professional school or department. Students may be admitted to the Master of Arts program in either the Division of the Social Sciences or the Humanities and will receive the degree from the division through which they have registered. Students with significant previous training in Middle Eastern or Islamic studies who wish to earn a doctoral degree leading to careers in research and college or university teaching should apply for admission directly to one of the graduate doctoral departments or committees of the University.

There are two tracks—modern and ancient—for the MA program in Middle Eastern Studies. The modern program covers the time period from the rise of Islam until the present. The ancient track, offered in collaboration with the faculty of the Department of Near Eastern Languages and Civilizations, focuses on the cultures and languages of the ancient Near East. The application process, degree requirements, and the rules and conditions for financial aid are similar for both programs.

ADMISSION

Applicants for the Master of Arts in Middle Eastern Studies are expected to meet the graduate admission requirements of the University and of the division to which they apply. In addition, applicants to the Middle Eastern Studies program must submit an academic writing sample. Foreign students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Students must enter the program in the autumn quarter. Although the program is designed for full time students, applications from those who can attend only on a part time basis will be considered.

HOW TO APPLY THROUGH THE DIVISION OF HUMANITIES

The application process for admission and financial aid for all Humanities graduate programs is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online (http://humanities.uchicago.edu/students/admissions/apply-now/).

Questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

PROGRAM REQUIREMENTS

The requirements are satisfactory completion of:
• Six quarters of a Middle Eastern (ancient or modern) language (through at least two year proficiency);
• One quarter core colloquium: Approaches to the Study of the Middle East, or Approaches to the Study of the Ancient Near East;
For the modern track, three quarters of an approved integrated Middle Eastern survey course; for the ancient track, three survey courses in the History, Archaeology and Cultures of the Ancient Near East (see below under “Core Courses”);

• Seven courses in relevant electives;

• One course in thesis preparation, or reading and research;

• A master’s thesis.

Only courses taken for a quality grade count toward fulfilling the requirements. No P or R grades will be accepted.

Elective courses may concentrate on one area or explore several of the fields of ancient or modern Middle Eastern studies such as, for example, Archaeology, Cuneiform Studies, Egyptology, Semitic linguistics, Arabic, Persian or Turkish literature, as well as related disciplines such as Art History, Anthropology, Classics, History, Linguistics, Political Science and Sociology.

LANGUAGE

Placement interviews will be given so that entering students may register for courses at the appropriate level of instruction. The languages offered include: Akkadian, Arabic, Armenian, Egyptian (Ancient), Hebrew (classical and modern), Hittite, Persian, Sumerian, Turkish, and Uzbek.

CORE COURSES

For the modern track MA, all students are required to take the core colloquium Approaches to the Study of Middle East (CMES 30001). Students must enroll in the following three quarter sequence: Islamicate Civilization I: 600-950 (NEHC 30201/HIST 35621), Islamicate Civilization II: 950-1750 (NEHC 30202/HIST 35622), and Islamicate Civilization III: 1750-Present (NEHC 30203/HIST 35623). For the ancient track MA, students are required to take the core colloquium Approaches to the Study of the Ancient Near East and must enroll in at least three survey courses in the History, Archaeology and Cultures of the Ancient Near East, covering at least three different geographic areas (Egypt and Nubia; Mesopotamia; Anatolia; the Levant; Iran; etc.). Relevant courses are listed on the website of the department of Near Eastern Languages and Civilizations (https://nelc.uchicago.edu/courses) at the beginning of each academic year. These courses should be chosen in consultation with the Graduate Advisor for the CMES Ancient Track MA.

MASTER’S THESIS

Students are required to submit a master’s thesis that should deal with a problem relevant to the student’s intended career and should give evidence of the specialized disciplinary aspects of his or her training. The student's program adviser and a faculty member with special interest in the subject of the paper will guide the research and writing of the paper and judge whether it exhibits proof of competence in the field. During the writing of the paper, the student will register for a thesis preparation or reading and research course. The thesis title will be listed on the student's transcript.
Committee on Theater and Performance Studies

Chair

- Ellen MacKay, Department of English Language & Literature

Professors

- Philip Bohlman, Department of Music
- Thomas Christensen, Department of Music
- Martha Feldman, Department of Music
- Theaster Gates, Department of Visual Arts
- Elaine Hadley, Department of English Language & Literature
- Berthold Hoeckner, Department of Music
- Loren Kruger, Departments of English Language & Literature and Comparative Literature
- David Levin, Departments of Germanics and Cinema & Media Studies, Senior Advisor to the Provost for the Arts
- William Pope.L, Department of Visual Arts
- Sarah Nooter, Department of Classics
- Larry Norman, Department of Romance Languages & Literatures
- Christopher Wild, Department of Germanic Studies
- Judith Zeitlin, Department of East Asian Languages & Civilizations

Associate Professors

- Seth Brodsky, Department of Music
- Matthew Jesse Jackson, Departments of Art History and Visual Arts
- Agnes Lugo-Ortiz, Department of Romance Languages & Literatures
- John Muse, Department of English Language & Literature, Director of Graduate Studies
- Steven Rings, Department of Music
- Rocco Rubini, Department of Romance Languages & Literatures
- Catherine Sullivan, Department of Visual Arts

Assistant Professors

- Honey Crawford, Harper-Schmidt Fellow, Committee on TAPS
- Ariel Fox, Department of East Asian Languages & Civilizations
- Khalid Lyamlahy, Romance Languages & Literatures
- Noëmie Ndiaye, Department of English Language & Literature
- Tina Post, Department of English Language & Literature, Director of Creative Research
- Danielle Roper, Romance Languages and Literatures, Center for the Study of Race, Politics, and Culture

Professors of Practice

- Leslie Buxbaum Danzig, Assistant Professor of Practice in Theater & Performance Studies, Director of Undergraduate Studies

Emeritus Faculty

- Tom Gunning, Departments of Cinema & Media Studies and Art History
- Yuri Tsivian, Departments of Art History, Cinema & Media Studies, Comparative Literature, and Slavic Languages & Literatures

Instructional Professors

- Kurtis Boetcher

Senior Lecturer

- Heidi Coleman

Lecturers
Committee on Theater and Performance Studies

- Devon de Mayo
- Shade Murray
- David New
- Pamela Pascoe
- Julia Rhoads

Staff
- Kurtis Boetcher, Director of Design
- Ben Caracello, Technical Director
- Joyce Murphy, Audio Manager
- Brian Maschka, Production Manager
- Neel McNeill, Managing Director
- Jenny Pinson, Props Manager
- Samantha Rausch, TAPS North Theater Manager
- Nathan R. Rohrer, Costume Shop Manager
- Heather Sparling, Lighting Manager
- Tiffany Trent, Interim Director of Performance Programs
- Vicki Walden, Academic Administrator
- Ian Young, Marketing Coordinator + Graphic Designer

Website: https://taps.uchicago.edu (https://arts.uchicago.edu/theater-and-performance-studies/)

OVERVIEW

The PhD program in Theater & Performance Studies (TAPS) at the University of Chicago is a joint degree program that affords students rigorous and comparative work across two disciplines. Students develop a program of study within the TAPS graduate program that reflects their particular training and interests, and pursue that program together with a degree from an affiliated department: Art History (http://arthistory.uchicago.edu/), Cinema & Media Studies (http://cms.uchicago.edu/), Classics (http://classics.uchicago.edu/), East Asian Languages & Civilizations (http://ealc.uchicago.edu/), English Language and Literature (http://english.uchicago.edu/), Germanic Studies (http://german.uchicago.edu/), Music (http://music.uchicago.edu/), or Romance Languages & Literatures (http://rll.uchicago.edu/). Students extend their experience through the development of performance work, engaging with nationally and internationally renowned artists. Students will graduate with a joint PhD in TAPS and an aligned discipline, attesting to multiple capacities and preparing them for professional possibilities within and beyond the academy.

The program consists of four main components: course work, the preparation of oral fields examinations, a joint PhD dissertation, and teaching. Compared to single degree programs, we expect the joint degree to involve up to an additional year of coursework.

The TAPS program option in the Master of Arts Program in the Humanities (MAPH) (http://maph.uchicago.edu/theater-and-performance-studies-option/) offers a concentrated introduction to the comparative aspirations and rigorous expectations of TAPS at the University of Chicago. For more information about the TAPS option in the Master of Arts Program in the Humanities (MAPH), including details about admissions and aid, visit the program's website (http://maph.uchicago.edu/).

THE DEGREE OF DOCTOR OF PHILOSOPHY

Students cannot receive a stand-alone PhD in TAPS. Rather, they enter through another department and pursue their degree jointly with that other discipline. Degree requirements for the combined degree in TAPS will of necessity vary slightly from student to student in order to accommodate the requirements of the partnering departments, but all candidates are required to complete the following minimum requirements. Each student will take a total of 12 courses toward the TAPS degree, typically by the end of the third year. The coursework in TAPS will include:

1. Two core classes designed to provide a rigorous introduction to advanced study in the discipline: One designated to fulfill the core requirements in the history or historiography of theater and performance and one designated to fulfill the graduate core requirement in the theory of theater and performance. These courses may be fulfilled in TAPS or in partnering departments. See the TAPS Director of Graduate Studies (DGS) for a list of these courses in any given term.
2. At least three TAPS-related seminars within the entry department, to be determined in consultation with the TAPS DGS.
3. Five courses based primarily outside the entry department, comprising:
• Two or three courses—depending on the student's professional ambitions—with a significant practice-based component (e.g., advanced acting, directing, dramaturgy, design, choreography, etc.).
• Two or three seminars, selected in consultation with the TAPS DGS which complement the student's disciplinary training.
  In certain cases, in consultation with the DGS, courses inside the entry department may be allowed if the course is cross listed with TAPS.

4. A one- or two-term qualifying paper and/or performance project, to be developed in consultation with a faculty member in TAPS and a second faculty advisor from the entry department. The paper and/or project are often undertaken by completing the Performance Practice as Research (49700) course during the first three years, but may also be completed during the fall and winter quarters of the student’s fourth year in two independent research courses.

In addition, students in TAPS will be expected to:
• Participate in the TAPS graduate workshop (https://cas.uchicago.edu/workshops/theaterperformancestudies/). The TAPS workshop brings together students and faculty to discuss work in progress as well as current developments in the wider field of Theater and Performance Studies.
• Complete one internship in theater or performance practice with a professional theater, dance, or performance company, either in Chicago or with national or international partners.
• Adhere to the Foreign Language Requirement of the entry department.
• Fulfill a teaching requirement: Students will be expected to complete two quarters of TAPS-related teaching. This could take the form of teaching a section in the TAPS undergraduate core, or a teaching assistantship or instructorship for a TAPS-related course in the entry department.

QUALIFYING EXAMINATION AND DISSERTATION PROPOSAL
Students are expected to complete the Qualifying Exam in TAPS at the outset of the fourth year, to complete their qualifying paper or performance during that year (if they haven’t already done so), and to prepare a dissertation proposal and assemble a dissertation committee by the end of the fourth year.

• The qualifying exam is an oral exam based on a reading list of 20–30 works and a brief thesis paper (5-10 pp.) summarizing key issues and concepts guiding the student’s intellectual agenda. Students also submit two syllabi for courses in Theater and Performance Studies, one undergraduate and one graduate. The exam provides an opportunity for the student to look back and lend coherence to their coursework and also to look forward to the dissertation proposal and to the longer-term project of developing a profile as a scholar, artist, or scholar-artist. The exam should be prepared and administered in consultation with a faculty member in TAPS and a second faculty advisor from the entry department. Preparation should ideally start in the spring of the third year.
• A one- or two-term qualifying paper and/or performance project should be developed in consultation with a faculty member in TAPS and a second faculty advisor from the entry department, often the same two faculty members who have administered the qualifying exam. The qualifying project requirement may be completed by taking the Performance Practice as Research (49700) course (during years 1-4), or by taking one or two independent research courses, often during the fall and winter quarters of the student’s fourth year.
• The dissertation proposal and dissertation committee should reflect the program’s joint nature by including at least one faculty member from the Committee on TAPS. The exact structure of a student's proposal will be determined in consultation with the director of graduate studies of the entry department. Ideally, the proposal should be approximately 15-20 pages in length and should encompass three components: (1) the scholarly and artistic stakes of the project; (2) the methodologies to be employed; and (3) an outline of the planned chapters and, if appropriate, the planned creative work. The proposal should be completed and defended one quarter after the PhD exam (not counting the summer) and no later than the end of the fourth year. The dissertation should be completed no later than the end of the sixth year.

PRACTICAL OPPORTUNITIES
TAPS offers students access to a strong network of professionals throughout the area. There are many opportunities to develop administrative skills and technical training, understand the inner workings of a theater or performance company, and forge substantial contacts in the arts community. Chicago’s theater and performance scene is collaborative and inclusive. UChicago faculty and students have collaborated with a variety of partners on campus as well as companies throughout the greater Chicago area, including:
  About Face Theatre (http://aboutfacetheatre.com/)
  Chicago Performance Lab (https://arts.uchicago.edu/theater-and-performance-studies/uchicago-performance-lab/)
  Court Theatre (http://www.courttheatre.org/)
  Doc Films (http://docfilms.uchicago.edu/dev/)
  Every House Has a Door (http://www.everyhousehasadoor.org/)
First Floor Theater (http://www.firstfloortheater.com/)
Goodman Theater (https://www.goodmantheatre.org/)
The House Theatre (http://www.thehouseetheatre.com/)
Hubbard Street Dance (http://www.hubbardstreetdance.com/)
The Hypocrites (http://www.the-hypocrites.com)
Joffrey Ballet (http://www.joffrey.org/)
Lookingglass Theatre (http://lookingglasstheatre.org/)
Lucky Plush Productions (http://luckyplush.com/)
Manual Cinema (http://manualcinema.com/)
Neo-Futurists (http://neofuturists.org/)
Second City (http://www.secondcity.com/)
Steppenwolf Theatre Company (https://www.steppenwolf.org/)
Theater Oobleck (http://www.theateroobleck.com/)
University Theater (https://arts.uchicago.edu/theater-and-performance-studies/performance-groups/university-theater/)
Victory Gardens Theater (http://victorygardens.org/)
Writers Theatre (http://www.writerstheatre.org/)

FOREIGN LANGUAGE REQUIREMENT
Students must adhere to the Foreign Language Requirement of the entry department.

TEACHING REQUIREMENTS
The Committee on TAPS is committed to preparing its students to succeed as teachers. Students in the joint degree program need to fulfill the teaching requirements of their entry department. In conjunction with that requirement and in consultation with the Directors of Graduate Studies in the entry department and TAPS, they are expected to teach two quarters of courses related to TAPS. This could take the form of teaching a section in the TAPS core, or a teaching assistantship or instructorship for a TAPS-related course in the entry department. Two annotated syllabi for courses in Theater and Performance Studies—one undergraduate, one graduate—will form part of the Ph.D. exam materials.

HOW TO APPLY
The application process for admission and financial aid for all graduate programs in the Division of the Humanities is administered by the Divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at http://humanities.uchicago.edu/students/admissions (http://humanities.uchicago.edu/students/admissions/). Questions about admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

THEATER AND PERFORMANCE STUDIES COURSES
TAPS 30513. Theater of Premodern South Asia. 100 Units.
This course will cover the history and poetics of the stage play in premodern South Asia, which was, according to the eighth-century theorist Vāmana, “the best among the types of literature.” The play, according to many premodern critics, was uniquely capable of bringing about a profound aesthetic experience because of its integration of diverse forms of art - plot-driven narrative, poetry, acting, and music. We will read a variety of plays in translation, including works by Bhāsa, Kālidāsa, Bhavabhūti, and Murāri, as well as selections from technical literature such as the Treatise on Theater (Nāyāśāstram). We will also watch a number of modern performances. Besides discussing individual plays, we will cover the following topics in detail: the different genres of the stage play; the theory of plot construction; the theory of aesthetic experience (rasa); the languages of the theater; the role of music, dance, and gesture; theater and ritual; and the performance tradition of Kūṭiyā##am.
Instructor(s): Andrew Ollett Terms Offered: Winter
Prerequisite(s): No prior knowledge of South Asian languages is required. Students who can read Sanskrit, however, are strongly encouraged to take an accompanying reading course.
Equivalent Course(s): SALC 20513, TAPS 20513, SALC 30513

TAPS 30710. Dramaturgy and Dramatic Criticism. 100 Units.
This course is an orientation and practicum in contemporary dramaturgy. After surveying Enlightenment treatises that occasioned Western dramaturgical practices, students will critically engage present-day writings that consider the objectives and ultimate raisons d’être for the production dramaturg. Students then undertake dramaturgical research, exploring different methodologies and creative mind-sets for four representative
performance genres: period plays; new plays; operas or musicals; and installations or performance art. Special attention will be given to cultivating skills for providing constructive feedback and practicing dramaturgy as an artistic collaborator and fellow creator. The class culminates in the design and compilation of a sourcebook for actors, directors, and designers, followed by a dramaturgical presentation intended for a professional rehearsal room.

Instructor(s): D. Matson Terms Offered: Winter
Note(s): Attendance at first class is mandatory.
Equivalent Course(s): TAPS 20700, ENGL 20710

TAPS 31500. Advanced Acting. 100 Units.
This course develops acting skills for the current moment in addition to preparing for the future. The focus will be on acting analysis methods that are useful for live or remote performance; best practices in monologue, scene study, and/or audition work on camera; and multiple approaches toward creating engaging digital performance. This class will combine the study of acting theory with collaborative performance practice. Previous acting experience is encouraged.

Instructor(s): M. Lyons Terms Offered: Winter
Note(s): Prior acting experience recommended.
Equivalent Course(s): TAPS 21500

TAPS 31510. Back Room Shakespeare: Practical Tactics For Acting in a Madhouse. 100 Units.
Shakespeare’s theatre was a madhouse. Losing sight of this was a bad mistake. This class will give you strong practical skills for performing in the style of those playhouses: under-rehearsed, deeply un-precious, in constant dynamic relationship with your audience. Techniques will focus on personalizing the plays, delivering them with clarity and force to a modern audience - not on ‘doing it right’. Our time will be spent primarily on hands-on exercises and scenework. Materials will include the instructor’s books, My Life with the Shakespeare Cult & Blueprints for a Shakespeare Cult. Course concludes with the presentation of a play for an invited audience. Some on-stage experience recommended. No prior experience with Shakespeare necessary. Chips on shoulders about Shakespeare are welcome and helpful.

Instructor(s): S. Taylor Terms Offered: Spring
Note(s): Attendance at first class session is MANDATORY.
Equivalent Course(s): TAPS 21510

TAPS 31600. Acting Workshop. 100 Units.
This course will develop acting skills required for the professional world. The classes are based in text analysis, physical practices, action work, and scene study with one or many partners. This class will prepare you for various audition scenarios as well as adding to rehearsal room tools and techniques. Previous experience is encouraged.

Instructor(s): M. Lyons Terms Offered: Autumn
Note(s): Attendance at first class meeting is mandatory.
Equivalent Course(s): TAPS 21600

TAPS 31730. Movement for Actors. 100 Units.
This course will explore how an actor uses movement as a tool to communicate character, psychological perspective and style. The foundation of our movement work will center on the skills of balance, coordination, strength, flexibility, breath control and focus. Building on the skills of the actor both in terms of naturalistic character work and stylized theatrical text. Students will put the work into practice utilizing scene work and abstract gesture sequences through studying the techniques of Michael Chekov, Vsevolod Meyerhold, Anne Bogart, Complicite and Frantic Assembly.

Instructor(s): D. de Mayo Terms Offered: Winter
Note(s): Attendance at first class session is mandatory.
Equivalent Course(s): TAPS 21730

TAPS 32318. Music and Disability Studies. 100 Units.
This course studies the ways that attitudes toward disability are constructed within a cultural sphere. From the perspective of disability studies, bodies and minds have many kinds of differences, but what is considered “disability” is determined by culture, not given by nature. Music, as well as film, literature, visual art, theatre, and so on, participate in the complex process of constructing and modulating attitudes toward disability. In this course, we will examine the interaction of disability and music in several ways: composers and performers whose creative production is shaped by bodily difference and disability; opera and film characters who embody and stage disability for our consumption; and more abstractly, music whose formal, sonic unfolding seems to engage issues of disability, even in purely instrumental art-pour-T art works. We will read from the disability studies literature that critiques and theorizes disability themes in literature, film, and visual art, as well as musicology, music theory, and ethnomusicology literature that shows how disability themes are crucial in music. In this interdisciplinary class, students will gain a much more intimate understanding of the ways that attitudes toward abilities and bodies are constructed in art works, as well as be able to think, analyze, critique, write, and create with this understanding in mind. It is not necessary to read music notation for this course.

Instructor(s): Jennifer Iverson Terms Offered: Spring, TBD
Equivalent Course(s): TAPS 22318, MUSI 22318, MUSI 32318
TAPS 32700. Devising Fundamentals. 100 Units.
Devised theater is created from a multitude of sources but, importantly, not a preexisting script. Rather the ‘script’ (whether or not it eventually takes written form) is developed in rehearsal. This studio course engages students in methods of generating and crafting devised material, including but not limited to physical action, moment work, and verbatim text. Additionally we will focus on the generative power of ‘problems’ as a motor of creation, which draws from core principles of clowning. Through solo and collaborative projects, students will explore how devised theater wrestles with conventionally discrete roles in theater-making (writer, director, performer, dramaturg, and designer). Other considerations will include strategies for making disparate material cohere and more broadly, what constitutes a story. Select readings and case studies of artists working in devised theater will supplement the practice-based focus of the course.
Instructor(s): L. Danzig Terms Offered: Autumn
Equivalent Course(s): MAAD 22700, TAPS 22700

TAPS 33930. Fundamentals of Playwriting. 100 Units.
This workshop will explore the underlying mechanics that have made plays tick for the last 2,500 odd years, from Euripides to Shakespeare to Büchner to Caryl Churchill, Susan Lori-Parks, and Annie Baker, etc. Students will be asked to shamelessly steal those playwrights’ tricks and techniques (if they’re found useful), and employ them in the creation of their own piece. Designed for playwrights at any level (beginning or advanced), the workshop’s primary goals will be to develop a personal sense of what “works” on stage within the context of what’s worked in the past, and to generate a one act play, start to finish.
Instructor(s): M. Maher Terms Offered: Autumn
Note(s): ATTENDANCE AT FIRST CLASS IS MANDATORY.
Equivalent Course(s): TAPS 23930

TAPS 33950. Latin American Women Perform. 100 Units.
This course examines the ways women from Latin America and the Caribbean wield performance art to engage their social realities and to engage questions of race, gender, and sexuality. How do women both produce and disidentify with constructs of womanhood on stage? How do they use performance to explore the ways histories of genocide, dictatorship, and imperialism shape constructs of gender? We examine the works of performance artists Congelada de Uva, Fomma, Regina Galindo, Nao Bustamante among others.
Instructor(s): D. Roper Terms Offered: Winter
Note(s): Taught in English. Basic knowledge or comprehension of Spanish is strongly recommended.
Equivalent Course(s): LACS 33950, GNSE 33950, SPAN 33950

TAPS 33980. Writing the Short, Short Play: Investigations in Micro-Drama. 100 Units.
Never in the history of western theater has brevity gotten so much attention. Festivals around the world are devoted to plays five minutes in length or less; perhaps the most revered playwright of the last century, Samuel Beckett, guided his career towards the writing of smaller and smaller works; Chicago’s Neofuturists have profitably run their show of “thirty plays in sixty minutes” for over thirty years; Twitter accounts disseminate multiple two to three line scripts daily; and sketch comedy continues to evolve and thrive. This course will give an overview of the development of the very short play over the last one hundred and twenty years, but will primarily focus on the writing and development of same, asking students to complete - through workshop prompts - 20 to 30 scripts by end of quarter. A particular effort will be made to bring “traditional” elements of standard-length plays - character, arc, anagnorisis, pathos, backstory, etc - to these miniatures, to test and expand their assumed limitations.
Instructor(s): M. Maher Terms Offered: Spring
Note(s): Attendance at first class is mandatory.
Equivalent Course(s): TAPS 33980

TAPS 34410. Transmedia Puzzle Design & Performance. 100 Units.
This course will introduce students to the burgeoning field of immersive puzzle design. Students will develop, implement and playtest puzzles that are suited for a range of experiences: from the tabletop to the immersive, from online puzzle hunts to broad-scoped alternate reality games (ARG). Students in this course will work directly with master puzzler, Sandor Wiesz, the commissioner of The Mystery League.
Terms Offered: Autumn
Equivalent Course(s): MAAD 24410, TAPS 24410

TAPS 34420. Games and Performance: Live Action Role Playing Games. 100 Units.
This experimental course builds on the emerging genres of ‘immersive performance,’ “alternate reality,” and “Live Action Role Playing (LARP)” to investigate the dynamics of role-playing games through case studies, gameplay, and original student design. Our focus will include the 1913 Gettysburg reunion, parlor games including Parker Brother’s 1937 Jury Box, Society for Creative Anachronism in1966, Dungeons and Dragons (both its inception in 1974 and current resurgence), Brian Wiese’s Hobbit War in 1977, Mind’s Eye Theater’s development of World of Darkness, and Ground Zero, which began the Nordic Larp movement in 1998. We will explore role of the game master, emergent narratives, improvised community formation as well as “bleed.” Previous course work in Games and Performance encouraged but not required.
Instructor(s): H. Coleman Terms Offered: Spring
Equivalent Course(s): MAAD 24420, TAPS 24420
TAPS 34550. Evolution of Improvisation in Chicago. 100 Units.
This course traces the history of improvisation for performance, beginning with the "High Priestess" Viola Spolin’s work exploring the educational and social benefits of play at Hull House through Paul Sill’s development of The Compass Players in Hyde Park to include current companies including Second City, The Neo Futurists, The Annoyance, and IO. The course will include attendance at performances, student presentations, and practice-based workshops.
Instructor(s): H. Coleman Terms Offered: Spring
 Equivalent Course(s): TAPS 24550, CHST 24550, MAAD 24550

TAPS 34770. Digital Media Aesthetics: Interaction, Connection, and Improvisation. 100 Units.
This course investigates the ways that digital and networked media have changed contemporary aesthetics, forms, storytelling practices, and cultures. Among the way, we will analyze electronic literature, Twine games, interactive dramas, video games, transmedia narratives, and more. Formally, we will explore concepts such as multilinear narrative, immersive and navigable worlds, network aesthetics, interactive difficulty, aleatory poetics, and videogame mechanics. Throughout the quarter, our analysis of computational media aesthetics will be haunted by matters of race, gender, sexuality, class, and other ghosts in the machine. Students need not be technologically gifted or savvy, but a wide-ranging imagination and interest in new media cultures will make for a more exciting quarter. (20th/21st)
Instructor(s): Patrick Jagoda Terms Offered: Winter
 Equivalent Course(s): ENGL 34770

TAPS 34880. New Directions in Afro-Latin Performance. 100 Units.
This class engages contemporary conversations in the study of Afro-Latin performance and explores the work of emerging black performance artists across the hemisphere. Tracing performances of blackness from the Southern cone to the Caribbean, we will examine the ways blackness is wielded by the State and by black communities themselves in performance and visual art across the region. We ask: what is the relationship between race and theatricality? What work is blackness made to do in states organized around discourses of racial democracy and mestiza? How are notions of diaspora constructed through performances of blackness? We take up these questions in our study of reggaetón, hip hop, samba, el baile de los negritos and examine the works of noted and upcoming black artists such as Victoria and Nicomedes Santa-Cruz, Carlos Martiel, Las Nietas de Nonó, and others.
Instructor(s): D. Roper Terms Offered: Spring
Prerequisite(s): Knowledge of Spanish is recommended
Note(s): While the course will be taught in English, many of the performances and at least four of the readings will be in Spanish.
 Equivalent Course(s): LACS 35501, SPAN 35500

TAPS 35001. Theatricality in Modern Art from 1700 to the Present. 100 Units.
We examine the dramatic dimension of art in the modern era broadly speaking, paying attention to recurring themes like the Aristotelian theory of acton, the Diderotian theory of acting, and the linguistic theory of speech acts, as well as to momentous historical events like the French Revolution, the rediscovery of antiquity, and the advent of photography and motion pictures. Paradigms that have been influential in one or another discipline like Michael Fried’s theory of theatricality (in art history), Heinrich Kleist’s theory of puppets (In German literature and theatre theory) and Friedrich Nietzsche’s theory of tragedy (in music and philosophy) and will also be scrutinized.
Instructor(s): Andrei Pop
Equivalent Course(s): SCTH 35001, ARTH 35001

TAPS 35950. Beckett and Media. 100 Units.
Though best known for a single play, Waiting for Godot, Samuel Beckett was a poet, novelist, short-story writer, playwright, translator, and critic with a voluminous output. This course introduces students to the variety and influence of one of the central figures in twentieth-century literature and theater by considering Beckett’s better-known plays—both on the page and in recorded performances—alongside select novels, criticism, film, radio, and television pieces. Among the questions we will ask are: What can Beckett’s experiments across media teach us about the presumed and actual limits of form? What happens when a medium becomes the means of its own undoing? What can we learn from Beckett’s career about cardinal developments in twentieth-century drama, literature, film, and television? (20th/21st, Drama)
Instructor(s): John Muse Terms Offered: Autumn
 Equivalent Course(s): ENGL 35950

TAPS 36100. Dance Composition. 100 Units.
How do bodies interface with space, time, form, energy, dynamics, and cultural traditions to communicate ideas? What even defines a dance? Is it something that only exists on stage in a repeatable form or is it a set of embodied tools, rituals and/or cultural practices that are shared in all kinds of spaces? In this laboratory-based course, these questions are approached through movement exercises, improvisation, weekly dance-making studies, and a final choreography project. Readings, journaling, group discussion, and videos from a range of dance practices will supplement choreography assignments to help students develop proficiency in the areas of analyzing dance and constructive criticism. Attendance at the first class session is mandatory.
Instructor(s): J. Rhoads Terms Offered: Winter
Note(s): Attendance at first class meeting is mandatory.
Equivalent Course(s): TAPS 26100

TAPS 36110. Choreographic Methods. 100 Units.
This studio course introduces students to a wide range of methods for creating choreography, while considering the complex relationship between bodies, form, aesthetics, cultural contexts, technology platforms, and performance objectives. Grounded by interdisciplinary inquiry and ethical collaboration practices, the course will provide students with a robust toolkit for experimentation and play within dance and movement-based work, including compositional structures, improvised scoring, and choreographic prompts that are inspired by students’ unique thematic interests. The course also invites students to consider how choreographic methods can be activated as a problem-solving tool across disciplines. Supplementary readings and viewings will highlight contemporary choreographic practices from around the globe, driving discussion and analysis while giving students a broad understanding of how choreography engages current social and political issues.
Instructor(s): J. Rhoads Terms Offered: Autumn
Equivalent Course(s): TAPS 26110

TAPS 36150. Dance Lab. 100 Units.
Dance Lab provides students with the dedicated space, time, and support structures to make dance and movement-based theater. The development of each student's work is complemented by discussions with student peers and guest artists, and regular meetings with a faculty advisor. The course culminates in an informal public performance.
Instructor(s): J. Rhoads Terms Offered: Winter
Equivalent Course(s): TAPS 26150

TAPS 36215. Comedy Central 2: The Body's Genres. 100 Units.
The story of comedy from the classics on focuses on the comedic as a weapon, as play that disrupts communication, and as a scene of moral revelation. This course will take up those relations, but begins with the body. We will focus on the plastic, corporeal, affective, and psychodramatic dynamics of the comedic. So much so, in fact, that we’re calling it a studio seminar: it will involve actively participating in exercises adapted from the somatic arts, contemporary dance, music, theatre and contemporary comedy and developing new ones. Recognizing that bodies are as much created by movement as engendering it, and recognizing that the comedic is a register for translating the impact of other bodies including the world’s body, the course will partition “the body” into focal themes such as: scale/gesture, the vocal grotesque/irony, movement/interruption, trauma/repair, slapstick/satire, ritual/convention, spontaneity/improvisation; cognitive laughter/belly laughter. Readings will include texts by Linda Williams, Erving Goffman, J.L. Moreno, Elias Canetti, Moshe Feldenkrais, Steve Paxton, Mikhail Bakhtin, Mae West, Jerry Lewis and Fred Moten. Students will contribute their own choices to an exploration of individual performances by Buster Keaton, Louise Lasser, Eleo Pomare, Phyllis Diller, Jackie "Moms" Mabley, and Jerrod Carmichael.
Instructor(s): L. Berlant, C. Sullivan Terms Offered: Autumn
Equivalent Course(s): ARTV 36215, ENGL 36407

TAPS 36217. Histoire du théâtre français de la Renaissance aux Lumières. 100 Units.
Entre le XVIe et le XVIIIe siècle, le théâtre français connaît une période de remarquable effervescence. La tragédie renait avec la Cléopâtre captive d’Étienne Jodelle (1553), la pastoral et la tragédie comique acquièrent leurs spécificités respectives et le drame bourgeois rencontre ses premiers succès. Ce cours d’Histoire du théâtre français de la Renaissance aux Lumières se propose d’examiner la poétique de chacun de ces genres dans le contexte des grands courants esthétiques de l’époque (humanisme, baroque et classicisme). Tout en soulignant que les pièces produites durant les trois siècles étudiés sont encore tributaires des sources antiques et médiévales, ce panorama montrera de quelle façon le génie de certains auteurs - ainsi que les querelles que suscite l’opposition morale et intellectuelle à l’art dramatique - contribue au développement d’un des spectacles les plus brillants et les plus acclamés d’Europe.
Instructor(s): J. Perrier-Chartrand Terms Offered: Spring
Note(s): Taught in French.
Equivalent Course(s): FREN 26217, FREN 36217, TAPS 26217

TAPS 36220. Dance, Identity, and Appropriation. 100 Units.
This survey course will look at the ways that dance-across genres, geographies, and histories—has negotiated, challenged, and complicated ideas of identity and authority. Grounded in histories including the 1893 World Columbian Exposition, where Swedish-American Christine Olson performed Turkish dance on the Midway, as well as modern dance pioneer Ruth St. Denis’ imitation of the Indianess she encountered on a cigarette ad, we will explore case studies including American minstrel traditions, hip hop dance, the Nutcracker and other classical ballets, dance tourism like Hula and West African forms, viral K-pop dance tutorials, and more. These case studies will be used to discover how dance, and the dancing body, performs and problematizes appropriation. Part seminar/part practicum, assignments will include short written papers and performance projects including dance reconstructions.
Instructor(s): L. Leopold Terms Offered: Spring
Equivalent Course(s): CRES 26230, TAPS 26220
TAPS 36250. Contemporary Dance Techniques. 100 Units.
This course is an overview of the formal practices and trends that shape dance as an evolving contemporary art form. Designed for students with minimal dance experience who want to broaden their dance knowledge and deepen their physical skills, the course draws from a range of contemporary dance techniques including modern, improvisation, Hip-Hop, choreography, and partnering techniques. Lectures, viewings, and discussion will support experiential practice components, and professional guest artists will address select topics. ATTENDANCE AT FIRST CLASS IS MANDATORY.
Instructor(s): J. Rhoads Terms Offered: Winter
Equivalent Course(s): TAPS 26250

TAPS 36260. Katherine Dunham: Politics in Motion. 100 Units.
This course traces the creative, political, and scholarly legacies of Katherine Dunham (1909-2006), exploring the immeasurable impact of her career as a dancer, choreographer, anthropologist, activist, and creator of the Dunham Technique. Students will merge embodied practice with in-class discussions of theoretical texts, questioning the role of Black dance traditions of the 20th century in helping shape transnational and Black diaspora studies. In keeping with the geographic scope of Dunham’s practice and research, we will engage Black dance and social movements of the Caribbean, Latin America, the United States, and beyond. Central concepts of performance ethnography, Caribbean studies, and Black feminisms will anchor an investigation of dance as an intellectual process and as social action. We will contemplate the methods of artist-activists and artist-scholars in traversing disciplines and foregrounding new fields of thought. This course will balance training with a certified practitioner in Dunham Technique with field studies, archival research, and short choreographic experiments while taking advantage of concurrent city-wide events celebrating Dunham’s legacy. No previous dance experience is required, and students should be prepared to engage through the body as well as intellectually in each class.
Instructor(s): H. Crawford Terms Offered: Autumn
Equivalent Course(s): TAPS 26260, CHST 26260, CRES 26260

TAPS 36280. Site-Based Practice: Choreographing The Smart Museum. 100 Units.
This course gives students the unique opportunity to create a collaborative, site-based work that culminates in a final performance at UChicago’s Smart Museum of Art. Using embodied research methods that respond to site through moving, sensing, and listening, we’ll explore the relationship between the ephemeral nature of movement and the materiality of bodies and place, and consider how the site-based contexts for dance shift how it is perceived, experienced, and valued. Our quarter-long creation process will begin with a tour of the Smart Museum, guided by curators and members of the Public Practice team, that will provide context to the museum’s exhibitions, programming, and its relationship to geography and community. Assigned readings, viewings, and conversations with guest artists will delve into the relationship between dance and the sites where it happens, including museums from the material relationship between bodies, objects, and architecture to the digital flows of choreography online.
Instructor(s): J. Rhoads Terms Offered: Winter
Equivalent Course(s): ARCH 26280, ARTV 30027, TAPS 26280, CHST 26280, ARTV 20027

TAPS 36290. Mapping Black Social Dance: Hip Hop and House in the Community and Onstage. 100 Units.
This hybrid studio/seminar course offers an overview of the formal techniques, cultural contexts, and social trends that shape current Black social and vernacular dance practices. Modules will be built around Black social culture by looking at key histories and theories around Black dance, music and other cultural aesthetics from hip hop to house. As part of our exploration, we will cover themes such as: the Great Migration, the range of Black social dance forms from blues, jazz, disco, and dancehall that have influenced the evolution of hip hop and house on global scale; and the spectrum of social spaces from clubs to lounges and public events that have been critical to preserving Black cultural heritage and creating safe spaces for belonging and flourishing. Selected readings and viewings will supplement movement practice to give historical, cultural, and political context.
Instructor(s): M. McNeal Terms Offered: Spring
Equivalent Course(s): ARCH 26280, ARTV 30027, TAPS 26280, CHST 26280, ARTV 20027

TAPS 36350. Wagner’s ‘Ring’ in Performance. 100 Units.
Offered in conjunction with Lyric Opera’s production of “Siegfried”, this course considers Richard Wagner’s tetralogy “The Ring of the Nibelung” by examining its musical language, scenic terms, political aspirations, and production history. While we will consider "The Ring" in its entirety, we will focus on "Siegfried" complementing our readings and discussions with field-trips to rehearsals at Lyric Opera, seeking to understand the Chicago production in a broader context of stage productions prepared over the course of the past 50 years.
Instructor(s): David Levin, Steven Rings Terms Offered: Autumn
Prerequisite(s): No prerequisites
Note(s): An interest in one or more of the following is preferable: opera, musicology, German studies, theater & performance studies.
Equivalent Course(s): MUSI 25918, TAPS 26350, MUSI 35918, GRMN 39350, GRMN 29350

TAPS 36519. Richard Wagner’s Ring of the Nibelung in Performance. 100 Units.
This seminar, open to undergraduates and beginning graduate students, serves as a critical introduction to and intensive exploration of Richard Wagner’s 19th century tetralogy. In addition to critical readings (e.g., by Wagner, Adorno, Nietzsche, Badiou, Dahlhaus, et al.) and screenings of a host of productions, we will travel downtown
to Lyric Opera to attend performances of the Ring cycle in David Pountney’s new production. Our discussions of the Chicago production will be supplemented by conversations with members of the Lyric Opera production team, including Anthony Freud, Lyric Opera’s General Director. No previous knowledge is required although a curiosity about opera, German culture, media history, and/or theatre & performance studies will be essential. Instructor(s): David Levin Terms Offered: Spring
Equivalent Course(s): GRMN 23419, TAPS 26519, CMST 22119, MUSI 32520, GRMN 33419, MUSI 24520, FNDL 23419, CMST 32119

TAPS 38320. The Mind as Stage: Podcasting. 100 Units.
Audio storytelling insinuates itself into the day-to-day unlike other narrative forms. People listen to podcasts while they do the dishes, drive to work, or walk the dog. In this hands-on course, we will learn to produce a podcast from idea to final sound mix, and explore the unique opportunities that the podcast form affords the storyteller. Students will complete several short audio exercises, and one larger podcast project. The class will be held remotely, with an emphasis on remote recording techniques and what it means to document this moment using tools of non-fiction, fiction, and oral history.
Instructor(s): S. Geis Terms Offered: Autumn
Note(s): Attendance at first class session is mandatory.
Equivalent Course(s): TAPS 28320, MAAD 23820

TAPS 38330. Oral History & Podcasting. 100 Units.
This class explores the potential of the podcast as a form of ethical artistic and social practice. Through the lens of oral history and its associated values - including prioritizing voices that are not often heard, reciprocity, complicating narratives, and the archive- we will explore ways to tell stories of people and communities in sound. Students will develop a grounding in oral history practices and ethics, as well as the skills to produce compelling oral narratives, including audio editing, recording scenes and ambient sound, and using music. During the quarter, students will have several opportunities to practice interviewing and will design their own oral history project. This class is appropriate for students with no audio experience, as well as students who have taken TAPS 28320 The Mind as Stage: Podcasting.
Instructor(s): S. Geis Terms Offered: Winter
Equivalent Course(s): TAPS 28330, MAAD 23833

TAPS 38350. Dance & Theater in Real-Time: Performing Presence and Liveness. 100 Units.
Presence is a fundamental yet highly debated subject within numerous fields of study, complicated by questions about authenticity, identity, authority, and self-awareness. In the context of live performance, presence implies relationship to others, location, space, and time, among others. In this course, students will engage in both seminar and studio-based work to consider the phenomenology of presence within the fields of dance, theater, and performance. Coursework considers the relationship between presence and liveness, how presence is impacted by theatrical containers such as choreography, script, or structured improvisation, and the relationship of “co-presence” between audience and performer, among other topics. Attendance at first class is mandatory.
Instructor(s): J. Rhoads Terms Offered: TBD
Equivalent Course(s): TAPS 28350

TAPS 38360. Screendance: Movement and New Media. 100 Units.
This course will explore the evolving relationship between moving bodies and video technologies. From early filmmakers using dancers as test subjects, to movie musicals and contemporary dance for the camera festivals, mediatization of the body continues to challenge the ephemerality of live dance performance. This course focuses on the growing field of screendance, videodance, or dance-on-camera, working to define this hybrid genre and to understand the collaborative roles of choreographer, director, dancer, cameraman, and video editor. This course is both a practical and scholarly approach to the genre of screendance, each component essential to a full understanding and mastery of the other. Course work will be divided between the studio and the classroom. For the studio component, students will learn basic video editing and filming techniques. For the classroom component, students will be asked to watch screendance and read a cross-section of criticism. Assignments will be both technological and choreographic (making screendance) and scholarly (written reflections and seminar paper).
Instructor(s): L. Leopold Terms Offered: TBD
Note(s): Attendance at first class is mandatory.
Equivalent Course(s): TAPS 28360, MAAD 23860, CMST 28360

TAPS 38421. Theater for Social Change. 100 Units.
Augusto Boal argues that theatre is “rehearsal for the revolution.” Boal’s Theatre of the Oppressed provides key strategies for collaboratively crafting dramatic narrative. These strategies challenge the conventional Aristotelian structure that privileges a single protagonist and subordinates other stories. Instead, Boal structures a poetics in which the “spect-actor” contributes their voice. Students will engage in devising and embodiment exercises in Image Theatre, Newspaper Theatre, Forum Theatre, and more, by interpreting texts, (e.g., religious texts, constitutional documents, or political manifestos), interrogating current events, exploring public narratives, and valuing diverse learning styles. Students will contextualize destinations for the course material according to the aesthetic and academic questions that they bring into the classroom. To consider ethical concerns surrounding participatory theatre, we will examine arts groups past and present that employ the techniques of the Theatre
of the Oppressed. Readings include Boal, Freire, Jan Cohen-Cruz, Michael Rohd, bell hooks, and Knight
and Schwarzman.
Instructor(s): T. Trent Terms Offered: Spring
Note(s): Attendance at first class is mandatory
Equivalent Course(s): TAPS 28421, CRES 28421

TAPS 38479. Theater and Performance in Latin America. 100 Units.
What is performance? How has it been used in Latin America and the Caribbean? This course is an introduction
to theatre and performance in Latin America and the Caribbean that will examine the intersection of performance
and social life. While we will place particular emphasis on performance art, we will examine some theatrical
works. We ask: how have embodied practice, theatre and visual art been used to negotiate ideologies of race,
gender and sexuality? What is the role of performance in relation to systems of power? How has it negotiated
dictatorship, military rule, and social memory? Ultimately, the aim of this course is to give students an
overview of Latin American performance including blackface performance, indigenous performance, as well as
performance and activism.
Instructor(s): D. Roper Terms Offered: Autumn
Prerequisite(s): Undergraduates must be in their third or fourth year
Note(s): Taught in English.
Equivalent Course(s): SPAN 29117, TAPS 28479, CRES 29117, LACS 29117, SPAN 39117, CRES 39117, LACS
39117, GNSE 39117, GNSE 29117

TAPS 38702. Italian Comic Theater. 100 Units.
A survey of the history of Italian theater from the Erudite Renaissance Comedy to Goldoni’s reform. We will
pay particular attention to the tradition of commedia dell’arte (scenarios, stock characters, and plot formation),
ancient and medieval influences, evolution and emancipation of female characters, and the question of language.
Readings include works by Plautus, Ariosto, Machiavelli, Angelo Beolco (Ruzante), Flaminio Scala, and Goldoni.
Toward the end of the course we will consider the legacy of Italian Comedy in relation to the birth of grotesque
and realist drama in Pirandello.
Instructor(s): R. Rubini Terms Offered: Winter
Note(s): Taught in English.
Equivalent Course(s): TAPS 28702, ITAL 28702, ITAL 38702

TAPS 41401. Opera Film: China / Europe: Thinking Media Hybridity across Cases. 100 Units.
This seminar will explore the mutual attraction of cinema and opera across the two vast operatic cultures of
Europe and China in order to interrogate the many cross-cultural issues that their media encounters produce
and accentuate. Such issues include changing relations to myth, ritual, history, and politics; cross-dressing
and gender-bending; closed forms or open; stock characters ward plots or narrative fluidity. We will ask
why in both China and Europe, opera repeatedly became the conflicted site of nationalist and modernizing
aspirations, reiterations of tradition, and attempts at avant-gardism. When the presumed realism of film meets
the extravagant hyperperformativity of opera, the encounter produces some extraordinary third kinds-media hybrids. Film repeatedly wrestled with the inherent histrionics of opera through the use of such devices as
close-ups, camera angles, shot reverse shot, displacement of sound from sight, acousmatic sound, and trick
photography. Such devices were generally meant to suture the supposed improbabilities of the operatic art form,
incongruities often based on extravagant and transcendent relationships to realism. Such cinematic renderings of
opera are highly revealing of fundamental faultlines in the genres themselves and revealing of the cultures that
produced them.
Instructor(s): J. Zeitlin and M. Feldman Terms Offered: Winter
Equivalent Course(s): ITAL 41419, EALC 41401, CMST 44601, MUSI 45019, CDIN 41401

TAPS 41450. Peach Blossom Fan: Theater, History, and Politics. 100 Units.
This course probes the interplay of history, politics, and theatricality in Kong Shangren’s Peach Blossom
Fan, his dramatic masterpiece of 1699, which brilliantly depicts the fall of the Ming dynasty in 1644-1645 on
multiple social, cultural, and ritual fronts, from the pleasure quarters and the imperial court to the Confucian
Temple and the battlefield. Issues to be addressed include: the representation and reassessment of late Ming
entertainment culture—courtiers, actors, storytellers, musicians, booksellers, painters; metatheatricality;
memory and commemoration; props and material culture; the dissemination of news and (mis)information;
the reenactment of the past on the stage, as we contextualize Peach Blossom Fan within the early Qing literary
and theatrical world in which it was created and performed. We’ll also examine the interplay of history, politics,
and theatricality in the modern reception of the play by analyzing its modern and contemporary incarnations in
spoken drama, feature film, and different operatic genres.
Instructor(s): J. Zeitlin Terms Offered: Winter
Note(s): Reading knowledge of modern and classical Chinese is desirable but not required. The course is open to
MAPH students as well as PhD students.
Equivalent Course(s): EALC 41450

TAPS 41451. Palace of Lasting Life: History, Drama, Fantasy. 100 Units.
This course covers the history of Chinese theater from its emergence as a full-fledged art form in the 10th-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, 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, but students are also encouraged to read Chinese texts in the original if feasible.

Instructor(s): Martha Feldman Terms Offered: Spring
Prerequisite(s): Good command of classical Chinese.
Equivalent Course(s): EALC 41451

TAPS 41455. Music and Sound in Chinese Literature. 100 Units.
This course examines key texts from antiquity through the 18th century related to music and sound. “Literature” is construed broadly to include the many genres in which music or sound play a principle part: philosophical and scientific essays; anecdotes, biographies, and tales; poems and informal essays; songbooks, formularies, and scores; encyclopedias and manuals. The course will be organized historically and thematically. Some of the issues we hope to investigate: the role of music in ritual and governance; theories of the voice and sound production; the translation of sound into words, and what is lost and gained; the pictorial representation of sound and listening; the relation between music and emotion; the social roles of musicians and entertainers; and the cultural significance of musical instruments.

Instructor(s): J. Zeitlin Terms Offered: Winter
Note(s): No PRQ but some familiarity with Music or Chinese literature and history would be helpful. All materials will be available in English but students with classical Chinese will be encouraged to read materials in the original when feasible.
Equivalent Course(s): EALC 48088, MUSI 45521

TAPS 42020. The Cabaretetque in Music. 100 Units.
We explore a global range of genres that combine music and the intimate stage through the theoretical formulation of the cabaretetque. The performance practices we examine combine music and theater in ways that are historically and culturally diverse, ranging from medieval and early modern European genres such as mystery plays or Purimspiele to commedia dell’arte and operetta to modern musicals and cabaret itself. We also search for similar forms of intimate musical theater in cross-cultural Asian performance, such as Persian siah-bazi, South Indian kathakali, Korean p’ansori, and Japanese chidon-ya. The genres of music on the intimate stage that underlie the history of cinema (e.g., the first synchronized sound films, The Jazz Singer and Der blauw Engel) will be a consistent focus throughout the seminar. To understand the cabaretetque in opera performance we shall look especially closely at the transformation of Berlin’s Komische Oper in the twenty-first-century, applying close readings to several recent productions. Together, we seek to develop the theory of cabaretetque as an approach to understanding complex social and political relations across the fault lines between self and other. Taking Mikhail Bakhtin’s concept of the carnivalesque as a point of departure, we shall read widely in modern writing on the cabaret as a performance practice that turns the world on its head and history inside-out.

Instructor(s): Bohlman Terms Offered: Spring
Equivalent Course(s): MUSI 42020

TAPS 44016. Modeling the Voice. 100 Units.
Equivalent Course(s): MUSI 44016

TAPS 44420. Practices of Classicism in the French Seventeenth Century. 100 Units.
This seminar has two goals. One is to combine the text-based tradition of French literary studies with the image-based, comparative tradition of art history—and, in so doing, to change the taxonomies of both. The other is to re-evaluate French Classicism by attending to practices of reading, writing, performing, looking and making. The seminar’s breadth is designed to appeal to all graduate students interested in the theory and history of aesthetics, and the interleaving of visual and literary evidence. Looking will be no less important than reading, as we will conduct sessions with original objects in the Art Institute and in Regenstein Special Collections. Authors studied will include Corneille, Molière, La Fontaine, Pascal, and Descartes; among the artists, Poussin, Claude Lorrain, La Tour, and Callot. Critical readings will range from Leo Spitzer to Louis Marin and Foucault. The seminar will be conducted in English; all primary texts will be made available in both English translation and, for those with reading knowledge, in the French original. This seminar will travel to Paris during exam week (March 13-21, 2020); airfare and lodging covered by university. Consent of instructors required.

Instructor(s): Larry Norman and Richard Neer Terms Offered: Winter
Equivalent Course(s): CMLT 44410, CDIN 44420, ARTH 45885, FREN 34420

TAPS 45020. Errant Voices: Performances Beyond Measure. 100 Units.
Listening to trans*, raced, and castrato voices, “Errant Voices: Gender and Performances beyond Measure” will explore voices that escape their confines perforce or by choice, trying to make sense of resistant, insurgent, and resilient voices. Students from various disciplines are invited to join the seminar, thereby helping to advance its themes but working from their own strengths and orientations. Our common goal will be to develop shared theoretical language among differing cases that can lead to new insights into wider paradigmatic shifts across gender and race in our historical moment. The project turns on performances inasmuch as they reveal the workings of bodies, intentions, and interactions. It depends on collective thinking because it is intersectional and thus concerns emergent shared languages developed by encountering questions collaboratively.

Instructor(s): Martha Feldman Terms Offered: Spring
TAPS 45918. Wagner’s "Ring of the Nibelung" in Performance: Siegfried. 100 Units.
This course seeks to explore Richard Wagner’s sprawling 19th century tetralogy The Ring of the Nibelung via the history of its interpretation on stage. While the first section of the course will offer an introduction to the Ring in its entirety, the rest of the quarter will be taken up with an in-depth consideration of Siegfried, the 3rd piece in the tetralogy. Our work in the seminar room (which will encompass a range of historical and critical readings and screenings) will be supplemented by attendance at rehearsals for Lyric Opera’s production of Siegfried, slated to premiere on November 3rd. As it stands, we will cover a substantial amount of territory from a host of genres, eras, fields, and orientations, looking to understand the contested and often contradictory place in music history and cultural theory that is occupied by Wagner and The Ring. Since the course is team-taught by a professor of music and of Germanic studies as well as theater & performance studies, our discussions will seek to encompass a range of fields, approaches, and topics. Among the topics we plan to examine are the aspiration to aesthetic totalization, the politics of community, the notion of distress or emergency (the German term is: Not), and some astonishingly lurid fantasies of family life—mostly of family dissolution. Texts will include the works of Friedrich Nietzsche, Theodor Adorno, Carolyn Abbate, Alain Badiou, Nicholas Ridout, and Slavoj Zizek.
Instructor(s): David Levin, Steven Rings Terms Offered: Autumn. Autumn 2018: Wednesdays 1:30-4:20pm in JRL 264
Prerequisite(s): Consent required: Please email Prof. Levin (dlevin@uchicago.edu) or Prof. Rings your background / experience / interest in one more of the following: music history/theory, critical theory, theater and performance studies, Germanic studies, opera studies, cinema and media studies.
Equivalent Course(s): CDIN 45918, MUSI 45918, GRMN 45918

TAPS 46202. Performance Theory: Action, Affect, Archive. 100 Units.
This seminar offers a critical introduction to performance theory and its applications to theatre and other practices. We will discuss three key conceptual clusters: a) action, acting, and forms of production or play, from classical (Aristotle) through modern (Hegel, Brecht, Artaud), to contemporary (Richard Schechner, Philip Zarrilli, others); b) affect, and its intersections with emotion and feeling: in addition to contemporary theories, we will read earlier texts that anticipate recent debates (Diderot, Freud) and their current interpreters (Joseph Roach, Erin Hurley, others), as well as writing about the absence of affect and the performance of failure (Sara Bailes etc); c) archives and related institutions and theories, including audience formation (Susan Bennett) and challenges of recording ephemeral acts: theorists of memory (Pierre Nora) and remains (Rebecca Schneider), theatre historians (Daphne Brookes, Tracy Davis and others) as well as current theorists on the tensions between the archive and the repertoire (Diana Taylor). Requires active and complete participation; two oral presentations and final paper. Final paper could be a review article (ca 5000 words) using two recent books in your field to examine key concepts that define the field and controversies they may engender.
Instructor(s): Loren Kruger Terms Offered: Winter
Equivalent Course(s): CMST 38346, ENGL 46202, CMLT 46202

TAPS 48017. Phaedras Compared: Adaptation, Gender, Tragic Form. 100 Units.
This seminar places Racine’s French neoclassical tragedy Phaedra within a wide-ranging series of adaptations of the ancient myth, from its Greek and Latin sources (Euripides, Seneca, Ovid) to twelfth-century and contemporary translations and stage adaptations (Ted Hughes, Sarah Kane), read along with a series of theoretical and critical texts. Particular attention will be paid to critical paradigms and approaches in the evolving fields of classical reception studies, theater and performance studies, and gender studies. Reading knowledge of French strongly preferred.
Equivalent Course(s): CDIN 48017, FREN 48017, CMLT 48017, CLAS 48017, GNSE 48017

TAPS 49200. Current Topics in Performance Studies. 100 Units.
An overview of performance theory through topics including: embodiment, speech act theory, performativity and subjection, memory and the archive, performance ethnography, black performance studies and performing identity.
Instructor(s): D. Levin Terms Offered: Autumn
Note(s): This course is offered in alternate years.

TAPS 49700. Performance Practice as Research. 100 Units.
Performance Practice as Research (PPR) seeks to be a laboratory for doctoral students to develop performance work as a means of research -- to pursue inquiries within and through artistic practice. Students will investigate methodologies for creating artistic works in the media of their choice, meaningful terms for critique, and how to put their artistic work into productive dialogue with their scholarship. The instructor will work with each student to customize the development process and presentation(s) of the work. Though the primary focus of the course will be on students’ individual projects, there will be a seminar component consisting of readings, viewings and written assignments. This single-credit course aims to have in-class hours and a work load equivalent to a single course but will be scheduled over two quarters to give students ample time to conceive and realize their projects. The class will not meet every week each quarter and will have some flexibility in how it is organized. Please contact the instructor for further information about course content and logistics.
Instructor(s): L. Danzig Terms Offered: Spring Winter
Note(s): This course is offered in alternate years.
TAPS 49900. Reading and Research. 100 Units.
This is a reading and research course for independent study.
Equivalent Course(s): TAPS 29900

TAPS 50300. Catharsis, Tedium, and other Aesthetic Responses. 100 Units.
This seminar examines the ramifications of catharsis, tedium and other forms of aesthetic response, in other words the relationship between effect and affect in and in response to performance, live, mediated and in reading. Beginning with Aristotle and present day responses to catharsis, we will investigate the kinds of aesthetic response invoked by theories of tragedy (esp Hegel), realism (authority, attachment and estrangement in Lukacs, Adorno, Brecht, Benjamin), as well as theories of pleasure (Barthes, Derrida, Cixous) and tedium (Heidegger). We will also explore tedium through text and audio of The Hunchback Variations by local playwright Mickle Maher. We will conclude with, the potential and limitations of catharsis as an appropriate response to testimonial narrative in text and film during and after the dictatorship in Chile. An essential part of the discussion will be the problem of translating key theoretical terms, not only from one language to another but also from one theoretical discourse to another.
Instructor(s): Loren Kruger Terms Offered: Autumn
Equivalent Course(s): CMLT 50300, ENGL 50301

TAPS 51420. The Literary and Visual Worlds of Xixiang ji. 100 Units.
This course examines the most influential Chinese drama of all times, the Xixiang ji (Romance of the Western Chamber) in light of its multiple literary and visual traditions. Over 100 different woodblock editions, many of them illustrated, were published during the Ming and Qing dynasties alone. The focus of the class will be on close readings of the original texts in classical and early modern vernacular Chinese. We will concentrate on the earliest extant edition of 1498 and Jin Shengtan’s annotated and abridged edition of 1656, along with important sets of woodblock illustrations of the play.
Instructor(s): J. Zeitlin Terms Offered: Autumn
Prerequisite(s): Good reading skills in both classical and vernacular Chinese. Instructor’s permission required.
Equivalent Course(s): EALC 51420
Department of Art History

Chair
- TBD

Professors
- Darby English
- Christine Mehring
- William J. T. Mitchell
- Richard Neer
- Wu Hung

Associate Professors
- Niall Atkinson
- Persis Berlekamp
- Claudia Brittenham
- Chelsea Foxwell
- Matthew Jesse Jackson
- Wei-Cheng Lin
- Andrei Pop
- Katherine Taylor
- Martha Ward

Assistant Professors
- Seth Estrin
- Tamara Golan
- Megan Sullivan

Harper Schmidt Collegiate Assistant Professor
- Dario Donetti

Emeritus Faculty
- Charles Cohen
- Tom Gunning
- Neil Harris
- Reinhold Heller
- Robert S. Nelson
- Linda Seidel
- Joel Snyder
- Barbara Stafford
- Yuri Tsivian

Visiting Professors
- Ina Blom, Department of Philosophy, Classics, History of Art, and Ideas, University of Oslo
- Jas’ Elsner, Corpus Christi College, University of Oxford

The department offers a program for the study of the history of art, leading to the degree of Doctor of Philosophy. Our program distinguishes itself with a combination of global scope, object-driven research, and committed interdisciplinarity. Students pursue research spanning five continents, including Asian, European, Islamic, Latin American, and North American art, as well as the relations between these and other areas traditionally treated in isolation. Object-, material-, and site-based research and teaching are often large-scale and collaborative and include annual traveling seminars, conservation classes, as well as instruction and training at the Smart Museum and Art Institute. Interdisciplinary commitments manifest in faculty’s co-teaching, cross-appointments, and involvements in other departments, centers, and initiatives across campus, in the multiple workshops faculty and students in art history sponsor and participate in, and in the coursework students are encouraged to pursue beyond art history.
ADMISSION

A student wishing to enter the graduate program should have a sound undergraduate education in the humanities and liberal arts, preferably but not necessarily with a major in the history of art. It is highly recommended that students have usable skills in French, German, or other major languages relevant to the student's area of focus. More specific information about appropriate languages can be found on the department’s website (https://arthistory.uchicago.edu/graduate/program/). Applicants are required to submit Graduate Record Examination (GRE) aptitude scores. Both applicants with a BA and applicants who bring an MA in Art History from another institution are welcome to apply for admission to the PhD program. The department grants MA degrees but does not have an independent MA program.

INFORMATION ON HOW TO APPLY

The application process for admission and financial aid for all graduate programs in the Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available on the Humanities Division website (http://humanities.uchicago.edu/students/admissions/).

Questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu.

International students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The minimum required TOEFL score is 104, with 26 on each subsection. The minimum IELTS is 7.0, with 7.0 on each subsection. For more information, please visit the Office of International Affairs website (https://internationalaffairs.uchicago.edu).

THE DEGREE OF DOCTOR OF PHILOSOPHY

The doctoral program in art history typically involves two years of coursework, the completion of a qualifying paper, preliminary exams in three fields, a dissertation prospectus, and a dissertation. Following their coursework, students also learn to teach by serving as a teaching assistant for faculty-taught undergraduate courses and taking the department's teaching colloquium. After advancing to ABD status, students research and write their dissertation, usually combining time in Chicago with traveling abroad.

Students should refer to the Graduate Student Handbook (https://wiki.uchicago.edu/display/AHH/) for details on all requirements.

COURSE REQUIREMENTS

In general terms, the doctoral program requires two years of full time coursework. Students typically enroll in three courses each quarter during their first two years, and courses are selected with the guidance of the student's doctoral advisor and in consultation with the Director of Graduate Studies in the department.

All students take ARTH 40200 Art History Proseminar and ARTH 44002 COSI Objects & Materials Seminar in the Autumn and Winter Quarters, respectively, of their first year. Among the other 18 courses required for the doctoral degree are two courses each for distribution requirements and for the student's minor field. The qualifying paper, completed by the end of Winter Quarter of the second year, is researched and written within the framework of two Qualifying Paper Reading Courses typically supervised by the doctoral advisor and/or another faculty member. Finally, students enroll in a Preliminary Exam Directed Reading Course in the Spring Quarter of their second year.

All students must demonstrate competency in languages determined by their chosen field. Depending on the language and level, up to three language courses may be counted toward the total number of courses required for the degree.

Given the department's strong history of and continuing commitment to interdisciplinary inquiry and intellectual formation, the doctoral program allows for as many as 8 of the total 18 courses required for the PhD to be taken outside the Department of Art History.

In their third year, students are required to take the Teaching Colloquium and Dissertation Proposal Workshop offered yearly by an art history faculty member. These courses do not count toward the 18 courses required for the PhD. Students also prepare for and take their preliminary exams, and typically hold their first teaching assignments in their third year.

ABD

Upon successful completion of all coursework requirements, the qualifying paper, the relevant language requirements, and the preliminary exams, each student prepares a dissertation proposal that must be approved by three committee members. Upon that approval and an administrative review of the student’s file, the student formally advances to the status of “PhD Candidate” and All But Dissertation (ABD) status.

In subsequent years, students research and write the dissertation while further developing their teaching skills (in keeping with the doctoral program’s teaching requirement). Following the submission and successful defense of the dissertation, the doctoral degree is conferred. The current expectation, in general terms, is that
completion of the PhD in Art History requires approximately seven years, but time to degree will vary: some students may graduate in less than seven years, others may find they need an additional year.

While all doctoral students must fulfill the requirements sketched above, the different fields of art historical study that are represented in the Department of Art History each have their own particular scholarly requirements. With the aim of providing graduate students with the most rigorous formation in their chosen area of specialization, the department has made various structural provisions to ensure that students can receive the additional training required by their chosen field (including additional language study, training in specialized research skills, and curatorial formation). As these scholarly requirements vary from field to field, so too — within limits set by the Department of Art History and the Division of the Humanities — the pace of each student's progress through the doctoral program will necessarily be shaped by the requirements of his/her chosen area of study, in consultation with the art history faculty.

**JOINT AND DUAL PHDS**

Select students may pursue joint PhD degrees with art history and another department or program. Joint PhD programs at the University of Chicago are of two types, "standing" and "ad hoc."

A standing joint degree program has been established between Art History (ARTH) and the Committee on Theater and Performance Studies (TAPS). It allows students to complement their doctoral studies in Art History with a program of study in TAPS that reflects their particular training and interests, encompassing both academic and artistic work. Students apply to this standing program at the time of their application to the University, which is submitted to the art history department.

Students may petition for an ad-hoc joint PhD with another department or program according to guidelines set by the Humanities Division (https://humanities.uchicago.edu/students/manual/academic-policies/joint-degree-programs/). Generally, admitted students must separately meet the requirements of both programs, but any overlapping requirement need only be met once if each department would otherwise consider it met were that student not in the joint degree program. Recent art history students have completed joint PhDs with Cinema and Media Studies and with Social Thought.

Under a new initiative (https://fcc.uchicago.edu/page/international-dual-phd-degree-program/), some students may simultaneously pursue PhD studies at the University of Chicago and at a degree-granting institution of higher learning in France, leading to two PhD degrees – one from each of the two institutions. Students approved for this initiative pursue a specific course of study depending on their research and professional interests, must satisfy all the requirements of both doctoral programs, and must write and defend a single dissertation that meets the requirements for each degree.

**THE DEGREE OF MASTER OF ARTS**

The objective of the program is the PhD degree. Doctoral students in the program are eligible to receive an MA degree after completing the following requirements: one foreign language required for the student's field; nine one-quarter courses at the University of Chicago which meet the first-year distribution requirements, including ARTH 40200 Art History Proseminar and ARTH 44002 COSI Objects & Materials Seminar; and approval of the qualifying paper from both readers.

Students seeking a master's degree should apply to the Master of Arts Program in the Humanities (MAPH), a three-quarter program of interdisciplinary study in a number of areas of interest to students. Further details about the MAPH program are available on their website (https://maph.uchicago.edu/master-arts-program-humanities/).

**COURSES**

For more information on recently taught courses, please see the course description page of the departmental website (https://arthistory.uchicago.edu/graduate/courses/).

**ART HISTORY COURSES**

**ARTH 30520. Embodiment in Ancient Greece. 100 Units.**

This course examines how the human body was represented and conceptualized in ancient Greek art and literature. Moving through three themed units - Objects and Bodies, Gender and Sexuality through the Senses, and Fragile Bodies - we will consider how concepts of embodiment were constructed and articulated in a range of social and spatial contexts, including sanctuaries, drinking parties, grave sites, and battlefields. A central goal of this course is to bring together two types of evidence - material objects and written sources - from classical antiquity that are traditionally studied apart. Through primary texts (in translation), discussions of objects, and museum visits, we will develop strategies for thinking across methodological divides and between word and image to arrive at richer, more textured understanding of the body in ancient Greece.

Instructor(s): S. Estrin, S. Nooter Terms Offered: Winter  
Note(s): Students must attend first class to confirm enrollment.  
Equivalent Course(s): ARTH 20520, CLAS 32921, CLCV 22921
ARTH 30510. Minoan Art, Modern Myths, and Problems of Prehistory. 100 Units.

This course will provide an introduction to the art of the Bronze Age culture of Minoan Crete, with an emphasis on the Palatial Periods (ca. 1900-1450 BCE). We will cover both well-known works and recent archaeological finds, including those from outside of Crete that have altered our view of Minoan art in recent years. At the same time, we will investigate how our knowledge of this civilization and its art has been shaped by the mentalities of those who have excavated its remains and collected and displayed its art. We will look closely at archaeological reports, restorations, forgeries, and concepts of style and iconography to reveal how archaeological remains are transformed into historical narratives. While focused on the Minoans, the class is designed to build the analytical skills necessary for engaging with the art of prehistoric cultures and other ancient cultures heavily shaped by modern imaginaries.

Instructor(s): S. Estrin Terms Offered: Autumn
Note(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): CICV 21517, CLAS 31517, ARTH 20510

ARTH 30700. Understanding the Built Environment. 100 Units.

This course aims to equip students with the basic skills and knowledge needed to analyze the built environment. Through weekly seminars that are paired with practical labs on architectural writing and drawings, class visits to buildings and exhibitions, or meetings with practitioners, it explores a variety of themes from the material design of the building itself to its urban, social, cultural, and historical significance. These themes include how building designs accommodate their uses and users; how they resist physical forces like gravity, wind, earthquake; the potential of traditional and new materials; cultural questions of style and symbolism; contextual relationships to site and surroundings; technological infrastructure in architecture, such as climate control, power, and computation; and buildings as historical objects that change over time. Students practice their skills in an analytic project on a local building or urban site of their choice. This foundational course for the undergraduate Architectural Studies minor program is offered annually, and is open to minors, prospective minors, and other interested students, including graduate students.

Instructor(s): K. Taylor Terms Offered: Autumn
Note(s): Students must attend first class to confirm enrollment. Please note that the course entails an 80-minute meeting on Tuesdays and a 170-minute meeting on Thursdays. The long meetings accommodate off-campus field trips and allow for some travel time. Field trips will be scheduled so students can get back to campus for classes starting at 12:30.
Equivalent Course(s): CHST 20700, ARCH 20000, ARTH 20700

ARTH 31304. Picturing the Earth: Art and Environment in the Modern Era. 100 Units.

How has artistic practice shaped the way we perceive the environment and its phenomena? How has the project of picturing the earth impacted the development of modern aesthetics across media? And how has the environment itself shaped artistic practice on conceptual, aesthetic, and material levels? In this seminar, we will explore the multifaceted intersections of art and the environment from the early modern period to the present, anchoring our discussion in objects drawn from the Smart Museum of Art, the Joel Snyder Materials Collection, and Special Collections at the Regenstein Library. In the process, we will consider how artists variously contributed to, drew inspiration from, and critiqued changing conceptions of the earth over the modern era, paying particular attention to exchanges between the arts and sciences; the new perspectives opened up by media technologies such as photography, film, and digital imaging; the legacies of colonial exploration and resource extraction; and the challenges posed by environmental problems on local and global scales. This course will also include practical training in curatorial work in collaboration with the Fettler Center for Academic Inquiry. As part of their final projects, students will be asked to research objects from the Smart Museum of Art and contribute to a class exhibition, to be held in the Smart in Spring 2022.

Instructor(s): K. Korola Terms Offered: Autumn
Note(s): Instructor consent required for registration. Students must attend first class to confirm enrollment.
Equivalent Course(s): ARTH 21304, CMST 27822, ENST 21304

ARTH 31310. Art and Technology Since World War I. 100 Units.

This seminar tracks the entanglements of visual art and "technology," a term which took on an increasingly expanded set of meanings beginning in the early decades of the twentieth century. Focusing on the period between World War I and the present, we examine these expanded meanings and ask how the work of art fundamentally shifted with, extended, tested, or acted upon "technology." We consider cases from the art historical avant gardes, the impact of cybernetics and systems thinking on architecture and visual perception, midcentury collectives that sought to institutionalize collaborations between artists and engineers, as well as more subtle exchanges between art and technology breeding since the Cold War. Course readings drawn from art history and the histories of science and technology, as well as site visits to art collections on campus, will inform our investigation. Students will gain historical insights into the relation between visual art and technology; develop analytical tools for critically engaging with the present-day interface of art, science, and engineering; and consider the implications for the futures we imagine. Students will have the option to propose alternative final projects that incorporate or extend practices across visual art and the sciences on campus.

Instructor(s): T. Shabtay Terms Offered: Winter
Equivalent Course(s): ARTH 21310, KNOW 21310
ARTH 31315. Introduction to Art, Technology, and Media. 100 Units.
The course gives an introduction to the relationship between art, media, and technology, as articulated in art practice, media theory, and art theory/history. The key focus is the relationship between 20th-century art and so-called “new media” (from photography, film, radio, TV to computers and digital technologies), but older instances of art- and media-historical perspectives will also be discussed. The objective of the course is to give insight into the historical exchanges between art and technological development, as well as critical tools for discussing the concept of the medium and the relationship between art, sensation/perception, visualization, and mediation. The course will also function as an introduction to the fields of media aesthetics and media archaeology.
Instructor(s): I. Blom Terms Offered: Autumn
Note(s): This course does not satisfy the general education in the arts requirement. Equivalent Course(s): CMST 27815, CMST 37815, ARTH 21315, MAAD 11315

ARTH 31333. (Re)Branding the Balkan City: Comtemp. Belgrade/Sarajevo/Zagreb. 100 Units.
The course uses an urban studies lens to explore the complex history, infrastructure and transformations of cities, mainly the capitals of today’s Serbia, Bosnia and Herzegovina, and Croatia. There is a particular need to survey this region and feed the newfound interest in it, mainly because Yugoslav architecture embodied one of the great political experiments of the modern era. Drawing on anthropological theory and ethnography of the city, we consider processes of urban destruction and renewal, practices of branding spaces and identities, urban life as praxis, art and design movements, film, music, food, architectural histories and styles, metropolitan citizenship, and the broader politics of space. The course is complemented by cultural and historical media, guest speakers, and virtual tours. One of them is a tour through the 2018 show at MoMA "Toward a Concrete Utopia: Architecture in Yugoslavia 1948-1980" a project curated with the goal to find a place for Yugoslav Modernism in the architectural canon. Classes are held in English. No knowledge of South Slavic languages is required.
Instructor(s): Nada Petkovic Terms Offered: Spring
Equivalent Course(s): ARCH 21300, GLST 21301, REES 31303, BCSN 21300, BCSN 31303, REES 21300, ARTH 21333, HIST 24008

ARTH 31450. Rhoades Seminar: Gender and Sexuality in Modern European Art. 100 Units.
This seminar will address issues of gender and sexuality in Europe from the 1850s through the 1940s using the Art Institute of Chicago’s collection as its focus. Starting with the repressively prescribed gender roles during the Victorian Era, we will consider how these perceptions were at once entrenched by artists like the Pre-Raphaelites and exploded by the writings of Oscar Wilde. Women artists took on new prominence around 1900 with figures like Käthe Kollwitz in Germany and Suzanne Valadon in France pushing the boundaries of female subjectivity. The so-called New Woman of the 1920s was represented both positively and negatively, while the visual arts and film during New Objectivity embraced new forms of queer culture. Lastly, the varied forms of creative practice that emerged during Surrealism, which radically challenged gender norms and identities, will be explored. Students will be encouraged to look carefully and will study in depth the materials and techniques of the objects in question.
Instructor(s): J. Clarke Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment. Equivalent Course(s): ARTH 21450

ARTH 32106. Introduction to the Study of Iconography. 100 Units.
TBD
Equivalent Course(s): HCHR 32106, ARTH 22106, RLST 28320, RLIT 32106

ARTH 32266. Witchcraft and the Cultural Imagination. 100 Units.
This seminar takes as its focal point the vast range of conceptual, material, and visual artifacts that are produced by, and indeed help to construct, this enduring fascination with the figure of the witch, from the medieval past to the present. We will examine case studies from premodern Europe to Colonial North America to Indonesia, scrutinizing texts, films, and works of art. Rather than offering a standard history of witchcraft, we will explore the intersections of gender, labor, and representation that the figure of the witch makes specially available for study. Witchcraft constitutes a multifaceted phenomenon that aims to alter reality and the self through the use of various techniques, transmitted both orally and in writing. These techniques have often appeared culturally marked in terms of gender and belief. Witchcraft has for centuries been the business of women in societies where very few avenues existed for women to develop any sort of business.
Instructor(s): T. Golan, N. Mourelle Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment. Equivalent Course(s): ARTH 22266, SPAN 32266, SPAN 22266

ARTH 32815. Medici Florence. 100 Units.
This course examines the artistic and cultural patronage of the Medici of Florence from Cosimo il Vecchio in the late fifteenth century to Grand Duke Cosimo II in the early seventeenth century. Organized roughly chronologically, the course considers the changes and continuities in the artistic interests of this eminent family in relation to cultural, economic, political and religious transformations in Florence. More broadly, we will explore the value of patronage studies in art history, considering issues such as the agency of the artist, political propaganda, corporate identity, female patronage and religious sponsorship. Class readings combine the study of documentary sources such as Medici letters and inventories with primary sources by Machiavelli and Vasari, and
secondary sources on specific Medici patrons, artists, works of art and architectural structures. Several classes will take place at the Newberry Library and students will contribute to a Newberry online resource.

Instructor(s): L. Markey Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment.

Equivalent Course(s): ARTH 22815

ARTH 33010. Visual Culture of the Ancient Near East. 100 Units.

This course explores the vast corpus of material objects that makes up the visual culture of the ancient Near East-specifically, the palaces, temples, ziggurats, obelisks, carved reliefs, votive statues, inlays, cylinder seals, and cuneiform tablets of Mesopotamia, Syro-Anatolia, the Levant, Persia, and Egypt from 3500 to 330 BCE. In addition to their formal qualities, we will explore the practices by which these artifacts and monuments were made; the cultural value of their raw material components, including clay, stone, metals, ivory, and pigments; their life histories, modes of circulation, interactive potential, and significance within the larger social and political climate; and the modern reception and response to these works of art. Students will also obtain an understanding of art historical approaches to the study of ancient Near Eastern visual culture and the value of Art History to the field of ancient Near Eastern Studies. Class meetings structured around thematic case studies of material groups from different regions presented in chronological sequence-emphasize conceptual issues (agency, materiality, aesthetics, narrative, ideology, space, representation, style, technology, sensory experience), and theoretical and methodological considerations (archaeological, art historical, anthropological, philological, historical). The course draws primarily on archaeological evidence and ancient textual sources and includes regular visits to the Oriental Institute Museum.

Instructor(s): K. Neumann Terms Offered: Spring

Equivalent Course(s): NEAA 20610, ARTH 23010, NEAA 30610

ARTH 33602. Native American Art at The Field Museum: An Anthropological Perspective. 100 Units.

This course explores recent forays into collecting and displaying contemporary Native American Art for the Field Museum, a museum of natural history and anthropology. Through site visits and dialogues with Field Museum staff, contemporary Native American artists, and readings, the course introduces students to the potential and problematic of locating, defining, and representing contemporary art within the colonial context of the Field Museum and how collaboration with artists and community members plays a role in shifting the paradigm toward one that centers collaborative curation and is inclusive of the direct voice of artists. Students will have the opportunity to observe the major renovation currently underway of the Native North American Hall and the role that contemporary art will play in deepening understanding of existing collections and contemporary social concerns.

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

Prerequisite(s): Students must attend first class to confirm enrollment. This course meets at the Field Museum; students should plan their course schedules to accommodate travel.

Equivalent Course(s): ARTH 23602

ARTH 34002. Advanced Nonfiction Workshop: Writing About the Arts. 100 Units.

This workshop will support students in developing useful practices and experimenting boldly. Working with recent technological transformations in the visual arts world, we'll be keeping art notebooks in different forms (by hand, photographs, blog, Instagram, collage). We'll begin with Walter Benjamin's classic essay about art and mechanical reproduction, and then work with some examples: 1. Virtually seen. Jennie C. Jones's show Constant Structure, hung at the Arts Club of Chicago via face time, with pamphlet-catalogue by poet and critic Fred Moten; 2. Unseen. Lori Waxman, long the art critic of the Chicago Tribune, and her pandemic 60 word / min art critic project in Newcity of art reviews for artists with canceled shows; 3. Explained / packaged. The Instagram feeds of museums; 4. Technological diary / memory methods. Looking back to T.J. Clarke's book of 2006 The Sight of Death: An Experiment in Art Writing, and to Teju Cole's Blind Spot, which uses his own photographs, and looking now at Instagram feeds of Cole and other art writers; 5. Collaborations. Artists working as collaborator-curators and self-interpreters, with reference to a recent Dawoud Bey show at the Art Institute and a Venice installation by Iris Kensmil and Remy Jungerman. Each class will begin with student-led observation. Students will visit, in-person or on-line, five installations / exhibitions / events, and be workshoped twice. Final work, revised essay and looking notebook.

Instructor(s): Rachel Cohen Terms Offered: Winter

Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu (writing sample required). Attendance on the first day is mandatory.

Equivalent Course(s): ARTH 24002, CRWR 24002, CRWR 44002

ARTH 34008. Advanced Nonfiction Workshop: Drawing from Life. 100 Units.

This is a course for students interested in developing their ability to write about the visual arts, as critics, appreciators, theorists, or memoirists, and, practically, for work in galleries, museums, journals, and magazines. A theme of the course will be to explore ways that art and life may interact, both in the work made by a visual artist and in the nonfiction that arises in response to a visual artist or their work. Some students may be interested to write biographically about artists and their work, and we'll talk about how to make biography illuminating and not reductive; other students may be interested to draw on their own life experiences as they try to shed light on works of art; still others may be curious to see how certain artists themselves have viewed the questions and practices of drawing from life. We'll use ideas about drawing, and especially drawing repeatedly, as a model and a metaphor for thinking about writing. We'll have some occasions to look at works on paper held
at the Smart Museum, and we'll visit some exhibitions and galleries, together and independently. Readings will include works such as James Lord's book A Giacometti Portrait, on being drawn by Giacometti, Maggie Nelson on the color blue in life and art from Blues, John Berger on drawing, Rebecca Solnit on photographer Edward Muybridge, Geoff Dyer on street photography from The Ongoing Moment, John Yau on Jasper Johns's practice and on those of contemporary artists, Zbigniew Herbert

Instructor(s): Rachel Cohen

Terms Offered: Spring

ARTh 34267. Architecture of Memory. 100 Units.

This architecture studio course asks students to design a memorial. By imagining spaces that evoke emotion and incite action, and examining relationships and meaning between architecture and place, students will explore concepts for spaces created for the purpose of holding, preserving or honoring aspects of culture and history. The South Side of Chicago will be the primary focus. Students will reflect on readings about the South Side and 2020 events. Guest presentations and Arts + Public Life media and archives will be key resources. To form a basis for understanding and analyzing space and form, students will research and critique precedents. The class will visit spaces around the city either in-person or via virtual tours. As a beginning point for inquiry about space and emotions, students will reflect on readings about phenomenology in architecture. Seminars and discussions about architecture practice today will also be presented. Students will generate an analog portfolio of drawings and models throughout the quarter. For final design projects, students will choose real sites and will create a design for a memorial for an aspect of social history of the South Side of Chicago.

Instructor(s): N. Bharani

Terms Offered: Winter

Prerequisite(s): As with most architecture studio courses offered, consent is required to enroll, for fit, not prior experience. Interested students should email the instructor (Nootan Bharani, nbharani@uchicago.edu) to briefly explain their interest and any previous experience with the course topics.

Note(s): Students must attend first class to confirm enrollment. Please also note that architecture studio courses comprise one 80-minute meeting and one 170-minute meeting per week. Scroll down to see timing.

Equivalent Course(s): ARCH 34267, CHST 24267, ARTH 24267, ENST 24267, ARTV 34267, ARCH 24267, ARTV 24267

ARTh 34615. Modern & Contemporary Materialities (Suzanne Deal Booth Conservation Seminar) 100 Units.

This course aims to explore the links between materiality, making and meaning of modern art and investigate how surface, form, texture and color are localized in particular artistic or historical contexts. It can be argued that the discipline of art history still remains substantially divided between those who study what objects mean and those who study how objects are made, where 'meaning' typically derives from cultural hermeneutics, while 'madness' remains the province of technical analysis. The course will discuss the methods, theory and strategies of a material-based approach, its forms of writing and claims to meaning. Readings will be drawn from a variety of disciplines, including art history, visual and material culture, anthropology, philosophy, and material science.

Instructor(s): M. Kokkori

Terms Offered: Autumn

Prerequisite(s): This course will be registered only with instructor consent. Consent requests must include why the student is interested in taking the course, any previous experience they have with the course topics, and how they envision contributing toward the conservation initiative's goal of diversifying the field of conservation and conservation science.

Equivalent Course(s): ARTH 24615

ARTh 34624. Close Encounters with Chinese Art in Chicago Museums. 100 Units.

The class examines closely types of materials used--ceramics, stone, lacquer, silk, paper, ink--and their significance in the production of artworks through Chinese history. Students will be expected go to the Field Museum of Natural History, the Smart Museum of Art, and the Art Institute of Chicago where classes will in the galleries, storage, and conservation areas. Students will be able to examine groups of objects of similar materials and individual pieces in detail. They will have opportunities to speak with curators and conservators about their work with museum objects--acquisition, research, exhibition planning, restoration. Many pieces known in museums today were once buried with the dead, including precious items and emblems of power and wealth, objects for daily use, and inexpensive models of buildings, animals, and figurines made for funerary purposes. Certain materials had special significance over time and their craftsmanship and production were related to their social function. Through their close study of works of art, their assigned readings, research, students will be expected to discuss objects descriptively and in historical contexts. They will write essays about selected objects as might be featured in an exhibition catalogue.

Instructor(s): K. Tsiang

Terms Offered: Spring

Prerequisite(s): Preferred that students have had an introductory course in Chinese art. Many classes will be held off campus. Students should build enough time into their schedules.

Note(s): Students must attend first class to confirm enrollment.

Equivalent Course(s): ARTH 24624

ARTh 34640. Chinese Buddhist Icons: Methodologies. 100 Units.

Icons belong to the most important category of sacred objects in Buddhism, and they were indispensable for transmitting the religion across East Asia. The ontological status of icons, however, remained polemical throughout most of the religion's premodern history. While scholars in religious studies have since the 1960s...
been attentive to the ritual and cultic functionality of Buddhist icons, art historians did not move past style-oriented methodologies and fully engage Buddhist icons as such until the 1990s. This course investigates different methodologies devised by scholars in the past to study Buddhist icons with various theoretical premises and from diverse historical perspectives and focuses. We will pay particular attention to how the field, Chinese Buddhist art history, bears those different approaches to Buddhist icons in its development of the past decades.

Instructor(s): W. Lin
Terms Offered: Spring

Note(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): EALC 34640, ARTH 24640, EALC 24640

ARTH 34720. Goya and Manet. 100 Units.

Edouard Manet (1832-1883) is often regarded as the first modernist artist, but his practice was deeply rooted in the copying and emulation of Renaissance and Baroque painters, particularly Spaniards. Indeed, many of his subjects, and some of his techniques, from the use of firm outline to muted opaque tones with minimal modeling, are conspicuous in Francisco Goya (1746-1828), a Spanish court painter and moralist whose paintings and prints were received in the late nineteenth century, and in the twentieth, as prefiguring both modernist form and various crises of artistic meaning. This seminar proposes a binocular focus on the two artists, in their individual historical contexts and in dialogue, in order to understand the tension between tradition and innovation in modern art.

Instructor(s): Andrei Pop
Terms Offered: Not offered in 21-22.
Equivalent Course(s): ARTH 24720, SCTH 35004

ARTH 34731. Symbol & Allegory. 100 Units.

A familiar account of modernism in the arts sees a turn from Baroque conventions of allegory (abstract ideas clothed in fragmentary arbitrary pictorial or linguistic signs) to a revolutionary romantic combination of image and content in the symbol, which had a late flowering in the Symbolist movement around 1900. Whether the development is celebrated (Coleridge, New Criticism) or deplored (Benjamin, Paul de Man), few question this historical and explanatory schema, investigate its application outside poetry, or ask what role allegory has played in the art of the ostensibly anti-allegorical nineteenth and twentieth centuries. In this course, we will consider neoclassical, romantic, and modern views of allegory, symbolism, and meaning in art.

Instructor(s): Andrei Pop
Terms Offered: Winter. Course scheduled for Winter 2022

Note(s): Open to undergraduates with instructor consent.
Equivalent Course(s): SCTH 35011, CMLT 35011

ARTH 34814. Museums and Art, 1920-present. 100 Units.

This course considers the history of the art museum in relation to developments in modern and contemporary art. We will focus upon how political, social and commercial factors transformed art institutions and display practices in the early and mid-century 20th century; how various challenges -- artists' critiques, new forms of art making, different audiences - did (or did not) lead to change in the 1960s; and how museums have continued to evolve in the times since. Case studies will be drawn from across Europe and the United States.

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

Note(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): SCTH 35011, CMLT 35011

ARTH 35001. Theatricality in Modern Art from 1700 to the Present. 100 Units.

We examine the dramatic dimension of art in the modern era broadly speaking, paying attention to recurring themes like the Aristotelian theory of action, the Diderotian theory of acting, and the linguistic theory of speech acts, as well as to momentous historical events like the French Revolution, the rediscovery of antiquity, and the advent of photography and motion pictures. Paradigms that have been influential in one or another discipline like Michael Fried's theory of theatricality (in art history), Heinrich Kleist's theory of puppets (In German literature and theatre theory) and Friedrich Nietzsche's theory of tragedy (in music and philosophy) and will also be scrutinized.

Instructor(s): Andrei Pop

Equivalent Course(s): SCTH 35001, TAPS 35001

ARTH 35003. Symbolism between Universality and Solipsism. 100 Units.

Symbolism in Western European literature and visual arts is usually seen as a triumph of the psychological, the navel-gazing, in the words of James Ensor, the "Moi universel". But it is as much a dogged search for objective grounds of expression and intelligibility amidst a sea of subjectivity: from Van Gogh's letters and Mallarme's poems to the new logical symbolism of Freges and the stream of consciousness of William James, the epoch saw an unprecedented effort to rationalize the private, the incommunicable, experience itself. This is a broad revisionist look at a transitional but key era in intellectual history, featuring some new material from the instructor's own work in progress.

Instructor(s): Andrei Pop
Terms Offered: Not offered in 21-22.
Equivalent Course(s): SCTH 35003, ARTH 25003

ARTH 35009. Platonics Aesthetics. 100 Units.

The anachronism of the course title constitutes our program: to what extent can Plato's thinking about artworks, images, poets in the polis, beauty, the visual world, the senses, subjectivity and criticism be viewed coherently as an aesthetic theory? Does his style and dramatic mode of writing interact significantly with these views? How have they been received, and to what extent are they right?
Instructor(s): Andrei Pop  
Equivalent Course(s): FNDL 29005, SCTR 35009, CLAS 38020

**ARTH 35012. Caricature. 100 Units.**  
Though usually traced to Renaissance experiments with drawing deformed heads, caricature as a mode of parody, humor and invective has various roots, in ancient comedy, ancient modern physiognomy and psychology, the literature and (pseudo)science of social types, and above all in the rise of a public sphere of newspaper readers and broadsheet buyers avid for the ridiculing of public figures, beloved or otherwise. We approach caricature broadly, considering its inverse relation with a neoclassical aesthetics of the ideal body, its theorization around historically significant moments like 1848 and 1939, its relation to technological developments like the newspaper comic and the animated cartoon, and most recently, the viral meme.  
Instructor(s): Andrei Pop  
Terms Offered: Spring. Course scheduled for Spring 2022  
Equivalent Course(s): SCTR 35012

**ARTH 35114. Nazca Art and Iconography. 100 Units.**  
Nazca artists are world renowned for creating the sprawling and austere Nazca Lines on the south coast of Peru between 100 BC and AD 600. But they were also prolific makers of ceramics, textiles, and featherworks, among other objects-many of which were made as funerary offerings in burials. These smaller, portable works present complex troves of intricate imagery, recording elements of the Nazcas's natural world as well as their supernatural beings and beliefs. This seminar will both introduce you to the Nazcas and allow you to work firsthand with the Art Institute of Chicago's large collection of Nazca art. The goals of this course are to better understand the cultural and artistic tradition, to practice your powers of observation and deduction in studying objects, and also to generate research on and new understandings of this important collection. Additional topics will include the role of museums and museum collections in the 21st century, cultural patrimony, and issues of museum display and interpretation.  
Instructor(s): A. Hamilton  
Terms Offered: Winter  
Note(s): Students must attend first class to confirm enrollment.  
Equivalent Course(s): ARTH 25114

**ARTH 35115. Winckelmann: Enlightenment Art Historian and Philosopher. 100 Units.**  
We approach the first great modern art historian through reading his classic early and mature writings and through the art and criticism of his time (and at the end, our own). Reading-intensive, with a field trip to the Art Institute. Please help - many questions.  
Instructor(s): Andrei Pop  
Equivalent Course(s): GRMN 25015, CLAS 35014, KNOW 35000, ARTH 25115, GRMN 35015, SCTR 35000

**ARTH 35213. Hermeneutics of the Image. 100 Units.**  
What does it mean to "read" an image? To achieve an understanding of its "meaning"? This is not an easy question since images don't directly offer propositional content, which is the usual habitat of meaning. In this seminar, we will approach this question by considering first some foundational contributions to hermeneutics (Gadamer, Hirsch) and to the theory of pictorial meaning (Wollheim). We will then dig into the tradition of pictorial interpretation as it unfolds starting with Winckelmann and Diderot and extending to the present day (Fried, Clark). Freudian hermeneutics (Freud, Adrian Stokes), iconology (Panofsky), and phenomenology (Merleau-Ponty, Heidegger) will also be considered. In each case, we will endeavor to test the claims and interpretive findings through close examination of the images involved. The emphasis will be on the tradition of European painting and sculpture, but the tools acquired in the seminar should also be applicable in other fields.  
Instructor(s): David Wellbery  
Terms Offered: Winter  
Prerequisite(s): For advanced undergrads, consent of instructor required.  
Equivalent Course(s): SCTR 38113, ARTH 25213, GRMN 35213, GRMN 25213

**ARTH 35340. Fact and Fiction. 100 Units.**  
Since Grierson's definition of the documentary as "creative treatment of actuality," critics have been struggling to establish distinctions between documentary and fiction. Furthermore, the critical discourse has been constantly challenged by new artistic meditations of reality and its representation, and works blurring the border between the logic of facts and the logic of fiction. Additionally, this dualism is complicated by the difficult question of truth telling. Cinema has a long and winding history of non-fiction: from staged or dramatized actualities (Grierson) to the theory of pictorial meaning (Wollheim). We will then dig into the tradition of pictorial interpretation as it unfolds starting with Winckelmann and Diderot and extending to the present day (Fried, Clark). Freudian hermeneutics (Freud, Adrian Stokes), iconology (Panofsky), and phenomenology (Merleau-Ponty, Heidegger) will also be considered. In each case, we will endeavor to test the claims and interpretive findings through close examination of the images involved. The emphasis will be on the tradition of European painting and sculpture, but the tools acquired in the seminar should also be applicable in other fields.  
Instructor(s): David Wellbery  
Terms Offered: Winter  
Prerequisite(s): For advanced undergrads, consent of instructor required.  
Equivalent Course(s): SCTR 38113, ARTH 25213, GRMN 35213, GRMN 25213

**ARTH 35791. Best in Show: Art History as Exhibition History. 100 Units.**  
In this course, I propose a reading of post-war art history as seen, in part, through the periodic prism of one of the field's most important, signature events - the five-yearly Documenta exhibition in Kassel, Germany. Starting
with the founding 1955 edition organized by Arnold Bode and ending with the 2017 edition which I worked on as a curator, we will discuss one chapter of Documenta’s history per class alongside related events like the Venice and Sao Paulo biennials and Skulptur. Projekte Münster, touching upon such key issues of contemporary art practice and theory as the dynamics of globalization, identity politics, the vagaries of market influence, history and memory and the pressures of the social realm on aesthetic experience. As a history of exhibition making and curatorial practice, the course will also draw on recent developments in museum culture and the everyday politics of the art world’s various institutions, and will be recounted in part from the perspective of exhibition-making experience. The class will consist of hands-on curatorial exercises, as well as writing and reading assignments that mirror and follow the 64-year arc of our historical periodization.

Instructor(s): D. Roelstraete Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): ARTH 26791, ARTV 34265, ARTV 24265

ARTH 37217. Sculpture’s Senses. 100 Units.

We can’t perceive sculpture whole. It uses some of our space. The experience of a given example draws out time, multiplies views, and gives perspective on the all-important wall. We might say that sculpture sources and achieves meaning in the life area. This course will center the phenomenal and intellectual performances that particular works of sculpture enact and attract. Our object-based project will consider works in the real, in real time, and patiently; this will necessitate travel for the course, including many sessions to be held in Chicago art spaces and one weekend day trip, via carpool, to University Park, Illinois.

Instructor(s): D. English Terms Offered: Winter
Prerequisite(s): Registration by consent only.
Note(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): ARTH 27217

ARTH 37321. Transpacific Art Histories, post-1989. 100 Units.

What is in a rim?" the Sinologist Arik Dirlik asked in the early 1990s reconsidering the complex economic and political relations between the nations that border the Pacific Ocean. Since the middle of the 20th century, the Pacific Ocean has emerged as an important “contact zone,” one that has been constructed, imagined and employed to various socioeconomic and political ends. However, the cultural and particularly artistic exchanges that have occurred across its shores remain largely overlooked and understudied. Using the trope of the Pacific Ocean, this class identifies, analyses and compares artistic exchanges through four different themes: ocean, rim, land, and routes. Focusing on the latter part of the 20th century and early 21st century, this course is an extension of "Transpacific Art Histories” as it was first taught in Winter 2021 and focused on the Cold War era. Classes will pair art theory and methodology with artworks that provide evidence of communication, contact and interconnection. This course will contribute foundational research for an upcoming Smart Museum exhibition and also contribute to a new field of historical inquiry - Transpacific Studies.

Instructor(s): O. Cacchione Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): ARTH 27321

ARTH 37440. Buddha Then and Now: Transformations from Amaravati to Anuradhapura. 100 Units.
The Buddhist sculptures in Amaravati are arguably the earliest to influence the early Buddhist art of the other parts of the sub-continent as well as south and southeast Asia. The course begins with the discussion of the context in which the Buddha images were made in Amaravati and the factors including Buddhist doctrinal developments that contributed to the spread of these images to various parts of Sri Lanka. Then it traces the course and function of Buddhist iconography in Sri Lanka until into the 21st century to assess the role of geopolitical factors. The positionality and portrayals of the images of Buddha are also considered and analyzed. The course traces the trajectories that transformed the image of the Buddha from a symbol of peace to jingoist assertiveness. Through the study of the images of the Buddha, the aim is to comprehend the ways Buddhism has changed over centuries from an inclusive posture which helped it sustain and spread to different parts of the world only later to become exclusionary.

Instructor(s): Sree Padma Holt Terms Offered: Winter
Equivalent Course(s): HREL 37440, ARTH 27440, RLST 27440, RLVC 37440, HIST 36704, SALC 37440, SALC 27440

ARTH 37490. Art as Buddhism in Ancient India: Explorations in the Stupa of Amaravati and Other Monuments. 100 Units.
The course will examine the visual construction of early Buddhism in India, focusing in particular on stupas and especially on the art of the great stūpa (mahachaitya) at Amarāvati in Andhra Pradesh. We will examine questions of Buddhismology, of the diversity and range of conversations within early Buddhism, leading to the rise of the Mahāyāna, in relation to the visualization of Buddhist theory and narrative in the extensive and extraordinary decorations of the major sites. The course will introduce those taking it to the rich visual, material and epigraphic culture of the Buddhist stūpas as well as the vibrant textual world of Indian Buddhist writing - from stories to suttas to commentaries. Students will have the opportunity to develop their own final papers in relation to this material or comparatively with other material in which they also retain an interest (not necessarily only Buddhist). If the course is taught in person, depending on the Covid situation in Spring 2022, then it is likely to be on a speeded up twice per week basis over the first half of the quarter.

Instructor(s): Jaś Elsner Terms Offered: Spring
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.
Equivalent Course(s): SALC 27490, RLST 27490, SALC 37490, RLVC 37490, HREL 37490, ARTH 27490

ARTH 37724. Making States and Nations: Art and Material Culture in Latin America, ca. 1808-1880. 100 Units.
Covering the wars of Independence and the transition to Republican statehood, this course will address the continuities and ruptures affecting the visual traditions and material cultures of the Colonial period in this crucial period in Latin American history. Intended as a broad survey of the region, the course attempts to think through a political history of objects and images as a way to understand the process of nation-state formation.
Terms Offered: Autumn
Equivalent Course(s): LACS 27724, LACS 37724, ARTH 27724

ARTH 37800. The Material Science of Art (Suzanne Deal Booth Conservation Seminar) 100 Units.
This course will introduce students to the methods, theories, and strategies of scientific approaches to studying art objects and consider the meaning of different materials and surfaces across artistic media. It will showcase new scholarship generated in the field of conservation science and object-based art history that draws its strength from the collaborative work among scientists, conservators, art historians, and theorists. Conservation science draws on the applied sciences and engineering to understand how to preserve the world’s cultural heritage and forge connections between making and meaning. The course will explore scientific examinations to investigate the production and use of art objects. Focusing on material studies of paintings and sculptures, pigments as well as their binding media, students will learn about the material make-up of art objects by employing visual analysis alongside practical studies using scientific analysis and imaging on campus and at the Art Institute of Chicago. Readings will be drawn from a variety of disciplines, including material science and chemistry, art history, visual and material culture, anthropology, and philosophy.
Instructor(s): M. Kokkori
Terms Offered: Spring
Prerequisite(s): This course will be registered only with instructor consent. Consent requests must include why the student is interested in taking the course, any previous experience they have with the course topics, and how they envision contributing toward the conservation initiative’s goal of diversifying the field of conservation and conservation science.
Equivalent Course(s): ARTH 27800

ARTH 38500. History of International Cinema I: Silent Era. 100 Units.
This course provides a survey of the history of cinema from its emergence in the mid-1890s to the transition to sound in the late 1920s. We will examine the cinema as a set of aesthetic, social, technological, national, cultural, and industrial practices as they were exercised and developed during this 30-year span. Especially important for our examination will be the exchange of film techniques, practices, and cultures in an international context. We will also pursue questions related to the historiography of the cinema, and examine early attempts to theorize and account for the cinema as an artistic and social phenomenon.
Instructor(s): A. Field
Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.
Note(s): For students majoring in Cinema and Media Studies, the entire History of International Cinema three-course sequence must be taken.
Equivalent Course(s): ENGL 29300, ARTV 20002, CMST 28500, MAPH 33600, CMST 48500, ARTH 28500, MAAD 18500, CMLT 22400, ENGL 48700, CMLT 32400

ARTH 38600. History of International Cinema II: Sound Era to 1960. 100 Units.
The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell’s Film History: An Introduction; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.
Instructor(s): Staff
Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): ENGL 48900, ARTH 28600, CMLT 22500, REES 45005, CMST 28600, REES 25005, MAPH 33700, CMST 48600, ARTV 20003, MAAD 18600, CMLT 32500, ENGL 29600

ARTH 39001. Painting and Description in the Roman World: Philostratus’ Imagines - Religion, Education, Sexuality. 100 Units.
This course explores Roman art, especially painting, through the single most thoughtful, playful and creative text on naturalistic painting written in antiquity. Arguably, it is the most interesting examination of the brilliance and the problems of naturalism ever written in the Western tradition, creating a non-historicist, fictive and rhetorically-inflected model for thinking about art. Philostratus took the rhetorical trope of Ekphrasis to new heights, in an extraordinary intermedial investigation of textuality through the prism of visuality and of visual art through the descriptive prism of fictional prose. The course will involve close readings of Philostratus’ descriptions of paintings alongside exploration of the Greek and Roman art of the imperial period from Pompeian paintings via floor Mosaics to sarcophagi. A reading knowledge of Greek could not be described as a disadvantage (!) but is not a requirement. The course will be taught over 5 weeks in the Spring Quarter on an
intensive schedule. Before the course begins, read the Imagines of the Elder Philostratus in the Loeb Classical Library translation (by Arthur Fairbanks, 1931, Harvard U.P., much reprinted). This book is not exorbitantly expensive and is worth buying, as we will all need a copy throughout.

Instructor(s): Jaś Elsner Terms Offered: Spring
Prerequisite(s): Before the course begins, read the Imagines of the Elder Philostratus in the Loeb Classical Library translation (by Arthur Fairbanks, 1931, Harvard U.P., much reprinted).
Equivalent Course(s): RLVCC 39001, RLST 29001, ARTH 29001, GNSE 29001, GNSE 39001

ARTH 39800. Approaches To Art History. 100 Units.
This seminar will examine a range of methodological approaches to doing the work of art history. Through close reading of key texts, we will interrogate how various authors have constructed novel ways of seeing and understanding visual and material objects. Crucially, this course doesn't assume "theory" or "methodology" to be a set of texts we use to explicate or read works of art in specific ways. Rather, we investigate how each of our authors forges new concepts in response to an object's specific exigencies. Students need not self-identify as art historians to enroll in this seminar-it will be helpful for all students who want to think deeply and in self-reflexive ways about their own approaches to visual and material objects (still or moving images, sculpture, performance, architecture, etc.), particularly if those objects feel genre-bending, difficult to theorize, or recalcitrant in any way.

Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): Open to MAPH students concentrating in Art History. Others by consent only.

ARTH 39900. Methods and Issues in Cinema Studies. 100 Units.
This course offers an introduction to ways of reading, writing on, and teaching film. The focus of discussion will range from methods of close analysis and basic concepts of film form, technique and style; through industrial/critical categories of genre and authorship (studios, stars, directors); through aspects of the cinema as a social institution, psycho-sexual apparatus and cultural practice; to the relationship between filmic texts and the historical horizon of production and reception. Films discussed will include works by Griffith, Lang, Hitchcock, Deren, Godard.

Instructor(s): S.Skvirsky Terms Offered: Autumn
Equivalent Course(s): MAPH 33000, CMST 40000, ENGL 48000

ARTH 39992. Metapictures. 100 Units.
This course is based on an exhibition that was first staged at the Overseas Contemporary Art Terminal in Beijing in the fall of 2018, and subsequently re-enacted at the Royal Academy in Brussels in the spring of 2020. The exhibition explores "pictures within pictures," images that reflect on the nature of image-making, across a range of media and genres. A virtual version of the exhibition is available on the Prezi platform, and a physical installation, supported by the Smart Museum, will be installed in the Media Arts Data and Design Center (MADD). Visual materials for the course include paintings and drawings, diagrams, models of the visual process, image "atlas," multi-stable images, cinematic and literary representations of images nested within narratives. The readings for the course will include Michel Foucault on Velasquez’s Las Meninas, Walter Benjamin on "dialectical images," C. S. Peirce on iconicity, Nelson Goodman on analog and digital codes, and Georges Didi-Huberman on Aby Warburg’s Mnemosyne Bilderatlas. Students will be encouraged to explore traditional examples of metapictures such as the Duck-Rabbit (canonized by Gombrich and Wittgenstein) or to investigate newly emergent forms of self-reflexive media. Guest lectures will be given by Patrick Jagoda on experimental games and Hillary Chute on comics and graphic narrative; these might be coordinated with the Media Aesthetics ore sequence in the fall term, which focuses on the question of the image.

Instructor(s): W. J. T. Mitchell Terms Offered: Autumn
Prerequisite(s): This course is by consent only. Interested students should send a one-page letter describing their interest and preparation of the topic to Prof. Mitchell at wjt+m@uchicago.edu.
Equivalent Course(s): ARTV 20022, CMST 37005, ENGL 49992, CMST 27005, ENGL 29992, ARTH 29992, MAAD 10992, ARTV 30022

ARTH 40010. Ruins. 100 Units.
Ruins’ will cover texts and images, from Thucydides to WWII, via the Reformation. We will include films (e.g. Rossellini’s “Germany Year Zero”), art (e.g. H. Robert, Piranesi) archaeology, and the museum (Soane). On ruins writing, we will read Thucydides, Pausanias from within antiquity, the Enlightenment responses to the destruction and archaeological rediscovery of Pompeii, Diderot, Simmel, Freud on the mind as levels of ruins (Rome) and the analysis as reconstructive archaeologist as well as on the novel Gradiva and the Acropolis, the Romantic obsession with ruins, and the firebombing in WWII. We will also consider the photographing of ruins, and passages from the best-known works on photography (Benjamin, Sontag, Ritten, Fried, Azoulay). The goal is to see how ruin gazing, and its depictions (textual, imagistic, photographic, etc.) change from the ancients (Greek and Roman), to the Romantic use of ruins as a source of (pleasurable) melancholy, to the technological “advances” in targeting and decimating civilian populations that describe the Second Word War.
Equivalent Course(s): RLIT 40010, CMLT 40010, CDIN 40010

ARTH 40160. Writing on the Walls: Art and Poetry in the Streets of Early Modern Florence. 100 Units.
Street art inscribes a story across public surfaces and urban spaces, celebrated by some for its unique representation of cultural identity while criticized by others as vandalism. Such tensions associated with street art today were no less significant in early modern Florence, where the emerging presence of art in public spaces,
from murals memorializing military victories, to portraits of criminals, and sculptures occupying strategic squares, engaged deeply with political, social, and economic structures of power while addressing a diverse network of viewers. How then, does public art embody complex systems of knowledge, power, and resistance in early modern Florence, and what does it look like for writers to adopt visual modes of representation to explore subversive tensions in both real and imaginary spaces? We will explore the influence of public visibility and environment on descriptions of public art in both fictional and historical sources. From Dante drawing in the Vita Nuova, to Boccaccio’s tales in the Decameron, and the political staging of Cellini’s Perseus, we will situate these images and texts within the cultural modes and means of representation that generated them to investigate how street art could create artistic and literary spaces of resistance and define or affirm cultural identity in the Renaissance. Finally, we will look at street art and graffiti in contemporary Florence as well as digital media to consider the legacy of these early modern tensions.

Instructor(s): Cosette Bruhns Terms Offered: Spring
Equivalent Course(s): ITAL 23405, RLLT 23405, MAPH 40160, ITAL 33405, RLLT 33405

ARTH 4204. Destruction of Images, Books & Artifacts in Europe and S. Asia. 100 Units.

The course offers a comparative perspective on European and South Asian iconoclasm. In the European tradition, iconoclasm was predominantly aimed at images, whereas in South Asian traditions it was also enacted upon books and buildings. The combination of these traditions will allow us to extend the usual understanding of iconoclasm as the destruction of images to a broader phenomenon of destruction of cultural artifacts and help question the theories of image as they have been independently developed in Europe and South Asia, and occasionally in conversation with one another. We will ask how and why, in the context of particular political imaginaries and material cultures, were certain objects singled out for iconoclasm? Also, who was considered to be entitled or authorized to commit their destruction? Through a choice of concrete examples of iconoclasm, we will query how religious and political motivations are defined, redefined, and intertwined in each particular case. We will approach the iconoclastic events in Europe and South Asia through the lenses of philology, history, and material culture. Class discussions will incorporate not only textual materials, but also the close collaborative study of images, objects, and film. Case studies will make use of objects in the Art Institute of Chicago and Special Collections at the University Library.

Equivalent Course(s): HREL 50204, CDIN 50204, CMLT 50204, SALC 50204, RLVC 50204

ARTH 40307. Seeing and Knowing. 100 Units.

The concept of visuality attends to the ways in which things become seeable, knowable, and governable. Scholars who study optical instruments, architecture, cinema, and media have done much to show us how visual technologies change our ways of seeing. Others in the history of science study how practices of observation transform our understanding of nature—and ourselves. This comparative course analyzes regimes of visuality in different cultural and historical contexts. After a short introduction on the philosophy of visual experience and psychology of visual perception, we will investigate a series of configurations of seeing and knowing. These sites range from the history of disability to contemporary climate science, and students will be asked to contribute visual topics from their own research or disciplines for collective exploration in our seminar. Through comparative study, we will work to develop new categories or relationships for linking perception and knowledge.

Instructor(s): Alex Campolo Terms Offered: Spring
Equivalent Course(s): CHSS 40307, CMST 47007, KNOW 40307

ARTH 40310. The Discovery of Paganism. 100 Units.

How do we know what we know about ancient religions? Historians of religion often begin by turning to texts: either sacred texts, or, in the absence of such scriptures, descriptions of belief and practice by observers from outside the faith. Archaeologists focus their attention on the spaces and traces of religious practice—or at least those that survive while art historians begin by examining images of deities and religious rites. Yet we often fail to see the extent to which the questions which we ask of all of these diverse sources are conditioned by Christian rhetoric about pagan worship. In this course, we compare two moments when Christians encountered “pagans”: during the initial Christian construction of a discourse on paganism (and, more broadly, a discourse on religion) during the late Roman empire and during the Spanish discovery of the New World. Our course examines silences and absences in the textual and material records, as well as the divergences between texts and objects, in order to further our understanding of ancient religious practice. We will begin to see the many ways in which, as scholars of religion, we are in effect still Christian theologians, paving the way for new approaches to the study of ancient religion.

Equivalent Course(s): ANCM 44916, KNOW 40301, HREL 40301, CDIN 40301, LACS 40301, HIST 64202, CLAS 44916

ARTH 40311. Technology and Aesthetics. 100 Units.

The idea of technological “progress” is a contested one, but it cannot be denied that innovation, at the very least, is a continuous process. Technological innovations regularly enable new mediums, new styles, new genres, and new subject matter as they offer us new ways to record the world, express ourselves, and tell stories. And because art is one of the fundamental lenses through which we see the world, the advent of new artistic and literary forms constantly offers us new ways to know. Each transformation in both creation and reception, however, raises anew fundamental theoretical questions: what is the difference between an objective record of the world and an artistic rendition of it? After touching briefly on the revolution brought about by Gutenberg’s invention of the printing press, this class will span the 19th through the 21st centuries to explore
how technological innovation has led to new literary and aesthetic forms. Though the primary focus will be
on literary texts, the course is intended as an interdisciplinary one, incorporating visual art and media. Class
sessions will include visits to the Rare Book Collection, local art museums, and, potentially, Chicago-area theatre
performances. For their final projects, students will be able to choose between a research paper or a creative
project that engages with the questions and concerns of the course.
Instructor(s): Anastasia Klimchynskaya Terms Offered: Spring
Equivalent Course(s): CHSS 40410, KNOW 40310, ARTV 40310

ARTH 40400. Ekphrasis: Art & Description. 100 Units.
This course explores the rich tradition of ekphrasis in Greco-Roman and Christian antiquity - as it ranges from
vivid description in general to a specific engagement with works of art. While the prime focus will remain on
texts from Greece and Rome (both prose and verse) - in order to establish what might be called the ancestry of a
gene in the European tradition -- there will be opportunity in the final paper to range beyond this into questions
of religious writing about art, comparative literature, art (history) writing and ekphrasis in other periods or
contexts. The course is primarily intended for graduates - and a reading knowledge of Greek and Latin could
not be described as a disadvantage! The course will be taught over 5 weeks in the Spring Quarter on an intensive
schedule. It will be examined on the basis of a paper, due on a subject to be agreed and on a date to be agreed at
the end of the Spring quarter.
Instructor(s): J. Élsner Terms Offered: Spring
Equivalent Course(s): RLVC 40400, NTEC 40400, CLAS 42600, BIBL 40400

ARTH 40401. Conservation Paleobiology. 100 Units.
Paleobiological data from very young sedimentary records, including skeletal ‘death assemblages’ actively
accumulating on modern land surfaces and seaboards, provide unique information on the status of present-day
populations, communities, and biomes and their responses to natural and anthropogenic stress over the last few
decades to millennia. This course on the emerging discipline of ‘conservation paleobiology’ uses weekly seminars
and individual research projects to introduce how paleontologic methods, applied to modern samples, can
address critical issues in the conservation and restoration of biodiversity and natural environments, including
such basic questions as ‘has a system changed, and if so how and when relative to suspected stressors?’. The
course will include hands-on experience, either in the field or with already-collected marine benthic samples,
to assess societally relevant ecological change in modern systems over time-frames beyond the reach of direct
observation.
Instructor(s): Jas Elsner and Francoise Meltzer Terms Offered: Spring
Prerequisite(s): Note: Consent of instructor required for undergraduates; email Professors Meltzer and Elsner a
paragraph long description about what you bring and what you hope to get out of this seminar. (CDI seminar
enrollment is capped at 18 students.)
Equivalent Course(s): DVPR 49002, RLVC 49002, CMLT 49002, CDIN 49002

ARTH 41150. Art & the World Religions: First Millennium from India to Ireland. 100 Units.
This course, building on the recent Empires of Faith project at the British Museum will explore the interface
of religious writing about art, comparative literature, art (history) writing and ekphrasis in other periods or
genera in the European tradition -- there will be opportunity in the final paper to range beyond this into questions
of religious writing about art, comparative literature, art (history) writing and ekphrasis in other periods or
contexts. The course is primarily intended for graduates - and a reading knowledge of Greek and Latin could
not be described as a disadvantage! The course will be taught over 5 weeks in the Spring Quarter on an intensive
schedule. It will be examined on the basis of a paper, due on a subject to be agreed and on a date to be agreed at
the end of the Spring quarter.
Instructor(s): J. Elsner Terms Offered: Spring
Equivalent Course(s): RLVC 41150

ARTH 41203. Illuminating the Bible in Byzantium. 100 Units.
The main focus of this seminar will be the study of illustrated manuscripts of the Bible viewed within the larger
framework of Byzantine book culture. More generally, students will gain insight into the history, methods and
techniques of interdisciplinary research involving Greek (illuminated) manuscripts. We will investigate famous
and less well-known examples to identify both the principles guiding Biblical illumination in Byzantium and
topics in need of further research. In addition to printed facsimiles, we will take advantage of digitized material
from various Greek manuscript collections. In order to appreciate the auratic qualities of original manuscripts
and for a close-up investigation of their codicological features, we will visit the Rare Book Collection, local art
museums, and, potentially, Chicago-area theatre performances. For their final projects, students will be able to choose between a research paper or a creative
project that engages with the questions and concerns of the course.
Instructor(s): Karin Krause Terms Offered: Spring
Equivalent Course(s): BIBL 41203, RLVC 41203

ARTH 41320. Art and Environmental Change. 100 Units.
This course is oriented around the following questions: Through what techniques, performative strategies or
means of representation does 20th and 21st Century art mediate or critically engage with environments and
environmental change? And, based on the answers to these questions, could we start to imagine how aesthetic
approaches might contribute to environmental thought in the future? While informed by the rapidly expanding
consciousness of a global environmental crisis, critical discussions about the concepts of the anthropocene, the
capitalocene and so on, the course will not just focus on the natural environment in the more limited sense of the
term. The aim is to address and compare a variety of artistic approaches to the concept of the environmental,
including the ways in which a modern machine age produces new types of environmental thought and action. It is my hope that the course might provide us with a preliminary catalogue of historical and contemporary models and methods, as well as a foundation for speculative projection.
Instructor(s): I. Blom Terms Offered: Autumn
Note(s): Students must attend first class to confirm enrollment.

ARTH 41602. The Cult of Relics in Byzantium and Beyond. 100 Units.
The cult of relics played a vital role in Byzantine culture and, consequently, left a strong imprint on the artistic production. Not only did the veneration of relics find expression in personal devotion, but the image of the Byzantine court was largely modelled on the claim that the emperors possessed the most precious of all sacred remains, first and foremost those associated with the Passion of Christ and the Virgin Mary. The outstanding treasure of relics housed in the imperial palace significantly contributed to the understanding in the medieval Christian world of Constantinople as the “New Jerusalem.” We will begin our investigation in the ancient Near East, where major centers of pilgrimage developed from the fourth century on. These sites considerably fueled the early Byzantine cult of relics and the associated artistic production. The chief focus of the seminar will be on the major urban centers of the Byzantine Empire, especially the capital city of Constantinople. We will closely study different types of reliquaries manufactured in the Byzantine Empire over the centuries and investigate how their design responded to devotional needs, ritual practice and political claims. Historical developments and primary texts (in English translation) will be addressed throughout to better understand the circumstances of the acquisition of relics and the motivations guiding their veneration.
Instructor(s): Karin Krause Terms Offered: Spring
Equivalent Course(s): RLVC 41604, HCHR 41604

ARTH 41750. The Sacred Gaze: Beholding as a Spiritual Exercise in the European Artistic Tradition. 100 Units.
This course spans the history of Western Art from the ancient Greeks to the Early Modern Period. It explores the sacred gaze, construed as a series of technologies for constructing the relationship between images and their viewers and as a key piece of social equipment for the ethopoiesis of the human subject. It asks how vision became the object of a moral discourse in Greco-Roman antiquity in both sacred and ‘philosophical’ contexts, and what happened to this problematic in the historical emergence and development of Christianity. We will do some comparative work on similar processes in relation to Buddhism. Drawing on ideas in the philosophical work of Michel Foucault, Pierre Hadot and Arnold Davidson, our hypothesis is that these issues precipitate in encounters with visual representations, such that the beholding of inter alia statues and paintings became a topic of concern, with the implication that a suitably attentive and informed study of those images will be informative for prehistorians of the aesthetic subject. Although the course will give weight to description and theological/philosophical investigation, the principal focus will be on objects themselves and their own material/visual articulation of the conditions of seeing.
Instructor(s): Jaś Elsner, Richard Neer Terms Offered: Spring
Equivalent Course(s): CDIN 41750, RLVC 41750

ARTH 42202. Medieval Vision and Visionary Experience. 100 Units.
This seminar will introduce students to key theories of vision and visionary experience in the Middle Ages from the theological to the scientific. To put it simply, we will explore the ways in which beholders approached and interacted with images, as well as how they understood and theorized these visual experiences. Ultimately, this course will interrogate the overlaps and gaps between theories of looking and practices of looking in order to better understand what looking at an image in the Middle Ages entailed. Topics will include, but are not limited to: developments in optical science; female mystics; devotional images; the Book of Revelation; dream theory; and changes in pre-modern “visuality” on the eve of the Reformation. Registration by consent only.
Instructor(s): T. Golan Terms Offered: Spring
Note(s): Registration permitted by consent only. Students must attend first class to confirm enrollment.

ARTH 42205. The Holy Land in the Middle Ages. 100 Units.
This course will examine written and visual material that testifies to the medieval encounters of the Abrahamic religions in a sacred landscape where the histories of Jews, Christians, and Muslims overlap. While bearing witness to the cultural wealth and religious pluralism that characterize the Holy Land during the Middle Ages, texts and visual artifacts likewise testify to religious competition, conflict, loss, and exclusion. Among the primary textual sources we will read (in English translation) are accounts by pilgrims and other travelers to the Holy Land, extracts from medieval chronicles, and eye-witness accounts from the period of the Crusades. In addition to the textual material, we will study art and architecture created for different religious communities (e.g., synagogues and their richly decorated mosaic floors, sites and souvenirs of Christian pilgrimage, major works of Islamic art and architecture). We will also investigate phenomena of the reception of the Holy Land’s sacred sites and dynamic history in medieval Europe (e.g., replicas and evocations of the Holy Sepulchre, narratives of the “Holy Grail” and associated artifacts).
Instructor(s): Karin Krause Terms Offered: Spring
Equivalent Course(s): HCHR 45200, ARCH 45200, RLVC 45200

ARTH 42408. Rethinking Later Chinese Painting (13th-19th Centuries) 100 Units.
This course has three interrelated purposes: (1) to survey different kinds of pictorial art—mainly portable scroll paintings but also architectural paintings, religious paintings, tomb murals, and print illustrations from the late 13th century to the end of the 19th century (i.e. Yuan-Qing dynasties); (2) to review major scholarly works on
these pictorial traditions and representative artists and works; (3) to come up with a broader historical narrative of pictorial art during this period, focusing on the relationship between pictorial mediums - material, form, and viewing conventions - and painted images.

Terms Offered: Spring
Prerequisite(s): Student must have reading ability of Chinese. Instructors consent is required for the course. Please contact the instructor at hungwu@uchicago.edu

ARTH 42820. Ekphrasis. 100 Units.
What happens when a text gives voice to a previously mute art work? Ekphrasis - the verbal representation of visual art - continues to be a central concern of word and image studies today. The understanding of ekphrasis as an often hostile paragone between word and image exists alongside notions of a more reciprocal model involving a dialogue or “encounter” between visual and verbal cultures. The affective dimension of the relationship -- ekphrastic hope, ekphrastic fear -- has also been prominent in recent scholarship. Drawing on literary works and theories from a range of periods and national traditions, the course will examine the long history of ekphrasis. Why are certain literary genres such as the novel or the sonnet privileged sites for ekphrasis? How can art history inform our understanding of such encounters, and to what extent can we say that it is a discipline based in ekphrasis? What can we learn from current work on description, intermediality, narrative theory, and translation theory? Readings from Homer, Philostratus, Lessing, Goethe, Keats, A.W. Schlegel, Kleist, Sebald, Genette, among others.
Instructor(s): Catriona MacLeod Terms Offered: Winter
Equivalent Course(s): GRMN 42820

ARTH 42911. 21st Century Art. 100 Units.
This course will consider the practice and theory of visual art in the late twentieth and twenty-first centuries.
Instructor(s): M.J. Jackson Terms Offered: Spring
Equivalent Course(s): ARTV 39901

ARTH 44002. COSI Objects & Materials Seminar. 100 Units.
Team-taught between Northwestern, the Art Institute of Chicago and University of Chicago, this course focuses on sustained, close engagement with art objects in the AIC collection and the methods and questions such inquiry raises. Students will be introduced to basic techniques of stylistic and scientific analysis as well as recent theoretical debates that resituate art history as a study of physical things as well as their disembodied images. Required for all first-year art history graduate students.
Instructor(s): C. Brittenham Terms Offered: Winter
Note(s): Open to and required of first year art history PhD students only. This course will meet at the Art Institute of Chicago.

ARTH 44014. The Veneration of Icons in Byzantium: History, Theory, and Practice. 100 Units.
In order to appreciate the pivotal religious significance icons had in Byzantium for private devotion, in the liturgy, in civic ritual, and in military campaigns, we will survey the visual evidence along with a vast array of written sources. We will explore the origins of the Christian cult of icons in the Early Byzantine period and its roots in the Greco-Roman world of paganism. Through the close analysis of icons executed over the centuries in different artistic techniques, we will examine matters of iconography, style and aesthetics. We will also have a close look at image theory, as developed by Byzantine theologians and codified in the era of Iconoclasm. Typically, meetings will consist of both lecture and interactive discussion sections. Students are expected to prepare the mandatory readings for each week, which serve as a basis for an informed, and thus productive, classroom discussion.
Instructor(s): Karin Krause Terms Offered: Spring
Prerequisite(s): This is a graduate course but advanced undergraduate students may enroll in exceptional cases (instructor’s consent required). The course is not recommended for students without an at least basic familiarity with Christian culture and the major protagonists of the New Testament.
Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students.
Equivalent Course(s): HCHR 44004, RLST 28704, MDVL 28704, ARTH 24014, RLVC 44004

ARTH 44502. The Aesthetics of Socialist Realism. 100 Units.
Socialist Realism was declared the official mode of Soviet aesthetic culture in 1934. Though it has been dismissed within the totalitarian model as propaganda or kitsch, this seminar will approach it from the perspective of its aesthetics. By this we mean not only its visual or literary styles, but also its sensory or haptic address to its audiences. Our premise is that the aesthetic system of Socialist Realism was not simply derivative or regressive, but developed novel techniques of transmission and communication; marked by a constant theoretical reflection on artistic practice, Socialist Realism redefined the relationship between artistic and other forms of knowledge, such as science. Operating in an economy of art production and consumption diametrically opposed to the Western art market, Socialist Realism challenged the basic assumptions of Western artistic discourse, including the concept of the avant-garde. It might even be said to offer an alternate model of revolutionary cultural practice, involving the chronicling and producing of a non-capitalist form of modernity. The seminar will focus on Soviet visual art, cinema and fiction during the crucial period of the 1930s under Stalin (with readings available in translation), but we welcome students with relevant research interests that extend beyond these parameters. Conducted jointly by professors Robert Bird (Slavic and Cinemaand Media Studies, University of Chicago) and Christina Kiaer, Art History, Northwestern University, course meetings will be divided evenly.
between the campuses of Northwestern Univ, Socialist Realism was declared the official mode of Soviet aesthetic culture in 1934. Though it has been dismissed within the totalitarian model as propaganda or kitsch, this seminar will approach it from the perspective of its aesthetics. By this we mean not only its visual or literary styles, but also its sensory or haptic address to its audiences. Our premise is that the aesthetic system of Socialist Realism was not simply derivative or regressive, but developed novel techniques of transmission and communication; marked by a constant theoretical reflection on artistic practice, Socialist Realism redefined the relationship between artistic and other forms of knowledge, such as science. Operating in an economy of art production and consumption diametrically opposed to the Western art market, Socialist Realism challenged the basic assumptions of Western artistic discourse, including the concept of the avant-garde. It might even be said to offer an alternate model of revolutionary cultural practice, involving the chronicling and producing of a non-capitalist form of modernity. The seminar will focus on Soviet visual art, cinema and fiction during the crucial period of the 1930s under Stalin (with readings available in translation), but we welcome students with relevant research interests that extend beyond these parameters. Conducted jointly by professors Robert Bird (Slavic and Cinema and Media Studies, University of Chicago) and Christina Kjaer, Art History, Northwestern Univ.

Instructor(s): Robert Bird
Terms Offered: TBD
Equivalent Course(s): CDIN 44420, FREN 34420, CMST 44510

ARTH 4504. Rethinking Early Chinese Landscape Representations (5th century BCE-10th century CE) 100 Units.
This course surveys new archaeological evidence for the early development of Chinese landscape representations from the 5th century BCE to the 10th century CE, and explores the relationship between such representations and various cultural and religious trends. Possible topics include the origins of landscape representation, religious significance of landscape images, construction of landscape environment, and landscape aesthetic and the notion of transcendence. Students are encouraged to explore these and other topics, and are expected to produce papers based on focused research. Registration granted by consent only.
Instructor(s): Wu Hung
Terms Offered: Spring
Note(s): Registration granted by consent only. Students must attend first class to confirm enrollment.
Equivalent Course(s): EALC 45004

ARTH 4524. Image, Medium and Context of Chinese Pictorial Art. 100 Units.
In this course, pictorial representations are approached and interpreted, first and foremost, as concrete, image-bearing objects and architectural structures—as portable scrolls, screens, albums, and fans, as well as murals in Buddhist cave-temples and tombs, and relief carvings on offering shrines and sarcophagi. The lectures and discussion investigate the inherent features of these forms, as well as their histories, viewing conventions, audiences, ritual/social functions, and the roles these forms played in the construction and development of pictorial images.
Instructor(s): Wu Hung
Terms Offered: Spring

ARTH 45885. Practices of Classicism in the French Seventeenth Century. 100 Units.
This seminar has two goals. One is to combine the text-based tradition of French literary studies with the image-based, comparative tradition of art history—and, in so doing, to change the taxonomies of both. The other is to re-evaluate French Classicism by attending to practices of reading, writing, performing, looking and making. The seminar's breadth is designed to appeal to all graduate students interested in the theory and history of aesthetics, and the interleaving of visual and literary evidence. Looking will be no less important than reading, as we will conduct sessions with original objects in the Art Institute and in Regenstein Special Collections. Authors studied will include Corneille, Molière, La Fontaine, Pascal, and Descartes; among the artists, Poussin, Claude Lorrain, La Tour, and Callot. Critical readings will range from Leo Spitzer to Louis Marin and Foucault. The seminar will be conducted in English; all primary texts will be made available in both English translation and, for those with reading knowledge, in the French original. This seminar will travel to Paris during exam week (March 13-21, 2020); airfare and lodging covered by university. Consent of instructors required.
Instructor(s): Larry Norman and Richard Neer
Terms Offered: Winter
Equivalent Course(s): TAPS 44420, CMLT 44410, CDIN 44420, FREN 34420

ARTH 4600. Algorithms and Aesthetics. 100 Units.
This class will explore questions raised by the use of algorithms, and similar systemic processes, in the arts. Recent developments in computational tools have dramatically increased the availability and complexity of algorithmic methods. This seminar will reach back to examine cases-with and without electronic computation—over the last century in a range of artistic fields, including architecture, painting, sculpture, music, and literature. We will consider the challenges that algorithmic methods present for concepts such as authorship, intentionality, originality, meaning, beauty, taste, and art itself.
Equivalent Course(s): CDIN 46005

ARTH 4721. What Was Mise-en-scène? 100 Units.
Mise-en-scène is often understood as a synonym for the act of directing, especially in theater. In film style it is associated with the importance accorded to the placement of props and characters within the film frame, usually in combination with camera movement. This concept was especially important in film criticism of the fifties.
and sixties and often connected with key post-WWII filmmakers such as Nicholas Ray, Douglas Sirk and Otto Preminger. This seminar will explore the concept both as historical critical concept, and as an ongoing way to discuss the nature of film style.
Equivalent Course(s): CMST 67211

ARTH 477219. The Romantic Book. 100 Units.
In his Gespräch über den Roman, Friedrich Schlegel declared programmatically: "Ein Roman ist ein romantisches Buch." The convoluted relationship between Roman and romantisch will give us the point of departure for the seminar - but is the third term, Buch, so obvious? We will thus also attempt to offer some definitions of what a book is in the period around 1800. To that end, we will consider works that reflect on Romantic scenarios of manuscript and book production (Schreibszenen) and collecting, as well as evolving forms of literary mixed media around 1800, such as the illustrated book and the Taschenbuch. Our readings will include works by F. Schlegel, A. W. Schlegel, Wackenroder and Tieck, Novalis, E. T. A. Hoffmann, Arnim and Brentano, the Grimms, Runge; and scholarly works by Kittler, Campe, Piper, Spoerhase, and others. The seminar will make use of the holdings of the Rare Book Collection and other area resources; and it will introduce students to working with material texts. Good reading knowledge of German required.
Instructor(s): Catriona MacLeod Terms Offered: Spring
Prerequisite(s): Good reading knowledge of German required.
Equivalent Course(s): SCTH 47219, GRMN 47219

ARTH 47603. Public History Practicum I. 100 Units.
In this two quarter course students will engage in the theory and practice of public history in partnership with organizations doing community-oriented work in a variety of areas. In the winter colloquium, we will read and discuss the theory and practice of public history as well as materials relevant to the projects you will pursue in the spring. In the spring practicum, you will work in groups of 3-5 directly with one of the partner organizations. All of the project-based work will be done collaboratively; working with partners means that there will be hard deadlines. Projects and coursework will be designed to be adaptable to current public health conditions. A showcase presentation of the projects is scheduled for the end of the spring quarter, by which time you will have become acquainted with current scholarship on public history and with experience in its actual practice. The final projects will be part of your portfolio and may be listed on your c.v.
Instructor(s): A. Goff Terms Offered: Winter
Prerequisite(s): Consent of instructor is required; email Prof. Goff by 7th week of Aut qtr 2021 (agoff@uchicago.edu) if you are interested in taking the course. Partner organizations and projects will be advertised in advance of that deadline, and an information session will explain the details of the sequence. The winter quarter counts as a History graduate colloquia.
Note(s): Every effort will be made to place students in their first choice of project; contact Prof. Goff for further information. The course is open to PhD students in the Social Sciences, Humanities, and Divinity School at any point in their residency as well as to MA students.
Equivalent Course(s): SOCI 50126, HIST 67603, ANTH 54610

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

ARTH 47750. China's Performative Architecture. 100 Units.
How does architecture engage people visually, physically, or spatially? In what ways can we talk about architecture acting upon viewers, cultivating their bodily knowledge and shaping their spatial experiences? In a figurative sense, this course explores ways in which architecture is not confined as the backdrop of a performance but a critical constituent of it. Yet, rather than using the power of "performance" only as an explanatory metaphor, the course takes it as an essential quality of architecture, investigating what constitutes Chinese traditional architecture's performativity-its agentic power that engages and thus transforms viewers both affectively and intellectually. The goal is to situate China's architectural tradition in an unconventional framework of analysis to explore issues, materials, topics, etc. that have thus far not been fully or appropriately studied. Language proficiency in classical Chinese is required.
Instructor(s): W. Lin Terms Offered: Winter
Prerequisite(s): Reading proficiency in Classical Chinese
Equivalent Course(s): EALC 47750

ARTH 47920. Attention. 100 Units.
This is a course in the theory and practice of observing with the intent to describe, analyze, or interpret-as in a typical process of cultural study using words to represent representation. It's a course in setting into perspective those attitudes and gestures that attention-to-X supposes you will adopt and perform. We want to know, what is it to attend when attention separates out from a method, a hypothesis, an organized mood?
Instructor(s): Darby English Terms Offered: Winter
Note(s): Students must attend the first class to confirm enrollment and registration will be permitted only by instructor consent.
ARTH 48210. From Xi’an to Dunhuang: Following Buddhist Traces in Medieval China (UChicago/Getty Travel Seminar) 100 Units.
The majority of Buddhist traces in medieval China are found in the region along the ancient Silk Road between the Tang capital city, today’s Xi’an, and the world-renowned Buddhist rock-cut cave site, Dunhuang. The surviving traces include Buddhist caves, monasteries, pagodas, tombs, and underground relic crypts. Many of the sites are well known and worth a revisit, while many others still await more scholarly attention and study. The three-week traveling seminar provides an opportunity for participants to investigate these Buddhist sites collectively, as well as artworks uncovered from them, tracing and mapping their historical, cultural, religious, and geographical relations, while studying their diverse artistic productions in different media (murals, sculptures, architecture), materials, and scales across different periods and regions. Guest speakers, including renowned Chinese scholars and local experts, will be invited to join each of the two parts of the three-week seminar in Xi’an and Dunhuang. Participants will also be asked to share their work and exchange ideas with scholars and students from local universities and research institutions.
Instructor(s): W. Lin Terms Offered: Autumn
Prerequisite(s): This is a traveling seminar; instructor consent is required for registration.

ARTH 48301. Aesthetics of French Classicism. 100 Units.
Though “aesthetic” philosophy first developed as an autonomous field in the mid-eighteenth century, it has important roots in earlier eighteenth- and seventeenth-century debates concerning literature and the arts. In the wake of Cartesian rationalism, could reasoned method be reconciled with non-rational creativity, or decorous order with the unruly “sublime”? Just what kind of “truth” was revealed by poetry or painting? We will consider the relation between literature and other media (including music, opera, and the visual arts) and gauge the impact of French classical criticism on the broader European scene. Readings will include works by Descartes, Pascal, Boileau, Molière, La Fontaine, Félibien, Du Bos, Addison, Hucheson, Vico, Montesquieu.
Instructor(s): L. Norman Terms Offered: Spring
Prerequisite(s): Undergrads admitted with permission of instructor.
Note(s): Course will be conducted in French; students not taking course for French credit may do written work and class presentations in English.
Equivalent Course(s): CMLT 38600, REMS 37000, FREN 37000, SCTH 37000

ARTH 48905. Style and Performance from Stage to Screen. 100 Units.
Actor is the oldest profession among arts. Cinema is the youngest art there is. What happens with faces, gestures, monologues, and voices; ancient skills like dance or mime; grand histronics etc. when arts of performance hit the medium of screen? This course will focus on the history of acting styles in silent films, mapping “national” styles of acting that emerged during the 1910s (American, Danish, Italian, Russian) and various “acting schools” that proliferated during the 1920s (“Expressionist acting,” “Kuleshov’s Workshop,” et al.). We will discuss film acting in the context of various systems of stage acting (Delsarte, Stanislavsky, Meyerhold) and the visual arts.
Equivalent Course(s): CMST 68400

ARTH 49305. Other Abstractions. 100 Units.
This course looks at projects of postwar abstraction that fall outside of the standard Euro-American canon, ones that might be labeled “discrepant abstraction” or “eccentric abstraction,” to name just two designations that have been proposed. We’ll consider both geographic and cultural difference (artists from South America, East Asia, and the Middle East) as well as differences of gender, sexuality, and race. The goal of the course is not only to introduce students to some lesser-known practices and theories of abstraction, but also, and even more importantly, to grapple with methodological questions that arise when tackling these works. What sort of lens does abstraction offer us to think about identity, either individual or collective? What relationship should we understand to exist between a work of abstract art and the identity of its maker? What sort of political or ethical projects can abstraction take up, and how? What methodological challenges do these projects of abstraction present, and are they in the end any different than the challenges of writing about abstraction more generally? Students will be asked to pursue an individual research project that intersects with the course questions in some way and to present that research in progress.
Instructor(s): M. Sullivan Terms Offered: Spring

ARTH 49700. The Archive: Materiality, Aesthetics, Visual Culture. 100 Units.
This graduate seminar will prepare students to conduct archival research, and to build a research archive from different historical, methodological, and theoretical perspectives. While we will engage a range of texts on archival methodology, theory, and the phenomenology of the archive, we will also examine questions concerning aesthetics, materiality, visual culture, and the digital that inform our understanding of archives today. The seminar will be partially organized around case studies that foreground different archival modes of discovery, evaluation, and interpretation—Including those that constitute the “counter archive.” Students will learn practical skills for conducting research in filmic, paper and print, and internet archives, and develop the investigative, analytical abilities that are necessary for building an archive around either material objects or theoretical questions.
Instructor(s): Jennifer Wild Terms Offered: Winter
Equivalent Course(s): FREN 49100, CMST 69110
ARTH 49800. Independent Research: Art. 100 Units.
Individualized study focused on PhD research in Art History. This course can also be used as the preliminary exam reading course.
Instructor(s): Staff Terms Offered: Autumn Spring Winter

ARTH 49808. Qualifying Paper Course I. 100 Units.
Individualized study for Art History students working on their Qualifying Paper; first of two quarters.
Instructor(s): Staff Terms Offered: Autumn Spring Winter

ARTH 49809. Qualifying Paper Course II. 100 Units.
Individualized study for Art History students working on their Qualifying Paper; first of two quarters.
Instructor(s): Staff Terms Offered: Autumn Spring Winter

ARTH 49820. Preliminary Exam Reading Course. 100 Units.
Individualized study for Art History students working on their Preliminary Exams.
Instructor(s): Staff Terms Offered: Autumn Spring Winter

ARTH 50100. Teaching Colloquium. 100 Units.
ARTH 50101. Teaching Colloquium. 100 Units.
Led by a faculty member each fall, this seminar meets weekly for 80 minutes, to address various topics through discussion with visitors (especially department faculty members) and occasionally through discussion of assigned readings. On the premise that one learns the most about teaching not well in advance but rather by reflecting with peer and senior colleagues on techniques and problems when one is in the midst of the challenge, this forum is meant to address participants’ specific concerns and experiences, especially those related to art history. The quarter’s topics are determined with student input and may include: the structure of the art history college core course program in which all faculty and students teach; the jobs of course assistant and writing intern; instructor authority and classroom dynamics; leading discussion; effective lecturing; strategic use of pictures in classroom teaching; small-group class projects; designing and grading assignments; designing syllabi. From year to year, the colloquium may address similar topics but the emphasis and tips will change depending on the participants. The department requires third-year students to participate fully in the colloquium, register for credit, and earn a Pass. More advanced students who have previously taken the colloquium are welcome to return on an occasional or regular basis to share experiences, strategies, and to seek advice on new teaching challenges.
Instructor(s): TBD Terms Offered: Autumn
Note(s): Required of all third year ARTH PhD students.

ARTH 50200. Dissertation Workshop. 100 Units.
This course is conducted by a faculty member every spring to introduce third-year students to the tasks of preparing grant proposals and applications. The aim of the workshop is to help you produce a finished dissertation proposal by the early autumn of your fourth year and to prepare you to apply for grants at that time. The department requires third-year students to participate fully in the workshop, register for credit, and earn a Pass.
Instructor(s): TBD Terms Offered: Spring
Note(s): Open to third year art history PhD students only.

ARTH 50400. Logic, Truth, and Pictures. 100 Units.
The course aims at the logic of pictures, but because it is controversial whether such a topic exists, or should exist at all (some arguing that pictures are alogical, others that they require a logic sui generis), the course will be less a primer in “visual logic” or “logic of artifacts” than a preliminary investigation of what sets pictures apart from and how they are like other modes of thinking. Resemblance, reference, and fiction will be recurring topics; we begin with questions about the nature and peculiarity of pictures and move on to the prospects of arguing about and through pictures, concluding with the questions of their relation to truth. We will actually look at pictures besides talking about them. We will also ask what kind of objects beside conventional two-dimensional images and sculptures might usefully be called pictures. Reading will include classics (Plato, Gombrich), as well as some of the instructor’s own work in progress, based on the ideas of Gottlob Frege.
Terms Offered: Not offered 21-22.
Equivalent Course(s): SCTH 50400

ARTH 70000. Advanced Study: Art History. 300.00 Units.
Advanced Study: Art History
Department of Cinema and Media Studies

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

Core Faculty

Department Chair - Daniel Morgan
Director of Graduate Studies - Allyson Nadia Field, Associate Professor
Director of Undergraduate Studies - Salomé Skvirsky, Associate Professor

Professors

• Robert Bird
• James Chandler
• Thomas Lamarre
• David Levin
• Richard Neer
• D.N. Rodowick
• Jacqueline Stewart

Associate Professors

• Maria Belodubrovskaya
• Patrick Jagoda
• Kara Keeling
• Rochona Majumdar
• Daniel Morgan
• Jennifer Wild
• Salomé Skvirsky

Professor of Practice in the Arts

• Judy Hoffman

Lecturers

• Dominique Bluher
• Marc Downie
• Thomas Comerford

Visiting Faculty & Associated Fellows

• Nicholas Baer, Society of Fellows and Collegiate Assistant Professor
• Steffen Hven, Post-Doctoral Fellow - Volkswagen Stiftung Fellowship
• Gabriel Tonelo, Post-Doctoral Fellow - Fundação de Amparo à Pesquisa do Estado de São Paulo (FAPESP)

Affiliated Faculty

• Lauren Berlant, Department of English Language and Literature
• James Conant, Department of Philosophy
• Berthold Hoeckner, Department of Music
• Paola Iovene, East Asian Languages and Civilizations
• Loren Kruger, Department of English Language and Literature
• Laura Letinsky, Department of Visual Arts
• Constantine Nakassis, Department of Anthropology
• Robert Pippin, Department of Philosophy
• Malynne Sternstein, Department of Slavic Languages and Literature
• Catherine Sullivan, Department of Visual Arts

Emeritus Faculty
The Department of Cinema and Media Studies offers a PhD program that focuses on the history, theory, and criticism of film and related media. Faculty are drawn from a wide range of departments and disciplines, primarily in the humanities. In addition to offering its own doctoral degree, the department offers courses and guidance to students who specialize in film and related media within other graduate programs or who pursue a joint degree.

Centering on the cinema, the graduate program provides students with the critical skills, research methods, and an understanding of the debates that have developed within cinema studies as a discrete discipline. At the same time, the study of cinema and related media mandates an interdisciplinary approach in a number of respects. The aesthetics of film is inextricably linked to the cultural, social, political, and economic configurations within which the cinema emerged and which it in turn has shaped. Likewise, the history of the cinema cannot be separated from its interaction with other media. Just as it is part of a wholly new culture of moving images and sounds that includes television, video, and digital technologies, the cinema draws on earlier practices of instantaneous photography and sound recording and, in a wider sense, those media that are more often described as the fine arts (painting, sculpture, architecture, literature, theater, and music). Finally, the interdisciplinary orientation of the program entails an emphasis on the diversity of film and media practices in different national and transnational contexts and periods and thus an understanding of the cinema as a historically variable and rich cultural form.

The Film Studies Center, located on the third floor of Cobb Hall, serves as a resource for course related and individual research and as a forum for cinema and media related activities.

**The Degree of Doctor of Philosophy**

Students are expected to complete seventeen courses during their course of study, of which a minimum of twelve have to be listed among the offerings of the Department of Cinema and Media Studies. Courses must be taken for a quality letter grade; pass/fail is not an option (with the acceptance of CMST 69900 Pedagogy).

1. **Four (4) required courses originating in the department:**
   - CMST 40000 Methods and Issues in Cinema Studies: an introduction to research methods, key concepts, and theoretical frameworks, using case studies to introduce students to debates and issues in the field; offered during Autumn Quarter each year.
   - CMST 48500 History of International Cinema I: Silent Era, and CMST 48600 History of International Cinema II: Sound Era to 1960: a two-quarter survey course that is designed as both a beginning-level graduate and an upper-level undergraduate course; offered in Autumn Quarter [Part I] and Winter Quarter [Part II] each year.
   - CMST 69900 Pedagogy: The Way We Teach Film: an introduction to pedagogical methods in the field of Cinema and Media Studies. This course takes place over the course of one (1) full academic year, meeting roughly three to four times per quarter; offered in alternating academic years for students in years 2 and year 3 of the PhD program.

2. **Five (5) elective courses that either originate in or are cross-listed with the Department of Cinema and Media Studies. Only courses with a CMST cross-list can count towards this requirement, even if the course is taught by a CMS faculty member through another department. These courses should ideally fit into the overarching research goals of the student.**

3. **Three (3) advanced-level CMS seminars (600-level) - graduate seminars taught by CMS faculty are the only courses which receive a 600-level designation. CMST 69900: Pedagogy does not count towards the advanced course requirement.**

4. **Five (5) elective courses that can originate in other departments and may or may not cover cinema related subjects. Students should use this coursework requirement to work with faculty members outside of CMS and add interdisciplinary elements to their own scholarship.**

Please note that language courses are not counted towards fulfilling coursework requirements.

**Students Who Enter with an MA**

PhD students entering the department with a master’s degree from another institution (or from within the University of Chicago via the MAPH program) may request to be exempt from some coursework requirements. Such requests are handled on a case-by-case basis, but students may not receive a waiver for more than three (3) courses. Students must show the relevance of a course in the field of cinema studies in order to qualify for such an exemption. Courses should be graduate level only - undergraduate courses will not be acceptable. To request a coursework waiver, students should send an email to the DGS and include the syllabus for each course.
and transcripts showing the grade earned by the student. If a waiver is approved by the DGS, the student will be informed directly.

**FOREIGN LANGUAGE REQUIREMENT**

Given the highly international nature of the field of cinema and media studies, students must demonstrate proficiency in two (2) modern foreign languages by earning High Passes (P+) on the University's Foreign Language Reading Examinations. The first of these languages must be either French or German, and proficiency should be demonstrated by the end of Autumn Quarter in year 2 of the PhD program. The second language will be chosen in consultation with the DGS, and proficiency must be demonstrated before the student will be permitted to take their fields examinations.

Students may also fulfill language requirements by receiving an A or A- grade in a one-quarter graduate course - FREN 33333 or GRMN 33300 for example. Completion of the course with a grade of A or A- means the students do not need to take a language examination.

Students who are native-speakers of a language other than English should consult with the DGS during their first year in the program whether a waiver of a language requirement is possible.

**ORAL FIELDS EXAMINATIONS**

By the end of their third year in the program, students should have taken their Oral Field Examinations. All coursework and foreign language requirements must be completed prior to taking the oral fields examinations. The purpose of this examination is to ascertain a student's readiness to proceed from advanced formal coursework to devising a dissertation project, and ensure that a student has sufficient command of several fields to teach and to generate new research projects. It is expected that student produce written exams that are argument-driven - one that draws on and is informed by each of their fields lists.

- The exam is comprised of five parts - three (3) written exams (one for each list), a syllabus for an undergraduate course of 10 weeks based on one or more field lists, and an oral exam. The essays are not meant to be a literature review or an exhaustive account of all of the material on the list.

The student will select an exam committee consisting of three faculty members in the relevant fields in consultation with the DGS, keeping in mind that two members of the exam committee must be CMS faculty.

**GRADUATE TEACHING - PEDAGOGICAL TRAINING PLAN (PTP)**

Teaching obligations are integral to preparing students for the world of professional academic, enabling students to begin teaching before starting professional careers. Teaching in the department, whether as a course assistant (CA) or Lecturer count towards fulfillment of the PTP. Teaching outside of the department to meet PTP expectations - especially to fulfill teaching obligations in a joint-degree program - must be approved by the DGS, and the department will anticipate a student completing their teaching commitments in CMS unless informed otherwise. The DGS might recommend deferring teaching commitments depending on a student's academic standing in the program. CMS BA Preceptors may be used to fulfill PTP requirements on occasion and only with departmental approval.


**FELLOWSHIPS**

Students who matriculate beginning in Summer 2020 and after will be guaranteed to have funding support from the University of Chicago, external sources, or a combination of the two for the duration of their program. Students are expected to remain in good academic standing and continue making progress towards degree requirements. This support will include full tuition coverage, annual stipend, and fully paid individual annual premiums for UChicago's student health insurance.

Information on funding will be continually updated through the Humanities Division website in the Financial Aid section (http://humanities.uchicago.edu/students/financial-aid/). For information regarding fellowships outside of the standard admissions package, please visit the Internal Fellowship section (http://humanities.uchicago.edu/students/financial-aid/fellowships/internal-fellowships/) on the Humanities Division site.

**THE DISSERTATION PROPOSAL AND REACHING CANDIDACY**

In order to be admitted to candidacy, students must write a dissertation proposal under the supervision of their dissertation committee. Students are expected to reach candidacy in year 3 or 4, and must have reached candidacy by the start of year 6 (please check with Department Staff for specific details).

**DISSERTATION DEFENSE AND GRADUATION**

Upon completion of the dissertation, the student will defend it orally before the members of the dissertation committee, the Cinema and Media Studies faculty, and their colleagues in the PhD program. Once the dissertation is approved by the student’s committee, the student is eligible to graduate.
the Thirties) with films like “Due soldi di speranza” (1952) by Renato Castellani, to the grotesque comedy of

marked many decades of Italian cinematography: from the plot comedies of the Fifties (going back until

An important genre in Italian cinema is represented by the “commedia,” in particular the declination “all’italiana.”

CMST 33030. The Italian Cinematographic Comedy. 100 Units.

Instructor(s): David Levin Terms Offered: Spring
Equivalent Course(s): MAAD 10605, GNSE 30107, GNSE 20107, CMST 20605

CMST 30904. Media Wars. 100 Units.

Media practices and discourses evoking war or violence are common today, such as the “weaponization” of

social media; “cyber warfare” and attacks; “online battlefields;” “guerilla” media tactics; “The Great Meme War”

and “Infowars.com,” to name a few. In relationship with terms suggesting that we live in an age of “post-truth”

dominated by “fake news” or “fact-challenged” journalism, the media wars of today may seem unique to the

twenty-first century. But in fact, the history of the use of media to either combat or spread ideas dates back
to centuries before the earliest phases of mass media and communication. In this class, we will proceed historically,
broadly conceiving of media to include print and visual, cultural, and artistic forms, cinema, television, and the

internet. While we will explore how media have historically been used to construct or counter dominant systems
of representation, we will also discuss how different media forms function formally, learning to analyze how they
construct discourses of truth as texts (documentary; propaganda). This class will also function as a contemporary
research laboratory where students will be asked to track, evaluate, and theorize contemporary or historical
media that are taking part in a so-called “media war.”

Instructor(s): Jennifer Wild Terms Offered: Spring
Note(s): Please note: Students who have previously completed the course “Problems in the Study of Gender and
Sexuality: Media Wars” are not eligible to receive credit for this class.
Equivalent Course(s): CMST 20904, GNSE 20114, GNSE 30114, MAAD 10904, SIGN 26061

CMST 31703. Weimar Cinema. 100 Units.

German films from the end of World War I and the establishment of the Third Reich in 1933 are
extraordinarily eclectic and intensely inventive, encompassing horror film, socially conscious dramas,
expressionist fantasies, experimental documentary, early proto-fascist and anti-fascist films, and that ur-German
invention, the mountain film. We will consider some of the most important works of the period, including
films by Fritz Lang, Ernst Lubitsch, G.W. Pabst, F.W. Murnau, Arnold Fanck, Walter Ruttmann, and Josef von
Sternberg, examining their context, style, reception, formal achievements and historical significance.

Instructor(s): David Levin Terms Offered: Spring
Equivalent Course(s): GRMN 27710, CMST 21703, GRMN 37710

CMST 32118. Nazi Cinema. 100 Units.

Nazi cinema. An examination of a broad range of films produced under the National Socialist regime, from
mass spectacles to domestic melodramas, from comedies to hagiographic bio-pics to dramatized propaganda.
Throughout we will seek to explore the national, formal, and ideological particularity of these films and to trace
their conceptual logic. What, we will ask, constitutes the National Socialist (film) aesthetic? Readings in film
history and cultural theory. No prerequisites, but a commitment to close readings - of films and criticism - and
lively, thoughtful engagement will be essential. In English. A German language discussion section may be added.

Instructor(s): David Levin Terms Offered: Spring
Equivalent Course(s): GRMN 32118, CMST 22118, GRMN 22118

CMST 32119. Richard Wagner's Ring of the Nibelung in Performance. 100 Units.

This seminar, open to undergraduates and beginning graduate students, serves as a critical introduction to and
intensive exploration of Richard Wagner’s 19th century tetralogy. In addition to critical readings (e.g., by Wagner,
Adorno, Nietzsche, Badiou, Dahlhaus, et al.) and screenings of a host of productions, we will travel downtown
to Lyric Opera to attend performances of the Ring cycle in David Pountney’s new production. Our discussions
of the Chicago production will be supplemented by conversations with members of the Lyric Opera production
team, including Anthony Freud, Lyric Opera’s General Director. No previous knowledge is required although a
curiosity about opera, German culture, media history, and/or theater & performance studies will be essential.

Instructor(s): David Levin Terms Offered: Spring
Equivalent Course(s): GRMN 23419, TAPS 26519, CMST 22119, MUSI 32520, GRMN 33419, MUSI 24520, FNDL 23419, TAPS 36519

CMST 33030. The Italian Cinematographic Comedy. 100 Units.

An important genre in Italian cinema is represented by the “commedia,” in particular the declaration “all’italiana.”
It is a very original form of representation of the world invented by Italian cinema. The comedy genre has
marked many decades of Italian cinematography: from the plot comedies of the Fifties (going back until
the Thirties) with films like ’Due soldi di speranza” (1952) by Renato Castellani, to the grotesque comedy of
 masks of the Sixties, with authors such as Dino Risi ("Il sorpasso," 1962, "I mostri," 1963), Mario Monicelli ("La Grande Guerra," 1959) and Pietro Germi ("Divorzio all’italiana," 1961, "Sedotta e abbandonata," 1964), up to the dominance of the grotesque representation of the world, with authors such as Elio Petri ("Indagine su un cittadino al di sopra di ogni sospetto," 1972). The heritage of the commedia all’italiana can be found in contemporary Italian cinema, as for example with Nanni Moretti. Moretti’s cinema in fact summarizes the entire inheritance of Italian cinematographic modernity - starting from neorealism and up to comedy and author cinema - in one of the most effective ways. The Italian cinematographic comedy is also rooted in the Italian literary tradition, in the masks of "commedia dell’arte," and generally speaking in the different aspects of grotesque tradition (as analyzed by Bachtin).

Instructor(s): Roberto De Gaetano Terms Offered: Spring
Prerequisite(s): Open to undergraduates in their third or fourth year.
Note(s): Taught in English.
Equivalent Course(s): CMST 23030, ITAL 23020, ITAL 33020

CMST 33500. Pasolini. 100 Units.
This course examines each aspect of Pasolini’s artistic production according to the most recent literary and cultural theories, including Gender Studies. We shall analyze his poetry (in particular "Le Ceneri di Gramsci" and "Poesie informa di rosa"), some of his novels ("Ragazzi di vita," "Una vita violenta," "Teorema," "Petrolio"), and his numerous essays on the relationship between standard Italian and dialects, semiotics and cinema, and the role of intellectuals in contemporary Western culture. We shall also discuss the following films: "Accattone," "La ricotta," "Edipo Re," "Teorema," and "Salo".

Instructor(s): Armando Maggi Terms Offered: Autumn
Note(s): Taught in English.
Equivalent Course(s): GNSE 38600, FNDL 28401, CMST 23500, ITAL 38400, GNSE 28600, ITAL 28400

CMST 33930. Documentary Production I. 100 Units.
Documentary Video Production focuses on the making of independent documentary video. Examples of various modes of documentary production will be screened and discussed. Issues embedded in the genre, such as the ethics, the politics of representation, and the shifting lines between "the real" and "fiction" will be explored. Story development, pre-production strategies, and production techniques will be our focus, in particular-research, relationships, the camera, interviews and sound recording, shooting in available light, working in crews, and post-production editing. Students will work in crews and be expected to purchase a portable hard drive. A five-minute string-out/rough-cut will be screened at the end of the quarter. Students are strongly encouraged to take Doc Production 2 to complete their work.

Instructor(s): J. Hoffman Terms Offered: Autumn
Note(s): Prior or concurrent enrollment in CMST 10100 recommended for undergraduate students.
Equivalent Course(s): ARTV 23930, MAAD 23930, CMST 23930, ARTV 33930, HMRT 25106, HMRT 35106

CMST 33931. Documentary Production II. 100 Units.
Documentary Video Production II focuses on the shaping and crafting of a non-Fiction video. Enrollment will be limited to those students who have taken Documentary Production I. The class will discuss issues of ethics, power, and representation in this most philosophical and problematic of genres. Students will be expected to write a treatment outline detailing their project and learn about granting agencies and budgeting. Production techniques will concentrate on the language of handheld camera versus tripod, interview methodologies, microphone placement including working with wireless systems and mixers, and lighting for the interview. Post-production will cover editing techniques including color correction and audio sweetening, how to prepare for exhibition, and distribution strategies.

Instructor(s): J. Hoffman Terms Offered: Winter
Prerequisite(s): CMST 23930, HMRT 25106, or ARTV 23930
Equivalent Course(s): HMRT 25107, CHST 23931, ARTV 23931, HMRT 35107, CMST 23931, MAAD 23931, ARTV 33931

CMST 34405. Kieslowski’s French Cinema. 100 Units.
Krzysztof Kieslowski’s The Decalogue and The Double Life of Veronique catapulted the Polish director to the international scene. His subsequent French triptych Blue, White, Red turned out to be his last works that altered his image and legacy to affirm his status as an auteur and a representative of the transnational cinema. We international scene. His subsequent French triptych Blue, White, Red turned out to be his last works that altered

Instructor(s): Bozena Shallcross Terms Offered: Autumn
Equivalent Course(s): CMST 24405, REES 31002, FNDL 25312, REES 21002, CMLT 24405
CMST 34813. South African Fictions and Factions. 100 Units.
This course examines the intersection of narrative in print and film (fiction and documentary) in Southern Africa since mid-20th century. We begin with Cry, the Beloved Country, a best seller written by South African Alan Paton while in the US, and the original film version by British-based director (Korda), and American screenwriter (Lawson), which show both the international impact of South African stories and important elements missed by overseas audiences. We continue with fictional and nonfictional responses to apartheid and decolonization, and examine the power and the limits of the “rhetoric of urgency” (L. Bethlehem). We will conclude with writing and film that grapples with the contradictory post-apartheid world, whose challenges, from crime and corruption to AIDS and the particular problems faced by women and gender minorities, elude the heroic formulas of the anti-apartheid era. (Fiction, Film/Drama, Black Studies)
Instructor(s): Loren Kruger Terms Offered: Spring
Prerequisite(s): Third or fourth year undergraduates and graduates only. Must have completed Hum Core plus one or more of the following: Intro to Fiction or equivalent; International Cinema, or equivalent; Intro to African studies
Equivalent Course(s): CMLT 44813, CMLT 24813, ENGL 44813, ENGL 24813, CMST 24813, CRES 24813

CMST 36303. Chris Marker. 100 Units.
Chris Marker (1921-2012) is one of the most influential and important filmmakers to emerge in the post-war era in France, yet he remains relatively unknown to a wider audience. Marker’s multifaceted work encompasses writing, photography, filmmaking, videography, gallery installation, television, and digital multimedia. He directed over 60 films and is known foremost for his “essay films,” a hybrid of documentary and personal reflection, which he invigorated if not invented with films like Lettre de Sibérie (Letter from Siberia, 1958) or Sans Soleil (Sunless, 1983). His most famous film, La Jetée (1962), his only (science) fiction film made up almost entirely of black-and-white still photographs, was the inspiration for Terry Gilliam’s 12 Monkeys (1995). In 1990, he created his first multi-media installation, Zapping Zone, and in 1997 he experimented with the format of the CD-Rom to create a multi-layered, multimedia memoir (Immemory). In 2008, he continued his venture into digital spaces with Ouvroir, realized on the platform of Second Life. Marker was a passionate traveler who documented the journeys he took, the people he met, and revolutionary upheavals at home and afar. We will follow Marker’s travels through time, space, and media, during which we will also encounter artists with whom he crossed paths, with whom he collaborated, or who were inspired by his work.
Instructor(s): Dominique Bluher Terms Offered: Autumn
Equivalent Course(s): MAAD 13303, CMST 26303, FNDL 26102, ARTV 20032

CMST 36405. D.W. Griffith. 100 Units.
Controversies fuel American politics and culture. One hundred years ago, Intolerance shook the world, if not the most famous, then the most the most expensive and seminal movie ever made. One hundred and one, The Birth of a Nation generated the loudest controversy on the issue of race; at the same time, its powerful suspense sequence in the finale made this movie a fundamental of action-movie filmmaking for the century to come. Griffith came to movie industry in 1908 and dropped out of it in 1931. This course offers a quarter-of-a-century vast panorama of inventions and innovations, shames and triumphs, brilliant successes and spectacular failures connected with D.W. Griffith, the most famous pioneer in the history of film.
Equivalent Course(s): AMER 26405, CMST 26405, AMER 36405, FNDL 26405

CMST 36503. The Cinema of Miloš Forman. 100 Units.
The films of Miloš Forman (1922-2018) reflect the turbulence of the 1960s, 70s, 80s and 90s, and 2000s by focusing on the underdog, the pariah, the eccentric. The subject matter to which Forman was drawn translated into his cinema with a signature bittersweet tone, emphatic narrative cogency, and lush spontaneity. This course is an intensive study of Forman’s work from his “New Wave” work in Czechoslovakia (Loves of a Blonde, The Fireman’s Ball) to his U.S. studio successes (One Flew Over the Cuckoo’s Nest, Amadeus), to his idiosyncratic and parabolic last films (Man on the Moon, Goya’s Ghosts). Among other topics, the course contemplate the value of a dark sense of humor, cinematic gorgeousness, and artistic dissidence.
Instructor(s): Malynne Sternstein Terms Offered: Winter
Equivalent Course(s): REES 32010, FNDL 22100, CMST 26003, REES 22010

CMST 36705. Kieslowski: The Decalogue. 100 Units.
In this class, we study the monumental series “The Decalogue” by one of the most influential filmmakers from Poland, Krzysztof Kieslowski. Without mechanically relating the films to the Ten Commandments, Kieslowski explores the relevance of the biblical moral rules to the state of modern man forced to make ethical choices. Each part of the series contests the absolutism of moral axioms through narrative twists and reversals in a wide, universalized sphere. An analysis of the films will be accompanied by readings from Kieślowski’s own writings and interviews, including criticism by Zizek, Insdorf, and others.
Instructor(s): Bozena Shallcross Terms Offered: Autumn
Equivalent Course(s): REES 37026, CMST 26705, FNDL 24003, REES 27026

CMST 37011. Experimental Captures. 100 Units.
This production-based class will explore the possibilities and limits of capturing the world with imaging approaches that go beyond the conventional camera. What new and experimental image-based artworks can be created with technologies such as laser scanning, structured light projection, time of flight cameras, photogrammetry, stereography, motion capture, sensor augmented cameras or light field photography? This
hands-on course welcomes students with production experience while being designed to keep established tools and commercial practices off-kilter and constantly in question.

Instructor(s): M. Downie
Equivalent Course(s): ARTV 27923, MAAD 21011, CMST 27011, ARTV 37923

CMST 37205. 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.

Instructor(s): J. Conant, R. Pippin
Terms Offered: Spring
Equivalent Course(s): PHIL 20208, PHIL 30208, SCTR 38112, CMST 27205

CMST 37505. Metapictures. 100 Units.

This course is based on an exhibition that was first staged at the Overseas Contemporary Art Terminal in Beijing in the fall of 2018, and subsequently re-enacted at the Royal Academy in Brussels in the spring of 2020. The exhibition explores "pictures within pictures," images that reflect on the nature of image-making, across a range of media and genres. A virtual version of the exhibition is available on the Prezi platform, and a physical installation, supported by the Smart Museum, will be installed in the Media Arts Data and Design Center (MADD). Visual materials for the course include paintings and drawings, diagrams, models of the visual process, image "atlases," multi-stable images, cinematic and literary representations of images nested within narratives. The readings for the course will include Michel Foucault on Velasquez's Las Meninas, Walter Benjamin on "dialectical images," C. S. Peirce on iconicity, Nelson Goodman on analog and digital codes, and Georges Didi-Huberman on Aby Warburg's Mnemosyne Bilderatlas. Students will be encouraged to explore traditional examples of metapictures such as the Duck-Rabbit (canonized by Gombrich and Wittgenstein) or to investigate newly emergent forms of self-reflexive media. Guest lectures will be given by Patrick Jagoda on experimental games and Hillary Chute on comics and graphic narrative; these might be coordinated with the Media Aesthetics course sequence in the fall term, which focuses on the question of the image.

Instructor(s): W. J. T. Mitchell
Terms Offered: Autumn
Prerequisite(s): This course is by consent only. Interested students should send a one-page letter describing their interest and preparation of the topic to Prof. Mitchell at wjtm@uchicago.edu.
Equivalent Course(s): ARTV 20022, ENGL 49992, ARTH 39992, CMST 27505, ENGL 29992, ARTH 29992, MAAD 10992, ARTV 30022

CMST 37805. Framing, Re-framing, and Un-framing Cinema. 100 Units.

By cinema, we mean the art of the moving image, which is not limited to the material support of a flexible band called film. This art reaches back to early devices to trick the eye into seeing motion and looks forward to new media and new modes of presentation. With the technological possibility of breaking images into tiny pixels and reassembling them and of viewing them in new way that this computerized image allows, we now face the most radical transformation of the moving image since the very beginnings of cinema. A collaboration between the OpenEndedGroup (Marc Downie and Paul Kaiser), artists who have created new modes of the moving image for more than decade, and film scholar Tom Gunning, this course will use this moment of new technologies to explore and expand the moving image before it becomes too rigidly determined by the powerful industrial forces now propelling it forward. This course will be intensely experimental as we see how we might use new computer algorithms to take apart and re-experience classic films of the past. By using new tools, developed for and during this class, students will make new experiences inside virtual reality environments for watching, analyzing, and recombinining films and that are unlike any other. These tools will enable students, regardless of previous programming experience, to participate in this crucial technological and cultural juncture.

Equivalent Course(s): ARTV 30805, ARTV 20805, CMST 27805

CMST 37815. Introduction to Art, Technology, and Media. 100 Units.

The course gives an introduction to the relationship between art, media, and technology, as articulated in art practice, media theory, and art theory/history. The key focus is the relationship between 20th-century art and so-called "new media" (from photography, film, radio, TV to computers and digital technologies), but older instances of art- and media-historical perspectives will also be discussed. The objective of the course is to discuss the concept of the medium and the relationship between art, sensation/perception, visuality, and mediation. The course will also function as an introduction to the fields of media aesthetics and media archaeology.

Instructor(s): I. Blom
Terms Offered: Autumn
Note(s): This course does not satisfy the general education in the arts requirement.
Equivalent Course(s): CMST 27815, ARTH 31315, ARTH 21315, MAAD 11315

CMST 37816. From Open Worlds to Angry Birds: Videogame History 2000-2010. 100 Units.

This course will trace developments in the videogame medium and videogame culture in the first decade of the new millennium. Topics include, but are not limited to, the following: the rise and influence of the open world/sandbox genre; the spread of online gaming with Massively Multiplayer Online RPGs, networked First-Person
Shooters, and virtual worlds; changes in the embodied experience of play introduced by rhythm/music games, motion controls, and touch screen interfaces; the proliferation of independent game development and online distribution; the rise of “art games” as a distinct (and debated) category; the reemergence of “retro” styles and repackaging of vintage games; the blurred boundaries of the “magic circle” and everyday life in Alternate Reality and Augmented Reality gaming; the increasing popularity of mobile and casual gaming; and the emergence of Videogame Studies as an academic field. This class will be a mix of history and historiography. We will not only learn about the history of the decade, but also discuss the unique possibilities and difficulties arising from the study of recent history - and put these discussions into practice through research-based assignments.

Instructor(s): Christopher Carloy Terms Offered: Spring
Equivalent Course(s): MAPH 45516, MAAD 25650, CMST 27816

CMST 37821. Economic Objects: Capitalism as Medium. 100 Units.
As we now confront an economic contraction and reconstitution of unprecedented intensity in the face of the COVID-19 pandemic, a focus on the possibility of transmedial economic representation and its criticism offers a timely and necessary opportunity to consider what art is and does in our historical moment. "Economic Objects: Capitalism as Medium" explores how shifting modes of the representation of the economy reflect transformed medial practices and their critique. We seek to complicate the relationship of Marxist aesthetic theory with contemporary habits of criticism including notions of "economic performativity," debt and finance as objects of artistic analysis, and ongoing debates about the scope and logic of commodification, each of which opens up new questions about the very representability of capitalism itself. The course will be organized around a set of "economic objects," which range from proper art objects to phenomena (practices, objects, material) not conventionally belonging to the category of "art." Readings will offer students exposure to current debates in aesthetics, critical theory and economic criticism.
Terms Offered: Spring
Equivalent Course(s): CMST 27821

CMST 37867. 1990s Videogame History. 100 Units.
In this course, we will be turning to the 1990s to learn about videogame history and historiography. Focusing on this period will allow us to examine the videogame medium within broader historical and cultural contexts, and to explore issues related to doing recent and contemporary cultural history. What was the relationship between technological innovations and stylistic changes in the videogame medium? How did the entry of new corporate and creative players into the business affect industrial structures and strategies? What do we make of "freedom," "realism," and other concepts that dominated videogame press coverage - and how were they connected to broader cultural discourses? How did understandings of what it meant to play videogames and the types of experiences that videogames could offer change over the course of the decade? What was the relationship between developments in the videogame medium and other media - from film and fiction to virtual reality and the Internet? How has this decade been remembered, conceptualized, preserved, and repackaged in subsequent decades? How do we go about doing history of a still-young medium, operating in multiple national and cultural contexts, and focused on such a recent decade? This course will take advantage of the University of Chicago’s videogame collection and the Media Arts, Data, and Design Center’s hardware collection to provide as comprehensive a view as possible of the videogame medium in this period.
Instructor(s): Chris Carloy Terms Offered: Spring
Equivalent Course(s): MAAD 25416, MAPH 34516, CMST 27867

CMST 37880. Videogame Consoles: A Platform Studies Approach. 100 Units.
While videogames’ mix of art, play, and advanced technology gives game studies much of its vitality, the technological and computational aspects of the medium can be daunting for many would-be students and designers. And yet no approach to the study of videogames can be exhaustive without some consideration of the material and technological grounds that make games possible. With this in mind, this course will introduce approaches to videogame studies that emphasize the platforms - the hardware, operating systems, etc. - on which games are played, and is intended for students with all levels of familiarity with the technological side of videogames. How do the various components of game platforms, from computer architecture to controllers to the underlying code, affect how games look, sound, and feel, how they are played, who designs them and how, how they are marketed and to whom, and how they are preserved? How do platforms emerge from particular technological, industrial, social, and cultural contexts, and how do they in turn affect the course of game history and culture? Classroom lectures and discussions of readings will be accompanied by weekly gameplay sessions at the MADD Center, which will provide close, hands-on engagement with game platforms. Possible objects of study include the Atari 2600 (1977), ColecoVision (1982), Sega Game Gear (1990) and Genesis/CD/32X (1988-94), Panasonic 3DO (1993), Nintendo 64 (1996) and Wii (2006), and PlayStation 4/VR (2013-16).
Instructor(s): Christopher Carloy Terms Offered: Spring
Prerequisite(s): Instructor consent required.
Equivalent Course(s): MAPH 37880, CMST 27880, MAAD 17880

CMST 37887. The Platformer: History and Theory of a Videogame Genre. 100 Units.
This course will provide an introduction to genre history and theory in videogame studies through a focus on the “platformer.” Though not a common name outside of videogame culture, the platformer has introduced or popularized some of the medium’s most recognizable figures (Mario, Sonic the Hedgehog, Donkey Kong) and gameplay mechanics (running, jumping, avoiding enemies, and collecting items). The genre has also been instrumental in and reflective of changes across the videogame medium. This course will cover two
decades (roughly 1990 - 2010), emphasizing both historical details and theoretical questions, such as: How have game genres been defined? How do distinct genres emerge and change over time? How do broader trends (technological, formal, industrial, discursive, experiential, etc.) influence individual genres, and what roles do individual genres play in these broader trends? What resources and methodologies exist for studying videogame genres? Throughout the course we’ll see the platformer alternate between an emphasis on linear, acrobatic movement across two-dimensional spaces and the free exploration of three-dimensional virtual worlds; between providing mascots for the biggest game companies and becoming a marker of independent, small-team production; and between being hailed as ’revolutionary’ and epitomizing the retro-nostalgic. Classroom lecture and discussion of readings will be accompanied by weekly gameplay sessions on original hardware at the MADD Center.

Instructor(s): Christopher Carloy Terms Offered: Winter
Prerequisite(s): Instructor consent required
Equivalent Course(s): MAPH 37887, MAAD 17887, CMST 27887

CMST 37911. Augmented Reality Production. 100 Units.
Focusing on experimental moving-image approaches at a crucial moment in the emerging medium of augmented reality, this class will explore and interrogate each stage of production of AR works. Students in this production-based class will examine the techniques and opportunities of this new kind of moving image. During this class we’ll study the construction of examples across a gamut from locative media, journalism, and gameplay-based works to museum installations. Students will complete a series of critical essays and sketches towards a final augmented reality project using a custom set of software tools developed in and for the class.

Instructor(s): Marc Downie Terms Offered: Autumn
Equivalent Course(s): ARTV 37921, MAAD 22911, CMST 27911, ARTV 27921

CMST 37920. Virtual Reality Production. 100 Units.
Focusing on experimental moving-image approaches at a crucial moment in the emerging medium of virtual reality, this class will explore and interrogate each stage of production for VR. By hacking their way around the barriers and conventions of current software and hardware to create new optical experiences, students will design, construct and deploy new ways of capturing the world with cameras and develop new strategies and interactive logics for placing images into virtual spaces. Underpinning these explorations will be a careful discussion, dissection and reconstruction of techniques found in the emerging VR ’canon’ that spans new modes of journalism and documentary, computer games, and narrative ’VR cinema.’ Film production and computer programming experience is welcome but not a prerequisite for the course. Students will be expected to complete short ”sketches” of approaches in VR towards a final short VR experience.

Instructor(s): M.Downie Terms Offered: Spring
Note(s): Film production and computer programming experience is welcome but not a prerequisite for the course. Students will be expected to complete short ”sketches” of approaches in VR towards a final short VR experience.
Equivalent Course(s): ARTV 37920, ARTV 27920, CMST 27920, MAAD 24920

CMST 38006. 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 33815, CMST 28006, MAAD 23805, ARTV 23805

CMST 38100. Issues in Film Music. 100 Units.
This course explores the role of film music in the history of cinema. What role does music play as part of the narrative (source music) and as nondiegetic music (underscoring)? How does music of different styles and provenance contribute to the semiotic universe of film? And how did film music assume a central voice in twentieth-century culture? We study music composed for films (original scores) as well as pre-existent music (e.g., popular and classical music). The twenty films covered in the course may include classical Hollywood cinema, documentaries, foreign (e.g., non-Western) films, experimental films, musicals, and cartoons.

Instructor(s): B. Hoeckner
Note(s): This course typically is offered in alternate years.
Equivalent Course(s): MUSI 30901, CMST 28100, MUSI 22901

CMST 38221. Non-Fiction Film. 100 Units.
Description to be announced.
Instructor(s): Judy Hoffman Terms Offered: Spring
Equivalent Course(s): CMST 28221

CMST 38346. Performance Theory: Action, Affect, Archive. 100 Units.
This seminar offers a critical introduction to performance theory and its applications to theatre and other practices. We will discuss three key conceptual clusters: a) action, acting, and forms of production or play, from classical (Aristotle) through modern (Hegel, Brecht, Artaud), to contemporary (Richard Schechner, Philip Zarrilli,
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Other hands; b) affect, and its intersections with emotion and feeling; in addition to contemporary theories, we will
read earlier texts that anticipate recent debates (Diderot, Freud) and their current interpreters (Joseph Roach, Erin
Hurley, others), as well as writing about the absence of affect and the performance of failure (Sara Bailes et al); c)
archives and related institutions and theories, including audience formation (Susan Bennett) and challenges of
recording ephemeral acts: theorists of memory (Pierre Nora) and remains (Rebecca Schneider), theatre historians
(Daphne Brooks, Tracy Davis and others) as well as current theorists on the tensions between the archive
and the repertoire (Diana Taylor). Requires active and complete participation; two oral presentations and final
paper. Final paper could be a review article (ca 5000 words) using two recent books in your field to examine key
concepts that define the field and controversies they may engender.

Instructor(s): Loren Kruger
Equivalent Course(s): ENGL 46202, TAPS 46202, CMLT 46202

CMST 38700. History of International Cinema, Part III: 1960 to Present. 100 Units.
This course will continue the study of cinema around the world from the late 1950s through the 1990s. We will
focus on New Cinemas in France, Czechoslovakia, Germany, the United States, the United Kingdom; and other
countries. We will pay special attention to experimental stylistic developments, women directors, and well-
known auteurs. After the New Cinema era we will examine various developments in world cinema, including
the rise of Bollywood, East Asian film cultures, and other movements.

Instructor(s): J. Lastra
Terms Offered: Spring
Note(s): This course follows the subject matter taught in CMST 28500/48500 and CMST 28600/48600, but these are
not prerequisites.
Equivalent Course(s): CMST 28700, MAAD 18700

CMST 38921. Introduction to 16mm Filmmaking. 100 Units.
The goal of this intensive laboratory course is to give its students a working knowledge of film production
using the 16mm gauge. The course will emphasize how students can use 16mm technology towards successful
cinematography and image design (for use in both analog and digital postproduction scenarios) and how to
develop their ideas towards constructing meaning through moving pictures. Through a series of group exercises,
students will put their hands on equipment and solve technical and aesthetic problems, learning to operate and
care for the 16mm Bolex film camera; prime lenses; Sekonic light meter; Sachtler tripod; and Arri light kit and
accessories. For a final project, students will plan and produce footage for an individual or small group short
film. The first half the class will be highly structured, with demonstrations, in-class shoots and lectures. As the
semester continues, class time will open up to more of a workshop format to address the specific concerns and
issues that arise in the production of the final projects. This course is made possible by the Charles Roven Fund
for Cinema and Media Studies.

Instructor(s): T. Comerford
Terms Offered: Winter
Note(s): Students will need written permission to enroll in the course. To bid for entry into the class, please
email tcomerford@uchicago.edu with your name, major and year -- and please list any other media production
or photography experience. Enrollment priority will be given to graduate and undergraduate CMS students,
beginning with seniors, then to DoVA graduates and undergraduates, then to students in other departments.
Equivalent Course(s): ARTV 23808, MAAD 23808, ARTV 33808, CMST 28921

CMST 40000. Methods and Issues in Cinema Studies. 100 Units.
This course offers an introduction to ways of reading, writing on, and teaching film. The focus of discussion will
range from methods of close analysis and basic concepts of film form, technique and style; through industrial/
critical categories of genre and authorship (studios, stars, directors); through aspects of the cinema as a social
institution, psycho-sexual apparatus and cultural practice; to the relationship between filmic texts and the
historical horizon of production and reception. Films discussed will include works by Griffith, Lang, Hitchcock,
Deren, Godard.

Instructor(s): S. Skvirsky
Terms Offered: Autumn
Equivalent Course(s): MAPH 33000, ARTH 39900, ENGL 48000

CMST 42027. New German Cinema. 100 Units.
This class will offer an intense exploration of the classical New German Cinema and some of the issues in its
aesthetics, history and theory. Thus, we will see a broad variety of films (some familiar, some not so familiar:
Straub/D Huillet, et al.) and read a broad range of material--incorporating, among others, questions of genre,
auteur theory, psychoanalysis, history, politics, and film style. Proficiency in German language, culture, or history
is welcome but not required (all films have subtitles); a serious commitment to thinking about the logic, rhetoric,
history, and textuality of film is essential. The pace and conceptual level of the readings make this course most
appropriate for graduate students.

Instructor(s): David Levin
Terms Offered: Autumn
Prerequisite(s): undergrads by consent only
Equivalent Course(s): GRMN 25322, GRMN 35322

CMST 42719. Music, Emotions and Modernity. 100 Units.
This seminar explores the relationship between music and emotion, focusing on emotions that have a special
affinity with the experience of modernity, as expressed in music and film. A major portion of the seminar will
be concerned with mixed emotions, including forms of pleasurable sadness, ranging from the Elizabethan
cult of melancholia prominent in the music of John Dowland to modern bittersweetness, as manifest in
nineteenth-century melodrama and such films as Back Street (1941) and La La Land (2016). Readings will
include scholarship in musicology and film studies as well as empirical research in psychology and affect theory.
Participants will take turns in functioning as "experts" for select seminar sessions by preparing readings and
objects for class discussion. Participants taking the class for credit will present a 25-minute research paper at a
mini-conference in Week 11.
Instructor(s): Berthold Hoeckner Terms Offered: Autumn. Offered Autumn 2018 Thursdays 9:30am-12:20pm in
JRL room 264
Equivalent Course(s): MUSI 42719

CMST 42802. Media, Environment, and Risk. 100 Units.
In 1991, Ulrich Beck wrote that "society is made into a laboratory." Following the Chernobyl disaster, Beck
articulated how modern technology and its potential side-effects—such as radiation or chemical poisoning—
had created the novel epistemological category of environmental risk defined by threats that escape human
perception and transcend borders. Institutions monitoring ecological conditions gained responsibility for
communicating public health. Political conflicts emerged between formations of expert and lay environmental
knowledge. The technological application of modern science, and its associated environmental risks, pushed
research beyond the laboratory and into the governmental fabric of social order: nuclear reactors had to be
constructed and chemicals distributed to populations before their properties and safety could be understood.
This seminar reads the debates on risk in environmental sociology alongside the emergence of risk criticism
in media studies to interrogate the probabilistic thinking inherent to the communication of ecological threat.
Two common traits characteristic of recent environmental catastrophes ranging from Bhopal, Fukushima
Daishi, Deepwater Horizon, Exxon Valdez, Hurricane Katrina, and the varied crises of global climate change,
are that each disaster involves the failure or side-effect of an implemented technological project and that the
corresponding risks—whether imperceptible or probable—are necessarily communicated to publics by media.
Instructor(s): Thomas Pringle Terms Offered: Winter
Equivalent Course(s): KNOW 36059, HIPS 26059, SOCI 30329, CHSS 36059, MAAD 26059

CMST 43418. Surrealism and Cinema. 100 Units.
This seminar examines the relations between Surrealism and the cinema in interwar France, and the aesthetic,
political, and theoretical debates produced by their encounter. To what extent may Surrealism, in its varied
iterations, be productively read through the optic of cinema, and even as a cinematic movement? And to what
extent is cinema an implicitly Surrealist medium? In addition to tracing a precise history of Surrealism, cinema,
and its discontents during this period through works by Louis Aragon, Antonin Artaud, Georges Bataille, Walter
Benjamin, André Breton, Luis Buñuel, René Clair, Joseph Cornell, Salvador Dalí, Robert Desnos, Germaine Dulac,
Louis Feuillade, Sigmund Freud, Jean Painlevé and Geneviève Hamon, Jean Vigo, and others, this class explores
the potential of Surrealism as a methodology for critical and theoretical studies of cinema, literature, culture,
and history.
Equivalent Course(s): FREN 36218

CMST 44510. The Aesthetics of Socialist Realism. 100 Units.
Socialist Realism was declared the official mode of Soviet aesthetic culture in 1934. Though it has been dismissed
within the totalitarian model as propaganda or kitsch, this seminar will approach it from the perspective of
its aesthetics. By this we mean not only its visual or literary styles, but also its sensory or haptic address to its
audiences. Our premise is that the aesthetic system of Socialist Realism was not simply derivative or regressive,
but developed novel techniques of transmission and communication; marked by a constant theoretical reflection
on artistic practice, Socialist Realism redefined the relationship between artistic and other forms of knowledge,
such as science. Operating in an economy of art production and consumption diametrically opposed to the
Western art market, Socialist Realism challenged the basic assumptions of Western artistic discourse, including
the concept of the avant-garde. It might even be said to offer an alternate model of revolutionary cultural
practice, involving the chronicling and producing of a non-capitalist form of modernity. The seminar will
focus on Soviet visual art, cinema and fiction during the crucial period of the 1930s under Stalin (with readings
available in translation), but we welcome students with relevant research interests that extend beyond these
parameters. Conducted jointly by professors Robert Bird (Slavic and Cinema and Media Studies, University of
Chicago) and Christina Kiaer, Art History, Northwestern University, course meetings will be divided evenly
between the campuses of Northwestern Univ
Instructor(s): Robert Bird Terms Offered: TBD
Equivalent Course(s): REES 36067, ARTH 44502

CMST 44601. Opera Film: China / Europe: Thinking Media Hybridity across Cases. 100 Units.
This seminar will explore the mutual attraction of cinema and opera across the two vast operatic cultures of
Europe and China in order to interrogate the many cross-cultural issues that their media encounters produce
and accentuate. Such issues include changing relations to myth, ritual, history, and politics; cross-dressing
and gender-bending; closed forms or open; stock characters wand plots or narrative fluidity. We will ask
why in both China and Europe, opera repeatedly became the conflicted site of nationalist and modernizing
aspirations, reiterations of tradition, and attempts at avant-gardism. When the presumed realism of film meets
the extravagant hyperperformativity of opera, the encounter produces some extraordinary third kinds-media
hybrids. Film repeatedly wrestled with the inherent histrionics of opera through the use of such devices as
close-ups, camera angles, shot reverse shot, displacement of sound from sight, acousmatic sound, and trick
CMST 45540. Fact and Fiction. 100 Units.

Since Grierson's definition of the documentary as "creative treatment of actuality," critics have been struggling to establish distinctions between documentary and fiction. Furthermore, the critical discourse has been constantly challenged by new artistic meditations of reality and its representation, and works blurring the border between the logic of facts and the logic of fiction. Additionally, this dualism is complicated by the difficult question of truth telling. Cinema has a long and winding history of non-fiction: from staged or dramatized actualities at its beginning, via docudrama, fake documentaries and mockumentary, to trends in recent documentaries that incorporate reenactment and animation. Since the mid-1990s the "documentary turn in contemporary art" has seen more and more artists experimenting with documentary modes through which they are questioning the mediations by which facts/documents acquire their facticity. The aim of this seminar will be to examine films and works in contemporary art that address these difficult questions of fact and fiction. Readings will include work from film and art criticism and theory, as well as critical literature addressing questions of fact and fiction in historiography, narratology, and philosophy. Films may include works by Edison, Robert Flaherty, Ari Folman, Abbas Kiarostami, Chris Marker, George Méliès, Avi Mograbi, Rithy Panh, Peter Watkins. Works by contemporary artists may include Kutlug Ataman, The Atlas Group/
Equivalent Course(s): ARTH 35540, ARTV 45540, MAPH 45540, ARTV 20540, CMST 25540, ARTH 25540

CMST 47007. Seeing and Knowing. 100 Units.

The concept of visuality attends to the ways in which things become seeable, knowable, and governable. Scholars who study optical instruments, architecture, cinema, and media have done much to show us how visual technologies change our ways of seeing. Others in the history of science study how practices of observation transform our understanding of nature-and ourselves. This comparative course analyzes regimes of visuality in different cultural and historical contexts. After a short introduction on the philosophy of visual experience and psychology of visual perception, we will investigate a series of configurations of seeing and knowing. These sites range from the history of disability to contemporary climate science, and students will be asked to contribute visual topics from their own research or disciplines for collective exploration in our seminar. Through comparative study, we will work to develop new categories or relationships for linking perception and knowledge.
Instructor(s): Alex Campolo Terms Offered: Spring
Equivalent Course(s): CHSS 40307, ARTH 40307, KNOW 40307

CMST 47803. The Body of Cinema: Hypnoses, Emotions, Animalities. 100 Units.

TBD
Equivalent Course(s): CMST 27803, ENGL 37803

CMST 48108. Film, Music, Emotion. 100 Units.

This course explores the role of emotions in movies. Films represent emotions, such as the feelings of a character; and they elicit emotions in viewers, making it part of their cinematic experience. Cinematic emotions are often constitutive of genre, ranging from the laughter in slapstick comedy to cathartic tears in melodrama. While film has long been scrutinized for the visual representation of emotions (for example with the close-up of a face), sound and music are vital contributors to representing and eliciting emotions. This seminar will focus on a series of films that mix emotions in order to express social dilemmas and dramatic conflict, often connected to issues of gender, sexual, and racial identity. Films discussed range from Stella Dallas (1937) and Imitation of Life (1937) to Moonlight (2016) and Parasite (2019). Readings will include scholarship in film studies, affect theory, and some empirical research in cognitive and social psychology. Participants will take turns in functioning as "experts" for select class sessions by preparing readings and objects for class discussion. In weeks 7-10, the seminar will partly focus on objects and research pertinent to participants’ research papers, which will be presented at a mini-conference in Week 11.
Terms Offered: Winter
Note(s): Open for MAPH students only.
Equivalent Course(s): MAPH 48108

CMST 48117. Seminar: Music in Sound Studies. 100 Units.

This graduate research seminar will explore the relationship between film music and film sound. Our focus will be exploratory, based on an eclectic list of films, supplemented by relevant readings in film music studies and film sound studies. Participants will provide sample analyses of films, short reports on weekly readings, and write a research paper to be presented at a mini-conference in Week 11.
Equivalent Course(s): MUSI 44417

CMST 48500-48600. 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 48500. History of International Cinema I: Silent Era. 100 Units.
This course provides a survey of the history of cinema from its emergence in the mid-1890s to the transition to sound in the late 1920s. We will examine the cinema as a set of aesthetic, social, technological, national, cultural, and industrial practices as they were exercised and developed during this 30-year span. Especially important for our examination will be the exchange of film techniques, practices, and cultures in an international context. We will also pursue questions related to the historiography of the cinema, and examine early attempts to theorize and account for the cinema as an artistic and social phenomenon.
Instructor(s): A. Field Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.
Note(s): For students majoring in Cinema and Media Studies, the entire History of International Cinema three-course sequence must be taken.
Equivalent Course(s): ENGL 29300, ARTH 28600, ARTH 38500, MAPH 33600, ARTH 28500, MAAD 18800, CMLT 22400, ENGL 48700, CMLT 32400

CMST 48600. History of International Cinema II: Sound Era to 1960. 100 Units.
The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell’s Film History: An Introduction; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): ENGL 48900, ARTH 28600, CMLT 22500, REES 45005, CMST 28600, REES 25005, MAPH 33700, ARTH 38600, ARTV 20003, MAAD 18600, CMLT 32500, ENGL 29600

CMST 53500. Guillotine / Barricade: Figures of History Across Media. 100 Units.
Taking up the French historical technologies of the guillotine and the barricade, this doctoral seminar explores the history of political spectacle, violence, death, and resistance as also part of a history of figuration-conceptualized by Julia Kristeva as the establishment of a relation between two historical realities-across media. We will examine the actual materials and practices of the guillotine and the barricade alongside literary, artistic, and filmic works that deploy the figural logic of both technologies as part of their formal, representational, and/or political articulation. This seminar thus seeks to examine the methodological stakes of inter-medial and interdisciplinary history and historiography that draws equally from French history, literature, visual art (including sculpture), architecture, and film. This class will be taught in English; French reading and research skills are not necessary, but would be beneficial.
Instructor(s): J. Wild Terms Offered: Spring
Equivalent Course(s): CDIN 53500, FREN 43501

CMST 57200. Film Semiotics: Toward a Linguistic Anthropology of Cinema. 100 Units.
In this seminar we explore a series of topics in the semiotics of film as approached through the semiotic theory developed out of linguistic anthropology: topics will include revisiting questions of structuralist film semiology; iconicity, textuality, and the poetic function; indexicality and ontology; deixis and enunciation; voicing and structures of looking; performativity and image-acts; aesthetic style and enregisterment; rigid designation and stardom. The larger aims of the course are two-fold: one, to articulate a pragmatist account of the eventential semiotics of cinema as institutional and textual form-as-broached both through ethnographic and close textual methods of analysis-and in doing reconceptualize certain key film theoretic issues; two, to expand and rethink linguistic anthropology’s semiotic theory and analysis beyond language/through cinema; in short, to think both film studies and linguistic anthropology with and against each other so as to further a semiotics of moving images.
Instructor(s): Constantine V. Nakassis Terms Offered: Autumn. Autumn 2019
Equivalent Course(s): ANTH 57400

CMST 59900. Reading And Research: Cmst. 100 Units.
This course is intended for graduate students in the Cinema and Media Studies program; the subject matter, course of study, and individual requirements are arranged with the instructor prior to registration.

CMST 61001. Black Film as Art / Black Art as Film. 100 Units.
The aesthetic dimensions of “Black film” tend to be subordinated to historical, social and political lines of inquiry - histories of “art film” tend not to include works by Black artists. This seminar foregrounds questions of form and style in film and video works by a wide range Black artists in order to develop new ways of understanding the complex, mutually constitutive relations between Blackness and the moving image. We will pursue experimental practices by Black film and video makers - beginning in the era of segregated “race film” production of the 1910s-40s, considering moments of stylistic experimentation in the narrative films of Micheaux, Maurice and Williams. We then discuss later film and videomakers who work more consistently and explicitly in experimental modes - the second category includes film and video works by Black visual and performance
artists who exhibit in gallery and museum contexts. Along the way, we will discuss intersections with vanguard practices in related art forms, curatorial efforts, and movements between the art world and the film industry.

CMST 61102. The L.A. Rebellion and the Politics of Black Cinema. 100 Units. TBD
Equivalent Course(s): CRES 61102

CMST 61120. Issues and Aesthetics in Contemporary Black Film. 100 Units.
This course considers innovations and trends in Black film aesthetics and politics over the past twenty years. We will focus specifically on their implications for film theory and criticism.
Instructor(s): Kara Keeling Terms Offered: Winter

CMST 64904. Remapping New Waves: New Cinemas, Film Theory and Criticism in Japan. 100 Units.
We have recently seen a growing number of works that aimed at a broader and renewed understanding of the new cinemas of the 1960s in Japan, with more complex accounts of the historical, geographical, and geopolitical trajectory of the Japanese New Wave. Ongoing investigations have largely ascribed its rise to Oshima Nagisa, the central figure in the publicly-driven phenomenon known as the "Sho#chiku Nouvelle Vague" (Nu#beru Ba#gu). Amidst these new scholarly texts, there are still a series of theoretical and historical/historiographical questions that have remained underexplored: where did the Japanese New Wave come from, and what actually constituted it? How did the emergence of the new cinema intersect with larger media, social, and intellectual history? Did the cinematic medium have to be radicalized in order to become 'new'? How was such 'newness' visualized, acousticized, and registered by other sensory cues in the cinema? How was the emergence of the new cinema in dialogue with institutions? Placing films in the contexts of the era's media-scape, this course will delve into an analytical reconsideration of this rich period of Japanese cinema specifically from the perspective of the Japanese New Wave. While we will aim to capture the exhilaration of the Japanese New Wave by closely analyzing existing studies on some of its key makers and their works, special attention will be given to what has been left out of the category as it is conventionally understood, such as educational and industrial films. All required readings are in English. Participants with reading ability in Japanese will be asked to take on additional readings in Japanese and present on them in class.
Equivalent Course(s): EALC 44904

CMST 65500. Horror and Beyond. 100 Units.
All films are horror films. Film's spectrality had been a given since the earliest days of its existence, as it exists as the captured shadows of people and things no longer present. Joining photographs, the telegraph, the telephone, and the phonograph, film immediately presented itself as a kind of sense-memory that could present the traces of those not present, and even, traces of the dead. Nipper's perch on the coffin of his owner, reacting to his very live voice, sets the stage for Edison to announce the kinetograph, which "would do for the eye what the phonograph had done for the ear." That is, it would bring us into the uncanny presence of a world beyond the reach of our unaided senses. In this context, horror would seem to lay claim to being a "cine-genre," as defined by Pitofsky - a genre that deals with fundamental properties of the medium. Throughout its history, and even its pre-history horror films have mediated our encounters with the non-human: technology, the dead, the world of creatures, and our bodies, to the extent that they do not belong to us. Terror, disgust, shock, trauma, and the uncanny all find their expression in horror films, and this course aims to explore how the horror film has explored the uncanny, animism, "primitive" thought, evil, the mind and the body's relationship to technology, climate change, and the world considered as excluding humans. As Benjamin once said, "It is a different nature that speaks to the camera than to the eye."
Instructor(s): James Lastra Terms Offered: Autumn

CMST 67006. Cognitive Approaches to Spectatorship. 100 Units.
This course provides an overview of cognitive approaches to film and media spectatorship to date. It reviews theories of perception, emotion, and cognitive processing as they relate to film viewing and appropriation, and specifically: cognitive theories of human emotions; how film viewing engages body and mind; cognitive approaches to analyzing storytelling and style; cognitive games films play with us; and the theories of attention, identification, and ideological persuasion.
Instructor(s): Maria Belodubrovskaya Terms Offered: Autumn

CMST 67021. Performance Captured. 100 Units.
Technologies that turn human action, appearance and performance into data for storage, transformation and redisplay have a long history inside and outside of moving image arts. This class will look at the opportunities, aesthetics and politics of these approaches running through contemporary special effects, traditional and experimental animation, dance on camera and live performance at a moment when boundaries between these categories have become especially porous.
Instructor(s): Marc Downie Terms Offered: Winter

CMST 67035. Framing, Reframing, Unframing Cinema. 100 Units.
This class combines three emerging ways of looking at cinema: a continuously growing barrage of AI-based algorithms that seek to unlock data latent in images; existing films and digital archives of moving image material; and tools and programming environments oriented towards the construction of new moving-image works, viewing situations and logics. At a time when we are perhaps further away from the stable objects of cinema than we have ever been, when digital streaming repackages and recomposes film in front of our very eyes, or
CMST 67120. The Cinematic Camera and the Single-shot Film. 100 Units.
This course hopes to interrogate the specificities of the cinematic camera by paring the variables down to single-shot films. We will examine the idea of the cinematic dispositif or “apparatus” and ask whether there is such a thing as the camera rather than a multiplicity of cameras. We will address the persistence of animism in film theory and criticism, attempts to define the quiddity of the filmed image, analogies between human and creaturely perception, machine vision, forms and logics of picturing and pictorial organization. We will also take the opportunity to examine acoustic analogs (the microphone, the recording) in order to help us understand the logics and the fallacies at work in our basic analytic concepts. Our film viewing will concentrate upon very early cinema (the Lumières, Edison, etc.) and on the avant-garde (Warhol, Snow, Gottheim, Jacobs, Gehr, etc.). Along the way, we will examine some mainstream films like Rope and Russian Ark, or Birdman.
Instructor(s): Jim Lastra Terms Offered: Spring

CMST 67211. What Was Mise-en-scène? 100 Units.
Mise-en-scène is often understood as a synonym for the act of directing, especially in theater. In film style it is associated with the importance accorded to the placement of props and characters within the film frame, usually in combination with camera movement. This concept was especially important in film criticism of the fifties and sixties and often connected with key post-WWII filmmakers such as Nicholas Ray, Douglas Sirk and Otto Preminger. This seminar will explore the concept both as historical critical concept, and as an ongoing way to discuss the nature of film style.
Equivalent Course(s): ARTH 47211

CMST 67221. Postcolonial Theory. 100 Units.
An introduction to postcolonial theory; its rise in the Anglophone academy; overlaps with critical race studies, feminist theory, indigenous studies. I will conclude with the recent planetary turn in postcolonial studies.
Instructor(s): Rochona Majumdar Terms Offered: Spring

CMST 67234. The New Formalisms. 100 Units.
This graduate seminar investigates a range of recent works that aim to create new models of formal analysis. The subject matter will be wide-ranging, covering literary studies (e.g., surface reading), art history, and cinema and media studies. We’ll focus in particular on the way that debates over form resonate with broader philosophical and theoretical problems.
Instructor(s): Daniel Morgan Terms Offered: Spring

CMST 67321. Philosophy and Experimental Film. 100 Units.
The interest of postwar North American experimental filmmakers in philosophy is well-known, for example Stan Brakhage’s interest in Ludwig Wittgenstein, Maya Deren’s appeals to Henri Bergson, or Hollis Frampton’s writings on Gödel’s incompleteness theorem. In this seminar, we will closely watch a selection of important experimental films accompanied by filmmakers’ writings and associated texts by philosophers such as Ralph Waldo Emerson, Gilles Deleuze, Stanley Cavell, and others. Our central question will be: how do experimental filmmakers practice philosophy in their creative work?
Instructor(s): D. N. Rodowick Terms Offered: Spring

CMST 67804. Media Ecology. 100 Units.
The seminar aims to develop an ecological understanding of media (infrastructures, platforms, forms). The focus will be on the conceptual shift from dialectics to energetics (as well as the relation between them) that runs through German media theory, philosophies of technology, and new materialisms. The thematic focus for Fall 2020 will be on oceans and waterways.
Terms Offered: Autumn
Equivalent Course(s): EALC 67804

CMST 67830. What’s New in New Media. 100 Units.
This seminar explores new writing on the topic of new media, digital technology, and new practices of image-making. We’ll explore a range of different theoretical texts, but also explore recent writing on some of the following topics: media infrastructures; the materiality of media; techniques and technologies of image-making (3D, VR, animation); video games; media archeology; race and media; the politics of social media; queer theory and media studies; and the internationalization of debates on media. We’ll look at writers such as: Nicole Starosielski; Melody Jue; Yak Hui; Kara Keeling; Lisa Nakamura; Lisa Parks; Wendy Hui Kyong Chun; Andrew Johnston; Ina Blom; Patrick Jagoda; Kris Cohen; Shane Dennis; Brooke Belisle; and others.
Instructor(s): Daniel Morgan Terms Offered: Winter

CMST 68400. Style and Performance from Stage to Screen. 100 Units.
Actor is the oldest profession among arts. Cinema is the youngest art there is. What happens with faces, gestures, monologues, and voices; ancient skills like dance or mime; grand histrionics etc. when arts of performance hit the
medium of screen? This course will focus on the history of acting styles in silent films, mapping "national" styles of acting that emerged during the 1910s (American, Danish, Italian, Russian) and various "acting schools" that proliferated during the 1920s ("Expressionist acting," "Kuleshov's Workshop," et al.). We will discuss film acting in the context of various systems of stage acting (Delsarte, Stanislavsky, Meyerhold) and the visual arts.

Equivalent Course(s): ARTH 48905

CMST 68820. Film Propaganda. 100 Units.
This seminar explores film propaganda and propaganda films. We will look at various conceptions of propaganda and ask: What is the difference between propaganda, rhetoric, and persuasion? What is the relationship between film propaganda, mass art, and information? What is the relationship between film propaganda and the state? Is film propaganda an art form, and what are its formal features? How has film propaganda been used throughout film history, including in Nazi Germany, the Soviet Union, the United States, and China? And what do we know about propaganda films' effects on audiences?
Instructor(s): Maria Belodubrovskaya Terms Offered: Autumn

CMST 69002. Cinema and Labor. 100 Units.
TBD

CMST 69110. The Archive: Materiality, Aesthetics, Visual Culture. 100 Units.
This graduate seminar will prepare students to conduct archival research, and to build a research archive from different historical, methodological, and theoretical perspectives. While we will engage a range of texts on archival methodology, theory, and the phenomenology of the archive, we will also examine questions concerning aesthetics, materiality, visual culture, and the digital that inform our understanding of archives today. The seminar will be partially organized around case studies that foreground different archival modes of discovery, evaluation, and interpretation—including those that constitute the "counter-archive." Students will learn practical skills for conducting research in filmic, paper and print, and internet archives, and develop the investigative, analytical abilities that are necessary for building an archive around either material objects or theoretical questions.
Instructor(s): Jennifer Wild Terms Offered: Winter
Equivalent Course(s): ARTH 49700, FREN 49100

CMST 69901. The Films of Ozu Yasujiro. 100 Units.
This course explores Ozu Yasujiro's works from both national and transnational perspectives. Through an intense examination of Ozu's robust film making career, from the student comedies of the late 1920s to the family drama (in Agfacolor) of the early 1960s, we will locate Ozu's works at a dialogic focal point of Japanese, East Asian, American, and European cinema.

CMST 70000. Advanced Study: Cinema & Media Studies. 300.00 Units.
Advanced Study: Cinema & Media Studies

For further information concerning the PhD Program in Cinema and Media Studies, please see the Graduate Program pages (https://cms.uchicago.edu/content/graduate-program/) on the department's website. Prospective students should also reach out to the Department Administrator (cinema@uchicago.edu (http://collegecatalog.uchicago.edu/graduate/departmentofcinemaandmediastudies/cinema@uchicago.edu)) with questions or to request more information.

INFORMATION ON HOW TO APPLY

The application process for admission and financial aid for all graduate programs in the Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: http://humanities.uchicago.edu/students/admissions (http://humanities.uchicago.edu/students/admissions/).

General questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

Information related to admissions in CMS are outlined on the department's website (https://cms.uchicago.edu/graduate/admissions/).

International students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). (Current minimum scores, etc., are provided with the application.) For more information, please see the Office of International Affairs website at https://internationalaffairs.uchicago.edu (https://internationalaffairs.uchicago.edu/), or call them at (773) 702-7752.

CINEMA AND MEDIA STUDIES COURSES

CMST 30605. Queer and Trans Cinema and Media. 100 Units.
In this course we explore the history of queer and transgender cinema and media in an effort to situate new developments in queer and trans cinema and media making. We will consider relevant theories about gender and sexuality and their implications for our categories of film and media analysis.
Instructor(s): Kara Keeling Terms Offered: Spring
CMST 30904. Media Wars. 100 Units.
Media practices and discourses evoking war or violence are common today, such as the "weaponization" of social media; "cyber warfare" and attacks; "online battlefields;" "guerrilla" media tactics; "The Great Meme War" and "Infowars.com," to name a few. In relationship with terms suggesting that we live in an age of "post-truth" dominated by "fake news" or "fact-challenged" journalism, the media wars of today may seem unique to the twenty-first century. But in fact, the history of the use of media to either combat or spread ideas dates back centuries to the earliest phases of mass media and communication. In this class, we will proceed historically, broadly conceiving of media to include print and visual, cultural, and artistic forms, cinema, television, and the internet. While we will explore how media have historically been used to construct or counter dominant systems of representation, we will also discuss how different media forms function formally, learning to analyze how they construct discourses of truth as texts (documentary; propaganda). This class will also function as a contemporary research laboratory where students will be asked to track, evaluate, and theorize contemporary media that are taking part in a so-called "media war."
Instructor(s): Jennifer Wild Terms Offered: Spring
Note(s): Please note: Students who have previously completed the course "Problems in the Study of Gender and Sexuality: Media Wars" are not eligible to receive credit for this class.
Equivalent Course(s): CMST 20904, GNSE 20114, GNSE 30114, MAAD 10904, SIGN 26061

CMST 31703. Weimar Cinema. 100 Units.
German films between the end of World War I and the establishment of the Third Reich in 1933 are extraordinarily eclectic and intensely inventive, encompassing horror film, socially conscious dramas, expressionist fantasies, experimental documentary, early proto-fascist and anti-fascist films, and that ur-German invention, the mountain film. We will consider some of the most important works of the period, including films by Fritz Lang, Ernst Lubitsch, G.W. Pabst, F.W. Murnau, Arnold Fanck, Walter Ruttmann, and Josef von Sternberg, examining their context, style, reception, formal achievements and historical significance.
Instructor(s): David Levin Terms Offered: Spring
Equivalent Course(s): GRMN 27710, CMST 21703, GRMN 37710

CMST 32118. Nazi Cinema. 100 Units.
Nazi cinema. An examination of a broad range of films produced under the National Socialist regime, from mass spectacles to domestic melodramas, from comedies to hagiographic bio-pics to dramatized propaganda. Throughout we will seek to explore the national, formal, and ideological particularity of these films and to trace their conceptual logic. What, we will ask, constitutes the National Socialist (film) aesthetic? Readings in film history and cultural theory. No prerequisites, but a commitment to close readings - of films and criticism - and lively, thoughtful engagement will be essential. In English. A German language discussion section may be added.
Instructor(s): David Levin Terms Offered: Spring
Equivalent Course(s): GRMN 32118, CMST 22118, GRMN 22118

CMST 32119. Richard Wagner’s Ring of the Nibelung in Performance. 100 Units.
This seminar, open to undergraduates and beginning graduate students, serves as a critical introduction to and intensive exploration of Richard Wagner’s 19th century tetralogy. In addition to critical readings (e.g., by Wagner, Adorno, Nietzsche, Badiou, Dahlhaus, et al.) and screenings of a host of productions, we will travel downtown to Lyric Opera to attend performances of the Ring cycle in David Pountney’s new production. Our discussions of the Chicago production will be supplemented by conversations with members of the Lyric Opera production team, including Anthony Freud, Lyric Opera’s General Director. No previous knowledge is required although a curiosity about opera, German culture, media history, and/or theater & performance studies will be essential.
Instructor(s): David Levin Terms Offered: Spring
Equivalent Course(s): GRMN 23419, TAPS 26519, CMST 22119, MUSI 32520, GRMN 33419, MUSI 24520, FNDL 23419, TAPS 36519

CMST 33030. The Italian Cinematographic Comedy. 100 Units.
An important genre in Italian cinema is represented by the "commedia," in particular the declination "all’italiana." It is a very original form of representation of the world invented by Italian cinema. The comedy genre has marked many decades of Italian cinematography: from the plot comedies of the Fifties (going back until the Thirties) with films like "Due soldi di speranza" (1952) by Renato Castellani, to the grotesque comedy of masks of the Sixties, with authors such as Dino Risi ("Il sorpasso," 1962, "I mostri," 1963), Mario Monicelli ("La Grande Guerra," 1959) and Pietro Germi ("Divorzio all’italiana," 1961, "Sedotta e abbandonata," 1964), up to the dominance of the grotesque representation of the world, with authors such as Elio Petri ("Indagine su un cittadino al di sopra di ogni sospetto," 1972). The heritage of the commedia all’italiana can be found in contemporary Italian cinema, as for example with Nanni Moretti. Moretti’s cinema in fact summarizes the entire inheritance of Italian cinematographic modernity - starting from neorealism and up to comedy and author cinema - in one of the most effective ways. The Italian cinematic grotesque comedy is also rooted in the Italian literary tradition, in the masks of "commedia dell’arte," and generally speaking in the different aspects of grotesque tradition (as analyzed by Bachtin).
Instructor(s): Roberto De Gaetano Terms Offered: Spring
Prerequisite(s): Open to undergraduates in their third or fourth year.
Note(s): Taught in English.
CMST 33500. Pasolini. 100 Units.
This course examines each aspect of Pasolini’s artistic production according to the most recent literary and cultural theories, including Gender Studies. We shall analyze his poetry (in particular “Le Ceneri di Gramsci” and “Poesie informa di rosa”), some of his novels (“Ragazzi di vita,” “Una vita violenta,” “Teorema,” “Petrolio”), and his numerous essays on the relationship between standard Italian and dialects, semiotics and cinema, and the role of intellectuals in contemporary Western culture. We shall also discuss the following films: “Accattone,” “La ricotta,” “Edipo Re,” “Teorema,” and “Salo”.
Instructor(s): Armando Maggi Terms Offered: Autumn
Note(s): Taught in English.
Equivalent Course(s): GNSE 38600, FNDL 28401, CMST 23500, ITAL 38400, GNSE 28600, ITAL 38400

CMST 33930. Documentary Production I. 100 Units.
Documentary Video Production focuses on the making of independent documentary video. Examples of various modes of documentary production will be screened and discussed. Issues embedded in the genre, such as the ethics, the politics of representation, and the shifting lines between “the real” and “fiction” will be explored. Story development, pre-production strategies, and production techniques will be our focus, in particular-research, relationships, the camera, interviews and sound recording, shooting in available light, working in crews, and post-production editing. Students will work in crews and be expected to purchase a portable hard drive. A five-minute string-out/rough-cut will be screened at the end of the quarter. Students are strongly encouraged to take Doc Production 2 to complete their work.
Instructor(s): J. Hoffman Terms Offered: Autumn
Note(s): Prior or concurrent enrollment in CMST 10100 recommended for undergraduate students.
Equivalent Course(s): ARTV 23930, MAAD 23930, CMST 23930, ARTV 33930, HMRT 25106, HMRT 35106

CMST 33931. Documentary Production II. 100 Units.
Documentary Video Production II focuses on the shaping and crafting of a non-Fiction video. Enrollment will be limited to those students who have taken Documentary Production I. The class will discuss issues of ethics, power, and representation in this most philosophical and problematic of genres. Students will be expected to write a treatment outline detailing their project and learn about granting agencies and budgeting. Production techniques will concentrate on the language of handheld camera versus tripod, interview methodologies, microphone placement including working with wireless systems and mixers, and lighting for the interview. Post-production will cover editing techniques including color correction and audio sweetening, how to prepare for exhibition, and distribution strategies.
Instructor(s): J. Hoffman Terms Offered: Winter
Prerequisite(s): CMST 23930, HMRT 25106, or ARTV 23930
Equivalent Course(s): HMRT 25107, CHST 23931, ARTV 23931, HMRT 35107, CMST 23931, MAAD 23931, ARTV 33931

CMST 34405. Kieslowski’s French Cinema. 100 Units.
Krzysztof Kieslowski’s The Decalogue and The Double Life of Veronique catapulted the Polish director to the international scene. His subsequent French triptych Blue, White, Red turned out to be his last works that altered his image and legacy to affirm his status as an auteur and a representative of the transnational cinema. We discuss how in his virtual universe of parallel histories and repeated chances, captured with visually and aurally dazzling artistry, the possibility of reconstituting one’s identity, triggered by tragic loss and betrayal, reveals an ever-ambiguous reality. By focusing on the filmmaker’s dissolution of the thing-world, often portrayed on the verge of vague abstraction of (in)audibility or (un)transparency, this course bridges his cinema with the larger concepts of postmodern subjectivity and possibility of metaphysics. The course concludes with the filmmaker’s contribution to world cinema. All along, we read selections from Kieslowski’s and Piesiewicz’s screen scripts, Kieslowski’s own writings and interviews, as well as from the abundant criticism of his French movies. All materials are in English.
Instructor(s): Bozena Shallcross Terms Offered: Autumn
Equivalent Course(s): CMST 24405, REES 31002, FNDL 25312, REES 21002, CMLT 24405

CMST 34813. South African Fictions and Factions. 100 Units.
This course examines the intersection of narrative in print and film (fiction and documentary) in Southern Africa since mid-20th century. We begin with Cry, the Beloved Country, a best seller written by South African Alan Paton while in the US, and the original film version by British-based director (Korda), and American screenwriter (Lawson), which show both the international impact of South African stories and important elements missed by overseas audiences. We continue with fictional and nonfictional responses to apartheid and decolonization, and examine the power and the limits of the “rhetoric of urgency” (L. Bethlehem). We will conclude with writing and film that grapples with the contradictory post-apartheid world, whose challenges, from crime and corruption to AIDS and the particular problems faced by women and gender minorities, elude the heroic formulas of the anti-apartheid era. (Fiction, Film/Drama, Black Studies)
Instructor(s): Loren Kruger Terms Offered: Spring
Prerequisite(s): Third or fourth year undergraduates and graduates only. Must have completed Hum Core plus one or more of the following: Intro to Fiction or equivalent; International Cinema, or equivalent; Intro to African studies
CMST 36303. Chris Marker. 100 Units.

Chris Marker (1921-2012) is one of the most influential and important filmmakers to emerge in the post-war era in France, yet he remains relatively unknown to a wider audience. Marker's multifaceted work encompasses writing, photography, filmmaking, videography, gallery installation, television, and digital multimedia. He directed over 60 films and is known foremost for his "essay films," a hybrid of documentary and personal reflection, which he invigorated if not invented with films like Lettre de Sibérie (Letter from Siberia, 1958) or Sans Soleil (Sunless, 1983). His most famous film, La Jetée (1962), his only (science) fiction film made up almost entirely of black-and-white still photographs, was the inspiration for Terry Gilliam's 12 Monkeys (1995). In 1990, he created his first multi-media installation, Zapping Zone, and in 1997 he experimented with the format of the CD-Rom to create a multi-layered, multimedia memoir (Immemory). In 2008, he continued his venture into digital spaces with Ouvroir, realized on the platform of Second Life. Marker was a passionate traveler who documented the journeys he took, the people he met, and revolutionary upheavals at home and afar. We will follow Marker's travels through time, space, and media, during which we will also encounter artists with whom he crossed paths, with whom he collaborated, or who were inspired by his work.

Instructor(s): Dominique Bluher Terms Offered: Autumn

Equivalent Course(s): MAAD 13303, CMST 26303, FNDL 26102, ARTV 20032

CMST 36405. D.W. Griffith. 100 Units.

Controversies fuel American politics and culture. One hundred years ago, Intolerance shook the world, if not the most famous, then the most the most expensive and seminal movie ever made. One hundred and one, The Birth of a Nation generated the loudest controversy on the issue of race; at the same time, its powerful suspense sequence in the finale made this movie a fundamental of action-movie filmmaking for the century to come. Griffith came to movie industry in 1908 and dropped out of it in 1931. This course offers a quarter-of-a-century vast panorama of inventions and innovations, shames and triumphs, brilliant successes and spectacular failures connected with D.W. Griffith, the most famous pioneer in the history of film.

Equivalent Course(s): CMST 26405, CMST 26005, AMER 34605, FNDL 26405

CMST 36603. The Cinema of Miloš Forman. 100 Units.

The films of Miloš Forman (1932-2018) reflect the turbulence of the 1960s, 70s, 80s and 90s, and 2000s by focusing on the underdog, the pariah, the eccentric. The subject matter to which Forman was drawn translated into his cinema with a signature bittersweet tone, emphatic narrative cogency, and lush spontaneity. This course is an intensive study of Forman’s work from his “New Wave” work in Czechoslovakia (Loves of a Blonde, The Fireman’s Ball) to his U.S. studio successes (One Flew Over the Cuckoo’s Nest, Amadeus), to his idiosyncratic and parabolic last films (Man on the Moon, Goya’s Ghosts). Among other topics, the course contemplate the value of a dark sense of humor, cinematic gorgeousness, and artistic dissidence.

Instructor(s): Malyrne Sternstein Terms Offered: Winter

Equivalent Course(s): REES 32010, FNDL 22010, CMST 26603, REES 22010

CMST 36705. Kieslowski: The Decalogue. 100 Units.

In this class, we study the monumental series "The Decalogue" by one of the most influential filmmakers from Poland, Krzysztof Kieslowski. Without mechanically relating the films to the Ten Commandments, Kieslowski explores the relevance of the biblical moral rules to the state of modern man forced to make ethical choices. Each part of the series contests the absolutism of moral axioms through narrative twists and reversals in a wide, universalized sphere. An analysis of the films will be accompanied by readings from Kieslowski’s own writings and interviews, including criticism by Zizek, Insdorf, and others.

Instructor(s): Bozena Shallcross Terms Offered: Autumn

Equivalent Course(s): REES 37026, CMST 26705, FNDL 24003, REES 27026

CMST 37011. Experimental Captures. 100 Units.

This production-based class will explore the possibilities and limits of capturing the world with imaging approaches that go beyond the conventional camera. What new and experimental image-based artworks can be created with technologies such as laser scanning, structured light projection, time of flight cameras, photogrammetry, stereography, motion capture, sensor augmented cameras or light field photography? This hands-on course welcomes students with production experience while being designed to keep established tools and commercial practices off-kilter and constantly in question.

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

Equivalent Course(s): ARTV 27923, MAAD 21011, CMST 27011, ARTV 37923

CMST 37205. 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.

Instructor(s): J. Conant, R. Pippin Terms Offered: Spring

Equivalent Course(s): PHIL 20208, PHIL 30208, SCTH 38112, CMST 27205
CMST 37505. Metapictures. 100 Units.
This course is based on that was first staged at the Overseas Contemporary Art Terminal in Beijing in the fall of 2018, and subsequently re-enacted at the Royal Academy in Brussels in the spring of 2020. The exhibition explores “pictures within pictures,” images that reflect on the nature of image-making, across a range of media and genres. A virtual version of the exhibition is available on the Prezi platform, and a physical installation, supported by the Smart Museum, will be installed in the Media Arts Data and Design Center (MADD). Visual materials for the course include paintings and drawings, diagrams, models of the visual process, image “atlases,” multi-stable images, cinematic and literary representations of images nested within narratives. The readings for the course will include Michel Foucault on Velázquez’s Las Meninas, Walter Benjamin on “dialectical images,” C. S. Peirce on iconicity, Nelson Goodman on analog and digital codes, and Georges Didi-Huberman on Aby Warburg’s Mnemosyne Bilderatlas. Students will be encouraged to explore traditional examples of metapictures such as the Duck-Rabbit (canonized by Gombrich and Wittgenstein) or to investigate newly emergent forms of self-reflexive media. Guest lectures will be given by Patrick Jagoda on experimental games and Hillary Chute on comics and graphic narrative; these might be coordinated with the Media Aesthetics course sequence in the fall term, which focuses on the question of the image.
Instructor(s): W. J. T. Mitchell Terms Offered: Autumn
Prerequisite(s): This course is by consent only. Interested students should send a one-page letter describing their interest and preparation of the topic to Prof. Mitchell at wjtm@uchicago.edu.
Equivalent Course(s): ARTV 20022, ENGL 49992, ARTH 39992, CMST 27505, ENGL 29992, ARTH 29992, MAAD 10992, ARTV 30022

CMST 37805. Framing, Re-framing, and Un-framing Cinema. 100 Units.
By cinema, we mean the art of the moving image, which is not limited to the material support of a flexible band called film. This art reaches back to early devices to trick the eye into seeing motion and looks forward to new media and new modes of presentation. With the technological possibility of breaking images into tiny pixels and reassembling them and of viewing them in new way that this computerized image allows, we now face the most radical transformation of the moving image since the very beginnings of cinema. A collaboration between the OpenEndedGroup (Marc Downie and Paul Kaiser), artists who have created new modes of the moving image for more than decade, and film scholar Tom Gunning, this course will use this moment of new technologies to explore and expand the moving image before it becomes too rigidly determined by the powerful industrial forces now propelling it forward. This course will be intensely experimental as we see how we might use new computer algorithms to take apart and re-experience classic films of the past. By using new tools, developed for and during this class, students will make new experiences inside virtual reality environments for watching, analyzing, and recombining films and that are unlike any other. These tools will enable students, regardless of previous programming experience, to participate in this crucial technological and cultural juncture.
Equivalent Course(s): ARTV 30805, ARTV 20805, CMST 27805

CMST 37815. Introduction to Art, Technology, and Media. 100 Units.
The course gives an introduction to the relationship between art, media, and technology, as articulated in art practice, media theory, and art history. The key focus is the relationship between 20th-century art and so-called “new media” (from photography, film, radio, TV to computers and digital technologies), but older instances of art- and media-historical perspectives will also be discussed. The objective of the course is to give insight into the historical exchanges between art and technological development, as well as critical tools for discussing the concept of the medium and the relationship between art, sensation/perception, visuality, and mediation. The course will also function as an introduction to the fields of media aesthetics and media archaeology.
Instructor(s): I. Blom Terms Offered: Autumn
Note(s): This course does not satisfy the general education in the arts requirement.
Equivalent Course(s): CMST 27815, ARTH 31315, ARTH 21315, MAAD 11315

CMST 37816. From Open Worlds to Angry Birds: Videogame History 2000-2010. 100 Units.
This course will trace developments in the videogame medium and videogame culture in the first decade of the new millennium. Topics include, but are not limited to, the following: the rise and influence of the open world/sandbox genre; the spread of online gaming with Massively Multiplayer Online RPGs, networked First-Person Shooters, and virtual worlds; changes in the embodied experience of play introduced by rhythm/music games, motion controls, and touch screen interfaces; the proliferation of independent game development and online distribution; the rise of “art games” as a distinct (and debated) category; the reemergence of “retro” styles and repackaging of vintage games; the blurred boundaries of the “magic circle” and everyday life in Alternate Reality and Augmented Reality gaming; the increasing popularity of mobile and casual gaming; and the emergence of Videogame Studies as an academic field. This class will be a mix of history and historiography. We will not only learn about the history of the decade, but also discuss the unique possibilities and difficulties arising from the study of recent history - and put these discussions into practice through research-based assignments.
Instructor(s): Christopher Carloy Terms Offered: Spring
Equivalent Course(s): MAPH 45516, MAAD 25650, CMST 27816
CMST 37821. Economic Objects: Capitalism as Medium. 100 Units.
As we now confront an economic contraction and reconstitution of unprecedented intensity in the face of the COVID-19 pandemic, a focus on the possibility of transmedial economic representation and its criticism offers a timely and necessary opportunity to consider what art is and does in our historical moment. "Economic Objects:
Capitalism as Medium" explores how shifting modes of the representation of the economy reflect transformed medial practices and their critique. We seek to complicate the relationship of Marxist aesthetic theory with contemporary habits of criticism including notions of "economic performativity," debt and finance as objects of artistic analysis, and ongoing debates about the scope and logic of commodification, each of which opens up new questions about the very representability of capitalism itself. The course will be organized around a set of "economic objects," which range from proper art objects to phenomena (practices, objects, material) not conventionally belonging to the category of "art." Readings will offer students exposure to current debates in aesthetics, critical theory and economic criticism.

Terms Offered: Spring

Equivalent Course(s): CMST 27887, MAAD 17887, CMST 27887

Prerequisite(s): Instructor consent required

Instructor(s): Christopher Carloy

The Platformer: History and Theory of a Videogame Genre. 100 Units.

This course will provide an introduction to genre history and theory in videogame studies through a focus on the "platformer." Though not a common name outside of videogame culture, the platformer has introduced or popularized some of the medium's most recognizable figures (Mario, Sonic the Hedgehog, Donkey Kong) and gameplay mechanics (running, jumping, avoiding enemies, and collecting items). The genre has also been instrumental in and reflective of changes across the videogame medium. This course will cover two decades (roughly 1990 - 2010), emphasizing both historical details and theoretical questions, such as: How have game genres been defined? How do distinct genres emerge and change over time? How do broader trends (technological, formal, industrial, discursive, experiential, etc.) influence individual genres, and what roles do individual genres play in these broader trends? What resources and methodologies exist for studying videogame genres? Throughout the course we'll see the platformer alternate between an emphasis on linear, acrobatic movement across two-dimensional spaces and the free exploration of three-dimensional virtual worlds; and between being hailed as "revolutionary" and epitomizing the retro-nostalgic. Classroom lectures and discussions of readings will be accompanied by weekly gameplay sessions on original hardware at the MADD Center.

Instructor(s): Christopher Carloy

Terms Offered: Winter

Prerequisite(s): Instructor consent required

Equivalent Course(s): MAPH 37880, MAAD 17880, CMST 27867

CMST 37867. 1990s Videogame History. 100 Units.

In this course, we will be turning to the 1990s to learn about videogame history and historiography. Focusing on this period will allow us to examine the videogame medium within broader historical and cultural contexts, and to explore issues related to doing recent and contemporary cultural history. What was the relationship between technological innovations and stylistic changes in the videogame medium? How did the entry of new corporate and creative players into the business affect industrial structures and strategies? What do we make of "freedom," "realism," and other concepts that dominated videogame press coverage - and how were they connected to broader cultural discourses? How did understandings of what it meant to play videogames and the types of experiences that videogames could offer change over the course of the decade? What was the relationship between developments in the videogame medium and other media - from film and fiction to virtual reality and the Internet? How has this decade been remembered, conceptualized, preserved, and repackaged in subsequent decades? How do we go about doing history of a still-young medium, operating in multiple national and cultural contexts, and focused on such a recent decade? This course will take advantage of the University of Chicago's videogame collection and the Media Arts, Data, and Design Center's hardware collection to provide as comprehensive a view as possible of the videogame medium in this period.

Instructor(s): Chris Carloy

Terms Offered: Spring

CMST 37880. Videogame Consoles: A Platform Studies Approach. 100 Units.

While videogames' mix of art, play, and advanced technology gives game studies much of its vitality, the technological and computational aspects of the medium can be daunting for many would-be students and designers. And yet no approach to the study of videogames can be exhaustive without some consideration of the material and technological grounds that make games possible. With this in mind, this course will introduce approaches to videogame studies that emphasize the platforms - the hardware, operating systems, etc. - on which games are played, and is intended for students with all levels of familiarity with the technological side of videogames. How do the various components of game platforms, from computer architecture to controllers to the underlying code, affect how games look, sound, and feel, how they are played, who designs them and how, how they are marketed and to whom, and how are they preserved? How do platforms emerge from particular technological, industrial, social, and cultural contexts, and how do they in turn affect the course of game history and culture? Classroom lectures and discussions of readings will be accompanied by weekly gameplay sessions at the MADD Center, which will provide close, hands-on engagement with game platforms. Possible objects of study include the Atari 2600 (1977), ColecoVision (1982), Sega Game Gear (1990) and Genesis/CD/32X (1988-94), Panasonic 3DO (1993), Nintendo 64 (1996) and Wii (2006), and PlayStation 4/VR (2013-16).

Instructor(s): Christopher Carloy

Terms Offered: Spring

Prerequisite(s): Instructor consent required.

Equivalent Course(s): MAPH 34516, MAPH 34516, CMST 27867

CMST 37887. The Platformer: History and Theory of a Videogame Genre. 100 Units.

This course will provide an introduction to genre history and theory in videogame studies through a focus on the "platformer." Though not a common name outside of videogame culture, the platformer has introduced or popularized some of the medium's most recognizable figures (Mario, Sonic the Hedgehog, Donkey Kong) and gameplay mechanics (running, jumping, avoiding enemies, and collecting items). The genre has also been instrumental in and reflective of changes across the videogame medium. This course will cover two decades (roughly 1990 - 2010), emphasizing both historical details and theoretical questions, such as: How have game genres been defined? How do distinct genres emerge and change over time? How do broader trends (technological, formal, industrial, discursive, experiential, etc.) influence individual genres, and what roles do individual genres play in these broader trends? What resources and methodologies exist for studying videogame genres? Throughout the course we'll see the platformer alternate between an emphasis on linear, acrobatic movement across two-dimensional spaces and the free exploration of three-dimensional virtual worlds; and between being hailed as "revolutionary" and epitomizing the retro-nostalgic. Classroom lectures and discussion of readings will be accompanied by weekly gameplay sessions on original hardware at the MADD Center.

Instructor(s): Christopher Carloy

Terms Offered: Winter

Prerequisite(s): Instructor consent required

Equivalent Course(s): MAPH 37880, MAPH 37880, MAAD 17880

CMST 37887. The Platformer: History and Theory of a Videogame Genre. 100 Units.

This course will provide an introduction to genre history and theory in videogame studies through a focus on the "platformer." Though not a common name outside of videogame culture, the platformer has introduced or popularized some of the medium's most recognizable figures (Mario, Sonic the Hedgehog, Donkey Kong) and gameplay mechanics (running, jumping, avoiding enemies, and collecting items). The genre has also been instrumental in and reflective of changes across the videogame medium. This course will cover two decades (roughly 1990 - 2010), emphasizing both historical details and theoretical questions, such as: How have game genres been defined? How do distinct genres emerge and change over time? How do broader trends (technological, formal, industrial, discursive, experiential, etc.) influence individual genres, and what roles do individual genres play in these broader trends? What resources and methodologies exist for studying videogame genres? Throughout the course we’ll see the platformer alternate between an emphasis on linear, acrobatic movement across two-dimensional spaces and the free exploration of three-dimensional virtual worlds; and between being hailed as "revolutionary" and epitomizing the retro-nostalgic. Classroom lectures and discussion of readings will be accompanied by weekly gameplay sessions on original hardware at the MADD Center.

Instructor(s): Christopher Carloy

Terms Offered: Winter

Prerequisite(s): Instructor consent required

Equivalent Course(s): MAPH 37887, MAAD 17887, CMST 27887
CMST 37911. Augmented Reality Production. 100 Units.
Focusing on experimental moving-image approaches at a crucial moment in the emerging medium of augmented reality, this class will explore and interrogate each stage of production for AR works. Students in this production-based class will examine the techniques and opportunities of this new kind of moving image. During this class we’ll study the construction of examples across a gamut from locative media, journalism, and gameplay-based works to museum installations. Students will complete a series of critical essays and sketches towards a final augmented reality project using a custom set of software tools developed in and for the class.
Instructor(s): Marc Downie Terms Offered: Autumn
Equivalent Course(s): ARTV 37921, MAAD 22911, CMST 27911, ARTV 27921

CMST 37920. Virtual Reality Production. 100 Units.
Focusing on experimental moving-image approaches at a crucial moment in the emerging medium of virtual reality, this class will explore and interrogate each stage of production for VR. By hacking their way around the barriers and conventions of current software and hardware to create new optical experiences, students will design, construct and deploy new ways of capturing the world with cameras and develop new strategies and interactive logics for placing images into virtual spaces. Underpinning these explorations will be a careful discussion, dissection and reconstruction of techniques found in the emerging VR "canon" that spans new modes of journalism and documentary, computer games, and narrative "VR cinema." Film production and computer programming experience is welcome but not a prerequisite for the course. Students will be expected to complete short "sketches" of approaches in VR towards a final short VR experience.
Instructor(s): M.Downie Terms Offered: Spring
Note(s): Film production and computer programming experience is welcome but not a prerequisite for the course. Students will be expected to complete short "sketches" of approaches in VR towards a final short VR experience.
Equivalent Course(s): ARTV 37920, ARTV 27920, CMST 27920, MAAD 24920

CMST 38006. Minimalist Experiment in Film and Video. 100 Units.
This multilevel studio will investigate minimalist strategies in artists’ film and video from the late 1960s to the present day. Emphasis will be placed on works made with limited means and/or with “amateur” formats such as Super-8 and 16mm film, camcorders, Flip cameras, SLR video, and iPhone or iPad. Our aim is to imagine how to produce complex results from economical means. Important texts will be paired with in class discussion of works by artists such as Andy Warhol, Yoko Ono, Kurt Kren, Jack Goldstein, Larry Gottheim, Bruce Baillie, James Benning, John Baldessari, Morgan Fisher, Stan Douglas, Matthew Buckingham, Sam Taylor-Wood, and others.
Instructor(s): D.N. Rodowick Terms Offered: Autumn
Equivalent Course(s): CMST 33815, CMST 28006, MAAD 23805, ARTV 23805

CMST 38100. 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 nondoiegetic music (underscoring)? How does music of different styles and provenance contribute to the semiotic universe of film? And how did film music assume a central voice in twentieth-century culture? We study music composed for films (original scores) as well as pre-existent music (e.g., popular and classical music). The twenty films covered in the course may include classical Hollywood cinema, documentaries, foreign (e.g., non-Western) films, experimental films, musicals, and cartoons.
Instructor(s): B. Hoeckner
Note(s): This course typically is offered in alternate years.
Equivalent Course(s): MUSI 30901, CMST 28100, MUSI 22901

CMST 38221. Non-Fiction Film. 100 Units.
Description to be announced.
Instructor(s): Judy Hoffman Terms Offered: Spring
Equivalent Course(s): CMST 28221

CMST 38346. Performance Theory: Action, Affect, Archive. 100 Units.
This seminar offers a critical introduction to performance theory and its applications to theatre and other practices. We will discuss three key conceptual clusters: a) action, acting, and forms of production or play, from classical (Aristotle) through modern (Hegel, Brecht, Artaud), to contemporary (Richard Schechner, Philip Zarrilli, others); b) affect, and its intersections with emotion and feeling: in addition to contemporary theories, we will read earlier texts that anticipate recent debates (Diderot, Freud) and their current interpreters (Joseph Roach, Erin Hurley, others), as well as writing about the absence of affect and the performance of failure (Sara Bailes etc); c) archives and related institutions and theories, including audience formation (Susan Bennett) and challenges of recording ephemeral acts: theorists of memory (Pierre Nora) and remains (Rebecca Schneider), theatre historians (Daphne Brookes, Tracy Davis and others) as well as current theorists on the tensions between the archive and the repertoire (Diana Taylor). Requires active and complete participation; two oral presentations and final paper. Final paper could be a review article (ca 5000 words) using two recent books in your field to examine key concepts that define the field and controversies they may engender.
Instructor(s): Loren Kruger Terms Offered: Winter
Equivalent Course(s): ENGL 46202, TAPS 46202, CMLT 46202
CMST 38700. History of International Cinema, Part III: 1960 to Present. 100 Units.
This course will continue the study of cinema around the world from the late 1950s through the 1990s. We will focus on New Cinemas in France, Czechoslovakia, Germany, the United States, the United Kingdom, and other countries. We will pay special attention to experimental stylistic developments, women directors, and well-known auteurs. After the New Cinema era we will examine various developments in world cinema, including the rise of Bollywood, East Asian film cultures, and other movements.
Instructor(s): J. Lastra Terms Offered: Spring
Note(s): This course follows the subject matter taught in CMST 28500/48500 and CMST 28600/48600, but these are not prerequisites.
Equivalent Course(s): CMST 28700, MAAD 18700

CMST 38921. Introduction to 16mm Filmmaking. 100 Units.
The goal of this intensive laboratory course is to give its students a working knowledge of film production using the 16mm gauge. The course will emphasize how students can use 16mm technology towards successful cinematography and image design (for use in both analog and digital postproduction scenarios) and how to develop their ideas towards constructing meaning through moving pictures. Through a series of group exercises, students will put their hands on equipment and solve technical and aesthetic problems, learning to operate and care for the 16mm Bolex film camera; prime lenses; Sekonic light meter; Sachtler tripod; and Arri light kit and accessories. For a final project, students will plan and produce footage for an individual or small group short film. The first half the class will be highly structured, with demonstrations, in-class shoots and lectures. As the semester continues, class time will open up to more of a workshop format to address the specific concerns and issues that arise in the production of the final projects. This course is made possible by the Charles Roven Fund for Cinema and Media Studies.
Instructor(s): T. Comerford Terms Offered: Winter
Note(s): Students will need written permission to enroll in the course. To bid for entry into the class, please email tcomerford@uchicago.edu with your name, major and year -- and please list any other media production or photography experience. Enrollment priority will be given to graduate and undergraduate CMS students, beginning with seniors, then to DoVA graduates and undergraduates, then to students in other departments.
Equivalent Course(s): ARTV 23808, MAAD 23808, ARTV 33808, CMST 28921

CMST 40000. Methods and Issues in Cinema Studies. 100 Units.
This course offers an introduction to ways of reading, writing on, and teaching film. The focus of discussion will range from methods of close analysis and basic concepts of film form, technique and style; through industrial/critical categories of genre and authorship (studios, stars, directors); through aspects of the cinema as a social institution, psycho-sexual apparatus and cultural practice; to the relationship between filmic texts and the historical horizon of production and reception. Films discussed will include works by Griffith, Lang, Hitchcock, Derrida, Godard.
Instructor(s): S. Skvirsry Terms Offered: Autumn
Equivalent Course(s): MAPH 33000, ARTH 39900, ENGL 48000

CMST 42027. New German Cinema. 100 Units.
This class will offer an intense exploration of the classical New German Cinema and some of the issues in its aesthetics, history and theory. Thus, we will see a broad variety of films (some familiar, some not so familiar: including work by R.W. Fassbinder, A. Kluge, W. Herzog, W. Wenders, H. Sanders-Brahms, U. Ottinger, J-M Straub/D Huillet, et al.) and read a broad range of material-incorporating, among others, questions of genre, auteur theory, psychoanalysis, history, politics, and film style. Proficiency in German language, culture, or history is welcome but not required (all films have subtitles); a serious commitment to thinking about the logic, rhetoric, history, and textuality of film is essential. The pace and conceptual level of the readings make this course most appropriate for graduate students.
Instructor(s): David Levin Terms Offered: Autumn
Prerequisite(s): Undergrads by consent only
Equivalent Course(s): GRMN 25322, GRMN 35322

CMST 42719. Music, Emotions and Modernity. 100 Units.
This seminar explores the relationship between music and emotion, focusing on emotions that have a special affinity with the experience of modernity, as expressed in music and film. A major portion of the seminar will be concerned with mixed emotions, including terms of pleasurable sadness, ranging from the Elizabethan cult of melancholia prominent in the music of John Dowland to modern bittersweetness, as manifest in nineteenth-century melodrama and such films as Back Street (1941) and La La Land (2016). Readings will include scholarship in musicology and film studies as well as empirical research in psychology and affect theory. Participants will take turns in functioning as “experts” for select seminar sessions by preparing readings and objects for class discussion. Participants taking the class for credit will present a 25-minute research paper at a mini-conference in Week 11.
Instructor(s): Berthold Hoeckner Terms Offered: Autumn. Offered Autumn 2018 Thursdays 9:30am-12:20pm in JRL room 264
Equivalent Course(s): MUSI 42719
CMST 42802. Media, Environment, and Risk. 100 Units.
In 1991, Ulrich Beck wrote that "society is made into a laboratory." Following the Chernobyl disaster, Beck articulated how modern technology and its potential side-effects such as radiation or chemical poisoning had created the novel epistemological category of environmental risk defined by threats that escape human perception and transcend borders. Institutions monitoring ecological conditions gained responsibility for communicating public health. Political conflicts emerged between formations of expert and lay environmental knowledge. The technological application of modern science, and its associated environmental risks, pushed research beyond the laboratory and into the governmental fabric of social order: nuclear reactors had to be constructed and chemicals distributed to populations before their properties and safety could be understood. This seminar reads the debates on risk in environmental sociology alongside the emergence of risk criticism in media studies to interrogate the probabilistic thinking inherent to the communication of ecological threat. Two common traits characteristic of recent environmental catastrophes ranging from Bhopal, Fukushima Daiishi, Deepwater Horizon, Exxon Valdez, Hurricane Katrina, and the varied crises of global climate change, are that each disaster involves the failure or side-effect of an implemented technological project and that the corresponding risks—whether imperceptible or probable—are necessarily communicated to publics by media instructors.

Instructor(s): Thomas Pringle Terms Offered: Winter
Equivalent Course(s): KNÖW 36059, HIPS 26059, SOCI 30329, CHSS 36059, MAAD 26059

CMST 43418. Surrealism and Cinema. 100 Units.
This seminar examines the relations between Surrealism and the cinema in interwar France, and the aesthetic, political, and theoretical debates produced by their encounter. To what extent may Surrealism, in its varied iterations, be productively read through the optic of cinema, and even as a cinematic movement? And to what extent is cinema an implicitly Surrealist medium? In addition to tracing a precise history of Surrealism, cinema, and its discontinuities during this period through works by Louis Aragon, Antonin Artaud, Georges Bataille, Walter Benjamin, André Breton, Luis Buñuel, René Clair, Joseph Cornell, Salvador Dalí, Robert Desnos, Germaine Dulac, Louis Feuillade, Sigmund Freud, Jean Painlevé and Geneviève Hamon, Jean Vigo, and others, this class explores the potential of Surrealism as a methodology for critical and theoretical studies of cinema, literature, culture, and history.

Equivalent Course(s): FREN 36218

CMST 44510. The Aesthetics of Socialist Realism. 100 Units.
Socialist Realism was declared the official mode of Soviet aesthetic culture in 1934. Though it has been dismissed within the totalitarian model as propaganda or kitsch, this seminar will approach it from the perspective of its aesthetics. By this we mean not only its visual or literary styles, but also its sensory or haptic address to its audiences. Our premise is that the aesthetic system of Socialist Realism was not simply derivative or regressive, but developed novel techniques of transmission and communication; marked by a constant theoretical reflection on artistic practice, Socialist Realism redefined the relationship between artistic and other forms of knowledge, such as science. Operating in an economy of art production and consumption diametrically opposed to the Western art market, Socialist Realism challenged the basic assumptions of Western artistic discourse, including the concept of the avant-garde. It might even be said to offer an alternate model of revolutionary cultural practice, involving the chronicling and producing of a non-capitalist form of modernity. The seminar will focus on Soviet visual art, cinema and fiction during the crucial period of the 1930s under Stalin (with readings available in translation), but we welcome students with relevant research interests that extend beyond these parameters. Conducted jointly by professors Robert Bird (Slavic and Cinema and Media Studies, University of Chicago) and Christina Kiaer, Art History, Northwestern University, course meetings will be divided evenly between the campuses of Northwestern University, Socialist Realism was declared the official mode of Soviet aesthetic culture in 1934. Though it has been dismissed within the totalitarian model as propaganda or kitsch, this seminar will approach it from the perspective of its aesthetics. By this we mean not only its visual or literary styles, but also its sensory or haptic address to its audiences. Our premise is that the aesthetic system of Socialist Realism was not simply derivative or regressive, but developed novel techniques of transmission and communication; marked by a constant theoretical reflection on artistic practice, Socialist Realism redefined the relationship between artistic and other forms of knowledge, such as science. Operating in an economy of art production and consumption diametrically opposed to the Western art market, Socialist Realism challenged the basic assumptions of Western artistic discourse, including the concept of the avant-garde. It might even be said to offer an alternate model of revolutionary cultural practice, involving the chronicling and producing of a non-capitalist form of modernity. The seminar will focus on Soviet visual art, cinema and fiction during the crucial period of the 1930s under Stalin (with readings available in translation), but we welcome students with relevant research interests that extend beyond these parameters. Conducted jointly by professors Robert Bird (Slavic and Cinema and Media Studies, University of Chicago) and Christina Kiaer, Art History, Northwestern University, instructor(s): Robert Bird Terms Offered: TBD
Equivalent Course(s): REES 36067, ARTH 44502, ARTH 44502, REES 36067

CMST 44601. Opera Film: China / Europe: Thinking Media Hybridity across Cultures. 100 Units.
This seminar will explore the mutual attraction of cinema and opera across the two vast operatic cultures of Europe and China in order to interrogate the many cross-cultural issues that their media encounters produce and accentuate. Such issues include changing relations to myth, ritual, history, and politics; cross-dressing and gender-bending; closed forms or open; stock characters wander plots or narrative fluidity. We will ask why in both China and Europe, opera repeatedly became the contested site of nationalist and modernizing
aspirations, reiterations of tradition, and attempts at avant-gardism. When the presumed realism of film meets the extravagant hyperperformativity of opera, the encounter produces some extraordinary third-kinds-media hybrids. Film repeatedly wrestled with the inherent histrionics of opera through the use of such devices as close-ups, camera angles, shot reverse shot, displacement of sound from sight, acousmatic sound, and trick photography. Such devices were generally meant to suture the supposed improbabilities of the operatic art form, incongruities often based on extravagant and transcendent relationships to realism. Such cinematic renderings of opera are highly revealing of fundamental faultlines in the genres themselves and revealing of the cultures that produced them.

Instructor(s): J. Zeitlin and M. Feldman Terms Offered: Winter
Equivalent Course(s): TAPS 41401, ITAL 41419, EALC 41401, MUSI 45019, CDIN 41401

CMST 45540. Fact and Fiction. 100 Units.
Since Grierson’s definition of the documentary as “creative treatment of actuality,” critics have been struggling to establish distinctions between documentary and fiction. Furthermore, the critical discourse has been constantly challenged by new artistic meditations of reality and its representation, and works blurring the border between the logic of facts and the logic of fiction. Additionally, this dualism is complicated by the difficult question of truth telling. Cinema has a long and winding history of non-fiction: from staged or dramatized actualities at its beginning, via docudrama, fake documentaries and mockumentary, to trends in recent documentaries that incorporate reenactment and animation. Since the mid-1990s the “documentary turn in contemporary art” has seen more and more artists experimenting with documentary modes through which they are questioning the mediations by which facts/documents acquire their facticity. The aim of this seminar will be to examine films and works in contemporary art that address these difficult questions of fact and fiction. Readings will include work from film and art criticism and theory, as well as critical literature addressing questions of fact and fiction in historiography, narratology, and philosophy. Films may include works by Edison, Robert Flaherty, Ari Folman, Abbas Kiarostami, Chris Marker, George Méliès, Avi Mograbi, Rithy Panh, Peter Watkins. Works by contemporary artists may include Kutlug Ataman, The Atlas Group/
Equivalent Course(s): ARTH 35540, ARTV 45540, MAPH 45540, ARTV 20540, CMST 25540, ARTH 25540

CMST 47007. Seeing and Knowing. 100 Units.
The concept of visuality attends to the ways in which things become seeable, knowable, and governable. Scholars who study optical instruments, architecture, cinema, and media have done much to show us how visual technologies change our ways of seeing. Others in the history of science study how practices of observation transform our understanding of nature-and ourselves. This comparative course analyzes regimes of visuality in different cultural and historical contexts. After a short introduction on the philosophy of visual experience and psychology of visual perception, we will investigate a series of configurations of seeing and knowing. These sites range from the history of disability to contemporary climate science, and students will be asked to contribute visual topics from their own research or disciplines for collective exploration in our seminar. Through comparative study, we will work to develop new categories or relationships for linking perception and knowledge.
Instructor(s): Alex Campolo Terms Offered: Spring
Equivalent Course(s): CHSS 40307, ARTH 40307, KNOW 40307

CMST 47803. The Body of Cinema: Hypnoses, Emotions, Animalities. 100 Units.
TBD
Equivalent Course(s): CMST 27803, ENGL 37803

CMST 48108. Film, Music, Emotion. 100 Units.
This course explores the role of emotions in movies. Films represent emotions, such as the feelings of a character; and they elicit emotions in viewers, making it part of their cinematic experience. Cinematic emotions are often constitutive of genre, ranging from the laughter in slapstick comedy to cathartic tears in melodrama. While film has long been scrutinized for the visual representation of emotions (for example with the close-up of a face), sound and music are vital contributors to representing and eliciting emotions. This seminar will focus on a series of films that mix emotions in order to express social dilemmas and dramatic conflict, often connected to issues of gender, sexual, and racial identity. Films discussed range from Stella Dallas (1937) and Imitation of Life (1937) to Moonlight (2016) and Parasite (2019). Readings will include scholarship in film studies, affect theory, and some empirical research in cognitive and social psychology. Participants will take turns in functioning as “experts” for select class sessions by preparing readings and objects for class discussion. In weeks 7-10, the seminar will partly focus on objects and research pertinent to participants’ research papers, which will be presented at a mini-conference in Week 11.
Terms Offered: Winter
Note(s): Open for MAPH students only.
Equivalent Course(s): MAPH 48108

CMST 48117. Seminar: Music in Sound Studies. 100 Units.
This graduate research seminar will explore the relationship between film music and film sound. Our focus will be exploratory, based on an eclectic list of films, supplemented by relevant readings in film music studies and film sound studies. Participants will provide sample analyses of films, short reports on weekly readings, and write a research paper to be presented at a mini-conference in Week 11.
Equivalent Course(s): MUSI 44417
CMST 48500-48600. 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 48500. History of International Cinema I: Silent Era. 100 Units.
This course provides a survey of the history of cinema from its emergence in the mid-1890s to the transition to sound in the late 1920s. We will examine the cinema as a set of aesthetic, social, technological, national, cultural, and industrial practices as they were exercised and developed during this 30-year span. Especially important for our examination will be the exchange of film techniques, practices, and cultures in an international context. We will also pursue questions related to the historiography of the cinema, and examine early attempts to theorize and account for the cinema as an artistic and social phenomenon.
Instructor(s): A. Field Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.
Note(s): For students majoring in Cinema and Media Studies, the entire History of International Cinema three-course sequence must be taken.
Equivalent Course(s): ENGL 29300, ARTV 20002, CMST 28500, ARTH 38500, MAPH 33600, ARTH 28500, MAAD 18500, CMLT 22400, ENGL 48700, CMLT 32400

CMST 48600. History of International Cinema II: Sound Era to 1960. 100 Units.
The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell’s Film History: An Introduction; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): ENGL 48900, ARTH 28600, CMLT 22500, REES 45005, CMST 28600, REES 25005, MAPH 33700, ARTH 38600, ARTV 20003, MAAD 18600, CMLT 32500, ENGL 29600

CMST 53500. Guillotine / Barricade: Figures of History Across Media. 100 Units.
Taking up the French historical technologies of the guillotine and the barricade, this doctoral seminar explores the history of political spectacle, violence, death, and resistance as also part of a history of figuration-conceptualized by Julia Kristeva as the establishment of a relation between two historical realities-across media. We will examine the actual materials and practices of the guillotine and the barricade alongside literary, artistic, and filmic works that deploy the figural logic of both technologies as part of their formal, representational, and/or political articulation. This seminar thus seeks to examine the methodological stakes of inter-medial and interdisciplinary history and historiography that draws equally from French history, literature, visual art (including sculpture), architecture, and film. This class will be taught in English; French reading and research skills are not necessary, but would be beneficial.
Instructor(s): J. Wild Terms Offered: Spring
Equivalent Course(s): CDIN 53500, FREN 43501

CMST 57200. Film Semiotics: Toward a Linguistic Anthropology of Cinema. 100 Units.
In this seminar we explore a series of topics in the semiotics of film as approached through the semiotic theory developed out of linguistic anthropology: topics will include revisiting questions of structuralist film semiology; iconicity, textuality, and the poetic function; indexicality and ontology; deixis and enunciation; voicing and vulnerability. The larger aims of the course are two-fold: one, to articulate a pragmaticist account of the evenemential structures of looking; performativity and image-acts; aesthetic style and enregisterment; rigid designation and iconicity, textuality, and the poetic function; indexicality and ontology; deixis and enunciation; voicing and vulnerability. The larger aims of the course are two-fold: one, to articulate a pragmaticist account of the evenemential semantics of cinema as institutional and textual form-as broached both through ethnographic and close textual methods of analysis-and in doing reconceptualize certain key film theorectic issues; two, to expand and rethink linguistic anthropology’s semiotic theory and analysis beyond language/through cinema; in short, to think both film studies and linguistic anthropology with and against each other so as to further a semiotics of moving images.
Instructor(s): Constantine V. Nakassis Terms Offered: Autumn. Autumn 2019
Equivalent Course(s): ANTH 57400

CMST 59900. Reading And Research: Cmst. 100 Units.
This course is intended for graduate students in the Cinema and Media Studies program; the subject matter, course of study, and individual requirements are arranged with the instructor prior to registration.

CMST 61001. Black Film as Art / Black Art as Film. 100 Units.
The aesthetic dimensions of “Black film” tend to be subordinated to historical, social and political lines of inquiry - histories of “art film” tend not to include works by Black artists. This seminar foregrounds questions of form and style in film and video works by a wide range Black artists in order to develop new ways of understanding the complex, mutually constitutive relations between Blackness and the moving image. We will pursue experimental practices by Black film and video makers - beginning in the era of segregated “race film” production of the 1910s-40s, considering moments of stylistic experimentation in the narrative films of Micheaux,
Maurice and Williams. We then discuss later film and videomakers who work more consistently and explicitly in experimental modes - the second category includes film and video works by Black visual and performance artists who exhibit in gallery and museum contexts. Along the way, we will discuss intersections with vanguard practices in related art forms, curatorial efforts, and movements between the art world and the film industry.

CMST 61102. The L.A. Rebellion and the Politics of Black Cinema. 100 Units.

Instructor(s): TBD Terms Offered: Winter

Equivalent Course(s): CRES 61102

CMST 61120. Issues and Aesthetics in Contemporary Black Film. 100 Units.

This course considers innovations and trends in Black film aesthetics and politics over the past twenty years. We will focus specifically on their implications for film theory and criticism.

Instructor(s): Maria Belodubrovskaya Terms Offered: Autumn

CMST 64904. Remapping New Waves: New Cinemas, Film Theory and Criticism in Japan. 100 Units.

We have recently seen a growing number of works that aimed at a broader and renewed understanding of the new cinemas of the 1960s in Japan, with more complex accounts of the historical, geographical, and geopolitical trajectory of the Japanese New Wave. Ongoing investigations have largely ascribed its rise to Oshima Nagisa, the central figure in the publicity-driven phenomenon known as the “Sho#chiku Nouvelle Vague” (Nu#beru Ba#gu). Amidst these new scholarly texts, there are still a series of theoretical and historical/historiographical questions that have remained underexplored: where did the Japanese New Wave come from, and what actually constituted it? How did the emergence of the new cinema intersect with larger media, social, and intellectual history? Did the cinematic medium have to be radicalized in order to become 'new'? How was such 'newness' visualized, acousticized, and registered by other sensory cues in the cinema? How was the emergence of the new cinema in dialogue with institutions? Placing films in the contexts of the era’s media-scape, this course will delve into an analytical reconsideration of this rich period of Japanese cinema specifically from the perspective of the Japanese New Wave. While we will aim to capture the exhilaration of the Japanese New Wave by closely analyzing existing studies on some of its key makers and their works, special attention will be given to what has been left out of the category as it is conventionally understood, such as educational and industrial films. All required readings are in English. Participants with reading ability in Japanese will be asked to take on additional readings in Japanese and present on them in class.

Equivalent Course(s): EALC 44904

CMST 65500. Horror and Beyond. 100 Units.

All films are horror films. Film’s spectrality had been a given since the earliest days of its existence, as it exists as the captured shadows of people and things no longer present. Joining photographs, the telegraph, the telephone, and the phonograph, film immediately presented itself as a kind of sense-memory that could present the traces of those not present, and even, traces of the dead. Nipper’s perch on the coffin of his owner, reacting to his very live voice, sets the stage for Edison to announce the kinetograph, which “would do for the eye what the phonograph had done for the ear.” That is, it would bring us into the uncanny presence of a world beyond the reach of our unaided senses. In this context, horror would seem to lay claim to being a "cine-genre," as defined by Pitorofsky - a genre that deals with fundamental properties of the medium. Throughout its history, and even its pre-history horror films have mediated our encounters with the non-human: technology, the dead, the world of creatures, and our bodies, to the extent that they do not belong to us. Terror, disgust, shock, trauma, and the uncanny all find their expression in horror films, and this course aims to explore how the horror film has explored the uncanny; animism, “primitive” thought, evil, the mind and the body’s relationship to technology, climate change, and the world considered as excluding humans. As Benjamin once said, “It is a different nature that speaks to the camera than to the eye.”

Instructor(s): James Lastra Terms Offered: Autumn

CMST 67006. Cognitive Approaches to Spectatorship. 100 Units.

This course provides an overview of cognitive approaches to film and media spectatorship to date. It reviews theories of perception, emotion, and cognitive processing as they relate to film viewing and appropriation, and specifically: cognitive theories of human emotions; how film viewing engages body and mind; cognitive approaches to analyzing storytelling and style; cognitive games films play with us; and the theories of attention, identification, and ideological persuasion.

Instructor(s): Maria Belodubrovskaya Terms Offered: Autumn

CMST 67021. Performance Captured. 100 Units.

Technologies that turn human action, appearance and performance into data for storage, transformation and redisplay have a long history inside and outside of moving image arts. This class will look at the opportunities, aesthetics and politics of these approaches running through contemporary special effects, traditional and experimental animation, dance on camera and live performance at a moment when boundaries between these categories have become especially porous.

Instructor(s): Marc Downie Terms Offered: Winter

CMST 67035. Framing, Reframing, Unframing Cinema. 100 Units.

This class combines three emerging ways of looking at cinema: a continuously growing barrage of AI-based algorithms that seek to unlock data latent in images; existing films and digital archives of moving image material; and tools and programming environments oriented towards the construction of new moving-image works,
viewing situations and logics. At a time when we are perhaps further away from the stable objects of cinema than we have ever been, when digital streaming repackages and recomposes film in front of our very eyes, or when virtual, augmented and mixed realities embed and dissolve cinema's frames in new and virtual spaces, what new positive opportunities for scholarship and creation can we find? This class is open to graduate students regardless of their production, coding, film-making experience. If you have any curiosity around the potentials and mechanisms of computers seeing us, seeing our film and video, helping navigate and bootstrap new digital humanities approaches or curiosities that shade quantitative or algorithmic, join us in this class - there's important work to be started here.

Instructor(s): Marc Downie Terms Offered: Spring

CMST 67120. The Cinematic Camera and the Single-shot Film. 100 Units.
This course hopes to interrogate the specificities of the cinematic camera by paring the variables down to single-shot films. We will examine the idea of the cinematic dispositif or "apparatus" and ask whether there is such a thing as the camera rather than a multiplicity of cameras. We will address the persistence of animism in film theory and criticism, attempts to define the quiddity of the filmed image, analogies between human and creaturely perception, machine vision, forms and logics of picturing and pictorial organization. We will also take the opportunity to examine acoustic analogs (the microphone, the recording) in order to help us understand the logics and the failurts at work in our basic analytic concepts. Our film viewing will concentrate upon very early cinema (the Lumière, Edison, etc.) and on the avant-garde (Warhol, Snow, Gottheim, Jacobs, Gehr, etc.). Along the way, we will examine some mainstream films like Rope and Russian Ark, or Birdman.

Instructor(s): Jim Lastra Terms Offered: Spring

CMST 67211. What Was Mise-en-scène? 100 Units.
Mise-en-scène is often understood as a synonym for the act of directing, especially in theater. In film style it is associated with the importance accorded to the placement of props and characters within the film frame, usually in combination with camera movement. This concept was especially important in film criticism of the fifties and sixties and often connected with key post-WWII filmmakers such as Nicholas Ray, Douglas Sirk and Otto Preminger. This seminar will explore the concept both as a historical critical concept, and as an ongoing way to discuss the nature of film style.

Equivalent Course(s): ARTH 47211

CMST 67221. Postcolonial Theory. 100 Units.
An introduction to postcolonial theory; its rise in the Anglophone academy; overlaps with critical race studies, feminist theory, indigenous studies. I will conclude with the recent planetary turn in postcolonial studies.

Instructor(s): Rochona Majumdar Terms Offered: Spring

CMST 67234. The New Formalisms. 100 Units.
This graduate seminar investigates a range of recent works that aim to create new models of formal analysis. The subject matter will be wide-ranging, covering literary studies (e.g., surface reading), art history, and cinema and media studies. We will focus in particular on the way that debates over form resonate with broader philosophical and theoretical problems.

Instructor(s): Daniel Morgan Terms Offered: Spring

CMST 67804. Media Ecology. 100 Units.
The seminar aims to develop an ecological understanding of media (infrastructures, platforms, forms). The focus will be on the conceptual shift from dialectics to energetics (as well as the relation between them) that runs through German media theory, philosophies of technology, and new materialisms. The thematic focus for Fall 2020 will be on oceans and waterways.

Terms Offered: Autumn
Equivalent Course(s): EALC 67804

CMST 67830. What's New in New Media. 100 Units.
This seminar explores new writing on the topic of new media, digital technology, and new practices of image-making. We will explore a range of different theoretical texts, but also explore recent writing on some of the following topics: media infrastructures; the materiality of media; techniques and technologies of image-making (3D, VR, animation); video games; media archeology; race and media; the politics of social media; queer theory and media studies; and the internationalization of debates on media. We will look at writers such as: Nicole Starosielski; Melody Jue; Yak Hui; Kara Keeling; Lisa Nakamura; Lisa Parks; Wendy Hui Kyong Chun; Andrew Johnston; Ina Blom; Patrick Jagoda; Kris Cohen; Shane Denson; Brooke Belisle; and others.

Instructor(s): Daniel Morgan Terms Offered: Winter
CMST 68400. Style and Performance from Stage to Screen. 100 Units.
Actor is the oldest profession among arts. Cinema is the youngest art there is. What happens with faces, gestures, monologues, and voices; ancient skills like dance or mime; grand histrionics etc. when arts of performance hit the medium of screen? This course will focus on the history of acting styles in silent films, mapping “national” styles of acting that emerged during the 1910s (American, Danish, Italian, Russian) and various “acting schools” that proliferated during the 1920s (“Expressionist acting,” “Kuleshov’s Workshop,” et al.). We will discuss film acting in the context of various systems of stage acting (Delsarte, Stanislavsky, Meyerhold) and the visual arts.
Equivalent Course(s): ARTH 48905

CMST 68820. Film Propaganda. 100 Units.
This seminar explores film propaganda and propaganda films. We will look at various conceptions of propaganda and ask: What is the difference between propaganda, rhetoric, and persuasion? What is the relationship between film propaganda, mass art, and information? What is the relationship between film propaganda and the state? Is film propaganda an art form, and what are its formal features? How has film propaganda been used throughout film history, including in Nazi Germany, the Soviet Union, the United States, and China? And what do we know about propaganda films’ effects on audiences?
Instructor(s): Maria Belodubrovskaya Terms Offered: Autumn

CMST 69002. Cinema and Labor. 100 Units.
TBD

CMST 69110. The Archive: Materiality, Aesthetics, Visual Culture. 100 Units.
This graduate seminar will prepare students to conduct archival research, and to build a research archive from different historical, methodological, and theoretical perspectives. While we will engage a range of texts on archival methodology, theory, and the phenomenology of the archive, we will also examine questions concerning aesthetics, materiality, visual culture, and the digital that inform our understanding of archives today. The seminar will be partially organized around case studies that foreground different archival modes of discovery, evaluation, and interpretation—including those that constitute the “counter archive.” Students will learn practical skills for conducting research in filmic, paper and print, and internet archives, and develop the investigative, analytical abilities that are necessary for building an archive around either material objects or theoretical questions.
Instructor(s): Jennifer Wild Terms Offered: Winter
Equivalent Course(s): ARTH 49700, FREN 49100

CMST 69901. The Films of Ozu Yasujiro. 100 Units.
This course explores Ozu Yasujiro’s works from both national and transnational perspectives. Through an intense examination of Ozu’s robust film making career, from the student comedies of the late 1920s to the family drama (in Agfacolor) of the early 1960s, we will locate Ozu’s works at a dialogic focal point of Japanese, East Asian, American, and European cinema.

CMST 70000. Advanced Study: Cinema & Media Studies. 300.00 Units.
Advanced Study: Cinema & Media Studies
Department of Classics

Chair
- Clifford Ando

Professors
- Clifford Ando
- Elizabeth Asmis
- Shadi Bartsch-Zimmer
- Alain Bresson
- Christopher A. Faroone
- Jonathan M. Hall
- Michèle Lowrie
- Sarah Nooter
- Mark Payne
- Sofia Torallas-Tovar
- Peter White

Associate Professors
- Michael I. Allen
- Helma J. Dik
- David G. Martinez
- David L. Wray

Assistant Professors
- Emily Austin
- Catherine Kearns

Assistant Instructional Professor
Colin Shelton
Jonah Radding

Emeritus Faculty
- Walter R. Johnson
- James M. Redfield

Affiliated Faculty
- Claudia Brittenham, Art History
- Agnes Callard, Philosophy
- Patrick (Patch) Crowley, Art History
- Michael Dietler, Anthropology
- Jas’ Elsner, Divinity School
- Elizabeth Gebhard, Director of Excavations, Isthmia
- C. Stephen Jaeger, Germanic and Medieval Studies, U of IL at Urbana-Champaign
- Janet Johnson, Near Eastern Languages and Civilizations
- Walter Kaegi, History, Emeritus
- Demetra Kasimis, Political Sciences
- Matthew Landauer, Political Sciences
- Gabriel Richardson Lear, Philosophy
- Bruce Lincoln, Divinity School
- Boris Maslov, Comparative Literature
- Glenn Most, Committee on Social Thought
- Brian Muhs, Near Eastern Languages and Civilizations
- Richard Neer, Art History
- Martha Nussbaum, Philosophy and Law
The Department of Classics offers advanced study in the civilizations of the ancient Mediterranean, including literature and literary theory, history, philosophy, religion, science, art, and archaeology. The programs of the department lead to the Ph.D. degree and seek to prepare students for careers in teaching and research. They allow students to explore areas with which they are unfamiliar, as well as to strengthen their knowledge in those in which they have already developed a special interest.

The Classics faculty consists of active scholars, expert in one or more areas of classical studies. Apart from their influence through books and articles, the faculty has long been identified with the publication of *Classical Philology*, one of the leading journals devoted to classical antiquity. The diverse graduate student body at the University includes students in a number of programs outside the Department of Classics who are also engaged in the study of the ancient world. The Oriental Institute, the Divinity School, the Committee on Social Thought, and the Departments of Art History, History, Linguistics, and Near Eastern Languages & Civilizations all have programs that focus on aspects of the classical period. The workshops supported by the Council for Advanced Studies, where graduate students, faculty, and visiting scholars present work in progress, are a further means of scholarly collaboration and training. The department currently sponsors workshops entitled Ancient Societies, Rhetoric and Poetics, and Ancient Philosophy, which involve participants from other areas as well.

**Research and Library Resources**

The University of Chicago Library owns over 11 million volumes in print and electronic form. Classics has been one of the Library’s strongest collections since its founding in 1891, when the University purchased the entire stock of an antiquarian bookstore in Berlin that specialized in classical philology, archaeology, and religion. Apart from current monographs, the library receives more than seven hundred serials devoted to ancient Greece and Rome and subscribes to the full range of electronic databases useful to ancient studies. Major editions of classical texts printed from the Renaissance through the eighteenth century are available in the Special Collections Research Center, which also houses collections of Greek and Latin manuscripts.

**Financial Aid** ([https://humanities.uchicago.edu/students/financial-aid/](https://humanities.uchicago.edu/students/financial-aid/))

PhD students who matriculate in Summer 2020 and after will be guaranteed to have funding support from the University of Chicago, external sources, or a combination of the two for the duration of their program to include the following:

- Full tuition coverage
- Annual stipend
- Fully paid individual annual premiums for UChicago’s student health insurance (U-SHIP, the University Student Health Insurance Plan)

The goal of the University’s commitment to ensuring that students are supported is to allow students to prioritize their studies and prepare for rewarding careers. We expect students to remain in good academic standing and to be making progress toward completing degree requirements.

Students in the Division of the Humanities who entered their PhD program in Summer 2016 or later, and who are still enrolled in 2022-2023 will be fully incorporated into this new funding model, and will receive
at least the guaranteed stipend level (subject to applicable taxes), full tuition coverage, and fully paid health insurance premiums for the duration of their program. Students are expected to remain in good academic standing.

Students who matriculated before Summer 2016 will receive at least the funding they were offered at the time of admission and may be eligible for additional funding, such as dissertation completion fellowships. Over the past several years, the Division of the Humanities has increased investments in funding to support students in degree completion.

Additional fellowships and awards are available to support language study, conference travel, and research travel.

**TEACHING OPPORTUNITIES**

Teacher Training for Grad Students University of Chicago — Classics
(For more information on how graduate student teaching works here, feel free to contact Colin Shelton collins3@uchicago.edu, who oversees our Pedagogical Training Plan.)

Teacher training at UChicago involves learning pedagogical theory, observing others teach, and taking command of a classroom on your own.

Most graduate programs in Classics give their students some opportunities to teach. This is what you can expect to teach in our program:

1. **Practical Teaching Experiences**
   1. **Drill Session Leader for First-Year Language**
      * Our first-year language courses officially meet 3 hours a week. However, we also schedule a less formal 4th hour so students can get extra practice where they most need it. We call this extra hour the “Drill Session”. You will spend a quarter running this Drill Session in either Latin or Ancient Greek. This experience will give you a chance to start experimenting with designing activities, and running a classroom.
   2. **Main Teacher for First-Year Language**
      * You will also spend a quarter as the main teacher for a section of first-year Latin or Ancient Greek. You will build on the experience you gained as Drill Session Leader, as you practice connecting multiple days of instruction, and help students achieve the long-term goals laid out in our curriculum.
   3. **Drill Session Leader for Second-Year Language**
      * Second-year language courses also have a Drill Session. You will be Drill Session Leader for a quarter of second year language, so that you can get a sense of the special challenges that come from combining linguistic and cultural learning at the intermediate stage. You will typically get a chance to work in Ancient Greek if your first-year language experience was in Latin, or in Latin if you started out working in Ancient Greek.
   4. **Course Designer, and Main Teacher for Second-Year Language**
      * You will then design your own second-year language course, and get a chance to teach it. You will work closely with your colleagues, and the Language Program Coordinator, to design a course that aligns with our curricular goals. Then you will get a chance to road-test it, as it were. You will build on your previous teaching experiences by defining goals for your students, and helping them achieve them.
   5. **6th Year Teaching Experience**
      * You will get one more teaching experience that moves beyond the language classroom. This may take many different forms. For instance, it could involve teaching in the “Core” (UChicago’s great books program), teaching a civilization course, teaching in another department, and/or teaching a course you have designed yourself.

In addition to giving our graduate students practical teaching experience, we also offer sustained formal training and mentoring in how to teach. In this way, we differ from some other graduate programs in Classics. These are the formal training components you can expect to take part in:

1. **Formal Pedagogical Training Experiences**
   1. **Workshop: “Language Pedagogy for the Contemporary Classroom”**
      * This quarter-long workshop is offered with the Chicago Language Center. The first half of the workshop is joint for both ancient and modern language teachers, and covers fundamental principles of language teaching and learning. In the second half of the workshop, ancient and modern languages divide into separate sections to discuss issues particular to their own disciplines. In the ancient language section, we focus on topics like the psychology of reading, best practice for grammar instruction, and the particular challenges of using authentic, non-pedagogical texts.
   2. **Workshop: “Teaching@”**
      * This workshop, offered by the Chicago Center for Teaching, orients new teachers to the policies, expectations, and environment of the University of Chicago.
   3. **Weekly Team Meetings for First-Year Language Teachers**
      * When you are Drill Session Leader, or Main Teacher for a first-year language course, a weekly meeting with your fellow instructors, and the Classics Language Program Coordinator, gives you chance to workshop ideas, and discuss emergent problems. The Language Program Coordinator is on hand to walk you through different activity types, and explain the rationale for teaching strategies as varied as using spoken Latin, English-to-Greek translation, or paradigm chanting.
   4. **Classics Course Design Working Group**
      * This Working Group brings together students who are designing their own classes. Working with the Language Program Coordinator, participants learn how to set realistic course goals and assess student progress towards them, as well as how to make courses accessible to a wider range of learners. Participants observe faculty teaching, and workshop their own syllabi and assignments. They have the chance to get feedback from peers and from professional teachers at the university.
   5. **Course: “Pedagogy of Writing”**
      * In preparation for the 6th year teaching experience, students take this one-quarter course in the university’s Writing Center. The course shows how to build more effective writing assignments, and how to incorporate them into the wider framework of a course.
There are many additional workshops and courses that students can take in the Chicago Center for Teaching (CCT), the Chicago Language Center (CLC), and the Writing Center. Students who elect to teach in the Humanities Core also receive additional training from the Core program. The CCT and CLC also offer certificate programs in areas like Inclusive Pedagogy.

PROGRAMS OF STUDY

The department offers a Ph.D. degree in Classics with four concentrations: Classical Languages and Literatures, the Ancient Mediterranean World, Ancient Greek and Roman Philosophy, and Transformations of the Classical Tradition, as well as a joint Ph.D. in Social Thought and Classics.

The first two years of our PhD programs are typically comprised of course work including two-quarter surveys of Greek and Latin literature, two-quarter research seminars, and pedagogy training, as well as additional seminars, language courses, and courses in the skills that comprise the study of classics, such as papyrology and epigraphy. We encourage our students to direct their coursework towards the development of dissertation topics, using departmental seminars to explore particular texts or problems in depth and workshops to test their own research ideas and acquaint themselves with the research strategies of faculty members and graduate students inside and outside our department. Students take translation examinations in Greek and Latin during their first two years.

In the third and fourth year, our PhD students take specialized examinations: a comprehensive exam and a special field exam, tailored to their research interests. They also assemble a dissertation committee and draft a dissertation proposal in order to be admitted to candidacy. By this time, students will have demonstrated competence in reading both German and French, Italian or Spanish through the University's Academic Reading Comprehension Assessment. Having completed our pedagogical seminar, they continue their pedagogical training by holding teaching assistantships and then teaching undergraduate classes.

We offer the following concentrations:

CLASSICAL LANGUAGES AND LITERATURES

The study of literature in Greek and Latin lies at the center of all the fields covered by the Department of Classics. The differences are in how each field construes textual evidence and defines the parameters of the literary. The Program in Classical Languages and Literatures makes literature and literary culture the focus of its curriculum. Our faculty represent a wide range of approaches and read literature in relation to: animal studies, gender, law, performance studies, philosophy, politics, religion, rhetoric, and ancient Greek and Roman society. In addition to courses originating in Classics, students may also take offerings from Comparative Literature, the Committee on Social Thought, the Divinity School, Near Eastern Languages and Civilizations, and the various modern literature departments. The department houses the Rhetoric and Poetics workshop, which focuses on literary topics related to the ancient world. Many of the faculty and students also attend the workshops on Poetry and Poetics, Literature and Philosophy, and the Renaissance.

ANCIENT MEDITERRANEAN WORLD

Through the Departments of Classics, Near Eastern Languages and Civilizations, and History, the University of Chicago offers graduate students the opportunity to study the Ancient Mediterranean and the Near East from the Bronze Age to the Byzantine era. While students are expected to familiarize themselves with the important political developments that occurred in the ancient Mediterranean world, the study of ancient history at the University of Chicago is particularly distinctive for its emphasis on social, economic, and cultural approaches to antiquity. The recognized strengths of the Classics faculty in this area are further complemented by the expertise of a large number of affiliated faculty from the Departments of History, Anthropology, Art History, Near Eastern Languages and Civilizations, and the Divinity School. Apart from acquiring a firm grounding in the critical interpretation of literary documents, inscriptions, and archaeological finds, students are encouraged to pursue innovative and imaginative avenues of inquiry, partly through their own programs of study and partly within the context of intellectual forums such as the Ancient Societies Workshop and various conferences and symposia organized by the Department. Students are also eligible for travel fellowships to allow them to conduct first-hand investigations in the Mediterranean and Near East.

ANCIENT GREEK AND ROMAN PHILOSOPHY

The Department of Classics, Department of Philosophy, and Committee on Social Thought collaborate to offer graduate students the opportunity to take a rich variety of courses and do research on ancient Greek and Roman philosophy. Furthermore, the Chicago Consortium on Ancient Philosophy offers the opportunity to take courses at any of the three member institutions (the University of Illinois at Chicago, Northwestern University, and the University of Chicago) and receive credit for these courses in the Classics Department. At Chicago, students are invited to take part in both the Ancient Greek and Roman Philosophy Workshop and the Literature and Philosophy Workshop.

TRANSFORMATIONS OF THE CLASSICAL TRADITION

Students at the University of Chicago can study the reception of ancient thought and literature in a wide range of historical and geographical contexts. Classics faculty publish widely in the field of reception studies and
work closely with faculty in other departments on the reception of ancient poetry, drama, and political theory. In consultation with the Director of Graduate Studies, students can devise a program of courses that focus on key texts or ideas in either Greek or Latin, and the reception, development, and transformation of these texts in one of the modern languages. We partner with faculty in Art History, the Committee on Social Thought, Comparative Literature, Germanic Studies, History, Philosophy, Political Science, Romance Languages & Literatures, and the Divinity School.

THE DEGREE OF MASTER OF ARTS

Students seeking a master’s degree should apply to the Master of Arts Program in the Humanities (MAPH), a three-quarter program of interdisciplinary study in a number of areas of interest to students. MAPH students take courses with students in the Ph.D. programs. Further details about the MAPH program are available at http://maph.uchicago.edu/

APPLICATION

The application process for admission and financial aid for all graduate programs in the Division of the Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: http://humanities.uchicago.edu/students/admissions (http://humanities.uchicago.edu/students/admissions/).

Questions about admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

International students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). (Current minimum scores, etc., are provided with the application.) For more information, please see the Office of International Affairs website at https://internationalaffairs.uchicago.edu/, or call them at (773) 702-7752.

COURSES

The two quarter surveys of Greek and Latin literature, and Greek and Latin prose composition, are offered in alternate years. The courses listed below are offered regularly, normally on a three-year rotating basis. In addition, new courses are frequently introduced, especially seminars and classics courses, and these cannot be predicted very far in advance. In recent years, courses included seminars on Early Rome, Tragedy and the Tragic, A History of Rhetoric, Greek Tragedy in Africa, Juvenal, The Ancient Economy, Oral Poetries, The Poetry of Death, Security in Latin Literature, Stoics and Epicureans, and Holderlin and the Greeks.

GREEK

Greek Philosophy.
Greek Tragedy.
Lyric and Epinician Poetry.
Greek Epic.
Greek Oratory.
Hellenistic and Imperial literature.
Greek Comedy.
Greek Historians.

LATIN

Roman Elegy.
Roman Novel.
Virgil.
Post-Virgillian Epic
Roman Historians.
Roman Comedy.
Lucretius.
Roman Satire.
Roman Oratory.
CLASSES COURSES

CLAS 30321. Gordium and its Neighbors: Central Anatolia during the Iron Age. 100 Units.
This class is an in-depth study of central Anatolia's most important archaeological site during the early first millennium BCE: Gordion, the capital city of the kingdom of Phrygia. In addition to learning the archaeology of this site in great detail, we will also use it as a foundation to explore neighboring excavations in the region, including the Iron Age levels of Hattusha, Kaman-Kalehöyük, Kınik Höyük, and others.
Instructor(s): James Osborne Terms Offered: Spring
Equivalent Course(s): CLCV 20321, NEAA 20333, NEAA 30333

CLAS 30420. Empire in Ancient World II. 100 Units.
Empire was the dominant form of regional state in the ancient Mediterranean. We will investigate the nature of imperial government, strategies of administration, and relations between metropole and regional powers in Persia, Athens, the Seleucid empire, and Rome.
Instructor(s): Cliff Ando Terms Offered: Winter
Prerequisite(s): CLAS 30419

CLAS 31517. Minoan Art, Modern Myths, and Problems of Prehistory. 100 Units.
This course will provide an introduction to the art of the Bronze Age culture of Minoan Crete, with an emphasis on the Palatial Periods (ca. 1900-1450 BCE). We will cover both well-known works and recent archaeological finds, including those from outside of Crete that have altered our view of Minoan art in recent years. At the same time, we will investigate how our knowledge of this civilization and its art has been shaped by the mentalities of those who have excavated its remains and collected and displayed its art. We will look closely at archaeological reports, restorations, forgeries, and concepts of style and iconography to reveal how archaeological remains are transformed into historical narratives. While focused on the Minoans, the class is designed to build the analytical skills necessary for engaging with the art of prehistoric cultures and other ancient cultures heavily shaped by modern imaginaries.
Instructor(s): S. Estrin Terms Offered: Autumn
Note(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): CLCV 21517, ARTH 30510, ARTH 20510

CLAS 31617. The Return of Homer: The Iliad and Odyssey in Contemporary English Language Fiction and Poetry. 100 Units.
The course will examine the extraordinary flowering of English language novels and poems based on the Homeric epics in the past quarter century. We will ask how different contemporary poets and prose writers have interpreted Homer's works and try to understand the appeal of this ancient poetry for modern authors, readers, and publishers. The reading will include such works as Margaret Atwood, The Penelopiad; Byrne Fone, War Stories: A Novel of the Trojan War; Christopher Logue, An Account of Homer’s Iliad; David Malouf, Ransom; Zachary Mason, The Lost Books of the Odyssey; Madeline Miller, The Sone of Achilles; Alice Oswald, Memorial: A Version of Homer’s Iliad; Lisa Peterson, An Iliad; Kate Quinn, et al., A Song of War; and Derek Walcott, Omeros. English translations of such foreign-language works as Alessandro Baricco's An Iliad and Ismail Kadare's The Fijile on H. may also be considered if students wish.
Instructor(s): Glenn Most Terms Offered: Not offered in 21-22.
Equivalent Course(s): SCTH 31614

CLAS 31919. Plato's Representation of Socrates. 100 Units.
This course is intended for students who have already read a fair amount of Plato (usually in English), and are still wondering what to make of it. Readings will include the 7th Letter and particular dialogues to be chosen in consultation with the class as we go along. Topics will include the relevant 4th c. context, also the representation of 5th c. society, also Plato's biography, the Academy, Plato's competitors, the origins and development of the dialogue form, others which may turn up in discussion. The Bollingen Complete Works of Plato has been ordered through the Seminary Coop.
Instructor(s): James Redfield Terms Offered: Not offered 21-22.
Equivalent Course(s): SCTH 31931

CLAS 32914. The Italian Renaissance. 100 Units.
Florence, Rome, and the Italian city-states in the age of plagues and cathedrals, Dante and Machiavelli, Medici and Borgia (1250-1600), with a focus on literature and primary sources, the recovery of lost texts and technologies of the ancient world, and the role of the Church in Renaissance culture and politics. Humanism, patronage, translation, cultural immersion, dynastic and papal politics, corruption, assassination, art, music, magic, censorship, religion, education, science, heresy, and the roots of the Reformation. Assignments include creative writing, reproducing historical artifacts, and a live reenactment of a papal election. First-year students and non-history majors welcome.
Instructor(s): A. Palmer Terms Offered: Spring
Equivalent Course(s): ITAL 22914, HCHR 32900, HIST 22900, MDVL 22900, RLST 22900, CLCV 22914, HIST 32900, KNOW 21405, ITAL 32914, KNOW 31405

CLAS 32921. Embodiment in Ancient Greece. 100 Units.
This course examines how the human body was represented and conceptualized in ancient Greek art and literature. Moving through three themed units - Objects and Bodies, Gender and Sexuality through the Senses, and Fragile Bodies - we will consider how concepts of embodiment were constructed and articulated in a range
of social and spatial contexts, including sanctuaries, drinking parties, grave sites, and battlefields. A central goal of this course is to bring together two types of evidence - material objects and written sources - from classical antiquity that are traditionally studied apart. Through primary texts (in translation), discussions of objects, and museum visits, we will develop strategies for thinking across methodological divides and between word and image to arrive at richer, more textured understanding of the body in ancient Greece.

Instructor(s): S. Estrin, S. Nooter Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): ARTH 30320, ARTH 20320, CLCV 22921

CLAS 33521. The Art of Trash Talking. 100 Units.
Whether they are attacking personal enemies, poetic rivals, or political antagonists, sometimes poets are just plain mean. In this course, we will study a variety of invective poets and traditions, including ancient Greek and Roman lyric and curse poetry, comedy and satire both ancient and modern, and contemporary genres such as hip-hop and Lebanese Zajal. In each case, we will consider the formal features of the genre(s), the specific contexts in which this poetry was created, the individual(s) at whom it was directed, and to what ends. We will also investigate broader themes and purposes of inventive poetry, such as the advancement of notions of (often toxic) masculinity, the regulation of social norms, and political protest.

Instructor(s): J. Radding Terms Offered: Spring
Equivalent Course(s): CLCV 23521

CLAS 33608. Aristophanes’s Athens. 100 Units.
The comedies of Aristophanes are as uproarious, biting, and ribald today as they were more than 2,400 years ago. But they also offer a unique window onto the societal norms, expectations, and concerns as well as the more mundane experiences of Athenians in the fifth century BCE. This course will examine closely all eleven of Aristophanes’s extant plays (in translation) in order to address topics such as the performative, ritual, and political contexts of Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and the limits of dissent. Please note that this course is rated Mature for adult themes and language.

Instructor(s): J. Hall Terms Offered: Winter
Equivalent Course(s): HIST 20803, CLCV 23608, ANCM 33900, HIST 30803, LLIR 20803, FNDL 23608

CLAS 33616. Homer’s Odyssey: Estrangement and Homecoming” 100 Units.
One of the two foundational epics of so-called Western Culture, the Odyssey features a wily hero whose journeys are extraordinary and whose longing for home is unbounded. The Odyssey offers a complex meditation on brotherhood, bestiality, sexuality, kinship, and power; it is the great epic of cross-cultural encounter, in all its seductive and violent aspects, as well as the great poem of marriage. An adventure in nostos (homecoming), the Odyssey shows us the pleasures and dangers of voyaging among strangers. Constantly exploring the boundaries between the civilized and the savage, the poem offers as well a political critique of many ancient institutions, not least the family patriarchy, hospitality customs, and the band-of-brothers so central to epic ideology. And as a masterwork of narrative art, the Odysseyaasks us to consider the relation of fiction to “truth.” We will explore these and other matters in the Odyssey, and may make a concluding foray into contemporary re-workings of Odyssean themes and characters.

Instructor(s): Laura Slatkin Terms Offered: Taught Spring 21.
Equivalent Course(s): SCTH 31223, FNDL 21223

CLAS 33620. Seeing the Eastern Other: Clashes of East and West in 5th Century Athens and Augustan Rome. 100 Units.
How do humans and human societies define difference? Why do cultural groups, ethnicities, or governments sort people into binary categories, i.e. "us" versus "them," black versus white, good versus evil, etc.? How are these categories constructed and toward what ends are they put? This course explores these questions by examining the ancient roots of one of the most persistent dichotomies, that between "East" and "West," in two ancient historical case studies. We will examine the Persian Wars between Greece and the Achaemenid Empire in the 5th century BCE and the conflict between Rome and the Parthian empire during the reign of the emperor Augustus (1st century BCE-1st century CE). Throughout the course, we will critically analyze how Greeks and Romans represented their eastern opponents in literature, art, and architecture, and discuss how ancient conceptions of eastern "othering" have remained in place after antiquity. Students will use their final projects to explore an example of Classical prejudices reoccurring in the modern world.

Instructor(s): Timothy Clark Terms Offered: Spring
Equivalent Course(s): CLCV 23620

CLAS 33721. Women in Ancient Greece and Rome. 100 Units.
This course will examine both the historical record and the literary imagination in order to gain insight into the lives of women in ancient Greece and Rome. In both societies, women were a highly marginalized group, albeit in different ways. In this course, we will look at the forms of marginalization and the (male) anxieties that led to them, but we will give particular attention to the manner in which women were able to assert themselves and take agency in various social, civic, and religious spheres. Readings will all be in English, and will focus on both the everyday lives of women in the Greco-Roman world and on those of certain elite women.

Instructor(s): J. Radding Terms Offered: Spring
Equivalent Course(s): CLCV 23721
CLAS 33820. Debating Christians and Other Adversaries: Greek and Syriac Dialogues in Late Antiquity. 100 Units.
This course will examine the composition and significance of dialogues for Christian polemic and identity formation. The quarter will begin with an overview of dialogues from Classical Antiquity before examining the new directions Christian writers followed as they staged debates with pagans, Jews, Manicheans, and alleged “heretical” Christians. Reading these works in light of modern scholarship and with an eye to late antique rhetoric, students will gain insights into the ways theological development took place in the crucible of debate. Instructor(s): Erin Galgay Walsh Terms Offered: Autumn Equivalent Course(s): RLST 20360, HCHR 40360, BIBL 40360, CLCV 23820

CLAS 34021. Partings, Encounters, and Entangled Histories: The Formation of Judaism and Christianity. 100 Units.
When did the fault lines between Judaism and Christianity emerge? This course explores this question by examining the formation of Judaism and Christianity within the world of the Ancient Mediterranean. What religious views, texts, and practices did Jews and Christians hold in common? How did early writers construct communal boundaries and project “ideal” belief and practice? What role did the changing political tides of the Roman and Persian empires play? We will explore continuities and growing distinctions between Jews and Christians in the areas of scriptural interpretation, ritual practices, and structures of authority. Special attention will be paid to debates around gender and sexuality, healing, and views of government and economics. We will approach these issues through material evidence and close readings of early literature in light of contemporary scholarship. Students interested in modern histories of Judaism and Christianity will gain a firm foundation in the pivotal debates, texts, and events that set the trajectories for later centuries. Instructor(s): Erin Galgay Walsh Terms Offered: Winter Prerequisite(s): No prerequisite knowledge of the historical periods, literature, or religious traditions covered is expected. Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students. Equivalent Course(s): BIBL 37213, RLST 27213, HCHR 37213, JWSC 27213, NEHC 27213, HIJD 37213, CLCV 24021

CLAS 34521. Politics and Political Space in Ancient Rome. 100 Units.
Aristotle called human beings “political animals,” suggesting an inherent connection between politics and the human propensity to live in cities. Using the city of Rome as its focus, this course aims to deepen our understanding of how urban spaces are not just backdrops to history but fundamentally shape political power. Focusing on the late Republic and early empire, in the first half of the class we will debate how the Roman forum, Campus Martius, and imperial fora altered the possibilities for political activity—from large public assemblies to restricted, autocratic displays focused on the emperor. We will also explore how “private” or seemingly “apolitical” spaces, such as houses and theaters, were used for the demonstration and negotiation of political and social power. This course will encourage students to use a variety of methodologies and source materials, from literary sources to digital archaeology, to construct arguments about the relationships between politics and space. We will also discuss how the lessons of Rome can be applied to battles over the landscapes of modern US cities. Instructor(s): T. Clark Terms Offered: Autumn Equivalent Course(s): ARCH 29450, CLCV 24521

CLAS 35014. Winckelmann: Enlightenment Art Historian and Philosopher. 100 Units.
We approach the first great modern art historian through reading his classic early and mature writings and through the art and criticism of his time (and at the end, our own). Reading-intensive, with a field trip to the Art Institute. Please help - many questions. Instructor(s): Andrei Pop Equivalent Course(s): GRMN 25015, KNOW 35000, ARTH 35115, ARTH 25115, GRMN 35015, SCTH 35000

CLAS 35121. Solitude in the Ancient Greek World. 100 Units.
This course will explore how the poets and philosophers of archaic and classical Greece conceptualized “being alone,” particularly as solitude occasioned both unparalleled achievements and unique dangers (both for the individual and the community.) We will read portions of Homer’s Iliad, Hesiod’s Theogony, Sophocles’ Philoctetes, and the Homeric Hymn to Demeter, together with excerpts of ancient philosophy, with an aim of thinking through the relationship between individual and community, which is fraught with tension in so many time periods and cultures. We will also reconsider our understanding of the ancient Greeks as primarily “public” in their motivations and values, in light of the array of possibilities offered by solitude in many of these texts. Instructor(s): E. Austin Terms Offered: Winter Equivalent Course(s): CLCV 25121

CLAS 35319. Gender and Sexuality in Late Antiquity: Precursors and Legacies. 100 Units.
In this course students will trace how gender was theorized and normative behavior was prescribed and enforced in the ancient world. We will begin with materials from the Graeco-Roman world, Hebrew Bible, and the Second Temple Period. As the quarter progresses, we will turn our attention to early and late ancient Christian authors, focusing on the way asceticism and emergent ecclesial institutions shaped the lives of women and gender non-conforming individuals. Throughout the course students will learn to navigate the pitfalls and opportunities the study of gender affords for understanding the development of biblical interpretation, the transformation of classical Graeco-Roman culture, and the formation of Christian doctrine. How did Christianity
challenge and preserve norms for female behavior? How did Rabbinic and early Christian authors approach questions of sexuality differently? Along the way we will bring 20th-century theorists of sexuality and gender into our conversations to illuminate pre-modern discourses of virginity, sexual experience, and identity. Primarily we will approach texts through a historical lens while paying attention to the theological and ethical issues involved. At the end of the course we will examine the legacy of late ancient debates, tracing how earlier teaching about gender and sexuality co-exists with, challenges, and informs modern secular worldviews.

Instructor(s): Erin Galgay Walsh Terms Offered: Autumn
Prerequisite(s): No languages are required, but there will be ample opportunity for students with skills in Greek, Latin, Syriac, and Hebrew to use them.
Equivalent Course(s): GNSE 22910, RLST 22910, GNSE 42910, BIBL 42910, CLCV 25319

CLAS 35513. Anagorisis and the Cognitive Work of Theater. 100 Units.
In the Poetics Aristotle conceives anagorisis or recognition as one of the three constitutive parts of the dramatic plot and defines it as the "a change from ignorance (agnoia) to knowledge (gnosis)." Implying the rediscovery of something previously known anagorisis refers to the employment and staging of a certain kind of cognitive work characteristic of theater (as a locus of theory or theory). For recognition is not only required of the dramatic personae on stage but also of the spectators who need to (re)-cognize a character whenever s/he enters. Just as the characters' anagorisis isn't restricted to the filiation, i.e., identity, of other characters the audience's cognition concerns the understanding the plot as a whole. In short, by focusing on anagorisis we can gain insight in the specific cognitive work of theater (and drama). Naturally we will begin in antiquity and examine the instantiation of recognition in Homer's Odyssey and several Greek tragedies as well as its first theorization in Aristotle's Poetics. Then we will jump to the modernes, specifically Enlightenment theater's obsession with anagorisis and the cognitive work it performs, and investigate dramas by Diderot and Lessing. Kleist's dramatic deconstructions of German bourgeois and classical theater test the Enlightenment's claim to reason and reform of human cognition. Our last stop will be Brecht's theater of "Entfremdung" that makes the alienation at the heart of anagorisis into the centerpiece of his aesthetic and political project. If we have time, we will also take a look at comical recognition as self-reflection of its tragic counterpart. Readings and discussions in English.
Instructor(s): C. Wild Terms Offered: Autumn

CLAS 36020. The Gospel of John. 100 Units.
This is the third course in the Introductory Koine Greek Sequence of the Divinity School. This course will use what students have learned in terms of grammar, syntax, and vocabulary in the first two quarters and will apply these skills to the translation and exegesis of specific Biblical passages.
Instructor(s): Erin Galgay Walsh Terms Offered: Spring
Prerequisite(s): One year of Koine Greek, or equivalent (BIBL 35100, 35300). Various levels can be accommodated; please feel free to consult with instructor.
Note(s): This is the introductory Koine Greek exegesis course.
Equivalent Course(s): CLCV 26020, BIBL 36020, RLST 22020

CLAS 36119. Muses and Saints: Poetry and the Christian Imagination. 100 Units.
This course provides an introduction to the poetic traditions of early Christians and the intersection between poetic literature, theology, and biblical interpretation. Students will gain familiarity with the literary context of the formative centuries of Christianity with a special emphasis on Greek and Syriac Christians in the Eastern Mediterranean from the fourth through the sixth centuries. While theology is often taught through analytical prose, theological reflection in late antiquity and early Byzantium was frequently done in poetic genres. This course introduces students to the major composers and genres of these works as well as the various recurrent themes that occur within this literature. Through reading poetry from liturgical and monastic contexts, students will explore how the biblical imaginations of Christians were formed beyond the confines of canonical scripture. How is poetry a mode of "doing" theology? What habits of biblical interpretation and narration does one encounter in this poetry? This course exposes students to a variety of disciplinary frameworks for studying early Christian texts including history, religious studies, feminist and literary critique, as well as theology. Students will also analyze medieval and modern poetry with religious themes in light of earlier traditions to reflect on the poetry and the religious imagination more broadly.
Instructor(s): Erin Galgay Walsh Terms Offered: Spring
Note(s): Open to undergraduate and graduate students; Graduate students may choose to attend weekly translation group
Equivalent Course(s): GNSE 34104, CLCV 26119, MDVL 23000, HCHR 33000, RLST 23000, RLVC 33000, ENGL 33809, GNSE 24104, BIBL 33000

CLAS 36421. History, Religion, and Politics in Augustine's City of God. 100 Units.
Augustine's City of God is a major work of history, politics, and religion. Written after Rome was sacked by the Visigoths in 410, the work begins an apology (justification) of the Empire's turn to Christianity and expands to offer a sweeping and deeply theological account of human history and society in terms of earth-bound versus heaven-centered community. Augustine's citizenship and politics entails living out membership in either fellowship while commingled on earth with the other. Augustine analyzes Roman history and politics as well as the new religion first encouraged and eventually imposed in the wake of Constantine's conversion. We shall read the entire work in translation, attending to historical observations, political stances, and religious views. Augustine made arguments of his own but saved huge swaths of Varro and other otherwise lost sources to fashion his historical critique of Rome, social analysis, and many ultimately fresh views on matters like human
sexuality in paradise and in heaven. The class will meet once a week. A supplementary Latin reading group will also convene once a week for close reading of important and demanding selections in the original. There will be some invited international guest speakers.

Instructor(s): Willemien Otten and Michael I. Allen Terms Offered: Autumn

Note(s): There will be a weekly Latin reading group (F. afternoon, 90 minutes) for classics and other students who want to tackle Augustine’s Latin. This course meets the HS or SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): RETH 35301, CLCV 26421, HCHR 35301, HIST 32116, THEO 35301, FNDL 25304, HIST 22116, LATN 36421, RIST 25301, BIBL 35301, LATN 26421

CLAS 36521. Three Greek Philosophical Texts. 100 Units.

The three texts are: Epicurus’ Letter to Menoeceus; Epictetus, Discourses; and Diogenes of Oenoanda, Inscription. What all have in common is an urgent desire to inspire the reader to do philosophy—not just any philosophy, but the sort that will make a person happy. The first text is designed to inspire young and old alike to learn the basic principles of Epicurean hedonism; it’s up to us—not the gods, or fate, or chance—to attain the goal of life, pleasure. The second is intended for young men, who have just finished their secondary education. They have been sent by their family to Epictetus’ school on the edge of the Adriatic Sea to be steeped in Stoic morality prior to starting a career. The third text is an inscription by Diogenes of Oenoanda, a prominent local citizen, who confesses he was moved by the dire suffering of his fellow humans to erect a very long wall, inscribed with Epicurean teachings. It is intended for any passerby. We will look closely at the Greek text to investigate both the medium and the message. Open to advanced undergraduates and graduate students. Requirement: intermediate level Ancient Greek or higher.

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

Note(s): This course meets the HS Committee distribution requirement for Divinity students.

Equivalent Course(s): BIBL 36521, RIST 26521, CLCV 26521, ANCM 46521

CLAS 36620. Making the Monsoon: The Ancient Indian Ocean. 100 Units.

The course will explore the human adaptation to a climatic phenomenon and its transformative impacts on the littoral societies of the Indian Ocean, circa 1000 BCE-1000 CE. Monsoon means season, a time and space in which favorable winds made possible the efficient, rapid crossing of thousands of miles of ocean. Its discovery—at different times in different places—resulted in communication and commerce across vast distances at speeds more commonly associated with the industrial than the preindustrial era, as merchants, sailors, religious specialists, and scholars made monsoon crossings. The course will consider the participation of Mediterranean, Middle Eastern, South Asian, and East African actors in the making of monsoon worlds and their relations to the Indian Ocean societies they encountered; the course is based on literary and archaeological sources, with attention to recent comparative historiography on oceanic, climatic, and global histories.

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

Equivalent Course(s): NEHC 26614, HIST 36614, HIST 26614, SLC 26614, NEHC 36614, MDVL 26614, CLCV 26620, SLC 36614

CLAS 36721. Peripheries of the Greek World. 100 Units.

Peripheries of the Greek World: What happens when we consider the cultures, histories, and politics of the ancient Greek world from outside its Aegean ecumene? From Homeric ethnographies to Hellenistic expansion, the borders and peripheries of Greek life became rich spaces for both imagining and constructing Greek identity and civilization through interactions with myriad “others”: barbarians, allies, kings, and monsters. And in recent decades, interdisciplinary research has examined what life was like on these peripheries, at the intersections of Greek colonization, trade, religion, and the state. In this course we examine the concept of peripheries (and cores) and question the methodologies that historians and archaeologists use to consider the dynamic spaces around the edges of the Aegean sea: colonial settlements, sites of pilgrimage, industrial districts, and exotic fringes, among others. Using textual and material evidence, and taking a broad approach by exploring case studies from Iberia to India, we consider the practices through which diverse peripheries became intertwined with Greek culture (or not), and how current postcolonial approaches are decentering the study of ancient Greek culture.

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

Equivalent Course(s): CLCV 26721

CLAS 37316. The Humanities as a Way of Knowing. 100 Units.

Despite intertwined histories and many shared practices, the contemporary humanities and sciences stand in relationships of contrast and opposition to one another. The perceived fissure between the “Two Cultures” has been deepened by the fact that the bulk of all history and philosophy of science has been devoted to the natural sciences. This seminar addresses the history and epistemology of what in the nineteenth century came to be called the “sciences” and the “humanities” since the Renaissance from an integrated perspective. The historical sources will focus on shared practices in, among others, philology, natural history, astronomy, and history. The philosophical source will develop an epistemology of the humanities: how humanists know what they know.

Instructor(s): Lorraine Daston Terms Offered: Not offered 21-22.

Equivalent Course(s): PHIL 20925, SCTH 30925, CHSS 30925, HIST 29517, HIST 39517, KNOW 40303, PHIL 30925

CLAS 37709. Caesar and his Reception. 100 Units.

Julius Caesar is a captivating figure in the Western political and literary imaginary. Consummate general, admired stylist, lover of Cleopatra, winner of the civil war against Pompey, and dictator for life, Caesar seems to
have it all until his assassination by some of his closest friends. Did he have the ambition to control the state from the beginning or did he react in response to provocation? Did he have a just cause for waging civil war? Was he a figure of consummate cruelty or did he do atrocious things to forward a progressive political agenda? How are we to interpret his vaunted clemency? To address these questions, we will read Julius Caesar’s extant works and examine the rich variety of representations of this charismatic figure in imperial Greek and Roman literature (Appian, Plutarch, Suetonius, Lucan) and beyond (Shakespeare’s Julius Caesar, Handel’s Giulio Cesare, Richard Nelson’s 2008 play, Conversations in Tusculum).

Instructor(s): Michele Lowrie
Terms Offered: Spring
Equivalent Course(s): CLCV 27709

CLAS 38020. Platonic Aesthetics. 100 Units.
The anachronism of the course title constitutes our program: to what extent can Plato’s thinking about artworks, images, poets in the polis, beauty, the visual world, the senses, subjectivity and criticism be viewed coherently as an aesthetic theory? Does his style and dramatic mode of writing interact significantly with these views? How have they been received, and to what extent are they right?

Instructor(s): Andrei Pop
Equivalent Course(s): FNDL 29005, SCTH 35009, ARTH 35009

CLAS 39200. Mimesis. 100 Units.
This course will examine one of the central concepts of comparative literature: mimesis (imitation). We will investigate traditional theoretical and historical debates concerning literary and visual mimesis as well as more recent discussions of its relation to non-western and colonial contexts. Readings will include Aristotle, Auerbach, Butler, Spivak, and Taussig. Students are encouraged to write final papers on their own research topics while engaging with issues discussed through the course.

Instructor(s): T. Chin
Terms Offered: Winter 2013
Equivalent Course(s): CMLT 30202, EALC 30100

CLAS 40018. Varieties of the Sublime in Ancient Greek and Roman Thought. 100 Units.
When one thinks about the ‘Sublime’, one ancient text stands out as foundational: Longinus’ On the Sublime. This text had a profound influence on modern aesthetics. It is, however, only part of a rich tradition of ancient ideas about sublimity. This seminar will examine this tradition, which embraces philosophy, religion, and art. The aim of the class is to disentangle various strands of the sublime and examine their interrelationships. Our readings will take us from Plato to the Neoplatonists. They will include: Plato’s Symposium and Phaedrus; selections from the Epicurean Philodemus and the Stoics; Apuleius’ Story of Cupid and Psyche and book 11 of his Metamorphoses; and selections from Plotinus, Porphyry, and Proclus’ Commentary on Plato’s Republic. The topics will include: religious initiation, the use of allegory, and theories of visual and literary beauty. Knowledge of Greek and Latin is not required; but special sessions will be arranged for those who wish to read Greek or Latin texts. Open to undergraduates with the permission of the instructor.

Instructor(s): E. Asmis
Terms Offered: Spring
Equivalent Course(s): BIBL 40018

CLAS 40117. The Commons & the Public: Figuring Collaborative Knowledge Production. 100 Units.
Starting with Roman Law and moving up to contemporary critiques of intellectual property, this seminar explores new ways of conceptualizing collaborative forms of knowledge production that have been typically referred to as “commons”. We do so by following a series of parallel and intersecting questions, starting with those concerning what the commons are about: What were the traditional commons of things or resources (public lands, public spaces, fisheries, pastures, forests)? What are the new commons of knowledge (academic publications, free software, wikipedia, etc)? And what is the relationship between infrastructures (roads, harbors, Internet, and the commons)? We then look at the changing configurations of human actors associated with the commons, that is, the differences between the communities associated with the traditional commons of traditional resources and the publics, counterpublics, multitudes, and crowds, that are now associated with collaborative forms of knowledge making and political action. We try, in sum, to conceptualize the relationship between the new knowledge commons and new notions of the public. This course fulfills part of the KNOW Core Seminar requirement to be eligible to apply for the SIFK Dissertation Research Fellowship. No instructor consent is required, but registration is not final until after the 1st week in order to give Ph.D. students priority.

Equivalent Course(s): KNOW 40102

CLAS 40820. Hymns and Sanctuaries in Ancient Greece. 100 Units.
This two-quarter seminar, which fulfills the seminar requirement for graduates in History and Classics, seeks to explore how we might reconstruct the religious experience of the ancient Greeks through texts in translation (especially hymns), inscriptions, and material culture, paying particular attention to issues of methodology. The first quarter will be devoted to guided reading and discussion, focused on individual sanctuary sites, while the second quarter will be reserved for writing a major research paper. Non-Classics students will also be permitted to enroll for just the first quarter by arrangement with the instructors.

Instructor(s): C. Faraone, J. Hall
Terms Offered: Autumn
Equivalent Course(s): HIST 50300

CLAS 40821. Hymns and Sanctuaries in Ancient Greece. 100 Units.
This two-quarter seminar, which fulfills the seminar requirement for graduates in History and Classics, seeks to explore how we might reconstruct the religious experience of the ancient Greeks through texts in translation...
this course will be an introduction into the Coptic Language and Literature. It will include an introduction into the grammar of Sahidic Coptic and a survey of its literature, with a presentation of the position of this language in Early Christianity and the first translations of the Bible into Eastern languages. The Mediterranean Sea has long inspired imaginings of lands and peoples connected by its waters. From the Romans' Mare Nostrum, "our sea," to today's variants of "middle sea" - Greek Mesogeios, German Mittelmeer, and of course, Latin Mediterranean - imaginations of the sea have often celebrated its spatial and social cohesion. The Mediterranean continues to possess a middling geopolitical identity today, situated as it is between continental Europe, the Aegean, the Middle East, and North Africa. And yet, despite our diachronic investment in recognizing the Mediterranean's grand narrative as a locus of cultural connectivity, its long-term histories of interregional dynamics remain difficult to approach holistically. This concern is especially salient when it comes to the study of ancient empires, those large, expansionary polities whose social, political, and economic practices drew disparate groups together, and at times forced them apart. This class has two closely related objectives. First, we tackle the most ambitious pieces of scholarship on Mediterranean history to evaluate how Mediterranean societies outside or elliptical to the boundaries of the city-state. In the first half, readings and discussions will interrogate Greek and Roman concepts of territoriality and border-making, frontiers and hinterlands, and political community, as well as assess limitations in method and evidence for studying the material histories of nonurban social formations. The course takes a broad approach by exploring diverse regional and chronological case studies. In the second quarter, students will write a major research paper. Non-Classics students may enroll for just the first quarter by arrangement with the instructors. Instructor(s): C. Ando, C. Kearns Terms Offered: Winter
Equivalent Course(s): HIST 50301

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

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

CLAS 41616. Case Studies on the Formation of Knowledge-I. 100 Units.
The KNOW core seminars for graduate students are offered by the faculty of the Stevanovich Institute on the Formation of Knowledge. This two-quarter sequence provides a general introduction, followed by specific case studies, to the study of the formation of knowledge. Each course will explore 2-3 case study topics, and each case study will be team-taught within a "module." A short research paper is required at the end of each quarter. Graduate students from every field are welcome. Those who take both quarters are eligible to apply for a SIFK 6th-year graduate fellowship. For more information, please email your questions to sifk@uchicago.edu Module 1: Approaches to Knowledge Shadi Bartsch, Jack Gilbert The goal of this module is to identify central issues or debates in the theory of knowledge over the past century. Students will be introduced to basic issues in the sociology of knowledge, to the arguments for and against constructivist perspectives on knowledge, and to 21st century scientific standards for knowledge production. The course should provide students with a vocabulary and conceptual tools with which they argue about these issues and reflect upon the very conceptual tools they are using. Module 2: Democratic Knowledge Shadi Bartsch, Will Howell This module offers a variation on studies of the epistemic powers of democracy. Instead of asking questions such as how effective democracies are at gathering the knowledge they need to function, the module looks at 1 : Approaches to Knowledge Shadi Bartsch, Jack Gilbert The goal of this module is to identify central issues or debates in the theory of knowledge over the past century. Students will be introduced to basic issues in the sociology of knowledge, to the arguments for and against constructivist perspectives on knowledge, and to 21st century scientific standards for knowledge production. The course should provide students with a vocabulary and conceptual tools with which they argue about these issues and reflect upon the very conceptual tools they are using. Module 2: Democratic Knowledge Shadi Bartsch, Will Howell This module offers a variation on studies of the epistemic powers of democracy. Instead of asking questions such as how effective democracies are at gathering the knowledge they need to function, the module looks at
Instructor(s): Sofia Torallas-Tovar Terms Offered: Spring
Equivalent Course(s): BIBL 41720, CLCV 21720

CLAS 42514. Renaissance Humanism. 100 Units.
Humanism in the Renaissance was an ambitious project to repair what idealists saw as a fallen, broken world by reviving the lost arts of antiquity. Their systematic transformation of literature, education, art, religion, architecture, and science dramatically reshaped European culture, mixing ancient and medieval and producing the foundations of modern thought and society. Readings focus on primary sources: Petrarch, Poggio, Ficino, Pico, Castiglione, and Machiavelli, with a historiographical review of major modern treatments of the topic. We will discuss the history of the book, cultural and intellectual history, and academic writing skills especially planning the dissertation as a book and writing and submitting articles to journals.
Instructor(s): A. Palmer Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor. Students with Latin, Greek, Italian, French, Spanish, or German will have the opportunity to use them.
Equivalent Course(s): ITAL 42503, HIST 42503, CMLT 42503

CLAS 42600. Ekphrasis: Art & Description. 100 Units.
This course explores the rich tradition of ekphrasis in Greco-Roman and Christian antiquity - as it ranges from vivid description in general to a specific engagement with works of art. While the prime focus will remain on texts from Greece and Rome (both prose and verse) - in order to establish what might be called the ancestry of a genre in the European tradition -- there will be opportunity in the final paper to range beyond this into questions of religious writing about art, comparative literature, art (history) writing and ekphrasis in other periods or contexts. The course is primarily intended for graduates - and a reading knowledge of Greek and Latin could not be described as a disadvantage! The course will be taught over 5 weeks in the Spring Quarter on an intensive schedule. It will be examined on the basis of a paper, due on a subject to be agreed and on a date to be agreed at the end of the Spring quarter.
Instructor(s): J. Elsner Terms Offered: Spring
Equivalent Course(s): ITAL 42503, HIST 42503, CMLT 42503

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

CLAS 44300. The Iliad. 100 Units.
In this course we will read the Iliad in translation, supplemented by selections from the Odyssey and other texts from the archaic period, including the epic Cycle fragments and the Hesiodic Catalogue of Women. We will also make some turns toward recent Iliaic ventures in English: not least Christopher Logue’s War Music and Alice Oswald’s Memorial. "The poem of force" according to Simone Weil, the Iliad is also the poem of marriage, homosociality/the “Mannerbund”, and exchange. Among our concerns will be: the poetics of traditionality; the political economy of epic; the Iliad’s construction of social order; the uses of reciprocity; gender in the Homeric poems. Although no knowledge of Greek is required for this course, there will be assignment options for those who wish to do reading in Greek.
Instructor(s): Laura Slatkin Terms Offered: Spring. Not offered 21-22.
Prerequisite(s): Requirements: Weekly readings; response paper for each class meeting; final paper.
Equivalent Course(s): SCTH 31210, FNDL 21214

CLAS 44512. Virgil, The Aeneid. 100 Units.
A close literary analysis of one of the most celebrated works of European literature. While the text, in its many dimensions, will offer more than adequate material for classroom analysis and discussion, attention will also be directed to the extraordinary reception of this epic, from Virgil’s times to ours.
Instructor(s): G. Most
Equivalent Course(s): ENGL 35902, SCTh 35902, CMLT 35902

CLAS 44916. The Discovery of Paganism. 100 Units.
How do we know what we know about ancient religions? Historians of religion often begin by turning to texts: either sacred texts, or, in the absence of such scriptures, descriptions of belief and practice by observers from outside the faith. Archaeologists focus their attention on the spaces and traces of religious practice-or at least those that survive-while art historians begin by examining images of deities and religious rites. Yet we often fail to see the extent to which the questions which we ask of all of these diverse sources are conditioned by
CLAS 45116. Seminar: Patronage and Culture in Renaissance Italy and Her Neighbors I. 100 Units.
A two-quarter research seminar; the first quarter may be taken separately as a colloquium with the instructor’s permission. The great works of literature, philosophy, art, architecture, music, and science which the word “Renaissance” invokes were products of a complex system of patronage and hierarchy, in which local, personal, and international politics were essential to innovation as ideas and movements. This course examines how historians of early modern Europe can strive to access, understand, and describe the web of hierarchy and inequality that bound the creative minds of Renaissance Europe to wealthy patrons, poor apprentices, distant princes, friends and rivals, women and servants, and the many other agents, almost invisible in written sources, who were vital to the production and transformation of culture.
Equivalent Course(s): ITAL 41503, KNOW 41402, HIST 81503

CLAS 45117. Seminar: Patronage and Culture in Renaissance Italy and Her Neighbors II. 100 Units.
The second quarter is mainly for graduate students writing a seminar research paper.
Equivalent Course(s): KNOW 41403, HIST 81504, ITAL 41504

CLAS 46616. Religion and Reason. 100 Units.
The quarrel between reason and faith has a long history. The birth of Christianity was in the crucible of rationality. The ancient Greeks privileged this human capacity above all others, finding in reason the quality wherein man was closest to the gods, while the early Christians found this viewpoint antithetical to religious humility. As religion and its place in society have evolved throughout history, so have the standing of, and philosophical justification for, non-belief on rational grounds. This course will examine the intellectual and cultural history of arguments against religion in Western thought from antiquity to the present. Along the way, of course, we will also examine the assumptions bound up in the binary terms 'religion' and 'reason.'
Equivalent Course(s): CHSS 40201, HIST 66606, DVPR 46616, KNOW 40201, PHIL 43011

CLAS 47717. Seminar: Augustine Confessions. 100 Units.
This seminar is based on an in-depth reading of the Confessions, with use of the Latin text. Topics to be covered will be determined by consensus during the first week, but they may include the genesis of the work in relation to Augustine’s life and literary oeuvre (e.g. vis-à-vis the partly contemporary De Doctrina and De Trinitate); its structure (including the relationship between books I-X and XI-XIII) and narrative technique; its meditative versus dialogical character; Augustine’s representation of the self and his method of Biblical exegesis; Manichean and Neoplatonic influences; and ancient (Pelagius) and postmodern readings of the Confessions (Lyotard, Marion). Once-weekly meetings will consist of discussions, lectures, and reports.
Equivalent Course(s): THEO 47717, HCHR 47717, HIREL 47717, HIST 64301

CLAS 48017. Phaedras Compared: Adaptation, Gender, Tragic Form. 100 Units.
This seminar places Racine’s French neoclassical tragedy Phaedra within a wide-ranging series of adaptations of the ancient myth, from its Greek and Latin sources (Euripides, Seneca, Ovid) to twentieth-century and contemporary translations and stage adaptations (Ted Hughes, Sarah Kane), read along with a series of theoretical and critical texts. Particular attention will be paid to critical paradigms and approaches in the evolving fields of classical reception studies, theater and performance studies, and gender studies. Reading knowledge of French strongly preferred.
Equivalent Course(s): CDIN 48017, FREN 48017, CMLT 48017, GNSE 48017, TAPS 48017

CLAS 48816. Hölderlin and the Greeks. 100 Units.
The German poet Friedrich Hölderlin submitted to the paradoxical double-bind of Johann Joachim Winckelmann’s injunction that “the only way for us [Germans] to become great or - if this is possible - inimitable, is to imitate the ancients.” As he wrote in his short essay “The standpoint from which we should consider antiquity,” Hölderlin feared being crushed by the originary brilliance of his Greek models (as the Greeks themselves had been), and yet foresaw that modern European self-formation must endure the ordeal of its encounter with the Greek Other. The faculty of the imagination was instrumental to the mediated self-formation of this Bildung project, for imagination alone was capable of making Greece a living, vitalizing, presence on the page. Our seminar will therefore trace the work of poetic imagination in Hölderlin’s texts: the spatiality and mediality of the written and printed page, and their relation to the temporal rhythms of lived experience. All texts will be read in English translation, but a reading knowledge of German and/or Greek would be desirable.
Equivalent Course(s): GRMN 48616, CMLT 48616
CLAS 49000. Prospectus Workshop. 100 Units.
A workshop for students who have completed coursework and qualifying exams, it aims to provide practical assistance and a collaborative environment for students preparing the dissertation prospectus. It will meet bi-weekly for two quarters.
Instructor(s): C. Faraone Terms Offered: Autumn Spring Winter

CLAS 49700. Reading Course: Classics. 100 Units.
Reading Courses are designed ad-hoc in consultation between one or more students and a faculty member, usually in preparation for a student's research project. They carry the same workload as regularly scheduled courses.

CLAS 50000. Rhetoric and Poetics Workshop. 000 Units.
TBA
Instructor(s): TBA Terms Offered: Autumn Spring Winter

CLAS 70000. Advanced Study: Classical Languages & Literature. 300.00 Units.
Advanced Study: Classical Languages & Literature

CLAS 75000. Advanced Research. 300.00 Units.
TBD
Terms Offered: Autumn

GREEK COURSES

GREK 31700. Lyric and Epinician Poetry. 100 Units.
This course will examine instances of Greek lyric genres throughout the archaic and classical periods, focusing on the structure, themes and sounds of the poetry and investigating their performative and historical contexts. Readings will include Alcman, Sappho, Alcaeus, Anacreon, Ibycus, Alcaeus, Simonides, Bacchylides, Pindar and Timotheus. In Greek.
Terms Offered: Winter
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 21700

GREK 31800. Greek Epic. 100 Units.
Allies in the Iliad. PQ: GREK 20300 or equivalent. In this course we will read Iliad 12, 15, 16, and portions of 18 in Greek, focusing on how the poem depicts allies on the battlefield. We will explore the diversity of motivations among Homeric fighters and the heroic standards set by the Trojan allies Sarpedon and Glaucus. Our aim will be to evaluate the poem’s many answers to the question “why do men fight?” with an eye to relationality and heroic excellence.
Instructor(s): E. Austin Terms Offered: Autumn. Topic: Allies in the Iliad.
Prerequisite(s): Two years or more of Greek.
Equivalent Course(s): GREK 21800, FNDL 27602

GREK 31900. Greek Oratory. 100 Units.
Aeschines and Demosthenes. These two orators were fierce rivals in Athens; the luck of textual transmission allows us to read both of them smearing the other, and to explore what apparently passed for valid argument in the Athenian lawcourts. Demosthenes produced his finest work in attacking Aeschines; in this class we will explore both men’s writings in depth.
Instructor(s): H. Dik Terms Offered: Spring. Topic: Aeschines and Demonsthenes
Prerequisite(s): Two years or more of Greek.
Equivalent Course(s): GREK 21900, FNDL 27603

GREK 32300. Greek Tragedy: Hellenistic/Imperial Literature. 100 Units.
This class will read selections from the poetry of the Hellenistic period, especially the hymns of Callimachus, the pastoral poetry of Theocritus, and the epic parody “The Battle of the Frogs and Mice.” Alongside these Hellenistic texts we will read some of their poetic predecessors (Homer, Hesiod, the Homeric Hymns, choral and monadic lyric), with an eye to the Hellenistic poets' interest in poetic form, self-positioning, and play.
Terms Offered: TBD. Not offered 2021-22 will be offered 2023-24
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 22300

GREK 32320. Hellenistic Imperial Literature. 100 Units.
This class will read selections from the poetry and or prose of the Hellenistic period, especially the hymns of Callimachus, the pastoral poetry of Theocritus, and the epic parody “The Battle of the Frogs and Mice.” Alongside these Hellenistic texts we will read some of the poetic predecessors (Homer, Hesiod, the Homeric Hymns, choral and monadic lyric), with an eye to the Hellenistic poets' interest in poetic form, self-positioning, and play.
Terms Offered: TBD. Will be offered 2023-24
Prerequisite(s): PQ: GREK 20300 or equivalent
Equivalent Course(s): GREK 23220
GREK 32515. Greek Historians: Thucydides. 100 Units.
In this course we will read book 1 of Thucydides, his description of the run-up to the Peloponnesian War, in Greek. We will pay attention to Thucydides' style and approach to historiography, sinking our teeth into this difficult but endlessly fascinating text.
Terms Offered: TBD. Will be offered 2023-24
Prerequisite(s): At least two years of Greek.
Equivalent Course(s): FNDL 22517, GREK 22515

GREK 32700. Survey of Greek Literature I. 100 Units.
This course will cover the long life of ancient Greek poetry, touching on many genres in their first forms: epic and hymns, didactic, theogonic, iambic, elegiac, lyric, epinician, tragic, comedic, pastoral, dithyrambic poetry and poems that are practically unclassifiable. We will seek to discuss key moments, passages, and poems that give entry to larger literary questions and themes. We will pay particular attention to details of genre, dialect, and meter, while also being attentive to the history of scholarship that attends on these traditions. We will read some secondary literature and a lot of Greek.
Instructor(s): S. Nooter Terms Offered: Winter

GREK 32800. Survey of Greek Literature II. 100 Units.
A study of the creation of the canonical Greek prose style in the 5th and 4th centuries. Rapid reading and translation exercises.
Instructor(s): H. Dik Terms Offered: Spring

GREK 34400. Greek Prose Composition. 100 Units.
The goal of this course is to pick up habits from introductory Greek class: producing Attic Greek sentences and longer pieces. The most obvious benefits of this exercise will be thorough review of basic morphology and syntax as well as fine-tuning our grasp of the more subtle nuances of the language, which should pay off when we go back to reading the ancient Greek texts themselves - or teach them! While this is a graduate level course, undergraduates are welcome to petition to take it.
Instructor(s): D. Martinez Terms Offered: Autumn. Not offered 2021-22 will be offered 2022-23.
Equivalent Course(s): BIBL 34400

GREK 34717. Oedipus Tyrannus: Thinking in and with Tragedy. 100 Units.
Oedipus: exemplary sovereign or outlaw? Savior of the city or its destroyer? Epistemophile or -phobe? Upholder or suspender of the laws (including the laws of kinship)? Sophocles' Oedipus Tyrannos has been good to think with since its first production of the fifth century BCE. As a meditation on kingship as well as kinship, the play offers a complex Oedipus, if not, perhaps, an Oedipus complex. Sophocles' meditation on the polis, law, family, knowledge, the structure of mind, desire, and the disease in and of state has proved especially rich for philosophers, psychoanalysts, and theater artists: the play also famously provides the core example for Aristotle's meditation on tragedy in the Poetics. We will explore the OT as tragedy, as resource, as example and exception. Although no knowledge of Greek is required for this course, there will be assignment options for those who wish to do reading in Greek.
Instructor(s): Laura Slatkin Terms Offered: Spring. Not offered 21-22.
Equivalent Course(s): GREK 24714, SCTH 31222, CMLT 31222, FNDL 21222

GREK 35417. The Paris Magical Codex (PGM IV) 100 Units.
The Greek magical papyri have been called "one of the largest collections of functioning ritual texts... that has survived from late-antiquity" (J.Z. Smith) and deserve close study. The Paris magical codex (PGM IV) is by far the longest and best preserved and will be the focus of the seminar not only as a key transmitter of scores of magical recipes, but also as a material artifact, that needs to be approached from the discipline of papyrology. In this seminar, then, we will devote much time to papyrological practice by editing the entire text of PGM IV and observing many of its important features: codicology, page setup, paleography, drawings, patterns. But we will also discuss how this handbook is an important source for the history of ancient curses, amulets, divination and erotic magic.
Equivalent Course(s): GREK 42417

GREK 35700. The Apostolic Fathers. 100 Units.
This course focuses on the general body of works whose authors are collectively known as the Apostolic Fathers, a remarkable group of theologians who lived and wrote during the late first and second centuries AD, immediately after the New Testament. Among the works and writers whom we will consider are the Didache, Clement of Rome (1 Clement), Ignatius of Antioch, and, as time permits, Diognetus or 2 Clement. We will carefully read the Greek text, with careful attention to the style of the Greek, how it compares to that of the New Testament, and its relationship to other important materials such as the Septuagint and the Greco-Egyptian papyri. This was a period of amazing ferment and intellectual diversity. Since no rigid standard of orthodoxy had yet been set, a wide array of ideas were put forth and examined on the theological market place. We will focus on the exegetical methods of Biblical interpretation used by the Fathers, their reflections on the person and work of Jesus, and their ideas on the structure and mission of the emerging Church as the body of Christ.
Instructor(s): David Martinez Terms Offered: Autumn
Prerequisite(s): Two years of Greek required.
Note(s): This course meets the HS Committee distribution requirement for Divinity students.
Equivalent Course(s): BIBL 47500, GREK 25700, RLST 21505

GREK 36100. 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 photographed and scanned texts of various collections. No previous knowledge of the field is assumed; we will begin from the ground up. Approximately the first six weeks of the course will be devoted to an introduction to the study of papyri, in which our concerns will include the following: 1. transcription and analysis of different paleographic styles, including literary hands and documentary Ptolemaic scripts. 2. extensive reading of edited papyrus texts from the Pestman and Loeb editions and elsewhere; 3. careful attention to the linguistic phenomenon of koine Greek with regard to phonology, morphology, and syntax; how the koine differs from the classical language and the relationship of the idiom of the papyri to that of other koine documents, such as the New Testament; the importance of koine linguistics to textual criticism. 4. investigation of the contribution of papyrology to other areas of the study of antiquity such as literature, social history, linguistics, textual criticism, and religion.
Instructor(s): David Martinez Terms Offered: Spring
Prerequisite(s): Three years of Greek
Note(s): This course is open to undergrads by Petition only.
Equivalent Course(s): BIBL 43300

GREK 36918. Readings in Plutarch's Demonology. 100 Units.
We will read sections of Plutarch's Moralia dealing with the topic of daimones, particularly from the treatise De defectu oraculorum ("On the Decline of the Oracles"). We will also read the major demonological passages from the Greek New Testament and compare the perspectives on the origen, nature, and activities of the daimon.
Instructor(s): David Martinez Terms Offered: Winter
Prerequisite(s): At least two years of Greek required.
Equivalent Course(s): BIBL 46900

GREK 37100. The Corpus Hermeticum. 100 Units.
According to Clement of Alexandria Hermes Trismegistus authored 42 "fundamental books" on Egyptian religion. The writings under his name which are extant, dating between the first and third centuries AD, incorporate many styles and genres, including cosmogony, prophecy, gospel, popular philosophy, anthropology, magic, hymn, and apocalypse. The first treatise in the collection well represents the whole. It tells how the god Poimandres manifests to his follower a vision, revealing the origin of the kosmos and humanity, and how archetypal man descends to his fallen state and may be redeemed. We will begin with the Poimandres and then read other sections of this strange but absorbing body of material (including Books 4, 10, 13 and 16).
Instructor(s): David Martinez Terms Offered: Winter
Prerequisite(s): At least two years of Greek required.
Equivalent Course(s): BIBL 49900

GREK 37114. 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.
Equivalent Course(s): BIBL 49900

GREK 40617. Sem: Epictetus/Aurelius. 100 Units.
Both Epictetus' Discourses and Marcus Aurelius' Meditations have been philosophical best sellers ever since antiquity. Both humanize ancient Stoicism. In this seminar, we will look closely at the Greek text to investigate each author's unique response to Stoic doctrine. The focus of the seminar will on the creativity of each author in reshaping Stoic doctrine. We will also look at the reception of these authors in the Renaissance and later.
Prerequisite: the equivalent of two years of Ancient Greek.
Instructor(s): E. Asmis. Terms Offered: Spring
Equivalent Course(s): BIBL 40617

GREK 41217. Aeschylus' Oresteia: Drama and Democracy. 100 Units.
The Oresteia: Aeschylus's prizewinning trilogy explores (among other things) the fortunes of the house of Atreus, the making of the polis, matters of state, gender trouble, questions of kinship, revenge and its impasses, institutions of justice. Ancient Greek theater in the early-mid 5th c. BCE both maps and reckons with the constitutive tensions in the polis between residual (but still influential) aristocratic norms and practices and the newly dominant (but still developing democratic ethos and ideals - its practices institutionalized in the assembly, the magistracies, and the courts. Aeschylus's Oresteia both represents and contributes to that debate (in antiquity and in current scholarship). This trilogy helps us understand crucial aspects of the society that produced it but also invites us to reflect on the ways ancient literature informs how we think about ourselves and our predicaments now - political, familial, existential. And the Oresteia further invites us to think about the uses and possibilities of theater, then and now. We will supplement our reading of the play with commentary grounded in literary interpretation and cultural poetics, as well as philosophy and political theory. Although
no knowledge of Greek is required for this course, there will be assignment options for those who wish to do reading in Greek.
Instructor(s): Laura Slatkin Terms Offered: Not offered in 21-22.
Equivalent Course(s): FNDL 21224, SCTH 31224

GREK 41220. Sophocles, The Women of Trachis. 100 Units.
A close literary and philosophical analysis of one of the most remarkable and perplexing of all Greek tragedies. While this has traditionally been one of the most neglected of Sophocles' tragedies, it is a drama of extraordinary force and beauty and the issues that it explores - husband and wife, parents and child, sexual violence, myth and temporality, divinity and humanity, suffering and transcendence - are ones that are both of permanent interest and of particular relevance to our present concerns. The poetic text, in its many dimensions, will offer more than adequate material for classroom analysis and discussion, but some attention will also be directed to the reception of this play.
Instructor(s): Glenn Most Terms Offered: Not offered in 21-22.
Prerequisite(s): PQ: A reading knowledge of ancient Greek or the consent of the instructor; open to graduate students and, with the consent of the instructor, to undergraduates.
Equivalent Course(s): SCTH 35991, GNSE 35991

GREK 42118. The Embodied Word in Greek Poetry. 100 Units.
This course examines materiality in practice and materiality as metaphor in Greek poetry. Themes for exploration will include the shared identity of music and poetry in the Homeric world; erotic language and temporalities in archaic lyric poetry; the relationship of poetic sound and embodied performance in choral song; and the role of the written word in instantiating the poetic one in several contexts and media of poetic production and transmission. Readings will include Homer, Archilochus, Sappho, Simonides, Pindar, Aristophanes, Timotheus, Plato and epigrams, as well as some poems in English from the modern period.
Instructor(s): S. Nooter Terms Offered: Autumn

GREK 42417. The Paris Magical Codex (PGM IV) 100 Units.
The Greek magical papyri have been called "one of the largest collections of functioning ritual texts... that has survived from late-antiquity" (J.Z. Smith) and deserve close study. The Paris magical codex (PGM IV) is by far the longest and best preserved and will be the focus of the seminar not only as a key transmitter of scores of magical recipes, but also as a material artifact, that needs to be approached from the discipline of papyrology. In this seminar, then, we will devote much time to papyrological practice by editing the entire text of PGM IV and observing many of its important features: codicology, page setup, paleography, drawings, patterns. But we will also discuss how this handbook is an important source for the history of ancient curses, amulets, divination and erotic magic.
Equivalent Course(s): GREK 35417

GREK 44721. Aristophanes, The Frogs. 100 Units.
Aristophanes' comedy The Frogs is perhaps the most profound - and it is certainly by far the funniest - meditation on the meaning and significance of tragedy to have reached us from ancient Greece. Staged shortly after the deaths of Sophocles and Euripides, and during the last years before the catastrophic conclusion of the Peloponnesian War, Aristophanes' brilliantly comic play asks what kinds of tragedy are most and least beneficial to the city and indeed whether the city can survive at all without tragedy. His answer is of continuing interest for our own reflections on the question of the survival of our studies, and of our society, in today's world.
Prerequisite(s): PQ: Knowledge of Ancient Greek or consent of instructor. Open to undergraduates with instructor consent.
Equivalent Course(s): SCTH 35992

GREK 45808. Antigone. 100 Units.
Antigone: Heroine or harridan? Political dissident or family loyalist? Harbinger of the free subject or captive of archaic gender norms? Speaking truth to power or preserving traditional privilege? Sophocles' Antigone has been good to think with since its first production in the fifth century BCE. From ancient commentators through Hegel to contemporary gender theorists like Judith Butler, readers have grappled with what Butler calls "Antigone's Claim." The play's exploration of gender, kinship, citizenship, law, resistance to authority, family vs. the state, and religion (among other issues) has proved especially compelling for modern thought. We will supplement our reading of the play with modern commentary grounded in literary interpretation and cultural poetics, as well as philosophy and political theory. We will end by considering three modern re-imaginings of Antigone: Jean Anouilh's Antigone, Athol Fugard's The Island, and Tanya Barfield's Medallion. Although no knowledge of Greek is required for this course, there will be assignment options for those who wish to do reading in Greek.
Requirements: weekly readings and posting on Canvas; class presentation; final paper.
Instructor(s): Laura Slatkin Terms Offered: Spring Winter

Note(s): Requirements: Weekly readings and posting on Canvas; class presentation; final paper.
Equivalent Course(s): CMLT 31221, SCTH 31221

GREK 46518. Sem: Hesiod and the Homeric Hymns. 100 Units.
We will read in Greek and slowly discuss Hesiod's Theogony, the proem to the Works and Days and the four longer Homeric Hymns to Aphrodite, Apollo, Demeter and Hermes. Students will be evaluated on their in-class translations and a seminar paper.
Instructor(s): C. Faroone & B. Lincoln Terms Offered: Winter
Equivalent Course(s): ANCM 36518, HREL 46518

GREK 49700. Reading Course: Greek. 100 Units.
Reading Courses are designed ad-hoc in consultation between one or more students and a faculty member, usually in preparation for a student’s research project. They carry the same workload as regularly scheduled courses.

LATIN COURSES

LATN 31219. Philosophical Prose: Cicero, Tusculan Disputations” 100 Units.
Several months after the death of his beloved daughter and just two years before his own death, Cicero composed a dialogue with an imaginary interlocutor arguing that death, pain, grief, and other perturbations were an unimportant part of the big picture. A reading of this famous contribution—all of it in English, selections in Latin—to the genre of consolation literature affords an opportunity to weigh his many examples and his arguments for ourselves.
Instructor(s): Staff Terms Offered: Spring. Will be offered 2022–23
Note(s): Latin 203 or equivalent.
Equivalent Course(s): LATN 21219, FNDL 21219

LATN 31300. Vergil. 100 Units.
Vergil’s ten Eclogues are some of Latin literature’s most enigmatic poems. In addition to reading this collection carefully in Latin, we will sample some of Theocritus’ pastoral in translation, Calpurnius Siculus’ Eclogues in Latin, and Milton’s Lycidas. Class time will focus on translation, interpretation, and discussion of secondary readings.
Instructor(s): Staff Terms Offered: Spring. Will be offered 2022–23
Note(s): Topic: Eclogues
Equivalent Course(s): LATN 21300

LATN 31500. Roman Satire. 100 Units.
We shall read extensively in Latin from the Satires of Juvenal. We shall focus on language, poetic technique, and understanding the text (also with the help of early Latin-language commentaries).
Instructor(s): Staff Terms Offered: Autumn. Will be offered 2023-24.
Equivalent Course(s): LATN 21500

LATN 31600. Roman Oratory. 100 Units.
Marcus Tullius Cicero (106–44BC) was the most accomplished orator of the Roman Republic. Among the most fascinating of his speeches are the three “Caesarian” speeches delivered to Julius Caesar on behalf of persons who had opposed Caesar in the civil war. In the speeches Cicero, in many different ways, uses his hard-won rhetorical and literary skills, practiced over a lifetime in lawsuits, political debates, and philosophizing, not merely to on behalf of the immediate subjects of the speeches, but also to suggest social and political roles for Caesar himself. Caesar’s place in the Roman World is as much a topic of the three speeches as immediate issues of each class. The chief purpose of the class is to reach an understanding of the basic issues of speech and the roles that Cicero scripts for Caesar in them.
Terms Offered: Autumn. Will be offered 2023-24.
Prerequisite(s): Latin 20300
Equivalent Course(s): LATN 21600

LATN 31800. Roman Historian. 100 Units.
Primary readings are drawn from the Tiberian books of the Annals, in which Tacitus describes the consolidation of the imperial regime after the death of Augustus. Parallel accounts and secondary readings are used to help bring out the methods of selecting and ordering data and the stylistic effects that typify a Tacitean narrative.
Instructor(s): Michele Lowrie Terms Offered: Winter
Prerequisite(s): LATN 20300 or equivalent
Note(s): Topic: Tacitus.
Equivalent Course(s): LATN 21800

LATN 31900. Roman Comedy. 100 Units.
Plautus’ Pseudolus is read in Latin, along with secondary readings that explain the social context and the theatrical conventions of Roman comedy. Class meetings are devoted less to translation than to study of the language, plot construction, and stage techniques at work in the Pseudolus.
Instructor(s): Peter White Terms Offered: Spring
Prerequisite(s): LATN 20300 or equivalent
Equivalent Course(s): ANCM 41919, LATN 21900

LATN 32100. Lucretius. 100 Units.
We will read selections of Lucretius’ magisterial account of a universe composed of atoms. The focus of our inquiry is: how did Lucretius convert a seemingly dry philosophical doctrine about the physical composition of the universe into a gripping message of personal salvation? The selections include Lucretius’ vision of an infinite universe, of heaven, and of the hell that humans have created for themselves on earth.
Instructor(s): David Wray Terms Offered: Autumn
Equivalent Course(s): LATN 22100, FNDL 27601

LATN 32120. Vergil: Aeneid. 100 Units.
In this course we will read as much as possible of Vergil’s Aeneid in the original, and the rest in translation. Our focus will be on the way the poem interrogates some of its most basic claims about empire, piety, heroism, and history, but we will try to avoid falling into the binary trap of “positive” and “negative” readings of the epic’s relationship to its Roman imperial context. Requirements: Class presentation; 10 page paper; final.
Terms Offered: Winter. This course will be offered 2023-24.
Prerequisite(s): LATN 20200 or equivalent.
Equivalent Course(s): LATN 22120

LATN 32800. Survey of Latin Literature II. 100 Units.
With emphasis on major trends in modern critical interpretations of the major figures.
Instructor(s): P. White Terms Offered: Winter

LATN 34400. Latin Prose Composition. 100 Units.
This course is a practical introduction to the styles of classical Latin prose. After a brief and systematic review of Latin syntax, we combine regular exercises in composition with readings from a variety of prose stylists. Our goal is to increase the students’ awareness of the classical artists’ skill and also their own command of Latin idiom and sentence structure.
Terms Offered: Autumn. Not offered 2017-18
Prerequisite(s): Undergraduates consent of instructor

LATN 36000. Latin Paleography. 100 Units.
The course will emphasize the development of Latin handwriting, primarily as book scripts, from its origins to the waning of the Carolingian minuscule, ca. AD 1100. By mastering the foundational types of writing, the students will develop skills for reading all Latin-based scripts, including those used for vernacular languages and the subsequent Gothic and their derivatives down to the sixteenth century.
Instructor(s): M. Allen Terms Offered: Autumn
Equivalent Course(s): LATN 26000

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

LATN 40917. Vergilian Receptions. 100 Units.
This seminar offers a series of case-studies in the reception of Vergil’s Aeneid. We will start with the ancient commentators, then move on to Macrobius, Fulgentius, and the medieval allegorists, Dante’s Inferno, the Aeneid and Christianity, the Aeneid in the New World, the poem’s treatment before and after WWI, the Aeneid in the hands of the Italian Fascists, and finally, contemporary trends in interpretation. We will also address reception theory, the figure of Dido through time, and, if there is time, the Aeneid in art. Where possible, readings will be in Latin.
Instructor(s): S. Bartsch-Zimmer

LATN 48116. Seminar: Cicero Orator. 100 Units.
Cicero’s culminating essay on oratory is compared with Aristotle’s Rhetoric, other rhetorical writings by Cicero, and some of the speeches with the aim of identifying distinctive preoccupations of Latin oratory at the end of the Republic. Topics considered include the influence of philosophy on rhetoric, practice versus theory, teleology in the history of Roman oratory, the construction of Roman auctoritas, and the relation of live performance to publication. Ident. CLAS 48116. Peter White. ARR.
Equivalent Course(s): BIBL 48116
LATN 49700. Reading Course: Latin. 100 Units.
Reading Courses are designed ad-hoc in consultation between one or more students and a faculty member, usually in preparation for a student’s research project. They carry the same workload as regularly scheduled courses.
Department of Comparative Literature

Chair
• Mark Payne

Director of Graduate Studies
• Leah Feldman

Professors
• Frederick de Armas
• Loren A. Kruger
• Françoise Meltzer
• Mark Payne
• Haun Saussy
• Joshua Scodel

Associate Professors
• Sascha Ebeling
• Rachel Galvin
• Na’ama Rokem
• Lawrence Rothfield
• David Wray

Assistant Professors
• Hoda El Shakry
• Leah Feldman
• Olga Solovieva
• Anna Elena Torres
• Kris Trujillo

Department Administrator
• Ingrid Sagor

The Department of Comparative Literature promotes the multidisciplinary, historically self-reflective and cross-cultural study of texts, traditions, and discourses. The department offers students the opportunity to grapple in a rigorous way with the most pressing issues in literary studies today, such as the questioning of national and cultural boundaries and identities; the struggle over literature’s epistemological, ethical, or social authority; the debate about what counts as literature, and why; and the interaction between literature and other cultural or intellectual practices. To that end, the department works with every student individually to arrange a course of studies fitted to their background and scholarly interests. Students may choose from courses offered by the department, as well as those offered by other departments in the Division of the Humanities and in some cases those offered by other divisions. Since we place particular emphasis on reading texts in their original language, all students are expected to develop the highest possible competence in the languages they work with. Students generally use their first years (the time period leading to the Master’s degree) to explore areas of interest and to strengthen their language competence.

The Degree of Master of Arts

The objective of the program is the Ph.D. degree. Doctoral students in the program are eligible for an M.A. degree after completing the following requirements: a program of eight graduate level courses (one full academic year), all of which must be taken for a letter grade; the required two-quarter Introduction to Comparative Literature sequence; and demonstrated competence (high proficiency in a graduate literature course or high pass in a University examination) in two foreign languages. The remaining six quarter courses are normally divided among two literatures, although a student may, with the Department’s permission, place greater emphasis on one literature or on some special disciplinary interest. Satisfactory completion of the M.A. requirements will be based on a student’s grade record and performance in the required two-quarter sequence.

The Degree of Doctor of Philosophy

In their first year of study, students are required to submit a qualifying paper on a subject agreed upon with a core faculty member of the Department of Comparative Literature. This paper should demonstrate the student’s ability to write scholarly prose, to formulate a clear research argument, and to situate it within the context of secondary literature relevant to the topic. It must be submitted during the third week of the Spring
Quarter of the first year. The length of this paper should be approximately 6,000 words, including footnotes and references. There are two readers for this qualifying paper: The first is the faculty member who has worked with the student on the paper; the second reader is another core faculty member of the Department appointed by the Department Chair. The two faculty members consult with each other to determine the grade for the paper, either “No Pass” or “Pass”. The student will receive comments from each reader. In the case of a “No Pass”, the student will receive an explanation of why the paper did not pass and advice on revision(s) from both readers. The student can then revise the paper over the summer and has to resubmit it in the first week of the Fall Quarter of Year 2.

Please note that all required courses in the PhD must be taken for a quality letter grade (not pass/fail).

Before the student is recommended for admission to candidacy for the doctor’s degree, he or she must pass satisfactorily a written and oral examination by their committee, only after completion of the PhD coursework (16 courses).

Language Requirements

High proficiency in two foreign languages demonstrated by passing a graduate literature course in the language (and approval by the faculty of record via CMLT department form) or a high pass (P+) on the Graduate Reading Exam (https://languageassessment.uchicago.edu/arca/) proctored by the Chicago Language Center. (https://languages.uchicago.edu/) At least one high proficiency language should be confirmed in the first year. The remaining requirements must be completed before the student is admitted to candidacy.

Students should also be working towards native fluency in the language of their major literature by applying to studying abroad, only after exhausting UChicago language offerings. Funding for language study depends on the language and on the student’s immigration status; please review the Humanities Division (https://humanities.uchicago.edu/) and UChicago Grad (https://grad-uchicago-csm.symplicity.com/) websites for more detailed information and policies.

Registration for the language exam (for which a High Pass is required) can be found on the Graduate Reading Exam (https://languageassessment.uchicago.edu/arca/) page. The exam is proctored by the Chicago Language Center (https://languages.uchicago.edu/) where you can find more resources on language certificates, courses, and the schedule for language exams.

Dissertation

Before entering candidacy, students will be asked to present and discuss their dissertation proposals at a proposal hearing attended by their dissertation committee and other interested faculty. After entering candidacy, students will participate in a colloquium, normally in their fifth year, in which they will discuss with their dissertation committee the current state of the dissertation and outline their plans and schedule for further progress. Students are strongly urged to join appropriate workshops and present dissertation chapters on a regular basis to such workshops. After satisfying the above requirements, the candidate is expected to pursue independent research under the direction of a member of the faculty culminating in the writing of a doctoral dissertation. Candidates conclude their studies by successfully defending their dissertation in a final oral examination.

For additional information about the Comparative Literature Graduate Program, please visit https://complit.uchicago.edu/graduate/program.

Application

The department requires a writing sample of no more than 25 pages, usually a critical essay written during the student’s college years.

The application process for admission and financial aid for all graduate programs in Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: http://humanities.uchicago.edu/students/admissions (http://humanities.uchicago.edu/students/admissions/)

Questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552. Our application process is entirely online. Please do not send any materials in hard copy. All materials should be submitted through the online application (http://humanities.uchicago.edu/students/admissions/apply-now (http://humanities.uchicago.edu/students/admissions/apply-now/)).

International students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). (Current minimum scores, etc., are provided with the application.) For more information, please see the Office of International Affairs website at https://internationalaffairs.uchicago.edu/, or call them at (773) 702-7752.

Comparative Literature Courses

CMLT 30202. Mimesis. 100 Units.
This course will examine one of the central concepts of comparative literature: mimesis (imitation). We will investigate traditional theoretical and historical debates concerning literary and visual mimesis as well as more
recent discussions of its relation to non-western and colonial contexts. Readings will include Aristotle, Auerbach, Butler, Spivak, and Taussig. Students are encouraged to write final papers on their own research topics while engaging with issues discussed through the course.

Instructor(s): T. Chin
Terms Offered: Winter 2013
Equivalent Course(s): CLAS 39200, EALC 30100

CMLT 30405. H. N. Bialik: Poetics of Light and Lament. 100 Units.
This course will comprise a close reading of lyrics of light and lament in the poetry of H. N. Bialik. Attention will be given to their content and interplay, through the prism of both the nostalgia for childhood illumination and the poet's progressive sense of despair and fragmentation. The poet's use of images drawn from Jewish mysticism and his links to Western romanticism will be considered. In addition, Bialik's writing on language will be studied, both in its own right and in relation to his poetry. Comparisons will be drawn to Rilke's lyric poetry and to Herder's treatise on the origins of language. Students will be expected to prepare primary and secondary readings, and produce several short prompt papers during the quarter.

Instructor(s): Michael Fishbane
Terms Offered: Spring
Prerequisite(s): Knowledge of Hebrew preferred but English translation will be supplied
Equivalent Course(s): RLVC 30405, RLST 28105, HIJD 30405, FNDL 22902, JWSC 28105, CMLT 28105

CMLT 31221. Antigone. 100 Units.
Antigone: Heroine or harridan? Political dissident or family loyalist? Harbinger of the free subject or captive of archaic gender norms? Speaking truth to power or preserving traditional privilege? Sophocles' Antigone has been good to think with since its first production in the fifth century BCE. From ancient commentators through Hegel to contemporary gender theorists like Judith Butler, readers have grappled with what Butler calls "Antigone's Claim." The play's exploration of gender, kinship, citizenship, law, resistance to authority, family vs. the state, and religion (among other issues) has proved especially compelling for modern thought. We will supplement our reading of the play with modern commentary grounded in literary interpretation and cultural poetics, as well as philosophy and political theory. We will end by considering three modern re-imaginings of Antigone: Jean Anouilh's Antigone, Athol Fugard's The Island, and Tanya Barfield's Medallion. Although no knowledge of Greek is required for this course, there will be assignment options for those who wish to do reading in Greek. Requirements: weekly readings and posting on Canvas; class presentation; final paper.

Instructor(s): Laura Slatkin
Terms Offered: Spring
Note(s): Requirements: Weekly readings and posting on Canvas; class presentation; final paper.
Equivalent Course(s): SCTR 31221, GREK 45808

CMLT 31222. Oedipus Tyrannus: Thinking in and with Tragedy. 100 Units.
Oedipus: exemplary sovereign or outlaw? Savior of the city or its destroyer? Epistemophile or -phobe? Upholder or suspender of the laws (including the laws of kinship)? Sophocles' Oedipus Tyrannos has been good to think with since its first production of the fifth century BCE. As a meditation on kingship as well as kinship, the play offers a complex Oedipus, if not, perhaps, an Oedipus complex. Sophocles' mediation on the polis, law, family, knowledge, the structure of mind, desire, and the disease in and of state has proved especially rich for philosophers, psychoanalysts, and theater artists: the play also famously provides the core example for Aristotle's meditation on tragedy in the Poetics. We will explore the OT as tragedy, as resource, as example and exception. Although no knowledge of Greek is required for this course, there will be assignment options for those who wish to do reading in Greek.

Instructor(s): Laura Slatkin
Terms Offered: Spring
Equivalent Course(s): SCTR 31222, GREK 47174, GREK 34717, SCTR 31222, FNDL 21222

CMLT 31600. Marxism and Modern Culture. 100 Units.
Designed for graduate students in the humanities, this course begins with fundamental texts on ideology and the critique of capitalist culture by Marx, Engels, Lenin, Gramsci, Althusser, Wilhelm Reich, and Raymond Williams, before moving to Marxist aesthetics, from the orthodox Lukács to the Frankfurt School (Adorno, Benjamin) to the heterodox (Brecht), and concludes with contemporary debates around Marxism and imperialism (Lenin, Fanon, and others), and Marxism and media, including the internet.

Instructor(s): Loren Kruger
Terms Offered: Winter
Prerequisite(s): MA and PhD students in humanities disciplines only. Not suitable for the MAPSS program or for Social Science PhDs
Note(s): Graduate students interested in this course should email Loren Kruger (lkruger@uchicago.edu) by Thursday, November 12th 5pm with a brief note of interest, student number, and their program and year of study, copying the department administrator, Ingrid Sagor (isagor@uchicago.edu) and will be notified of their admittance to the course by Monday, November 16th. After registration week ends on November 20th, through the start of winter quarter the instructor will have limited access to email, so please write the administrator (isagor@uchicago.edu) as course requires consent after add/drop begins, or to be added to the wait list.
Equivalent Course(s): ENGL 32300, MAPH 31600

CMLT 32400-32500. 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 32400. History of International Cinema I: Silent Era. 100 Units.
This course provides a survey of the history of cinema from its emergence in the mid-1890s to the transition to sound in the late 1920s. We will examine the cinema as a set of aesthetic, social, technological, national, cultural, and industrial practices as they were exercised and developed during this 30-year span. Especially important for our examination will be the exchange of film techniques, practices, and cultures in an international context. We will also pursue questions related to the historiography of the cinema, and examine early attempts to theorize and account for the cinema as an artistic and social phenomenon.
Instructor(s): A. Field Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.
Note(s): For students majoring in Cinema and Media Studies, the entire History of International Cinema three-course sequence must be taken.
Equivalent Course(s): ENGL 29300, ARTV 20002, CMST 28500, ARTH 38500, MAPH 33600, CMST 48500, ARTH 28500, MAAD 18600, CMLT 22400, ENGL 48700

CMLT 32500. History of International Cinema II: Sound Era to 1960. 100 Units.
The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's Film History: An Introduction; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): ENGL 48900, ARTV 28600, CMLT 22500, REES 45005, CMST 28600, REES 25005, MAPH 33700, ARTH 38600, CMST 48600, ARTV 20003, MAAD 18600, ENGL 29600

CMLT 33301. 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): Angelina Ilieva Terms Offered: Spring
Equivalent Course(s): ANTH 25908, CMLT 23301, REES 39009, ANTH 35908, REES 29009, NEHC 30568, NEHC 20568

CMLT 33401. The Burden of History: A Nation and Its Lost Paradise. 100 Units.
What makes it possible for the imagined communities called nations to command the emotional attachments that they do? This course considers some possible answers to Benedict Anderson's question on the basis of material from the Balkans. We will examine the transformation of the scenario of paradise, loss, and redemption into a template for a national identity narrative through which South East European nations retell their Ottoman past. With the help of Žižek's theory of the subject as constituted by trauma and Kant's notion of the sublime, we will contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity.
Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): CMLT 23401, NEHC 20573, NEHC 30573, REES 29013, HIST 24005, HIST 34005, REES 39013, NEHC 20568, ANTH 25908

CMLT 33700. How to do Things with South Asian Texts? Literary Theories and South Asian Literatures. 100 Units.
This course provides an overview of different methods, approaches and themes currently prevalent in the study of South Asian texts from various periods. Topics covered will include translation (theory and practice), book history, literary history, textual criticism, genre theory (the novel in South Asia), literature and colonialism, cultural mobility studies (Greenblatt) and comparative literature/new philiologies (Spivak, Ette). Readings will include work by George Steiner, Sheldon Pollock, Meenakshi Mukherjee, Terry Eagleton, Stephen Greenblatt, Gayatri Spivak, Ottmar Ette, and others. We will discuss these different approaches with particular reference to the texts with which participating students are working for their various projects. Students interested in both pre-modern and contemporary texts are welcome. While the course is organized primarily from a literary studies perspective, it will also be of interest to students of history, anthropology and other disciplines dealing with "texts". The course is open to both undergraduate and graduate students (no prior knowledge of literary theory or South Asian writing is assumed).
Instructor(s): Sascha Ebeling Terms Offered: Spring
Equivalent Course(s): SALC 33700

CMLT 33819. Narratology of Tears: Goethe, Sterne, and the Sentimental Novel. 100 Units.
This seminar will, with a certain intensity of focus, examine two masterpieces of the "sentimental" mode: Laurence Sterne's A Sentimental Journey Through France and Italy (1768) and Goethe's Die Leiden des
jungen Werther (1774). Since these novels are both generically self-reflective and, each in its own way, boldly experimental, they are well-suited for an analysis oriented toward the theory of narrative. Comparisons will be drawn to passages in Samuel Richardson’s Clarissa, or, The History of a Young Lady (1747–8) and Rousseau’s Julie, ou La nouvelle Heloise (1761). We will also take a forward look at Pierre Choderlos de Laclos’ Liaisons dangereuses (1782), which may be considered the destruction of the form. In addition to fundamental contributions to narratology, works by Roland Barthes ( Fragments of a Lover’s Discourse), Albrecht Koschorke ( Körperströme und Schriftverkehr: Mediologie des 18. Jahrhunderts), and James Chandler (An Archeology of Sympathy. The Sentimental Mode in Literature and Cinema) will be important points of reference. As always, Schiller’s Über naive und sentimentalische Dichtung will prove indispensable.

Instructor(s): David Wellbery Terms Offered: Autumn
Equivalent Course(s): GRMN 33819, SCTH 33819

CMLT 34017. Fact and Fiction: Hoaxes and Misunderstandings. 100 Units.

This course will focus on fictional texts that readers have misrecognized as factual accounts, as well as the less frequent case of factual texts misidentified as fictional. Students will study the rhetorical strategies or historical and cultural circumstances responsible for these “errors of pragmatic framing” (O. Caïra) by investigating the contexts governing the production or reception of works such as Apuleius’ The Golden Ass, Les Lettres d’une religieuse portugaise, Denis Diderot’s La Religieuse, Wolfgang Hildebsheimer’s Marbot: A Biography, and Orson Welles’ adaptation of The War of the Worlds, among others.

Equivalent Course(s): CMLT 24017, FREN 24017, FREN 34017

CMLT 34256. Récits et mémoire des catastrophes naturelles. 100 Units.

Ce cours propose d’interroger, dans une perspective diachronique et comparatiste, les enjeux de la mise en récit et de l’artification des « catastrophes naturelles ». On se demandera, par exemple, quelles formes de rationalisation, quels rapports à la temporalité implique le choix du récit, de l’image, du spectacle et de tel ou tel média (architecture, peinture, film, bande dessinée…). L’hypothèse de travail majeure du cours est que l’artification des catastrophes est inséparable de stratégies mémorielles et d’enjeux politiques. La réflexion se portera sur quelques mémoires (avec des extraits de Boccace, Montaigne, Samuel Pepys) et représentations fictionnelles des épidémies. La comparaison entre Le Journal de l’année de Peste de Défoe et la Peste de Camus amènera à s’interroger sur l’usage de la première personne dans les fictions de la peste.

Instructor(s): Françoise Lavocat Terms Offered: Autumn
Note(s): Taught in French.
Equivalent Course(s): FREN 34256, FREN 24256, CMLT 24256

CMLT 34651. Global Horrors: Film, Literature, Theory. 100 Units.

This course explores literary and cinematic works of horror from around the world. Subgenres of horror include gothic/uncanny, sci-fi horror, post-apocalyptic, paranormal, monsters, psychological horror, thrillers, killer/slasher, and gore/body-horror, among others. As a mode of speculative fiction, horror envisions possible or imagined worlds that center on curiosities, dreads, fears, terrors, phobias and paranoia that simultaneously repel and attract. Works of horror are most commonly concerned with anxieties about death, the unknown, the other, and our selves.

Instructor(s): Hoda El Shakry Terms Offered: Autumn
Note(s): Content warning: Course materials will feature graphic, violent, and oftentimes disturbing images and subjects. Enrolled students will be expected to watch, read, and discuss all course materials.
Equivalent Course(s): GNSE 22823, ENGL 34651, ENGL 24651, GNSE 32823, CMLT 24651, CRES 23100

CMLT 35011. Symbol & Allegory. 100 Units.

A familiar account of modernism in the arts sees a turn from Baroque conventions of allegory (abstract ideas clothed in fragmentary arbitrary pictorial or linguistic signs) to a revolutionary romantic combination of image and content in the symbol, which had a late flowering in the Symbolist movement around 1900. Whether the development is celebrated (Coleridge, New Criticism) or deplored (Benjamin, Paul de Man), few question this historical and explanatory schema, investigate its application outside poetry, or ask what role allegory has played in the art of the ostensibly anti-allegorical nineteenth and twentieth centuries. In this course, we will consider neoclassical, romantic, and modern views of allegory, symbolism, and meaning in art.

Instructor(s): Andrei Pop Terms Offered: Winter. Course scheduled for Winter 2022
Note(s): Open to undergraduates with instructor consent.
Equivalent Course(s): ARTH 34731, SCTH 35011

CMLT 35210. Theories of Autobiography. 100 Units.

Course description not available
Equivalent Course(s): ITAL 35210

CMLT 35412. Writing Between Worlds: Exile, Migration, and Diaspora. 100 Units.

This course will examine the themes of exile, migration and diaspora in a variety of literary texts from the late 20th and early 21st centuries in dialog with recent cultural theoretical work. The texts to be studied will include novels, poetry, short stories, essays, and films from three sets of locations: authors of South Asian (Indian and Sri Lankan) origin in North America and Europe; writers of Turkish, Japanese and Indian origin in Germany; and Latin American-born writers writing from abroad, in addition to Johny Pitts’ ethnographic book Afropean. Notes from Black Europe (2020). Besides charting the theoretical coordinates of exile, migration and diaspora studies, we will explore questions such as: How has the accelerated movement of people, ideas, goods, and
cultural practices affected literary authors of different racial, class, gender, religious, and national origins? What is the meaning of belonging, home and homeland? How do authors relate to concepts of the nation, national identity, and nationalism? What happens to the physical body, affect, love and intimacy, the family, and intergenerational relations in migration? What are the narrative and lyric patterns and tropes of writing between worlds? Is there a "poetics of dislocation"? How do writers handle issues of language, the mother tongue and bi- or multilingualism? All texts will be read in English translation, but we will also make translation a central issue of discussion by examining original when possible.

Instructor(s): E. Santner, M. Dolar Terms Offered: Autumn
Equivalent Course(s): CDIN 35713, GRMN 35713

CMLT 35801. Machiavelli and Machiavellism. 100 Units.
This course is a comprehensive introduction to Machiavelli’s The Prince in light of his vast and varied literary corpus and European reception. The course includes discussion of Machiavelli as playwright ("The Mandrake"), fiction writer ("Belfagor," "The Golden Ass"), and historian ("Discourses," "Florentine Histories"). We will also closely investigate the emergence of myths surrounding Machiavelli (Machiavellism and anti-Machiavellism) in Italy (Guccciardini, Botero, Boccalini), France (Bodin and Gentillet), Spain (Ribadeneyra), and Northern Europe (Hobbes, Grotius, Spinoza) during the Counter Reformation and beyond.

Instructor(s): Rocco Rubini Terms Offered: Winter
Note(s): Course conducted in English. Those seeking Italian credit will do all work in Italian.
Equivalent Course(s): ITAL 25801, CMLT 25801, FNDE 21603, ITAL 35001

CMLT 35902. Virgil, The Aeneid. 100 Units.
A close literary analysis of one of the most celebrated works of European literature. While the text, in its many dimensions, will offer more than adequate material for classroom analysis and discussion, attention will also be directed to the extraordinary reception of this epic, from Virgil's times to ours.

Instructor(s): G. Most
Equivalent Course(s): ENGL 35902, SCTH 35902, CLAS 45412

CMLT 36012. 19th Century French Poetry in Translation: Tradition and Revolution. 100 Units.
A study of modern French lyric poetry: Tradition and Revolution, Poetry and Politics, the seedbed of Modernism. Desbordes-Valmore, Baudelaire, Mallarme, Verlaine, Rimbaud, Apollinaire. Texts will be read in English with reference to the French originals. Close reading, references to poetry in English, and focus on problems in translation. Students with French should read the poems in the original. Class discussion to be conducted in English; critical essays to be written in English. An extra weekly session will be scheduled for discussion in French, for French-speakers.

Instructor(s): Rosanna Warren
Equivalent Course(s): SCTH 36012, ENGL 36012, SCTH 26012, FREN 26019, FREN 36019

CMLT 36015. The New Criticism. 100 Units.
An examination of primary works of The New Criticism, British and American. We will consider the theoretical variety and different critical practices of these loosely allied critics, who were often not allies at all. Authors to be studied: I.A. Richards, T.S. Eliot, F.R. Leavis, Kenneth Burke, John Crowe Ransom, Cleanth Brooks, Robert Penn Warren, W.K. Wimsatt, Yvor Winters, R. P. Blackmur, William Empson.

Instructor(s): Nisha Kommattam
Equivalent Course(s): SCTH 36015, ENGL 43250

CMLT 36102. Ecstasy. 100 Units.
The concept of ecstasy is often associated with an extraordinary experience of the philosophical, sexual, and religious varieties, but in what way is ecstasy also bound to rituals of the ordinary? In this course we will explore numerous ways that ecstasy and synonymous terms like "orgasm," "bliss," and "jouissance" have been conceptualized in philosophical, theological, and literary texts from late antiquity to the present. What does the figural relationship between ecstasy and orgasm suggest about the broader relationship between philosophy, theology, sexuality, and desire? What role do pleasure and pain play in philosophical and theological reflection? How has ecstasy been deployed both as a form of political resistance and as complicit in the perpetuation of histories of violence? Focusing on the Christian tradition and its impact on queer theory, our readings may include, but are not limited to, texts by Plotinus, Pseudo-Dionysius, Margaret Ebner, Hadewijch, Margery Kempe, Teresa of Ávila, Lacan, Glück, Edelman, and Muñoz.

Instructor(s): Kris Trujillo
Terms Offered: Autumn
order with the unruly “sublime”? Just what kind of “truth” was revealed by poetry or painting? We will consider the relation between literature and other media (including music, opera, and the visual arts) and gauge the impact of French classical criticism on the broader European scene, considering its reception and contestation in Britain, Italy, Spain and Germany. Among the authors considered will be Descartes, Pascal, Boileau, Molière, Felibien, Du Bos, Addison, Hutcheson, Vico, Montesquieu, Diderot, and Herder.

Instructor(s): L. Norman Terms Offered: Autumn
Prerequisite(s): Reading knowledge of French
Note(s): Course conducted in English but students taking course for French credit must do all written work in French.
Equivalent Course(s): FREN 36200, REMS 36210

CMLT 36319. The Sublime: Theory and History of an Aesthetic Category. 100 Units.
This course focuses on the aesthetic category of the sublime, combining a rich theoretical discussion with analysis of literary and visual texts. The starting point is Pseudo Longinus’s “On the Sublime,” the first text in the history of aesthetics to focus on reception and subjective response. After a close reading of this text and a careful examination of its recent interpretations, the course will first deal with key moments in the long and complex modern theoretical debate on the sublime, with special focus on the Italian Renaissance and Torquato Tasso, French classicism and Boileau, the British Enlightenment and Burke. In parallel with this historical overview, the course will examine concrete examples of the sublime in the arts, especially the poetry of Leopardi and Baudelaire, and the parallel theme of landscape, especially in visual arts. The last part of the course will focus on contemporary philosophical and aesthetic debate on the sublime, in particular on Fredric Jameson’s notion of the hysterical sublime, Slavoj Zizek’s reflection on trash sublime; and on parallels with visual arts: Italian arte povera, Bill Viola’s videos inspired by Italian Renaissance paintings, Anselm Kiefer’s paintings, Mario Martone’s movie on Leopardi, and Lars von Trier’s “Melancholia,” which recovers the theme of apocalypsis reinforced by Wagner’s sublime music.
Instructor(s): M. Fusillo Terms Offered: Spring
Note(s): Taught in English.
Equivalent Course(s): ITAL 36319

CMLT 37621. Philosophical Aesthetics: Heidegger and Adorno. 100 Units.
Two major positions in German philosophical aesthetics of the 20th century will be considered in detail: 1) the ontological-hermeneutic theory advanced by Martin Heidegger; 2) the dialectical-critical theory developed by Theodor W. Adorno. Primary readings will be Heidegger’s Origin of the Work of Art and selections from Adorno’s Aesthetic Theory. In addition, selected shorter pieces by the two authors will be studied, with a special emphasis on their work on lyric poetry. The seminar will also consider contributions by Georg Simmel, Walter Benjamin, Helmut Plessner, Arnold Gehlen, Georg Lukács. The course seeks to develop an understanding of the conceptual foundation of each of the two philosophical positions. Particular topics to be considered: a) the nature of artistic presentation (Darstellung); b) the nature of artistic truth; c) the historical character of art; d) the political significance of art; e) the relation of art to philosophy.
Instructor(s): David Wellbery Terms Offered: Spring
Note(s): Undergrads must receive consent.
Equivalent Course(s): GRMN 37621, SCTR 27621, CMLT 27621, GRMN 27621, SCTR 37621

CMLT 38101. Don Quixote. 100 Units.
The course will provide a close reading of Cervantes’ “Don Quijote” and discuss its links with Renaissance art and Early Modern narrative genres. On the one hand, “Don Quijote” can be viewed in terms of prose fiction, from the ancient Greek romances to the medieval books of knights errant and the Renaissance pastoral novels. On the other hand, “Don Quijote” exhibits a desire for Italy through the utilization of Renaissance art. Beneath the dusty roads of La Mancha and within Don Quijote’s chivalric fantasies, the careful reader will come to appreciate glimpses of images with Italian designs.
Instructor(s): Frederick de Armas Terms Offered: Spring
Note(s): Taught in English. Students seeking Spanish credit will read the text in the original and use Spanish for the course assignments.
Equivalent Course(s): SPAN 24202, FNDL 21221, CMLT 28101, SCTR 38250, SPAN 34202

CMLT 38500. Journey to the West II. 100 Units.
TBD
Equivalent Course(s): CMLT 28500, CHIN 31306, RLIT 49200, CHIN 21306

CMLT 38600. Aesthetics of French Classicism. 100 Units.
Though “aesthetic” philosophy first developed as an autonomous field in the mid-eighteenth century, it has important roots in earlier eighteenth- and seventeenth-century debates concerning literature and the arts. In the wake of Cartesian rationalism, could reasoned method be reconciled with non-rational creativity, or decorous order with the unruly “sublime”? Just what kind of “truth” was revealed by poetry or painting? We will consider...
the relation between literature and other media (including music, opera, and the visual arts) and gauge the impact of French classical criticism on the broader European scene. Readings will include works by Descartes, Pascal, Boileau, Molière, La Fontaine, Félibien, Du Bos, Addison, Hutcheson, Vico, Montesquieu.

Instructor(s): L. Norman
Terms Offered: Spring
Prerequisite(s): Undergrads admitted with permission of instructor.
Note(s): Course will be conducted in French; students not taking course for French credit may do written work and class presentations in English.
Equivalent Course(s): REMS 37000, FREN 37000, SCTH 37000, ARTH 48301

CMLT 38647. Trauma and Narrative. 100 Units.
This graduate seminar invites students to engage with literary trauma studies, a field that first emerged in the 1990s, and that has more recently been undergoing decolonization processes. Following calls by scholars such as Stef Craps in Postcolonial Witnessing (2013), we will examine foundational and current literary theory by questioning its validity and applicability across different cultural contexts and languages. We will read select fictional trauma narratives, in English translation or in the original language when possible. Readings will include select psychological and psychoanalytical theoretical literature from Judith L. Herman and Cathy Caruth to Bessel van der Kolk; (literary) theory by Ruth Leys, Lauren Berlant and Stef Craps, as well as fictional texts, largely from non-Euro-Anglo-American contexts. Students working on trauma-related literary projects are welcome to contribute materials in their respective research languages. We will end the course by bridging discussions of literary trauma studies with recent debates around a pedagogy of trauma, especially as applicable the context of higher education. Students need to be available for 2 synchronous online meetings per week.
Instructor(s): Nisha Kommattam
Terms Offered: Autumn
Equivalent Course(s): ENGL 38647

CMLT 39024. States of Surveillance. 100 Units.
What does it feel to be watched and listened to all the time? Literary and cinematic works give us a glimpse into the experience of living under surveillance and explore the human effects of surveillance - the fraying of intimacy, fracturing sense of self, testing the limits of what it means to be human. Works from the former Soviet Union (Solzhenitsyn, Abram Tertz, Andrey Zvyagintsev), former Yugoslavia (Ivo Andrić, Danilo Kiš, Dušan Kovačević), Romania (Norman Manea, Cristian Mungiu), Bulgaria (Valeri Petrov), and Albania (Ismail Kadare).
Instructor(s): Angelina Ilieva
Terms Offered: Autumn
Equivalent Course(s): REES 39024, CMLT 29024, REES 29024

CMLT 39045. Dostoevsky and Critical Theory. 100 Units.
The tormented, obsessed, and sadistic characters of Dostoevsky’s novels posed a challenge to positivism and reason too scandalous and compelling to be ignored. The novels inspired some of the most brilliant and influential thinkers of the nineteenth and twentieth centuries in the fields of religion, philosophy, psychology and literary theory. We will read two of Dostoevsky’s philosophically challenging novels alongside works by these critics and philosophers, including Nietzsche, Sartre, Freud, Bakhtin, Kristeva, and Levinas. While exploring their ideas about faith and unbelief, madness and reason, violence and torture, society and history, we will also inquire into the relationships among literature, philosophy and biography and examine the processes of influence and adaptation.
Instructor(s): Anne Eakin
Moss
Terms Offered: Winter
Equivalent Course(s): REES 39045, REES 39045, CMLT 29045

CMLT 39120. Renaissance Epic: Vida, Tasso, and Milton. 100 Units.
This course will focus upon the two most important Renaissance Christian epics, Torquato Tasso’s La Gerusalemme liberata/Jerusalem Delivered 1581 and John Milton’s Paradise Lost 1667, as well as selections from Marco Girolamo Vida’s influential Biblical epic, the Christiad (1535). We will examine these Renaissance epics as ambitious efforts to revive an ancient and pagan form in order to depict Christian and self-consciously modern visions. We will consider how Renaissance epic poets imitate and emulate both their classical models (primarily Homer’s Iliad and Odyssey, Virgil’s Aeneid, and Ovid’s Metamorphoses) and Judeo-Christian sources; seek to forge an elevated and appropriate language for epic; espouse new visions of the human, the heroic, and gender relations; and adumbrate distinctively modern national, imperial, and global ambitions. All non-English texts will be read in translation, but students who can read Latin or Italian will be encouraged to read the originals.
Instructor(s): Joshua Scodel
Terms Offered: Spring
Note(s): This course fulfills the Poetry and 1650-1830 distribution requirements for English majors.
Equivalent Course(s): ENGL 39120, CMLT 29120, ENGL 29120

CMLT 39714. North Africa in Literature and Film. 100 Units.
This course explores twentieth- and twenty-first century literary and cinematic works from the countries of North Africa. We will focus in particular on the region of Northwestern Africa known as the Maghreb—encompassing Algeria, Morocco, and Tunisia. Situated at the crossroads of Africa, the Middle East, and Europe, the Maghreb has a layered colonial past culminating in France’s brutal occupation of the region through the 1960s. Inflected by this colonial history, Maghrebi studies tend to privilege Francophone works while overlooking the region’s rich Arabic and indigenous traditions. Understanding the Maghreb as both a geopolitical as well as an imagined space, our course materials reflect the region’s diverse cultural histories and practices. We will consider the Maghreb’s ethnic, linguistic, and religious pluralism in dialogue with broader
questions of cultural imperialism, orientalism, decolonization, and globalization. Fictional and cinematic works will be paired with relevant historical and theoretical readings. In light of the recent 'Arab Spring' catalyzed by the Tunisian uprising in January 2011, we will also touch on contemporary social and political happenings in the region.

Instructor(s): Hoda El Shakra Terms Offered: Spring
Equivalent Course(s): NEHC 39714, CMLT 29714, NEHC 29714

CMLT 39821. Goethe's Faust: Myth and Modernity. 100 Units.
In this seminar we shall undertake an intensive study of Johann Wolfgang von Goethe's Faust, with close textual study of the entirety of Part I and Act 5 of Part II. We will begin by casting a brief look at the earliest versions of the Faust myth, the so-called Faust Chapbook of 1587 and Christopher Marlowe's Dr. Faustus composed 1589-92, premiered 1592), and we will have an eye on later versions such as those of Paul Valéry and Thomas Mann. Some consideration will be devoted to the question of modern "myth" and the Faust myth will be compared to that of Don Juan in particular. Our major task, however, will be to develop a close reading and interpretation of Goethe's text, which ranks as one of the supreme achievements of the European literary tradition. The interpretive issues at the center of our inquiry will include: a) the theory of (modern) tragedy; b) desire and subjectivity; c) Faust in relation to post-Kantian philosophy; d) the theme of time and the "moment." In addition to major works of scholarship, we shall touch on interpretations of the play by Schelling and Kierkegaard. Command of German will be helpful, but students may also refer to an English translation. (Recommended English version: Faust I & II, translated by Stuart Atkins, introduction by David E. Wellbery, Princeton Classics, 2014. Recommended German version: Faust I und II, hrsg. Albrecht Schöne, 2 vols. Text + commentary. Deutscher Klassiker Verlag 2017.)

Instructor(s): David Wellbery Terms Offered: Winter
Equivalent Course(s): GRMN 39821, SCTH 39821

CMLT 40010. Ruins. 100 Units.
Ruins will cover texts and images, from Thucydides to WWII, via the Reformation. We will include films (e.g. Rossellini's "Germany Year Zero"), art (e.g. H. Robert, Piranesi) archaeology, and the museum (Soane). On ruins writing, we will read Thucydides, Pausanias from within antiquity, the Enlightenment responses to the destruction and archaeological rediscovery of Pompeii, Diderot, Simmel, Freud on the mind as levels of ruins (Rome) and the analysis as reconstructive archaeologist as well as on the novel Gradiva and the Acropolis, the Romantic obsession with ruins, and the firebombing in WWII. We will also consider the photographing of ruins, and passages from the best-known works on photography (Benjamin, Sontag, Ritchen, Fried, Azoulay). The goal is to see how ruin gazing, and its depictions (textual, imagistic, photographic, etc.) change from the ancients (Greek and Roman), to the Romantic use of ruins as a source of (pleasurable) melancholy, to the technological "advances" in targeting and decimating civilian populations that describe the Second Word War.

Equivalent Course(s): RLIT 40010, ARTH 40010, CDIN 40010

CMLT 40100. Islamic Love Poetry. 100 Units.
The focus of this course is classical Islamic love poetry, Arabic and Persian love lyric will be covered, as well as some Ottoman love lyric (at least in translation). In the past we have incorporated Urdu, Punjabi, Bangla, Bosnian, and Turkish traditions, and for comparative and historical purposes-Hebrew poetry from medieval Andalus. Because none of us are proficient in the all these languages, students who are proficient a given language are asked to provide a guide (including text, translation, explanation of key vocabulary, etc.) for selected poems from in that language. Each member of the class will be asked to present one poem guide, in addition to a final assignment. Among the poets commonly included in the course are Ibn Zaydun, Ibn al-Farid, Ibn al-'Arabi, Rumi, Hafiz, Baba Fighani, Na'il, Mir Dard, Bulleh Shah, and Ghalib.

Equivalent Course(s): RLIT 40300, NEHC 40600, ISLM 40100

CMLT 40203. Biopolitics & Posthumanism. 100 Units.
Much has been written about the possibility (or impossibility) of creating an integrated political schema that incorporates living status, not species boundary, as the salient distinction between person and thing. In this course we will explore how biopolitical and posthumanist scholars like Michel Foucault, Hannah Arendt, Giorgio Agamben, Jane Bennett, Cary Wolfe, and Donna Haraway have acknowledged (and advocated transcending) the anthropocentric umwelt, to borrow Jakob von Uexküll's influential term. In parallel with our theoretical readings, we will explore how actual legal systems have incorporated the nonhuman, with a particular focus on Anglo-American and transnational law. Our goal is to develop our own sense of an applied biopolitics-whether to our own research, to future legislation and jurisprudence, or both.

Instructor(s): Nicolette I. Bruner Terms Offered: Winter

Note(s): This course fulfills part of the KNOW Core Seminar requirement to be eligible to apply for the SIFK Dissertation Research Fellowship. No instructor consent is required, but registration is not final until after the 1st week in order to give Ph.D. students priority.

Equivalent Course(s): KNOW 40203, CHSS 40203, ENGL 40203

CMLT 41219. Interpretation: Theory and Practice. 100 Units.
his seminar will be conducted on two tracks. On the one hand, we will study major contributions to hermeneutic theory (including positions that understand themselves as anti-hermeneutic). Contributions to be considered include works by Friedrich Schleiermacher, Wilhelm Dilthey, Martin Heidegger, Hans-Georg Gadamer, Paul Ricoeur, E.D. Hirsch, Manfred Frank, Roland Barthes, Stanley Cavell, and Jacques Derrida. At the same time,
the seminar will include a practical component in which we will collectively develop interpretations of works by Heinrich von Kleist, Johann Peter Hebel, Franz Kafka, Friedrich Nietzsche, Charles Baudelaire, Guillaume Apollinaire, Emily Dickinson, and Herman Melville. English translations of the assigned readings will be provided. (This course is restricted to students in Ph.D. programs.)

Instructor(s): David Wellberry
Terms Offered: Autumn
Equivalent Course(s): GRMN 41219, FREN 41219, SCTH 41219, ENGL 41219

CMLT 41410. The Literary Life of Things in China. 100 Units.
This course investigates traditional literary strategies in China through which objects are depicted and animated. Our emphasis will be on reading in primary sources, but we’ll also draw on secondary sources from anthropology, the history of material culture, literary theory, and art history, both from within and outside China studies. Each week will introduce some basic genre and key literary works while also foregrounding certain conceptual issues. Students will select a case study to work on throughout the quarter, which will become their final research paper and which will also help orient their shorter class presentations. The choice of subject for the case study is quite open, so that each student can pursue a project that relates to his or her own central interests. It might be a cultural biography of a real object or class of objects; it might be a study of how objects are deployed in a novel or play, encyclopedia or connoisseurship manual, but there are many other possibilities.

Instructor(s): J. Zeitlin
Terms Offered: Autumn
Equivalent Course(s): EALC 41400

CMLT 41815. Writing the Algerian War of Independence. 100 Units.
This course aims to examine the representation of the Algerian War of Independence (1954-1962) in the work of Algerian and French writers. It will consider a corpus of testimonial texts, novels, and poetry in relation to the memory of the war, its traumatic experiences, and various forms of anticolonial struggle and insurgency. We will analyse the narrative, discursive, and poetic strategies used by authors to explore individual and collective memories and elaborate a politics of resistance and transformation in the Algerian context. Studied authors include Maïssa Bey, Assia Djebar, Leila Sebbar, Mouloud Feraoun, Jean Sénac, Laurent Mauvignier, and Joseph Andras.

Instructor(s): Khalid Lyamlahy
Terms Offered: Autumn
Note(s): All readings and in-class discussions will be in English. Students will have the option to write either in English or in French.
Equivalent Course(s): NEHC 41815, FREN 41815

CMLT 42101. Collapse: The End of the Soviet Empire. 100 Units.
This team-taught course invites students to reassess critically the meaning of the Soviet collapse on the occasion of its thirtieth anniversary. Topics to be examined include the neoliberal “shock therapy” economic reforms that ushered in a state of wild capitalism, the dissolution of the Soviet empire and rise of rise of new right nationalisms, and the formation of alternative artistic movements that resisted the economic and political devastation that accompanied the transition. The course pedagogy employs economic, political, historical, and aesthetic analysis to develop a robust understanding across a variety of disciplines and methodological approaches.

Instructor(s): Leah Feldman and Faith Hillis
Terms Offered: Autumn
Prerequisite(s): Consent required for undergraduate enrollment; email Professors Feldman and Hillis a paragraph long description about what you bring and what you hope to get out of this seminar.
Equivalent Course(s): NEHC 43802, CDIN 42101, REES 42101

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

Instructor(s): A. Palmer
Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor. Students with Latin, Greek, Italian, French, Spanish, or German will have the opportunity to use them.
Equivalent Course(s): ITAL 42503, HIST 42503, CLAS 42514

CMLT 42918. Exploratory Translation. 100 Units.
Translation is one of the central mechanisms of literary creativity across the world. This course will offer opportunities to think through both the theory and practice of this art form and means of cultural transmission, focusing on the problems of translation of and by poets in a variety of languages: it will emphasize precisely the genre most easily “lost in translation,” as the truism goes. Topics to be discussed will include semantic and grammatical interference, loss and gain, the production of difference, pidgin, translationese, bilingualism, self-translation, code-switching, translation as metaphor, foreignization vs. nativization, and distinct histories of translation. Alongside seminar sessions for discussion of readings, workshop sessions patterned on Creative Writing pedagogy will offer students a chance to try their hands at a range of tactics of translation. We also hope to invite a few poets and translators to engage in dialogues about the art (these visits conditioned on funding that
CMLT 43121. Translation Theory and Practice. 100 Units.
This course introduces students to the field of Translation Studies and its key concepts, including fidelity, equivalence, and untranslatability, as well as the ethics and politics of translation. We will investigate the metaphors and models that have been used to think about translation and will consider translation as a transnational practice, exploring how "world histories" may be hidden within "word histories," as Emily Apter puts it. In the process, we will assess theories of translation and poetry from classical antiquity to the present; compare multiple translations of the same text; and examine notable recent translations. Students will carry out translation exercises and create a final translation project of their own.
Instructor(s): Jennifer Scappettone, Haun Saussy
Terms Offered: Winter
Equivalent Course(s): RLLT 42918, CRWR 42918, SCTH 42918, MAPH 42918, ENGL 42918

CMLT 43301. Comparative Mystical Literature: Islamic, Jewish and Christian. 100 Units.
The mysticisms of the three monotheistic faiths share many features that invite comparison. All three deal with sacred texts that overlap in instances, and all three responded in different ways to the philosophical mysticisms inherited from Classical antiquity. While there are a number of influences, both direct and indirect, among these traditions, there are far more instances of similar structural motifs shared by the three. This course is designed to explore the history and structural dynamics of Jewish, Christian, and Islamic mysticisms through the careful reading of primary sources across the traditions. The Class will be limited to 20 students on a first-come, first-serve basis. Each student will be expected to demonstrate reading competence in the language of one of the mystical traditions (e.g., Hebrew, Arabic, Persian, Latin, or one of the Christian vernaculars).
Instructor(s): Rachel Galvin
Terms Offered: Autumn
Equivalent Course(s): ENGL 43121, CRWR 51503, CRWR 43121

CMLT 43510. Films by Akira Kurosawa and Their Literary Sources. 100 Units.
This interdisciplinary graduate course focuses on nine films of Akira Kurosawa which were based on literary sources ranging from Ryunosuke Akutagawa, Georges Simenon, and Shakespeare to Dostoevsky, Tolstoy, Gorky, and Arseniev. The course will not only introduce some theoretical and intermedial problems of adaptation of literature to film but also address cultural and political implications of Kurosawa's adaptation of classic and foreign sources. We will study how Kurosawa's turn to literary adaptation provided a vehicle for circumventing social taboos of his time and offered a screen for addressing politically sensitive and sometimes censored topics of Japan's militarist past, war crimes, defeat in the Second World War, and ideological conflicts of reconstruction. The course will combine film analysis with close reading of relevant literary sources, contextualized by current work of political, economic, and cultural historians of postwar Japan. Prerequisites: Good reading knowledge of Japanese; successful completion of Intro to Film, or Close Analysis of Film.
Instructor(s): Olga Solovieva
Terms Offered: Winter

CMLT 43995. Comparative Issues in Monotheistic Mystical Traditions. 100 Units.
The mysticisms of the three monotheistic faiths share many features that invite comparison. All three deal with sacred texts that overlap in instances, and all three responded in different ways to the philosophical mysticisms inherited from Classical antiquity. While there are a number of influences, both direct and indirect, among these traditions, there are far more instances of similar structural motifs shared by the three. This course is designed to explore the history and structural dynamics of Jewish, Christian, and Islamic mysticisms through the careful reading of primary sources across the traditions.
Instructor(s): Rachel Galvin
Terms Offered: Autumn
Equivalent Course(s): ISLD 43301, HCHR 43302, ISLM 43301, RLIT 43301

CMLT 44150. Sartre, Beauvoir and Fanon. 100 Units.
This seminar will engage major texts by these three writers. Fanon was a strong influence on Sartre and Beauvoir, and all three wrote about the oppressed and political power struggles in varying contexts. The issues we will be considering are decolonization, racism (including anti-Semitism), sexism/misogyny, and the Palestinian situation that ultimately created a rift between Fanon and Sartre. Questions will include Fanon's support of violence, Sartre's problematic positioning in the wake of Fanon's ideas, and Beauvoir's "feminist" stance in relation to the issues of power.
Instructor(s): Françoise Meltzer
Terms Offered: Autumn

CMLT 44410. Practices of Classicism in the French Seventeenth Century. 100 Units.
This seminar has two goals. One is to combine the text-based tradition of French literary studies with the image-based, comparative tradition of art history-and, in so doing, to change the taxonomies of both. The other is to reevaluate French Classicism by attending to practices of reading, writing, performing, looking and making. The seminar's breadth is designed to appeal to all graduate students interested in the theory and history of aesthetics, and the interleaveing of visual and literary evidence. Looking will be no less important than reading, as we will conduct sessions with original objects in the Art Institute and in Regenstein Special Collections. Authors studied will include Corneille, Molière, La Fontaine, Pascal, and Descartes; among the artists, Poussin, Claude Lorrain, La Tour, and Callot. Critical readings will range from Leo Spitzer to Louis Marin and Foucault. The seminar will be conducted in English; all primary texts will be made available in both English translation and, for those with
is to imitate the ancients.” As he wrote in his short essay “The standpoint from which we should consider Winckelmann’s injunction that “the only way for us [Germans] to become great or - if this is possible - inimitable, The German poet Friedrich Hölderlin submitted to the paradoxical double-bind of Johann Joachim Winkelmann’s injunction that “the only way for us [Germans] to become great or - if this is possible - inimitable, is to imitate the ancients.” As he wrote in his short essay “The standpoint from which we should consider reading knowledge, in the French original. This seminar will travel to Paris during exam week (March 13-21, 2020); airfare and lodging covered by university. Consent of instructors required.
Instructor(s): Larry Norman and Richard Neer Terms Offered: Winter
Equivalent Course(s): TAPS 44420, CDIN 44420, ARTH 45885, FREN 34420

CMLT 44813. South African Fictions and Factions. 100 Units.
This course examines the intersection of narrative in print and film (fiction and documentary) in Southern Africa since mid-20th century. We begin with Cry, the Beloved Country, a best seller written by South African Alan Paton while in the US, and the original film version by British-based director (Korda), and American screenwriter (Lawson), which show both the international impact of South African stories and important elements missed by overseas audiences. We continue with fictional and nonfictional responses to apartheid and decolonization, and examine the power and the limits of the “rhetoric of urgency” (L. Bethlehem). We will conclude with writing and film that grapples with the contradictory post-apartheid world, whose challenges, from crime and corruption to AIDS and the particular problems faced by women and gender minorities, elude the heroic formulas of the anti-apartheid era. (Fiction, Film/Drama, Black Studies)

Instructor(s): Loren Kruger Terms Offered: Spring
Prerequisite(s): Third or fourth year undergraduates and graduates only. Must have completed Hum Core plus one or more of the following: Intro to Fiction or equivalent; International Cinema, or equivalent; Intro to African studies
Equivalent Course(s): CMLT 24813, ENGL 44813, CMST 34813, ENGL 24813, CMST 24813, CRES 24813

CMLT 46000. How to Think about Literature: the Main Notions. 100 Units.
In literary studies new trends and theories rarely supersede older ones. While in physics and biology Aristotle has long been obsolete, literary scholars still find his Poetics to be a source of important insights. And yet literary studies are not resistant to change. Over time, they have experienced a genuine historical growth in thinking. Perhaps one can best describe the discipline of literature as a stable field of recurring issues that generate innovative thinking. This course will introduce graduate students to the main notion of the field. Its aim is to identify an object of study that is integral, yet flexible enough to allow for comparisons between its manifestations in various national traditions.
Equivalent Course(s): SCTH 34601

CMLT 46202. Performance Theory: Action, Affect, Archive. 100 Units.
This seminar offers a critical introduction to performance theory and its applications to theatre and other practices. We will discuss three key conceptual clusters: a) action, acting, and forms of production or play, from classical (Aristotle) through modern (Hegel, Brecht, Artaud), to contemporary (Richard Schechner, Philip Zarilli, others); b) affect, and its intersections with emotion and feeling: in addition to contemporary theories, we will read earlier texts that anticipate recent debates (Diderot, Freud) and their current interpreters (Joseph Roach, Erin Hurley, others), as well as writing about the absence of affect and the performance of failure (Sara Bailes etc); c) archives and related institutions and theories, including audience formation (Susan Bennett) and challenges of recording ephemeral acts: theorists of memory (Pierre Nora) and remains (Rebecca Schneider), theatre historians (Daphne Brookes, Tracy Davis and others) as well as current theorists on the tensions between the archive and the repertoire (Diana Taylor). Requires active and complete participation; two oral presentations and final paper. Final paper could be a review article (ca 5000 words) using two recent books in your field to examine key concepts that define the field and controversies they may engender.
Instructor(s): Loren Kruger Terms Offered: Winter
Equivalent Course(s): CMST 38346, ENGL 46202, TAPS 46202

CMLT 47201. History of Criticism: 16th-19th Centuries. 100 Units.
The second of a two-course sequence that offers a survey of major historical moments in the theory of interpretation. The course will pursue the thesis that the sixteenth to nineteenth centuries are dominated by three cardinal moments in the sociology of modern knowledge: the emergence of the figure of “the critic”; the articulation of “aesthetics” as an independent mode of thought; and the establishment of historical-critical methodology as prerequisite to understanding, and in turn properly interpreting, the Bible. Prerequisite: completion of the first course in the sequence. Required of Ph.D. students taking the RLV 1 exam.
Instructor(s): Richard Rosengarten Terms Offered: Spring
Equivalent Course(s): RLV 47200

CMLT 48017. Phaedras Compared: Adaptation, Gender, Tragic Form. 100 Units.
This seminar places Racine’s French neoclassical tragedy Phaedra within a wide-ranging series of adaptations of the ancient myth, from its Greek and Latin sources (Euripides, Seneca, Ovid) to twentieth-century and contemporary translations and stage adaptations (Ted Hughes, Sarah Kane), read along with a series of theoretical and critical texts. Particular attention will be paid to critical paradigms and approaches in the evolving fields of classical reception studies, theater and performance studies, and gender studies. Reading knowledge of French strongly preferred.
Equivalent Course(s): CDIN 48017, FREN 48017, CLAS 48017, GNSE 48017, TAPS 48017

CMLT 48616. Hölderlin and the Greeks. 100 Units.
The German poet Friedrich Hölderlin submitted to the paradoxical double-bind of Johann Joachim Winckelmann’s injunction that “the only way for us [Germans] to become great or - if this is possible - inimitable, is to imitate the ancients.” As he wrote in his short essay “The standpoint from which we should consider
antiquity,” Hölderlin feared being crushed by the originary brilliance of his Greek models (as the Greeks themselves had been), and yet foresaw that modern European self-formation must endure the ordeal of its encounter with the Greek Other. The faculty of the imagination was instrumental to the mediated self-formation of this Bildung project, for imagination alone was capable of making Greece a living, vitalizing, presence on the page. Our seminar will therefore trace the work of poetic imagination in Hölderlin’s texts: the spatiality and mediality of the written and printed page, and their relation to the temporal rhythms of lived experience. All texts will be read in English translation, but a reading knowledge of German and/or Greek would be desirable. Equivalent Course(s): CLAS 48616, GRMN 48616

CMLT 49002. Conservation Paleobiology. 100 Units.
Paleobiological data from very young sedimentary records, including skeletal ‘death assemblages’ actively accumulating on modern land surfaces and seaboards, provide unique information on the status of present-day populations, communities, and biomes and their responses to natural and anthropogenic stress over the last few decades to millennia. This course on the emerging discipline of ‘conservation paleobiology’ uses weekly seminars and individual research projects to introduce how paleontologic methods, applied to modern samples, can address critical issues in the conservation and restoration of biodiversity and natural environments, including such basic questions as ‘has a system changed, and if so how and when relative to suspected stressors?’. The course will include hands-on experience, either in the field or with already-collected marine benthic samples, to assess societally relevant ecological change in modern systems over time-frames beyond the reach of direct observation.
Instructor(s): Jāš Elsner and Francoise Meltzer Terms Offered: Spring
Prerequisite(s): Good reading knowledge of French and familiarity with the previous volumes of Foucault’s "Histoire de la sexualité". All students interested in enrolling in this course should send an application to wweaver@uchicago.edu by 12/14/2018. Applications should be no longer than one page and should include name, email address, phone number, and department or committee. Applicants should briefly describe their background and explain their interest in, and their reasons for applying to, this course.
Equivalent Course(s): DVPR 50007, PHIL 50007, CDIN 49002, ARTH 40401

CMLT 49900. Reading And Research: Comp Lit. 100 Units.
TBD
Instructor(s): Michael Gluzman Terms Offered: Spring

CMLT 49999. Graduate Comparative Literature Workshop. 100 Units.
Graduate writing workshop for Ph.D. students in Comparative Literature aimed at cultivating familiarity and fluency with various genres of writing in the academy—-from seminar papers, conference presentations, and journal articles, to doctoral degree documents as well as fellowship and academic job market materials. Enrolled students will have the opportunity to share and individually workshop works-in-progress, while attending to the craft of producing creative, engaging, and persuasive scholarly writing. In addition to tackling the various stages of academic writing development, editing, and revision, we will address practical aspects of the writing process—-such as writing habits, challenges, and technologies.
Instructor(s): Hoda El Shakry Terms Offered: Autumn

CMLT 50007. Michel Foucault: Les aveux de la chair. 100 Units.
The last volume of Foucault’s history of sexuality has finally been published after more than a 30 year wait. In this volume Foucault moves from his previous focus on Greco-Roman culture to early Christianity, and his account culminates in an extensive discussion of Saint Augustine. This seminar will consist of a close reading of Les Aveux de la chair, supplemented by a few other texts from the later Foucault. We will also try to draw some general methodological and philosophical conclusions from our reading.
Instructor(s): A. Davidson Terms Offered: Winter
Prerequisite(s): Good reading knowledge of French and familiarity with the previous volumes of Foucault’s "Histoire de la sexualité". All students interested in enrolling in this course should send an application to wweaver@uchicago.edu by 12/14/2018. Applications should be no longer than one page and should include name, email address, phone number, and department or committee. Applicants should briefly describe their background and explain their interest in, and their reasons for applying to, this course.
Equivalent Course(s): DVPR 50007, PHIL 50007, FREN 40007

CMLT 50104. Blood Libel: Damascus to Riyadh. 100 Units.
This course examines the Blood-Libel from the thirteenth-century to the present, with special focus upon the Damascus Affair of 1840 and its repercussions in the modern Middle Eastern and European contexts and in polemics today among Muslims, Christians and Jews. We will review cases and especially upon literary and artistic representations of ritual murder and sacrificial consumption alleged to have been carried out by Waldensians, Fraticelli, witches, and Jews, with special attention to the forms of redemptive, demonic, and symbolic logic that developed over the course of the centuries and culminated in the wake of the Damascus Affair. Each participant will be asked to translate and annotate a sample primary text, ideally one that has not yet been translated into English, and to use that work as well in connection with a final paper.
Instructor(s): M. Sells Terms Offered: Autumn
Prerequisite(s): Willingness to work on a text from one of the following languages—-Latin, German, French, Italian, Spanish, Polish, Hungarian, Russian, Arabic, Modern Greek, or Turkish—-at whatever level of proficiency one has attained. This course fulfills the autumn core requirement for first year PhDs in Comparative Literature.
Equivalent Course(s): ISLM 41610
CMLT 50105. Literary Theory: Auerbach's Mimesis. 100 Units.
This seminar will explore Western literary criticism from Plato to the late eighteenth-century conceived of as a prehistory of comparative literature as a discipline. The course will take as its particular lens the critical treatment of epic in some of the following authors: Plato, Aristotle, Longinus, Horace, Montaigne, Tasso, Giraldi, Sidney, Boileau, Le Bossu, St. Evremond, Dryden, Addison, Voltaire, Fielding, and Burke. The course will also examine both twentieth-century comparative approaches to epic (e.g., Auerbach, Curtius, Frye) and more recent debates within comparative literature with an eye to continuities and discontinuities in critical method and goals.
Instructor(s): David Wray Terms Offered: Autumn
Equivalent Course(s): ENGL 52502

CMLT 50106. Literary Theory: Pre-Modern, Non-Western, Not Exclusively Literary. 100 Units.
Readings in theories of literature and related arts from cultures other than those of the post-1900 industrialized regions. What motivated reflection on verbal art in Greece, Rome, early China, early South Asia, and elsewhere? Rhetoric, hermeneutics, commentary, allegory, and other modes of textual analysis will be approached through source texts, using both originals and translations. Authors to be considered include Confucius, Plato, Aristotle, Zhuangzi, Sima Qian, Augustine, Liu Xie, Abhinavagupta, Dante, Li Zhi, Rousseau, Lessing, Schlegel, and Saussure.
Instructor(s): Haun Saussy
Equivalent Course(s): KNOW 50106, ENGL 50106

CMLT 50107. Literary Theory: Auerbach’s Mimesis. 100 Units.
The focus of this seminar will be Erich Auerbach’s Mimesis, a book often held up as foundational and paradigmatic for the discipline of comparative literature. Close reading of its twenty chapters together with excerpts from its objects of study (from Homer to Virginia Woolf) will be framed by readings and discussion on the contexts of its production, the history of its reception, the limitations that have been imputed to its presuppositions and biases, and the generative potentials and significances it might continue to make available to the current and future practice of literary comparison.
Terms Offered: Autumn

CMLT 50201. Contemporary Critical Theory. 100 Units.
This course will examine some of the salient texts of postmodernism. Part of the question of the course will be the status and meaning of “post”-modern, post-structuralist. The course requires active and informed participation. This course fulfills the winter core requirement for first-year Ph.D. students in Comparative Literature.
Instructor(s): Françoise Meltzer Terms Offered: Winter
Equivalent Course(s): DVPR 50201, ENGL 50201

CMLT 50204. Destruction of Images, Books & Artifacts in Europe and S. Asia. 100 Units.
The course offers a comparative perspective on European and South Asian iconoclasm. In the European tradition, iconoclasm was predominantly aimed at images, whereas in South Asian traditions it was also enacted upon books and buildings. The combination of these traditions will allow us to extend the usual understanding of iconoclasm as the destruction of images to a broader phenomenon of destruction of cultural artifacts and help question the theories of image as they have been independently developed in Europe and South Asia, and occasionally in conversation with one another. We will ask how and why, in the context of particular political imaginaries and material cultures, were certain objects singled out for iconoclasm? Also, who was considered to be entitled or authorized to commit their destruction? Through a choice of concrete examples of iconoclasm, we will query how religious and political motivations are defined, redefined, and intertwined in each particular case. We will approach the iconoclastic events in Europe and South Asia through the lenses of philology, history, and material culture. Class discussions will incorporate not only textual materials, but also the close collaborative study of images, objects, and film. Case studies will make use of objects in the Art Institute of Chicago and Special Collections at the University Library.
Equivalent Course(s): HREL 50204, CDIN 50204, SALC 50204, RLVC 50204, ARTH 40204

CMLT 50205. Contemporary Critical Theory 1920-Present. 100 Units.
This course (the second half of the required Comparative Literature introductory sequence) roams the cultural landscape transformed by Freud, Saussure, Shklovsky, the First World War, and the Russian Revolution. Readings from psychoanalytic, formalist and Marxist criticism, from the corresponding heresies, and their successors. The aim throughout is to locate theoretical texts in the polemical situations to which they originally were addressed, and others in which they subsequently were invoked.
Instructor(s): Haun Saussy Terms Offered: Winter
Equivalent Course(s): ENGL 50205

CMLT 50300. Catharsis, Tedium, and other Aesthetic Responses. 100 Units.
This seminar examines the ramifications of catharsis, tedium and other forms of aesthetic response, in other words the relationship between effect and affect in and in response to performance, live, mediated and in reading. Beginning with Aristotle and present day responses to catharsis, we will investigate the kinds of aesthetic response invoked by theories of tragedy (esp Hegel), realism (authority, attachment and estrangement in Lúkacs, Adorno, Brecht, Benjamin), as well as theories of pleasure (Barthes, Derrida, Cixous) and tedium (Heidegger). We will also explore tedium through text and audio of The Hunchback Variations by local playwright Mickle Maher. We will conclude with, the potential and limitations of catharsis as an appropriate response to testimonial narrative in text and film during and after the dictatorship in Chile. An essential part of
the discussion will be the problem of translating key theoretical terms, not only from one language to another but also from one theoretical discourse to another.
Instructor(s): Loren Kruger Terms Offered: Autumn
Equivalent Course(s): TAPS 50300, ENGL 50301

CMLT 59999. Graduate Comparative Literature Writing Workshop. 100 Units.
Graduate writing workshop for PhD students in Comparative Literature to engage in various modes of writing, editing, and revision. Writing assignments may include developing conference papers, writing the dissertation prospectus, generating a chapter draft, curriculum vitae and letter of interest drafting, and other professional writing development to prepare students for the academic job market and writing in the academy.
Instructor(s): Hoda El Shakry Terms Offered: Spring

CMLT 70000. Advanced Study: Comparative Literature. 300.00 Units.
Advanced Study: Comparative Literature

CMLT 75000. Advanced Research. 300.00 Units.
TBD
Terms Offered: Autumn
Department Website: http://ealc.uchicago.edu

Chair
• Donald Harper

Director of Graduate Studies
• Hoyt Long

Director of Undergraduate Studies
• Paul Copp

Professors
• Michael K. Bourdaghs
• Donald Harper
• James Ketelaar (also with History)
• Haun Saussy (also with Comparative Literature)
• Edward L. Shaughnessy
• Hung Wu (also with Art History)
• Judith Zeitlin

Associate Professors
• Guy S. Alitto (also with History)
• Susan Burns (also with History)
• Paul Copp
• Kyeong Hee Choi
• Jacob Eyferth (also with History)
• Paola Iovene
• Yung-ti Li
• Hoyt Long

Assistant Professors
• Ariel Fox

Senior Lecturers
• Harumi Lory
• Ji Eun Kim
• Youqin Wang
• Jun Yang

Instructional Professors
• Satoko Ogura Bourdaghs
• Yoko Katagiri
• Yi-Lu Kuo
• Meng Li
• Misa Miyachi
• Wonkyung Na
• Laura Skosey
• Xiaorong Wang
• Shan Xiang

Lecturers
PROGRAM DESCRIPTION

The Department of East Asian Languages and Civilizations is a multidisciplinary department, with faculty specialists in history, art, philosophy, languages, linguistics, literature, and religions, that offers a program of advanced study of the traditional and modern cultures of China, Japan, and Korea. At the same time, students are encouraged to pursue their interests across traditional disciplinary lines by taking courses in other departments in the Divisions of the Social Sciences and the Humanities.

The Department admits applicants only for the Ph.D. degree, and does not offer a terminal M.A. program. Students who arrive with a master’s degree will be expected to fulfill the 18-course requirement. Students interested in a terminal M.A. degree should contact the University of Chicago Master of Arts Program in the Humanities or the Master of Arts Program in Social Sciences.

Students admitted to doctoral study in Summer 2020 and after will be guaranteed to have funding support from the University of Chicago, external sources, or a combination of the two for the duration of their program. This includes full tuition coverage, annual stipend, and fully paid individual annual premiums for UChicago’s student health insurance. More information about the financial aid for Humanities students can be found here (https://humanities.uchicago.edu/students/financial-aid/). Students are expected to remain in good academic standing.

Pedagogical training is a vital component of the educational experience at the University. Pedagogical training plans vary by department but are inclusive of the expectation that students will receive mentorship as course assistants and have the opportunity to teach their own stand-alone course.

During the first two years, students take nine courses each year. Depending on students’ interests and preparation, some of the coursework may take place outside the Department. It may also include work in language, either the primary language of study or a secondary one, whether East Asian or not, as well as in a second East Asian civilization. Many students may also wish to spend one or more years in Japan, China, Taiwan, or Korea to achieve language mastery or do research for their dissertation. Teaching opportunities for students are also available.

After the Ph.D. qualifying exam, which consists of both an oral and written component, acceptance of a dissertation proposal admits a student to candidacy. Students are expected to write and defend dissertations that make original contributions to knowledge. The degree is conferred upon the successful defense of the completed dissertation.

Contact
Dawn Brennan, Department Administrator
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Chicago, IL 60637
Phone: 773.702.1255
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Website: ealc.uchicago.edu (http://ealc.uchicago.edu/)

INFORMATION ON HOW TO APPLY

The application process for admission and financial aid for all graduate programs in Humanities is administered through the divisional Office of the Dean of Students. The application for Admission and Financial Aid, with instructions, deadlines, and department specific information is available online at: http://humanities.uchicago.edu/students/admissions (http://humanities.uchicago.edu/students/admissions/).

Questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

International students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).
Current minimum scores, etc., are provided with the application. For more information, please see the Office of International Affairs website at https://internationalaffairs.uchicago.edu, or call them at (773) 702-7752.

For additional information about the East Asian Languages and Civilizations program, please see http://ealc.uchicago.edu (http://ealc.uchicago.edu/) or call (773) 702-1255.

PROGRAM REQUIREMENTS

The requirements are filled in three stages: Masters Degree Requirements (for students entering with or without an M.A. in East Asian Studies), Ph.D. Candidacy Requirements, and Ph.D. Degree Requirements.

MASTER’S DEGREE REQUIREMENTS

1. Complete eighteen courses
   a. One course should be EALC 65000 Directed Translation, although the translation requirement can be met in other ways.
   b. No more than two courses taken for an “R” or “P” grade
   c. Two non-specialization East Asian courses
2. No outstanding Incompletes
3. Courses or Placement at the third year level of one East Asian Language.
4. One M.A. thesis or two M.A. papers

PH.D. CANDIDACY REQUIREMENTS

1. Second East Asian Language
2. Mastery of Languages required for primary research
3. Proficiency in any additional languages required for research
4. Pass PhD Qualifying Exams
5. Defense and approval of Dissertation Proposal

Once the student has passed the dissertation proposal defense, the Department will certify that the student has met all the requirements for Admission to Candidacy (all requirements for degree with the exception of the dissertation). The Department will submit paperwork to the Office of the Dean of Students that recommends that the student be admitted to candidacy for the PhD degree.

PH.D. DEGREE REQUIREMENTS

1. Admission to Ph.D. Candidacy
2. Approval and Defense of the Dissertation

JOINT PH.D. PROGRAM IN EAST ASIAN CINEMA

The Program in Cinema and Media Studies and the Department of East Asian Languages and Civilizations have formed a joint Ph.D. program in East Asian cinema at the University of Chicago. The University has long-standing engagement with both Film and East Asian studies and has already graduated a number of scholars who are changing the field of East Asian cinema around the world. The purpose of this degree program is to provide the best possible training in the methods, languages, and cultural contexts needed to undertake original research on specific topics in East Asian cinema and media studies. Students interested in following this course of study will first apply directly to either the Program in Cinema and Media Studies or to the Department of East Asian Languages and Civilizations.

You can see up-to-date course listings at our website, ealc.uchicago.edu, or on the registrar’s Times Schedules at http://timeschedules.uchicago.edu/.

EALC COURSES

EALC 33970. Histories of Chinese Dance. 100 Units.
This class is an introduction to the forms, practices, and meanings of dance in China and the diaspora from ancient times to the present day. Through readings, videos, class demonstrations, and performances, we will explore the reconstruction of court dance in early China; Central Asian dance and dancers in the medieval imagination; the development of operatic movement in the late imperial period; the introduction and transformation of concert dance in the first half of the 20th century; socialist dance and the model ballets of the Cultural Revolution; folk dance and PRC ethno-nationalist discourse; the post-reform transnational avant-garde; ballroom dancing and everyday urban street life; Han revivalism, Shen Yun, and “classical Chinese dance” in the 21st century. Across these varied materials we will ask: what do we mean when we speak of dance, and what makes a dance Chinese? All materials in English; no background required.
Instructor(s): A. Fox Terms Offered: Spring
Equivalent Course(s): EALC 23970, TAPS 26270, TAPS 36270

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

Assignments: Weekly Canvas posts and final research paper.
Instructor(s): S. Burns Terms Offered: Winter
Equivalent Course(s): HIST 24115, EALC 24115

EALC 3455. True Crime and Infamy in Early Modern Japan. 100 Units.

The recent popularity of “true crime” in film, television shows, and podcasts has prompted critical discussions about the ethics of mixing documentary with entertainment and fact with fiction, as well as concerns about whose narratives are given public attention as others are ignored. Using these considerations as a starting point, this course examines some of the mainstays of the genre of “true crime”-scandal, violence, disaster, law, and the supernatural-in fiction and theater in early modern Japan in order to trace the fluctuating relationship between news, fiction, and performance over the course of the Edo period. This course examines the many ways that works of literature and stage were already deeply invested in these tropes of rumor, scandal, sensation, spectacle, and documentary long before the advent of regularly circulating printed newspapers in Meiji Japan, as well as these existing configurations of sense and sensationalism informed later developments in media and fiction. The goal of this course is for students to gain not only a breadth of knowledge about various literary and theatrical forms in early modern Japan but also a critical awareness of how early modern spectacles of infamy or violence intersected with categories of class, gender, sexuality, and disability to transform some figures into targets of sympathy and others into paragons of villainy or horror. All readings will be available in English.

Instructor(s): M Van Wyk Terms Offered: Spring
Note(s): The course is designed for undergraduate students but graduate participation is welcome with advanced consultation.
Equivalent Course(s): EALC 2455

EALC 34950. Fictions of Selfhood in Modern Japanese Literature. 100 Units.

As Japanese leaders in the mid-19th century faced the threat of colonization at the hands of the Western powers, they launched a project to achieve “Civilization and Enlightenment,” quickly transforming Japan into a global power that possessed its own empire. In the process fiction became a site for both political engagement and retreat. A civilized country, it was argued, was supposed to boast “literature” as one of its Fine Arts. This literature was charged with representing the inner life of its characters, doing so in a modern national language that was supposed to be a transparent medium of communication. Between the 1880s and the early 1900s, a new language, new literary techniques, and a new set of ideologies were constructed to produce the “self” in novels and short stories. As soon as these new practices were developed, however, they became the objects of parody and ironic deconstruction. Reading key literary texts from the 1880s through the 1930s, as well as recent scholarship, this course will re-trace this historical and literary unfolding, paying special attention to the relationship between language and subjectivity. All readings will be in English.

Terms Offered: Spring
Equivalent Course(s): EALC 24950

EALC 35027. Topics in EALC: The Japanese Novel. 100 Units.

This course introduces students to modern Japanese literature through the form of the novel. We begin in the late-nineteenth century, when a new generation of writers sought to come to terms with this world historical form, and end in the twenty-first, with writers trying to sustain the form through graphic art and digital media. Along the way, we will consider some of the key debates that have structured the novel’s evolution: between elite and mass forms, truth and fiction, art and politics, self and other, native and foreign. The course also looks at how the form has evolved in response to shifting modes of cultural production and shifting patterns of literary consumption. Authors covered may include Natsume Soseki, Yokomitsu Ri’ichi, Hayashi Fumiko, Oe Kenzaburo, Takahashi Takako, and Tayawa Yoko. All works will be read in English.

Instructor(s): H. Long Terms Offered: Spring
Equivalent Course(s): EALC 15027

EALC 37014. Voices from the Iron House: Lu Xun’s Works. 100 Units.

An exploration of the writings of Lu Xun (1881-1936), widely considered the greatest Chinese writer of the past century. We will read short stories, essays, prose poetry, and personal letters against the backdrop of the political and cultural upheavals of early 20th century China and in dialogue with important English-language scholarly works.

Instructor(s): P. Iovene Terms Offered: Spring
Equivalent Course(s): CMLT 27014, EALC 27014, FNDL 21907

EALC 38400. Modern Chinese Literature: Communities, Media & Selves. 100 Units.

In this in-depth introduction to modern Chinese literature we will combine close readings of texts with a survey of the ideas, media, and institutions that shaped literary practices from the 1900s to the 1930s. We will discuss authors, literary circles and associations, journals and publishers, as well as notions of self, language, and community. In doing so, we will pursue the following questions: What is a modern Chinese literary text, and what are its relevant contexts? How to connect literary writing-per se a highly individualized and largely solitary activity-with the forms of sociality and the collaborative practices in which it is embedded? How did various communities and institutions affect, and how were they affected by, the writing and reading of literature? Our
focus will be on the ways in which authors and groups redefined the function of literature in times of upheaval, the transformations in language and media that shaped their efforts, and the ways in which they conceived of and sought to reach out to readers. Our explorations will be both historical and historiographical, and will touch on the main debates in modern Chinese literary studies today.

Instructor(s): P. Iovene

Equivalent Course(s): EALC 28400

EALC 40800. Advanced Readings in Literary Chinese I. 100 Units.
Selected readings in pre-modern Chinese literature from the first millennium B.C.E. to the end of the imperial period. The course covers important works in topics ranging from philosophy, history and religion to poetry, fiction and drama. Specific content varies by instructor.

Instructor(s): L. Skosey

Prerequisite(s): Course may be repeated for credit with consent of instructor. Undergraduate enrollment is encouraged. CHIN 21000, or placement, or consent of instructor.

Equivalent Course(s): CHIN 40800

EALC 40900. Advanced Readings in Literary Chinese-II. 100 Units.
Selected readings in pre-modern Chinese literature from the first millennium B.C.E. to the end of the imperial period. The course covers important works in topics ranging from philosophy, history and religion to poetry, fiction and drama. Specific content varies by instructor. This quarter we will read classics of the "ancient prose" movement in the late Tang and early Song periods.

Instructor(s): P. Copp

Prerequisite(s): Course may be repeated for credit with consent of instructor. Undergraduate enrollment is encouraged. CHIN 40800, or CHIN 21000, or placement, or consent of instructor.

Note(s): Not offered every year; quarters vary.

Equivalent Course(s): CHIN 40900

EALC 41000. Advanced Readings in Literary Chinese III. 100 Units.
The course will cover a selection of works in _biji_ (notation) and _zaji_ (random note) form from the Song to Qing dynasties. Part of the interest of the form is its inclusiveness, which has made it hard to place on maps of genre. These works include scientific investigation, social commentary, travel accounts, classical interpretation, personal reminiscences, tales and gossip, art appreciation, responses to poetry, and many other things, combined in an apparently associative manner. We will read both for topical interest and for understanding of the form.

Instructor(s): H. Saussy

Prerequisite(s): Course may be repeated for credit with consent of instructor. Undergraduate enrollment is encouraged. CHIN 40900, or CHIN 21000, or placement, or consent of instructor.

Note(s): Not offered every year; quarters vary.

Equivalent Course(s): CHIN 41000

EALC 41005. Early Chinese Texts and Sociological Research. 100 Units.
The use of texts for sociological and cultural inquiry. This year the seminar addresses the theoretical and methodological issues arising from popular culture studies, manuscript culture studies, and the "New Philology."

Instructor(s): Donald Harper

Prerequisite(s): Consent only

EALC 41102. Reading Archival Documents from the People's Republic of China. 100 Units.
This hands-on reading and research course aims to give graduate students the linguistic skills needed to locate, read, and analyze archival documents from the People's Republic of China. We will begin by discussing the functions and structure of Chinese archives at the central, provincial, and county level. Next we will read and translate sample documents drawn from different archives. These may include police reports, personnel files, internal memos, minutes of meetings, etc. Our aim here is to understand the conventions of a highly standardized communication system - for example, how does a report or petition from an inferior to a superior office differ from a top-down directive or circular, or from a lateral communication between administrations of equal rank? We will also read "sub-archival" documents, i.e. texts that are of interest to the historian but did not make it into state archives, such as letters, diaries, contracts, and private notebooks. The texts we will read are selected to cast light on the everyday life of "ordinary" people in the Maoist period. The target group for the course are graduate students and advanced undergraduates with good Chinese reading skills.

Instructor(s): J. Eyferth

Prerequisite(s): advanced Chinese reading skills

Equivalent Course(s): HIST 41102

EALC 41450. Peach Blossom Fan: Theater, History, and Politics. 100 Units.
This seminar probes the interplay of history, politics, and theatricality in Kong Shangren's Peach Blossom Fan, his dramatic masterpiece of 1699, which brilliantly depicts the fall of the Ming dynasty in 1644-1645 on multiple social, cultural, and ritual fronts, from the pleasure quarters and the imperial court to the Confucian Temple and the battlefield. Issues to be addressed include: the representation and reassessment of late Ming entertainment culture—courtesans, actors, storytellers, musicians, booksellers, painters; meta-theatricality; memory and commemoration; props and material culture; the dissemination of news and (mis)information; the reenactment of the past on the stage, as we contextualize Peach Blossom Fan within the early Qing literary and theatrical world in which it was created and performed. We'll also examine the interplay of history, politics,
and theatricality in the modern reception of the play by analyzing its modern and contemporary incarnations in spoken drama, feature film, and different operatic genres.

Instructor(s): J. Zeitlin Terms Offered: Winter
Note(s): Reading knowledge of modern and classical Chinese is desirable but not required. The course is open to MAPH students as well as Phd students.
Equivalent Course(s): TAPS 41450

EALC 44450. Sound in Japanese Literature. 100 Units.
This course engages with the various uses of sound in Japanese literary texts, ranging from the late Edo period through the contemporary era. We will also read recent sound-oriented approaches to literary and cultural studies in both Japan and Anglo-American criticism. Readings will be in both English and Japanese.

Instructor(s): M. Bourdaghs Terms Offered: Spring
Prerequisite(s): Japanese reading ability

EALC 45025. The Real and the Fake in Early Modern China. 100 Units.
This class explores the late imperial fascination with the boundaries between reality and illusion, genuine and counterfeit, self and role. Focusing on the period from the sixteenth to the eighteenth century—a period marked by both tremendous commercial growth and devastating political turmoil—we will trace the development of a discourse that at once seeks to impose and seeks to overcome these categories of real and fake. In addition to readings from drama, fiction, and poetry, materials will include manuals on forgeries and scams, dream encyclopedias, designs for imaginary gardens, and guidebooks to fantastical realms. All readings available in English, but students with Chinese reading ability will be encouraged to read the original texts.

Instructor(s): Ariel Fox Terms Offered: Spring
Note(s): Open to undergraduates with instructor permission.
Equivalent Course(s): EALC 25025

EALC 45401. Eastern Zhou Bronze Inscriptions/Seminar. 100 Units.
This course will provide an overview of Chinese unearthed documents of the Eastern Zhou dynasty, including both bronze and stone inscriptions and also bamboo and silk manuscripts. By reading selections from these materials, we will seek to gain a general sense of both how they were produced and used at the time and also how their modern study has evolved.

Instructor(s): E. Shaughnessy Terms Offered: Winter
Prerequisite(s): Proficiency in Literary Chinese.
Note(s): Open to undergraduates with consent. This course is a continuation of EALC 45400, although 45400 is not a prerequisite of EALC 45401.

EALC 47111. Culture Fever: Chinese Literature in the 1980s. 100 Units.
The Chinese 1980s are now remembered as a highly creative period in literature and arts, and as a time of diverse political aspirations that culminated in the Tiananmen Square protests of 1989. Many debates and experiments throughout the decade revolved around the notion of “culture.” What did this term mean in 1980s China, why was it considered important, and how to situate its meanings historically, both in relation to the Mao Era and to the changes that came after 1989? These are some of the questions we will address in this course, which will examine a variety of texts including poetry, fiction, interviews, diaries, and documentaries from and about the cultures of an exciting time.

Instructor(s): P. Iovene Terms Offered: Spring
Note(s): Texts will be in Chinese and English.

EALC 59700. Thesis Research. 100 Units.
For course description contact East Asian Languages.
Terms Offered: Autumn
Prerequisite(s): Consent of instructor

EALC 60000. Reading Course. 100 Units.
Independent reading course
Terms Offered: Autumn Spring Winter
Prerequisite(s): Consent of Instructor

EALC 60201. EALC Proseminar: Applying for Grants and Jobs. 100 Units.
This class will help graduate students prepare for a range of applications, including dissertation research and writing fellowships, stand-alone class proposals, postdocs, and academic jobs. In a workshop-style setting, we will cover written application materials (cover letters, research proposals, CVs, writing samples, teaching and diversity statements, sample syllabi) and practice for virtual and in-person interviews, conference presentations, and job talks. This course is open to EALC graduate students at any point in the program.

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

EALC 65000. Directed Translation. 100 Units.
Fulfills translation requirement for EALC graduate students. Must be arranged with individual faculty member.
Register by section with EALC faculty.
Terms Offered: Autumn Spring Winter
Prerequisite(s): Consent of instructor
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.
This three-quarter sequence introduces the fundamentals of modern Chinese. By the end of Spring Quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. In Spring Quarter, students are required to submit a video project for the Chinese Video Project Award. The class meets for five one-hour sessions a week. A drill session with the TA is held one hour a week in addition to scheduled class time. All courses in this sequence must be taken for a quality grade. No auditors permitted.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): CHIN 10100, or placement, or consent of instructor

CHIN 10200. Elementary Modern Chinese II. 100 Units.
Part 2 of this three-quarter sequence introduces the fundamentals of modern Chinese. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for five one-hour sessions each week. Addition small group discussions of 40 minutes per week will be arranged. Maximum enrollment for each section is 18. Must be taken for a letter grade. No auditors permitted.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): CHIN 10100, or placement, or consent of instructor

CHIN 10300. Elementary Modern Chinese III. 100 Units.
Part 3 of this three-quarter sequence introduces the fundamentals of modern Chinese. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for five one-hour sessions each week. Additional small group discussions of 40 minutes per week will be arranged. Maximum enrollment for each section is 18.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): CHIN 10200, or placement, or consent of instructor

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 Heritage Students I. 100 Units.
Part 1 of this three-quarter sequence introduces the fundamentals of modern Chinese to bilingual speakers. Bilingual Speakers are those who can speak Chinese but do not know how to read or write. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for three one-hour sessions each week MWF. Must be taken for a letter grade. No auditors permitted.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): CHIN 10100, or placement, or consent of instructor

CHIN 11200. First-Year Chinese for Heritage Students II. 100 Units.
Part 2 of this three-quarter sequence introduces the fundamentals of modern Chinese to bilingual speakers. Bilingual Speakers are those who can speak Chinese but do not know how to read or write. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for three one-hour sessions each week MWF.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): CHIN 11100, or placement, or consent of instructor
Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 11300. First-Year Chinese for Heritage Students III. 100 Units.
Part 3 of this three-quarter sequence introduces the fundamentals of modern Chinese to bilingual speakers. Bilingual Speakers are those who can speak Chinese but do not know how to read or write. By the end of
the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for three one-hour sessions each week MWF.

Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): CHIN 11200, or placement, or consent of instructor
Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 15000. Chinese in Beijing. 100 Units.

CHIN 20100-20200-20300. Intermediate Modern Chinese I-II-III.
The goal of this sequence is to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. The class meets for five one-hour sessions a week. All courses in this sequence must be taken for a quality grade. No auditors permitted. Two sections.

CHIN 20100. Intermediate Modern Chinese I. 100 Units.
Part 1 of this sequence aims to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. Class meets for five one-hour sessions each week.
Instructor(s): Staff
Terms Offered: Autumn
Prerequisite(s): CHIN 10300, or placement, or consent of instructor
Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 20200. Intermediate Modern Chinese II. 100 Units.
Part 2 of this sequence aims to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. Class meets for five one-hour sessions each week.
Instructor(s): Staff
Terms Offered: Winter
Prerequisite(s): CHIN 20100, or placement, or consent of instructor
Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 20300. Intermediate Modern Chinese III. 100 Units.
Part 3 of this sequence aims to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. Class meets for five one-hour sessions each week.
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): CHIN 20200, or placement, or consent of instructor
Note(s): Must be taken for a letter grade. No auditors permitted.
Equivalent Course(s): CHIN 34300

CHIN 31100-31200-31300. Business Chinese I-II-III.
This three-quarter sequence aims at improving overall language skills and introduces business terminology. Students learn about companies and their services and/or products, the stock market, real estate market, insurance, and e-commerce. The class meets for three ninety-minute sessions a week.

CHIN 31100. Business Chinese I. 100 Units.
Part one of this three-quarter sequence aims at improving overall language skills and introduces business terminology. Students will learn about companies and their services and/or products, the stock market, real estate market, insurance, and e-commerce. Class meets for five one-hour sessions each week.
Terms Offered: Autumn
Prerequisite(s): CHIN 20300, or placement, or consent of instructor
Equivalent Course(s): CHIN 20701

CHIN 31200. Business Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 20701, or CHIN 31100, or placement, or consent of instructor
Equivalent Course(s): CHIN 20702

CHIN 31300. Business Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 20702, or CHIN 31200, or placement, or consent of instructor
Equivalent Course(s): CHIN 20703

CHIN 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.
Introduction to the Chinese literary language from the first millennium B.C.E. to the end of the imperial period. While surveying a variety of literary genres (such as, philosophical and historical texts, poetry, and essays), focus is on grammatical structures and translation methods.
Instructor(s): L. Skosey Terms Offered: Autumn
Prerequisite(s): CHIN 20300, or placement, or consent of instructor. Auditing is not permitted. Must be taken for a quality grade.
Equivalent Course(s): EALC 20800

CHIN 20900. Elementary Literary Chinese II. 100 Units.
Introduction to the Chinese literary language from the first millennium B.C.E. to the end of the imperial period. While surveying a variety of literary genres (such as, philosophical and historical texts, poetry, and essays), focus is on grammatical structures and translation methods.
Instructor(s): L. Skosey Terms Offered: Winter
Prerequisite(s): CHIN 20800, or placement, or consent of instructor. Auditing is not permitted. Must be taken for a quality grade.
Equivalent Course(s): EALC 20900

CHIN 21000. Elementary Literary Chinese III. 100 Units.
Introduction to the Chinese literary language from the first millennium B.C.E. to the end of the imperial period. While surveying a variety of literary genres (such as, philosophical and historical texts, poetry, and essays), focus is on grammatical structures and translation methods.
Instructor(s): L. Skosey Terms Offered: Spring
Prerequisite(s): CHIN 20900, or placement, or consent of instructor. Auditing is not permitted. Must be taken for a quality grade.
Equivalent Course(s): EALC 21000, CHIN 31000

CHIN 60000. Rdg Crse: Spec Topic Chinese. 100 Units.

CHIN 60100. Directed Rdg: Adv Chinese. 100 Units.

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.
This is the first year of a three-year program, which is intended to provide students with a thorough grounding in modern Japanese. Grammar, idiomatic expressions, and vocabulary are learned through oral work, reading, and writing in and out of class. Daily practice in speaking, listening, reading, and writing is crucial. Students should plan to continue their language study through at least the second-year level to make their skills practical. The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade. No auditors permitted.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Placement, or consent of instructor

JAPN 10200. Elementary Modern Japanese II. 100 Units.
Must be taken for a letter grade. No auditors permitted. This is the first year of a three-year program designed to provide students with a thorough grounding in Modern Japanese. Grammar, idiomatic expressions, and vocabulary are learned through oral work, reading, and writing in and out of class. Daily practice in speaking, listening, reading and writing is crucial. Students should plan to continue their language study through at least the second-year level to make their skills practical. The class meets for five fifty-minute periods a week.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): JAPN 10100, or placement, or consent of instructor

JAPN 10300. Elementary Modern Japanese-III. 100 Units.
This is the first year of a three-year program designed to provide students with a thorough grounding in Modern Japanese. Grammar, idiomatic expressions, and vocabulary are learned through oral work, reading, and writing in and out of class. Daily practice in speaking, listening, reading and writing is crucial. Students should plan to continue their language study through at least the second-year level to make their skills practical. The class meets for five fifty-minute periods a week.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): JAPN 10200, or placement, or consent of instructor

JAPN 10100. Elementary Modern Japanese I. 100 Units.
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.
JAPN 20100 continues to work on building a solid foundation for basic Japanese language skills while preparing students to progress to an Intermediate level. The emphasis on the spoken language gradually shifts toward reading and writing in JAPN 20200 and 20300, but spoken Japanese continues to be enriched throughout the sequence. Students at this level will be able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. The class meets for five fifty-minute sessions each week, conducted mostly in Japanese. All courses in this sequence must be taken for a quality grade. No auditors permitted.
Terms Offered: Autumn
Prerequisite(s): JAPN 10300, or placement, or consent of instructor

JAPN 20200. Intermediate Modern Japanese II. 100 Units.
The emphasis on spoken language in the first half of the course gradually shifts toward reading and writing in the latter half. The course is conducted mostly in Japanese and meets for five fifty-minute periods a week.
Terms Offered: Winter
Prerequisite(s): JAPN 20100, or placement, or consent of instructor
Note(s): Must be taken for a letter grade.

JAPN 20300. Intermediate Modern Japanese III. 100 Units.
The emphasis on spoken language in the first half of the course gradually shifts toward reading and writing in the latter half. The course is conducted mostly in Japanese and meets for five fifty-minute periods a week.
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): JAPN 20200, or placement, or consent of instructor
Note(s): Must be taken for a letter grade. No auditors permitted.

JAPN 21200-21300. Intermediate Modern Japanese through Japanimation I-II.
This sequence focuses on learning spoken Japanese that is aimed at native speakers. Our goals are to get students accustomed to that sort of authentic Japanese and to enable them to speak with high fluency. To keep the balance, writing and reading materials are provided. Students are encouraged to watch videos and practice their speaking.

JAPN 21200. Intermediate Modern Japanese Through Japanimation I. 100 Units.
This course focuses on learning spoken Japanese through full-length Japanese animated films. To ensure balance in learning, writing and reading materials are also provided. Students at this level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. The class meets for five fifty-minute sessions each week. All courses in this sequence must be taken for a quality grade. No auditors permitted.
Instructor(s): Staff
Terms Offered: Winter
Prerequisite(s): JAPN 20100, or placement, or consent of instructor

JAPN 21300. Intermediate Modern Japanese through Japanimation II. 100 Units.
This course focuses on learning spoken Japanese that is aimed at native speakers. The goals are getting accustomed to that sort of authentic Japanese and being able to speak with a high degree of fluency. To keep a balance, writing and reading materials are provided. Watching videos and practicing speaking are the keys to success in this course.
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): JAPN 21200, or placement, or consent of instructor

JAPN 20401-20402-20403. Advanced Modern Japanese I-II-III.
The third year marks the end of the basic modern language study. Our goal is to help students learn to understand authentic written and spoken materials with reasonable ease. The texts are all authentic materials with some study aids. Classes conducted in Japanese. The class meets for three eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

JAPN 20401. Advanced Modern Japanese I. 100 Units.
The goal is to help students learn to understand authentic written and spoken materials with reasonable ease and to solidify the grammar, vocabulary and kanji foundation built during the students' study at Elementary and Intermediate Modern Japanese levels. Students will expand their four language skills (speaking, listening, reading, and writing) as well as the socio-cultural knowledge they need for communication, thereby easing their transition into Advanced Japanese. The class meets for three eighty-minute sessions each week. All courses in this sequence must be taken for a quality grade. No auditors permitted.
Terms Offered: Autumn
Prerequisite(s): JAPN 20300, or placement, or consent of instructor
JAPN 20402. Advanced Modern Japanese II. 100 Units.
The third year marks the end of the basic modern language study. Our goal is to help students learn
to understand authentic written and spoken materials with reasonable ease. The texts are all authentic
materials with some study aids. Classes conducted in Japanese. The class meets for three eighty-minute
sessions a week. All courses in this sequence must be taken for a quality grade.
Terms Offered: Winter
Prerequisite(s): JAPN 20401, or JAPN 30100, or placement, or consent of instructor
Equivalent Course(s): JAPN 30200

JAPN 20403. Advanced Modern Japanese III. 100 Units.
The third year marks the end of the basic modern language study. The purpose of the course is to help
students learn to understand authentic written and spoken materials with reasonable ease. The texts are
all authentic materials with some study aids. All work in Japanese. The class meets for three eighty-minute
periods a week.
Terms Offered: Spring
Prerequisite(s): JAPN 20402, or JAPN 30200, or placement, or consent of instructor

JAPN 24900-24902-24903. Pre-Modern Japanese: Kindai Bungo I-II-III.
This course focuses on the reading of scholarly Japanese materials with the goal of enabling students to do
independent research in Japanese after the course’s completion. Readings are from historical materials written in
the eighteenth and nineteenth centuries.

JAPN 24900. Pre-Modern Japanese: Kindai Bungo I. 100 Units.
The course is a systematic introduction to pre-modern and early-modern texts written in classical Japanese
(bungo or kogo), the standard written language in Japan up to the beginning of the twentieth century. We
will learn and absorb the fundamentals of classical Japanese grammar and engage with some of the core
grammatical problematics of the language. Throughout the course students will gain a firm foundation
in how the language is constructed, increase their comprehension of the language’s vocabulary, and will
familiarize themselves with original texts in prose and poetry alike, including narrative fiction (monogatari),
anecdotes (setsuwa), essays (zuihitsu), and traditional Japanese poems (waka). The goal is to acquire a firm
foundation in the classical language and to be able to read pre-modern texts with the help of a dictionary, for
the purpose of academic research.
Instructor(s): O. Porath Terms Offered: Autumn
Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.
Equivalent Course(s): JAPN 34900

JAPN 24902. Pre-Modern Japanese: Kindai Bungo II. 100 Units.
TBD
Terms Offered: Spring
Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.
Equivalent Course(s): JAPN 34902

JAPN 24903. Pre-Modern Japanese: Kindai Bungo III. 100 Units.
TBD
Equivalent Course(s): JAPN 34903

JAPN 20600. 4th-Year Modern Japanese II. 100 Units.
Open to both undergraduates and graduates. This course is designed to improve Japanese reading, speaking,
writing and listening ability to the advanced high level as measured by the ACTFL (American Council on the
Teaching of Foreign Languages) Proficiency Guidelines. Weekly assignments will require students to tackle
modern Japanese texts of varying length and difficulty. Organized around a range of thought-provoking
themes (from brain death and organ transplants to Japanese values on work and religion), reading assignments
will include academic theses in psychology and anthropology, literary texts, and popular journalism. After
completing the readings, students will be encouraged to discuss each topic in class. Videos/DVDs will be used to
improve listening comprehension skills. There will also be writing assignments.
Terms Offered: Winter
Prerequisite(s): JAPN 20500, or JAPN 40500, or placement, or consent of instructor
Equivalent Course(s): JAPN 40600

KOREAN COURSES

KORE 10100-10200-10300. Introduction to the Korean Language I-II-III.
This introductory sequence is designed to provide a basic foundation in modern Korean language and culture
by focusing on the balanced development of the four basic language skills of speaking, listening comprehension,
reading, and writing. Students in KORE 10100 begin by learning the complete Korean writing system (Hangul),
which is followed by lessons focusing on basic conversational skills and grammatical structures. To provide
sufficient opportunities to apply what has been learned in class, there are small group drill sessions, weekly
Korean television drama screenings, and a number of other cultural activities (e.g., Korean New Year’s game
competitions). The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken
for a quality grade.
KORE 10100. Introduction to the Korean Language I. 100 Units.
This introductory course is designed to provide beginners with a solid foundation in modern Korean focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Along with basic conversational and grammatical patterns, the course introduces students to Korean culture through various channels such as Korean movies, music, and a number of other cultural activities. Must be taken for a letter grade.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Placement, or consent of instructor

KORE 10200. Introduction to the Korean Language II. 100 Units.
Must be taken for a letter grade. This introductory course is designed to provide beginners with a solid foundation in modern Korean focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Along with basic conversational and grammatical patterns, the course introduces students to Korean culture through various channels such as Korean movies, music, and a number of other cultural activities.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): KORE 10100, or placement, or consent of instructor

KORE 10300. Introduction to the Korean Language III. 100 Units.
Must be taken for a letter grade. This introductory course is designed to provide beginners with a solid foundation in modern Korean focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Along with basic conversational and grammatical patterns, the course introduces students to Korean culture through various channels such as Korean movies, music, and a number of other cultural activities.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): KORE 10200, or placement, or consent of instructor

KORE 20100-20200-20300. Intermediate Korean I-II-III.
As a continuation of KORE 10100-10200-10300, this sequence is intended to continue to build on students' language skills with an emphasis on enhancing the speaking ability, presentational skills, composition writing skills, and usage of more complex constructions. Approximately 150 Chinese characters are introduced for the achievement of basic literacy and vocabulary expansion. The curriculum also includes media, authentic reading materials, and weekly Korean language table meetings to maximize cultural exposure and opportunities to apply Korean language skills in real life situations. The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

KORE 20100. Intermediate Korean I. 100 Units.
As a continuation of KORE 10100-10200-10300, this sequence is intended to continue to build on students' language skills with an emphasis on enhancing the speaking ability, presentational skills, composition writing skills, and usage of more complex constructions. Approximately 150 Chinese characters are introduced for the achievement of basic literacy and vocabulary expansion. The curriculum also includes media, authentic reading materials, and weekly Korean language table meetings to maximize cultural exposure and opportunities to apply Korean language skills in real life situations. The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): KORE 10200, or placement, or consent of instructor

KORE 20200. Intermediate Korean II. 100 Units.
As a continuation of Beginning Korean, this course is to help students increase their communication skills (both oral and written) in the Korean language. Through an integrated framework of listening, speaking, reading, and writing, this course aims to increase fluency and accuracy in Korean. Videotapes and additional reading materials will be used in a supplementary fashion and approximately 100 Chinese characters will be introduced for the achievement of basic literacy. Classes are conducted mostly in Korean and meet for fifty-minute periods five times a week. Must be taken for a letter grade.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): KORE 20100, or placement, or consent of instructor

KORE 20300. Intermediate Korean III. 100 Units.
As a continuation of Beginning Korean, this course is to help students increase their communication skills (both oral and written) in the Korean language. Through an integrated framework of listening, speaking, reading, and writing, this course aims to increase fluency and accuracy in Korean. Videotapes and additional reading materials will be used in a supplementary fashion and approximately 100 Chinese characters will be introduced for the achievement of basic literacy. Classes are conducted mostly in Korean and meet for fifty-minute periods five times a week. Must be taken for a letter grade.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): KORE 20200, or placement, or consent of instructor

KORE 21100-21200-21300. Fourth-Year Modern Korean I-II-III.
Fourth-Year Modern Korean I-II-III
KORE 21100. Fourth-Year Modern Korean I. 100 Units.
The first in a series of three consecutive courses focuses on improving speaking, listening, reading, and writing skills to high-advanced level. Through intensive readings and discussions, students will build extensive vocabulary and complex grammatical structures as well as developing sophisticated speaking skills and academic writing skills. The materials introduced in this class include newspaper articles dealing with current social, cultural, or economic issues in Korea, literary works such as poems and novels, and authentic media such as TV documentaries or movies.

KORE 21200. Fourth-Year Modern Korean II. 100 Units.
The second of three consecutive courses focuses on improving speaking, listening, reading, and writing skills to high-advanced level. Through intensive readings and discussions, students will build extensive vocabulary and complex grammatical structures as well as developing sophisticated speaking skills and academic writing skills. The materials introduced in this class include newspaper articles dealing with current social, cultural, or economic issues in Korea, literary works such as poems and novels, and authentic media such as TV documentaries or movies.

KORE 21300. Fourth-Year Modern Korean III. 100 Units.
In KORE 21300, students will learn basic principles, methods, and techniques in translation and apply appropriate strategies and methods to the practice and description of translation. Students will watch prerecorded lecture videos, complete their weekly translation assignments (Korean to English and English to Korean), and participate in group or individual sessions to discuss their translation works. Students will also choose a literary work or a text of their own choice for their final translation project. The materials covered in this class include medical guidelines, campaign flyers, newspaper articles, reports, brochures, resume, business/academic emails, and editorials.

Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): Successful completion of KORE41200 or equivalent skills
Note(s): Must be taken for a letter grade. No auditors.
DEPARTMENT OF ENGLISH
LANGUAGE AND LITERATURE

Chair

• Deborah Nelson

Faculty

• Lauren G. Berlant
• Bill Brown
• James K. Chandler
• Maud Ellmann
• Frances Ferguson
• Elaine Hadley
• Loren A. Kruger
• Josephine McDonagh
• William J. T. Mitchell
• Sianne Ngai
• Joshua Keith Scodel
• Kenneth W. Warren
• John Wilkinson
• Adrienne Brown
• Timothy Campbell
• Patrick Jagoda
• Heather Keenleyside
• Ellen MacKay
• John Mark Miller
• Benjamin Morgan
• John H. Muse
• Srikanth Reddy
• Lawrence Rothfield
• Lisa C. Ruddick
• Jennifer Scappettone
• Eric Slauter
• Rachel Galvin
• Edgar Garcia
• Timothy Harrison
• Julie Orlemanski
• Benjamin Saltzman
• Zachary Samalín
• C. Riley Snorton
• Christopher Taylor
• Sonali Thakkar

Emeritus Faculty

• David Bevington
• Elizabeth Helsinger
• Richard Allen Strier
• William Veeder
• Christina von Nolcken

Postdoctoral Fellows

• Lucy Alford
• Sophia Azeb
Graduate students in English work with a distinguished faculty of critics and scholars to develop their own interests over a broad range of traditional and innovative fields of research. The program aims to help students attain a wide substantive command of British, American, and other English language literatures. In addition to specializations in the full range of chronologically defined fields, the program includes generous offerings in African American studies, Gender and Sexuality Studies, the Novel, and Media Studies. Students are also trained in textual studies, editing, literary and cultural history, and a variety of critical theories and methodologies. The interests of both faculty and students often carry through to neighboring disciplines like anthropology, sociology, history, art history, linguistics, and philosophy. The University provides a supportive environment for advanced studies of this kind.

THE DEGREE OF DOCTOR OF PHILOSOPHY

The program leading to the Ph.D. degree aims primarily to prepare students for independent work as teachers, scholars, and critics by developing their abilities to pose and investigate problems in the advanced study of literatures in English and in film. Departmental requirements are designed to lead to the doctorate in five to six years. Course work, the preparation of oral fields examinations, workshops, teaching, and the dissertation introduce students to a variety of textual modes, critical methodologies, and historical/cultural problems; provide extensive practice in research, discussion, argument, and writing; and develop pedagogical skills through supervised teaching. While a student's progress will be carefully monitored and periodically evaluated by individual advisors and the department, all students will be accepted into the program on the assumption that they will proceed to the Ph.D.

In the first two years of the Ph.D. program, students are required to enroll in six graduate courses each year. All first-year students also participate in a one-quarter colloquium designed to introduce theoretical and practical questions posed by the study of literature (through readings in a range of theoretical and literary texts). In their third year, students will also take a one quarter course in various approaches to the teaching of literature and composition and a one quarter Advanced Writing Workshop.

Note: Students entering with an M.A. degree in English will be asked to complete at least one year of coursework (six courses) plus two additional courses in their second year, participate in the Autumn Quarter colloquium, and take the one quarter course on teaching in either their second or third years.

Students in their third and fourth years will normally teach at least one quarter-long course each year, initially as course assistants in departmental courses for undergraduates, then as instructors in courses of their own design. Students may also be employed as writing tutors, assistants in introductory humanities and social sciences core courses, instructors in the College Writing Program course in expository writing (which provides its own training in the teaching of composition), or as teachers at other area colleges and universities. The department believes that both training and experience in teaching is an important part of the graduate program.

THE DEGREE OF MASTER OF ARTS

Students seeking a master’s degree should apply to the Master of Arts Program in the Humanities (MAPH), a three-quarter program of interdisciplinary study in a number of areas of interest to students, including literature and film. MAPH permits students to take almost all of their courses in the English Department, sharing classes with students in the Ph.D. program. The resulting degree is equivalent to an M.A. in English. Further details about the MAPH program are available at http://maph.uchicago.edu.

INQUIRIES

For more information on the department's programs and requirements, please see the Department of English website at http://english.uchicago.edu or contact the departmental staff at englishsupport@uchicago.edu.

INFORMATION ON HOW TO APPLY

The application process for admission and financial aid for all graduate programs in the Humanities is administered through the divisional Office of the Dean of Students. Please visit http://humanities.uchicago.edu/students/admissions (http://humanities.uchicago.edu/students/admissions/) for further information and instructions on how to apply.

Questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

International students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). (Current minimum scores, etc., are provided with the application.) For more information, please see the Office of International Affairs website at https://internationalaffairs.uchicago.edu (https://internationalaffairs.uchicago.edu/), or call them at (773) 702-7752.
ENGLISH LANGUAGE AND LITERATURE COURSES

ENGL 30100. Introduction to Religion and Literature. 100 Units.
TBD
Instructor(s): R. Rosengarten, S. Hammerschlag Terms Offered: Winter
Equivalent Course(s): RLST 28210, RLIT 30000

ENGL 30375. Emancipation in Literature and History. 100 Units.
This course explores 19th-century slave emancipation in the United States as conceived in imaginative literature and in the post World War II historical imagination. (1830-1940; 18th/19th)
Instructor(s): Ken Warren Terms Offered: Autumn
Equivalent Course(s): ENGL 20375

ENGL 30430. American Fiction of the Gilded Age and Progressive Era. 100 Units.
This course offers an introduction to fiction from the Gilded Age and Progressive Era in the US. We’ll ask how short stories and novels intervene in the period’s debates about US imperialism, immigration, corporate capitalism, eugenics, racism, and democracy; we’ll also examine fiction’s role in writing the history of the Civil War, sectional reconciliation, and the racial violence attending Reconstruction and its aftermath. Paying close attention to how and where our texts were first published and read, we’ll consider the usefulness of the categories that have described them (such as regionalism, realism, and naturalism). Authors may include: Charles Chesnutt, Kate Chopin, Stephen Crane, Pauline Hopkins, Upton Sinclair, Mark Twain, and Edith Wharton. (18th/19th)
Instructor(s): Emily Coit Terms Offered: Winter

ENGL 31101. Romantic Poetry. 100 Units.
In the wake of the American and French Revolutions, and still in the early days of the worlds first Industrial Revolution, two British poets-William Wordsworth and Samuel Taylor Coleridge--set out to produce another kind of revolution that they hoped could save their readers from a harsh new world of culture and sensibility brought on by “causes unknown to former times.” Their experiments in poetry were informed by a likewise unprecedented analysis of the problems that they saw besetting their own moment. It was an extraordinary exercise in critical media theory very much avant la lettre. Both the experiments and the analysis had far-reaching on poets of their moment—especially Shelley and Keats—and poets beyond it, and have mattered much to the modern understanding of literature and criticism well into the twentieth century and into our own time. This course will take up the challenge of coming to terms with the Romantic “revolution in taste” in close engagements with both familiar and unfamiliar works. We will read other poets of the period, including Blake, Byron, Charlotte Smith, and Anna Laetitia Barbauld—and also come to terms with the massive legacy of Romantic poetry and poetics ever since, not least in the formation of modern practical criticism. There will be a short paper (3-4 pp.) and a longer one (15 pp.). (18th/19th)
Instructor(s): James Chandler Terms Offered: Winter

ENGL 32123. Ecopoetics: Literature and Ecology. 100 Units.
This course will introduce students to recent debates in the environmental humanities and simultaneously to a range of creative responses across fiction, documentary, poetry, and the visual arts spurred by the effects of what has come to be called the Anthropocene epoch (despite substantive challenges to the term that we will address)—in a period of perceived grave environmental crisis. Students will be asked to respond critically to the works at hand, but also to conduct their own research and on-site fieldwork in Chicago on an environmental issue of their choosing. Students must be available for several field trips. (20th/21st)
Instructor(s): Jennifer Scappettone Terms Offered: Winter

ENGL 32270. The Atlantic and Indian Ocean Worlds. 100 Units.
It has been nearly fifteen years since Isabel Hofmeyr urged thinking across geographies in her essay "The Black Atlantic Meets the Indian Ocean." The Atlantic Ocean and Indian Ocean are not newly connected, but rather have been connected through the circulation of labor and goods since antiquity. How does our understanding of regimes like slavery and contract labor, and concepts like diaspora and migration, change when we think betwixt and between? This interdisciplinary seminar takes up this mantle, looking to literature, art, theory, and history that provide new accounts and imaginaries of the Caribbean, Southern and East Africa, and the Indian subcontinent—and the waters that reach their shores. Readings may include Andrew Liu and Anna Arabindan-Kesson on goods like tea and cotton, Jazmin Graves on the African Indian Sidi community, Neelofer Qadir on narratives of South Asian labor migration to East Africa, among others. Writers and artists may include Gaiutra Bahadur, Amitav Ghosh, Andil Gosine, and Sharlene Khan. In addition, we may look to scholarship that conceptually crosses these ocean worlds, such as Durba Mitra and Jordache Ellapen on South-South and Afro-Asian feminisms. While this course will be conducted in English, participants are encouraged to bring materials and expertise that move beyond an Anglophone frame. (18th/19th, 20th/21st)
Instructor(s): Kanesha Parsard Terms Offered: Spring

ENGL 32300. Marxism and Modern Culture. 100 Units.
Designed for graduate students in the humanities, this course begins with fundamental texts on ideology and the critique of capitalist culture by Marx, Engels, Lenin, Gramsci, Althusser, Wilhelm Reich, and Raymond Williams, before moving to Marxist aesthetics, from the orthodox Lukács to the Frankfurt School (Adorno, Benjamin) to the heterodox (Brecht), and concludes with contemporary debates around Marxism and imperialism (Lenin, Fanon, and others), and Marxism and media, including the internet.
Instructor(s): Loren Kruger Terms Offered: Winter
Prerequisite(s): MA and PhD students in humanities disciplines only. Not suitable for the MAPSS program or for Social Science PhDs
Note(s): Graduate students interested in this course should email Loren Kruger (lkruger@uchicago.edu) by Thursday, November 12th 5pm with a brief note of interest, student number, and their program and year of study, copying the department administrator, Ingrid Sagor (isagor@uchicago.edu) and will be notified of their admittance to the course by Monday, November 16th. After registration week ends on November 20th, through the start of winter quarter the instructor will have limited access to email, so please write the administrator (isagor@uchicago.edu) as course requires consent after add/drop begins, or to be added to the wait list.
Equivalent Course(s): CMLT 31600, MAPH 31600

ENGL 32705. Composing Composition: Writing Pedagogy. 100 Units.
Composing Composition is a course for graduate students who plan to work as teachers or who are entering the academic job market. This course provides a scholarly context and practical exercises that will prepare graduate students for the challenges of writing-related jobs in institutional contexts ranging from large research universities to small liberal arts schools. The course will prepare you to discuss the teaching of writing in applications to and interviews for academic jobs and fellowships.
Instructor(s): Tracy Weiner, Linda Smith-Brecheisen Terms Offered: Autumn
Prerequisite(s): None
Note(s): Graduate students ONLY - limit 12.

ENGL 33000. Academic and Professional Writing (The Little Red Schoolhouse) 100 Units.
Academics and professionals need advanced writing skills if they are to communicate effectively and efficiently. In this intensive, pragmatic course, students master the writing skills they need by first studying and then applying fundamental structures of effective writing. Each week, students meet in a synchronous small-group seminars to discuss each other's papers and then watch asynchronous lecture videos on a new principle. Discussion, editing, critiques, and rewrites ensure that all students sharpen their ability to write with clarity and power.
Instructor(s): L. McNerney, K. Cochran, T. Weiner Terms Offered: Spring Winter
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not count towards the ISHU program requirements. May be taken for P/F grading by students who are not majoring in English. Materials fee $20.
Equivalent Course(s): ENGL 13000

ENGL 33390. British Romantic Fiction and the Historical Novel. 100 Units.
As critics have rediscovered the fiction of the Romantic period in recent years, they have found not only neglected literary texts worthy of recovery but also signs of the emergence of many qualities that we take to mark the modernity of the British novel: investment in deep interiority, altered forms of narrative authority, allegiance to a national canon, and cognizance of a publishing marketplace that was newly saturated with choices, structures by serials, and segmented into subgenres. We will particularly organize this course around one further sign of the Romantic novel’s modernity: an unprecedented preoccupation with the representation of cultural-historical specificity.
Instructor(s): Timothy Campbell Terms Offered: Spring

ENGL 33809. Muses and Saints: Poetry and the Christian Imagination. 100 Units.
This course provides an introduction to the poetic traditions of early Christians and the intersection between poetic literature, theology, and biblical interpretation. Students will gain familiarity with the literary context of the formative centuries of Christianity with a special emphasis on Greek and Syriac Christians in the Eastern Mediterranean from the fourth through the sixth centuries. While theology is often taught through analytical prose, theological reflection in late antiquity and early Byzantium was frequently done in poetic genres. This course introduces students to the major composers and genres of these works as well as the various recurrent themes that occur within this literature. Through reading poetry from liturgical and monastic contexts, students will explore how the biblical imaginations of Christians were formed beyond the confines of canonical scripture. How is poetry a mode of “doing” theology? What habits of biblical interpretation and narration does one encounter in this poetry? This course exposes students to a variety of disciplinary frameworks for studying early Christian texts including history, religious studies, feminist and literary critique, as well as theology. Students will also analyze medieval and modern poetry with religious themes in light of earlier traditions to reflect on the poetry and the religious imagination more broadly.
Instructor(s): Erin Galgay Walsh Terms Offered: Spring
Note(s): Open to undergraduate and graduate students; Graduate students may choose to attend weekly discussion, editing, critiques, and rewrites ensure that all students sharpen their ability to write with clarity and power.
Equivalent Course(s): GNSE 34104, CLAS 36119, CLCV 26119, MDVL 23000, HCHR 33000, RLST 23000, RLVC 33000, GNSE 24104, BIBL 33000

ENGL 34002. Joyce’s Ulysses: An Introduction. 100 Units.
This course consists of a chapter-by-chapter introduction to Ulysses. We will focus on such themes as the city, aesthetics, politics, sex, food, religion, and the family, while paying close attention to Joyce’s use of multiple narrators and styles. Students are strongly encouraged to read Joyce’s A Portrait of the Artist as a Young Man.
and Homer’s Odyssey as preparation for this course. Assignments will consist of quizzes, collaborative class presentations, regular contributions to the online discussion board, and a final paper. (Fiction, 1830-1940)
Instructor(s): Maud Ellmann Terms Offered: Autumn
Equivalent Course(s): ENGL 24002, FNDL 24004

ENGL 34100. Foundations of Interpretive Theory. 100 Units.
The MAPH Core Course, Foundations of Interpretive Theory, begins two weeks before regular University classes and covers seminal works by thinkers such as Freud, Lacan, and Marx. It is taught by the MAPH Director and Preceptors and may include guest lectures by distinguished faculty members from different disciplines. The course is designed to give MAPH students a shared base for their further study.
Instructor(s): Strang, Hilary Bayne, Rowan Carloy, Chris Chia, Darrel Hutchison, Bill Kunjummen, Sarah Malinowska, Agnes Schweiger, Tristan Tusler, Megan
Note(s): Required for MAPH students. Others by consent only. Register by Preceptor Section.
Equivalent Course(s): MAPH 30100

ENGL 34220. New York, Capital of the Twentieth Century. 100 Units.
From the late 1950s New York became a world center for innovative poetry, painting, jazz and dance. This course explores the networks that linked uptown and downtown, black and white, queer and straight and other scenes, with the tensions both productive and destructive these created. (20th/21st)
Instructor(s): John Wilkinson Terms Offered: Spring
Equivalent Course(s): ARCH 34220

ENGL 34255. America’s Literary Scientists. 100 Units.
This course targets in on the entanglements between science and literature during the nineteenth and early twentieth century in America—a historical moment when these realms did not appear nearly as divided as they do now. In particular, we attend to the period’s exciting developments in biology, which promised to revolutionize contemporary notions of human being. Our analysis of American fiction will center on the subjects and methods that writers adopted (imaginatively and often critically) from fields like evolutionary science, microbiology, and experimental psychology. But the course syllabus also includes American scientists who wrote fiction: What types of knowledge did they hope to produce in becoming literary? The aim of our inquiry will, in large part, be to examine the role of literature in shaping the significance of science in American culture, as well as the role of science in helping to build an American literary canon. Along the way, we will track the kinds of experiments in form and genre that such literary-scientific hybrids might produce. Readings may include works by Henry Adams, W.E.B. Du Bois, Charlotte Perkins Gilman, Oliver Wendell Holmes, William James, Silas Weir Mitchell, Mark Twain, and Edith Wharton. Theoretical and critical works will be drawn from the history of science, science and technology studies, and nonhuman studies.
Instructor(s): Agnes Malinowska Terms Offered: Spring
Note(s): Open to 3rd and 4th years in the College and MA students
Equivalent Course(s): ENGL 24255, MAPH 34255

ENGL 34407. Critique of Humanism. 100 Units.
This course will provide a rapid-fire survey of the philosophical sources of contemporary literary and critical theory. We will begin with a brief discussion of the sort of humanism at issue in the critique-accounts of human life and thought that treat the individual human being as the primary unit for work in the humanities and the humanistic social sciences. This kind of humanism is at the core of contemporary common sense. It is, to that extent, indispensable in our understanding of how to move around in the world and get along with one another. That is why we will conduct critique, rather than plain criticism, in this course: in critique, one remains indebted to the system under critical scrutiny, even while working to understand its failings and limitations. Our tour of thought produced in the service of critique will involve work by Hegel, Marx, Gramsci, Freud, Fanon, Lacan, and Althusser. We will conclude with a couple of pieces of recent work that draws from these sources. The aim of the course is to provide students with an opportunity to engage with some extraordinarily influential work that continues to inform humanistic inquiry. (A) (I)
Instructor(s): C. Vogler Terms Offered: Spring
Equivalent Course(s): ENGL 12002, PHIL 31225, PHIL 21225

ENGL 34526. Forms of Autobiography in the Twentieth and Twenty-First Centuries. 100 Units.
This course examines the innovative, creative forms autobiography has taken in the last one hundred years in literature. We will study closely works written between 1933 and 2013 that are exceptional for the way they challenge, subvert and invigorate the autobiographical genre. From unpublished sketches to magazine essays and full-length books, we will see autobiography take many forms and engage with multiple genres and media. These include biography, memoir, fiction, literary criticism, travel literature, the graphic novel and photography. Producing various mutations of the autobiographical genre, these works address some of the same concerns: the self, truth, memory, authenticity, agency and testimony. We will complement discussions of these universal issues with material and historical considerations, examining how the works first appeared and were received. Autobiography will prove a privileged site for probing constructions of family narratives, identity politics and public personas. The main authors studied are Virginia Woolf, Gertrude Stein, James Baldwin, Vladimir Nabokov, Roland Barthes, Paul Auster, Doris Lessing, Marjane Satrapi and W.G. Sebald.
Instructor(s): Christine Fourinnaies Terms Offered: Winter
Equivalent Course(s): ENGL 24526
ENGL 34540. Islands and Otherness. 100 Units.
The island as a space of possibility - of discovery, of (re)imagination, and of otherness - is a concept with a very
long history in Anglophone literature. Indeed, Britain's own archipelagic geography (a landscape unique among
Europe's imperial powers) has often been invoked for a range of rhetorical ends. John of Gaunt's famous speech
in Richard II uses the idea of Britain as the "scepter'd isle" as both a source of comfort (England as especially
favored) and the foundation of critique (favor squandered). With the rise of transoceanic empires, writers
throughout Great Britain, its colonial dominions, and other literary traditions imbued the symbol of the island
with ever-increasing layers of meaning. Yet the island was also always already a location of anxiety, hostility,
and liminality - of alternate cultural practices and systems of belief, of indigenous peoples who refused the
claims of the colonizer, and where the meaning of Europe itself was destabilized in the colonial encounter. While
eighteenth- and nineteenth-century European writers often deployed the island to think through the implications
of empire for the metropole, anticolonial writers turned to the island as a site of resistance and recuperation. This
transhistorical course will discuss the many significations of the island in metropolitan, colonial, and postcolonial
literature as a lens into the conflicts and debates of imperialism.
Instructor(s): Tristan Schweiger Terms Offered: Spring
Note(s): Open to MAPH students and 3rd and 4th years in the College
Equivalent Course(s): ENGL 24540, MAPH 34540

ENGL 34651. Global Horrors: Film, Literature, Theory. 100 Units.
This course explores literary and cinematic works of horror from around the world. Subgenres of horror include
gothic/uncanny, sci-fi horror, post-apocalyptic, paranormal, monsters, psychological horror, thrillers, killer/
slasher, and gore/body-horror, among others. As a mode of speculative fiction, horror envisions possible or
imagined worlds that center on curiosities, dreads, fears, terrors, phobias and paranoidas that simultaneously
repel and attract. Works of horror are most commonly concerned with anxieties about death, the unknown, the
other, and our selves.
Instructor(s): Hoda El Shakry Terms Offered: Autumn
Note(s): Content warning: Course materials will feature graphic, violent, and oftentimes disturbing images and
subjects. Enrolled students will be expected to watch, read, and discuss all course materials.
Equivalent Course(s): GNSE 22823, ENGL 24651, CMLT 34651, GNSE 32823, CMLT 24651, CRES 23100

ENGL 34770. Digital Media Aesthetics: Interaction, Connection, and Improvisation. 100 Units.
This course investigates the ways that digital and networked media have changed contemporary aesthetics,
forms, storytelling practices, and cultures. Along the way, we will analyze electronic literature, Twine games,
interactive dramas, video games, transmedia narratives, and more. Formally, we will explore concepts such
as multilinear narrative, immersive and navigable worlds, network aesthetics, interactive difficulty, aleatory
poetics, and videogame mechanics. Throughout the quarter, our analysis of computational media aesthetics will
be haunted by matters of race, gender, sexuality, class, and other ghosts in the machine. Students need not be
technologically gifted or savvy, but a wide-ranging imagination and interest in new media cultures will make for
a more exciting quarter. (20th/21st)
Instructor(s): Patrick Jagoda Terms Offered: Winter
Equivalent Course(s): TAPS 34770

ENGL 34850. T.S. Eliot. 100 Units.
With the major new edition of Eliot's poems by Jim McCue and Christopher Ricks, the new volumes of Eliot's
letters, and two separate new editions of Eliot's complete prose, we are in a position to rethink the meanings
and force of Eliot's life work. The class will be devoted to careful reading of his poems, essays, plays, and
 correspondence, with attention to his literary, cultural, and political contexts.
Instructor(s): Rosanna Warren Terms Offered: Spring. Course will be taught spring 2021
Equivalent Course(s): ENGL 26614, SCTH 36014, FNDL 26614

ENGL 34960. California Fictions: Literature and Cinema 1945-2018. 100 Units.
This course uses the cases of the Los Angeles and San Francisco areas to track the entanglement of literature
and critical space studies. We will engage with critical geography studies, considerations of everyday life, and
cultural studies of urbanism to interrogate the relationship of literature and cinema to the politics of space.
Students will learn to read contemporary literature through the political construction of the lived world, and to
think with current scholarship on race, space, gender, sexuality, and ordinary life. Includes fiction by Chester
Himes, Michelle Tea, and Oscar Zeta Acosta, and theoretical and critical works by Karen Tongson, Sara Ahmed,
Michel de Certeau, and Nigel Thrift.
Instructor(s): Megan Tusler Terms Offered: Winter
Note(s): Open to MAPH students: 3rd and 4th years in the College email 2-3 sentences about why you want to
take the course for consent.
Equivalent Course(s): MAPH 34960, ENGL 24960

ENGL 35008. Changing Worlds: J.G. Ballard's Apocalyptic Quartet. 100 Units.
Between 1961 and 1966, the English novelist and short story writer J.G. Ballard produced four novels (THE
WIND FROM NOWHERE, THE DROWNED WORLD, THE BURNING WORLD, and THE CRYSTAL WORLD)
that depict, poetically and concretely, global changes to the earth and its human inhabitants, n particular their
imagination. The relation of these lyrical apocalypses to science fiction, visual art, ecology and the philosophy of
time, as well as their awkward coordination into a cycle, will concern us. We will conclude the course by reading Anna Kavan's 1967 ICE, which in a way complements and completes Ballard's cycle.

Instructor(s): Andrei Pop
Equivalent Course(s): SCTH 35008, FNDL 25008

ENGL 35270. Strange Worlds. 100 Units.
Medieval Literature often conjures worlds of almost science-fictional strangeness. We will focus on the fantastic spaces of romance and visionary religious literature to explore the affective, conceptual, and ideological experiments enabled by medieval forms of estrangement. (Med/Ren)

Instructor(s): Mark Miller Terms Offered: Autumn

ENGL 35417. Utopia and Perfection in Late Medieval England. 100 Units.
A course on the drive to individual and collective perfection, and its relation to social and psychic conflict. Readings from medieval political theory, theology, mystical, hagiographical, and penitential writing, texts documenting the demographic and political upheavals of the 14th century, and poetry of the period. (Med/Ren)

Instructor(s): Mark Miller Terms Offered: Autumn

ENGL 35550. Feminist and Queer Literary Criticism. 100 Units.
An introduction to classic texts in feminist and queer literary criticism. We will also be reading works by Frank O'Hara, Tennessee Williams, Octavia Butler, Ernest Hemingway, Allen Ginsberg, Gwendolyn Brooks, Adrienne Rich, Sylvia Plath, Harryette Mullen, and Maggie Nelson. (20th/21st)

Instructor(s): Sianne Ngai Terms Offered: Spring
Equivalent Course(s): GNSE 35550

ENGL 35605. Imagining the City. 100 Units.
The rise of the modern city makes possible new modes of experience, new kinds of people and personality, and new kinds of stories. Texts include Gaskell, North and South; Dickens, Hard Times; Stevenson, Dr. Jekyll and Mr. Hyde; Conan Doyle, The Adventures of Sherlock Holmes; Wilde, The Portrait of Dorian Gray; Woolf, Mrs Dalloway.

Instructor(s): Lawrence Rothfield Terms Offered: Autumn

ENGL 35670. Modernist Poetry. 100 Units.
This introduction to modernist poetry focuses on British, Irish, and expatriate American poets such as T.S. Eliot, Ezra Pound, H.D. (Hilda Doolittle), Mina Loy, and W.B. Yeats. We will also consider some of their antecedents (such as Alfred Tennyson, Robert Browning, Christina Rossetti, Charlotte Mew) and some of their contemporaries, known as the "war poets," such as Wilfred Owen, David Jones, Siegfried Sassoon, and Isaac Rosenberg. Assignments consist of two papers, collaborative class presentations, and regular contributions to the online discussion board. (20th/21st)

Instructor(s): Maud Ellmann Terms Offered: Winter

ENGL 35902. Virgil, The Aeneid. 100 Units.
A close literary analysis of one of the most celebrated works of European literature. While the text, in its many dimensions, will offer more than adequate material for classroom analysis and discussion, attention will also be directed to the extraordinary reception of this epic, from Virgil's times to ours.

Instructor(s): G. Most
Equivalent Course(s): SCTH 35902, CMLT 35902, CLAS 44512

ENGL 35950. Beckett and Media. 100 Units.
Though best known for a single play, Waiting for Godot, Samuel Beckett was a poet, novelist, short-story writer, playwright, translator, and critic with a voluminous output. This course introduces students to the variety and influence of one of the central figures of twentieth-century literature and theater by considering Beckett's better-known plays—both on the page and in recorded performances—alongside select novels, criticism, film, radio, and television pieces. Among the questions we will ask are: What can Beckett's experiments across media teach us about the presumed and actual limits of form? What happens when a medium becomes the means of its own undoing? What can we learn from Beckett's career about cardinal developments in twentieth-century drama, literature, film, and television? (20th/21st, Drama)

Instructor(s): John Muse Terms Offered: Autumn
Equivalent Course(s): TAPS 35950

ENGL 36012. 19th Century French Poetry in Translation: Tradition and Revolution. 100 Units.
A study of modern French lyric poetry: Tradition and Revolution, Poetry and Politics, the seedbed of Modernism. Desbordes-Valmore, Baudelaire, Mallarme, Verlaine, Rimbaud, Apollinaire. Texts will be read in English with reference to the French originals. Close reading, references to poetry in English, and focus on problems in translation. Students with French should read the poems in the original. Class discussion to be conducted in English; critical essays to be written in English. An extra weekly session will be scheduled for discussion in French, for French-speakers.

Instructor(s): Rosanna Warren
Equivalent Course(s): SCTH 36012, SCTH 26012, FREN 26019, CMLT 36012, FREN 36019
ENGL 36018. Poetry and Trauma: Hayden, Lowell, Plath. 100 Units.
We will read the poems of three 20th century American poets, Robert Hayden, Robert Lowell, and Sylvia Plath, with an eye to the historical and psychological wounds suffered by the poets and the transformation of wounds into art. By close attention to both text and context, we will try to feel our way into the mysteries of poetic creation and human resilience.
Instructor(s): Rosanna Warren Terms Offered: Winter
Equivalent Course(s): SCTH 36018, ENGL 26018

ENGL 36017. Literary Biography. 100 Units.
Literary Biography: A Workshop. We will study four major literary biographies: Elizabeth Gaskell’s The Life of Charlotte Bronté (1857), Lytton Strachey’s Eminent Victorians (1918), Walter Jackson Bate’s John Keats (1964), and Hermione Lee’s Virginia Woolf (1996). While analyzing the arts of literary biography, students will compose a biographical sketch of their own (20 pages), using primary materials from the Special Collections in the Regenstein Library and elsewhere, as appropriate. The course combines literary criticism and creative writing.
Instructor(s): Rosanna Warren Terms Offered: Autumn. Course will be taught Autumn 2021.
Equivalent Course(s): ENGL 26017, SCTH 36017

ENGL 36183. Migrations, Refugees, Races. 100 Units.
This MA/BA-level course introduces students to globalization theory, with particular attention to readings that showcase the displacements and migrations that characterize the era of advanced global capitalism. Fleeing economic, social, and climatological collapse, migrants hardly find a second home; they become refugees without refuge. The limits on their flourishing extend far beyond the national borders that they cross in search of livable life. Wherever they go, they are discriminated and psychologically segregated by discourses of race nationalism, discourses in which migrations give rise to races. This course will focus on this process of migrant racialization—all the more pressing in light of current world events—with a curriculum that includes works by Weber, Simmel, Smohalla, Benedict Anderson, Anzaldúa, Appadurai, Brathwaite, Walter Benjamin, Celan, Derrida, Eggers, Ghosh, Le Guin, Glissant, Vine Deloria Jr., Woody Guthrie, Mbembe, Haraway, Tsing, Giddens, Negri and Hardt, Jason Moore, Bhabha, August Wilson, Sterling Brown, Big Bill Broonzy, Jacob Lawrence, Miguel Méndez, Mary Louise Pratt, Momaday, Silko, Cancrini, Karen Tei Yamashita, Heise, Gikandi, Schmidt-Camacho, Fields and Fields, Bonilla-Silva, and Massey, in addition to film screenings and field exercises. (H)
Instructor(s): Edgar Garcia Terms Offered: Spring
Equivalent Course(s): CRES 25011, LACS 26183, ENGL 25011, CRES 36183

ENGL 36210. Translation Theory and Practice. 100 Units.
This course introduces students to the field of Translation Studies and its key concepts, including fidelity, equivalence, and untranslatability, as well as the ethics and politics of translation. We will investigate the metaphors and models that have been used to think about translation and will consider translation as a transnational practice, exploring how “world histories” may be hidden within “word histories,” as Emily Apter puts it. In the process, we will assess theories of translation and poetry from classical antiquity to the present; compare multiple translations of the same text; and examine notable recent translations. Students will regularly carry out translation exercises and create a final translation project of their own. (20th/21st)
Instructor(s): Rachel Galvin Terms Offered: Autumn

ENGL 36222. Elizabeth Bishop and Robert Lowell. 100 Units.
An intensive study of these two poets, whose work differs radically, but whose friendship nourished some of the most enduring and original poetry of the American 20th century. Close attention to the poems, in the light of recent biographical work and new editions.
Instructor(s): Rosanna Warren Terms Offered: Not offered in 21-22.
Equivalent Course(s): SCTH 36002

ENGL 36407. Comedy Central 2: The Body’s Genres. 100 Units.
The story of comedy from the classics on focuses on the comedic as a weapon, as play that disrupts communication, and as a scene of moral revelation. This course will take up those relations, but begins with the body. We will focus on the plastic, corporeal, affective, and psychodramatic dynamics of the comedic. So much so, in fact, that we’re calling it a studio seminar: it will involve actively participating in exercises from the somatic arts, contemporary dance, music, theatre and contemporary comedy and developing new ones. Recognizing that bodies are as much created by movement as engendering it, and recognizing that the comedic is a register for translating the impact of other bodies including the world’s body, the course will partition “the body” into focal themes such as: scale/gesture, the vocal grotesque/irony, movement/interruption, trauma/repair, slapstick/satire, ritual/convention, spontaneity/improvisation; cognitive laughter/belly laughter. Readings will include texts by Linda Williams, Erving Goffman, J.L. Moreno, Elias Canetti, Moshe Feldenkrais, Steve Paxton, Mikhail Bakhtin, Mae West, Jerry Lewis and Fred Moten. Students will contribute their own choices to an exploration of individual performances by Buster Keaton, Louise Lasser, Eleo Pomare, Phyllis Diller, Jackie “Moms” Mabley, and Jerrod Carmichael.
Instructor(s): L. Berlant, C. Sullivan Terms Offered: Autumn
Equivalent Course(s): TAPS 36215, ARTV 36215

ENGL 36590. The Pleasure of Hating: Satire Now and Then. 100 Units.
Satire exposes human folly to ridicule in order,” as Jonathan Swift claimed, “to mend the world.” This course will examine the protean mode of satire—its history, its forms, its pleasures and its politics—beginning with the
origins of satire in Ancient Greece and Rome and extending through the literary satire of the 17th-19th centuries, with some consideration of these works in relation to popular contemporary forms like news satire and sketch comedy. We will supplement our reading with theoretical and critical discussions of satire by John Dryden, William Hazlitt, Mikhail Bakhtin, Northrop Frye, Linda Hutcheon, and others. (18th/19th)
Instructor(s): Alexis Chema Terms Offered: Autumn

ENGL 36710. Eccentric Moderns. 100 Units.
Instructor(s): Rosanna Warren Terms Offered: Autumn
Prerequisite(s): Open to advanced undergraduates.
Equivalent Course(s): ENGL 26710, SCTH 36710

ENGL 37270. Empire Books. 100 Units.
This course will examine books that were important in the British project of empire in the nineteenth century, both as texts contributing to debates about empire and its operations, and as material objects that circulated around the globe. We will take up three themes: commodities and their regimes (e.g. Opium, and the Opium Wars); slavery and other types of labor migration; settler colonialism. Books will include Thomas De Quincey, Confessions of an English Opium Eater (1821); Mary Prince, The History of Mary Prince, a West Indian Slave, Related by Herself (1831); [Edward Gibbon Wakefield], A Letter from Sydney (1829); Charlotte Brontë, Jane Eyre (1847). The class will meet in Special Collections in Regenstein.
Instructor(s): Jo McDonagh Terms Offered: Autumn

ENGL 37803. The Body of Cinema: Hypnoses, Emotions, Animalities. 100 Units.
TBD
Equivalent Course(s): CMST 27803, CMST 47803

ENGL 37815. Appropriations and Impostures. 100 Units.
What are the different aesthetic and literary uses of appropriation? The editor of a Canadian magazine who set up the Appropriation Prize in 2017, defended the practice of cultural appropriation by insisting that “anyone, anywhere, should be encouraged to imagine other peoples, other cultures, other identities.” This case underscores the continuing tension between narrative as a vehicle for imagining and empathizing with distant others, and notions of cultural property. In this course, we will look at a selection of literary works that speak to these themes including Diderot, Ern Malley, Patricia Highsmith, Peter Carey, Kenneth Goldsmith, and Sherman Alexie, with particular attention to the work of appropriation in postcolonial contexts. We also touch on appropriation in other media, such as for instance, Richard Prince’s “New Portraits,” Sherrie Levine’s “After Walker Evans”, and Ni Haifeng’s installations.
Instructor(s): Darrell Chia Terms Offered: Spring
Note(s): Open to MAPH students and 3rd and 4th years in the College
Equivalent Course(s): MAPH 37815, ENGL 27815

ENGL 37870. Midcentury Modern Fiction: Virginia Woolf, Elizabeth Bowen, Sylvia Townsend Warner. 100 Units.
In this course we will study three British (or in Bowen’s case, Anglo-Irish) novelists whose principal works were published between the 1920s and the 1970s. While Woolf is well-known, Bowen and Warner have only begun to receive the recognition they deserve. We will read a selection of their fiction, probably including Woolf’s To the Lighthouse and Between the Acts, Bowen’s The Last September and The Heat of the Day, and Warner’s Lolly Willowes and Summer Will Show. We will also read a selection of these writers’ shorter works, especially Bowen’s and Warner’s extraordinary stories about Britain in World War II. Assignments will consist of collaborative class presentations, regular contributions to the online discussion board, and a final paper. (20th/21st)
Instructor(s): Maud Ellmann Terms Offered: Winter
Equivalent Course(s): ENGL 27870

ENGL 38290. Samuel Richardson’s Clarissa. 100 Units.
This course will examine the very long and possibly-very probably-the greatest novel in the English language. We’ll consider the effect of Richardson’s decision to conduct his novel as a series of letters, and we’ll pay particular attention to his extraordinary effectiveness in creating complexity in a fairly simple plot and in tracking an ever-expanding cast of characters. The Penguin edition we’ll be using comes to 1499 pages, and they are over-sized pages. This is a course for committed readers! (1650-1830 ; 18th/19th)
Instructor(s): Frances Ferguson Terms Offered: Autumn
Equivalent Course(s): ENGL 28290, FNDL 28290

ENGL 38500. Mythologies of America: 19th Century Novels. 100 Units.
This course will examine the very long and possibly-very probably-the greatest novel in the English language. We’ll consider the effect of Richardson’s decision to conduct his novel as a series of letters, and we’ll pay particular attention to his extraordinary effectiveness in creating complexity in a fairly simple plot and in tracking an ever-expanding cast of characters. The Penguin edition we’ll be using comes to 1499 pages, and they are over-sized pages. This is a course for committed readers! (1650-1830 ; 18th/19th)
ENGL 38619. Postcolonial Openings: World Literature after 1955. 100 Units.
This course familiarizes students with the perspectives, debates, and attitudes that characterize the contemporary field of postcolonial theory, with critical attention to how its interdisciplinary formation contributes to reading literary works. What are the claims made on behalf of literary texts in orienting us to other lives and possibilities, and in registering the experiences of displacement under global capitalism? To better answer these questions, we read recent scholarship that engages the field in conversations around gender, affect, climate change, and democracy, to think about the impulses that animate the field, and to sketch new directions. We survey the trajectories and self-criticisms within the field, looking at canonical critiques (Fanon, Said, Bhabha, Spivak), as well as reading a range of literary and cinematic works by Jean Rhys, Mahasweta Devi, Nahguib Mahfouz, Tayeb Salih, J.M. Coetzee, Deepa Mehta, and Amitav Ghosh.
Instructor(s): Darrel Chia Terms Offered: Autumn
Equivalent Course(s): MAPH 34520, GNSE 24520, HMRT 34520, GNSE 34520, ENGL 28619

ENGL 38647. Trauma and Narrative. 100 Units.
This graduate seminar invites students to engage with literary trauma studies, a field that first emerged in the 1990s, and that has more recently been undergoing decolonization processes. Following calls by scholars such as Stef Craps in Postcolonial Witnessing (2013), we will examine foundational and current literary theory by questioning its validity and applicability across different cultural contexts and languages. We will read select fictional trauma narratives, in English translation or in the original language when possible. Readings will include select psychological and psychoanalytical theoretical literature from Judith L. Herman and Cathy Caruth to Bessel van der Kolk; (literary) theory by Ruth Leys, Lauren Berlant and Stef Craps, as well as fictional texts, largely from non-Euro-Anglo-American contexts. Students working on trauma-related literary projects are welcome to contribute materials in their respective research languages. We will end the course by bridging discussions of literary trauma studies with recent debates around a pedagogy of trauma, especially as applicable the context of higher education. Students need to be available for 2 synchronous online meetings per week.
Instructor(s): Nisha Kommattam Terms Offered: Autumn
Equivalent Course(s): CMLT 38647

ENGL 38710. On Fear and Loathing: Negative Affect and the American Novel. 100 Units.
Equivalent Course(s): MAPH 40120, ENGL 28710

ENGL 39100. Black Studies Research Methods. 100 Units.
This course will introduce and examine some of the concepts, methodological approaches, and ethical commitments and challenges relevant for pursuing research and teaching in Black studies. This methods class will study these frameworks alongside the history of the field and its many contemporary iterations in order to explore how different configurations of research process and theoretical innovation continue to shape scholarly work in this field. In addition to readings by Barbara Christian, Sylvia Wynter, St. Clair Drake, Roderick Ferguson, and others, students will “try on” certain methodological approaches in practical assignments throughout the quarter. (20th/21st)
Instructor(s): Sophia Azeeb Terms Offered: Spring

ENGL 39120. Renaissance Epic: Vida, Tasso, and Milton. 100 Units.
This course will focus upon the two most important Renaissance Christian epics, Torquato Tasso’s La Gerusalemme liberata/Jerusalem Delivered (1581) and John Milton’s Paradise Lost (1667), as well as selections from Marco Girolamo Vida’s influential Biblical epic, the Christiad (1535). We will examine these Renaissance epics as ambitious efforts to revive an ancient and pagan form in order to depict Christian and self-consciously modern visions. We will consider how Renaissance epic poets imitate and emulate both their classical models (primarily Homer’s Iliad and Odyssey, Virgil’s Aeneid, and Ovid’s Metamorphoses) and Judeo-Christian sources; seek to forge an elevated and appropriate language for epic; espouse new visions of the human, the heroic, and gender relations; and adumbrate distinctively modern national, imperial, and global ambitions. All non-English texts will be read in translation, but students who can read Latin or Italian will be encouraged to read the originals.
Instructor(s): Joshua Scodel Terms Offered: Spring
Note(s): This course fulfills the Poetry and 1650-1830 distribution requirements for English majors.
Equivalent Course(s): CMLT 39120, CMLT 29120, ENGL 29120

ENGL 39203. Bad Readers. 100 Units.
By the end of the eighteenth century more women and working class readers existed than ever before, and as the ranks of readers grew, so did cultural fears about the dangerous effects of popular, untrained, promiscuous, escapist, or otherwise bad, reading. This course will investigate the democratization of the “reading public,” the debates about the dangers of reading that it provoked, and the ways that these arguments inflect, underlie, or diverge from contemporary anxieties about what constitutes bad reading, from Eve Sedgwick’s critique of paranoid reading to the now daily warnings about fake news. (18th/19th)
Instructor(s): Alexis Chema Terms Offered: Winter
Equivalent Course(s): GNSE 39203
ENGL 40110. Literature and Citizenship. 100 Units.
What we think of as modernity can be said to begin with the birth (or rebirth) of the citizen. During the 17th and 18th centuries, revolutions in Britain, France, and North America sought to recast political society as a structure built upon social contracts and natural rights of the people rather than the divine right of kings. Yet the category of citizen was (and remains) exclusionary as well as inclusive, frequently deployed to mark those outside its boundaries and protections. During the 19th and 20th centuries, the constructions of race, gender, and nation continued to shift into new forms, and many literature of these centuries focus on how “the citizen” is conceived and reinvented into the present. This interdisciplinary, trans-historical, and transatlantic course will discuss how these tensions and debates influence literature and political discourse over four centuries, a breadth that will allow us to trace the concepts and critiques of citizenship as they have come to shape our contemporary world. Primary readings will include William Shakespeare, Tobias Smollett, Oladudah Equiano, Anna Laetitia Barbauld, Herman Melville, Frederick Douglass, Richard Wright, Miné Okubo, and Claudia Rankine. Secondary and theoretical readings will include Michel Foucault, Raymond Williams, Benedict Anderson, Ian Baucom, Lord Mansfield, C. L. R. James, Paul Gilroy, John Locke, Thomas Jefferson, Achille Mbembe, Emma Goldman, and Harry Harootunian.
Equivalent Course(s): MAPH 40110, ENGL 24119

ENGL 40140. Lyric Intimacies in the Renaissance. 100 Units.
Lyric has often been perceived as a peculiarly intimate genre, tasked with providing access to a person’s inner experience. This course will examine how sixteenth and seventeenth-century British writers used lyric verse as a tool for establishing, imagining or faking intimacy, with potential lovers, employers, friends, and God. We will ask how the multiple models of intimacy available within English literary culture intersected in texts of the period, and also how that literature responds to or compares with developments elsewhere in the Renaissance Atlantic and Mediterranean world. Along the way, we will explore some of the following questions: what was the gender politics of Renaissance lyric? How did writers make space for queer or heteronormative writing and attachment within the conventions of the love poem? What looks familiar about the forms of intimacy we find in these texts? What remains profoundly strange about them? Readings will include poems by Philip Sidney, Mary Wroth, William Shakespeare, John Donne, Katherine Philips and Sor Juana Inés de la Cruz.
Instructor(s): Sarah Kunjummen Terms Offered: Winter
Equivalent Course(s): MAPH 40140, GNSE 44440, GNSE 24440, ENGL 22140

ENGL 40141. Structural -isms. 100 Units.
What does it mean to designate “structure” as the operative force in discrimination against categories of person-as-in appeals to structural racism or structural violence on the basis of gender? And how can we approach this question by attending to aesthetic uses of structure and form, especially as these have been understood in such paradigms as structuralism and recent literary formalisms? How do we read for structure, in reading for racism and for systemic discrimination on other bases? We’ll focus on intersections of race, gender, and class (in U.S. contexts) as these categories have been reconfigured in the past half century or so. To explore appeals to structure, we’ll consider definitions of literary and aesthetic form, debates about structure vs. agency, and questions of individual and collective action as mediated by institutions. Readings will balance theory with examples drawn from fiction, documentary film, built form, and other media. Throughout, we’ll pay particular attention to problems of structure construed as problems of narrative, as we develop sharper terms for understanding how discrimination proceeds structurally.
Instructor(s): Rowan Bayne Terms Offered: Spring
Notes: Instructor consent required for undergraduates.
Equivalent Course(s): CRES 22141, CRES 40141, GNSE 45141, MAPH 40141, ENGL 20242, GNSE 25141

ENGL 40161. 21st Century Ethnic American Literature. 100 Units.
The question of “race” and racial others in US fiction has troubled the form since its emergence, but in the 21st century fiction has tackled particularly thorny issues. The debates in contemporary literary studies have both criticized and maintained the categories of race and ethnicity in novels and short fiction, and longstanding debates in canonization have demanded rethinking what “ethnic” fiction is capable of achieving. This class will read US novels and short stories by African-American, American Indian, Asian-American, and Latinx writers from the last twenty years to conceptualize the shifting categories of race and ethnicity, paired with critical and theoretical works in critical cultural race studies.
Instructor(s): Megan Tusler Terms Offered: Autumn
Equivalent Course(s): MAPH 40161, AMER 40161, ENGL 20161, CRES 40161, CRES 22161

ENGL 40170. Experiments in Kinship and Care. 100 Units.
In this class, we’ll examine the notions of kinship and care, analyzing them both as conceptual frameworks and as concrete forms of being-together in human and more-than-human relations. Kinship and care are uncertain territories, fluctuating and dynamic; sites of possibility and futurity. Kin-making and care-giving practices reveal existing structures of oppression as well as the utopian possibilities within relation. We’ll spend much of our time engaging with a set of “experiments” or case studies-historical, science fictional, and critical accounts of community-to see how connection appears as a mode of resistance or survival. Throughout, our collective goal will be to think together about living together. Readings may include SF from Octavia Butler, Claire Coleman, Ursula Le Guin, Wu Ming-Yi; theoretical and critical work from Sara Ahmed, Leela Gandhi, Donna Haraway, Laura Harjo, Saidiya Hartman, Kara Keeling, Audre Lorde, José Esteban Muñoz, Maria Puig de la Bellacasa, Dean Spade, Kim Tallbear, Anna Tsing.
Instructor(s): William Hutchison Terms Offered: Winter
Equivalent Course(s): GNSE 21170, MAPH 40170, ENGL 20170, GNSE 41170

ENGL 40180. Women Writing God. 100 Units.
This course examines imaginative works by women that take on the task of representing divine or supernatural being from the medieval era to the present. Drawing on the work of theorists such as Luce Irigaray, Julia Kristeva, and Judith Butler, we will explore how strategies these writers employ to depict an entity understood to be unrepresentable. What kind of authority is required to present a representation of gods or God to readers, and how do women writers, in particular, establish such authority or manage its absence? What theories of embodiment or spirituality do we find presented in these writings? Is it possible or desirable to articulate a distinctively feminine relation to the body or transcendence across such varied texts? Readings may include Julian of Norwich’s fourteenth-century Revelations of Divine Love, the philosophical writings of Anne Conway, the poems of ’A’ishah al-Ba’uniyyah, and novels by Marilynne Robinson and Leslie Marmon Silko.

Instructor(s): Sarah Kunjummen Terms Offered: Winter
Note(s): Instructor consent required for first and second year undergraduates.
Equivalent Course(s): GNSE 45180, ENGL 20180, GNSE 25180, MAPH 40180

ENGL 40190. The Gender of Modernity. 100 Units.
This course examines the dramatic revisions in gender and sexuality that characterize American modernity. Together, we will read literary texts by women and queer writers to investigate their role in shaping the period’s emergent regimes of sex and gender. We’ll consider modernist revisions of these concepts for their effect on America’s broader social and political terrain and explore the intimate histories they made possible: What new horizons for kinship, care, affect, and the everyday reproduction of life did modernist ideas about sex and gender enable? This class doubles as an advanced introduction to gender and sexuality studies, with a particular emphasis on literary criticism. As we map the contours of a feminist and queer modernity, we will also be staging a series of encounters between our literary objects and influential theoretical texts. In so doing, we will consider a range of methodological orientations - psychoanalytic, queer, Black feminist, Marxist, postcolonial, historicist, and so on - as themselves telling divergent stories about what it means to be a sexed and gendered body in American modernity. Readings may include works by Djuna Barnes, Gwendolyn Brooks, H.D., Charlotte Perkins Gilman, Henry James, Nella Larsen, Gertrude Stein; theoretical and critical work from Lauren Berlant, Leo Bersani, Judith Butler, Helène Cixous, Lewis Edelman, Rita Felski, Jack Halberstam, Saidiya Hartman, Eve Sedgwick, Hortense Spillers, Gayatri Spivak, Alyx Weinbaum.

Instructor(s): Agnes Malinowska Terms Offered: Winter
Equivalent Course(s): GNSE 45150, MAPH 40190, GNSE 25150, AMER 40190, ENGL 20190

ENGL 40202. Postcolonial Bildungsroman. 100 Units.
In this course, we consider the novel of subject formation in the twentieth-century, with a particular emphasis on postcolonial adaptations of this form. We examine how different instances of the genre play across tropes of aesthetic education, self-making, and nation-building. Readings will likely include Conrad’s Lord Jim, E.M. Forster’s A Passage to India, Olive Schreiner’s Story of an African Farm, and Tsitsi Dangarembga’s Nervous Conditions, as well as key critical pieces by Mikhail Bakhtin, Marc Redfield, and Jed Esty, among others.

Instructor(s): Darrel Chia Terms Offered: Spring
Equivalent Course(s): ENGL 21212, MAPH 40202

ENGL 40203. Biopolitics & Posthumanism. 100 Units.
Much has been written about the possibility (or impossibility) of creating an integrated political schema that incorporates living status, not species boundary, as the salient distinction between person and thing. In this course, we will explore how biopolitical and posthumanistic scholars like Michel Foucault, Hannah Arendt, Giorgio Agamben, Jane Bennett, Cary Wolfe, and Donna Haraway have acknowledged (and advocated transcending) the anthropocentric ümwelt, to borrow Jakob von Uexküll’s influential term. In parallel with our theoretical readings, we will explore how actual legal systems have incorporated the nonhuman, with a particular focus on Anglo-American and transnational law. Our goal is to develop our own sense of an applied biopolitical-whether to our own research, to future legislation and jurisprudence, or both.

Instructor(s): Nicolette L. Bruner Terms Offered: Winter
Note(s): This course fulfills part of the KNOW Core Seminar requirement to be eligible to apply for the SIFK Dissertation Research Fellowship. No instructor consent is required, but registration is not final until after the 1st week in order to give Ph.D. students priority.
Equivalent Course(s): KNOW 40203, CHSS 40203, CMLT 40203

ENGL 40305. The Archive of Early English Literature: Manuscripts, Books, and Canon. 100 Units.
This course will introduce students to early English literature through manuscript studies and book history. Throughout the course we will reflect on archival research as a critical practice: how do the material histories of early texts invite us to rethink the fundamental categories that organize literary history, like authorship or canonicity? The course will be both a practicum (teaching the basics of paleography, codicology, and textual editing) and an ongoing conversation about the archives of literary history, as sites of interpretation, memory, and erasure. We will meet in the Special Collections Research Center, and use the collections of the University of Chicago. We will first focus on the archives of Chicago’s Chaucer Research Project and its principals, John Matthews Manly and Edith Rickert, who tried to establish an authoritative text of the Canterbury Tales in the early twentieth century. The second half of the course will focus on print culture and reading practice, with a
focus on Chicago's collection of early modern commonplace books. Students will propose and pursue a research project in the U of C or Newberry Library collections, on a topic of their choosing. Students will produce a piece of scholarship that reflects both careful research in those collections and thoughtfulness about the place of that research in critical practice.

Instructor(s): J. Stadolnik Terms Offered: Spring
Note(s): This course fulfills part of the KNOW Core Seminar requirement to be eligible to apply for the SIFK Dissertation Research Fellowship. No instructor consent is required, but registration is not final until after the 1st week in order to give Ph.D. students priority.
Equivalent Course(s): CHSS 40305, KNOW 40305

ENGL 40309. Miracles, Marvels, and Mystics: Unknowing in Medieval England. 100 Units.
In this seminar we will explore how premodern literary texts imagined experiences of 'unknowing': narrating scenes of astonishment, misapprehension, and disbelief. Our primary readings will draw on a rich tradition of vernacular writing in medieval England. We will read across that tradition's genres, as writers experimented with ways to represent the wondrous, the occluded, the incomprehensible, and the horrific in a variety of forms, among them spectacular miracle plays, prose exercises in mystical negation, and the poetry of dreamworlds and alchemical secrecy.

Instructor(s): Joe Stadolnik Terms Offered: Spring
Equivalent Course(s): KNOW 40309

ENGL 41219. Interpretation: Theory and Practice. 100 Units.
his seminar will be conducted on two tracks. On the one hand, we will study major contributions to hermeneutic theory (including positions that understand themselves as anti-hermeneutic). Contributions to be considered include works by Friedrich Schleiermacher, Wilhelm Dilthey, Martin Heidegger, Hans-Georg Gadamer, Paul Ricoeur, E.D. Hirsch, Manfred Frank, Roland Barthes, Stanley Cavell, and Jacques Derrida. At the same time, the seminar will include a practical component in which we will collectively develop interpretations of works by Heinrich von Kleist, Johann Peter Hebel, Franz Kafka, Friedrich Nietzsche, Charles Baudelaire, Guillaume Apollinaire, Emily Dickinson, and Herman Melville. English translations of the assigned readings will be provided. (This course is restricted to students in Ph.D. programs.)

Instructor(s): David Wellbery Terms Offered: Autumn
Equivalent Course(s): CMLT 41219, GRMN 41219, FREN 41219, SCTH 41219

ENGL 41360. Gender, Capital, and Desire: Jane Austen and Critical Interpretation. 100 Units.
Today, Jane Austen is one of the most famous (perhaps the most famous), most widely read, and most beloved of eighteenth- and nineteenth-century British novelists. In the two hundred years since her authorial career, her novels have spawned countless imitations, homages, parodies, films, and miniseries - not to mention a thriving "Janeite" fan culture. For just as long, her novels have been the objects of sustained attention by literary critics, theorists, and historians. For example, feminist scholars have long been fascinated by Austen for her treatments of feminine agency, sociality, and desire. Marxists read her novels for the light they shed on an emergent bourgeoisie on the eve of industrialization. And students of the "rise of the novel" in English are often drawn to Austen as a landmark case - an innovator of new styles of narration and a visionary as to the potentials of the form. This course will offer an in-depth examination of Austen, her literary corpus, and her cultural reception as well as a graduate-level introduction to several important schools of critical and theoretical methodology. We will read all six of Austen's completed novels in addition to criticism spanning feminism, historicism, Marxism, queer studies, postcolonialism, and psychoanalysis. Readings may include pieces by Shoshana Felman, Frances Ferguson, William Galperin, Deidre Lynch, D.A. Miller, Edward Said, Eve Kosofsky Sedgwick, and Raymond Williams. Open to 3rd and 4th years with consent.

Instructor(s): Tristan Schweiger Terms Offered: Autumn
Prerequisite(s): Open to 3rd and 4th years with consent of the instructor.
Equivalent Course(s): MAPH 40130, GNSE 21303, GNSE 41303, ENGL 21360

ENGL 41420. Futures Other Than Ours: Science Fiction and Utopia. 100 Units.
Science fiction is often mistaken for a variety of futurism, extrapolating what lies ahead. This class will consider what kind of relationship science fiction might have to the future other than prediction, anticipation, optimism or pessimism. How might science fiction enable thinking or imagining futures in modes other than those available to liberalism (progress, reproduction, generation) or neoliberalism (speculation, anticipation, investment)? This class asks how science fiction constitutes its horizons, where and how difference emerges in utopias, and what it might be to live in a future that isn't ours. Readings may include SF works by Delany, Le Guin, Russ, Butler, Robinson, Banks, Ryman, Jones; theoretical and critical readings by Bloch, Jameson, Suvini, Munoz, Murphy, and others.

Instructor(s): Hilary Strang Terms Offered: Winter
Note(s): Email the instructor directly for consent.
Equivalent Course(s): MAPH 41400, ENGL 21420

ENGL 41644. American Muckrakers: The Literature of Exposé, 1900/2000. 100 Units.
This seminar examines the genre of American "muckraking," a form of journalism and fiction intended to expose social and economic injustices. We attend, in particular, to writers active in the years surrounding 1900, when muckraking narratives enjoyed great social influence, and then turn to the new crop of prominent muckrakers that emerged around 2000. In coining the term "muck-rake" in a 1906 speech, President Theodore
Roosevelt linked the genre's aesthetic deficiencies to a potentially dangerous political impact: Its tendency towards "hysterical sensationalism" threatened to provoke a "morbid and vicious public sentiment" marked by cynical apathy. Though we may not end up agreeing with Roosevelt, the seminar picks up his emphasis on the relationship between the aesthetics and politics of exposé in our examination of muckraking media. We will discuss the narrative strategies of a genre often designated as "bad" literature, focusing, in particular, on the link between its purported aesthetic deficiencies-populism, sentimentalism, melodrama, sensationalism-and its political mission. Last but certainly not least, this seminar situates muckraking narratives in their historical contexts-what they hoped to expose, why, and what impact they ended up having. Texts in this course may include the work of: Upton Sinclair, Ida Tarbell, Jacob Riis, Ray Stannard Baker, Frank Norris, Lincoln Steffens, Barbara Ehrenreich, Eric Schlosser, Naomi Klein, Michael Moore, and Laurie Garrett.

Instructor(s): Sianne Ngai Terms Offered: Spring
Equivalent Course(s): MAPH 41600, ENGL 4219

ENGL 42200. Marxist Literary Criticism: Fredric Jameson. 100 Units.
2021 marks the 40th anniversary of the publication of The Political Unconscious. This seminar will provide students with an overview of Marxist literary criticism via the career of one of its most innovative living practitioners. (20th/21st)
Instructor(s): Sianne Ngai Terms Offered: Spring

ENGL 42411. Marx and His Cultural Context. 100 Units.
This course provides students with an in-depth introduction to the work of Karl Marx, situating it within the nineteenth-century literary, cultural and political contexts that helped to shape his thought and its subsequent reception by later thinkers and theorists. Readings will include important works in nineteenth-century political theory; proto-sociological studies of the industrial workplace; novels of labor and class struggle; as well as Victorian anthropological studies of culture, religion, fetishism, and the origins of the family. (18th/19th)
Instructor(s): Zachary Samalin Terms Offered: Spring

ENGL 42550. Reading Bleak House: Criticism / History. 100 Units.
Charles Dickens's great anti-law novel, Bleak House (1852-3), was formally daring and technically ambitious. Part mystery story, part comment on the age (Dickens called it his "Condition of England" novel), from its first appearance it attracted both enthusiasts and detractors among its vast, worldwide readership. In the late 20th and 21st centuries it has continued to provoke intense responses, generating a body of work that reflects the major trends in criticism and theory of the novel. In this course we will consider the novel in both its 19th-century contexts and in recent criticism. The aim is not only to read Bleak House - one of the great novels of the Victorian period - but to read readers of Bleak House, to think about the different ways the novel has been construed in different contexts, and to how it has shaped ongoing critical debates in, for example, narrative theory, historicism, formalism, and postcolonial literary criticism. (18th/19th)
Instructor(s): Josephine McDonagh Terms Offered: Winter

ENGL 42918. Exploratory Translation. 100 Units.
Translation is one of the central mechanisms of literary creativity across the world. This course will offer opportunities to think through both the theory and practice of this art form and means of cultural transmission, focusing on the problems of translation of and by poets in a variety of languages: it will emphasize precisely the genre most easily "lost in translation," as the truism goes. Topics to be discussed will include semantic and grammatical interference, loss and gain, the production of difference, pidgin, translationese, bilingualism, self-translation, code-switching, translation as metaphor, foreignization vs. nativization, and distinct histories of translation. Alongside seminar sessions for discussion of readings, workshop sessions patterned on Creative Writing pedagogy will offer students a chance to try their hands at a range of tactics of translation. We also hope to invite a few poets and translators to engage in dialogues about the art (these visits conditioned on funding that we are currently seeking). The course therefore engages with such fields as linguistics, literary study, creative writing, psychology, and anthropology. Its thematic and methodological implications reach across the humanities and social sciences.
Instructor(s): Jennifer Scappettone, Haun Saussy Terms Offered: Winter
Equivalent Course(s): RLLT 42918, CMLT 42918, CRWR 42918, SCTH 42918, MAPH 42918
ENGL 43121. Translation Theory and Practice. 100 Units.
This course introduces students to the field of Translation Studies and its key concepts, including fidelity, equivalence, and untranslatability, as well as the ethics and politics of translation. We will investigate the metaphors and models that have been used to think about translation and will consider translation as a transnational practice, exploring how “world histories” may be hidden within “word histories,” as Emily Apter puts it. In the process, we will assess theories of translation and poetry from classical antiquity to the present; compare multiple translations of the same text; and examine notable recent translations. Students will carry out translation exercises and create a final translation project of their own.
Equivalent Course(s): CMLT 43121, CRWR 51503, CRWR 43121

ENGL 43250. The New Criticism. 100 Units.
This course examines primary works of The New Criticism, British and American. We will consider the theoretical variety and different critical practices of these loosely allied critics, who were often not allies at all. Authors to be studied: I.A. Richards, T.S. Eliot, F.R. Leavis, Kenneth Burke, John Crowe Ransom, Cleanth Brooks, Robert Penn Warren, W.K. Wimsatt, Yvor Winters, R. P. Blackmur, William Empson.
Equivalent Course(s): SCTR 36015, CMLT 36015

ENGL 43708. The Poetry and Prose of Thomas Hardy. 100 Units.
A Victorian and a Modernist, a rare master of the arts of fiction and poetry, Thomas Hardy outraged Victorian proprieties and helped to make 20th century literature in English possible. Close reading of four novels and selected early middle, and late poems by Hardy, with attention to the contexts of Victorian and Modern literary culture and society.
Note(s): For graduate students and advanced undergraduates.
Equivalent Course(s): SCTR 46011, FNWL 20011, ENGL 23708

ENGL 44100. T. S. Eliot. 100 Units.
TBD
Equivalent Course(s): RLIT 44600

ENGL 44202. Psychoanalysis, Literature, Film. 100 Units.
We will read major works by Freud, Melanie Klein, D.W. Winnicott, and Slavoj Žižek, among other psychoanalytic theorists, in conjunction with literary works such as Sophocles’s Oedipus Rex, Shakespeare’s Hamlet, Edgar Allan Poe’s ”The Purloined Letter,” Joseph Conrad’s Heart of Darkness, Henry James’s The Turn of the Screw, and Rudyard Kipling’s ”Mary Postgate.” The course will conclude with one or more of Alfred Hitchcock’s films. Topics include the unconscious, dreams, childhood, the uncanny, desire, subjects and objects, mourning, and the death drive. Requirements: one paper 10-12 pages, joint presentations in class, and regular postings to the online discussion board.
Instructor(s): Maud Ellmann Terms Offered: Winter
Equivalent Course(s): GNSE 44202

ENGL 44813. South African Fictions and Factions. 100 Units.
This course examines the intersection of narrative in print and film (fiction and documentary) in Southern Africa since mid-20th century. We begin with Cry, the Beloved Country, a best seller written by South African Alan Paton while in the US, and the original film version by British-based director (Korda), and American screenwriter (Lawson), which show both the international impact of South African stories and important elements missed by overseas audiences. We continue with fictional and nonfictional responses to apartheid and decolonization, and examine the power and the limits of the “rhetoric of urgency” (L. Bethlehem). We will conclude with writing and film that grapples with the contradictory post-apartheid world, whose challenges, from crime and corruption to AIDS and the particular problems faced by women and gender minorities, elude the heroic formulas of the anti-apartheid era. (Fiction, Film/Drama, Black Studies)
Instructor(s): Loren Kruger Terms Offered: Spring
Prerequisite(s): Third or fourth year undergraduates and graduates only. Must have completed Hum Core plus one or more of the following: Intro to Fiction or equivalent; International Cinema, or equivalent; Intro to African studies
Equivalent Course(s): CMLT 44813, CMLT 24813, CMST 34813, ENGL 24813, CMST 24813, CRES 24813

ENGL 45150. American Literature and Photography. 100 Units.
This class considers how photographic techniques spurred new literary methods. We’ll discuss how visual media impact the development of forms, methods, and genres of literature, and how pictures and novels can be read together. Students will learn how to consider the visual register in novels, and how the drive to make fiction “real,” or “photographic,” helps to shed light on many attendant issues - the question of evidence, the problem of reliability, the terms of objectivity. We will discuss the drive to narrate real events in photographic and literary terms, and the limits of representation. Furthermore, we will think carefully about how discourses of race and poverty are imbricated with the development of photographic technologies and methods, and how racial groups such as American Indians are invented and reinvented in the advent of the mobile camera. Primary texts include fiction by Stephen Crane, Ella Cara Deloria, and Ralph Ellison and secondary texts include works from Roland Barthes, Walter Benjamin, Judith Butler, Susan Sontag, and Gerald Vizenor.
Instructor(s): Megan Tusler Terms Offered: Spring
ENGL 45433. Book History: Methods, Practices, and Issues. 100 Units.
What is the history of the book? This course considers answers from literary scholars, historians, bibliographers, sociologists, and anthropologists over the past fifty years, using case studies from a variety of times, places, and textual traditions from the fifteenth century to the present to introduce the methods, practices, and issues of the field. This hands-on course meets in the Rosenthal Seminar Room in the Special Collections Research Center in Regenstein Library.
Instructor(s): Eric Slauter Terms Offered: Winter
Equivalent Course(s): ENGL 26150, AMER 40150, AMER 25150, MAPH 40150

ENGL 46202. Performance Theory: Action, Affect, Archive. 100 Units.
This seminar offers a critical introduction to performance theory and its applications to theatre and other practices. We will discuss three key conceptual clusters: a) action, acting, and forms of production or play, from classical (Aristotle) through modern (Hegel, Brecht, Artaud), to contemporary (Richard Schechner, Philip Zarrilli, others); b) affect, and its intersections with emotion and feeling; in addition to contemporary theories, we will read earlier texts that anticipate recent debates (Diderot, Freud) and their current interpreters (Joseph Roach, Erin Hurley, others), as well as writing about the absence of affect and the performance of failure (Sara Bailes etc); c) archives and related institutions and theories, including audience formation (Susan Bennett) and challenges of recording ephemeral acts: theorists of memory (Pierre Nora) and remains (Rebecca Schneider), theatre historians (Daphne Brooks, Tracy Davis and others) as well as current theorists on the tensions between the archive and the repertoire (Diana Taylor). Requires active and complete participation; two oral presentations and final paper. Final paper could be a review article (ca 5000 words) using two recent books in your field to examine key concepts that define the field and controversies they may engender.
Instructor(s): Loren Kruger Terms Offered: Winter
Equivalent Course(s): CMST 38346, TAPS 46202, CMLT 46202

ENGL 46751. Of Whiteness. 100 Units.
In his essay “The Souls of White Folk,” WEB Du Bois asks, “But what on earth is whiteness that one should so desire it?” This course will explore a multiethnic cultural and theoretical archive that grapples with the patterned and partial irrationality of this excessive racial desire. How does whiteness structure the racial/social field? What mechanisms regulate or have regulated populations’ access to and desire for it? (18th/19th)
Instructor(s): Christopher Taylor Terms Offered: Spring
Equivalent Course(s): CRES 46751

ENGL 47102. Dissident Lit. 100 Units.
This seminar will explore the literature and history of “the dissident,” a central figure of late 20th-century and 21st-century human rights politics. Through our readings of novels, essays, and criticism drawn from a range of traditions (from the US and Latin America to Russia and East-Central Europe) we will consider both the possibilities and dilemmas of literary dissidence.
Equivalent Course(s): HMRT 37102, HMRT 27102, ENGL 27102

ENGL 47700. Sensing the Anthropocene. 100 Units.
In this co-taught 3-week and in-person course between the departments of English (Jennifer Scappettone) and Visual Arts (Amber Ginsburg), we will deploy those senses most overlooked in academic discourse surrounding aesthetics and urbanism-hearing, taste, touch, and smell—to explore the history and actuality of Chicago as a site of anthropogenic changes. Holding our classes entirely out of doors, we will move through the city seeking out and documenting traces of the city’s foundations in phenomena such as the colonization of the ancestral homelands of the Three Fires Confederacy and trade routes of many other indigenous groups; the filling in of swamp; the redirection of the river; and the creation of transportation and industrial infrastructure—all with uneven effects on human and nonhuman inhabitants. Coursework will combine readings in history and theory of the Anthropocene together with examples of how artists and activists have made the Anthropocene visible and audible, providing forums for experimental documentation and annotations as we draw, score, map, narrate, sing, curate and collate our sensory experience of the Anthropocene.
Instructor(s): A. Ginsburg, J. Scappettone Terms Offered: Autumn
Prerequisite(s): Third or fourth-year standing.
Note(s): This intensive three-week course meets out of doors from September 27 through October 15. Graduate registration by Consent Only.
Equivalent Course(s): ARCH 22322, BPRO 27200, ARTV 32322, ENGL 27700, ARTV 22322, CHST 27200, ENST 27700

ENGL 47701. Lyric Intimacy in the Renaissance. 100 Units.
Lyric has often been perceived as a peculiarly intimate genre, tasked with providing access to a person’s inner experience. This course will examine how sixteenth and seventeenth-century British writers used lyric verse as a tool for establishing, imagining or faking intimacy, with potential lovers, employers, friends, and God. We will ask how the multiple models of intimacy available within English literary culture intersected in texts of the period, and also how that literature responds to or compares with developments elsewhere in the Renaissance Atlantic and Mediterranean world. Along the way, we will explore some of the following questions: what was the gender politics of Renaissance lyric? How did writers make space for queer or heteronormative writing and attachment within the conventions of the love poem? What looks familiar about the forms of intimacy we find in
these texts? What remains profoundly strange about them? Readings will include poems by Philip Sidney, Mary Wroth, William Shakespeare, John Donne, Katherine Philips and Sor Juana Inés de la Cruz.

Instructor(s): Sarah Kunjummen
Terms Offered: Winter
Equivalent Course(s): ENGL 27701

ENGL 47703. Queer Modernism. 100 Units.
This course examines the dramatic revisions in gender and sexuality that characterize Anglo-American modernity. Together, we will read literary texts by queer writers to investigate their role in shaping the period’s emergent regimes of sex and gender. We’ll consider queer revisions of these concepts for their effect on the broader social and political terrain of the early twentieth century and explore the intimate histories they made possible: What new horizons for kinship, care, affect, and the everyday reproduction of life did modernist ideas about sex and gender enable? At the same time, we will seek to “queer” modernism by shifting our attention away from high literary modernism and towards modernism’s less-canonical margins. Our examination will center on queer lives relegated to the social and political margins - lives of exile or those cut short by various forms of dispossession. This class will double as an advanced introduction to queer theory, with a particular emphasis on literary criticism.

Instructor(s): Agnes Malinowska
Terms Offered: Winter
Equivalent Course(s): ENGL 27703, AMER 27703, AMER 47703, GNSE 47702, GNSE 23138

ENGL 47706. Bodies, Feelings, and Unmentionable Wounds: The Enlightenment and the Comic Novel. 100 Units.
The Enlightenment of the 17th and 18th centuries is often conceived as the beginning of European modernity itself. In the before times (the story goes), the world was ruled by tyrant kings, the Church had an ironclad grip on knowledge production, and science remained stuck in the Middle Ages. Then a few brave, wig-wearing thinkers got together and invented democracy, medicine, and the very concept of political rights. This is a reductive narrative that effaces, among other things, the way Enlightenment ideas could serve to further entrench structures of power and oppression. Moreover, it neglects the diverse critiques and counter-discourses that came out of the period - many of which anticipate twenty-first-century debates. Laurence Sterne’s racy, satiric, and sprawling magnum opus, The Life and Opinions of Tristram Shandy, Gentleman (1759-67) is a novel intimately engaged with all of that. Although critics of the 1700s were perplexed by the weirdness of its form (Tristram Shandy is a mock autobiography whose “author” isn’t born until Vol. III), Sterne has been tremendously influential to writers like James Joyce and Virginia Woolf, and contemporary readers and critics are drawn to this strange, brilliant, and often “postmodern”-feeling novel for the complexity of how it works its way through discourses of the body, knowledge, race, gender, emotion, and more. In this course, we will read Tristram Shandy alongside many Enlightenment thinkers with whom Sterne is in dialogue.

Instructor(s): Tristan Schweiger
Terms Offered: Winter
Equivalent Course(s): ENGL 27706

ENGL 47708. Feeling Brown, Feeling Down. 100 Units.
Taking its cue from José Esteban Muñoz’s 2006 essay in Signs, this course interrogates negative affective categories as they are expressed in US ethnic literature in the 20th and 21st centuries. As Muñoz argues, “depression has become one of the dominant affective positions addressed within the cultural field of contemporary global capitalism”; this course explores orientations such as depression, shame, sickness, and melancholy to think critically about racial formations amidst capital and how these are posed alongside literary questions. Primary texts may include Larsen, Ozeki, Morrison, and Okada; secondary texts may include Ahmed, Freud, Muñoz, Cheng, and Spillers.

Instructor(s): Megan Tusler
Terms Offered: Winter
Equivalent Course(s): ENGL 27708, AMER 47708, CRES 20030, AMER 27708

ENGL 47710. Race and Governmentality in Transnational Literature. 100 Units.
In this course, we read a range of literary works that are concerned with the boundaries of nation-states and the flows between them, and with racial formations across borders. We think critically about different kinds of transnational literature, from travel narratives, to fiction dealing with migrant / refugee / diaspora experience, to “global lit,” and how these articulate configurations of race and governmentality under modernity. We read essays by Julie Chu on human cargo, and David Harvey on flexible accumulation. The literary titles we look at might include: Henry James, The American Scene Thomas Mann, Death in Venice Derek Walcott, Omeros Claude Levi-Strauss, Tristes Tropiques Therese Hak Kyung Cha’s Dictee Kazuo Ishiguro, Never Let Me Go Amitav Ghosh, The Sea of Poppies Viet Thanh Nguyen, The Sympathizer Claudia Rankine, Just Us: An American Conversation

Instructor(s): Darrel Chia
Terms Offered: Spring
Equivalent Course(s): CRES 27710, ENGL 27710

ENGL 47711. What is Literature For?: Theories of Literary Value. 100 Units.
This class will examine different theories about the meaning and social role of literature over a historical long durée. Why do we find literature valuable? What do we ask from it, and what is it able to provide? Is art’s very uselessness the key to its role in the lives of readers? Or can we expect literature to effect changes in the world we live in? Does literature serve a therapeutic function? An expressive one? To what or whom is a writer responsible? Students will develop their own answers to these questions, and also examine how attitudes about the function of literary text have changed over the last few centuries- centuries that have seen a staggering
transformation in the growth of literacy and the volume of print and digital culture. Readings will range from the Renaissance to the 21st century, and may include texts by Philip Sidney, Oscar Wilde, William Faulkner, Elizabeth Bishop, James Baldwin, Jaques Ranciere, and Gayatri Spivak

Instructor(s): Sarah Kunjummen Terms Offered: Spring
Equivalent Course(s): ENGL 27711

ENGL 47712. Spectral Modernism. 100 Units.
In this course, we examine modernist cultural objects that are preoccupied with the ghostly, the untimely, and the haunted. We will consider the figure of the ghost in the gothic modernist tradition and the emergent horror genre as a tool for grappling with the shocks of modernity, as well as the disturbing sedimentations of history and tradition. We will also be interested in more metaphorical hauntings. We will look, for instance, at texts that are “haunted” by the ethical and affective claims of the past and of history; that engage subjectivity or memory as a site of fantasy, otherness, repression, or trauma; that consider the spectral qualities of capitalist production, as well as of modern race, gender, and sex relations; and that resist in various ways the progressive futurity so often associated with the culture of modernity. Finally, we will consider the development and reception of modernist media and technology-like the telegraph, the photograph, the x-ray, and the cinema-as these were bound up with the supernatural and the phantasric. The seminar focuses mostly on American modernism and modernity. While our primary concern is with literary texts, the course syllabus also includes film, photography, music, and theoretical writings drawn from hauntology and spectrality studies.

Instructor(s): Agnes Malinowska Terms Offered: Spring
Equivalent Course(s): ENGL 47712, ENGL 27712, AMER 27712

ENGL 47714. Reproductive Modernism. 100 Units.
In this class, we focus on the centrality of debates around women's reproductive capacity in shaping the culture of modernity in the U.S. around 1900. We look at the way that feminist politics, in conjunction with broader developments in industrial capitalist society, disrupted traditional pathways of reproduction, as these have revolved around woman’s crucial role in sustaining the biological family and the home. We will read fiction, essays, and political tracts around the birth control movement, free love, sex work, the figure of the “new woman,” the politics of the home, the rise of consumer culture, and the demands placed on both Black and white women during this period in reproducing “the race.” Most generally, we will focus on texts that both trouble and shore up bourgeois motherhood as the central means of reproducing the biological life and social fabric of American culture. And we will likewise be interested in writers and political figures that imagine and advocate for non-reproductive intimacies that would dismantle this social reproductive order altogether.

Instructor(s): Agnes Malinowska Terms Offered: Spring
Equivalent Course(s): ENGL 27714, GNSE 47714, GNSE 27714

ENGL 48000. Methods and Issues in Cinema Studies. 100 Units.
This course offers an introduction to ways of reading, writing on, and teaching film. The focus of discussion will range from methods of close analysis and basic concepts of film form, technique and style; through industrial/critical categories of genre and authorship (studios, stars, directors); through aspects of the cinema as a social institution, psycho-sexual apparatus and cultural practice; to the relationship between filmic texts and the historical horizon of production and reception. Films discussed will include works by Griffith, Lang, Hitchcock, Deren, Godard.

Instructor(s): S. Skvirsky Terms Offered: Autumn
Equivalent Course(s): MAPH 33000, ARTH 39900, CMST 40000

ENGL 48421. Stifter's Modernity. 100 Units.
Probably no other author has been written off as boring as frequently as Adalbert Stifter (1805-68); yet Thomas Mann recognized in this boredom a compelling “sensationalism” and Stifter was admired by writers as diverse as Nietzsche, Benjamin, Handke, and Sebald. His work rewards closer attention today for readers interested in the politics of the home, the rise of consumer culture, and the demands placed on both Black and white women during this period in reproducing “the race.” Most generally, we will focus on texts that both trouble and shore up bourgeois motherhood as the central means of reproducing the biological life and social fabric of American culture. And we will likewise be interested in writers and political figures that imagine and advocate for non-reproductive intimacies that would dismantle this social reproductive order altogether.

Instructor(s): Agnes Malinowska Terms Offered: Spring
Equivalent Course(s): ENGL 27714, GNSE 47714, GNSE 27714

ENGL 48700-48900. 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 48700. History of International Cinema I: Silent Era. 100 Units.
This course provides a survey of the history of cinema from its emergence in the mid-1890s to the transition to sound in the late 1920s. We will examine the cinema as a set of aesthetic, social, technological, national, cultural, and industrial practices as they were exercised and developed during this 30-year span. Especially important for our examination will be the exchange of film techniques, practices, and cultures in an international context. We will also pursue questions related to the historiography of the cinema and examine early attempts to theorize and account for the cinema as an artistic and social phenomenon.

Instructor(s): A. Field Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.
Note(s): For students majoring in Cinema and Media Studies, the entire History of International Cinema three-course sequence must be taken.
Equivalent Course(s): ENGL 29300, ARTV 20002, CMST 28500, ARTH 38500, MAPH 33600, CMST 48500, ARTH 28500, MAAD 18500, CMLT 22400, CMLT 32400

ENGL 48900. History of International Cinema II: Sound Era to 1960. 100 Units.
The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's Film History: An Introduction; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): ARTH 28600, CMLT 22500, REES 45005, CMST 28600, REES 25005, MAPH 33700, ARTH 38600, CMST 48600, ARTV 20003, MAAD 18600, CMLT 32500, ENGL 29600

ENGL 49103. Representations of Islam in Early Modern England. 100 Units.
This seminar explores the representation of Islam and Islamic cultures in early modern English literature, from the 1580s to the 1650s with a primary but not exclusive focus on drama. What enduring fantasies about the Islamic world does early modern English literature express? How do religion, race, gender, and sexuality intersect in the formation of those fantasies? How do specific English social, political, and cultural issues inform literary representations of Islam? Ultimately, what do texts about Islam tell us about early modern England?
Instructor(s): Staff Terms Offered: Spring
Equivalent Course(s): RLST 29103, ENGL 29103

ENGL 49992. Metapictures. 100 Units.
This course is based on an exhibition that was first staged at the Overseas Contemporary Art Terminal in Beijing in the fall of 2018, and subsequently re-enacted at the Royal Academy in Brussels in the spring of 2020. The exhibition explores "pictures within pictures," images that reflect on the nature of image-making, across a range of media and genres. A virtual version of the exhibition is available on the Prezi platform, and a physical installation, supported by the Smart Museum, will be installed in the Media Arts Data and Design Center (MADD). Visual materials for the course include paintings and drawings, diagrams, models of the visual process, image “atlases,” multi-stable images, cinematic and literary representations of images nested within narratives.
The readings for the course will include Michel Foucault on Velasquez’s Las Meninas, Walter Benjamin on “dialectical images,” C. S. Peirce on iconicity, Nelson Goodman on analog and digital codes, and Georges Didi-Huberman on Aby Warburg’s Mnemosyne Bilderatlas. Students will be encouraged to explore traditional examples of metapictures such as the Duck-Rabbit (canonized by Gombrich and Wittgenstein) or to investigate newly emergent forms of self-reflexive media. Guest lectures will be given by Patrick Jagoda on experimental games and Hillary Chute on comics and graphic narrative; these might be coordinated with the Media Aesthetics core sequence in the fall term, which focuses on the question of the image.
Instructor(s): W. J. T. Mitchell Terms Offered: Autumn
Prerequisite(s): This course is by consent only. Interested students should send a one-page letter describing their interest and preparation of the topic to Prof. Mitchell at wjtm@uchicago.edu.
Equivalent Course(s): ARTV 20022, CMST 37505, ARTH 39992, CMST 27505, ENGL 29992, ARTH 29992, MAAD 10992, ARTV 30022

ENGL 50000. Pedagogies of Writing. 100 Units.
Pedagogies of Writing is a training course and practicum for graduate students hired to teach for the Writing Program. The course combines instruction in principles for effective academic writing and workshops focused on written commentary, instruction techniques, and small-group seminar design.

ENGL 50106. Literary Theory: Pre-Modern, Non-Western, Not Exclusively Literary. 100 Units.
Readings in theories of literature and related arts from cultures other than those of the post-1900 industrialized regions. What motivated reflection on verbal art in Greece, Rome, early China, early South Asia, and elsewhere? Rhetoric, hermeneutics, commentary, allegory, and other modes of textual analysis will be approached through source texts, using both originals and translations. Authors to be considered include Confucius, Plato, Aristotle, Zhuangzi, Sima Qian, Augustine, Liu Xie, Abhinavagupta, Dante, Li Zhi, Rousseau, Lessing, Schlegel, and Saussure.
Instructor(s): Haun Saussy
Equivalent Course(s): KNOW 50106, CMLT 50106

ENGL 50201. Contemporary Critical Theory. 100 Units.
This course will examine some of the salient texts of postmodernism. Part of the question of the course will be the status and meaning of "post"-modern, post-structuralist. The course requires active and informed participation. This course fulfills the winter core requirement for first-year Ph.D. students in Comparative Literature.
Instructor(s): Françoise Meltzer Terms Offered: Winter
Equivalent Course(s): DVPR 50201, CMLT 50201
ENGL 50205. Contemporary Critical Theory 1920-Present. 100 Units.
This course (the second half of the required Comparative Literature introductory sequence) roams the cultural landscape transformed by Freud, Saussure, Shklovsky, the First World War, and the Russian Revolution. Readings from psychoanalytic, formalist and Marxist criticism, from the corresponding heresies, and their successors. The aim throughout is to locate theoretical texts in the polemical situations to which they originally were addressed, and others in which they subsequently were invoked.
Instructor(s): Haun Saussy
Terms Offered: Winter
Equivalent Course(s): CMLT 50205

ENGL 50300. Principles of Teaching Writing. 100 Units.
Principles of Teaching Writing (offered in Autumn only) is for graduate students who have been hired to teach Academic and Professional Writing (The Little Red Schoolhouse).

ENGL 50301. Catharsis, Tedium, and other Aesthetic Responses. 100 Units.
This seminar examines the ramifications of catharsis, tedium and other forms of aesthetic response, in other words the relationship between effect and affect in and in response to performance, live, mediated and in reading. Beginning with Aristotle and present day responses to catharsis, we will investigate the kinds of aesthetic response invoked by theories of tragedy (esp Hegel), realism (authority, attachment and estrangement in Lukacs, Adorno, Brecht, Benjamin), as well as theories of pleasure (Barthes, Derrida, Cixous) and tedium (Heidegger). We will also explore tedium through text and audio of The Hunchback Variations by local playwright Mickle Maher. We will conclude with, the potential and limitations of catharsis as an appropriate response to testimonial narrative in text and film during and after the dictatorship in Chile. An essential part of the discussion will be the problem of translating key theoretical terms, not only from one language to another but also from one theoretical discourse to another.
Instructor(s): Loren Kruger
Terms Offered: Autumn
Equivalent Course(s): TAPS 50300, CMLT 50300

ENGL 50400. Teaching Undergraduate English (Pedagogy) 100 Units.
This course seeks to provide a setting in which graduate students in English, prior to their first formal teaching assignment at this institution, can explore some of the elements of classroom teaching. With the recognition that not all our students will teach at the graduate level, the course is intended primarily as an introduction to teaching undergraduate English. While emphasizing the practical issues of classroom instruction, the class includes theoretical readings on pedagogy to help students reflect on and talk about their practice. Students will have significant opportunities to practice conceiving, designing, and running a college-level course in English, e.g., the opportunity to construct a sample syllabus, to lead a mock-classroom discussion, to grade a common paper.
Instructor(s): Ellen Mackay
Terms Offered: Autumn
Prerequisite(s): This course is restricted to second- and third-year English Ph.D. students only; other students need consent of instructor.

ENGL 51000. PhD Colloquium. 100 Units.
This course provides a theoretical and practical introduction to advanced literary studies. Readings are drawn from four modes of inquiry that helped to produce our discipline and that continue to animate scholarship in the present - namely, philology, criticism, aesthetics, and genealogy. In addition, participants will complete several short assignments meant to familiarize them with common skills and practices of literary studies.
Instructor(s): Sarah J Johnson
Terms Offered: Autumn
Note(s): This course is intended for first-year English PhD students only; other interested students need consent of instructor.

ENGL 51023. Narrative in the Time of Queer and Crip. 100 Units.
This course focuses on Crip and Queer theories of time as ways to get at varied understandings of temporality that destabilize the wobbly formation of "normal" and produce non-linear forms of life as narratable. By focusing on narrative unfolding, circling back, slowing down, and the precarity of the future, the course proceeds by putting two distinct strands of Queer and Crip Theory in conversation. We begin with what theorists have conceptualized as a distinct queer temporality (e.g. Halberstam, Freeman) alongside its complement, crip time (McRuer). We then turn to questions about queer futurity alongside critiques within Crip Theory that fully embrace the future as a way of embracing the present. Following these two strands, we see the productive dynamism and the tension between crip and queer temporalities in envisioning non-normative, non-heterosexual life.
Instructor(s): Sarah Pierce Taylor
Terms Offered: Spring
Equivalent Course(s): RLVC 51000, GNSE 51000

ENGL 51225. Sources of Critical Theory. 100 Units.
This course is designed to give students a broad and rapid introduction to the philosophical and other sources that inform contemporary literary and critical theory. We will cover a lot of ground very quickly. The variety of humanism at issue in our work will be the sort that informs common sense or, as one of our authors might put it, ordinary understanding of the things that strike many of us as obvious about ourselves and other people. The critique will not make anything stop seeming obvious. But it will provide some tools for thinking differently about contemporary commonsense understandings of human life. We will conclude by seeing the way this material shapes work by two prominent recent critics, Slavoj Žižek and Lauren Berlant.
Instructor(s): C. Vogler Terms Offered: Autumn
Equivalent Course(s): PHIL 51225

**ENGL 52000. Research Paper Proseminar. 100 Units.**
Required for students in their 2nd year of the English Ph.D. program. In this class, we will perform substantial revisions of a previous seminar paper.
Instructor(s): Eric Slauter Terms Offered: Spring
Prerequisite(s): English Ph.D. students only.

**ENGL 52102. Hemispheric Studies. 100 Units.**
This course examines the Hemispheric Studies approach to the literature of the Americas, which combines a commitment to comparativism with attention to the specificities of local contexts ranging from the Southern Cone to the Caribbean to North America. We’ll investigate debates about the theories and uses of a method that takes the American hemisphere as its primary frame, yet does not begin with the U.S. as the default point of departure; and the conceptual and political limitations of such a method. Theories drawn from American Studies, Canadian Studies, Caribbean Studies, Latin American Studies, Poetry and Poetics, Postcolonial Studies, and U.S. Latinx Studies will be explored in relation to literature primarily written in the 20th and 21st centuries by writers residing throughout the Americas. In the last part of the course, we’ll take meta-theoretical look at the development of Hemispheric Studies and the politics of academic field formation. No knowledge of Spanish or French is required. (18th/19th, 20th/21st)
Instructor(s): Rachel Galvin Terms Offered: Autumn
Equivalent Course(s): LACS 52102

**ENGL 52502. Literary Theory: Auerbach’s Mimesis. 100 Units.**
This seminar will explore Western literary criticism from Plato to the late eighteenth-century conceived of as a prehistory of comparative literature as a discipline. The course will take as its particular lens the critical treatment of epic in some of the following authors: Plato, Aristotle, Longinus, Horace, Montaigne, Tasso, Giraldi, Sidney, Boiace, Le Bossu, St. Evremond, Dryden, Addison, Voltaire, Fielding, and Burke. The course will also examine both twentieth-century comparative approaches to epic (e.g., Auerbach, Curtius, Frye) and more recent debates within comparative literature with an eye to continuities and discontinuities in critical method and goals.
Instructor(s): David Wray Terms Offered: Autumn
Equivalent Course(s): CMLT 50105

**ENGL 52690. Racial Ecologies. 100 Units.**
This course highlights theories of race that emphasize space, entanglement, and networks and poses questions like, how does race animate the anthropocene? How does race inflect climate change? What is the relationship between the turn to ontology and ecocriticism? (18th/19th, 20th/21st)
Instructor(s): Riley Snorton Terms Offered: Autumn

**ENGL 53000. Dissertation Proposal Proseminar. 100 Units.**
Required for students in their 4th year of the English Ph.D. program and all English Ph.D. students who have not yet entered candidacy.
Instructor(s): Heather Keenleyside Terms Offered: Spring
Prerequisite(s): English Ph.D. students only.

**ENGL 53103. The Uses of Fiction: Poetry and Philosophy in Early Modernity. 100 Units.**
This course attempts to unpack the ancient quarrel between poetry and philosophy by examining how each discourse draws on the power of poiesis in different ways. We will approach this topic by examining four discourses: first, formal treatments of poetry and poetics from antiquity (Plato, Aristotle) through the late Renaissance (Sidney, Tasso, Milton); second, explicitly fictional thought experiments employed by philosophers (Avicenna, Ibn Tufayl, Descartes, Locke, Condillac); third, poetry explicitly invested in the making of fictional worlds (Spenser, Milton, Cavendish); and fourth, recent scholarship on poetry’s relationship to philosophy (Stanley Rosen, Victoria Kahn, Ayesha Ramachandran, Russ Leo, Guido Mazzoni, and others. (Med/Ren)
Instructor(s): Timothy Harrison Terms Offered: Autumn

**ENGL 53570. Slavery, Law, and Literature. 100 Units.**
This course will explore the intersection of law, literature, and slavery in the United States. In part, this class will provide an introduction to the methods and animating questions of the “law and literature” mode of scholarship. More particularly, we will examine how law decisively structured the cultural imaginaries of abolitionist and pro-slavery writers, a structure that endures in many contemporary public debates on the histories of slavery and freedom. While attending to the atmospheric legalism of abolitionism, we will also consider anti-legalist and anarchist critiques of the abolitionist mainstream—critiques that put pressure upon construing slavery’s antitheses in the legal genres of personhood, citizenship, and so on. (18th/19th)
Instructor(s): Christopher Taylor Terms Offered: Winter

**ENGL 54104. On Man: Sociogenesis and Subjectivation. 100 Units.**
In this course, students will read and engage with how “Man” has been conceptualized and critiqued in certain areas of philosophy and critical theory. The class begins with Man’s emergence in colonial contexts, with readings from Frantz Fanon, Homi Bhabha, and Sylvia Wynter. Students will also contend with Man’s intersubjectivity with the “Subject” with readings from Michel Foucault, Judith Butler, Jose Munoz, and Hortense Spillers.
ENGL 54308. Economic Humanities: 19th C British Literature and Inequality. 100 Units.
Do the humanities have a role in thinking inequality? In the nineteenth century, political economy, the precursor to economics, was largely a humanistic method focused on questions of distribution rather than efficiency as is often true today. Recent new work in various fields as well as the resuscitation of political economy itself suggests Humanities may be reinserting itself into the inequality conversation. In this class, we will explore the shift from political economy to economics in the nineteenth century, the methodological revisions it occasioned and, inspired by new multidisciplinary thinking about economics, consider if this earlier moment can still help us think about inequality. We will read the fiction of Dickens, Hardy, Wells, Eliot, the political economy and economics of Smith, Mill, Jevons, Marshall, Veblen and modern theorists Orlean, Yuran, Feher, Nussbaum, Piketty. (18th/19th)
Instructor(s): Elaine Hadley Terms Offered: Winter

ENGL 54420. Introduction to the Environmental Humanities. 100 Units.
This course critically examines the Environmental Humanities as an interdisciplinary and unruly field. We will focus our attention on some of the topics that have animated the field as it has coalesced over the past ten or fifteen years: the Anthropocene and its alternatives; environmental racism and global inequity; competing narratives of apocalypse and resilience; posthumanist accounts of species relations. We will also discuss the wide variety of methods and approaches that take place under the banner of “environmental humanities” and explore how they might be adapted to or engaged by our own writing and research. Prior to our first meeting, we will collaborate to build a reading list for the quarter that is reflective of students’ areas of interest.
Instructor(s): Benjamin Morgan Terms Offered: Spring

ENGL 55000. Advanced Writing for Publication Proseminar. 100 Units.
Required for students in the 5th year of the English Ph.D. program or above, this course will be a venue for revising a significant seminar paper to make it suitable for publication.
Instructor(s): Sianne Ngai Terms Offered: Winter
Prerequisite(s): This course is restricted to English Ph.D. students only; other students need consent of instructor.

ENGL 55105. Theories of Racial Perception. 100 Units.
We tend to talk about racial perception as a singular and instantaneous act, but it is perhaps better understood as a complex series of procedures involving judgment, reading, rationalization, instinct, and conjecture that normally go undescribed. In this course we will read theory, criticism, and literature considering the varying combinations of techniques, processes, structures, and convictions that allow a subject to believe they are having an experience of race. How have writers variously learned to describe and call into question the mechanics of racial perception? And is imagining the end of racial perception the same as imagining the end of race? Exploring works from a variety of traditions, eras, and genres, we will trace investigations into race’s perception as a color, a lack, a sense, a sound, a shape, a pathology, a habit, a surface, a depth, and a spell.
Instructor(s): Adrienne Brown Terms Offered: Winter

ENGL 56000. Job Market Proseminar. 100 Units.
Required for students in their 6th year of the program and open to all English Ph.D. students on or preparing for the academic job market.
Instructor(s): Ben Saltzman Terms Offered: Autumn Winter
Prerequisite(s): English Ph.D. students only.

ENGL 56200. Early Modern Critical Race Studies. 100 Units.
This course explores the history and developments of Early Modern Critical Race Studies (pre-1700) from the inception of the field in the early 1990s to the present. Students will read classics and new classics on early modern racial formations (including monographs by Kim F. Hall, Ania Loomba, Geraldine Heng, and Patricia Akhimie, among others), while learning about the theoretical and political roots of the field, the stages and controversies that have marked its history, and its major subfields-including presence studies (Imtiaz Habib), performance studies (Ayanna Thompson), and visual culture (Peter Erickson). Students will also learn about the newest directions in which the field is headed, namely: whiteness studies (Arthur Little, David Sterling Brown) and transnational critical race studies (Noémie Ndiaye). (Med/Ren)
Instructor(s): Noémie Ndiaye Terms Offered: Autumn

ENGL 56240. Mapping Black Studies. 100 Units.
This course contextualizes various schools of thought in the field of Black Studies, including Afrofuturism, Afropessimism, Afronihilism, black optimism, and Afrorealism. Students will read texts by key figures, who might include Saidiya Hartman, Orlando Patterson, Hortense Spillers, Frantz Fanon, Stuart Hall, Kara Keeling, Achille Mbembe, Fred Moten, Sylvia Wynter, Frank Wilderson, Katherine McKittrick, and Jared Sexton. (20th/21st)
Instructor(s): Tina Post Terms Offered: Winter
ENGL 57750. Race and Literature in the Twilight of Neoliberalism. 100 Units.
In this course we will explore the thesis that literary fiction published in the years of the 2010s participates in and signals the end of embedded neoliberalism as a governing consensus. (20th/21st)
Instructor(s): Ken Warren Terms Offered: Spring

ENGL 59900. Reading and Research: English. 100 Units.
This course is intended for graduate students in the English doctoral program 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.

ENGL 65007. The Assemblage Mode. 100 Units.
Assemblage names a compositional practice in the material, visual, and literary arts. It also names a way of conceptualizing non-aesthetic forms (markets, cities, nation states). This course begins by focusing on the different semantic and pragmatic values of assemblage (in anthropology, urban geography, and social theory); turns its attention to two art exhibitions, The Art of Assemblage (MoMA, 1961), and 66 Signs of Neon (1966), led by Noah Purifoy and consisting of assemblage work made from the detritus of the Watts riots (Aug. 1965); and ultimately concentrates on a history of how and why African American writers and visual artists (such as Jean Toomer, Zora Neal Hurston, Romare Bearden, Ntozake Shange, and Betye Saar) have deployed the assemblage mode. (20th/21st)
Instructor(s): Bill Brown Terms Offered: Autumn
Equivalent Course(s): CCCT 65007

ENGL 65008. Materialities. 100 Units.
In the first instance, this course surveys a range of thinking (by Elizabeth Grosz, Karen Barad, and Rosi Braidotti, among others) that has gone under the banner of 'new materialism,' emphasizing the vitality of matter and working to reject anthropocentrism. In the second instance, the course focuses on textual materialism within literary studies (both Susan Howe and Derrida, for instance), ultimately asking how we might begin to understand material texts within a new materialist frame. The widest frame for the course, though, will be provided by the question of how the materialisms of our moment (across fields and disciplines) can be understood through the analytics provided by historical materialism. We will read literary texts from different periods, and we will conduct at least two sessions in Special Collections. (20th/21st)
Instructor(s): Bill Brown Terms Offered: Spring

ENGL 70000. Advanced Study: English Language & Literature. 300.00 Units.
Advanced Study: English Language & Literature

ENGL 75000. Advanced Research. 300.00 Units.
TBD
Terms Offered: Autumn
Department of Germanic Studies

Department Chair
• David Wellbery

Director of Undergraduate Studies
• Margareta Ingrid Christian

Director of Graduate Studies
• Catriona MacLeod

Professors
• David J. Levin
• Catriona MacLeod
• Eric L. Santner
• David E. Wellbery
• Christopher J. Wild

Associate Professors
• Florian Klinger

Assistant Professors
• Margareta Ingrid Christian
• Sophie Salvo

Senior Lecturers
• Catherine Baumann
• Maeve Hooper
• Kimberly Kenny, Norwegian

Assistant Instructional Professors
• Colin Benert, German
• Jessica Kirzane, Yiddish
• Nicole Burgoyne, German
• Shiva Rahmani, German

Emeritus Faculty
• Reinhold Heller
• Samuel Jaffe
• Kenneth J. Northcott
• Hildegund Ratcliffe

Affiliated Faculty
• Alice Goff, Ph.D., Assistant Professor of German History and the College
  Interests: Cultural and intellectual history 1750-1850, museums and collecting, aesthetics, looting, historical reception in the GDR.
• Philip V. Bohlman, Ph. D., Mary Werkman Professor of the Humanities and of Music; Chair of the Committee on Jewish Studies
  Interests: German-Jewish and German-American ethnomusicology; theory and history of folksong.
• John W. Boyer, Ph. D., Martin A. Ryerson Distinguished Service Professor of History; Dean of the College
  Interests: German and Austrian history, 18th century to the present; religion and politics in modern European history; European urban history.
• Daniel Brudney, Ph. D., Associate Professor of Philosophy
  Interests: Marx, German philosophy, Frankfurt School.
• James Conant, Ph. D., Professor of Philosophy
  Interests: Kierkegaard, Heidegger, Wittgenstein.
• Kathleen Conzen, Ph. D., Professor of History
  Interests: German-American history and the history of international migration.
Overview

The graduate program in Germanic Studies at the University of Chicago stresses an interdisciplinary model of study, long an emphasis at this University, which allows students to construct fields of research in fresh ways. In order to draw on the University’s strengths, both inside and outside the department, students are encouraged...
to work not only with departmental and affiliated faculty but with faculty throughout the University whose courses are of relevance to their particular interests.

The University’s Workshops (non-credit, interdepartmental seminars that meet biweekly) offer a further avenue for interdisciplinary work. Students are also encouraged to participate in the department’s colloquia and lecture/discussions.

Language courses taught in the department include German, Norwegian, and Yiddish.

**APPLICATION AND FINANCIAL SUPPORT**

Applicants to the Department of Germanic Studies should have a solid background in German language and culture. Students with undergraduate degrees in other fields are encouraged to apply, but must include with their application a list of relevant German/Germanic courses as well as a letter of recommendation from a faculty member able to evaluate their level of German language competency. Such students will be asked to make up deficiencies in their language preparation before entry into the graduate program. All entering students whose native language is not German are required to pass an ACTFL (American Council on the Teaching of Foreign Languages) oral proficiency examination in German during their first quarter in the program.

Admission to the department is competitive. PhD students who matriculate in Summer 2020 and after will be guaranteed to have funding support from the University of Chicago, external sources, or a combination of the two for the duration of their program to include the following:

- Full tuition coverage
- Annual stipend
- Fully paid individual annual premiums for UChicago’s student health insurance (U-SHIP, the University Student Health Insurance Plan)

The goal of the University’s commitment to ensuring that students are supported is to allow students to prioritize their studies and prepare for rewarding careers. We expect students to remain in good academic standing and to be making progress toward completing degree requirements.

Students in the Division of the Humanities who entered their PhD program in Summer 2016 or later, and who are still enrolled in 2022-2023 will be fully incorporated into this new funding model, and will receive at least the guaranteed stipend level (subject to applicable taxes), full tuition coverage, and fully paid health insurance premiums for the duration of their program. Students are expected to remain in good academic standing.

Students who matriculated before Summer 2016 will receive at least the funding they were offered at the time of admission and may be eligible for additional funding, such as dissertation completion fellowships. Over the past several years, the Division of the Humanities has increased investments in funding to support students in degree completion.

Additional fellowships and awards are available to support language study, conference travel, and research travel.

Pedagogical training is a required component of doctoral education, and University resources can help you acquire the skills and experiences you need to feel at ease in the classroom, whether you are leading a discussion section, lecturing in the Humanities Common Core, or teaching a course of your own design.

The Department of Germanic Studies has some funds to support students in summer projects, travel, and research. In addition, the Norwegian Culture Program Endowment Fund provides some money for research and travel support for students interested in Norwegian language and culture.

Applications to the program must include a writing sample of not more than twenty pages, in German or English; Graduate Record Exam scores from the general examination; TOEFL (Test Of English as a Foreign Language) scores, if applicable; and three letters of recommendation.

The application process for admission and financial aid for all graduate students is administered through the divisional office of the Dean of Students (http://humanities.uchicago.edu/about/leadership/dean-of-students/). The Application for Admission and Financial Aid, with instructions, deadlines and department-specific information is available on the [Graduate Student Online Application page](http://humanities.uchicago.edu/graduate-admissions/). Please note that the application and all supporting materials are to be submitted online. Questions pertaining to admissions and aid should be directed to: humanitiesadmissions@uchicago.edu (%20humanitiesadmissions@uchicago.edu) or (773) 702-1552.

International students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). (Current minimum scores, etc., are provided with the application.) For more information, please see the Office of International Affairs website at [https://internationalaffairs.uchicago.edu/](https://internationalaffairs.uchicago.edu/), or call them at (773) 702-7752.
DEGREE REQUIREMENTS

The following is an outline of the main features of the graduate program. If you need additional information, please write directly to the Department of Germanic Studies (http://german.uchicago.edu/graduate/).

Students in the Department of Germanic Studies are admitted into the Ph.D. program of study. Students interested in a one-year interdisciplinary Master's program in Germanic Studies should contact the Master of Arts Program in the Humanities (http://humanities.uchicago.edu/depts/maph/). Study towards the M.A. degree, normally completed after the first year, is intended as an introductory period, a time for both faculty and students to decide on the suitability of an extended graduate program. All students entering the Ph.D. program with a master's degree from another institution will undergo an informal evaluation at the end of their first year in the department to assess their progress and to plan their further course of study.

DEGREE OF MASTER OF ARTS

COURSE WORK

Three quarters of course work and a total of eight courses are required during the first year of study. These include the mandatory pedagogy course ("Acquisition and Teaching of Foreign Languages"). A completed M.A., which includes the pedagogy courses and a "superior" rating on the German oral proficiency test, are prerequisites for teaching appointments. Besides the pedagogy course, students must take at least one course each quarter from departmental faculty, and at least two additional courses from departmental faculty during the year. The remaining courses could contain little or no Germanic material and may be taken primarily for methodological, theoretical, or historical interest. Course selections must receive the approval of the Director of Graduate Studies (http://german.uchicago.edu/graduate/). All courses must be taken for a letter grade. We expect students to develop a broad historical sense of German culture through coursework as well as their own background reading. The primary aim of the master's year is for students to explore a variety of materials, approaches and problems.

LANGUAGE EXAMINATION

Students who do not achieve a "superior" rating on the oral proficiency examination in German (to be taken early in their first quarter) will be advised to undertake further language training or to take other steps to improve their skills; they will be re-tested during the second quarter.

M.A. EXAM

The purpose of the M.A. exam is to test students' ability to work with concepts central to the discipline, to articulate literary-historical arguments, to discuss significant patterns that extend beyond individual texts, and to articulate how such concepts relate to the interpretation of individual works. In addition, the exam establishes a useful foundation of knowledge upon which the student can build in later studies.

The examination takes place in the eighth week of Spring Quarter of the student's first year of graduate study. Its basis is a list of some twenty to twenty-five texts selected by the student in consultation with the two members of the student's M.A. exam committee. (The committee—consisting of two members of the department's core faculty—is to be designated by the Director of Graduate Studies (http://german.uchicago.edu/graduate/ in consultation with the student.) This list reflects a category of literary research such as a genre, a period, or a general concept bearing on a mode of writing. Examples of the former might be "The Bourgeois Tragedy" or "Modern Urban Short Prose" or "The Elegy." Periods can be variously conceived: Enlightenment, Realism, Weimar Republic. General concepts are more abstract categories such as "narrative" or "performance" or "argumentative writing." Lists could also be organized along thematic lines or in terms of a traditional narrative subject. The point is that the list be designed so as to sustain a process of coherent intellectual inquiry. In addition to the 20-25 primary texts, the list includes a representative cross-section of secondary literature addressing the topic under study.

The examination itself has two components:

a) a take-home written examination, and
b) an oral examination approximately one hour in length.

The take-home component consists of three essays (of two and one half, never more than three double-spaced pages) written in answer to questions devised by the faculty. These questions offer the student an opportunity to demonstrate her/his ability to explore various intellectual issues raised by the list as a whole as well as by specific works on the list. Students will receive these questions on Friday morning of the eighth week of classes and hand in their completed essays by 5:00 p.m. the following Monday. The oral examination is devoted to a critical discussion of the students' three essays as well as to works included on the list but not addressed in the written part of the examination. It will take place one week after the written exam. Following a forty-minute discussion of the essays, the student and the faculty examination committee will assess the student's overall progress, including course work.

A crucial aspect of the M.A. examination is planning and advising. Students should choose their examiners and have one planning meeting with each examiner by the eighth week of Autumn Quarter. Students should choose examiners and design the lists with a view to the seminars they plan to attend throughout the year.
Students must submit their lists for approval at the end of the fourth week of Winter Quarter. Two weeks after submission, they should meet with their examiners to discuss preparation for the exams. During Spring Quarter, students should meet with their examiners twice prior to the exam in order to discuss questions arising from their readings. Of course, throughout the process students are encouraged to discuss questions arising from their readings with other faculty members, both inside and outside the Department of Germanic Studies.

**First Year: Time Schedule for M.A. Exam**

- Fall, Week 8 - Choose examiners
- Winter, Week 4 - Submit exam list for approval
- Winter, Week 7 - Arrange to meet with examiners to discuss exam preparation
- Spring, Week 8 - Written exam
- Spring, Week 9 - Oral exam

**The Degree of Doctor of Philosophy**

The Ph.D. phase of study will be self-designed to a greater extent than the M.A. phase. Students who enter with an M.A. from another university will be required to take one pedagogy course in their first year ("Acquisition and Teaching of Foreign Languages"). This requirement may be waived by the department if a student can demonstrate that equivalent work was successfully completed at another institution. Completion of the course (or a departmental waiver), together with a “superior” rating on the oral proficiency interview in German taken early in the first quarter (or re-taken later if necessary), are prerequisites for teaching appointments.

**COURSE WORK:** Students will establish that balance of course work and individual preparation that best suits their intellectual agenda. Course selections, however, must be approved by the director of graduate studies. A minimum number of eight courses over two years, not including the pedagogy course, is required. All of these courses must be taken for credit. Six must be taken for a letter grade. The remaining two may be taken Pass/Fail. Typically, the two post-M.A. years (during which students will also be teaching) will look as follows: two seminars each quarter the first year, at least one seminar each quarter for the fall and winter quarters of the second year, exams in the spring quarter of the second year. In this way students will have ample time during the second Ph.D. year to prepare for the exams.

**LANGUAGE EXAMINATION:** All students are required to pass one university foreign language reading examination before taking their Ph.D. oral exams. The choice of language should be made in consultation with the director of graduate studies. Exams are administered by the Chicago Language Center.

**Ph.D. EXAMINATIONS:** The exam focuses on a small archive of literary, philosophical, and literary critical works (approximately 50 works) established by the student. This “major field list” should be organized around a broad topic that will in many cases anticipate the larger field within which the dissertation project will be situated. Some examples from previous exams: “Discourses of Madness from Kant to Musil,” “Worldly Provincialism: German Realism 1850-1900,” and “The Aesthetics of Sacrifice in Postwar German Literature and Art.” Works on the list should be grouped into clusters according to categories and questions relevant to the topic. These criteria should be expressly formulated in the list. Students are encouraged to meet with as many faculty members as possible as they work on these materials. In consultation with the director of graduate studies, they should arrange for an exam committee of three faculty members: two faculty members (normally both members of the department) to compose and evaluate the written examination questions, and a third faculty member (from either departmental or resource faculty) to serve as an additional examiner for the oral exam. At the beginning of the fall quarter of the second Ph.D. year, students will submit a preliminary exam list to the faculty committee they have chosen and to the director of graduate studies.

The four-hour, open-book, written exam will normally be taken around the seventh week of spring quarter. Five weeks prior to the exam, each student will submit to the exam committee and to the director of graduate studies a final draft of the list. As noted, the list should be organized by way of the categories and questions that indicate what the students considers to be the salient issues animating the different clusters of texts. Faculty will use this list as a guide in preparing the exam. Within two weeks of the exam, the full committee will meet with the student for an hour-long discussion that will encompass the exam and plans for the dissertation. Students should work on their dissertation proposals over the summer and schedule the formal proposal defense at the beginning of the fall quarter of the third Ph.D. year. For further details regarding the Ph.D. exams, students are encouraged to consult with the director of graduate studies.

To summarize, the second Ph.D. year will normally flow in the following way. In the fall quarter, the student establishes the exam committee in consultation with the director of graduate studies. A preliminary list is submitted by fifth week of the quarter. The winter quarter is dedicated to reading and exam preparation. By the second week of spring quarter, the final list (articulated into clusters of texts) is submitted to the committee. The written exam is taken in the second half of the quarter, typically around the seventh week. Within two weeks of the written exam, the student meets with the committee for an hour-long discussion of the exam and dissertation plans. The summer after the exam is dedicated to elaborating the dissertation proposal. The final proposal is due no later than one quarter (not including summer) after passing the Ph.D. exam.
DISSEPTION PROPOSAL: Within three weeks of the Ph.D. exam, a student must identify a primary dissertation advisor (in some cases there will be two co-advisors). A full dissertation committee of three members will be established in consultation with the advisor. The committee need not be identical with the exam committee and there is always the possibility that the dissertation committee and primary advisor(s) will change over the course of the project (it may turn out, for example, that another faculty member proves to be more engaged with the primary materials of the dissertation). The proposal itself ought not attempt to predict the final conclusions of the proposal before the research is fully under way. Instead, it should seek to divide the project into subordinate questions and to rank the parts of the project in terms of priority. It should include a preliminary bibliography and a potential chapter structure, and also indicate a rough timetable for the research and writing of the dissertation. The proposal of approximately 20-25 pages should be problem-driven and question-oriented, and should contextualize the project within relevant scholarly debates. The student will discuss the project in a proposal defense with the dissertation committee, to be scheduled in consultation with the primary advisor and the departmental administrator. This will typically be done one quarter (not including summer) after the Ph.D. examination. Students must file copies of their exam lists and proposal with the department administrator.

SYLLABI PROPOSALS: During the third summer of the Ph.D. program, students will compose two syllabi, one for an upper-division undergraduate class and one for a graduate seminar (consultations with faculty about the syllabi should already have begun in the spring quarter). These syllabi may overlap to some extent with the dissertation project but should ideally represent other areas of interest and developing expertise. They may be designed as courses in translation, courses taught in German, or courses requiring reading knowledge of German. In many cases students will wish to submit one of these syllabi for the annual Tave competition in the winter quarter. (The Stuart Tave Teaching Fellowship allows graduate students to teach a free-standing, self-designed undergraduate class.) The primary advisor(s) of the dissertation will meet with the student in the course of the fall quarter to discuss and evaluate the syllabi.

WRITING THE DISSERTATION: After the proposal has been approved by the readers, the student should plan on spending the remainder of that year researching and reading. Some students may spend this time away from campus; others may choose to remain in Chicago to work closely with their committee. Students are strongly encouraged to try to complete the dissertation during the sixth year. All students should complete the dissertation by the end of the fall quarter of their seventh year.

TEACHING IN THE COLLEGE

Graduate students in the Department of Germanic Studies at the University of Chicago will enter the job market with a solid basis in current pedagogical theory and practice as well as a range of teaching experiences in a variety of classroom settings. Teaching in the undergraduate language program is an integral part of the graduate program.

Before they begin teaching, graduate students must participate in a graduate seminar on pedagogy ("Acquisition and Teaching of Foreign Languages"). This course is an introduction to foreign language acquisition and to the theoretical models underlying current methods, approaches and classroom practices. Syllabus and test design and lesson planning are also treated. All participants do two days of observation and two days of supervised teaching in a first-year class.

Graduate students have the opportunity to teach in the beginning and intermediate German language program (http://german.uchicago.edu/graduate/). They have full responsibility for the courses they teach, including syllabus design, day-to-day instruction, test design, grading and all other record keeping. Input from the graduate students is also critical in the ongoing implementation and revision of the curriculum. Internal grant monies have been made available to support the development of an on-line writing project designed by graduate students, as well as other curricular innovations.

Graduate students also have the opportunity to work as on-site coordinators and/or instructors in study-abroad programs in Vienna and Freiburg (http://german.uchicago.edu/graduate/). The preparation of students for study-abroad and their reintegration into the curriculum is an ongoing process in which graduate students, in their roles as instructors, are deeply involved.

Each fall there is an orientation for all graduate students who will teach that year. It is held in conjunction with the Center for Teaching and Learning (http://teaching.uchicago.edu/) and deals with general procedural and pedagogical issues as well as specific course objectives and practices. This inter-departmental cooperation also includes jointly held workshops and seminars on different topics in the field of second language teaching, offered by University of Chicago faculty and experts from other institutions.

GERMANIC STUDIES GRADUATE COURSES

GRMN 35322. New German Cinema. 100 Units.

This class will offer an intense exploration of the classical New German Cinema and some of the issues in its aesthetics, history and theory. Thus, we will see a broad variety of films (some familiar, some not so familiar; including work by R.W. Fassbinder, A. Kluge, W. Herzog, W. Wenders, H. Sanders-Brahms, U. Ottinger, J-M Straub/D Huillet, et al.) and read a broad range of material-incorporating, among others, questions of genre, auteur theory, psychoanalysis, history, politics, and film style. Proficiency in German language, culture, or history is welcome but not required (all films have subtitles); a serious commitment to thinking about the logic, rhetoric,
history, and textuality of film is essential. The pace and conceptual level of the readings make this course most appropriate for graduate students.

Instructor(s): David Levin
Terms Offered: Autumn
Prerequisite(s): undergrads by consent only
Equivalent Course(s): CMST 42027, GRMN 25322

GRMN 37621. Philosophical Aesthetics: Heidegger and Adorno. 100 Units.

Two major positions in German philosophical aesthetics of the 20th century will be considered in detail: 1) the ontological-hermeneutic theory advanced by Martin Heidegger; 2) the dialectical-critical theory developed by Theodor W. Adorno. Primary readings will be Heidegger’s Origin of the Work of Art and selections from Adorno’s Aesthetic Theory. In addition, selected shorter pieces by the two authors will be studied, with a special emphasis on their work on lyric poetry. The seminar will also consider contributions by Georg Simmel, Walter Benjamin, Helmut Plessner, Arnold Gehlen, Georg Lukács. The course seeks to develop an understanding of the conceptual foundation of each of the two philosophical positions. Particular topics to be considered: a) the nature of artistic presentation (Darstellung); b) the nature of artistic truth; c) the historical character of art; d) the political significance of art; e) the relation of art to philosophy.

Instructor(s): David Wellbery
Terms Offered: Spring
Note(s): Undergrads must receive consent.
Equivalent Course(s): SCTH 27621, CMLT 27621, CMLT 37621, GRMN 27621, SCTH 37621

GRMN 34819. Maniacs, Specters, Automata: The Tales of E.T.A. Hoffmann. 100 Units.

In this course we will read stories by one of the most prominent representatives of Romanticism, the German writer, composer, and painter E.T.A. Hoffmann who wrote "The Nutcracker and the Mouse King" on which Tchaikovsky would later base his ballet. His stories of bizarre yet psychologically compelling characters will introduce us to the "dark side" of Romanticism as well as to its fantastical aspects. Students will read Hoffmann's extraordinary stories, develop skills of literary analysis, and engage in historical inquiry by tracing the way in which Hoffmann's texts engage with the context of their time, in particular with the history of medicine (mesmerism, early psychiatry) and law (Hoffmann worked as a legal official). Those with reading knowledge of German can read the texts in the original, otherwise readings and discussions will be in English.

Instructor(s): Margareta Ingrid Christian
Terms Offered: Autumn
Equivalent Course(s): GRMN 24819

GRMN 39821. Goethe’s Faust: Myth and Modernity. 100 Units.

In this seminar we shall undertake an intensive study of Johann Wolfgang von Goethe’s Faust, with close textual study of the entirety of Part I and Act 5 of Part II. We will begin by casting a brief look at the earliest versions of the Faust myth, the so-called Faust Chapbook of 1587 and Christopher Marlowe’s Dr. Faustus composed 1589-92, premiered 1592), and we will have an eye on later versions such as those of Paul Valéry and Thomas Mann. Some consideration will be devoted to the question of modern “myth” and the Faust myth will be compared to that of Don Juan in particular. Our major task, however, will be to develop a close reading and interpretation of Goethe’s text, which ranks as one of the supreme achievements of the European literary tradition. The interpretive issues at the center of our inquiry will include: a) the theory of (modern) tragedy; b) desire and subjectivity; c) Faust in relation to post-Kantian philosophy; d) the theme of time and the "moment." In addition to major works of scholarship, we shall touch on interpretations of the play by Schelling and Kierkegaard. Command of German will be helpful, but students may also refer to an English translation. (Recommended English version: Faust I & II, translated by Stuart Atkins, introduction by David E. Wellbery, Princeton Classics, 2014. Recommended German version: Faust I und II, hrsg. Albrecht Schöne, 2 vols. Text + commentary. Deutscher Klassiker Verlag 2017.)

Instructor(s): David Wellbery
Terms Offered: Winter
Equivalent Course(s): CMLT 39821, SCTH 39821

GRMN 48421. Stifter’s Modernity. 100 Units.

Probably no other author has been written off as boring as frequently as Adalbert Stifter (1805-68); yet Thomas Mann recognized in this boredom a compelling “sensationalism” and Stifter was admired by writers as diverse as Nietzsche, Benjamin, Handke, and Sebald. His work rewards closer attention today for readers interested in his extreme description, but also for its treatment of ecocritical themes and diagnosis of violence and modernity. In this seminar we will focus on reading his monumental Bildungsroman Der Nachsommer (1857). We will also consider shorter prose works ranging from his Viennese feuilleton essays to later stories from the collection Bunte Steine, as well as his output as a painter.

Instructor(s): Catriona MacLeod
Terms Offered: Winter
Chair
• Lenore Grenoble

Professors
• Diane Brentari
• Susan Gal, Anthropology
• Anastasia Giannakidou
• John Goldsmith
• Lenore Grenoble
• Chris Kennedy
• Jason Merchant
• Salikoko Mufwene
• Michael Silverstein, Anthropology
• Alan Yu

Associate Professors
• Karlos Arregi - Director of Graduate Studies
• Amy Dahlstrom
• Itamar Francez
• Jason Riggle
• Ming Xiang

Assistant Professors
• Allyson Ettinger

Provost’s Postdoctoral Scholars
• Natalia Bermudez
• Monica Do
• Sharese King
• Erik Zyman

Instructor
• Andrew Murphy

Humanities Teaching Fellows
• Patrick Muñoz
• Adam Singerman

Instructional Professors
• Stefanos Katsikas
• Fidèle Mpiranya
• David Reinhart

Emeritus Faculty
• Howard I. Aronson, Linguistics and Slavic Languages & Literatures
• Bill Darden, Linguistics and Slavic Languages & Literatures
• Victor Friedman, Linguistics
• Jerrold Sadock, Linguistics

Since 1926, the Department of Linguistics at the University of Chicago has been at the center of the development of the field, counting among its faculty linguists of the first rank such as Sapir and Bloomfield. It is theory-oriented with a deep empirical interest in languages. One of its outstanding characteristics is its commitment to a wide range of approaches to the study of language. Interdisciplinary, interdepartmental study is encouraged, and students regularly work with faculty in several other departments. Students are expected to become active researchers as soon as possible after their arrival here. Many students come with strong undergraduate training in linguistics, or with a Master’s degree; others come with strong training in fields such
as philosophy, mathematics, or a particular language or language group. The faculty are involved in synchronic and diachronic research on languages from around the world. These varied interests are reflected in the topics of the dissertations that have been written in the Department.

PROGRAM

The graduate program in linguistics, which culminates in a PhD degree, is intended to be completed in six years. The University of Chicago operates on the quarter system. Graduate students normally register for three courses per quarter, for three quarters per year. Students generally take three to four years of coursework.

In the first two years, students take eight foundational courses selected from a range of available options. Six of these eight classes must be completed during the student's first year in the program.

In addition to these foundational courses, students must also take a methods course and three additional graduate-level courses in linguistics.

In the second and third years, students continue taking courses and write two qualifying papers under faculty supervision. In addition to these major landmarks, students are required to satisfy a non-Indo European language requirement and to pass a reading examination in an additional language other than English. In years two and three, when students are writing qualifying papers, they must also take the Research Seminar course.

Upon completion of the qualifying papers and course and language requirements and defense of a dissertation proposal by the end of the fourth year students are admitted to candidacy for the PhD; the only remaining requirement is the dissertation.

APPLICATION AND ADMISSION

Completed applications for admission and aid, along with all supporting materials, are due in mid-December for the academic year that starts in the following Autumn.

Four parts of the application are critically important and should accompany the application: the student's academic record, letters of recommendation submitted by persons able to describe the student's achievements and promise, the student's statement of purpose, which describes the intellectual issues and subjects which the student hopes to explore at Chicago, and a sample of pertinent written work that demonstrates the applicant's research interests or capabilities. The sample may consist of published essays, class term papers, or a B.A. or M.A. thesis, or some combination of all of these. The student's academic record is documented through official transcripts, but applicants are also encouraged to submit as supplemental material an 'annotated transcript': a file they create that lists all the courses they have taken which are relevant to graduate study in linguistics, with the grade received, the full name of the instructor, major texts used or studied, and a brief (no more than five sentences) description of the material covered in the course. Such a supplemental file is more informative for judging the preparation of an applicant than is the official transcript.

When completing the application form, it is of benefit to the applicant to be as specific as possible in describing his or her research interests. General comments are of relatively little use; applicants are encouraged to discuss specific linguistic subject matters that they are interested in or have worked on.

If an applicant knows faculty members with whom he or she might work, the latter's names should be given as well. The faculty of the Linguistics Department would be happy to answer any questions that prospective students may have. Please contact them individually regarding their research or classes, or contact the Director of Graduate Studies for more general or administrative questions. Contact information is available at the Linguistics Department website.

The application process for admission and financial aid for all graduate programs in Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: http://humanities.uchicago.edu/students/admissions

International students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Current minimum scores, etc., are provided with the application. For more information, please see the Office of International Affairs website at https://internationalaffairs.uchicago.edu, or call them at (773) 702-7752.

Questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

LINGUISTICS COURSES

LING 30150. Language and Communication. 100 Units. 
This course can also be taken by students who are not majoring in Linguistics but are interested in learning something about the uniqueness of human language, spoken or signed. It covers a selection from the following
topics: What is the position of spoken language in the usually multimodal forms of communication among humans? In what ways does spoken language differ from signed language? What features make spoken and signed language linguistic? What features distinguish linguistic means of communication from animal communication? How do humans communicate with animals? From an evolutionary point of view, how can we account for the fact that spoken language is the dominant mode of communication in all human communities around the world? Why cannot animals really communicate linguistically? What do the terms language "acquisition" and "transmission" really mean? What factors account for differences between "language acquisition" by children and by adults? Are children really perfect language learners? What factors bring about language evolution, including language speciation and the emergence of new language varieties? How did language evolve in mankind? This is a general education course without any prerequisites. It provides a necessary foundation to those working on language at the graduate and undergraduate levels.

Instructor(s): Salikoko Mufwene Terms Offered: Autumn
Equivalent Course(s): EDSO 20150, LING 20150, CHDV 30150, CHDV 20150

LING 30201. Syntactic Analysis I. 100 Units.
This course is an advanced survey of topics in graduate syntax examining current syntactic theory through detailed analysis of a range of phenomena and readings from the primary research literature.
Instructor(s): Erik Zyman Terms Offered: Autumn
Prerequisite(s): Graduate student standing. Undergraduates with a grade of A or A- in Intro to Syntax may petition the instructor for admission

LING 30202. Syntactic Analysis - II. 100 Units.
This course is a continuation of Syntax I. The emphasis will be on A'-movement and ellipsis operations within the framework of Principles and Parameters and the Minimalist Program. Although we will examine different types of movement and ellipsis constructions, as well as their interactions, the objective will be to understand to what extent we can develop a general theory of syntax. The course will have a strong cross-linguistic aspect to it, examining data from Irish, Austronesian languages, Mayan languages, Wolof, Russian, Romance, Germanic, and others. The topics will include wh-movement in questions, relative clauses, and other constructions, islands and other constraints on movement, sentence fragments (sluicing, split questions), VP-ellipsis, and gapping.
Instructor(s): Andrew Murphy Terms Offered: Winter
Prerequisite(s): LING 30201

LING 30301. Semantics and Pragmatics I. 100 Units.
This is the first in a two-course sequence designed to provide a foundation in the scientific study of all aspects of linguistic meaning. The first quarter focuses primarily on pragmatics: those aspects of meaning that arise from the way that speakers put language to use, rather than through the formal properties of the linguistic system itself, which is the domain of semantics. However, a central goal of the course will be to begin to develop an understanding of the relation between pragmatics and semantics, by exploring empirical phenomena in which contextual and conventional aspects of meaning interact in complex but regular and well-defined ways, and by learning analytical techniques that allow us to tease these two aspects of linguistics meaning apart.
Instructor(s): Itamar Francez Terms Offered: Winter

LING 30302. Semantics and Pragmatics II. 100 Units.
This is the second in a two-course sequence designed to provide a foundation in the scientific study of all aspects of linguistic meaning. The second quarter focuses on the syntax-semantics interface and cross-linguistic semantics. The class will introduce in detail a theory of the way in which the meaning of complex linguistic expressions is formed compositionally from the meaning of constituent parts, and the interaction of semantic and syntactic composition. This theory will form the basis for exploring some empirical questions about the systematicity of cross-linguistic variation in the encoding of meaning.
Instructor(s): Chris Kennedy Terms Offered: Spring
Prerequisite(s): LING 30301

LING 30800. Phonology-1. 100 Units.
TBD
Equivalent Course(s): LING 20800, ANTH 37301

LING 30900. Phonology-2. 100 Units.
TBD
Equivalent Course(s): ANTH 37302, LING 20900

LING 31000. Morphology. 100 Units.
This course is an advanced survey of topics in morphology examining current morphological theory through detailed analysis of a range of phenomena and readings from the primary research literature. The topics covered include blocking, inflectional features, syncretism, allomorphy and suppletion, and morpheme order.
Instructor(s): Karlos Arregi Terms Offered: Spring
Equivalent Course(s): ANTH 37500

LING 31710. Quantifying the Humanities. 100 Units.
Course Description TBA
Instructor(s): Emre Hakguder Terms Offered: Winter
LING 31720. Sociophonetics. 100 Units.
Variation is a ubiquitous feature of speech, yet most variations observed are non-random. This course will examine this type of structured heterogeneity (Weinreich et al. 1968) from the point of view of sociophonetics. We will focus on the interrelationships between phonetic/phonological form and social factors such as speaking style and the background of the speaker, with a particular interest in explaining the origins and transmission of linguistic change. Our goals will be to (a) acquire the phonetic and phonological foundation necessary to conduct sociophonetic research through practical exercises; (b) survey new sociolinguistic research that addresses issues in phonetic and phonological theories; and (c) locate and explain phonetic variation in its social context while drawing on current approaches to the relationship between language and society. This course will give students hands-on experience with designing and conducting experiments. As part of the empirical foundation of this course, we will focus on sociophonetic variation across Chicago neighborhoods. For a final project, students are required to conduct a small-scale study investigating a research question of relevance to sociophonetic research.
Instructor(s): Jacob Phillips Terms Offered: Winter
Equivalent Course(s): CHST 21720, LING 21720

LING 31820. The Morphology-Syntax Interface. 100 Units.
This seminar explores the division of labor between the morphological apparatus and the syntactic apparatus in the formation of words and sentences in language, and the extent to which these can be thought of as truly separate domains. We will cover a wide range of topics and approaches concerned with morphosyntax, or the tricky middle ground where both morphology and syntax are at play to varying degrees. Examples of specific topics that will be covered include: lexicalist and syntactic approaches to word formation, the relationship between argument structure and inflection, polysynthesis, ergativity, and noun incorporation.
Instructor(s): Jessica Kantarovich Terms Offered: Winter
Equivalent Course(s): LING 21820

LING 32450. Language, Gender, and Sexuality. 100 Units.
This course focuses on the relationship, in theory and in practice, between language, gender, and sexuality. We begin with a brief overview of the field and some of its major theoretical developments. Then we expand on themes of desire and identity; binaries and normativities; embodiment; "interstices"; and performativity. The practical component of the course includes critical analysis of language used to construct gender and sexuality (e.g. in drag shows, communities you belong to personally, social media, and current events). We also consider binary language reform, and emergence of identity categories as practices of everyday relationality that contest hegemonic systems. Readings are interdisciplinary and draw from fields including Linguistics, Anthropology, Performance Studies, Literary Studies, and Queer Studies.
Instructor(s): Tulio Bermúdez Terms Offered: Winter
Equivalent Course(s): LING 22450

LING 32500. Quantitative Research Methods in Linguistics. 100 Units.
In this hands-on, methods course we will learn the intricacies of processing linguistic data coming from text corpora, video and audio files using Python. We will use the class time as a forum to discuss the kinds of questions that can be answered using quantificational methods and implement them. This introductory class is intended for graduate students and advanced undergraduates who are interested in jumping starting a path into linguistic data science and the basics of machine learning. No prior programming background is required but the coursework and assignments will be composed of data processing using Python, a skill expected of students to be acquired during the quarter. There will be a final project agreed upon by the instructor and the student(s).
Instructor(s): Emre Hakguder Terms Offered: Autumn
Equivalent Course(s): LING 22500

LING 33750. Language and Violence. 100 Units.
Language is generally associated with the abstract realm of thought, representation and expression, a realm that contrasts sharply with the material realm in which we tend to place violence. Language is furthermore often seen as antithetical to violence: violence is outburst that comes when the rational order of language fails. In fact, however, questions of language, and especially of speech, surface in every aspect of thinking about violence. Speech is a medium within which violence is performed, and is part of the modern machinery of war. It is also a medium through which systems of oppression and subordination are articulated and registered by groups and individuals, socially and psychically. Violence relies on speech for its justification, rationalization, and sustenance. At the same time, the rawness of violence challenges our fundamental faith in the representational and expressive capacities of language, in both destructive and creative ways. This intensive reading seminar explores the relation between speech and violence through scholarly and literary texts from a variety of humanistic fields and traditions.
Instructor(s): Itamar Francez Terms Offered: Winter. Winter 2021
Equivalent Course(s): LING 23750

LING 33850. Sociolinguistic Typology. 100 Units.
Course Description TBD
Instructor(s): Jessica Kantarovich Terms Offered: Winter. Winter 2021
LING 33920. The Language of Deception and Humor. 100 Units.
In this course we will examine the language of deception and humor from a variety of perspectives: historical, developmental, neurological, and cross-cultural and in a variety of contexts: fiction, advertising, politics, courtship, and everyday conversation. We will focus on the (linguistic) knowledge and skills that underlie the use of humor and deception and on what sorts of things they are used to communicate.
Instructor(s): Jason Riggle Terms Offered: Winter
Equivalent Course(s): SIGN 26030, LING 23920

LING 35100. Old Church Slavonic. 100 Units.
This course is an introduction to the language of the oldest Slavic texts. It begins with a brief historical overview of the relationship of Old Church Slavonic to Common Slavic and the other Slavic languages. This is followed by a short outline of Old Church Slavonic inflectional morphology. The remainder of the course is spent in the reading and grammatical analysis of original texts in Cyrillic or Cyrillic transcription of the original Glagolitic.
Equivalent Course(s): MDVL 25100, REES 23115, LING 23115, REES 33115

LING 35640. Language as Resistance. 100 Units.
Course Description TBA
Instructor(s): Tulio Bermudez Terms Offered: Spring
Equivalent Course(s): LING 25640

LING 36002. Language in Society. 100 Units.
This course is an introduction to sociolinguistics, the study of language in its social context. We will look at variation at all levels of language and how this variation constructs and is constructed by identity and culture, including relationships between language and social class, language and gender, and language and ethnicity. We will also discuss language attitudes and ideologies, as well as some of the educational, political, and social repercussions of language variation and standardization.
Instructor(s): Sharese King Terms Offered: Spring
Prerequisite(s): LING 20001
Equivalent Course(s): LING 26002

LING 36050. Race, Ethnicity, Language, and Citizenship in the United States. 100 Units.
This course is intended to help students make sense of the current discourse on diversity and inclusion/exclusion from a historical perspective. They will be trained to read critically the evolution of political discourse on citizenship in the United States since the American Revolution. They will learn to detect the role of shifting interpretations of race and ethnicity, after that of European nationality, in determining who is (not) a (full) citizen. For instance, who counted as “American” in the early stages of the Republic? Why were Native Americans and (descendants of) forced immigrants from Africa excluded at the outset? How did English become the unofficial language of American citizenship and inclusion? What factors favored its rise and drove to extinction the competing European national languages?
Instructor(s): Salikoko Mufwene Terms Offered: Spring
Equivalent Course(s): LING 26050

LING 38355. A Linguistic Introduction to Swahili I. 100 Units.
Spoken in ten countries of Eastern and Central Africa, Swahili has more speakers than any other language in the Bantu family, a group of more than 400 languages most prevalent in sub-equatorial Africa. Based on Swahili Grammar and Workbook, this course helps the students master key areas of the Swahili language in a fast yet enjoyable pace. Topics include sound and intonation patterns, noun class agreements, verb moods, and sentence structures. Additionally, this course provides important listening and expressive reading skills. For advanced students, historical interpretations are offered for exceptional patterns observed in Swahili, in relation with other Bantu languages. This is a general introduction course with no specific prerequisites.
Instructor(s): Fidèle Mpiranya Terms Offered: Winter
Equivalent Course(s): LING 28355

LING 38356. Linguistic Introduction to Swahili II. 100 Units.
Based on Swahili Grammar and Workbook, this course is a continuation of Linguistic Introduction to Swahili I. It addresses complex issues related to grammatical agreement, verb moods, noun and verb derivation, non-typical adjectives and adverbs, double object constructions, subordinate / coordinated clause constructions, and dialectal variation. Additionally, this course provides important listening and expressive reading skills. For advanced students, historical interpretations are offered for exceptional patterns observed in Swahili, in relation with other Bantu languages. This course allows fulfilling the non-Indo-European language requirement.
Instructor(s): Fidèle Mpiranya Terms Offered: Spring
Equivalent Course(s): LING 28356

LING 38380. Introduction to Kinyarwanda I. 100 Units.
Spoken by around 18 million in Central and Eastern Africa, Kinyarwanda / Kirundi is one of the most spoken Bantu languages and has the status of an official language in Rwanda and Burundi. Based on a conversation book and a grammar guide, this course integrates speaking practice and linguistic discussion. It will allow the students to understand fundamental structures of Kinyarwanda in various areas. Topics include sound and tonal patterns, noun class agreements, verb moods, and sentence structures. Additionally, this course provides important
listening and expressive reading skills. It will allow the students to discover elements of the Rwandan culture and to participate in elementary conversation about everyday life in Kinyarwanda. This is a general introduction course with no specific prerequisites. It allows fulfilling the non-Indo-European language requirement. 

Instructor(s): Fidele Mpiranya
Terms Offered: Spring
Equivalent Course(s): LING 28380

LING 38600. Graduate Computational Linguistics. 100 Units.
This course is a graduate-level introduction to topics at the intersection of computation and language. We will study computational linguistics from both scientific and engineering angles: the use of computational modeling to address scientific questions in linguistics and cognitive science, as well as the design of computational systems to solve engineering problems in natural language processing (NLP). The course will combine analysis and discussion of these approaches with training in the programming and mathematical foundations necessary to put these methods into practice. The course is designed to accommodate students both with and without prior programming experience. Our goal is for all students to leave the course able to engage with and critically evaluate research in cognitive/linguistic modeling and NLP, and to be able to implement intermediate-level computational models for novel computational linguistics research.

Instructor(s): J. Goldsmith
Terms Offered: Spring
Prerequisite(s): CMSC 12200, 15200 or 16200, or by consent
Equivalent Course(s): DIGS 30013, CMSC 35050

LING 38620. Computational Linguistics II. 100 Units.
This course is a graduate-level introduction to topics at the intersection of computation and language. We will study computational linguistics from both scientific and engineering angles: the use of computational modeling to address scientific questions in linguistics and cognitive science, as well as the design of computational systems to solve engineering problems in natural language processing (NLP). The course will combine analysis and discussion of these approaches with training in the programming and mathematical foundations necessary to put these methods into practice. The course is designed to accommodate students both with and without prior programming experience. Our goal is for all students to leave the course able to engage with and critically evaluate research in cognitive/linguistic modeling and NLP, and to be able to implement intermediate-level computational models for novel computational linguistics research.

Instructor(s): Allyson Ettinger
Terms Offered: Winter
Prerequisite(s): Computational Linguistics I or permission of instructor
Equivalent Course(s): CMSC 35620

LING 38951. The Development of Communicative Competence. 100 Units.
This course examines the emergence of communicative skills in humans. We will focus on how children glean information about language structure and language use from their home environments. We will also discuss the proposed cognitive and evolutionary roots of communicative behaviors, with a focus on current gaps in our knowledge and possible pathways forward. The course will consider these issues from multiple perspectives including linguistics, psychology, and linguistic anthropology. We will also briefly cover a range of methods associated with these different areas of study. It is expected that, by the end of the course, you should be able to think and write critically about how human communication and human language are intertwined in both adults and children.

Instructor(s): M. Casillas
Terms Offered: Spring
Note(s): UG: B, C, M; Grad: 5
Equivalent Course(s): PSYC 38960, EDSO 38950, CHDV 38950

LING 40301. Field Methods I. 100 Units.
The field methods course is a two-quarter course, taken by graduate students and advanced undergraduates. (Students may elect to take the course more than once.) This course is devoted to the elicitation, transcription, organization, and analysis of linguistic data from a native speaker of a language not commonly studied. Students will also gain practical experience in the use of fieldwork equipment. Language chosen may vary from year to year.

Instructor(s): Natalia Bermudez
Terms Offered: Autumn

LING 40302. Field Methods II. 100 Units.
The field methods course is a two-quarter course, taken by graduate students and advanced undergraduates. (Students may elect to take the course more than once.) This course is devoted to the elicitation, transcription, organization, and analysis of linguistic data from a native speaker of a language not commonly studied. Students will also gain practical experience in the use of fieldwork equipment. Language chosen may vary from year to year.

Instructor(s): Jessica Kantarovich
Terms Offered: Winter

LING 40310. Experimental Methods. 100 Units.
This course will cover the basic methods for experimental studies, including experimental design, data collection and statistical analysis. To demonstrate different design and analysis tools, we will look at data set from different types of studies, including self-paced reading, acceptability judgment, eye tracking, ERP, etc. Students will also gain hands-on experience on different paradigms.

Instructor(s): Monica Do
Terms Offered: Winter
LING 40311. Experimental Methods 2. 100 Units.
This course will cover the basic methods for experimental studies, including experimental design, data collection and statistical analysis. To demonstrate different design and analysis tools, we will look at data set from different types of studies, including self-paced reading, acceptability judgment, eye tracking, ERP, etc. Students will also gain hands-on experience on different paradigms.

LING 40312. Advanced Experimental Methods. 100 Units.
The Advanced Experimental Methods class provides comprehensive training on specific experimental paradigms/methods in language science research. In the current quarter we will focus on the EEG methods. Students will develop practical skills by carrying out a project, learning about the experimental design, data collection and data analysis procedures. In addition to the methodology training, we will also read and discuss how EEG is applied to address theoretical and empirical questions in the domain of language and cognition. Prior to this class, students should have taken the graduate level Experimental Methods class or the equivalent.
Instructor(s): Ming Xiang Terms Offered: Winter

LING 41920. The Evolution of Language. 100 Units.
This course is designed to review critically some of the literature on the phylogenetic emergence of Language, in order to determine which questions have been central to the subject matter, which ones have recurred the most, and to what extent the answers to these are now better informed. The class will also review new questions such as the following: What is the probable time of the emergence of modern language(s)? Should we speak of the emergence of Language or of languages, in the plural?
Instructor(s): Salikoko Mufwene Terms Offered: Winter
Equivalent Course(s): EVOL 41920, ANTH 47305, PSYC 41920, CHDV 41920, CHSS 41920, LING 21920, CHDV 21920

LING 42000. Seminar: Semantics/Pragmatics. 100 Units.
Course Description TBA.
Instructor(s): Anastasia Giannakidou Terms Offered: Winter

LING 42010. Topics in Semantics and Pragmatics. 100 Units.
Course Description TBA.
Instructor(s): Chris Kennedy Terms Offered: Spring

LING 46000. Seminar: Syntax. 100 Units.
Psycholinguistics Seminar: Language, Thought, and their Interactions In this seminar we investigate the complex relationship between language and thought. We will cover topics such as the relationship between words and ideas, the role of perception in language, and the extent to which language can affect thought. Readings will incorporate cross-linguistic, cross-cultural, and cross-disciplinary perspectives on language and cognition.
Instructor(s): Erik Zyman Terms Offered: Spring
Prerequisite(s): Graduate student in Linguistics of consent of instructor
Note(s): This course has a different topic each quarter it is offered.

LING 47900. Research Seminar. 100 Units.
The course aims to guide students on their research in a structured way and to present professionalization information crucial to success in the field. The course is organized largely around working on the research paper, with the goal of making it a conference-presentable and journal-publishable work. Topics covered include abstracts, publishing, handouts, presentation skills, course design, creating and maintaining a CV, cover letters, webpages, and in general everything that is required for you to successfully compete for jobs in linguistics.
Instructor(s): Allyson Ettinger & Sharese King Terms Offered: Autumn Winter

LING 48000. Linguistics Pedagogy. 100 Units.
This course deals with a variety of topics specific to Linguistic Pedagogy.
Instructor(s): Itamar Francez Terms Offered: Autumn Spring Winter

LING 52400. Seminar: Phonology. 100 Units.
Seminar on Sound Change One of the great mysteries of linguistics is the so-called actuation problem (Weinreich, Labov, and Herzog 1968), that is, what causes the inception of language change, if the linguistic conditions favoring particular changes are always present? Recent work has drawn on interspeaker variation for a solution to the actuation puzzle. The main impetus for considering individual differences in the context of sound change comes from the need to build a linking theory that bridges the gap between the emergence of new linguistic variants and their eventual propagation. This seminar will explore sources of individual linguistic differences, and the role they may play in the initiation and propagation of sound change. By "individual differences", we refer to those psychological, sociological, genetic and/or behavioral differences between the individuals who make up a speech community at the levels of production, perception and cognitive representation. Some questions we will consider in detail at this seminar include: •
Instructor(s): Alan Yu Terms Offered: Winter
Equivalent Course(s): LING 22460

LING 57727. LingAnthSem: Voiced Revelations on "Fieldwork" on Languages and Cultures. 100 Units.
The recent publication (2019) and prominent popular reviews of Don Kulick’s A Death in the Rainforest is at the leading edge of a long and distinguished line of publishing "the straight dope" on what it is like to engage
in systematic empirical study of languages, particularly as denotational structures, and of cultures, particularly as the frameworks of value for the experiences in the field that envelop “natives” and the researcher. We take up the problem of how - and for whom - to ‘voice’ a kind of informal and revelatory retrospection of the fieldwork experience, using as examples writings by Bronislaw Malinowski, Hortense Powdermaker, Claude Lévi-Strauss, Margaret Mead, Robert M. W. Dixon, Don Kulick, and others - especially those suggested by members of the seminar.

Instructor(s): Michael Silverstein Terms Offered: Autumn. Autumn 2019
Equivalent Course(s): ANTH 57727
Department of Music

Chair

• Lawrence Zbikowski

Professors

• Philip V. Bohlman
• Thomas Christensen
• Martha Feldman
• Berthold Hoeckner
• Robert L. Kendrick
• Anne Walters Robertson
• Augusta Read Thomas
• Lawrence Zbikowski

Associate Professors

• Seth Brodsky
• Jennifer Iverson
• Travis A. Jackson
• Steven Rings
• Anna Schultz

Assistant Professors

• Jessica Baker
• Sam Pluta

Senior Lecturers

• James Kallembach
• Barbara Schubert

Lecturers

• Mwata Bowden
• John Corkhill
• Eugenia Jeong
• Patrice Michaels
• Olga Sanchez-Kisielewska
• Mollie Stone

Artists in Residence

• Claire Longendyke
• Tricia Park
• Seth Parker-Woods

Emeritus Faculty

• Easley R. Blackwood
• Shulamit Ran
• Don Randel
• Marta Ptaszynska

Programs of Study

The Department of Music at the University of Chicago offers the degree of Doctor of Philosophy in three areas: composition, ethnomusicology and the history and theory of music.

The program in composition is designed to develop students’ creative and technical abilities at writing new music. Students take individual composition lessons with faculty members, often studying with more than one faculty member in the course of their residence. Students also receive training in a wide variety of related areas and skills, including score reading and conducting, orchestration, musical analysis, twentieth century styles, historical periods and computer music. A portion of this training will lead to the development of a minor field in
ethnomusicology, musicology, theory and analysis or research in computer music. There is a weekly seminar for all of the students in the composition program, designed to broaden the perspectives and address the problems of aspiring composers.

The program in ethnomusicology prepares students to carry out scholarship and writing about the place of music in various cultures. Students receive grounding in cultural theory, anthropology, ethnographic methods, problems in cross-cultural musical analysis, and a variety of world and popular musics. They also conduct fieldwork on some of these musics. The program is interdisciplinary, drawing upon course offerings in music, anthropology and a variety of area studies.

The program in music history and theory prepares students to carry out various kinds of scholarship and writing about music, especially (but not solely) in traditions of European and American repertories. Students may emphasize either the historical or theoretical side of scholarship, according to their interests, and may also choose to pursue a minor field in composition. Students emphasizing music history typically concentrate on varieties of musicology that include cultural history, textual criticism, stylistic studies, institutional history, hermeneutics and critical theory. Students emphasizing music theory typically concentrate on detailed analysis of individual works, clusters of works (by genre or composer, for example), theoretical systems and the history of theory. Most students who complete the Ph.D. in music history and theory seek academic employment, but others have gone on to work in fields such as publishing, operatic production, and commercial editing.

The Degree of Master of Arts

Students seeking a master's degree should apply to the Master of Arts Program in the Humanities (MAPH), a three-quarter program of interdisciplinary study. MAPH students often take classes with students in the Ph.D. programs. Further details about the MAPH program are available at http://maph.uchicago.edu/

**FINANCIAL AID**

PhD students who matriculate in Summer 2020 and after will be guaranteed to have funding support from the University of Chicago, external sources, or a combination of the two for the duration of their program to include the following:
- Full tuition coverage
- Annual stipend
- Fully paid individual annual premiums for UChicago’s student health insurance (U-SHIP, the University Student Health Insurance Plan)

The goal of the University's commitment to ensuring that students are supported is to allow students to prioritize their studies and prepare for rewarding careers. We expect students to remain in good academic standing and to be making progress toward completing degree requirements.

Students in the Division of the Humanities who entered their PhD program in Summer 2016 or later, and who are still enrolled in 2022-2023 will be fully incorporated into this new funding model, and will receive at least the guaranteed stipend level (subject to applicable taxes), full tuition coverage, and fully paid health insurance premiums for the duration of their program. Students are expected to remain in good academic standing.

Students who matriculated before Summer 2016 will receive at least the funding they were offered at the time of admission and may be eligible for additional funding, such as dissertation completion fellowships. Over the past several years, the Division of the Humanities has increased investments in funding to support students in degree completion.

Additional fellowships and awards are available to support language study, conference travel, and research travel.

Pedagogical training is a required component of doctoral education, and University resources can help students acquire the skills and experiences they need to feel at ease in the classroom, whether leading a discussion section, lecturing in the Humanities Common Core, or teaching a course of their own design.

**COURSES**

The following provides a general outline of educational opportunities and degree requirements in the programs, but in no way replaces the detailed information given to all prospective students and enrolled students in the department. Up to date information about academic programs and courses is available on the website of the Music Department at http://music.uchicago.edu (http://music.uchicago.edu/).

During the first two years of study students take a number of required offerings (numbered between 30000 and 39900) including analysis courses, proseminars in historical periods and in ethnomusicology, courses on particular skills and individual composition lessons, depending on their programs of study. At the same time they take seminars (numbered above 41000), which tend to be more specialized and more advanced. About half of a student's schedule consists of electives, which may include non-required courses in the department, courses given outside the department and reading courses (i.e. independent studies).
Students entering the program without a master's degree in music from another institution take seventeen courses during the first two years of registration (before taking comprehensive exams). Those entering with a master's degree from another institution normally take nine courses in the first year of registration (before taking comprehensive exams). Composers entering without a master's degree take twelve courses in their first two years, and those with a master's will take nine courses in their first year. All composers take three years of regularly scheduled lessons, followed by meetings with their advisors. In addition to courses and other requirements (listed below), students who wish to obtain an M.A. must submit two seminar papers, or a composition of at least eight minutes, for approval by the faculty.

During the second two years of study, students in the scholarly programs are required to take three seminars, and students in composition are expected to develop a minor field of four courses. Standard minors for composition students include ethnomusicology, musicology, theory and analysis, or computer music research. After the comprehensive exams, students fulfill remaining requirements and begin work on the dissertation (see below).

Students entering their program of study without a master's degree in music can expect to complete their course work in three or four years. Those entering with a master's can expect to complete their course work in two or three years.

**COMPREHENSIVE EXAMINATIONS**

Students ordinarily take comprehensive exams ([https://lucian.uchicago.edu/blogs/musiccurriculum/#Overview_Exams_Comprehensive_Examinations](https://lucian.uchicago.edu/blogs/musiccurriculum/#Overview_Exams_Comprehensive_Examinations)) just prior to the beginning of the third year in the program. Analysis exams are typically offered earlier in the summer, at the conclusion of the spring term in June. Students entering with a master's degree in music from another institution have the option of taking their exams at the beginning of their second year.

**Students in composition** take three comprehensive examinations:

- The composition of a work based on a set of given guidelines
- An oral examination on six compositions from the repertory
- A close analysis of a single work or movement

**Students in ethnomusicology** take examinations distributed over four components:

- Cultural Foundations: essays covering broad issues of theoretical importance to ethnomusicology and musicology.
- A Repertory Exam of four items, drawn from a list of sixteen (ten recorded, six notated)
- A close analysis of a musical work, selected by faculty prior to administration of the examination from three options:
  a. An ethnomusicological example (which may involve transcription from a recording, analysis of a previous transcription, or some combination of these)
  b. A tonal Western example
  c. An atonal Western example

**Students in history and theory** take examinations distributed over four components (within some distribution guidelines):

- The identification of musical scores or excerpts drawn from European traditions of the 9th to the 21st centuries. Students pursuing a minor field in composition may substitute a two-hour oral examination on musical repertory
- History concentrators will take two sets of essays on the history of European traditions, corresponding to the four proseminars in music history (Music 32500, 32600, 32700, and 32800). Theory concentrators will take two sets of essays: a history set on music before or after 1800, and a set of essays in the history of music theory
- A close analysis of a single work or movement, to be selected from tonal analysis or atonal analysis
- One further set of essays, to be drawn from the following:
  a. a set of essays in Conceptual Foundations of Musical Scholarship ([https://lucian.uchicago.edu/blogs/musiccurriculum/#Ethno_conceptual_foundations](https://lucian.uchicago.edu/blogs/musiccurriculum/#Ethno_conceptual_foundations))
  b. a further set of essays in History (for theorists) or in the History of Music Theory (for historians)
  c. an analysis exam (tonal, atonal, or ethnomusicological)
  d. an ethnomusicological cultural area ([https://lucian.uchicago.edu/blogs/musiccurriculum/#Ethno_cultural_areas](https://lucian.uchicago.edu/blogs/musiccurriculum/#Ethno_cultural_areas))

While coursework helps prepare students for comprehensive exams, students are expected to be enterprising in their efforts to determine both areas of weakness that they need to work on, and ways to
synthesize and interrelate knowledge about history, repertory, theory, and so forth. Students should expect to spend an extended period of time engaged in intensive individual study in preparation for comprehensive exams, particularly during the summer before taking them.

**Special Field Examination/Dissertation Proposal**

After having passed the comprehensive exams, students in music history and theory and in ethnomusicology also take a two-part oral exam at some time during the third or fourth year. For students in ethnomusicology, the first part of the oral tests the student's knowledge of, and ability for, synthetic thought within a selected area of world music. For all students, the exam is a defense of the dissertation prospectus, demonstrating the propriety and feasibility of the topic and the student's knowledge of the existing literature about it. Normally students take this exam in the third or fourth year. The exam is administered by the student's dissertation committee (often including a person from outside the department), with additional faculty members sometimes attending as well.

**Dissertation**

For students in music history and theory and in ethnomusicology the dissertation for the Ph.D. consists of a book length study that makes an original contribution to research and thought. Students in composition must complete a large scale composition that shows professional competence, which should be completed and defended by the end of the fourth year. All students are required to defend the dissertation before receiving the degree.

**Language Examinations**

Language Examinations (https://lucian.uchicago.edu/blogs/musiccurriculum/#Overview_Exams_Language_Examinations) are administered by the Language Center, and are focused on reading comprehension. In the case of languages not offered by the Language Center, the Department will make arrangement for a written translation exam. Specific details about language requirements are listed in the curriculum for each area of study.

**Musicianship Examinations**

Examinations in practical musicianship skills (https://lucian.uchicago.edu/blogs/musiccurriculum/#Overview_Exams_Musicianship_Examinations) are administered by the Department of Music. These include examinations in basic musicianship skills and advanced musicianship skills. Examinations in basic musicianship include musical dictation, sight singing, and sight reading at the piano or another instrument in the Western musical tradition. Advanced musicianship skills include three skills to be realized at the piano (for students with advanced keyboard skills) or realized in written form (for students with no advanced keyboard skills): figured bass, reading of open vocal scores in old clefs and orchestral score reading (with a 24-hour preparation period). Other advanced musicianship skills are atonal dictation, transcription of music from oral or improvisatory traditions, improvisation in an improvisatory tradition, and playing in a University ensemble for at least one year concluding with a public concert. Students may petition to play in a recognized performing group other than official University ensembles. Students may also petition to fulfill the ensemble requirement through a solo performance in a university concert.

The number and kind of musicianship examinations for composition, ethnomusicology, history, and theory vary according to the respective programs as specified in the department's Graduate Curriculum (https://lucian.uchicago.edu/blogs/musiccurriculum/#Overview_Exams_Musicianship_Examinations). Musicianship examinations are given during each of the three quarters. There is no limit to the number of examinations a student may take at a single sitting, and no limit to the number of times that a student may retake a musicianship examination. The Department offers free, informal, non-credit instruction in these skills. Instruction will be offered on an individual basis. The Department is not obligated to offer instruction in the area chosen by the student.

All departmental master's degrees require successful completion of two musicianship examinations, except composition, which requires successful completion of three.

**Colloquium**

The Colloquium is a series of lectures followed by discussion and normally given by speakers from other institutions who are specially invited by the Music Department to share their recent research or compositions with students and faculty. Attendance at a total of six quarters of colloquium is required, and students may register for colloquium in any quarter. Students must attend at least half of the lectures in a given term to fulfill the colloquium requirement for that term.

**Graduate Teaching**

Students are trained to become scholars through coursework, reading lists, qualifying exams, writing a dissertation, and above all through advising and mentoring. Similarly, students are trained to become teachers through pedagogical training and corresponding teaching assignments to prepare them for future careers and to make them competitive on the job market. Within this pedagogical training plan, there exist a number of opportunities for teaching during students' graduate careers. The various teaching opportunities range from
assistantships to individual course assignments for which students have virtually full responsibility. The kinds of courses taught or assisted by graduate students include those in history, appreciation, theory, ear training, and world music. A student's teaching experience typically will be structured progressively, e.g., beginning with Writing Internships and Teaching Assistantships and leading to a Graduate Student Lectureship in the student's discipline and/or in the College Core Curriculum.

In addition to these assignments, students may be nominated for Stuart Tave Teaching Fellowships in the Humanities Collegiate Division, which allow advanced graduate students in the humanities to teach upper level undergraduate courses in their own areas of research.

PERFORMING ACTIVITIES

Students are expected to be able to perform creditably on some instrument or to sing, and candidates for the degree are encouraged to participate in one or more of the performance organizations on campus supported by the Department of Music. These include the University Symphony Orchestra, University Chamber Orchestra, University Wind Ensemble, University Chorus, Women's Ensemble, Motet Choir, Rockefeller Chapel Choir, Percussion Ensemble, Chamber Music, Early Music Ensemble, Jazz Ensemble, Middle Eastern Music Ensemble, and South Asian Music Ensemble. The Piano Program and the Vocal Studies Program offer intensive study in those areas with private instruction, master classes and quarterly performance opportunities.

APPLICATION

Applicants to the programs in music history and theory and in ethnomusicology will be asked to submit two papers as samples of their previous works in addition to the usual application forms, transcripts, letters of recommendation, and GRE scores. In addition to these materials, applicants in composition will be asked to submit scores, preferably three, and recordings if available, digitally or in hard copy.

In addition to their scholastic skills, students need at least a modicum of proficiency in fundamental musical skills in order to succeed in the program. It is expected that entering students have competence in playing a musical instrument or singing, as well as possess basic skills in ear training and music theory.

Prospective applicants seeking more detailed information about the course requirements, exams, etc. than is given here should refer to the Graduate Curriculum.

Further information about the various aspects of the graduate program, such as course descriptions and the Graduate Curriculum (https://lucian.uchicago.edu/blogs/musiccurriculum/#Overview), can also be obtained from the Department of Music's home page on the World Wide Web, http://music.uchicago.edu. Students interested in the program can apply online.

The application process for admission and financial aid for all graduate programs in Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at http://humanities.uchicago.edu/students/admissions (http://humanities.uchicago.edu/students/admissions/).

International students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.
Chairs

Franklin D. Lewis

Professors

Orit Bashkin
Cornell Fleischer
Janet H. Johnson, Oriental Institute
Hakan Karateke
Dennis G. Pardee
Robert K. Ritner, Oriental Institute
Tahera Qutbuddin
Martha T. Roth, Oriental Institute
David Schloen, Oriental Institute
Gil Stein, Oriental Institute
Sofía Torallas Tovar, Classics
Theo P. van den Hout, Oriental Institute
Christopher Woods, Oriental Institute

Associate Professors

Ahmed El Shamsy
Petra Goedegebuure, Oriental Institute
Rebecca Hasselbach, Oriental Institute
Ghenwa Hayek
Brian Muhs, Oriental Institute
Susanne Paulus, Oriental Institute
Richard Payne, History
Hervé Reculeau, Oriental Institute
Na’ama Rokem
A. Holly Shissler

Assistant Professors

James Osborne, Oriental Institute
Johh Z. Wee, Oriental Institute

Senior Instructional Professors

Ariela Almog

Associate Senior Instructional Professors

Noha Forster

Instructional Professors

Osama Abu-Eledam
Hripsime Haroutunian
Kay Heikkinen

Associate Instructional Professors

Kagan Arik
Stuart Creason

Assistant Instructional Professors
• Zainab Hermes
• Aidan Kaplan
Lecturers
• Helga Anetshofer-Karateke

Research Associates (Associate Professors)
• W. Raymond Johnson, Oriental Institute
• Donald S. Whitcomb, Oriental Institute

Emeritus Faculty
• Robert D. Biggs, Oriental Institute
• John A. Brinkman, Oriental Institute
• Robert Dankoff
• Fred M. Donner
• Peter F. Dorman, Oriental Institute
• Walter T. Farber, Oriental Institute
• McGuire Gibson, Oriental Institute
• Gene B. Gragg, Oriental Institut
• Harry A. Hoffner, Oriental Institute
• Wadad Kadi
• John R. Perry
• Jaroslav Stetkevych
• Matthew W. Stolper, Oriental Institute
• William Sumner, Oriental Institute
• Edward F. Wente, Oriental Institute
• John E. Woods, History
• K. Aslihan Yener, Oriental Institute

THE DEPARTMENT

The work of the department encompasses the ancient civilizations of the Near East and the Islamic civilizations of the Middle East, including Egypt and North Africa, and the history, languages, and literatures of the modern Middle East.

The fields of study in which Ph.D. programs are currently offered are, in the Ancient Section: Ancient Near Eastern History, Comparative Semitics, Cuneiform Studies (Assyriology, Hittitology, Sumerology), Egyptology, Hebrew Bible and the Ancient Near East, Near Eastern Art and Archaeology (Anatolian, Egyptian, Iranian, Islamic, Mesopotamian, Syro-Palestinian), and Northwest Semitic Philology; and in the Medieval and Modern Section: Arabic Language and Literature, Islamic History and Civilization, Islamic Thought, Modern Hebrew Language and Literature, Persian Language and Literature, and Ottoman and Turkish Studies.

The department has two main objectives. First, it strives to provide the specific course work and training needed for its students to develop into outstanding scholars in their chosen fields. Second, it offers more general courses that provide its students a broader background in areas outside their specific fields while presenting students in other departments the opportunity to incorporate relevant Middle Eastern material into their own studies. The department also publishes the *Journal of Near Eastern Studies*, one of the leading academic journals in ancient Near Eastern and Islamic studies.

THE ORIENTAL INSTITUTE

The department is associated with the Oriental Institute (https://oi.uchicago.edu/), a research institute dedicated to the study of the origin and development of civilization in the ancient Near East. The Institute maintains several expeditions in the field, and research projects are carried on in its headquarters at the University. Its research archives, manuscript collection, documents from Oriental Institute excavations, and similar materials are resources for the students in the department. The department's office is housed in the Oriental Institute building, and many of its members belong to the faculty of the Oriental Institute.

THE CENTER FOR MIDDLE EASTERN STUDIES

The department is also associated with the Center for Middle Eastern Studies (https://cmes.uchicago.edu/), which offers a master's degree in Middle Eastern studies and coordinates activities at the University dealing with the Middle East in the Islamic and modern periods. Many members of the department faculty are also members of the Center's executive committee; and the workshops, lectures, language circles, and similar activities of the Center are, like those of the Oriental Institute, a resource for the students in the department.
THE DEGREE OF DOCTOR OF PHILOSOPHY

Students with an undergraduate degree may apply directly to the department's Ph.D. program; a master's degree in a related field is not prerequisite. The department does not admit students for a terminal M.A. degree, although work done in the first two years of the Ph.D. program qualifies students to receive an M.A. degree. This interim M.A. normally requires the completion of 18 courses, of which 15 must be taken for a quality grade while three may be taken on a pass/fail basis. All students must high pass one of the two required modern research language reading exams (typically French and German) before the beginning of their second year and complete an M.A. thesis in the second year.

At the end of the second year, all students are reviewed and a determination made as to whether they will be allowed to continue in the Ph.D. program. Students who do continue build upon the work used for the M.A. degree; normally the completion of additional 9 courses is required, depending on the field, before embarking upon research for the doctoral dissertation. Exact requirements vary by field, but all students must high pass their second modern research language reading exam before the beginning of their third year and pass comprehensive exams, usually in their fourth year. A dissertation proposal of original research to be undertaken is presented to the faculty at a public hearing; acceptance allows the student to be admitted to candidacy and to continue the research that will lead to the completed dissertation. A formal dissertation defense is required before the Ph.D. degree is awarded. For more information, please consult the NELC Rules & Requirements, which are posted to the departmental wiki. (https://wiki.uchicago.edu/x/-4OzCg/)

Because the department believes that firsthand knowledge and experience of the Middle East are an essential part of a student's training, advanced students are encouraged to apply for grants to support study in a Middle Eastern country, whether for language acquisition, archaeological field work, or dissertation research.

INQUIRIES

Specific information about the department and its programs may be obtained from our website (http://nelc.uchicago.edu/) or by e-mail (ne-lc@uchicago.edu). Within the framework outlined above, individual requirements are established for each student in consultation with the faculty adviser and the section counselor.

APPLICATION

The application process for admission and financial aid for all graduate programs in the Division of the Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department-specific information is available online at http://humanities.uchicago.edu/students/admissions (http://humanities.uchicago.edu/students/admissions/).

Questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

COURSES

Modern Languages: Language acquisition is taught at the elementary and intermediate levels in modern Arabic, Armenian, Hebrew, Kazakh, Persian, Turkish, and Uzbek with advanced level courses in Arabic, Hebrew, and Turkish. A wide variety of literature courses are taught in the various languages.

Ancient Languages: Courses are offered in the fundamentals of Akkadian, Ancient Anatolian Languages, Egyptian, Ge’ez, Classical Hebrew, Sumerian, and Ugaritic, while more advanced courses cover specific genres of ancient texts dealing with religion, medicine, law, government, history, etc.

Near Eastern Art and Archaeology: Courses in Anatolian, Egyptian, Islamic, Mesopotamian, and Syro-Palestinian art and archaeology offer grounding in site archaeology and the material culture of the ancient Near East and include instruction on archaeological method and theory, landscape archaeology, computer applications, etc.

Near Eastern History and Civilization: A wide variety of courses cover the history, religion, law, literature (in translation), culture, and thought of the many ancient and modern civilizations of this region.

Please see the University’s Class Search for the most up-to-date and specific course offerings in a given quarter.

AKKADIAN COURSES

AKKD 30405. Mesopotamian Wisdom Literature. 100 Units.
This course explores a variety of key issues in ancient wisdom literature, through Akkadian readings in The Counsels of Wisdom, Advice to a Prince, Poem of the Righteous Sufferer, The Babylonian Theodicy, The Dialogue of Pessimism, among other compositions, as well as individual proverbs.
Instructor(s): John Wee Terms Offered: Winter
Prerequisite(s): Completion of the Introduction to Babylonian sequence (AKKD 10501, 10502, & 10503)
Equivalent Course(s): AKKD 20405
AKKD 30603. Intermediate Akkadian: Neo-Assyrian Royal Inscriptions. 100 Units.
This course is specifically aimed at students having completed the first year of Elementary Akkadian (AKKD 10101-10103), but can be taken by more advanced students as well. Building on the knowledge acquired in the Elementary sequence, this course will further explore the Standard Babylonian dialect and Neo-Assyrian Cuneiform scripts, through a detailed analysis of the Annals of king Sennacherib (704-681 BCE) as they are represented in the 'Chicago Prism' acquired by J. H. Breasted in 1920 and currently on display in the Assyrian gallery of the Oriental Institute Museum. These include, among other military and building exploits of the king, his campaign to the Levant against Ezekiah, king of Judah - an episode also recounted in the Hebrew Bible (books of Second Kings, Isaiah and Chronicles) and Josephus' Judean Antiquities.
Instructor(s): Herve Reculeau Terms Offered: Autumn
Prerequisite(s): 1 year of Elementary Akkadian
Equivalent Course(s): AKKD 20603

AKKD 30702. Advanced Akkadian: Neo-Babylonian Letters. 100 Units.
Students with a minimum of four quarters of Akkadian are introduced to the language, vocabulary, grammar, and social and political history of first millennium BC Babylonia through the examination of private letters and diplomatic correspondence.
Instructor(s): Martha Roth Terms Offered: Autumn
Prerequisite(s): 4 quarters of Akkadian
Equivalent Course(s): AKKD 20702

AKKD 40399. Eblaite. 100 Units.
In this course we will read Semitic texts from the ancient Syrian site of Ebla dating to the middle of the 24th century BCE. The texts consist of several genres, such as administrative texts, chancellery texts, and a few ritual texts and incantations. Special focus will be on the language used since the status of "Eblaite" and its position within the Semitic language family is still a matter of debate. We will further look at the broader linguistic and cultural context of the Eblaite material by comparing it to Mesopotamian texts from the same period.
Instructor(s): Rebecca Hasselbach-Andee Terms Offered: Spring
Prerequisite(s): Two years of Akkadian

ANCIENT ANATOLIAN LANGUAGES COURSES

ARABIC COURSES

ARAB 30588. Media Arabic. 100 Units.
Media Arabic is a course designed for the advanced student of Modern Standard Arabic. The course objective is to improve students' listening comprehension and writing skills. Students will advance toward this goal through listening to and reading a variety of authentic materials from Arabic Media (on politics, literature, economics, education, women, youth, etc.).
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): At least two years of Modern Standard Arabic
Equivalent Course(s): ARAB 20588

ARAB 30800. Arabic Language & Culture for Heritage Learners. 100 Units.
This course is meant to prepare heritage speakers of Arabic to enter either Arabic 202 or Arabic 302 in the Winter Quarter. By "heritage" learners, we mean those students who know the alphabet, speak or have spoken Arabic at home, are familiar with a broad vocabulary but lack the grammatical underpinnings of Arabic, its case system, its structure, verb forms, etc. As such, the course will train students in listening, speaking, reading and writing in Modern Standard Arabic, but with an overt and systematic focus on grammar. Materials used will be authentic, up-to-date, and relevant to student interests. In addition, the class will host guests from Chicago's Arab community to visit and speak with the students.
Instructor(s): Noha Forster Terms Offered: Spring
Equivalent Course(s): ARAB 20800

ARAB 30850. Arabic for Academic Purposes. 100 Units.
This course is for the student of Arabic who has attained an advanced level (by ACTFL standards) and who seeks to practice the four skills (reading, writing, speaking, and listening) on written and oral academic texts. Some of the themes we will examine in the class are minorities, women's rights, childhood, education, aspects of discrimination in the Arab world, labor challenges etc. The course is taught in Arabic. Students will listen to and read authentic discourse on the selected topics, and they will discuss, write on, and produce presentations on these topics.
Instructor(s): Hala Abdelmonem Terms Offered: Autumn
Equivalent Course(s): ARAB 20850

ARAB 40102. Advanced Arabic Syntax II. 100 Units.
This two-quarter sequence is an introduction to the classical Arabic language. It is useful for students whose research includes the reading of classical Arabic texts in varied fields such as literature, history, political science, theology and philosophy. In the class 1) rules of Arabic grammar are studied intensively, topic by topic; 2) parsing (i'rab) is an important component, with a view to understanding the structure of the language; 3) brief texts from different fields of classical Arabic are read focusing on their grammatical structure, and 4) some theory
about the development of the grammatical genre is introduced, as are the basic features of prosody (arud) and rhetoric (balagha).
Instructor(s): T. Qutbuddin Terms Offered: Spring
Prerequisite(s): ARAB 40101 or equivalent. This is the second part of a 2 quarter sequence; open to grads and undergrads
Equivalent Course(s): ISLM 40102

ARAB 40200. Advanced Readings in Arabic. 100 Units.
Advanced Readings in Arabic
Instructor(s): Kay Heikkinen, Staff
Terms Offered: Autumn

ARAB 40201. Advanced Readings in Arabic II. 100 Units.
Advanced Readings in Arabic - 2nd quarter
Instructor(s): Hala Abdelmonem
Terms Offered: Winter

ARAB 40384. Pre-Islamic Poetry: Mu'allaqat, Sa'alik, Ritha' 100 Units.
Pre-Islamic poetry laid the foundation for all subsequent Arabic poetry, and formed a key referent for Arabic grammar and Qur'anic exegesis. Its structure, motifs, and images constituted a literary model for Umayyad, Abbasid, Fatimid, Andalusian, and Mamluk poetry, and its grammatical and lexical usages formed a tool to understand the Qur'anic message and to measure the purity of later Arabic expressions. In this class, we will read closely some of the best known poems of the pre-Islamic period. An assessment by the medieval critics of our poets and some of their poetic theory will also be introduced. Secondary literature will be assigned in order to provide a theoretical framework for the material.
Instructor(s): T. Qutbuddin
Terms Offered: Autumn
Note(s): 3 years of Arabic or instructor's permission. Graduate seminar. Open to qualified undergraduates
Equivalent Course(s): ISLM 40384, FNDL 27314

ARAB 49900. Reading and Research. 100 Units.
Reading and research in Arabic.
Instructor(s): Staff
Terms Offered: Spring
Note(s): Select section from faculty list

ARAMEIC COURSES
ARME 30101. Advanced Modern Armenian I. 100 Units.
This three-quarter sequence enables the students to reach an advanced level of proficiency in the Armenian language. Reading, discussion and writing assignments include a selection of original Armenian literature and excerpts from mass media. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies and related area studies or to pursue work in Armenia.
Instructor(s): H. Haroutunian
Terms Offered: Autumn
Prerequisite(s): ARME 20103 or equivalent.
Note(s): Approval from instructor required

EGYPTIAN COURSES
EGPT 30446. Ptolemaic Hieroglyphs. 100 Units.
This advanced course examines grammar, scripts and texts typically called "Ptolemaic," but employed in formal, priestly inscriptions of both the Ptolemaic and Roman eras. Texts to be examined include, among others, synod decrees and inscriptions from Dendera, Philae, Edfu, and Esna.
Instructor(s): Robert Ritner
Terms Offered: Winter
Prerequisite(s): 2 years of Egyptian

EGPT 30630. Egyptian Mathematical Texts. 100 Units.
Although Egyptians demonstrated use of sophisticated mathematics, including geometry, already in the Old Kingdom, the oldest preserved mathematical texts date from the Middle Kingdom. In this course we will read sections of several of these MK hieratic texts, including problems involving a wide range of math skills and applications; we will then read portions of the so-called Demotic mathematical papyri to see how Egyptian math evolved into the Ptolemaic period. No special background is required although comfort with numbers will be an asset.
Instructor(s): Jan Johnson
Terms Offered: Autumn
Prerequisite(s): 2 years of Egyptian

EGPT 49000. Thesis Research: Egyptology. 100 Units.
Thesis Research in Egyptology
Instructor(s): STAFF
Terms Offered: Spring
Note(s): Select section from faculty list

EGPT 49900. Reading and Research: Egyptology. 100 Units.
Reading and Research: Egyptology
Instructor(s): STAFF
Terms Offered: Spring
Note(s): Selection section from faculty list

COURSES

G’EEZ COURSES

HEBREW COURSES

HEBR 33300. Reading Modern Hebrew for Research Purposes I. 100 Units.
The course concentrates on the written language and aims at enabling students to use Modern Hebrew for research purposes. The course is designed to enable students to read Hebrew freely. Major grammatical & syntactical aspects will be covered, and students will acquire substantial vocabulary with attention paid to lexical collocations and semantic fields. By the end of the course, students are expected not only to be able to successfully satisfy their departmental language requirements but also to have a great set of skills that would allow them to read any given text, written in Modern Hebrew. (The term "Modern Hebrew" covers primarily literature from the mid 20th century to current time).
Instructor(s): Ari Almog
Terms Offered: Autumn
Prerequisite(s): Students should have at least two levels of Modern and/or Biblical Hebrew. Students should be able to read vocalized Hebrew texts as well as be able to read and write in cursive.
Equivalent Course(s): BIBL 38300, JWSC 25880

HEBR 33301. Reading Modern Hebrew for Research Purposes II. 100 Units.
The course concentrates on the written language and aims at enabling students to use Modern Hebrew for research purposes. The course is designed to enable students to read Hebrew freely. Major grammatical & syntactical aspects will be covered, and students will acquire substantial vocabulary with attention paid to lexical collocations and semantic fields. By the end of the course, students are expected not only to be able to successfully satisfy their departmental language requirements but also to have a great set of skills that would allow them to read any given text, written in Modern Hebrew. (The term "Modern Hebrew" covers primarily literature from the mid 20th century to current time).
Instructor(s): Ari Almog
Terms Offered: Winter
Prerequisite(s): Students should have at least two levels of Modern and/or Biblical Hebrew. Students should be able to read vocalized Hebrew texts as well as be able to read and write in cursive.
Equivalent Course(s): BIBL 38301, JWSC 25881

HEBR 49900. Reading Course: Hebrew. 100 Units.
This course assumes that students have full mastery of the grammatical and lexical content of the advanced level. The main objective is literary fluency. By the end of the course, students should have an excellent command of Hebrew. The course concentrates on the written language, especially scientific writing, as well as elements of Biblical Hebrew, literature from earlier periods and sophisticated journalistic writing. Students read the various Israeli daily newspapers as well as Israeli literature, scientific articles and legal documents (with the help of a dictionary) of varying lengths. They have a good command of synonyms and idiomatic Hebrew, and also understand the subtle differences between words. Their already substantial vocabularies now include many words from a wide variety of genres. Students considerably improve their ability to write long essays in Hebrew on a wide range of topics, incorporating idiomatic language.
Instructor(s): Ari Almog
Terms Offered: Spring
Prerequisite(s): Students should have at least four years of Modern Hebrew studies and/or passing grade of a reading exam and/or graduated the Reading Hebrew for Research Purposes.
Equivalent Course(s): BIBL 48900

KAZAKH COURSES

KAZK 49900. Reading and Research. 100 Units.
Reading and Research
Instructor(s): STAFF
Terms Offered: Autumn Spring Winter
Note(s): Select section from faculty list

KAZK 49901. Independent Study: Intermediate Kazakh. 100 Units.
Independent Study: Intermediate Kazakh
Instructor(s): Kagan Arik
Terms Offered: Autumn Spring Winter

NEAR EASTERN ART AND ARCHEOLOGY COURSES

NEAA 30035. Introduction to Zooarchaeology. 100 Units.
This course provides undergraduate and graduate students with an introduction to the use of animal bones in archaeological research. Students will gain hands-on experience analyzing faunal remains from an archaeological site in the Near East. The class will address theoretical and methodological issues involved in the use of animal bones as a source of information about prehistoric societies. The course consists of lectures, laboratory sessions, and original research projects using collections of animal bone from archaeological excavations in southeast Turkey. Topics covered include: 1) identifying, ageing and sexing animal bones; 2) zooarchaeological sampling, measurement, quantification, and problems of taphonomy; 3) analysis of animal bone data; 4) reconstructing prehistoric hunting and pastoral economies, especially: animal domestication, hunting strategies, herding systems, seasonality, and pastoral production in complex societies.
Instructor(s): G. Stein
Terms Offered: Spring
NEAA 30070. Intro to the Archaeology of Afghanistan. 100 Units.
Intro to the Archaeology of Afghanistan
Instructor(s): Gil J. Stein Terms Offered: Winter
Prerequisite(s): Any introductory course in archaeology is desirable but not required
Equivalent Course(s): ANTH 26755, NEAA 20070, ANTH 36755

NEAA 30091. Field Archaeology. 300 Units.
This course is for students that will be overseas participating in an Archaeological Field Project. Consent of instructor required.
Terms Offered: Autumn

NEAA 30100. Introduction to Archaeology. 100 Units.
Archaeology is the study of the material evidence of past human activity. This course, which is offered every year in the Autumn Quarter, explores the history of archaeology as a discipline and the methods used by archaeologists to obtain evidence about past human activity via excavations, surface surveys, and remote-sensing technologies such as satellite imagery and ground-penetrating radar, with emphasis on archaeological fieldwork in the Middle East. This course also surveys the latest methods used to date, classify, and analyze various kinds of evidence after it has been obtained. And since archaeological data is always collected and interpreted within an intellectual framework of theoretical conceptions concerning human society, culture, and history, this course provides a brief overview of "archaeological theory," i.e., the uses made by archaeologists of a wide range of different social theories that may lead to quite different interpretations of the same data. This topic is explored in more depth in a companion course on "Social Theory and Ancient Studies" (NEHC 20010/30010), which is offered in alternate years in the Winter Quarter.
Instructor(s): David Schloen Terms Offered: Autumn
Equivalent Course(s): NEAA 20100

NEAA 30332. Trade, Exchange, and Politics in the Ancient Near East. 100 Units.
This is a discussion-oriented seminar that introduces students to the evidence, issues, and debates concerning ancient trade and exchange, with a focus on the economic institutions of the ancient Near East and especially those of the Bronze and Iron Age Levant and Eastern Mediterranean.
Instructor(s): David Schloen Terms Offered: Winter
Equivalent Course(s): NEAA 20332

NEAA 30333. Gordion and its Neighbors: Central Anatolia during the Iron Age. 100 Units.
This class is an in-depth study of central Anatolia's most important archaeological site during the early first millennium BCE: Gordion, the capital city of the kingdom of Phrygia. In addition to learning the archaeology of this site in great detail, we will also use it as a foundation to explore neighboring excavations in the region, including the Iron Age levels of Hattusha, Kaman-Kalehöyük, Kınık Höyük, and others.
Instructor(s): James Osborne Terms Offered: Spring
Equivalent Course(s): CLAS 30321, CLCV 20321, NEAA 20333

NEAA 30610. Visual Culture of the Ancient Near East. 100 Units.
This course explores the vast corpus of material objects that makes up the visual culture of the ancient Near East—specifically, the palaces, temples, ziggurats, obelisks, carved reliefs, votive statues, inlays, cylinder seals, and cuneiform tablets of Mesopotamia, Syro-Anatolia, the Levant, Persia, and Egypt from 3500 to 330 BCE. In addition to their formal qualities, we will explore the practices by which these artifacts and monuments were made; the cultural value of their raw material components, including clay, stone, metals, ivory, and pigments; their life histories, modes of circulation, interactive potential, and significance within the larger social and political climate; and the modern reception and response to these works of art. Students will also obtain an understanding of art historical approaches to the study of ancient Near Eastern visual culture and the value of Art History to the field of ancient Near Eastern Studies. Class meetings—structured around thematic case studies of material groups from different regions presented in chronological sequence—emphasize conceptual issues (agency, materiality, aesthetics, narrative, ideology, space, representation, style, technology, sensory experience), and theoretical and methodological considerations (archaeological, art historical, anthropological, philological, historical). The course draws primarily on archaeological evidence and ancient textual sources and includes regular visits to the Oriental Institute Museum.
Instructor(s): K. Neumann Terms Offered: Spring
Equivalent Course(s): NEAA 20610, ARTH 23010, ARTH 33010

NEAA 40020. Ceramic Analysis in Archaeology. 100 Units.
This course introduces the theoretical foundations and analytical techniques that allow archaeologists to use ceramics to make inferences about ancient societies. Ethnographic, experimental, and physical science approaches are explored to develop a realistic, integrated understanding of the nature of ceramics as a form of material culture. Practical training in the use of the ceramic labs is included.
Instructor(s): James Osborne Terms Offered: Winter
Equivalent Course(s): NEAA 10020, ANTH 26200, ANTH 36200
NEAA 43221. Israel and Judah under Empire: Archaeology and History of the Assyrian and Babylonian Periods. 100 Units.
In the late 8th century BCE Israel, Judah and the other polities of the southern Levant came under Assyrian hegemony, and then under the Babylonian and Persian empires. The seminar will review the demographic and economic situation in the region before the arrival of the first empire in the late 8th century BCE, and the subsequent changes during the 7th-6th centuries BCE in an attempt to use the unparalleled data available from this region to (1) reconstruct life in the provinces and client kingdoms and (2) use the detailed information to learn about imperial encounters at large, and the impact of imperial control on the life of the peoples under its yoke.
Instructor(s): Avraham Faust Terms Offered: Spring
Equivalent Course(s): HIJD 43221, BIBL 33221

NEAA 49900. Reading and Research. 100 Units.
Independent study in Near Eastern Art and Archaeology.
Instructor(s): STAFF Terms Offered: Autumn Spring Winter
Note(s): Select section from faculty list

NEAR EASTERN HISTORY AND CIVILIZATIONS COURSES

NEHC 30010. Social Theory and Ancient Studies. 100 Units.
This course introduces the main paradigms of social thought and their philosophical basis and examines their impact on archaeology and historical studies. Theoretical views, whether acknowledged or merely implicit, strongly affect scholarly interpretations of empirical data. The data do not speak for themselves but are interpreted quite differently depending on the theoretical paradigm at work in the interpretation. In this course, we will focus on the ways in which various social theories have shaped scholarly views of social and economic life in the ancient Near East, in particular.
Instructor(s): David Schloen Terms Offered: Winter
Equivalent Course(s): NEHC 20010

NEHC 30027. Sources of the Pentateuch. 100 Units.
Seminar for hands-on experience in identifying, “separating,” and interpreting sources within the Pentateuch (and Joshua) through varied examples.
Instructor(s): Simeon Chavel Terms Offered: Spring
Prerequisite(s): Biblical Hebrew and Greek
Equivalent Course(s): BIBL 55110

NEHC 30030. Introduction to the Qur’an. 100 Units.
The Qur’an’s historical setting, thematic and literary features, major biblical figures, and foundational narratives of the Quran. Explorations of medieval exegetical literature on the Quran and its reception in the early (8th-10th century CE) and medieval periods (11th - 15th century CE) will feature heavily in this course. Readings consist primarily of English translations of the Quran alongside a running commentary, as well as secondary articles.
Instructor(s): Yousef Casewit Terms Offered: Winter
Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students. This course counts as a Gateway course for RLST majors/minors.
Equivalent Course(s): ISLM 30030, RLST 11030, MDVL 10030

NEHC 30035. What is a Madrasa Education? 100 Units.
Although public education has almost completely eclipsed and replaced traditional educational systems throughout the Muslim world, madrasas continue to play a significant role in Muslim societies to this day. This course explores the complex, evolving, and often conflicting pedagogical models of learning in Islamic civilization from the medieval period up to the present. Three fundamental concerns guide our examination of the various modes of organization, acquisition, embodiment, and transference of knowledge in madrasa institutions: (1) Epistemology: What is knowledge (#ilm)? And what is an #ālim, or “traditional Muslim knower” expected know? (2) Pedagogy: How does an #ālim acquire, organize, transmit, and publish his/her #ilm? (3) Religious Authority: How is #ilm verified, authenticated, institutionalized, certificated, and mainstreamed in madrasa institutions? The sheer enormity of the subject and the variety of competing pedagogical models in the Muslim world belies a comprehensive survey. Our approach will thus be grounded in multidisciplinary research (history, ethnography, sociology, religious studies) and anchored in case studies. The readings covered in class will address questions of philosophy of education; the politics of knowledge; core texts studied in madrasas; day-to-day lived experience of students and teachers; how classical texts are taught.
Instructor(s): Yousef Casewit Terms Offered: Winter
Prerequisite(s): Basic knowledge of Arabic or another Islamic language is highly recommended, though not a formal prerequisite for this course.
Equivalent Course(s): ISLM 30035

NEHC 30200. Ancient Egyptian History. 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): Jan Johnson, Brian Muhs Terms Offered: Autumn
Equivalent Course(s): NEHC 20200
NEHC 30201. Islamic Civilization I: 600-950. 100 Units.
This course covers the rise and spread of Islam, the Islamic empire under the Umayyad and early Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain. The main focus will be on political, economic and social history. Instructor(s): Paul Walker Terms Offered: Autumn. This course will not be offered for the 2021-2022 academic year.
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): NEHC 20201, RLST 20201, ISLM 30201, MDVL 20201, HIST 35621, HIST 15611

NEHC 30202. Islamic Civilization II: 950-1750. 100 Units.
This course, a continuation of Islamicate Civilization I, surveys intellectual, cultural, religious and political developments in the Islamic world from Andalusia to the South Asian sub-continent during the periods from ca. 950 to 1750. We trace the arrival and incorporation of the Steppe Peoples (Turks and Mongols) into the central Islamic lands; the splintering of the Abbasid Caliphate and the impact on political theory; the flowering of literature of Arabic, Turkic and Persian expression; the evolution of religious and legal scholarship and devotional life; transformations in the intellectual and philosophical traditions; the emergence of Shi‘i states (Buyids and Fatimids); the Crusades and Mongol conquests; the Mamluks and Timurids, and the “gunpowder empires” of the Ottomans, Safavids, and Moghuls; the dynamics of gender and class relations; etc. This class partially fulfills the requirement for MA students in CMES, as well as for NELC majors and PhD students. Instructor(s): Franklin Lewis Terms Offered: Winter. This course will not be offered for the 2021-2022 academic year.
Prerequisite(s): Islamicate Civilization I (NEHC 20201) or Islamic Thought & Literature-1 (NEHC 20601), or the equivalent
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): NEHC 20202, HIST 35622, HIST 15612, RLST 20202, MDVL 20202, ISLM 30202

NEHC 30203. Islamic Civilization III: 1750-Present. 100 Units.
This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic 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): Orit Bashkin Terms Offered: Spring. This course will not be offered for the 2021-2022 academic year.
Prerequisite(s): Islamicate Civilization II (NEHC 20202) or Islamic Thought & Literature-2 (NEHC 20602), or the equivalent
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): RLST 20203, HIST 35623, HIST 15613, ISLM 30203, NEHC 20203

NEHC 30212. Introduction to Egyptian Religion and Magic. 100 Units.
The course provides a general introduction to the theology and ritual practice of Ancient Egypt from the Predynastic Period to the late Roman Empire (ca. 3100 BC to AD 543). Illustrated lectures will survey primary mythology, the nature of Egyptian “magic,” the evolving role of the priesthood, the function of temple and tomb architecture, mummification and funerary rites, the Amarna revolution and the origins of monotheism, as well as the impact of Egyptian religion on neighboring belief systems. Students will read a wide array of original texts in translation in addition to modern interpretive studies. Course requirements include two (2) papers and a final exam. In the first paper the student should discuss in 5-10 pages a specific deity or temple site. The second paper must contain a concise analysis (5-10 pages) of a theological issue pertinent to class discussion and readings. All topics must be cleared in advance with the instructor. Proper bibliographies and footnotes are expected, and any internet sources must be cleared with the instructor.
Instructor(s): R. Ritner Terms Offered: Autumn
Equivalent Course(s): NEHC 20212

NEHC 30300. Introductory Qur’anic Arabic III. 100 Units.
This course is the third in a 3-quarter sequence “Introduction to Qur’anic Arabic” (IQA), which aims to provide students with foundational philological and reading skills by covering the essentials of Qur’anic/Classical Arabic grammar. This course also features readings of select passages from the Qur’an, #adīth and Tafsīr. The 3 quarters of IQA are sequential, and students are strongly encouraged to join in the first quarter. Exceptions can be made on a case by case basis. Instructor(s): Izzet Coban Terms Offered: Spring
Prerequisite(s): Graduate and undergraduate students from any department are welcome to register. The minimum prerequisite for IQA III is the successful completion of IQA II or equivalent training. The IQA sequence is also open to students who may have had more exposure to Arabic (modern or classical) but wish to acquire a solid foundation in Arabic grammar, and/or students who feel they are not yet ready for third-year Arabic courses.
Equivalent Course(s): ISLM 30300, RLST 15300

NEHC 30455. Topics in Semitic Studies. 100 Units.
In this course, we will investigate and discuss prevalent topics in the philological and linguistic study of Semitic languages. The weekly topics will touch on the major sub-categories of grammar and focus on methodology Instructor(s): Rebecca Hasselbach-Andee Terms Offered: Autumn
Prerequisite(s): Introduction to Comparative Semitics or equivalent (e.g. general intro to Linguistics).
Note(s): Consent of Instructor required

NEHC 30504. Introduction to the Hebrew Bible. 100 Units.
Critical introduction to the genres, ideas, styles, and formation of the Hebrew Bible (the ancient Jewish treasury of literature from Israel, Judea, and Babylonia), framed by ancient comparative material and modern literary theory.
Instructor(s): Simeon Chavel Terms Offered: Autumn
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students. This course counts as a Gateway course for RLST majors/minors.
Equivalent Course(s): HIJD 31004, BIBL 31000, JWSC 20120, NEHC 20504, RLST 11004

NEHC 30568. 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): Angelina Ilieva Terms Offered: Spring
Equivalent Course(s): ANTH 25908, CMLT 23301, CMLT 33301, REES 39009, ANTH 35908, REES 29009, NEHC 20568

NEHC 30570. Mughal India: Tradition & Transition. 100 Units.
The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth centuries, especially on selected issues that have been at the center of historiographical debate in the past decades.
Instructor(s): M. Alam Terms Offered: Autumn
Prerequisite(s): Advanced standing or consent of instructor. Prior knowledge of appropriate history and secondary literature required.
Equivalent Course(s): HIST 36602, NEHC 20570, SALC 37701, SALC 27701, HIST 26602

NEHC 30573. The Burden of History: A Nation and Its Lost Paradise. 100 Units.
What makes it possible for the imagined communities called nations to command the emotional attachments that they do? This course considers some possible answers to Benedict Anderson’s question on the basis of material from the Balkans. We will examine the transformation of the scenario of paradise, loss, and redemption into a template for a national identity narrative through which South East European nations retell their Ottoman past. With the help of Žižek’s theory of the subject as constituted by trauma and Kant’s notion of the sublime, we will contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity.
Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): CMLT 23401, NEHC 20573, REES 29013, CMLT 33401, HIST 24005, HIST 34005, REES 39013

NEHC 30595. Colloquium: The Ottoman Novel and Historical Perspective. 100 Units.
The Ottoman novel was both an artistic and political form expression. Authors often wrote in a heavily didactic vein, using fiction to express their views on the shortcomings of existing society or their ideals for societal improvement. This was especially, though not exclusively, the case with regard to issues of gender roles and family structure. In this course will will read a number of novels from the last quarter of the 19th Century and the first decades of the 20th Century (in transliteration from Ottoman, or adaptation to modern Turkish, or translation), and consider them with regard to the circumstances of their production and the societal commentary they express.
Instructor(s): Holly Shissler Terms Offered: Winter
Prerequisite(s): Students must be able to read in Turkish or Ottoman

NEHC 30625. Approaches to the Study of the Ancient Near East. 100 Units.
This is a required introductory course for all CMES ancient-track students.
Instructor(s): Brian Muhs Terms Offered: Autumn
Equivalent Course(s): CMES 31002

NEHC 30692. Armenian History through Art and Culture. 100 Units.
Who are the Armenians and where do they come from? What is the cultural contribution of Armenians to their neighbors and overall world heritage? This crash-course will try to answer these and many other similar questions while surveying Armenian history and elements of culture (mythology, religion, manuscript illumination, art, architecture, etc.). It also will discuss transformations of Armenian identity and symbols of ‘Armenianness’ through time, based on such elements of national identity as language, religion, art, or shared history. Due to the greatest artistic quality and the transcultural nature of its monuments and artifacts, Armenia has much to offer in the field of Art History, especially when we think about global transculturation and appropriation among cultures as a result of peoples’ movements and contacts. The course is recommended for students with interest in Armenian Studies or related fields, in Area or Civilizations Studies, Art and Cultural Studies, etc.
Instructor(s): Hripsime Haroutunian Terms Offered: Autumn
NEHC 30755. Research Topics in Ottoman History. 100 Units.
This course will discuss current trends in research for 19th and early 20th Century Ottoman and Turkish history.
Instructor(s): Holly Shissler Terms Offered: Autumn
Note(s): Consent of Instructor required

NEHC 30766. Shamans and Oral Poets of Central Asia. 100 Units.
Anthropological/Ethnographic Survey of Pre-Modern Central Asian Cultures. This course explores the rituals, oral literature, and music associated with the nomadic cultures of Central Eurasia.
Instructor(s): Kagan Arik Terms Offered: Spring
Equivalent Course(s): NEHC 20766, ANTH 25906

NEHC 30840. Radical Islamic Pieties: 1200 to 1600. 100 Units.
Some knowledge of primary languages (i.e., Arabic, French, German, Greek, Latin, Persian, Spanish, Turkish) helpful. This course examines responses to the Mongol destruction of the Abbasid caliphate in 1258 and the background to formation of regional Muslim empires. Topics include the opening of confessional boundaries; Ibn Arabi, Ibn Taymiyya, and Ibn Khaldun; the development of alternative spiritualities, mysticism, and messianism in the fifteenth century; and transconfessionalism, antinomianism, and the articulation of sacral sovereignties in the sixteenth century. All work in English. This course is offered in alternate years.
Instructor(s): Cornell Fleischer Terms Offered: Spring
Prerequisite(s): Consent of instructor
Equivalent Course(s): HIST 35901, RLST 20840, ISLM 30840, HIST 25901, MDVL 20840, NEHC 20840

NEHC 30852-30853. Seminar: Ottoman World/Suleyman I-II.
This two-quarter seminar focuses on the transformation of the Muslim Ottoman principality into an imperial entity--after the conquest of Constantinople in 1453--that laid claim to inheritance of Alexandrine, Roman/Byzantine, Mongol/Chinggisid, and Islamic models of Old World Empire at the dawn of the early modern era. Special attention is paid to the transformation of Ottoman imperialism in the reign of Sultan Süleyman the Lawgiver (1520-1566), who appeared to give the Empire its "classical" form. Topics include: the Mongol legacy; the reformulation of the relationship between political and religious institutions; mysticism and the creation of divine kingship; Muslim-Christian competition (with special reference to Spain and Italy) and the formation of early modernity; the articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The first quarter comprises a chronological overview of major themes in Ottoman history, 1300-1600; the second quarter is divided between the examination of particular themes in comparative perspective (for example, the dissolution and recreation of religious institutions in Islamdom and Christendom) and student presentations of research for the seminar paper. In addition to seminar papers, students will be required to give an oral presentation on a designated primary or secondary source in the course of the seminar.

NEHC 30852. The Ottoman World in the Age of Suleyman the Magnificent. 100 Units.
This seminar/colloquium focuses on the transformation of the Muslim Ottoman principality into an imperial entity--after the conquest of Constantinople in 1453--that laid claim to inheritance of Alexandrine, Roman/Byzantine, Mongol/Chinggisid, and Islamic models of Old World Empire at the dawn of the early modern era. Usually taught as a two-quarter research seminar, this year only the first quarter is offered, with a 15-20 paper due at the end. Special attention is paid to the transformation of Ottoman imperialism in the reign of Sultan Süleyman the Lawgiver (1520-1566), who appeared to give the Empire its "classical" form. Topics include: the Mongol legacy; the reformulation of the relationship between political and religious institutions; mysticism and the creation of divine kingship; Muslim-Christian competition (with special reference to Spain and Italy) and the formation of early modernity; the articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The first quarter comprises a chronological overview of major themes in Ottoman history, 1300-1600; the second quarter is divided between the examination of particular themes in comparative perspective (for example, the dissolution and creation of divine kingship; Muslim-Christian competition (with special reference to Spain and Italy) and the formation of early modernity; the articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The first quarter comprises a chronological overview of major themes in Ottoman history, 1300-1600; the second quarter is divided between the examination of particular themes in comparative perspective (for example, the dissolution and

Instructor(s): Cornell Fleischer Terms Offered: Autumn
Note(s): Undergraduates must receive consent from the instructor to enroll
Equivalent Course(s): ISLM 30852, HIST 58302, NEHC 20862, CMES 30852

NEHC 30853. Ottoman World/Suleyman II. 100 Units.
This two-quarter seminar focuses on the transformation of the Muslim Ottoman principality into an imperial entity--after the conquest of Constantinople in 1453--that laid claim to inheritance of Alexandrine, Roman/Byzantine, Mongol/Chinggisid, and Islamic models of Old World Empire at the dawn of the early modern era. Special attention is paid to the transformation of Ottoman imperialism in the reign of Sultan Süleyman the Lawgiver (1520-1566), who appeared to give the Empire its "classical" form. Topics include: the Mongol legacy; the reformulation of the relationship between political and religious institutions; mysticism and the creation of divine kingship; Muslim-Christian competition (with special reference to Spain and Italy) and the formation of early modernity; the articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The first quarter comprises a chronological overview of major themes in Ottoman history, 1300-1600; the second quarter is divided between the examination of particular themes in comparative perspective (for example, the dissolution and creation of divine kingship; Muslim-Christian competition (with special reference to Spain and Italy) and the formation of early modernity; the articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The first quarter comprises a chronological overview of major themes in Ottoman history, 1300-1600; the second quarter is divided between the examination of particular themes in comparative perspective (for example, the dissolution and

Instructor(s): Cornell Fleischer Terms Offered: Autumn
Note(s): Undergraduates must receive consent from the instructor to enroll
Equivalent Course(s): ISLM 30852, HIST 58302, NEHC 20862, CMES 30852
recreation of religious institutions in Islamdum and Christendom) and student presentations of research for the seminar paper. In addition to seminar papers, students will be required to give an oral presentation on a designated primary or secondary source in the course of the seminar.

Instructor(s): Cornell Fleischer
Terms Offered: Winter
Equivalent Course(s): HIST 58303, CMES 38052

NEHC 30891. Sem: Intro to the Ottoman Press-1. 100 Units.
Course introduces students to the historical context and specific characteristics of the mass printed press (newspapers, cultural and political journals, etc.) in the Ottoman Empire in the 19th C. We will investigate issues such as content, censorship, production, readership and distribution through secondary reading and the examination of period publications.

Instructor(s): H. Shissler
Terms Offered: Winter
Equivalent Course(s): HIST 35707

NEHC 30893. Sem: WWI in the Ottoman Empire-1. 100 Units.
World War I in the Ottoman Empire. This course will examine WWI in in the Ottoman Empire broadly, considering social, economic, and military aspects of the conflict and with attention to the wartime experience for those at the front and on the home front. This is a two-quarter seminar, where the first quarter can be taken independently as a colloquium-style course for credit.

Instructor(s): Holly Shissler
Terms Offered: Spring Winter
Note(s): Instructor consent required for undergraduates
Equivalent Course(s): HIST 59301

NEHC 31012. The Age of Empires in the Ancient Near East. 100 Units.
This course offers a critical appraisal of the concepts of empire and imperialism in the historiography of ancient Mesopotamia and Iran to address political formations that developed (and vanished) during the first millennium BCE, with a focus on the Neo-Assyrian, Neo-Babylonian, and Achaemenid empires. This seminar will explore the nature of power, control, and resource management in these early empires, and how they served as the blueprint for the later imperial formations of Classical and Late Antiquity. Students will address a substantial part of Mesopotamian and Iranian history and study in depth some key historiography issues for the history of Antiquity. Primary documents will be read in translation and the course has no ancient language requirements. However, some readings of secondary literature in common academic languages (especially French and German) are to be expected. Students will be asked to present the readings and participate in classroom discussions; write a book review; and conduct a personal research on a topic of their choice (midterm annotated bibliography and research proposal; final essay).

Instructor(s): Hervé Reculeau
Terms Offered: Winter
Note(s): This course fulfills the requirements of a survey course in Mesopotamian civilization as defined by the Ancient PhD programs in NELC and the MA program in the CMES.
Equivalent Course(s): NEHC 21012

NEHC 31215. Abraham’s Sacrifice of Isaac in Multiple Perspectives. 100 Units.
The story of Abraham’s (near) sacrifice of his son, Isaac, found in Genesis 22:1-19, is one of the most influential and enduring stories in Western literature and art. It is part of the living tradition of Judaism, Christianity, and Islam and its meaning and implications have been repeatedly explored in the communities defined by these religions, and has, in turn, helped to shape the self-perception of those communities. This course will consider the multiple perspectives from which this story has been viewed and the multiple interpretations which this story has generated, starting with its earliest incorporation into the Hebrew Bible, moving to its role in Judaism, Christianity, and Islam, and concluding with its influence on modern works. No knowledge of Hebrew is required.

Instructor(s): Stuart Creason
Terms Offered: Spring
Equivalent Course(s): ISLM 31215, HIJD 31215, RLST 21215, JWSC 21215, NEHC 21215, BIBL 31215

NEHC 32700. Law in Biblical Literature. 100 Units.
The course will survey topics of biblical law, recover biblical legal reasoning, compare biblical law with comparable ancient Near Eastern records and literature, reconsider the nature of biblical legal composition, interpret biblical legal passages within their larger compositions as pieces of literature, analyze several non-legal biblical texts for the legal interpretation embedded in them, and engage modern scholarship on all these aspects. In addition to preparing to discuss assigned biblical texts, students will also work towards composing an original piece of sustained analysis submitted at quarter’s end.

Instructor(s): Simeon Chavel
Terms Offered: Winter
Prerequisite(s): 1 year biblical Hebrew + 1 course in Hebrew Bible
Equivalent Course(s): JWSC 22702, RLST 22700, HIJD 32700, BIBL 32700

NEHC 33704. Religion in Modern Iran. 100 Units.
TBD
Terms Offered: TBD
Equivalent Course(s): ISLM 33404, AASR 33404
NEHC 34592. Jewish and Islamic Ethics in al-Andalus. 100 Units.
This course will include readings in Jewish and Islamic ethics from al-Andalus and the Maghrib with a focus on
the writings of Maimonides (d. 1204) -- especially his "Eight Chapters" and Commentary on Avot (completed in
the 1160s) and Ibn al-Mar‘a of Malaga (d. 1214) -- especially his commentary on Ibn al-‘Arif.
Instructor(s): Jim Robinson and Yousef Casewit Terms Offered: Autumn
Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students.
Equivalent Course(s): ISLM 34592, NEHC 24592, JWSC 24592, HIJD 34592, RETH 34592, RLST 24592, MDVL 24592

NEHC 35004. Readings in Ibn Tufayl’s Hayy b. Yaqzan. 100 Units.
A study of Ibn Tufayl’s twelfth-century philosophical/mystical romance about a boy spontaneously generated on
a desert island who achieves knowledge of God through empirical study of nature. The many themes in Hayy
ibn Yaqzan will be studied in relation to the philosophical literature that formed it and in light of recent modern
scholarship about it.
Instructor(s): James T. Robinson Terms Offered: Winter
Equivalent Course(s): ISLM 35004, FNDL 25105, MDVL 15004, HIJD 35004, RLST 25105

NEHC 35147. Anthropology of Israel. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings
of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among
the (often overlapping) topics to be covered in this examination of the institutional and ideological construction
of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military
experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and
Arab-Jewish relations.
Instructor(s): Morris Fred Terms Offered: Spring
Equivalent Course(s): MAPS 35150, NEHC 25147, ANTH 35150, JWSC 25149, CMES 35150, ANTH 25150

NEHC 36500. The Radiant Pearl: Introduction to Syriac Literature and its Historical Contexts. 100 Units.
After Greek and Latin, Syriac literature represents the third largest corpus of writings from the formative
centuries of Christianity. This course offers students a comprehensive overview of the dominant genres and
history of Syriac-speaking Christians from the early centuries through the modern day. Moving beyond
traditional historiography that focuses exclusively on early Christianity within the Roman Empire, this class
examines Christian traditions that took root in the Persian and later Islamic Empires as well. Through studying
the history and literature of Syriac-speaking Christians, the global reach of early Christianity and its diversity
comes to the fore. Syriac-speaking Christians preached the Gospel message from the Arabian Peninsula to early
modern China and India. Syriac writers also raised female biblical figures and holy women to prominent roles
within their works. Students will broaden their understanding of the development of Christian thought as they
gain greater familiarity with understudied voices and visions for Christian living found within Syriac literature.
Special attention will be paid to biblical translation, asceticism, poetry, differences between ecclesial communities
as well as the changing political fortunes of Syriac-speaking populations. No previous knowledge or study
expected.
Instructor(s): Erin Galgay Walsh Terms Offered: Autumn
Equivalent Course(s): NEHC 26500, RLST 16500, GNSE 36505, BIBL 36500, HCHR 36500, GNSE 26505

NEHC 36614. Making the Monsoon: The Ancient Indian Ocean. 100 Units.
The course will explore the human adaptation to a climatic phenomenon and its transformative impacts on
the littoral societies of the Indian Ocean, circa 1000 BCE-1000 CE. Monsoon means season, a time and space in
which favorable winds made possible the efficient, rapid crossing of thousands of miles of ocean. Its discovery-at
different times in different places-resulted in communication and commerce across vast distances at speeds more
commonly associated with the industrial than the preindustrial era, as merchants, sailors, religious specialists,
and scholars made monsoon crossings. The course will consider the participation of Mediterranean, Middle
Eastern, South Asian, and East African actors in the making of monsoon worlds and their relations to the Indian
Ocean societies they encountered; the course is based on literary and archaeological sources, with attention to
recent comparative historiography on oceanic, climatic, and global histories.
Instructor(s): R. Payne Terms Offered: Spring
Equivalent Course(s): CLAS 36620, NEHC 26614, HIST 36614, HIST 26614, SALC 26614, MDVL 26614, CLCV
26620, SALC 36614

NEHC 37213. Partings, Encounters, and Entangled Histories: The Formation of Judaism and Christianity. 100 Units.
When did the fault lines between Judaism and Christianity emerge? This course explores this question by
examining the formation of Judaism and Christianity within the world of the Ancient Mediterranean. What
religious views, texts, and practices did Jews and Christians hold in common? How did early writers construct
communal boundaries and project "ideal" belief and practice? What role did the changing political tides of the
Roman and Persian empires play? We will explore continuities and growing distinctions between Jews and
Christians in the areas of scriptural interpretation, ritual practices, and structures of authority. Special attention
will be paid to debates around gender and sexuality, healing, and views of government and economics. We will
approach these issues through material evidence and close readings of early literature in light of contemporary
scholarship. Students interested in modern histories of Judaism and Christianity will gain a firm foundation in the pivotal debates, texts, and events that set the trajectories for later centuries.

Instructor(s): Erin Galgay Walsh

Prerequisite(s): No prerequisite knowledge of the historical periods, literature, or religious traditions covered is expected.

Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.

Equivalent Course(s): BIBL 37213, RLST 27213, HCHR 37213, CLAS 34021, JWSC 27213, NEHC 27213, HIJD 37213, CLCV 24021

NEHC 39400. The History of Sunnism. 100 Units.

This course surveys primary and secondary scholarship to answer the deceptively simple questions of what Sunnism is, when it began, and how it developed. We will read primary sources from the fields of history, theology, and hadith studies, and compare these texts with influential narratives of Sunni history in secondary scholarship.

Instructor(s): Ahmed El Shamsy

Terms Offered: Autumn

Prerequisite(s): 3 years of Arabic

Equivalent Course(s): NEHC 29400, ISLM 39400, RLST 20400

NEHC 39714. North Africa in Literature and Film. 100 Units.

This course explores twentieth- and twenty-first century literary and cinematic works from the countries of North Africa. We will focus in particular on the region of Northwestern Africa known as the Maghreb- encompassing Algeria, Morocco, and Tunisia. Situated at the crossroads of Africa, the Middle East, and Europe, the Maghreb has a layered colonial past culminating in France’s brutal occupation of the region through the 1960s. Inflected by this colonial history, Maghrebi studies tend to privilege Francophone works while overlooking the region’s rich Arabic and indigenous traditions. Understanding the Maghreb as both a geopolitical as well as an imagined space, our course materials reflect the region’s diverse cultural histories and practices. We will consider the Maghreb’s ethnic, linguistic, and religious pluralism in dialogue with broader questions of cultural imperialism, Orientalism, decolonization, and globalization. Fictional and cinematic works will be paired with relevant historical and theoretical readings. In light of the recent ‘Arab Spring’ catalyzed by the Tunisian uprising in January 2011, we will also touch on contemporary social and political happenings in the region.

Instructor(s): Hoda El Shakry

Terms Offered: Spring

Equivalent Course(s): CMLT 29714, NEHC 29714, CMLT 39714

NEHC 40020. The Mediterranean Sea in Antiquity: Imperial Connections. 100 Units.

The Mediterranean Sea has long inspired imaginings of lands and peoples connected by its waters. From the Romans’ Mare Nostrum, “our sea,” to today’s variants of “middle sea” - Greek Mesogeios, German Mittelmeer, and of course, Latin Mediterranean - imaginations of the sea have often celebrated its spatial and social cohesion. The Mediterranean continues to possess a middling geopolitical identity today, situated as it is between continental Europe, the Aegean, the Middle East, and North Africa. And yet, despite our diachronic investment in recognizing the Mediterranean’s grand narrative as a locus of cultural connectivity, its long-term histories of interregional dynamics remain difficult to approach holistically. This concern is especially salient when it comes to the study of ancient empires, those large, expansionary polities whose social, political, and economic practices drew disparate groups together, and at times forced them apart. This class has two closely related objectives. First, we tackle the most ambitious pieces of scholarship on Mediterranean history to evaluate how various disciplines have sought to analyze and to bound the sea as a cartographic whole. In the process, we gain an appreciation not only for the methodological and interpretive scales involved in such an undertaking, but for the various disciplinary strategies the Mediterranean’s diverse histories have inspired. Second, we interrogate one sociopolitical structure - the empire - and question how the Mediterranean encouraged and challenged imperialism as a recurring formation that worked to maintain sovereignty across broad geographical expanses. In doing so, we explore the variegated practices of cultural connectivity that have characterized the ancient Mediterranean from east to west.

Equivalent Course(s): ANTH 46715, CLAS 41717, HIST 51300, CDIN 41717, ANCM 41717

NEHC 40470. Readings in Maimonides’ Guide of the Perplexed. 100 Units.

A careful study of select passages in Maimonides’ Guide of the Perplexed, focusing on the method of the work and its major philosophical-theological themes, including: divine attributes, creation vs. eternity, prophecy, the problem of evil and divine providence, law and ethics, the final aim of human existence.

Instructor(s): James Robinson

Terms Offered: Autumn

Equivalent Course(s): HIJD 45400, ISLM 45400, RLVC 45400, HREL 45401, JWSC 21107, RLST 21107, FNDL 24106, MDVL 25400

NEHC 40600. Islamic Love Poetry. 100 Units.

The focus of this course is classical Islamic love poetry, Arabic and Persian love lyric will be covered, as well as some Ottoman love lyric (at least in translation). In the past we have incorporated Urdu, Punjabi, Bangla, Bosnian, and Turkish traditions, and-for comparative and historical purposes-Hebrew poetry from medieval Andalus. Because none of us are proficient in the all these languages, students who are proficient a given language are asked to provide a guide (including text, translation, explanation of key vocabulary, etc.) for selected poems from in that language. Each member of the class will be asked to present one poem guide, in
addition to a final assignment. Among the poets commonly included in the course are Ibn Zaydun, Ibn al-Farid, Ibn al-`Arabi, Rumi, Hafiz, Baba Fighani, Na`ili, Mir Dard, Bulleh Shah, and Ghalib.

Equivalent Course(s): RLIT 40300, CMLT 40100, ISLM 40100

NEHC 40601. Readings in the Text of the Qur’an. 100 Units.
Intensive readings in the Arabic text of the Qur’an. We focus on reading the Qur’anic text closely, with attention to grammar, syntax, recitation protocols, vocabulary, parables, symbols, figures of speech, rhetoric, changes in voice and person, allusions to parallel Qur’anic passages, and theology. Classical and modern commentaries are consulted, but the primary emphasis is on the Qur’anic text itself. The winter 2013 course will focus upon suras attributed to the Meccan period of Muhammad’s prophetic career, particularly those such as suras 52, 53, 55, and 56 that take up the theme of the garden. Students may well have different levels of Arabic; the course does not make Arabic proficiency into a matter of evaluation, but encourages each participant to work at his or her level.
Instructor(s): Michael Sells Terms Offered: Spring
Prerequisite(s): The second quarter of “Introduction to Qur’anic Arabic”, or 2 years of Arabic or the equivalent.
Equivalent Course(s): ISLM 40500

NEHC 40604. Readings in Arabic Religious Texts. 100 Units.
Texts to be covered include the 27th Sura of the Qur’an, selections from the Adab work Muhadarat al-Abrar of Ibn `Arabi, and examples of the Hadith Qudsi genre (hadiths that report divine, non-Qur’anic messages given to the Prophet).
Instructor(s): Michael Sells Terms Offered: Spring
Equivalent Course(s): HIJD 50200, ISLM 50200

NEHC 40605. From Caliphate to Nation State: A Survey of Modern Muslim Constitutional Thought. 100 Units.
Equivalent Course(s): ISLM 49200

NEHC 41000. Writings of Ibn al-`Arabi. 100 Units.
This course will focus on sections from Ibn al-`Arabi’s al-Futuhat al-Makkiyya “The Meccan Openings,” including chapters 1 and 10, as well as the commentary he wrote upon his own love poems. The important new critical edition of the Futuhat, by Abd al-`Aziz Sultan al-Mansub (Yemen, 2013), will serve as the base text. We will also engage one of the chapters from Ibn `Arabi’s Fusus al-Hikam (Bezels of Wisdom) and will be able to take advantage of the new, fully-vocalized edition of that work.
Equivalent Course(s): ISLM 51000

NEHC 41815. Writing the Algerian War of Independence. 100 Units.
This course aims to examine the representation of the Algerian War of Independence (1954-1962) in the work of Algerian and French writers. It will consider a corpus of testimonial texts, novels, and poetry in relation to the memory of the war, its traumatic experiences, and various forms of anticolonial struggle and insurgency. We will analyse the narrative, discursive, and poetic strategies used by authors to explore individual and collective memories and elaborate a politics of resistance and transformation in the Algerian context. Studied authors include Maïssa Bey, Assia Djebar, Leïla Sebbar, Mouloud Feraoun, Jean Sénac, Laurent Mauvignier, and Joseph Andras.
Instructor(s): Khalid Lyamlahy Terms Offered: Autumn
Note(s): All readings and in-class discussions will be in English. Students will have the option to write either in English or in French.
Equivalent Course(s): CMLT 41815, FREN 41815

NEHC 42700. Interactions b/w Jewish Phil. and Lit.in Middle Ages. 100 Units.
Any study of Jewish philosophy that focuses on a small collection of systematic summas tells only half the story. In this seminar, the emphasis will be shifted from canonical theologies to lesser-known works of literature. Each class will examine the way a different genre was used to defend philosophy and teach it to the community at large. Emphasis will be on literary form and style, rhetoric, methods of teaching and argumentation, all in relation to questions about reception and dissemination, progress and creativity, science and religion.
Instructor(s): James T. Robinson Terms Offered: Winter
Equivalent Course(s): NEHC 28504, MDVL 22700, HIJD 42700, JWSC 22701, RLVC 42700, RLST 28504, ISLM 42700

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

**NEHC 42780. Readings: Sufism in Morocco. 100 Units.**
A close reading of primary and secondary literature on the Moroccan Sufi tradition, including key texts from the Shadhiliya order.
Instructor(s): Yousef Casewit Terms Offered: Winter
Prerequisite(s): Arabic reading proficiency required.
Note(s): This course meets the CS Committee distribution requirement for Divinity students.
Equivalent Course(s): RLST 22780, ISLM 42780

**NEHC 42800. The Book of Kings: Seminar. 100 Units.**
TBD
Equivalent Course(s): BIBL 52800

**NEHC 42906. The Book of Ezekiel. 100 Units.**
This text-course will read a representative set of excerpts from The Book of Ezekiel, a unique retrospective account of a prophet's speeches and mimes in the sixth century BCE, around the destruction of Judea and exile of its population. We will treat aspects such as its historical setting, literary frame, real and implied audiences, and mode and mood of prophecy.
Instructor(s): Simeon Chavel Terms Offered: Autumn
Prerequisite(s): 1 year biblical Hebrew + 1 course in Hebrew Bible.
Note(s): This course is open to undergrads ONLY by Petition.
Equivalent Course(s): BIBL 42906, HIJD 42906

**NEHC 43500. Islamic Jurisprudence, Reason, and the State. 100 Units.**
This course will examine anthropological approaches to the study of Islamic jurisprudence and its transformations in the modern context. This may be of interest to students interested in both Sunni and Shi'i jurisprudence, though the emphasis will be on Twelver Shi'i legal reasoning.
Instructor(s): Elham Mireshghi Terms Offered: Autumn
Prerequisite(s): Students should be familiar with Anthropological approaches to the study of both Islam and the state.
Note(s): This course is open to undergrads ONLY by Petition.
Equivalent Course(s): AASR 43500, ANTH 42815, ISLM 43500

**NEHC 44602. Song of Songs. 100 Units.**
In this text-course we will read the entire poetic composition, drawing on theory of literature in general and poetry in particular, tracing its unique forms of continuity, and analyzing its biblically distinctive forms of gender characterization.
Instructor(s): Simeon Chavel Terms Offered: Spring
Prerequisite(s): prerequisite: 1 year biblical Hebrew/ BIBL 33900 and BIBL 34000
Note(s): This is the Biblical Hebrew exegesis course.
Equivalent Course(s): RLST 24602, HIJD 44602, BIBL 44602, GNSE 24603, GNSE 44603

**NEHC 44801. Words of the Wise: Proverbs and Qohelet. 100 Units.**
Text-course (text in biblical Hebrew only) covering the literary genres, discursive styles, and philosophical ideas of Proverbs and Qohelet (Ecclesiastes), with attention to voicing, double-voicing, and intertextuality.
Instructor(s): Simeon Chavel Terms Offered: Winter
Prerequisite(s): One year of Biblical Hebrew.
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students. JWSC majors/minors can petition to count this course toward their degree requirement.
Equivalent Course(s): HIJD 44800, NEHC 24801, RLST 22304, BIBL 44800

**NEHC 45516. Seminar: State and Society under the Ptolemies. 100 Units.**
Recent research encourages a reexamination of the classical opposition between pre-modern and modern states. As traditionally defined, the key difference would be the inability of a pre-modern state to exercise in-depth control of society. Being unable to develop a significant bureaucratic apparatus, a pre-modern state could have only achieved a weak control of the people it administered. To a certain extent, the opposition still has some validity, but the alleged "weakness" of pre-modern states, for instance in terms of capacity for extraction of revenue, should be revisited. Thanks to the sources available, the Ptolemaic possessions (by which one will understand not only Egypt but all the other territories under Ptolemaic control, from Asia Minor to Syria and from Cyrene to Cyprus) provide an ideal case study to test these concepts. We will examine written documents in their original languages, but translations will also be provided, which will allow students who do not control the ancient languages to also participate in the seminar.
Equivalent Course(s): ANCM 45516, HIST 70407

**NEHC 47800. Between the Jewish Question & the Modern Condition: Jewish Thought, Culture, and Politics, 1830-1940. 100 Units.**
In the 19th c., the Jewish presence in Europe ceased to be a fact & became a Question: how were Jews to be transformed and integrated—or ‘emancipated’—into ‘society.” From the 1870s, this Jewish Question was globalized & politicized by nationalism, new forms of antisemitism, European imperialism, capitalism’s reordering of
NEHC 47903. Writing, Reading, and Singing in Bengal, 8th to 19th AD. 100 Units.
The course offers an introduction to the literary traditions of Bengal (today’s West Bengal in India, and Bangladesh). We will study the making of Bengal as a region of literary production through a selection of secondary and primary sources in translation. We will look at how literature and literacy have been defined in various contexts up to the colonial period and discuss what constituted the literary identity of Bengal’s various linguistic traditions. We will approach the topics of reading practices and genres from the perspective of both material culture (script and scribal practices, manuscript formats, etc.) and the conceptual categories underlying literary genres and the linguistic economy of Bengal (scholastic and non-scholastic, classical and vernacular languages, individual reading and publicly performed texts, hinduyani and musalmani). Even if Bengali language and literature stand at the center of this course, we will also discuss the literary traditions that predate the formation of Bengali literature and were part of the background of the making of Bengali texts (Sanskrit, Apabhramsha, Arabic, Persian, Maithili, and Awadhi literature). The aim of the course is to introduce students to precolonial Bengali literature in its conceptual, aesthetic, and historical dimensions. The course will address topics of interest for students in comparative literature, religious studies, history, linguistics, medieval studies, book history, musicology or performance studies.
Instructor(s): T. D’Hubert Terms Offered: Autumn
Note(s): Students who want to take the course as an Advanced Bangla (BANG 47903) course must attend the additional reading course in which we will do close readings of texts in Bengali.
Equivalent Course(s): BANG 47903, SALC 47903

NEHC 48402. The Book of Judges. 100 Units.
A text-course (text in biblical Hebrew only). It will cover the book’s concept of a "judge," its themes, plot, and values, its sources and formation, the real beginning and end of the book, and its historical referents. Framed by theory of history and of narrative.
Instructor(s): Simeon Chavel Terms Offered: Autumn
Prerequisite(s): One year Biblical Hebrew.
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students. JWSC majors/minors can petition to count this course toward their degree requirement.
Equivalent Course(s): NEHC 28402, BIBL 48402, RLST 22302, HIJD 48402

NEHC 48603. Talking Birds and Cunning Jackals: A Survey of Indo-Persian Prose. 100 Units.
South Asia was a major source of narrative matter for the development of literary prose in the Islamicate world. For instance, literary prose in Arabic, but also in Persian (and Castilian) were fashioned through successive renderings of the Sanskrit Pan#catantra. Later, in the post-Timurid period, South Asian Persianate literati, and munshis in particular, contributed to elevate the status of Persian prose to that of poetry. This course offers a survey of a variety of Indo-Persian prose texts such as tales, premodern translations of Indian romances and epics (Mahābhārata, Rāmāya#a, Pan#catantra, Mādhavānala Kāmakandalā, etc.), letters, anecdotes from chronicles, tadhkira literature, autobiographical writings, treatises, and encyclopedic works. The readings are organized thematically and by degree of stylistic elaboration. We will first read plain prose texts that will introduce the students to key elements of the Persianate understanding of Indic culture. In this first section of the course, we will mostly read narrative texts (chronicles, translations of Sanskrit and Hindavi works, and dāstāns). We will then turn to epistolology, biographies, and autobiographical writings. Finally, we will read technical and non-technical texts dealing with various aspects of Indo-Persian courtly culture and aesthetics (philosophy, mysticism, grammar, poetry, or musicology). Each text will be introduced and framed by discussions on relevant secondary literature in English and Persian.
Instructor(s): T. D’Hubert Terms Offered: Autumn
Prerequisite(s): Intermediate level of Persian
Equivalent Course(s): SALC 48603, PERS 48693
NEHC 48610. Jewish Sufism. 100 Units.
During the Middle Ages the Jews in the Muslim world developed a robust synthesis of Jewish Spirituality and Islamic Sufism. Even those who did not subscribe to a Sufi pietistic Judaism nevertheless introduced Sufi language and ideas into their Jewish thought. This course will introduce several important figures in this Jewish Sufi movement, from Bahya ibn Paquda in 11th-century Spain to Maimonides and his descendants in 12th-14th century Egypt. There will be a section for Arabists to read Bahya’s "Duties of the Hearts" in Arabic, and a section for Hebraists to read the twelfth-century Hebrew translation of it.
Instructor(s): James T. Robinson Terms Offered: Winter
Equivalent Course(s): HIJD 48610, NEHC 28611, MDVL 28610, JWSC 28610, ISLM 48610, RLVC 48610, RLST 28611

NEHC 49000. Thesis Research: Nehc. 100 Units.
Students may register for this course while conducting research for the MA thesis. Students need to obtain permission of their advisor and contact the department coordinator for assistance in registration.

NEHC 49989. Race and the Bible. 100 Units.
The course will cover race in the Bible, race in the ancient world of the Bible, American use of the Bible on race, and the critique of race as a formative and constructed concept.
Instructor(s): Erin Galgay Walsh and Simeon Chavel Terms Offered: Winter
Prerequisite(s): BIBL 31000 (Introduction to the Hebrew Bible) or BIBL 32500 (Introduction to the New Testament). BIBL 32500 can be taken concurrently.
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students. JWSC majors/minors can petition to count this course toward their degree requirement.
Equivalent Course(s): CRES 27699, HIJD 49999, NEHC 29989, BIBL 49999, RLST 29109, HCHR 49999

NEAR EASTERN LANGUAGES COURSES

PERSIAN COURSES

PERS 39021. Reading Indo-Persian harmonized prose: Bahār-i dānish. 100 Units.
In this course, we will read excerpts from one of the most popular collections of stories written in harmonized (aka ornate) prose in Mughal India: Ḥānāyatallāh’s Bahār-i dānish. We will use several editions of the texts as well as commentaries and translations and focus on grammar, rhetoric, and the various strategies one may use to render Persian harmonized prose into English.
Instructor(s): Thibaut d’Hubert Terms Offered: Winter
Equivalent Course(s): PERS 29021, SALC 39021, SALC 29021

PERS 48693. Talking Birds and Cunning Jackals: A Survey of Indo-Persian Prose. 100 Units.
South Asia was a major source of narrative matter for the development of literary prose in the Islamicate world. For instance, literary prose in Arabic, but also in Persian (and Castilian) were fashioned through successive renderings of the Sanskrit Panḍatānta. Later, in the post-Timurid period, South Asian Persianate literati, and munshis in particular, contributed to elevate the status of Persian prose to that of poetry. This course offers a survey of a variety of Indo-Persian prose texts such as tales, premodern translations of Indian romances and epics (Mahābhārata, Rāmāyaṇa, Panḍatānta, Mādhavānala Kāmakandalā, etc …), letters, anecdotes from chronicles, tadhkira literature, autobiographical writings, treatises, and encyclopedic works. The readings are organized thematically and by degree of stylistic elaboration. We will first read plain prose texts that will introduce the students to key elements of the Persianate understanding of Indic culture. In this first section of the course, we will mostly read narrative texts (chronicles, translations of Sanskrit and Hindavi works, and dāstāns). We will then turn to epistemology, biographies, and autobiographical writings. Finally, we will read technical and non-technical texts dealing with various aspects of Indo-Persian courtly culture and aesthetics (philosophy, mysticism, grammar, poetry, or musicology). Each text will be introduced and framed by discussions on relevant secondary literature in English and Persian.
Instructor(s): T. D’Hubert Terms Offered: Autumn
Prerequisite(s): Intermediate level of Persian
Equivalent Course(s): PERS 29021, SALC 39021, SALC 29021

SUMERIAN COURSES

SUMR 30402. The Decade in Nippur. 100 Units.
In this sequel to “A School in Nippur” we will read nine different literary texts taught to Babylonian school children in Sumerian. We will also discuss content and context, and didactic methods. Whenever possible, we will read originals from the OI tablet collection.
Instructor(s): Susanne Paulus Terms Offered: Spring

TURKISH COURSES

TURK 30101-30102-30103. Advanced Turkish I-II-III.
The objectives of the course are to develop advanced language skills in Modern Turkish through reading, writing, listening, and speaking, with special emphasis on the proper usage of vocabulary and idiomatic expressions, and to continue the study of Turkish literature and texts begun in the second year. This course is conducted entirely in Turkish. The course is designed to bring the advanced student to a professional level of proficiency. Students are expected to produce advanced level writing in Turkish.
TURK 30101. Advanced Turkish I. 100 Units.
Advanced Turkish students will develop their language skills in speaking, reading, translating, listening, and writing, while learning about Turkish society and culture at the same time. To address all of these aspects each class is divided into three sections which focuses on a specific skill. Section one is the conversation part: it involves reading (or listening to) short (audio) pieces or phrases on a given topic; section two is reading and translation: students read and prepare pieces from Turkish literature, literature readings are short stories or selected parts from novels; section three is the listening part: by watching parts of a Turkish movie, students’ skills in listening and understanding will get faster while we progress through the movie.
Instructor(s): Kagan Arik Terms Offered: Autumn
Prerequisite(s): TURK 20103

TURK 30102. Advanced Turkish II. 100 Units.
Advanced Turkish students will develop their language skills in speaking, reading, translating, listening, and writing, while learning about Turkish society and culture at the same time. To address all of these aspects each class is divided into three sections which focuses on a specific skill. Section one is the conversation part: it involves reading (or listening to) short (audio) pieces or phrases on a given topic; section two is reading and translation: students read and prepare pieces from Turkish literature, literature readings are short stories or selected parts from novels; section three is the listening part: by watching parts of a Turkish movie, students’ skills in listening and understanding will get faster while we progress through the movie.
Instructor(s): Hakan Karateke Terms Offered: Winter

TURK 30103. Advanced Turkish III. 100 Units.
Advanced Turkish students will develop their language skills in speaking, reading, translating, listening, and writing, while learning about Turkish society and culture at the same time. To address all of these aspects each class is divided into three sections which focuses on a specific skill. Section one is the conversation part: it involves reading (or listening to) short (audio) pieces or phrases on a given topic; section two is reading and translation: students read and prepare pieces from Turkish literature, literature readings are short stories or selected parts from novels; section three is the listening part: by watching parts of a Turkish movie, students’ skills in listening and understanding will get faster while we progress through the movie.
Instructor(s): Helga Anetshofer Terms Offered: Spring

TURK 30200. Colloquium: Sources for the Study of the Ottoman World. 100 Units.
This course introduces the students the major sources for the study of Ottoman history and culture.
Instructor(s): Hakan Karateke Terms Offered: Autumn

TURK 30501-30502-30503. Ottoman Turkish I-II-III.
A selection of Turkish texts in Arabic script, both printed and handwritten, introduced in order of difficulty, and ranging from the fourteenth to the nineteenth centuries. Texts are drawn from chronicles, official documents, memoirs, poetry, and other genres.

TURK 30501. Ottoman Turkish I. 100 Units.
A selection of Turkish printed texts in Arabic script from the nineteenth and twentieth centuries is introduced in order of difficulty. Hakan Karateke’s unpublished “Ottoman Reader” serves as a text book. The texts are drawn from historical textbooks, official documents, novels, and other genres.
Instructor(s): H. Aneshofer-Karateke Terms Offered: Autumn
Prerequisite(s): 2 years of Turkish, or equivalent

TURK 30502. Ottoman Turkish II. 100 Units.
A selection of Turkish printed texts in Arabic script from the nineteenth and twentieth centuries is introduced in order of difficulty. Hakan Karateke’s unpublished “Ottoman Reader” serves as a text book. The texts are drawn from historical textbooks, official documents, novels, and other genres.
Instructor(s): H. Aneshofer-Karateke Terms Offered: Winter
Prerequisite(s): TURK 30501

TURK 30503. Ottoman Turkish III. 100 Units.
A selection of Turkish printed texts in Arabic script from the nineteenth and twentieth centuries is introduced in order of difficulty. Hakan Karateke’s unpublished “Ottoman Reader” serves as a text book. The texts are drawn from historical textbooks, official documents, novels, and other genres.
Instructor(s): H. Aneshofer-Karateke Terms Offered: Spring
Prerequisite(s): TURK 30502

TURK 40586. Advanced Ottoman Reading I. 100 Units.
This course introduces the students to difficult Ottoman narratives from different periods. Please be in touch with the instructor if you are not sure of your level.
Instructor(s): Hakan Karateke Terms Offered: Autumn
Prerequisite(s): TURK 30503 or equivalent
Note(s): Open to qualified undergraduate students
TURK 40589. Advanced Ottoman Historical Texts. 100 Units.
Based on selected readings from major Ottoman chronicles from the fifteenth to the seventeenth centuries, the course provides an introduction to the use of primary narrative materials and an overview of the development and range of Ottoman historical writing. Knowledge of modern and Ottoman Turkish required.
Instructor(s): Cornell Fleischer Terms Offered: Autumn
Prerequisite(s): TURK 20103 or equivalent
Note(s): Enrollment by instructor consent
Equivalent Course(s): HIST 58301

TURK 49901. Reading and Research in Old Turkic. 100 Units.
Independent study in Introduction to Old Turkic. An introduction to the language, texts and historical and cultural context of the 8th-9th Century Turkic inscriptions.
Instructor(s): Kagan Arik Terms Offered: Autumn Spring Winter
Prerequisite(s): One year of a Turkic language (TURK, KAZK, or UZBK)

UGARITIC COURSES

UZBEK COURSES

UZBK 49900. Reading and Research Course: UZBK. 100 Units.
Reading and Research Course: UZBK
The programs in philosophy are designed to develop skill in philosophical analysis, to enable the student to think clearly, systematically, and independently on philosophical issues, and to achieve a thorough acquaintance with major classics and contemporary works in philosophy. Philosophy classes are conducted so that students may develop philosophical skills by class discussions and by the writing of carefully directed papers.

The following is an outline of the main features of the graduate program. For full details, please write the Department of Philosophy directly.

**GRADUATE DEGREES**

The graduate program in philosophy is primarily a doctoral program. Admission as a graduate student normally implies that, in the opinion of the department, the student is a promising candidate for the Ph.D.
degree. The Master of Arts degree, however, may be awarded to students in the program who meet the requirements specified below.

The application process for admission and financial aid for all graduate programs in the Division of the Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: http://humanities.uchicago.edu/students/admissions (http://humanities.uchicago.edu/students/admissions/).

Questions about admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

International students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Current minimum scores, etc., are provided with the application. For more information, please see the Office of International Affairs website at https://internationalaffairs.uchicago.edu, or call them at (773) 702-7752.

Students admitted to doctoral study are typically awarded a five-year fellowship package that includes full tuition, academic year stipends, summer stipends, and medical insurance. Teaching training is a vital part of the educational experience at the University, so all fellowships include a required teaching component.

THE DEGREE OF MASTER OF ARTS

The objective of the program is the Ph.D. degree. Students seeking a master’s degree should apply to the Master of Arts Program in the Humanities (MAPH), a three-quarter program of interdisciplinary study in a number of areas of interest to students. Further details about the MAPH program are available at maph.uchicago.edu/

Doctoral students who are enrolled in a Ph.D. program at the University of Chicago may receive an M.A. in Philosophy. These can be either:

• Doctoral students in another discipline who seek a “secondary” M.A. in Philosophy, in conjunction with their doctoral studies in that other discipline; or
• Doctoral students in Philosophy who want to receive the M.A.

The requirements for the degree are the same in either case. The requirements can be satisfied entirely by course-work; no thesis is required. They are specified in five clauses:

• Quality: No course for which the student received a grade lower than a B+ will satisfy any requirement for the M.A.
• Level: Only courses taken at the graduate level (that is, with a course-number of 30000 or higher) can satisfy any requirement for the M.A.
• Quantity: The student must complete at least eight courses in Philosophy at the University of Chicago. (Reading and research courses do not count toward satisfying this requirement, nor do courses taken pass/fail—except the first-year seminar, which counts as one course if passed.)
• Distribution: The student must have taken at least one designated course in each of the Philosophy Department’s five “areas” — namely:
  • Area I: Value theory
  • Area II: Philosophy of science, philosophy of language, and logic
  • Area III: Epistemology and metaphysics
  • Area IV: Ancient or Medieval philosophy
  • Area V: Modern philosophy (17th-19th centuries)
• Elementary Logic: The student must demonstrate competence in elementary logic. This can be achieved by an interview in which the candidate satisfies one of the Department’s logicians that he or she has the required competence, or by taking the Elementary Logic course (PHIL 30000 Elementary Logic), or any more advanced logic course offered by the Department. Philosophy 30000 can count as one of the minimum eight courses, but it does not satisfy the Area II requirement. A more advanced logic class does both.

APPLICATION PROCEDURE

Doctoral Students in the Department of Philosophy may apply for the M.A. at any time after they have completed the requirements. 1. Contact the Department Coordinator so that the proper paperwork is submitted verifying your courses (above) and 2. contact the office of the Humanities Dean of Students in order to gain access to the degree application in http://my.uchicago.edu. Keep your expected graduation date set to the date you anticipate receiving the Ph.D.

Students in a Ph.D. program at the University of Chicago in a department other than Philosophy who wish to receive a “secondary” M.A. in Philosophy must first apply for admission to the M.A. program in the department of Philosophy. No student can apply unless she has taken at least three Philosophy courses, and it is expected that the student will apply soon after completing that number of courses. To initiate the application
process, the student should set up an appointment with the Assistant Dean of Students for Admissions in the Division of Humanities who will direct the student through the required paperwork and obtain:

- The applicant’s transcript of courses taken for the B.A.
- His/Her GRE scores
- A transcript of the applicant’s courses at the University of Chicago taken up to the time of the application.
- A sample of her best philosophical writing. This may but need not be a paper written for one of the applicant’s already completed Philosophy courses at the University.
- A brief letter from the chair or director of graduate studies of the applicant’s home department supporting the application. The letter should explain why the student is seeking an M.A. in philosophy to complement her doctoral studies.
- Names of two faculty in the Dept. of Philosophy who can comment on work done by the applicant and on her philosophical potential.
- A statement by the applicant that explains why she is seeking an M.A. in Philosophy.

THE DEGREE OF DOCTOR OF PHILOSOPHY

The divisional and University requirements for the Ph.D. degree must be fulfilled. Departmental requirements are as follows:

COURSE REQUIREMENTS

The Course Requirement has seven parts concerning:

- The number of required courses
- The distribution of required courses
- The logic requirement
- Required progress
- Policies concerning incompletes
- Grades
- Transfer credits

NUMBER OF REQUIRED COURSES

Students must complete at least twelve courses in their first two years of study: the first year seminar and eleven graduate courses.

First-year students must enroll in the first-year seminar. The exact organization and scheduling varies from year to year according to the instructor’s discretion. It is graded on a pass-fail basis.

In addition, eleven graduate courses must be completed with a grade of B or better:

- At least ten of these courses must be in the Philosophy Department listings;
- Reading and research courses do not count among these eleven classes
- At least one must be a graduate seminar in Philosophy

DISTRIBUTION OF REQUIRED COURSES

Students are required to take one course in each of the following three areas of contemporary philosophy:

- Value theory (listed in the course descriptions as I)
- Philosophy of science, philosophy of language, and logic (listed in the course descriptions as II)
- Epistemology and metaphysics (listed in the course descriptions as III)

and three courses on the history of philosophy as follows:

- A figure or movement in either Ancient or Medieval Philosophy (listed in the course descriptions as IV)
- A figure or movement in Modern Philosophy from the 17th through 19th centuries (listed in the course descriptions as V)
- One additional course on a figure or movement in either IV or V.

It should be noted that not all graduate courses satisfy a field distribution requirement; those not classified in the published course descriptions as belonging to I-V cannot be used to satisfy the distribution requirement. Nor can Philosophy 30000 (Elementary Logic) be used to satisfy a field distribution requirement.

LOGIC REQUIREMENT

There is a requirement in logic that can be satisfied in several ways.
• By passing PHIL 30000 Elementary Logic with a grade of B or higher. Philosophy 30000 is offered every Autumn quarter. It counts toward the twelve course requirement but does not satisfy the field II distribution requirement.

• By passing a course equivalent to or better than Philosophy 30000 (Elementary Logic), at another institution or in another department at Chicago, with a grade of B+ or higher. The equivalence of the course in question to Philosophy 30000 will be determined by the instructor in Philosophy 30000 in the year in question, on the basis of an interview with the student, and such evidence as the syllabus for the course, the textbook for the course, and any other course materials which the student can provide. Note that satisfying the logic requirement in this way will count neither towards one of the twelve required courses nor towards satisfying the field II distribution requirement.

• By passing an advanced graduate course in logic with a grade of B or higher. Passing an advanced graduate course in logic would both satisfy the logic requirement and count towards the field II distribution requirement.

REQUIRED PROGRESS
Courses must be completed, with a grade of B or better, according to the following timetable.

• Two courses should be completed by the beginning of the Winter quarter of the first year
• Four courses (at least three in the Philosophy Department) should be completed by the beginning of the third quarter
• Six courses should be completed by 30 September of the second year
• Ten courses should be completed by the end of the fifth quarter
• All twelve courses (eleven plus the first year seminar) must be completed by 30 September following the sixth quarter.

In addition to this timetable, students should keep in mind that because they are expected to be working on their Revision Workshop during Spring Quarter of their second year in the PhD program, they would be ill-advised not to have completed all but one their course requirements by that quarter.

INCOMPLETES
At the discretion of the instructor, coursework not completed on time may be regarded as an “incomplete.” This means that the instructor will permit a student to complete the work for a course after the normal deadline.

The instructor sets the time period for completion of the incomplete, subject to the following limitation: all coursework must be submitted by September 30th following the quarter in which the course was taken in order to count toward fulfillment of the requirements for the M.A. and Ph.D. This date is an absolute deadline and is not subject to further extensions by individual faculty members.

Note: Students in their first year in the program are not permitted to take any incompletes in their first quarter.

GRDES
Satisfactory grades for work toward the Ph.D. in Philosophy are A, A-, B+, and B.

For Philosophy faculty, those grades mean the following. A: pass with distinction; A-: high pass; B+: pass; B: low pass.

TRANSFER CREDITS
The following policy applies to the Philosophy Ph.D. program. Special requirements of joint programs take precedence over this policy.

1. Of the required 11 graduate courses, no more than 1 can be taken at the University, but outside the Philosophy Department.
2. Of the required 11 graduate courses, no more than 2 can be transferred from other institutions.
3. Of the required 11 graduate courses, at least 9 must be taken within the Philosophy Department’s course offerings.
4. Only courses taken while enrolled in a doctoral program in Philosophy can be counted towards the required 11 graduate courses.

For example, a student might transfer 2 course from another institution and take one course from another department within the University, with the remaining 9 courses taken within the Philosophy Department. Or a student might transfer 2 courses from another institution, with the remaining 9 courses taken within the Philosophy Department.

Students wishing to obtain credit for graduate courses taken from the listings of other departments within the University toward the required 11 courses do not need to petition the department, within the two-course limit specified above.
Students wishing to obtain transfer credit for courses taken at other institutions must petition the Graduate Program Committee. Students should be prepared to provide evidence in support of their transfer application at the request of the Committee. Such evidence may include course descriptions, syllabi, assignments, written work completed for the course, and so on. Students who are transferring from other graduate programs must make such a request upon their entry into the Philosophy Department. Students who take a course at another institution while enrolled in the PhD program should consult with the Director of Graduate Studies beforehand, but must still petition the Graduate Program Committee to have the course accepted for transfer credit upon completion of the course.

Note that elementary logic courses taken outside the department may fulfill the elementary logic requirement but may not be used to meet the 11 course requirement. See “Logic Requirement” above for further details.

FOREIGN LANGUAGE EXAM

All students must pass an examination in French, German, Latin, or Greek by the end of Spring quarter of the fourth year or before the topical examination, whichever comes first. (There is a special rule for students who wish to write theses on ancient Greek or Roman philosophy; this is detailed below).

There are two kinds of language examinations: those administered by the Department and those administered by the University. Departmental language exams will be given twice a year and may not be taken more than twice.

Students who take the University language examination must receive a “High Pass.” These are offered every quarter and there is a fee for taking them.

There is a special requirement for those working in ancient philosophy or German philosophy, since work in these fields depends heavily on one's ability to use the relevant languages.

Any student intending to write a thesis on ancient philosophy must pass the Departmental or University exam in Greek (the latter with a “High Pass”). Any student intending to write a thesis on Hellenistic or Roman philosophy must also pass the Departmental or University exam in Latin (the latter with a “High Pass”). Any student intending to write a thesis on German philosophy must pass the Departmental or University exam in German with a “High Pass”.

Such students may take the Departmental exam in Greek or Latin or German a maximum of three times (as opposed to two times, which is the rule for other languages).

REVISION WORKSHOP

In the spring of their second year, all PhD students register for the Revision Workshop, taught by the current Director of Graduate Studies. In this course, students will present, discuss, and revise one of the papers they have written in their first two years in the graduate program. This paper will then be submitted to the department late in the spring as a sample of their best work. The final essay should be no longer than 8,000 words. The department will then review the paper as part of its evaluation whether the student has sufficient promise to proceed from coursework to the next stage of the program.

TOPICAL WORKSHOP

In their third year, students will take a Topical Workshop, which meets intermittently in both Autumn and Winter Quarters. In this workshop, students present and discuss materials they will use in their Topical Examination, such as dissertation proposals and chapter drafts. The purpose of this workshop is to help students pass their subsequent Topical Examination and advance quickly to PhD candidacy.

TOPICAL EXAMINATION

Following the Revision Workshop, students begin work toward their dissertations. During the Winter and Spring quarters of their third year, they should be meeting with various faculty members to discuss and refine possible dissertation topics, and possible dissertation committees.

By the end of their third year, and at the latest at the beginning of their fourth year, students will establish, with their prospective dissertation committee, concrete plans for the Topical Examination. Those plans will include: (1) a determination of the dissertation committee, (2) the expected character of the materials to be submitted by the student on which the Topical Examination will be based, and (3) the expected date of the Topical Examination. Though the details will vary (depending on the subject matter, the state of the research, etc.), the materials must include a substantial new piece (around 25 double-spaced pages) of written work by the student. This could be a draft of a chapter, an exposition of a central argument, a detailed abstract (or outline) of the whole dissertation, or whatever the committee as a whole agrees upon.

The Topical Examination is an oral examination administered by the members of a student's dissertation committee with the aim of evaluating the viability of the proposed dissertation project and the student's ability to complete it within a reasonable amount of time. Students will be admitted to PhD candidacy only after they have officially passed their Topical Examination. The Department's normal expectation is that students will have advanced to candidacy (including passing their Topical Examination and their language examination(s)) by the
end of third week of their 11th quarter (normally the Winter quarter of their fourth year). Note: students must have scheduled their Topical Examination by the end of their fifteenth quarter (normally the end of the fifth year) to remain in the Program.

Students cannot take their Topical until they have met all other program requirements including passing their foreign language exam or exams. Students must finish their language exams by the end of their fourth year in the program (independently of their status with regard to any other requirements).

The Department requires that each student submit a written progress report on his or her progress by the end of the winter quarter of each year, beginning with his or her fourth year in the program. The report should be submitted to the Director of Graduate Studies and (after the Topical) to the student’s dissertation committee. In addition to this report, students who have advanced to candidacy must submit a substantial piece of new writing (25-30 pages in length) to the chair of their dissertation committee. The student will be notified whether or not he or she is making good progress following the annual review meetings in Spring.

It is very much in each student’s own interest to be well along with his or her dissertation early in the fifth year, for several related reasons. First, of course, all students are obligated to teach a stand-alone course that year as part of their GAI teaching requirements. This is inevitably time and energy consuming. Second, GAI funding runs out at the end of that year; and some students will not get any more support from the University. And, finally, such sixth-year support as there is from the University is systematically directed to those applicants whose work is not only of the best quality, but also the furthest along (as documented not only by faculty testimonials but also by submitted chapters). Keep in mind also that so-called “dissertation-year fellowships” are awarded competitively on a Division-wide basis, and there are not enough to go around. Though Philosophy students have often done well in this competition, there is no guarantee for the future; and, in any case, not all applications will be successful.

To be sure, supporting oneself without aid, while finishing up a dissertation, is a time-honored academic tradition. But, for most students, the available opportunities are far from deluxe (either inside or outside the University), and it is clearly wise to minimize one’s dependence on them, if possible.

NOTE: The Department Coordinator must be informed of the date and time of your Topical Exam, and documentation of the Topical. This is so that department and university can record the exam and admit the student to candidacy. Students need to email the Department Coordinator the names of the members of the committee, the sample chapter on which the Topical examination is based, and the working title of the dissertation.

TEACHING REQUIREMENTS

The Philosophy Department views the development of teaching competence as an integral part of its overall Ph.D. program and takes various steps to train its doctoral students to become excellent teachers of philosophy. It offers different types of teaching opportunities, which gradually prepare its students to teach their own classes. These opportunities are enhanced by the department’s pedagogical support through individual faculty mentorship and year round discipline-specific pedagogical events offered through its pedagogy program (http://philosophy.uchicago.edu/graduate/pedagogy.html). The first teaching opportunities come in the form of course assistantships. The professor responsible for the course in which a doctoral student serves as an assistant is also responsible for monitoring the doctoral student’s teaching progress in that course and preparing a written report of her teaching performance therein. Once a doctoral student has proven herself as a teaching assistant, she is permitted to do stand-alone teaching. In these cases, too, however, the design of the syllabus of the course is developed in consultation with a member of the faculty. Here, too, that faculty member is responsible for further monitoring the doctoral student’s teaching progress over the duration of the stand-alone course and preparing a written report of her teaching performance as a solo instructor.

The initial guaranteed funding for five years awarded to students admitted to the program includes a teaching obligation. That obligation standardly takes the form of the student serving four times as an instructor -- usually three times as a course assistant and once as an instructor of a stand-alone course. Normally, students complete one teaching assistantship in their third year, after completion of the Preliminary Essay, and two in their fourth year. Normally, students give their stand-alone course in the fifth year. These first four teaching stints are not further compensated: they are a component of the five-year fellowship package. This four-time teaching obligation is a requirement of the Department of Philosophy’s Ph.D. program.

These first four teaching opportunities are built into the basic requirements of the Ph.D. program in order to ensure that students in the program acquire a certain minimum degree of teaching competence. However, the Department views the teaching obligation as a bare minimum with regard to teaching preparation. Doctoral students in the program are encouraged to do more teaching in the later years.

The Department’s primary responsibility with respect to doctoral students is to support their work toward the doctoral degree. Teaching preparation is a crucial aspect of that responsibility and any additional teaching must be consistent with timely progress toward the doctoral degree. Accordingly, the policy on teaching beyond the departmental teaching obligation is as follows:

1. In Years 1 & 2, when doctoral students are expected to satisfy their course and logic requirements as well as to formulate topics, find readers, and begin research toward their Preliminary Essays, doctoral
students are not given departmental teaching and will not be permitted to accept extra-departmental teaching. The students may, however, complete the Training Course for Writing Interns and Lectors offered by the University of Chicago Writing Program before Autumn of Year 3.

2. In Years 3-5, students may petition the DGS for permission to apply for extra teaching. If, and only if, the following conditions are met, the Department (normally through the DGS) may petition the Dean of Students in the Humanities and the Master of the Humanities Collegiate Division to allow the student to apply for extra-departmental teaching:
   a. The student is making exemplary progress toward the degree in Philosophy (that is, the student has met every deadline set in the time to degree expectations and the students' work toward the degree is strong).
   b. There is a sound pedagogic reason to allow the student to seek extra teaching.
   c. In Year 6, students will be expected to teach as CAs in two departmental classes.

3. Students must make their petitions to the DGS by the second week of the term prior to the term in which they hope for extra-GAI teaching — students must make their petitions by the second week of Spring quarter for extra teaching in Autumn, by the second week of Autumn quarter for extra teaching in Winter, and by the second week in Winter quarter for extra teaching in Spring. The Department must make its petition to the DOS and Master of the HCD by the end of the third week of the term prior to the term in which students seek extra-GAI teaching.

4. If the DOS and the HCD approve the Department's petition, and if the students are offered extra teaching appointments, funding for these positions cannot be drawn from the students' fellowship teaching obligation monies.

5. Extra teaching permissions may be withdrawn if students cease to make exemplary progress toward their degrees.

   Petitions to the DOS and Master of the HCD will attest to the students' progress and provide the rationale for allowing these students to seek teaching beyond the departmental teaching obligation.

   Students do not need departmental permission to seek extra teaching assignments after their fifth year of residence.

   Over the course of a doctoral student's career, that student together with the Department builds a teaching dossier, containing the syllabuses of the courses that she has taught, written reports by faculty teaching mentors on those courses, and last but not least, undergraduate evaluations of those courses. When doctoral students prepare to go on the job market, the Department sees to it that one member of the faculty undertakes the responsibility of writing a teaching letter for the student that documents and surveys the highlights of her teaching career at the University of Chicago.

   The Department of Philosophy offers a non-credit and not required Pedagogy Program for PhD students. For more information, click here (http://philosophy.uchicago.edu/graduate/pedagogy.html).

DISSERTATION AND FINAL ORAL EXAM

Students must inform their committee members of their intention to schedule a defense during the term PRIOR to the in which they plan to defend. Committee members will consult concerning whether the dissertation is in sufficiently final form to warrant the fixing of a date for the oral examination. Committee members will normally have seen the bulk of the work of the dissertation before making this judgment. Students should consult with their Dissertation Director and other Committee members about the amount of material they will need to see, the state of completion needed, and the time required for this judgment to be made. When the Dissertation Committee judges that the student is ready to defend, the student must coordinate with the Dissertation Committee and the Department Coordinator to settle the date and time for the dissertation.

Students should consult with their Committee concerning a precise deadline for submission of the final draft of the dissertation for the defense. This is normally several weeks to a month before the defense date. Students should be aware that, in practice, in order to graduate in a given quarter, the final draft of the dissertation must be submitted to the Dissertation Committee in the first week or two of that quarter, so that the defense can take place prior to the Library's deadline for submitting the final form of the dissertation, leaving time for any necessary revisions noted during the defense. For information regarding the precise deadline by which your approved dissertation must be submitted in a given quarter for the degree to be granted in that same quarter, please click here (http://www.lib.uchicago.edu/e/phd/deadlines.html). Note also that an exam cannot be scheduled for at least two weeks after the formal request has been submitted.

The defense must take place at the University of Chicago, preferably in the Autumn, Winter, or Spring quarters. Summer defenses are scheduled at the discretion of the student's Dissertation Committee.

The student and at least one member of the Dissertation Committee must be physically present at the defense.

The student should submit, within the timeline notes, to the Department Coordinator:
• the scheduled date, time, and the members of the committee, and any special room requirements, at least 3 weeks prior, or as soon as the date and time are settled
• an electronic copy (.doc or .docx) of a 1-2 paragraph abstract, at least 3 weeks prior
• an electronic copy of a 10-page abstract of the dissertation, at least 2 weeks prior

The final oral exam is a public event. The examining committee consists of the members of the dissertation committee, along with an appointed member of the Humanities Division faculty who serves as a representative of the Dean’s Office. Other faculty and graduate students from the Philosophy Department may and generally do attend. Family members of the doctoral candidate and other members of the general public are also welcome.

If a student passes, then it is customary in the final phase of the exam for the members of the student’s dissertation committee to request a final round of revisions to the dissertation. The final granting of the degree is conditional upon the completion of these final revisions. These are to be made promptly after the exam and prior to the formal submission of the PhD document. After the dissertation is submitted, the student is required to provide each member of the dissertation committee with an electronic version of the document in its final form.

Director of Graduate Studies
• Kevin Davey

Director of Undergraduate Studies
• Anton Ford

PHILOSOPHY COURSES

PHIL 30000. 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 quantification logical, and apply the resultant conceptual framework to the analysis of valid and invalid arguments, the structure of formal languages, and logical relations among sentences of ordinary discourse. Occasionally we will venture into topics in philosophy of language and philosophical logic, but our primary focus is on acquiring a facility with symbolic logic as such.
Instructor(s): G. Schultheis Terms Offered: Autumn Winter
Equivalent Course(s): CHSS 33500, LING 20102, PHIL 20100, HIPS 20700

PHIL 30506. Philosophy of History: Narrative & Explanation. 100 Units.
This lecture-discussion course will focus on the nature of historical explanation and the role of narrative in providing an understanding of historical events. Among the figures considered are Gibbon, Kant, Humboldt, Ranke, Collingwood, Acton, Furet, Hempel, Danto. (B) (III)
Instructor(s): R. Richards Terms Offered: Winter
Equivalent Course(s): PHIL 20506, HIST 25110, KNOW 31401, HIST 35110, HIPS 25110, CHSS 35110

PHIL 31002. Human Rights: Philosophical Foundations. 100 Units.
In this class we explore the philosophical foundations of human rights, investigating theories of how our shared humanity in the context of an interdependent world gives rise to obligations of justice. We begin by asking what rights are, how they are distinguished from other part of morality, and what role they play in our social and political life. But rights come in many varieties, and we are interested in human rights in particular. In later weeks, we will ask what makes something a human right, and how are human rights different from other kinds of rights. We will consider a number of contemporary philosophers (and one historian) who attempt to answer this question, including James Griffin, Joseph Raz, John Rawls, John Tasioulas, Samuel Moyn, Jiewuh Song, and Martha Nussbaum. Throughout we will be asking questions such as, "What makes something a human right?" "What role does human dignity play in grounding our human rights?" "Are human rights historical?" "What role does the nation and the individual play in our account of human rights?" "When can one nation legitimately intervene in the affairs of another nation?" "How can we respect the demands of justice while also respecting cultural difference?" "How do human rights relate to global inequality and markets?" (A) (I)
Instructor(s): B. Laurence Terms Offered: Autumn
Equivalent Course(s): PHIL 21002, HMRT 21002, MAPH 42002, HIST 29319, INRE 31602, LLSO 21002, HIST 39319, HMRT 31002

PHIL 31414. MAPH Core Course: Contemporary Analytic Philosophy. 100 Units.
This course is designed to provide MAPH students - especially those interested in pursuing a Ph.D. in Philosophy - with an introduction to some recent debates between philosophers working in the analytic tradition. The course is, however, neither a history of analytic philosophy nor an overview of the discipline as it currently stands. The point of the course is primarily to introduce the distinctive style and method - or styles and methods - of philosophizing in the analytic tradition, through brief explorations of some currently hotly debated topics in the field.
Instructor(s): M. Willer Terms Offered: Autumn
Prerequisite(s): This course is open only to MAPH students. MAPH students who wish to apply to Ph.D. programs in Philosophy are strongly urged to take this course.
Equivalent Course(s): MAPH 31414
PHIL 31491. Anscombe’s Intention. 100 Units.
G. E. M. Anscombe’s 1957 monograph, Intention, inaugurated the discipline known as the philosophy of action. We will study that work with occasional reference to the secondary literature. (A)
Instructor(s): A. Ford Terms Offered: Winter
Equivalent Course(s): PHIL 21491

PHIL 35707. The Different Senses of Being. 100 Units.
Aristotle states that “being is said in many ways,” we shall seek to understand this statement and to study the history of its interpretations. Among the modern authors we shall discuss are Franz Brentano, Martin Heidegger, Ernst Tugendhat, Charles Kahn, Aryeh Kosman, G.E.L. Owen, Stephen Menn, David Charles.
Instructor(s): Iraad Kimhi Terms Offered: Autumn. Course scheduled for Autumn 2021
Prerequisite(s): Open to undergrads with instructor consent.
Equivalent Course(s): PHIL 35706

PHIL 38115. Contemplative Cinema and Poetic Thinking. 100 Units.
A close study of four films by Robert Bresson, two by Yasujiro Ozu, and two by Terence Malick. The main question to be investigated: how might cinematic tone, pacing, editing, and framing suggest philosophical issues that cannot be effectively raised and discussed in the normal discursive forms of philosophy.
Instructor(s): R. Pippin Terms Offered: Spring
Note(s): Open to graduates and undergraduates.
Equivalent Course(s): PHIL 28115, SCTH 38115

PHIL 39425. Logic for Philosophy. 100 Units.
Key contemporary debates in the philosophical literature often rely on formal tools and techniques that go beyond the material taught in an introductory logic class. A robust understanding of these debates—and, accordingly, the ability to meaningfully engage with a good deal of contemporary philosophy—requires a basic grasp of extensions of standard logic such as modal logic, multi-valued logic, and supervaluations, as well as an appreciation of the key philosophical virtues and vices of these extensions. The goal of this course is to provide students with the required logic literacy. While some basic metalogical results will come into view as the quarter proceeds, the course will primarily focus on the scope (and, perhaps, the limits) of logic as an important tool for philosophical theorizing. (B)
Instructor(s): M. Willer Terms Offered: Spring
Prerequisite(s): Elementary Logic or equivalent.
Equivalent Course(s): PHIL 29425

PHIL 49701. Topical Workshop. 100 Units.
This is a workshop for 3rd year philosophy graduate students, in which students prepare and workshop materials for their Topical Exam.
Instructor(s): A. Vasudevan Terms Offered: Autumn Winter
Prerequisite(s): A two-quarter (Autumn, Winter) workshop for all and only philosophy graduate students in the relevant years.

PHIL 49702. Revision Workshop. 100 Units.
This is a workshop for 2nd year philosophy graduate students, in which students revise a piece of work to satisfy the PhD program requirements.
Instructor(s): A. Vasudevan Terms Offered: Spring
Prerequisite(s): All and only philosophy graduate students in the relevant years.

PHIL 49900. Reading & Research. 100 Units.
Reading and Research.
Instructor(s): Staff Terms Offered: Autumn Spring Winter
Prerequisite(s): Consent of Instructor.

PHIL 53025. Philosophy of Animal Rights. 100 Units.
A close study of some recent philosophical classics about animal ethics and animal rights, including Christine Korsgaard’s Fellow Creatures, Sue Donaldson and Will Kymlicka’s Zoopolis, and a manuscript of my own, Justice for Animals, that is due at the end of 2021. We will also read some of the recent work by scientists such as Frans De Waal, Mark Bekoff, and Victoria Braithwaite on animal cognition.
Instructor(s): M. Nussbaum Terms Offered: Autumn
Prerequisite(s): An undergraduate major in philosophy or some equivalent solid philosophy preparation. Ph.D. students in Philosophy and Political Theory may enroll without permission.
Note(s): This course meets the CS Committee distribution requirement for Divinity students. Admission by permission of the instructor. Permission must be sought in writing at least ten days before the beginning of Law School classes, Monday, September 20. The class will be offered on the Law School calendar.
Equivalent Course(s): RETH 53025, PLSC 53025

PHIL 59950. Workshop: Job Placement. 000 Units.
Course begins in late Spring quarter and continues in the Autumn quarter.
Instructor(s): M. Willer Terms Offered: Autumn Spring
Prerequisite(s): This workshop is open only to PhD Philosophy graduate students planning to go on the job market in the Autumn of 2021/2022. Approval of dissertation committee is required.

PHIL 70000. Advanced Study: Philosophy. 300.00 Units.
Advanced Study: Philosophy
DEPARTMENT OF ROMANCE LANGUAGES AND LITERATURES

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

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STAFF
• Jennifer Hurtarte, Graduate Affairs Administrator

PROGRAM OVERVIEW
We offer PhD programs in three areas of study: French and Francophone Studies (http://rll.uchicago.edu/content/french-and-francophone-studies/), Hispanic and Luso-Brazilian Studies (http://rll.uchicago.edu/content/hispanic-and-luso-brazilian-studies/), and Italian Studies (http://rll.uchicago.edu/content/italian-studies/). Our students are supported by faculty members within and outside the department and we encourage students to take advantage of the University’s many interdisciplinary programs.

The Joint PhD Program in Theater & Performance Studies (TAPS) allows students to complement their doctoral studies in Romance Languages and Literatures with a program of study in TAPS that reflects their particular training and interests, encompassing both academic and artistic work. Please visit the TAPS graduate program website (https://arts.uchicago.edu/theater-and-performance-studies/graduate-program/phd-program/) for additional information on the joint program.

SIZE OF THE PROGRAM
There are approximately four to seven students in each year’s PhD cohort.

TIME TO COMPLETION
Each program has slightly different requirements but all PhD students in Romance Languages and Literatures should be ABD (All But Dissertation) by the end of their third year. A general program of study summary is below:
• Year 1: Coursework; preparation for language requirements; first-year exam
• Year 2: Completion of coursework; fulfill language requirements; complete qualifying paper; preparation for comprehensive exams
• Year 3: Comprehensive exams; fulfill language requirements; complete dissertation proposal and colloquium
• Year 4: Dissertation research and writing; applications for dissertation completion fellowships
• Year 5: Dissertation research and writing; applications for dissertation completion fellowships; job applications
• Year 6: Dissertation completion; job applications.

FUNDING
Information about financial aid can be found on the Humanities Division website.
• Financial aid for prospective graduate students (https://humanities.uchicago.edu/students/admissions/financial-aid-prospective-students/)
• Financial aid for current graduate students (https://humanities.uchicago.edu/students/financial-aid/)

TEACHING
As an integral part of the doctoral program, students will be exposed to a variety of teaching methodologies through coursework, mentoring and workshops, and will gain teaching experience by serving in different roles in our undergraduate program.

MASTERS DEGREE PROGRAM
The University of Chicago offers Masters-level study in Catalan, French, Italian, Portuguese, and Spanish language and culture through the Master of Arts Program in Humanities (https://maph.uchicago.edu). In this one-year program, students build their own curriculum with graduate-level courses in any humanities department (including Romance Languages and Literatures) and complete a thesis with a faculty advisor.

Students may also pursue more thorough language training in the MAPH Two-Year Language Option (http://rll.uchicago.edu/content/master-arts-program-humanities/) (MAPH TLO). MAPH TLO students begin taking language classes in their first year of the program, weaving language-focused coursework into the traditional MAPH year. Language Option students continue to focus on their language skills in the second year of the program, registering for a minimum of nine total language classes during the two years they are at the University.

APPLICATION
The application process for admission and financial aid for all graduate programs in the Division of the Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online on their website (http://humanities.uchicago.edu/students/admissions/).

Questions about admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

MORE INFORMATION
• Application Requirements (https://rll.uchicago.edu/graduate/application-requirements/)
• Campus Visit (https://grad.uchicago.edu/admissions/visit-connect/)
• Request More Information (https://rll.uchicago.edu/request-more-information/)

GRADUATE COURSES

Basque
BASQ 39220. Espacio y memoria en el cine español. 100 Units.
This course aims to present, through the detailed analysis and discussion of a selection of films and documentaries, a critical examination of the relation between the representation of space and the recovery of traumatic memory in contemporary culture, with particular attention to the various perspectives (and conflicts) that emerge from the plurinational and multilingual configuration of the Spanish State. The course is also intended to provide a basic vocabulary (in Spanish) and strategies for the critical analysis of film.
Instructor(s): Mario Santana Terms Offered: Spring
Note(s): Taught in Spanish.
Equivalent Course(s): CATA 39220, SPAN 39220, CATA 29220, BASQ 29220, SPAN 29220

Catalan
CATA 32221. Patterns of Resilience: Politics, Culture and Identity in Contemporary Catalonia. 100 Units.
Catalonia can be considered a unique laboratory for studying the complexity of present-day identity politics. On the one hand, Catalan society is marked by pronounced levels of cultural diversity, and it is a remarkably multilingual and multicultural society that has managed to incorporate successive waves of immigration without significant strife. On the other hand, Catalonia is strongly shaped by the resilience of patterns of collective belonging based on a shared historical trajectory - in spite of their lacking operative institutional structures for most of the 19th and 20th centuries, Catalans have been remarkably successful in reclaiming and readopting a singular tradition as a people. The most significant recent chapter in this trajectory has been the rising claim to sovereignty, which reflects the continuity and strength of a common identity project, even if this project has not remained uncontested. The course will focus on Catalonia’s complex diversity and on the intricacies that underlie its political articulation. From a comparative and interdisciplinary perspective, it will offer the methodological orientation that is required for interpreting the interplay of culture and politics on a thick, contextually informed basis. The Catalan experience offers evidence of how the tension between the “communitarian” rootedness and the “cosmopolitan” openness of shared civic identities can be tackled in productive ways that point beyond hegemonic nation-state narratives.
Instructor(s): Peter Kraus Terms Offered: Spring
Note(s): Knowledge of Catalan and Spanish will be helpful, but not required.
Equivalent Course(s): CATA 22221, SPAN 32221, CATA 22221, SPAN 22221
CATA 33333. Reading Catalan for Research Purposes. 100 Units.
This fast-paced course prepares students to read and do research using texts in Catalan. Students will work on grammar, vocabulary and reading skills, and they will also get introduced to some translation strategies. Part of the texts students will work on will be academic texts in their respective areas of research. This course may fulfill the graduate language requirement in some departments.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): Familiarity with a Romance language is highly recommended.
Equivalent Course(s): CATA 23333

CATA 39220. Espacio y memoria en el cine español. 100 Units.
This course aims to present, through the detailed analysis and discussion of a selection of films and documentaries, a critical examination of the relation between the representation of space and the recovery of traumatic memory in contemporary culture, with particular attention to the various perspectives (and conflicts) that emerge from the plurinational and multilingual configuration of the Spanish State. The course is also intended to provide a basic vocabulary (in Spanish) and strategies for the critical analysis of film.
Instructor(s): Mario Santana Terms Offered: Spring
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 39220, BASQ 39220, CATA 29220, BASQ 29220, SPAN 29220

CATA 42100. Reading & Research. 100 Units.
Independent study with an individual faculty member.
Terms Offered: Autumn Spring Winter

French

FREN 33333. Reading French for Research Purposes. 100 Units.
Reading French for Research Purposes prepares students to read and do research using scholarly texts in French. Students will build on their fundamental knowledge of French grammar and the most common vocabulary terms used in scholarly writing, while developing reading comprehension skills and working intensively with academic texts in their areas of research specialty. Students who perform well in FREN 33333/23333 will be able to synthesize key points, arguments and evidence in scholarly texts into their own research. The course also includes practice of skills necessary to pass the Academic Reading Comprehension Assessment (ARCA) in French, administered by the Office for Language Assessment (OLA). Undergraduate students have the option of taking the ARCA, or completing a final assignment in which they identify, cite, and describe the relevance of multiple French secondary texts in their discipline or to a specific project.
Instructor(s): Staff Terms Offered: Autumn Spring Winter
Prerequisite(s): PQ for 23333: FREN 10200, 12001 or 14100, placement into FREN 10300 or instructor consent. PQ for 33333: While there is currently no strict prerequisite for FREN 33333, one year of introductory French or the equivalent is highly recommended.
Equivalent Course(s): FREN 23333

FREN 34256. Récits et mémoire des catastrophes naturelles. 100 Units.
Ce cours propose d’interroger, dans une perspective diachronique et comparatiste, les enjeux de la mise en récit et de l’artification des « catastrophes naturelles ». On se demandera, par exemple, quelles formes de rationalisation, quels rapports à la temporalité implique le choix du récit, de l’image, du spectacle et de tel ou tel média (architecture, peinture, film, bande dessinée…). L’hypothèse de travail majeure du cours est que l’artification des catastrophes est inséparable de stratégies mémorielles et d’enjeux politiques. La réflexion se portera sur quelques mémoires (avec des extraits de Boccace, Montaigne, Samuel Pepys) et représentations fictionnelles des épidémies. La comparaison entre Le Journal de l’année de Peste de Defoe et la Peste de Camus amènera à s’interroger sur l’usage de la première personne dans les fictions de la peste.
Instructor(s): Françoise Lavocat Terms Offered: Autumn
Note(s): Taught in French.
Equivalent Course(s): FREN 24256, CMLT 34256, CMLT 24256

FREN 35000. Molière. 100 Units.
Molière crafted a new form of satirical comedy that revolutionized European theater, though it encountered strong opposition from powerful institutions. We will read the plays in the context of the literary and dramatic traditions that Molière reworked (farce, commedia dell’arte, Latin comedy, Spanish Golden Age theater, satiric poetry, the novel), while considering the relationship of laughter to social norms, as well as the performance practices and life of theater in Molière’s day.
Instructor(s): Larry Norman Terms Offered: Autumn
Prerequisite(s): For undergrads: FREN 20500 or FREN 20503
Note(s): Taught in French.
Equivalent Course(s): FNDL 25001, TAPS 28470, FREN 25000

FREN 35505. Grandes voix féminines des Lettres africaines. 100 Units.
Ce cours s’intéresse aux œuvres des écrivaines francophones majeures de l’Afrique sub-saharienne dont Mariama Bâ, Amina Sow Fall, Fatou Diome, Léonora Miano, Scholastique Mukasonga, et Véronique Tadjo. Il s’agit d’étudier les thématiques abordées par ces auteures et les techniques qu’elles utilisent non seulement pour représenter et repenser la condition de la femme africaine mais aussi pour contribuer activement aux débats socioculturels et politiques qui résonnent à travers le continent et sa diaspora. Dans ce cours, on analysera
les questions d’engagement, de résistance et d’émancipation telles que mises en scène par des voix féminines africaines qui luttent contre les préjugés et opposent aux stéréotypes la diversité et le dynamisme de leurs créations.

Instructor(s): Khalid Lyamlahy
Terms Offered: Autumn
Prerequisite(s): FREN 20500 or 20503
Note(s): Taught in French.
Equivalent Course(s): GNSE 35506, FREN 25505, GNSE 25506

FREN 36103. 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): Robert 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 26103, SCTH 38230, FNVL 26100

FREN 41815. Writing the Algerian War of Independence. 100 Units.
This course aims to examine the representation of the Algerian War of Independence (1954-1962) in the work of Algerian and French writers. It will consider a corpus of testimonial texts, novels, and poetry in relation to the memory of the war, its traumatic experiences, and various forms of anticolonial struggle and insurgency. We will analyse the narrative, discursive, and poetic strategies used by authors to explore individual and collective memories and elaborate a politics of resistance and transformation in the Algerian context. Studied authors include Maïssa Bey, Assia Djebar, Leïla Sebbar, Mouloud Feraoun, Jean Sénac, Laurent Mauvignier, and Joseph Andras.
Instructor(s): Khalid Lyamlahy
Terms Offered: Autumn
Note(s): All readings and in-class discussions will be in English. Students will have the option to write either in English or in French.
Equivalent Course(s): NEHC 41815, CMLT 41815

FREN 42100. Readings And Research: French. 100 Units.
Independent study with an individual faculty member.
Terms Offered: Autumn Spring Winter

FREN 43422. Historiography, Visual Culture, Le Milieu. 100 Units.
TBA
Instructor(s): Jennifer Wild
Terms Offered: Autumn
Equivalent Course(s): CMST 63422

Italian
ITAL 32560. Poetic Postures of the Twentieth Century. 100 Units.
Modern poetry begins with a crisis-the loss of the poet’s authority. What are the cultural and historical factors that determine this loss of authority? And what are the Italian poets’ reactions to such a crisis? The variety of possible attitudes is wide and ranges between two extremes: the shame for the poetic gesture and the pride of reaffirming its importance. This survey course explores chronologically how these reactions are embodied by poetic postures that go range from the poet as idol (D’Annunzio) to the poet who is ashamed of his own verses (Gozzano), from the playful clown (Palazzeschi) to the sleepwalker (Sbarbaro). Throughout this course, we will see how these attitudes postures can expand into literary movements, but we will also pay attention to how postures can be textualized, manifesting themselves in specific stylistic elements, which we will analyze with careful close readings.
Instructor(s): Maria Anna Mariani
Terms Offered: Spring
Note(s): Taught in Italian.
Equivalent Course(s): ITAL 22560

ITAL 33001. Machiavelli and Machiavellism. 100 Units.
This course is a comprehensive introduction to Machiavelli’s The Prince in light of his vast and varied literary corpus and European reception. The course includes discussion of Machiavelli as playwright (“The Mandrake”), fiction writer (“Belfagor,” “The Golden Ass”), and historian (“Discourses,” “Florentine Histories”). We will also closely investigate the emergence of myths surrounding Machiavelli (Machiavellism and anti-Machiavellism) in Italy (Gucciardini, Botero, Boccalini), France (Bodin and Gentillet), Spain (Ribadeneyra), and Northern Europe (Hobbes, Grotius, Spinoza) during the Counter Reformation and beyond.
Instructor(s): Rocco Rubini
Terms Offered: Winter
Note(s): Course conducted in English. Those seeking Italian credit will do all work in Italian.
Equivalent Course(s): CMLT 35801, ITAL 23000, CMLT 25801, FNVL 21603

ITAL 33020. The Italian Cinematographic Comedy. 100 Units.
An important genre in Italian cinema is represented by the “commedia,” in particular the declaration “all’italiana.” It is a very original form of representation of the world invented by Italian cinema. The comedy genre has marked many decades of Italian cinematography: from the plot comedies of the Fifties (going back until the Thirties) with films like “Due soldi di speranza” (1952) by Renato Castellani, to the grotesque comedy of
masks of the Sixties, with authors such as Dino Risi ("Il sorpasso," 1962, "I mostri," 1963), Mario Monicelli ("La Grande Guerra," 1959) and Pietro Germi ("Divorzio all’italiana," 1961, "Sedotta e abbandonata," 1964), up to the dominance of the grotesque representation of the world, with authors such as Elio Petri ("Indagine su un cittadino al di sopra di ogni sospetto," 1972). The heritage of the commedia all’italiana can be found in contemporary Italian cinema, as for example with Nanni Moretti. Moretti’s cinema in fact summarizes the entire inheritance of Italian cinematographic modernity - starting from neorealism and up to comedy and author cinema - in one of the most effective ways. The Italian cinematographic comedy is also rooted in the Italian literary tradition, in the masks of “commedia dell’arte,” and generally speaking in the different aspects of grotesque tradition (as analyzed by Bachtin).

Instructor(s): Roberto De Gaetano Terms Offered: Spring
Prerequisite(s): Open to undergraduates in their third or fourth year.
Note(s): Taught in English.
Equivalent Course(s): CMST 33030, CMST 23030, ITAL 23020

ITAL 33501. Boccaccio Minore. 100 Units.

Since Boccaccio frequently references these works and revises them in the "Decameron," they are essential preparation for the "Boccaccio's Decameron" course (which will be offered in the spring). More importantly they were highly influential in their own right, especially outside of Italy, even more that the "Decameron." Much work still needs to be done not only on the influence of Boccaccio on Chaucer and Shakespeare, but also on the Spanish and French medieval and early modern traditions. Finally, these are crucial works for anyone interested in the connection between literature and the visual arts. Boccaccio is the most important author the late medieval/early modern era for studying this issue.

Instructor(s): H. Justin Steinberg Terms Offered: Autumn
Note(s): Language of course will be determined by students’ backgrounds. However, all works are available in translation and students from other departments are welcome.

ITAL 33502. Boccaccio's Decameron. 100 Units.
One of the most important and influential works of the middle ages-and a lot funnier than the "Divine Comedy." Written in the midst of the social disruption caused by the Black Death (1348), the "Decameron" may have held readers attention for centuries because of its bawdiness, but it is also a profound exploration into the basis of faith and the meaning of death, the status of language, the construction of social hierarchy and social order, and the nature of crisis and historical change. Framed by a storytelling contest between seven young ladies and three young men who have left the city to avoid the plague, the one hundred stories of Boccaccio's "Decameron" form a structural masterpiece that anticipates the Renaissance epics, Chaucer’s "Canterbury Tales," and the modern short story. Students will be encouraged to further explore in individual projects the many topics raised by the text, including (and in addition to the themes mentioned above) magic, the visual arts, mercantile culture, travel and discovery, and new religious practices.

Instructor(s): H. Justin Steinberg Terms Offered: Spring
Note(s): Taught in English.
Equivalent Course(s): FNDL 21714, ITAL 23502

ITAL 38400. Pasolini. 100 Units.
This course examines each aspect of Pasolini's artistic production according to the most recent literary and cultural theories, including Gender Studies. We shall analyze his poetry (in particular "Le Ceneri di Gramsci" and "Poesie informa di rosa"), some of his novels ("Ragazzi di vita," "Una vita violenta," "Teorema," "Petrolio"), and his numerous essays on the relationship between standard Italian and dialects, semiotics and cinema, and the role of intellectuals in contemporary Western culture. We shall also discuss the following films: "Accattone," "La ricotta," "Edipo Re," "Teorema," and "Salo".

Instructor(s): Armando Maggi Terms Offered: Autumn
Note(s): Taught in English.
Equivalent Course(s): CMST 33030, CMST 23030, ITAL 23020

ITAL 42100. Readings And Research: Italian. 100 Units.
Independent study with an individual faculty member.
Terms Offered: Autumn Spring Winter

Portuguese

PORT 35000. The Amazon: Literature, Culture, Environment. 100 Units.
This course proposes a cultural history of the Amazonian region. Through films, novels, visual arts, essays, manifestos, and works on cultural and environmental history, we will explore the history of Amazon from a range of perspectives. We will examine indigenous cultures and epistemologies, extractivist activities, environmental policies, contemporary literary and film, and a global imagination of the Amazon. Authors and projects may include Claudia Andujar, Gaspar de Carvajal, Milton Hatoum, Euclides da Cunha, Ciro Guerra, Susanna Hecht, Davi Kopenawa, Ailton Krenak, Chico Mendes, Daniel Munduruku, Lúcia Sá, Silvino Santos, Candance Slater, Mario Vargas Llosa, Eduardo Viveiros de Castro, Video in the Villages, among others.

Instructor(s): Victoria Saramago Terms Offered: Autumn
Note(s): Taught in English. Materials available in English, Portuguese and Spanish.
PORT 36304. Literature and Society in Brazil. 100 Units.
This course explores the relations between literature and society in Brazil, with an emphasis on the late nineteenth and early twentieth centuries and the Modernist movement of 1922. We will read poetry but pay special attention to the novel. The Brazilian novel, like the Russian novel, was an arena in which intellectuals debated, publicized, and perhaps even discovered social questions. We will examine ways in which fiction may be used and misused as a historical document. All works available in English translation.
Instructor(s): D. Borges Terms Offered: Spring
Prerequisite(s): Students taking the course as PORT 26304/36304 must read works in Portuguese.
Equivalent Course(s): HIST 36304, LACS 26304, HIST 26304, PORT 26304, LACS 36304

PORT 42100. Reading And Research. 100 Units.
Independent study with an individual faculty member.
Terms Offered: Autumn Spring Winter

Roman Languages and Literatures

RLLT 34500. Digital Approaches to Text Analysis: opening new paths for textual scholarship. 100 Units.
The purpose of this course is to introduce students of literature, and more generally the humanities, to digital humanities methodologies for the study of text. Among the various digital approaches which will be introduced in class are concordances (retrieving occurrences of words), semantic similarity detection (finding similar passages across texts), sentiment analysis, stylometry (analysis of literary style), and topic modeling (automatic classification of texts). The course will highlight how these approaches to text can provide new avenues of research, such as tracing intellectual influence over the longue durée, or uncovering the distinguishing stylistic features of an author, work, or literary movement. Students need no prior knowledge of such methods, and the course will aim at providing the basics of computer programming in Python to give students the necessary tooling to conduct a digital humanities project. The source material for the course will be drawn from literary sources, and students will be free (and encouraged) to use texts which are relevant to their own research interests.
Instructor(s): Clovis Gladstone Terms Offered: Winter
Note(s): Students will need to bring a laptop to class.
Equivalent Course(s): DIGS 30018, RLLT 24500, DIGS 20018

RLLT 47000. Professional Academic Writing. 100 Units.
This course is open to all RLL students and will be run as a workshop. The primary goal is to work on the Qualifying Paper with the objective of producing a piece of work that might, with subsequent revision, be submitted to an academic journal for publication. This course is also appropriate for anyone who wants to work on a dissertation proposal or chapter. We will cover all aspects of professional writing, from abstracts and grant proposals to revising manuscripts after readers' reports.
Instructor(s): Armando Maggi Terms Offered: Winter
Prerequisite(s): Open only to RLL students.
Note(s): Taught in English.

RLLT 48000. Academic Job Market Preparation. 100 Units.
Advanced RLL graduate students will prepare and polish materials needed for applying to academic jobs: cover letter, CV, dissertation abstract, research statement, teaching statement, and diversity statement. In addition we will discuss best practices for first-round interviews and campus visits. The course is strongly recommended for students in their fifth and sixth years but open to other students.
Instructor(s): Victoria Saramago Terms Offered: Spring
Prerequisite(s): Designed primarily with RLL students in mind but open to others.
Note(s): Taught in English.

RLLT 48800. Foreign Language Acquisition, Research and Teaching. 100 Units.
This course provides students with a foundation in foreign language acquisition and sociolinguistic research pertinent to foreign language teaching, introduces current teaching methodologies and technologies, and discusses their usefulness in the classroom.
Instructor(s): Alba Girons Terms Offered: Spring
Note(s): Designed primarily with RLL students in mind but open to others.

Spanish

SPAN 31310. Golden Age Poetry. Theory and Practice of Lyric Reading. 100 Units.
In this course we will read a few 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 often 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 traditions, themes, 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 and gender studies, New Historicism, and emerging
scholarship in "lyric theory." Moreover, we will engage in a discussion about the value, the meaning, and the social uses of poetry broadly considered.
Instructor(s): Miguel Martinez Terms Offered: Autumn
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 21310

SPAN 32221. Patterns of Resilience: Politics, Culture and Identity in Contemporary Catalonia. 100 Units.
Catalonia can be considered a unique laboratory for studying the complexity of present-day identity politics. On the one hand, Catalan society is marked by pronounced levels of cultural diversity, and it is a remarkably multilingual and multicultural society that has managed to incorporate successive waves of immigration without significant strife. On the other hand, Catalonia is strongly shaped by the resilience of patterns of collective belonging based on a shared historical trajectory - in spite of their lacking operative institutional structures for most of the 19th and 20th centuries, Catalans have been remarkably successful in reclaiming and re appropriating a singular tradition as a people. The most significant recent chapter in this trajectory has been the rising claim to sovereignty, which reflects the continuity and strength of a common identity project, even if this project has not remained unchallenged. The course will focus on Catalonia’s complex diversity and on the intricacies that underlie its political articulation. From a comparative and interdisciplinary perspective, it will offer the methodological orientation that is required for interpreting the interplay of culture and politics on a thick, contextually informed basis. The Catalan experience offers evidence of how the tension between the "communitarian" rootedness and the "cosmopolitan" openness of shared civic identities can be tackled in productive ways that point beyond hegemonic nation-state narratives.
Instructor(s): Peter Kraus Terms Offered: Spring
Note(s): Knowledge of Catalan and Spanish will be helpful, but not required.
Equivalent Course(s): CATA 22221, CATA 32221, SPAN 22221

SPAN 32266. Witchcraft and the Cultural Imagination. 100 Units.
This seminar takes as its focal point the vast range of conceptual, material, and visual artifacts that are produced by, and indeed help to construct, this enduring fascination with the figure of the witch, from the medieval past to the present. We will examine case studies from premodern Europe to Colonial North America to Indonesia, scrutinizing texts, films, and works of art. Rather than offering a standard history of witchcraft, we will explore the intersections of gender, labor, and representation that the figure of the witch makes specially available for study. Witchcraft constitutes a multifaceted phenomenon that aims to alter reality and the self through the use of various techniques, transmitted both orally and in writing. These techniques have often appeared culturally marked in terms of gender and belief. Witchcraft has for centuries been the business of women in societies where very few avenues existed for women to develop any sort of business.
Instructor(s): T. Golan, N. Mourelle Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): ARTH 22266, SPAN 22266, ARTH 32266

SPAN 33333. Reading Spanish for Research Purposes. 100 Units.
Reading Spanish for Research Purposes prepares students to read and do research using scholarly texts in Spanish. Students will build on their fundamental knowledge of Spanish grammar and the most common vocabulary terms used in scholarly writing, while developing reading comprehension skills and working intensively with academic texts in their areas of research specialty. Students who perform well in SPAN 23333/33333 will be able to comprehend difficult scholarly texts and begin using them in their own research. The course also includes practice of skills necessary to pass the Academic Reading Comprehension Assessment (ARCA) in Spanish, administered by the Office for Language Assessment (OLA). Undergraduate students have the option of taking the ARCA, or completing another final assignment to complete the course. Note: This course may fulfill the graduate language requirement in some departments.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): PQ for 23333; SPAN 10200, 12001 or 14100, placement in SPAN 10300, or instructor consent. PQ for 33333: While there is currently no strict prerequisite for SPAN 33333, one year of introductory Spanish or the equivalent is highly recommended.
Equivalent Course(s): SPAN 23333

SPAN 34202. Don Quijote. 100 Units.
The course will provide a close reading of Cervantes’ “Don Quijote” and discuss its links with Renaissance art and Early Modern narrative genres. On the one hand, “Don Quijote” can be viewed in terms of prose fiction, from the ancient Greek romances to the medieval books of knights errant and the Renaissance pastoral novels. On the other hand, “Don Quijote” exhibits a desire for Italy through the utilization of Renaissance art. Beneath the dusty roads of La Mancha and within Don Quijote’s chivalric fantasies, the careful reader will come to appreciate glimpses of images with Italian designs.
Instructor(s): Frederick de Armas Terms Offered: Spring
Note(s): Taught in English. Students seeking Spanish credit will read the text in the original and use Spanish for the course assignments.
Equivalent Course(s): SPAN 24202, FNDL 21221, CMLT 28101, CMLT 38101, SCTH 38250
SPAN 35555. The Amazon: Literature, Culture, Environment. 100 Units.
This course proposes a cultural history of the Amazonian region. Through films, novels, visual arts, essays, manifestos, and works on cultural and environmental history, we will explore the history of Amazon from a range of perspectives. We will examine indigenous cultures and epistemologies, extractivist activities, environmental policies, contemporary literature and film, and a global imagination of the Amazon. Authors and projects may include Claudia Andujar, Gaspar de Carvajal, Milton Hatoum, Euclides da Cunha, Ciro Guerra, Susanna Hecht, Davi Kopenawa, Ailton Krenak, Chico Mendes, Daniel Munduruku, Lúcia Sá, Silvino Santos, Candance Slater, Mario Vargas Llosa, Eduardo Viveiros de Castro, Video in the Villages, among others.
Instructor(s): Victoria Saramago Terms Offered: Autumn
Note(s): Taught in English. Materials available in English, Portuguese and Spanish.
Equivalent Course(s): SIGN 26059, PORT 35000, LACS 25005, ENST 25000, LACS 35005, PORT 25000, SPAN 25555

SPAN 36210. Witches, Sinners, and Saints. 100 Units.
This course examines representations of women’s bodies and sexualities in colonial Latin American writings. In doing so, we will study the body through a variety of lenses: the anatomical body as a site of construction of sexual difference, the witch’s body as a site of sexual excess, the mystic’s body as a double of the possessed body, the tortured body as a site of knowledge production, and the racialized bodies of New World women as sites to govern sexuality, spirituality, labor, and property in the reaches of the Spanish Empire.
Instructor(s): Larissa Brewer-García Terms Offered: Autumn
Prerequisite(s): For undergrads: SPAN 20300 or consent of instructor.
Note(s): Taught in Spanish.
Equivalent Course(s): GNSE 36210, LACS 36212, LACS 26212, CRES 26220, CRES 36220, GNSE 26210, SPAN 26210

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

SPAN 38800. Problemas críticos y teóricos en el estudio de las culturas ibéricas y latinoamericanas. 100 Units.
En este seminario abordaremos algunas de las problemáticas clave que han estructurado el campo de los estudios literarios hispánicos/ibéricos y latinoamericanos en las pasadas décadas.
Instructor(s): Miguel Martínez Terms Offered: Winter
Note(s): Taught in Spanish.
Equivalent Course(s): LACS 38802

SPAN 39220. Espacio y memoria en el cine español. 100 Units.
This course aims to present, through the detailed analysis and discussion of a selection of films and documentaries, a critical examination of the relation between the representation of space and the recovery of traumatic memory in contemporary culture, with particular attention to the various perspectives (and conflicts) that emerge from the plurinational and multilingual configuration of the Spanish State. The course is also intended to provide a basic vocabulary (in Spanish) and strategies for the critical analysis of film.
Instructor(s): Mario Santana Terms Offered: Spring
Note(s): Taught in Spanish.
Equivalent Course(s): CATA 39220, BASQ 39220, CATA 29220, BASQ 29220, SPAN 29220

SPAN 42100. Rdgs/Rsch: Spanish. 100 Units.
Independent study with an individual faculty member.
Terms Offered: Autumn Spring Winter
DEPARTMENT OF SLAVIC
LANGUAGES AND LITERATURES

Chair
• William Nickell

Professors
• Robert Bird
• Bozena Shallcross

Associate Professors
• William Nickell
• Malynne Sternstein

Directors
• Malynne Sternstein - Director of Undergraduate Studies
• Bozena Shallcross - Director of Graduate Studies

Senior Lecturers
• Erik Houle
• Valentina Pichugin

Instructional Professors
• Angelina Ilieva
• Nada Petkovic

Assistant Instructional Professors
• Mark Baugher
• Dag Lindskog
• Maria Yakubovich

Emeritus Faculty
• Howard I. Aronson
• Bill Darden
• Samuel Sandler

Associate Faculty
• Maria Belodubrovskaya, Cinema and Media Studies
• Leah Feldman, Comparative Literature
• Scott Gehlbach, Political Science
• Eleanora Gilburd, History
• Lenore Grenoble, Linguistics
• Faith Hillis, History
• Matthew Jesse Jackson, Art History & Visual Arts
• Eugene Raikhel, Comparative Human Development
• Olga Solovieva, Comparative Literature
• Konstantin Sorin, Harris School of Public Policy
• Anna Torres, Comparative Literature
• Tara Zahra, History

ADMISSIONS

The Slavic Department will not be accepting applications to the PhD program for the 2020-21 academic year. Those interested working with our faculty in their PhD studies should apply to PhD programs in related fields such as Comparative Literature, Cinema and Media Studies, and Linguistics.

Students seeking a master’s degree may apply to the Master of Arts Program in the Humanities (MAPH). This program has one-year and two-year tracks: both allow students to build their own curriculum with graduate-level courses in any humanities department (including Slavic Languages and Literatures) and complete
a thesis with a University of Chicago faculty adviser. The two-year program includes extensive language training, and would allow students to study BCS (Bosnian/Serbian/Croatian), Bulgarian, Czech, Polish, and Russian through the Slavic Department. Further details about the MAPH program are available at http://maph.uchicago.edu/

CONTACT INFORMATION

For additional information about the Department of Slavic Languages and Literatures, please see http://slavic.uchicago.edu/ or e-mail "slavic-department@uchicago.edu".

COURSES

The actual offerings for the year will be found on the University Registrar website (http://registrar.uchicago.edu/).

BOSNIAN, CROATIAN, AND SERBIAN COURSES

BCSN 31104. Advanced Bosnian/Croatian/Serbian: Language through Fiction. 100 Units.

This one quarter course is designed to help students over one of the most difficult hurdles in language training: the transition from working through lessons in a textbook to reading unedited literary texts. The selected pieces of fiction and the exercises drawn from them engage the language’s structure on every page. Immersed in a complete language experience, students learn how to engage the natural, organic language of literary texts across a variety of styles and themes enabling them to work with ever more challenging material. The course objective is to hone students’ abilities to analyze increasingly complex unrevised texts, identify various styles and registers of the language, and handle linguistically unfamiliar situations in both spoken and written format. Attention is given to improving students’ abilities to paraphrase, narrate, describe, support opinions, hypothesize and discuss abstract topics. Building vocabulary is stressed as a key to making progress, while issues of language structure and grammar are reinforced throughout the course. Classes are conducted in the target language and may be taken for pass/fail. The prerequisite is two years of formal study of the target language or the equivalent.

Instructor(s): Nada Petkovic
Terms Offered: Autumn
Equivalent Course(s): REES 31104, BCSN 21100

BCSN 31203. Advanced Bosnian/Croatian/Serbian: Language Through Film. 100 Units.

Advanced BCS courses encompass both the 3rd and 4th years of language study, with the focus changed from language structure and grammar to issues in interdisciplinary content. The courses are not in sequence. This course addresses the theme of Yugoslav and Post-Yugoslav identity through discussion and interpretation based on selected films, documentaries, images, and related texts-historical and literary, popular press, advertisements, screenplays, and literature on film. Emphasis is on interpersonal communication as well as the interpretation and production of language in written and oral forms. The course engages in systematic grammar review, along with introduction of some new linguistic topics, with constant practice in writing and vocabulary enrichment. The syllabus includes the screening of six films, each from a different director, region, and period, starting with Cinema Komunisto (2012), a documentary by Mila Turajlić. This film will be crucial for understanding how Yugoslav cinema was born and how, in its origins, it belongs to what a later cinephile, Fredric Jameson, has called a “geopolitical aesthetic.” We shall investigate the complex relationship between aesthetics and ideology in the Yugoslav and Post-Yugoslav cinema, and pay close attention to aesthetic conceptions and concrete formal properties, and more importantly, to language, narrative logic, and style.

Instructor(s): Nada Petkovic
Terms Offered: Winter
Equivalent Course(s): REES 31203, BCSN 21200, REES 21200

BCSN 31303. (Re)Branding the Balkan City: Contemp. Belgrade/Sarajevo/Zagreb. 100 Units.

The course uses an urban studies lens to explore the complex history, infrastructure and transformations of cities, mainly the capitals of today’s Serbia, Bosnia and Herzegovina, and Croatia. There is a particular need to survey this region and feed the newfound interest in it, mainly because Yugoslav architecture embodied one of the great political experiments of the modern era. Drawing on anthropological theory and ethnography of the city, we consider processes of urban destruction and renewal, practices of branding spaces and identities, urban life as praxis, art and design movements, film, music, food, architectural histories and styles, metropolitan citizenship, and the broader politics of space. The course is complemented by cultural and historical media, guest speakers, and virtual tours. One of them is a tour through the 2018 show at MoMA “Toward a Concrete Utopia: Architecture in Yugoslavia 1948-1980” a project curated with the goal to find a place for Yugoslav Modernism in the architectural canon. Classes are held in English. No knowledge of South Slavic languages is required.

Instructor(s): Nada Petkovic
Terms Offered: Spring
Equivalent Course(s): ARCH 21300, GLST 21301, REES 31303, BCSN 21300, ARTH 31333, REES 21300, ARTH 21333, HIST 24008

BCSN 31403. Advanced BCS: Language through Art and Architecture. 100 Units.

This course foregrounds different periods in Yugoslav and post-Yugoslav art and architecture. Situated between the capitalist West and the socialist East, Yugoslavia’s architects responded to contradictory demands and influences, developing a postwar architecture both in line with and distinct from the design approaches seen elsewhere in Europe and beyond. Drawing on the country’s own idiosyncrasies, diverse heritage and influences, the course surveys examples of architectural styles from classical to Baroque, through Art Nouveau and Modernism, all the way to full-blown Brutalism with its heft and material honesty. Given that Yugoslav
architecture also expressed one of the great political experiments of the modern era, the course entertains many questions on related topics. While exploring major cities, their infrastructure, houses, buildings, monuments, churches and more, the course delves into advanced grammatical topics with the goal of increasing proficiency in both aural and reading comprehension, in addition to honing writing and speaking styles. Classes are conducted in the target language and may be taken for pass/fail. The prerequisite is two years of formal study of the target language or the equivalent.

Instructor(s): Nada Petkovic
Terms Offered: Spring
Prerequisite(s): The course prerequisite is two years of formal study of the target language(s) or the consent of the instructor.
Equivalent Course(s): BCSN 21400, REES 21400, REES 31403

**BCSN 39911. Special Topics in Bosnian/Croatian/Serbian II. 100 Units.**
The course is designed to meet the specific needs of advanced learners of B/C/S, including heritage and native speakers, and to foster cross-cultural experiences through its interdisciplinary content. The curriculum covers a wide range of topics relative to the students' field of study, research and personal interests. Although grounded in the field of philology, it expands students' knowledge in other disciplines of social and behavioral sciences such as history, anthropology, global studies, economics, political science, sociology, and the like. Attention is given to the ability to paraphrase scholarly arguments, formulate research hypotheses, and present one's research in the target language. The course delves into advanced grammatical topics with the goal of increasing proficiency in both aural and reading comprehension, in addition to honing writing and speaking styles. Classes are conducted in B/C/S; the prerequisite is three years of formal study of the target language or the equivalent.
Instructor(s): Nada Petkovic
Terms Offered: Winter
Equivalent Course(s): REES 39914, REES 29914, BCSN 29911

**BCSN 39912. Special Topics in Bosnian/Croatian/Serbian III: History of Balkan Art. 100 Units.**
The course is designed to meet the specific needs of advanced learners of B/C/S, including heritage and native speakers, and to foster cross-cultural experiences through its interdisciplinary content. The curriculum covers a wide range of topics relative to the students' field of study, research and personal interests. Although grounded in the field of philology, it expands students' knowledge in other disciplines of social and behavioral sciences such as history, anthropology, global studies, economics, political science, sociology, and the like. Attention is given to the ability to paraphrase scholarly arguments, formulate research hypotheses, and present one's research in the target language. The course delves into advanced grammatical topics with the goal of increasing proficiency in both aural and reading comprehension, in addition to honing writing and speaking styles. Classes are conducted in B/C/S; the prerequisite is three years of formal study of the target language or the equivalent.
Instructor(s): Nada Petkovic
Terms Offered: Spring
Equivalent Course(s): BCSN 29912, REES 39915, REES 29915

**CZECH COURSES**

**COURSES**

**GENERAL SLAVIC COURSES**

**SLAV 70000. Advanced Study: Slavic Languages & Literatures. 300.00 Units.**
Advanced Study: Slavic Languages & Literatures

**POLISH COURSES**

**POLI 30100. Third-Year Polish I. 100 Units.**
Third year Polish
Instructor(s): Sasha Lindskog
Terms Offered: Autumn
Prerequisite(s): POLI 20300 or equivalent
Equivalent Course(s): POLI 20500

**POLI 39700. Reading and Research Course. 100 Units.**
This is an independent study course which is arranged, planned, and managed by a supervising professor in conjunction with the goals that are proposed by the student, and then refined and approved by the supervising professor. This course involves more student self-discipline and a greater sense of direction than do most courses - the student must be willing to plan and execute his/her activities with much less monitoring and without prompting by fellow classmates. The student and the professor discuss and propose goals, topics, and projects.
Instructor(s): Dag Lindskog
Terms Offered: Autumn
Note(s): Consent of instructor and Departmental Adviser
Equivalent Course(s): POLI 39900

**POLI 39900. Rdg Course: Polish Lit I. 100 Units.**
**POLI 39901. Reading Course: Polish Lit I. 100 Units.**
**POLI 39902. Reading Course: Polish Lit II. 100 Units.**
**POLI 39903. Reading Course: Polish Lit III. 100 Units.**
Advanced Polish studies.
RUSSIAN COURSES

RUSS 30102-30202-30302. 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 30102. Advanced Russian through Media I. 100 Units.

This is a three-quarter sequence designed for fourth- and fifth-year students of Russian. It is also suitable for native speakers of Russian. This sequence covers various aspects of advanced Russian stylistics and discourse grammar in context. This sequence emphasizes the four communicative skills of listening, reading, speaking, and writing in a culturally authentic context. It builds transcultural competence by expanding students' knowledge of the language, culture, history, and daily lives of the Russian-speaking people. Vocabulary building is strongly emphasized. We add to the existing skills and develop our abilities to analyze increasingly complex texts for their meaning: to identify various styles and registers of the Russian language and to provide their neutral equivalents in standard Russian. We also work on developing our abilities to paraphrase, narrate, describe, support opinions, hypothesize, discuss abstract topics, and handle linguistically unfamiliar situations (in spoken and written format). Classes conducted in Russian. Course-specific grammar issues are covered during drill sessions (weekly) and office hours (by appointment). Oral Proficiency Interviews are conducted in the beginning and the end of the course (Autumn and Spring Quarters). Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.

Instructor(s): Valentina Pichugin Terms Offered: Autumn
Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.
Equivalent Course(s): RUSS 21302, REES 21302, REES 30102

RUSS 30202. Advanced Russian through Media II. 100 Units.

This is a three-quarter sequence designed for fourth- and fifth-year students of Russian. It is also suitable for native speakers of Russian. This sequence covers various aspects of advanced Russian stylistics and discourse grammar in context. This sequence emphasizes the four communicative skills of listening, reading, speaking, and writing in a culturally authentic context. It builds transcultural competence by expanding students' knowledge of the language, culture, history, and daily lives of the Russian-speaking people. Vocabulary building is strongly emphasized. We add to the existing skills and develop our abilities to analyze increasingly complex texts for their meaning: to identify various styles and registers of the Russian language and to provide their neutral equivalents in standard Russian. We also work on developing our abilities to paraphrase, narrate, describe, support opinions, hypothesize, discuss abstract topics, and handle linguistically unfamiliar situations (in spoken and written format).

Instructor(s): Valentina Pichugin Terms Offered: Winter
Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.

Note(s): Classes conducted in Russian. Course-specific grammar issues are covered during drill sessions (weekly) and office hours (by appointment). Oral Proficiency Interviews are conducted in the beginning and the end of the course (Autumn and Spring Quarters).

Equivalent Course(s): REES 30202, REES 21402, RUSS 21402

RUSS 30302. Adv Russian Through Media-III. 100 Units.

This course, which is designed for fifth-year students of Russian, covers various aspects of Russian stylistics and discourse grammar in context. It emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in culturally authentic context. Clips from Russian/Soviet films and television news reports are shown and discussed in class. Classes conducted in Russian. Conversation practice is held twice a week.

Instructor(s): Valentina Pichugin Terms Offered: Spring

Equivalent Course(s): REES 21502, RUSS 21502, REES 30302

RUSS 33333. Reading Russian for Research Purposes. 100 Units.

This course prepares students to read and do research in Russian. Students will gain a fundamental knowledge of Russian grammar and a basic vocabulary while learning to work intensively with primary and secondary texts in their area of academic interest. Reading Russian for Research Purposes has a limited number of spots available for participation via electronic course sharing, intended for students who are unable to be in Chicago physically for the course.

Instructor(s): Staff Terms Offered: TBD

Equivalent Course(s): RUSS 23333

RUSS 39900. Rdg Course: Russian Literature. 100 Units.

TBD

Instructor(s): Valentina Pichugin Terms Offered: Spring

RUSS 39910. Special Topics in Advanced Russian. 100 Units.

Must complete Advanced Russian through Media or equivalent, or obtain consent of instructor. Class meets for 2 hours each week. We'll work with several topics, all of them are relevant to the general theme of “Geography and Worldview: Russian Perspective”. There will be maps, reading materials, several documentaries, clips from TV
programs and other media, and feature films. Class meetings will be a combination of group discussions, short presentations, and lectures. Final - one term paper at the end (in English) based on Russian materials.
Instructor(s): Valentina Pichugin Terms Offered: Spring
Equivalent Course(s): RUSS 29910, REES 29910, REES 39910

**RUSS 39911. Special Topics in Advanced Russian. 100 Units.**
Must complete Advanced Russian through Media or equivalent, or obtain consent of instructor. Class meets for 2 hours each week. We'll work with several topics, all of them are relevant to the general theme of “Geography and Worldview: Russian Perspective”. There will be maps, reading materials, several documentaries, clips from TV programs and other media, and feature films. Class meetings will be a combination of group discussions, short presentations, and lectures. Final - one term paper at the end (in English) based on Russian materials.
Instructor(s): Valentina Pichugin Terms Offered: Winter
Equivalent Course(s): RUSS 29911

**RUSS 39912. Special Topics in Advanced Russian. 100 Units.**
Must complete Advanced Russian through Media or equivalent, or obtain consent of instructor. Class meets for 2 hours each week. We'll work with several topics, all of them are relevant to the general theme of “Geography and Worldview: Russian Perspective”. There will be maps, reading materials, several documentaries, clips from TV programs and other media, and feature films. Class meetings will be a combination of group discussions, short presentations, and lectures. Final - one term paper at the end (in English) based on Russian materials.
Instructor(s): Valentina Pichugin Terms Offered: Spring
Equivalent Course(s): REES 29912, REES 39912, RUSS 29912

**SOUTH SLAVIC COURSES**

** RUSSIAN AND EAST EUROPEAN STUDIES COURSES**

**REES 30000. Tolstoy's Late Works, 100 Units.**
This course examines the works written by Tolstoy after Anna Karenina, when he abandoned the novel as a form and gave up his copyright. Readings include his influential writings on non-violence and vegetarianism, his challenges to church and state authority, as well as later literary works, which some believe surpass the famous novels he had renounced. We will also explore the particularities of Tolstoy’s charisma in these years, when he came to be viewed as a second Tsar in Russia and as a moral authority throughout the world.
Instructor(s): William Nickell Terms Offered: Winter
Equivalent Course(s): RLST 28501, REES 20000, RLIT 32900, FNDL 22850

**REES 30020. Pale Fire. 100 Units.**
This course is an intensive reading of Pale Fire by Nabokov.
Equivalent Course(s): GNSE 39610, FNDL 25311, ENGL 22817, REES 20020, GNSE 29610

**REES 30102. Advanced Russian through Media I. 100 Units.**
This is a three-quarter sequence designed for fourth- and fifth-year students of Russian. It is also suitable for native speakers of Russian. This sequence covers various aspects of advanced Russian stylistics and discourse grammar in context. This sequence emphasizes the four communicative skills of listening, reading, speaking, and writing in a culturally authentic context. It builds transcultural competence by expanding students' knowledge of the language, culture, history, and daily lives of the Russian-speaking people. Vocabulary building is strongly emphasized. We add to the existing skills and develop our abilities to analyze increasingly complex texts for their meaning: to identify various styles and registers of the Russian language and to provide their neutral equivalents in standard Russian. We also work on developing our abilities to paraphrase, narrate, describe, support opinions, hypothesize, discuss abstract topics, and handle linguistically unfamiliar situations (in spoken and written format). Classes conducted in Russian. Course-specific grammar issues are covered during drill sessions (weekly) and office hours (by appointment). Oral Proficiency Interviews are conducted in the beginning and the end of the course (Autumn and Spring Quarters). Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.
Instructor(s): Valentina Pichugin Terms Offered: Autumn
Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.
Equivalent Course(s): RUSS 21302, RUSS 30102, REES 21302

**REES 30202. Advanced Russian through Media II. 100 Units.**
This is a three-quarter sequence designed for fourth- and fifth-year students of Russian. It is also suitable for native speakers of Russian. This sequence covers various aspects of advanced Russian stylistics and discourse grammar in context. This sequence emphasizes the four communicative skills of listening, reading, speaking, and writing in a culturally authentic context. It builds transcultural competence by expanding students' knowledge of the language, culture, history, and daily lives of the Russian-speaking people. Vocabulary building is strongly emphasized. We add to the existing skills and develop our abilities to analyze increasingly complex texts for their meaning: to identify various styles and registers of the Russian language and to provide their neutral equivalents in standard Russian. We also work on developing our abilities to paraphrase, narrate, describe, support opinions, hypothesize, discuss abstract topics, and handle linguistically unfamiliar situations (in spoken and written format).
Instructor(s): Valentina Pichugin Terms Offered: Winter
Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.
Note(s): Classes conducted in Russian. Course-specific grammar issues are covered during drill sessions (weekly) and office hours (by appointment). Oral Proficiency Interviews are conducted in the beginning and the end of the course (Autumn and Spring Quarters).
Equivalent Course(s): REES 21402, RUSS 30202, RUSS 21402

REES 30302. Adv Russian Through Media-III. 100 Units.
This course, which is designed for fifth-year students of Russian, covers various aspects of Russian stylistics and discourse grammar in context. It emphasizes the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in culturally authentic context. Clips from Russian/Soviet films and television news reports are shown and discussed in class. Classes conducted in Russian. Conversation practice is held twice a week.
Instructor(s): Valentina Pichugina
Terms Offered: Spring
Equivalent Course(s): REES 21502, RUSS 21502, RUSS 30302

REES 31000. 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 read selected Gombrowicz’ 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): ISHU 29405, REES 21000, FNDL 26903

REES 31002. Kieslowski’s French Cinema. 100 Units.
Krzysztof Kieslowski’s The Decalogue and The Double Life of Veronique catapulted the Polish director to the international scene. His subsequent French triptych Blue, White, Red turned out to be his last works that altered his image and legacy to affirm his status as an auteur and a representative of the transnational cinema. We discuss how in his virtual universe of parallel histories and repeated chances, captured with visually and aurally dazzling artistry, the possibility of reconstituting one’s identity, triggered by tragic loss and betrayal, reveals an ever-ambiguous reality. By focusing on the filmmaker’s dissolution of the thing-world, often portrayed on the verge of vague abstraction of (in)audibility or (un)transparency, this course bridges his cinema with the larger concepts of postmodern subjectivity and possibility of metaphysics. The course concludes with the filmmaker’s contribution to world cinema. All along, we read selections from Kieslowski’s and Piesiewicz’s screen scripts, Kieslowski’s own writings and interviews, as well as from the abundant criticism of his French movies. All materials are in English.
Instructor(s): Bozena Shallcross
Terms Offered: Autumn
Equivalent Course(s): CMST 24405, CMST 34405, FNDL 25312, REES 21002, CMLT 24405

REES 31005. Bruno Schulz: An Unfinished Project. 100 Units.
This course examines the fictional, non-fictional and visual oeuvre of the brilliant Polish-Jewish modernist Bruno Schulz who perished in the Holocaust. This year marks not only the 120th anniversary of his birth but also the 70th anniversary of his death in the same town of Drohobycz on the southeastern border of Poland. These dates bracket his relatively short life and are evocative of his several unfinished authorial projects. During the course, we will focus on Schulz’s concept of creation through his use of aesthetics of trash and a debased form, kabalistic origins of a fragment, temporality and its movements, myths of province and childhood. We will seek critical answers to his artistic predilection of parochial places and conspiratorial perspectives, masochism, as well as the notion of the moment as both auratic and poetic, in sum, for those components of his world which made him an illusive modernist like no other in his time. The course will be supplemented by the construal of Schulz’s legend in contemporary American fiction (Cynthis Ozick, Jonathan Safran Foer, and Nicole Krauss). All readings in English translation.
Instructor(s): B. Shallcross
Terms Offered: Autumn
Equivalent Course(s): JWSC 26360

REES 31104. Advanced Bosnian/Croatian/Serbian: Language through Fiction. 100 Units.
This one quarter course is designed to help students over one of the most difficult hurdles in language training—the transition from working through lessons in a textbook to reading unedited literary texts. The selected pieces of fiction and the exercises drawn from them engage the language’s structure on every page. Immersed in a complete language experience, students learn how to engage the natural, organic language of literary texts across a variety of styles and themes enabling them to work with ever more challenging material. The course objective is to hone students’ abilities to analyze increasingly complex unrevised texts, identify various styles and registers of the language, and handle linguistically unfamiliar situations in both spoken and written format. Attention is given to improving students’ abilities to paraphrase, narrate, describe, support opinions, hypothesize and discuss abstract topics. Building vocabulary is stressed as a key to making progress, while issues of language structure
and grammar are reinforced throughout the course. Classes are conducted in the target language and may be taken for pass/fail. The prerequisite is two years of formal study of the target language or the equivalent.

Instructor(s): Nada Petkovic
Terms Offered: Autumn
Equivalent Course(s): REES 21101, BCSN 31104, BCSN 21101

**REES 31203. Advanced Bosnian/Croatian/Serbian: Language Through Film. 100 Units.**

Advanced BCS courses encompass both the 3rd and 4th years of language study, with the focus changed from language structure and grammar to issues in interdisciplinary content. The courses are not in sequence. This course addresses the theme of Yugoslav and Post-Yugoslav identity through discussion and interpretation based on selected films, documentaries, articles, and related texts-historical and literary, popular press, advertisements, screenplays, and literature on film. Emphasis is on interpersonal communication as well as the interpretation and production of language in written and oral forms. The course engages in systematic grammar review, along with introduction of some new linguistic topics, with constant practice in writing and vocabulary enrichment.

The syllabus includes the screening of six films, each from a different director, region, and period, starting with Cinema Komunisto (2012), a documentary by Mila Turajlic. This film will be crucial for understanding how Yugoslav cinema was born and how, in its origins, it belongs to what a later cinephile, Fredric Jameson, has called a "geopolitical aesthetic." We shall investigate the complex relationship between aesthetics and ideology in the Yugoslav and Post-Yugoslav cinema, and pay close attention to aesthetic conceptions and concrete formal properties, and more importantly, to language, narrative logic, and style.

Instructor(s): Nada Petkovic
Terms Offered: Winter
Equivalent Course(s): BCSN 21200, BCSN 31203, REES 21200

**REES 31303. (Re)Branding the Balkan City: Contemp. Belgrade/Sarajevo/Zagreb. 100 Units.**

The course uses an urban studies lens to explore the complex history, infrastructure and transformations of cities, mainly the capitals of today’s Serbia, Bosnia and Herzegovina, and Croatia. There is a particular need to survey this region and feed the newfound interest in it, mainly because Yugoslav architecture embodied one of the great political experiments of the modern era. Drawing on anthropological theory and ethnography of the city, we consider processes of urban destruction and renewal, practices of branding spaces and identities, urban life as praxis, art and design movements, film, music, food, architectural histories and styles, metropolitan citizenship, and the broader politics of space. The course is complemented by cultural and historical media, guest speakers, and virtual tours. One of them is a tour through the 2018 show at MoMA "Toward a Concrete Utopia: Architecture in Yugoslavia 1948-1980" a project curated with the goal to find a place for Yugoslav Modernism in the architectural canon. Classes are held in English. No knowledge of South Slavic languages is required.

Instructor(s): Nada Petkovic
Terms Offered: Spring
Equivalent Course(s): ARCH 21300, GLST 21301, BCSN 21300, ARTH 31333, BCSN 31303, REES 21300, ARTH 21333, HIST 24008

**REES 31403. Advanced BCS: Language through Art and Architecture. 100 Units.**

This course foregrounds different periods in Yugoslav and post-Yugoslav art and architecture. Situated between the capitalist West and the socialist East, Yugoslavia’s architects responded to contradictory demands and influences, developing a postwar architecture both in line with and distinct from the design approaches seen elsewhere in Europe and beyond. Drawing on the country’s own idiosyncrasies, diverse heritage and influences, the course surveys examples of architectural styles from classical to Baroque, through Art Nouveau and Modernism, all the way to full-blown Brutalism with its heft and material honesty. Given that Yugoslav architecture also expressed one of the great political experiments of the modern era, the course entertains many questions on related topics. While exploring major cities, their infrastructure, houses, buildings, monuments, churches and more, the course delves into advanced grammatical topics with the goal of increasing proficiency in both aural and reading comprehension, in addition to honing writing and speaking styles. Classes are conducted in the target language and may be taken for pass/fail. The prerequisite is two years of formal study of the target language or the equivalent.

Instructor(s): Nada Petkovic
Terms Offered: Spring
Prerequisite(s): The course prerequisite is two years of formal study of the target language(s) or the consent of the instructor.
Equivalent Course(s): BCSN 21400, BCSN 31403, REES 21400

**REES 32010. The Cinema of Miloš Forman. 100 Units.**

The films of Miloš Forman (1932-2018) reflect the turbulence of the 1960s, ’70s, ’80s and ’90s, and 2000s by focusing on the underdog, the pariah, the eccentric. The subject matter to which Forman was drawn translated into his cinema with a signature bittersweet tone, emphatic narrative cogency, and lush spontaneity. This course is an intensive study of Forman’s work from his “New Wave” work in Czechoslovakia (Loves of a Blonde, The Fireman’s Ball) to his U.S. studio successes (One Flew Over the Cuckoo’s Nest, Amadeus), to his idiosyncratic and parabolic last films (Man on the Moon, Goya’s Ghosts). Among other topics, the course contemplates the value of a dark sense of humor, cinematic gorgeousness, and artistic dissidence.

Instructor(s): Malynne Sternstein
Terms Offered: Winter
Equivalent Course(s): FNDL 22010, CMST 26603, REES 22010, CMST 36603

**REES 33115. Old Church Slavonic. 100 Units.**

This course is an introduction to the language of the oldest Slavic texts. It begins with a brief historical overview of the relationship of Old Church Slavonic to Common Slavic and the other Slavic languages. This is followed
by a short outline of Old Church Slavonic inflectional morphology. The remainder of the course is spent in the reading and grammatical analysis of original texts in Cyrillic or Cyrillic transcription of the original Glagolitic. 

Equivalent Course(s): LING 35100, MDVL 25100, REES 23115, LING 23115

REES 33154. XCAP: The Commune: The Making and Breaking of Intentional Communities. 100 Units.

Any class is an intentional community of sorts: people gathered together with a sense of collective purpose. But often the hopes of students are not met by the content or the methods in the classroom. Can we do better by making the process more intentional—clarifying and developing a collective sense of purpose at the outset? We will start by forming a collective plan on topics to be explored—anything from iconic American communities and Russian communes to memoir studies and economics. Possible projects include creating an intentional community in an off-campus location, designing a communal space, rewriting manifestos, or creating a new communal charter. We can cover anything from economics, space, and gender to the problem of leadership and secular belief systems. We may also want to utilize alternative modes of learning, besides reading and discussing texts, such as roleplaying. A few students in the class have some experience in intentional communities, and we will welcome their input and suggestions.

Instructor(s): William Nickell Terms Offered: Winter
Equivalent Course(s): REES 23154, KNOW 29975

REES 33812. Russia and the West, 18th–21st Centuries. 100 Units.

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

Instructor(s): E. Gilburd Terms Offered: Autumn
Equivalent Course(s): REES 23812, HIST 23812, HIST 33812

REES 33814. The Lands Between: Europe between the Black and Baltic Seas. 100 Units.

For the past four years we’ve been transfixed by the news—but also by the way the news has been reported. Longstanding practices have been questioned or abandoned as our media have grappled with how to cover a changing political landscape. A similar situation unfolded in late and post-Soviet Russia, where it seemed that newspapers and TVs were not only reporting, but also carrying out, a regime change. This course will examine media regimes in both the U.S. and Russia (and the U.S.S.R.), with careful attention to historical and theoretical frameworks that will help us better understand current media events. On the Russian side we will explore how political and cultural regimes 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. We will compare
this tradition with that of the United States, where freedom of expression has been privileged, but has also been shaped and distorted by the economic and cultural markets that constitute our media.

Instructor(s): W. Nickell Terms Offered: Autumn
Equivalent Course(s): SIGN 26029, REES 25603

REES 36005. Anth/Lit: Pushkin and Eugene Onegen. 100 Units.
TBD
Equivalent Course(s): ANTH 34816

REES 36067. The Aesthetics of Socialist Realism. 100 Units.
Socialist Realism was declared the official mode of Soviet aesthetic culture in 1934. Though it has been dismissed within the totalitarian model as propaganda or kitsch, this seminar will approach it from the perspective of its aesthetics. By this we mean not only its visual or literary styles, but also its sensory or haptic address to its audiences. Our premise is that the aesthetic system of Socialist Realism was not simply derivative or regressive, but developed novel techniques of transmission and communication; marked by a constant theoretical reflection on artistic practice, Socialist Realism redefined the relationship between artistic and other forms of knowledge, such as science. Operating in an economy of art production and consumption diametrically opposed to the Western art market, Socialist Realism challenged the basic assumptions of Western artistic discourse, including the concept of the avant-garde. It might even be said to offer an alternate model of revolutionary cultural practice, involving the chronicling and producing of a non-capitalist form of modernity. The seminar will focus on Soviet visual art, cinema and fiction during the crucial period of the 1930s under Stalin (with readings available in translation), but we welcome students with relevant research interests that extend beyond these parameters. Conducted jointly by professors Robert Bird (Slavic and Cinema and Media Studies, University of Chicago) and Christina Kiaer, Art History, Northwestern University, course meetings will be divided evenly between the campuses of Northwestern Univ, Socialist Realism was declared the official mode of Soviet aesthetic culture in 1934. Though it has been dismissed within the totalitarian model as propaganda or kitsch, this seminar will approach it from the perspective of its aesthetics. By this we mean not only its visual or literary styles, but also its sensory or haptic address to its audiences. Our premise is that the aesthetic system of Socialist Realism was not simply derivative or regressive, but developed novel techniques of transmission and communication; marked by a constant theoretical reflection on artistic practice, Socialist Realism redefined the relationship between artistic and other forms of knowledge, such as science. Operating in an economy of art production and consumption diametrically opposed to the Western art market, Socialist Realism challenged the basic assumptions of Western artistic discourse, including the concept of the avant-garde. It might even be said to offer an alternate model of revolutionary cultural practice, involving the chronicling and producing of a non-capitalist form of modernity. The seminar will focus on Soviet visual art, cinema and fiction during the crucial period of the 1930s under Stalin (with readings available in translation), but we welcome students with relevant research interests that extend beyond these parameters. Conducted jointly by professors Robert Bird (Slavic and Cinema and Media Studies, University of Chicago) and Christina Kiaer, Art History, Northwestern Univ
Instructor(s): Robert Bird Terms Offered: TBD
Equivalent Course(s): ARTH 44502, CMST 44510

REES 36070. Revolution. 100 Units.
Revolution primarily denotes radical political change, but this definition is both too narrow and too broad. Too broad, because since the late eighteenth century revolution has been associated specifically with an emancipatory politics, from American democracy to Soviet communism. Too narrow, because revolutionary political change is always accompanied by change in other spheres, from philosophy to everyday life. We investigate the history of revolution from 1776 to the present, with a particular focus on the Bolshevik revolution of 1917, in order to ascertain how social revolutions have been constituted, conducted, and enshrined in political and cultural institutions. We also ask what the conditions and prospects of revolution are today. Readings will be drawn from a variety of fields, from philosophy to social history. Most readings will be primary documents, from Rousseau and Marx to Bill Ayers, but will also include major statements in the historiography of revolution.
Instructor(s): Robert Bird Terms Offered: TBD
Equivalent Course(s): HIST 33707, REES 26064, HIST 23707

REES 36077. Russian Modernist Theater. 100 Units.
Russian Modernist Theater explores the theory and practice of the new stage forms developed in Russia from 1900 to 1940. The course begins with the Stanislavsky school, and then delves deeply into the more experimental work of Meyerhold and his generation and the first attempts to create a revolutionary Soviet theater in the 1920s. The course will include a production, which will be scaled to the number and ambitions of the enrolled students. Course requirements can be met through the writing of a conventional paper, or through the production, via set design, costume design, dramaturgy, performance, or staging. Each of these production assignments will require a write-up relating the work to the course materials and discussions.
Instructor(s): William Nickell Terms Offered: TBD
Equivalent Course(s): REES 26077

REES 37019. Holocaust Object. 100 Units.
In this course, we explore various ontological and representational modes of the Holocaust material object world as it was represented during World War II. Then, we interrogate the post-Holocaust artifacts and material remnants, as they are displayed, curated, controlled, and narrated in the memorial sites and museums of former
ghettos and extermination and concentration camps. These sites which-once the locations of genocide-are now places of remembrance, the (post)human, and material remnants also serve educational purposes. Therefore, we study the ways in which this material world, ranging from infrastructure to detritus, has been subjected to two, often conflicting, tasks of representation and preservation, which we view through a prism of authenticity. In order to study representation, we critically engage a textual and visual reading of museum narrations and fiction writings; to tackle the demands of preservation, we apply a neo-materialist approach. Of special interest are survivors’ testimonies as appended to the artifacts they donated. The course will also equip you with salient critical tools for future creative research in Holocaust studies.

Instructor(s): Bożena Shallcross Terms Offered: Winter
Equivalent Course(s): ARCH 27019, REES 27019, JWSC 29500, HIST 23413, ANTH 23910, ANTH 35035, HIST 33413

REES 37021. The Rise and Demise of Polish Chicago: Reading Polonia’s Material Culture. 100 Units.
Chicago claims to have the largest Polish and Polish-American population in the US and yet the city’s distinctly Polish neighborhoods are now only history as their population has dispersed or moved to the suburbs. This course explores the diminishing presence of Poles against the lasting input of the material culture which they introduced to the urban spaces of Chicago. The course is framed by the fundamentals of thing discourse and employs the mediums of sculpture, fashion, photography, architecture and topography of the Polish community in Chicago through several field trips. The course’s main goal is to map the evolution of the former Polish neighborhoods which often concluded with the erasure of their distinct ethno-space. In order to grasp the status of such changes, students take several field trips to the former Polish neighborhoods and visit their existing architectural landmarks and cultural institutions. Towards the end of the course, students conduct several interviews with Polish Chicagoleans from the postwar and Solidarity immigrations. The course concludes with a capstone project for which students will make a virtual collection of artifacts designed as a curio cabinet filled with objects they found, created, and purchased during their research and field trips.
Instructor(s): Bożena Shallcross Terms Offered: Winter
Prerequisite(s): Students must attend several panels of their choice during the conference entitled, “What They Brought / What They Changed: Material Culture and Polish Chicago,” on December 2-4, 2020.
Equivalent Course(s): ANTH 25423, CHST 27021, REES 27021, ANTH 35423, ARCH 27021, AMER 27021

REES 37025. Polish Modernist Literature. 100 Units.
TBD
Instructor(s): Sasha Lindskog Terms Offered: Winter
Equivalent Course(s): REES 27025

REES 37026. Kieslowski: The Decalogue. 100 Units.
In this class, we study the monumental series “The Decalogue” by one of the most influential filmmakers from Poland, Krzysztof Kieslowski. Without mechanically relating the films to the Ten Commandments, Kieslowski explores the relevance of the biblical moral rules to the state of modern man forced to make ethical choices. Each part of the series contests the absolutism of moral axioms through narrative twists and reversals in a wide, universalized sphere. An analysis of the films will be accompanied by readings from Kieslowski’s own writings and interviews, including criticism by Zizek, Insdorf, and others.
Instructor(s): Bożena Shallcross Terms Offered: Autumn
Equivalent Course(s): CMST 26705, FNDL 24003, CMST 36705, REES 27026

REES 37035. Gender, Agency, and Power in 19th C Russian Literature. 100 Units.
When members of Pussy Riot performed their “Punk Prayer” at the Cathedral of Christ Our Savior in Moscow in 2011, heads covered with neon balaclavas, it was as much the scandal of their female bodies in front of the iconostasis as the words of their song that constituted their protest against state and church. This course focuses on similarly scandalous provocations and quieter acts of resistance against normative gender expectations in 19th-century Russian literature. We read narratives of rebellion by individuals and collective actions by groups of women, and consider the surprising agency attributed to women’s cooperative work in Russian literature as well as the heavy burdens placed on women by family, state, and church. Readings include primarily short fiction in a variety of genres (sentimental, romantic, realist, and gothic) by canonized male writers and by women writers of the 19th C who are less often taught and translated, but were widely read in their own day. These works expand our understanding of the narrative possibilities for sexuality and gendered subjectivity in the Russian literary sphere, and of the ways in which possibility itself was made and remade by literary expression. The course also introduces students to methods of literary analysis informed by critical theories of gender, and asks how Russian literary and cultural history may offer new ways of thinking about gendered bodies, performance, and interrelations in the 19th C and today.
Instructor(s): Anne Eakin Moss Terms Offered: Autumn
Equivalent Course(s): GNSE 20118, REES 27035

REES 39009. 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): Angelina Ilieva
Terms Offered: Spring
Equivalent Course(s): ANTH 25908, CMLT 23301, CMLT 33301, ANTH 35908, REES 29009, NEHC 30568, NEHC 20568

REES 39013. The Burden of History: A Nation and Its Lost Paradise. 100 Units.
What makes it possible for the imagined communities called nations to command the emotional attachments that they do? This course considers some possible answers to Benedict Anderson’s question on the basis of material from the Balkans. We will examine the transformation of the scenario of paradise, loss, and redemption into a template for a national identity narrative through which South East European nations retell their Ottoman past. With the help of Žižek’s theory of the subject as constituted by trauma and Kant’s notion of the sublime, we will contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity.
Instructor(s): Angelina Ilieva
Terms Offered: Autumn
Equivalent Course(s): CMLT 23401, NEHC 20573, NEHC 30573, REES 29013, CMLT 33401, HIST 24005, HIST 34005

REES 39021. The Shadows of Living Things: The Writings of Mikhail Bulgakov. 100 Units.
What would your good do if evil did not exist, and what would the earth look like if all the shadows disappeared? After all, shadows are cast by things and people…. Do you want to strip the earth of all the trees and living things just because of your fantasy of enjoying naked light?” asks the Devil. Mikhail Bulgakov worked on his novel The Master and Margarita throughout most of his writing career, in Stalin’s Moscow. Bulgakov destroyed his manuscript, re-created it from memory, and reworked it feverishly even as his body was failing him in his battle with death. The result is an intense contemplation on the nature of good and evil, on the role of art and the ethical duty of the artist, but also a dazzling world of magic, witches, and romantic love, and an irresistible seduction into the comedic. Laughter, as shadow and light, as the subversive weapon but also as power’s whip, grounds human relation to both good and evil. Brief excursions to other texts that help us better understand Master and Margarita.
Instructor(s): Angelina Ilieva
Terms Offered: Winter
Equivalent Course(s): REES 29021, FNDL 29020

REES 39024. States of Surveillance. 100 Units.
What does it feel to be watched and listened to all the time? Literary and cinematic works give us a glimpse into the experience of living under surveillance and explore the human effects of surveillance - the fraying of intimacy, fracturing sense of self, testing the limits of what it means to be human. Works from the former Soviet Union (Solzhenitsyn, Abram Tertz, Andrey Zvyagintsev), former Yugoslavia (Ivo Andrić, Danilo Kiš, Dušan Kovačević), Romania (Norman Manea, Cristian Mungiu), Bulgaria (Valeri Petrov), and Albania (Ismail Kadare).
Instructor(s): Angelina Ilieva
Terms Offered: Autumn
Equivalent Course(s): CMLT 39024, CMLT 29024, REES 29024

REES 39035. Regimes of Love. 100 Units.
TBD
Instructor(s): Angelina Ilieva
Terms Offered: Spring
Equivalent Course(s): REES 29035

REES 39045. Dostoevsky and Critical Theory. 100 Units.
The tormented, obsessed, and sadistic characters of Dostoevsky’s novels posed a challenge to positivism and reason too scandalous and compelling to be ignored. The novels inspired some of the most brilliant and influential thinkers of the nineteenth and twentieth centuries in the fields of religion, philosophy, psychology and literary theory. We will read two of Dostoevsky’s philosophically challenging novels alongside works by these critics and philosophers, including Nietzsche, Sartre, Freud, Bakhtin, Kristeva, and Levinas. While exploring their ideas about faith and unbelief, madness and reason, violence and torture, society and history, we will also inquire into the relationships among literature, philosophy and biography and examine the processes of influence and adaptation.
Instructor(s): Anne Eakin Moss
Terms Offered: Winter
Equivalent Course(s): REES 29045, CMLT 39045, CMLT 29045

REES 39071. Magic Nations. 100 Units.
As part of the post-colonial turn, magic realism is a hybrid mode of narration rejects, overcomes, and offers an alternative to the colonial, Enlightenment episteme. It mobilizes the imaginations and narrative modes of pre-colonial pasts in the articulation of new, post-colonial, often national, selves. In this course, we will unpack some captivating narratives from Southeast Europe in which the visions of the pre-modern mythic worlds emerge as the magic, transcendent core of the modern nations. We will indulge in the sheer enjoyment of the brilliance of these text while focusing on the paradoxes they embody - for example, the simultaneous rejection and reliance on the realist mode, the colonial worldview, and its civilizational hierarchies and models.
Instructor(s): Angelina Ilieva
Terms Offered: Winter
Equivalent Course(s): CMLT 29071, REES 29071
REES 39155. From Chekhov to Chernobyl: Russian Literature of Environmental Catastrophe. 100 Units.
What is it that made the fact of anthropogenic climate change “unthinkable” in the 20th century, and what ideas might allow us to think past what Amitav Ghosh calls this “great derangement”? Environmental degradation and disaster provide a steady backdrop to the 20th century in Russia and the Soviet Union. With control over one sixth of the world’s land mass, the Russian and Soviet Empires exploited the seemingly inexhaustible natural resources of the country’s territory via industrialization, collectivization, forced migration and a vast system of prison camps and internal exile. While the Soviet regime promised mastery over nature, and Russian culture valorized the harmonization of humans with the natural world, environmental catastrophe, both sudden and cumulative, proved the folly of those dreams. Though the Soviet narrative of unflagging progress towards an industrialized utopia rendered these follies unmentionable, imaginative literature provides an indelible record of their costs. We will read works by authors who have grappled with this ongoing catastrophe and its implications for relations between human beings and the world. How might the cultural legacies of communism reframe some of the most vital questions for our shared planetary future? We will examine the ecological thinking of writers and filmmakers including Anton Chekhov, Vladimir Vernadsky, Andrey Platonov, Valentin Rasputin, Larisa Shepitko, Andrei Tarkovsky, and Svetlana Alexievich.
Instructor(s): Anne Eakin Moss Terms Offered: Autumn
Equivalent Course(s): REES 29155, ENST 29155

REES 39700. Reading/Research. 100 Units.
This is a specially designed course not normally offered as part of the curriculum that is arranged between a student and a faculty member.
Instructor(s): Staff Terms Offered: Autumn Spring Winter
Note(s): Requires the consent of the instructor.

REES 39800. Reading/Research: Czech. 100 Units.

REES 39910. Special Topics in Advanced Russian. 100 Units.
Must complete Advanced Russian through Media or equivalent, or obtain consent of instructor. Class meets for 2 hours each week. We’ll work with several topics, all of them are relevant to the general theme of “Geography and Worldview: Russian Perspective”. There will be maps, reading materials, several documentaries, clips from TV programs and other media, and feature films. Class meetings will be a combination of group discussions, short presentations, and lectures. Final - one term paper at the end (in English) based on Russian materials.
Instructor(s): Valentina Pichugin Terms Offered: Spring
Equivalent Course(s): RUSS 29910, REES 29910, RUSS 39910

REES 39912. Special Topics in Advanced Russian. 100 Units.
Must complete Advanced Russian through Media or equivalent, or obtain consent of instructor. Class meets for 2 hours each week. We’ll work with several topics, all of them are relevant to the general theme of “Geography and Worldview: Russian Perspective”. There will be maps, reading materials, several documentaries, clips from TV programs and other media, and feature films. Class meetings will be a combination of group discussions, short presentations, and lectures. Final - one term paper at the end (in English) based on Russian materials.
Instructor(s): Valentina Pichugin Terms Offered: Spring
Equivalent Course(s): REES 29912, RUSS 39912, RUSS 29912

REES 39914. Special Topics in Bosnian/Croatian/Serbian II. 100 Units.
The course is designed to meet the specific needs of advanced learners of B/C/S, including heritage and native speakers, and to foster cross-cultural experiences through its interdisciplinary content. The curriculum covers a wide range of topics relative to the students’ field of study, research and personal interests. Although grounded in the field of philology, it expands students’ knowledge in other disciplines of social and behavioral sciences such as history, anthropology, global studies, economics, political science, sociology, and the like. Attention is given to the ability to paraphrase scholarly arguments, formulate research hypotheses, and present one’s research in the target language. The course delves into advanced grammatical topics with the goal of increasing proficiency in both aural and reading comprehension, in addition to honing writing and speaking styles. Classes are conducted in B/C/S; the prerequisite is three years of formal study of the target language or the equivalent.
Instructor(s): Nada Petkovic Terms Offered: Winter
Equivalent Course(s): REES 29914, BCSN 29911, BCSN 39911

REES 39915. Special Topics in Bosnian/Croatian/Serbian III: History of Balkan Art. 100 Units.
The course is designed to meet the specific needs of advanced learners of B/C/S, including heritage and native speakers, and to foster cross-cultural experiences through its interdisciplinary content. The curriculum covers a wide range of topics relative to the students’ field of study, research and personal interests. Although grounded in the field of philology, it expands students’ knowledge in other disciplines of social and behavioral sciences such as history, anthropology, global studies, economics, political science, sociology, and the like. Attention is given to the ability to paraphrase scholarly arguments, formulate research hypotheses, and present one’s research in the target language. The course delves into advanced grammatical topics with the goal of increasing proficiency in both aural and reading comprehension, in addition to honing writing and speaking styles. Classes are conducted in B/C/S; the prerequisite is three years of formal study of the target language or the equivalent.
Instructor(s): Nada Petkovic Terms Offered: Spring
Equivalent Course(s): BCSN 39912, BCSN 29912, REES 29915
REES 42101. Collapse: The End of the Soviet Empire. 100 Units.
This team-taught course invites students to reassess critically the meaning of the Soviet collapse on the occasion of its thirtieth anniversary. Topics to be examined include the neoliberal "shock therapy" economic reforms that ushered in a state of wild capitalism, the dissolution of the Soviet empire and rise of new right nationalisms, and the formation of alternative artistic movements that resisted the economic and political devastation that accompanied the transition. The course pedagogy employs economic, political, historical, and aesthetic analysis to develop a robust understanding across a variety of disciplines and methodological approaches.
Instructor(s): Leah Feldman and Faith Hillis Terms Offered: Autumn
Prerequisite(s): Consent required for undergraduate enrollment; email Professors Feldman and Hillis a paragraph long description about what you bring and what you hope to get out of this seminar.  
Equivalent Course(s): HIST 45100, CDIN 42101, CMLT 42101

REES 43902. Colloquium: Stalinism. 100 Units.
We will explore Stalin as a personality and Stalinism as a political order, an economy, a cultural system, a set of beliefs and rituals, and a way of life. Topics include the dictator, his entourage, and his cult; decision making and the new elite; industrialization, collectivization, and the economy of shortages; revolution and conservatism; nationalism, internationalism, and ethnic cleansing; political terror, mass murder, and the Gulag; communal apartments, survival strategies, and intimate life; media and the socialist-realist dreamworld; legacies and historical consciousness. Readings include classics in the field and newest hits as well as works of fiction.
Instructor(s): E. Gilburd Terms Offered: Spring
Prerequisite(s): Advanced undergraduates with consent of instructor and prior coursework on 20th-C Russia or Russian Civ.  
Equivalent Course(s): HIST 45100

REES 43903. The Art of Healing: Medical Aesthetics in Russia & the U.S. 100 Units.
What makes a medical treatment look like it will work? What makes us feel that we are receiving good care, or that we can be cured? How are these responses shaped by the rhetorical practices of doctors, researchers, and pharmaceutical companies, by the physical appearance of hospitals, offices, and instruments, or by smells and sounds? Why does the color of a pill influence its effectiveness, and how can placebos achieve what less inert medication cannot? How do predictions of success or failure affect treatment responses? When does technology instill confidence, and when does it produce a sense of degradation? Is the doctor seen primarily as a caregiver or a scientist, and how does this affect treatment outcomes? What is the aesthetic experience of being "sick"? In this course we will consider these problems from the vantage points of a medical professional and a cultural historian, focusing on material from the United States and Soviet/post-Soviet Russia. Our methodology will combine techniques of aesthetic analysis with those of medical anthropology, history and practice.
Equivalent Course(s): HIST 45100, CDIN 43903

REES 44003. Lost Histories of the Left. 100 Units.
When most Americans think about "the left," Marxism, Soviet state socialism, or European social democracy, spring to mind. This class will explore alternative—but now largely forgotten—blueprints for revolutionizing the political and social order that emerged in the nineteenth century. We will pay special attention to utopian socialism, early anticolonial movements, the Jewish Labor Bund, and anarchism. Examining the intellectual underpinnings of these movements, their influence on the modern world, and the factors that led to their demise, we will also consider what lessons they can teach to those committed to realizing a better future today.
Instructor(s): F. Hillis Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent  
Equivalent Course(s): HIST 45100

REES 45005. History of International Cinema II: Sound Era to 1960. 100 Units.
The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell's Film History: An Introduction; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended  
Equivalent Course(s): ENGL 48900, ARTH 28600, CMLT 22500, CMST 28600, REES 25005, MAPH 33700, ARTH 38600, CMST 48600, ARTV 20003, MAAD 18600, CMLT 32500, ENGL 29600

REES 47000. Time and Memory. 100 Units.
At the beginning of the 20th century modernists and modernists announced their break with the past and launched various artistic, philosophical, political, and social experiments that claimed to construct society and the individual anew. The machine, speed, technology, and the future were the watchwords of Futurists and other modernist groups. Revolutionary transformation on all fronts was the way forward. In the same period advances in science and technology radically changed the horizon of possibility. Yet other important artists and thinkers offered the contrasting view that the past remains alive in the present—both in individuals and in human cultures.
Memory was key to the future. This seminar focuses on the second tendency by examining the work of three theorists-Henri Bergson, Walter Benjamin, Victor Shklovsky-and three literary authors-Victor Shklovsky, Virginia Woolf, and Osip Mandelshtam.

Instructor(s): Harriet Murav Terms Offered: Spring

REES 49800. Between the Jewish Question & the Modern Condition: Jewish Thought, Culture, and Politics, 1830-1940. 100 Units.

In the 19th c., the Jewish presence in Europe ceased to be a fact & became a Question: how were Jews to be transformed and integrated-or "emancipated"-into "society." From the 1870s, this Jewish Question was globalized & politicized by nationalism, new forms of antisemitism, European imperialism, capitalism's reordering of global life, mass migration from Eastern Europe to the US, the racialization of global politics & tensions of nation & empire in Eastern Europe, the Ottoman world & the Middle East. This class investigates how European, US & Middle Eastern Jews confronted the Jewish Question (1830s-1930s) communally & individually. It asks how this confrontation shaped key dimensions of modern Jewish thought, culture & politics: Zionism & other forms of modern Jewish politics, Jewish social thought, religious life, communal policy & new forms of secular culture. Conversely, we will also consider the limits of approaching modern Jewish culture & consciousness as a response to the Jewish Question: are modern forms of Jewish religiosity & secularity, gender norms, visions of culture, education & the moral life better understood as emergent responses to more general problems of modernity? Alternatively, should key aspects of contemporary Jewish life-such as religious nationalism & religious revivalism-be understood at least in part as products not so much of modernity's powers as of modernity's limited effects on a Jewish tradition evolving according to its own cultural logic?

Instructor(s): K. Moss Terms Offered: Autumn

Prerequisite(s): Graduate students of all intellectual background welcome; advanced undergraduates with consent of instructor.

Note(s): Readings include classic and new scholarship matched to key works of Jewish thought and culture. All readings in English (translation), but I will happily facilitate reading in the original languages. Equivalent Course(s): NEHC 47800, GRMN 38821, HIST 49800
The Department of South Asian Languages and Civilizations is a multidisciplinary department comprised of faculty with expertise in the languages, literatures, histories, philosophies, and religions of South Asia. The examination of South Asian texts, broadly defined, is the guiding principle of our Ph.D. degree, and the dissertation itself. This involves acquaintance with a wide range of South Asian texts and their historical contexts, and theoretical reflection on the conditions of understanding and interpreting these texts. These goals are met through departmental seminars and advanced language courses, which lead up to the dissertation project.

The Department admits applications only for the Ph.D. degree, although graduate students in the doctoral program may receive an M.A. degree in the course of their work toward the Ph.D. Students admitted to the doctoral program are awarded a six-year fellowship package that includes full tuition, academic year stipends, stipends for some summers, and medical insurance. Experience in teaching positions is a required part of the program, and students are given opportunities to teach at several levels in both language courses and other courses.
Students seeking a terminal master's degree should apply to the Master of Arts Program in the Humanities (MAPH, as either a three-quarter program of interdisciplinary study or - as is often more attractive to students interested in South Asia - in the MAPH two-year Language Intensive Option). MAPH students often take classes with students in the Ph.D. programs. Further details about the MAPH program are available at http://maph.uchicago.edu/

THE DEGREE OF DOCTOR OF PHILOSOPHY

Doctoral students in South Asian Languages and Civilizations must complete a minimum of 18 courses, which will include the required language courses, the three required departmental seminars, and other courses relevant to the student's chosen specialty. Under some conditions, students may receive credit for earlier course work done in a higher degree program at another university. For details of the course requirements, see the Department webpages.

Before beginning work on the doctoral dissertation, Ph.D. students must also fulfill the following requirements:

• Meet general language requirements
• Complete the three required departmental seminars
• Receive a passing grade on the two qualifying papers
• Formulate two reading lists and pass an oral examination based on them
• Write and defend a dissertation proposal

The languages in which the department offers concentrations are Bangla, Hindi, Indo-Persian, Marathi, Sanskrit, Tamil, Tibetan, and Urdu. Persian and Arabic are also available through the Department of Near Eastern Languages and Civilizations. Students must meet specified standards in three languages:

• The South Asian language of concentration (the major language)
• A second South Asian language relevant to the student's program of study (the minor language)
• A third language of scholarship (e.g. French, German, Hindi, Japanese)

Requirements for proficiency levels and coursework are explained in detail on the Department webpages.

Competence in South Asian languages and civilizations is demonstrated as much by close familiarity with South Asian texts as by a broad knowledge of the plurality of South Asian practices and traditions. To this end, the Ph.D. program includes three required departmental seminars, which are offered over a two-year cycle and must be completed in the first two years. The seminars include two on research themes and one on South Asia as a unit of study.

In each of the first two years of their programs, students are required to submit a qualifying paper on a subject agreed upon with a faculty member. The papers are designed to demonstrate, in addition to general scholarly competence, the ability to deal with secondary sources in the first year, and with primary sources in the second year.

Following the completion of the two qualifying papers, students compose, under the supervision of faculty members, two reading lists, and prepare for an oral examination on each of the lists, one of which one will deal with a major area of study and the other with a substantially different area.

Upon successful completion of the oral examinations, students write and defend a detailed dissertation proposal, prepared under the supervision of the chair of the proposed dissertation committee. Dissertation proposals are defended orally before the entire department.

The completed dissertation is defended before the dissertation committee, which ordinarily consists of three faculty members, with a member of the SALC faculty as chair, in an oral defense presided over by the departmental chair. At the discretion of the dissertation chairperson, a fourth member may be added to the dissertation committee. Further details about the composition of the dissertation committee are available on the departmental website.

Time to candidacy for the Ph.D. degree, marked by the successful defense of the dissertation proposal, is expected to be within four years. The PhD degree in SALC should be completed within eight years.

APPLICATION AND ADMISSION

Completed applications for admission and aid, along with all supporting materials, are due in mid-December for the academic year that starts in the following autumn.

Students whose first language is not English must submit scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Information about these tests may be obtained from the Educational Testing Service, Princeton, NJ 08540.

The application process for admission and financial aid for all graduate programs in Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions,
deadlines and department specific information is available online at: http://humanities.uchicago.edu/prospective/admissions.

Questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

FURTHER INFORMATION

The SALC Department webpages at http://salc.uchicago.edu (http://salc.uchicago.edu/) provide detailed information on language programs, faculty specialties, degree requirements, teaching opportunities, sources of funding, fellowships for language study and for pre-dissertation research and overseas dissertation research, and many other resources.

MALAYAMAN COURSES

TELEGU COURSES

TLGU 30600. Classical Telugu III. 100 Units.
TBD
Instructor(s): V. Narayana Rao
Prerequisite(s): At least two years of Sanskrit and knowledge of Telugu script

PANJABI COURSES

BANGLA COURSES

BANG 30200. Third-Year Bangla (Bengali) II. 100 Units.
When joining this course the student is expected to demonstrate the ability to narrate in all time frames of the language. The student should be able to provide a simple though articulate discourse on familiar topics and subjects directly related to the his/her interests. He/She will learn to provide a full account of events and to use appropriately complex sentences in Bangla. We will also focus on some aspects of the technical language pertaining to various domains. The student will be invited to discuss orally on written material studied in class and at home, and he/she will have to produce two to three pages long essays on a given topic. Systematic introductions to a variety of registers and literary idioms (19th century Sadhu Bhasha, dialects, etc.) will also be provided. By the end of the spring quarter the student will have the necessary tools to expand significantly his/her abilities in order to reach the superior level.
Instructor(s): Mandira Bhaduri Terms Offered: Winter
Prerequisite(s): BANG 30100 or comparable level of language skills

BANG 30300. Third-Year Bangla (Bengali) III. 100 Units.
When joining this course the student is expected to demonstrate the ability to narrate in all time frames of the language. The student should be able to provide a simple though articulate discourse on familiar topics and subjects directly related to the his/her interests. He/She will learn to provide a full account of events and to use appropriately complex sentences in Bangla. We will also focus on some aspects of the technical language pertaining to various domains. The student will be invited to discuss orally on written material studied in class and at home, and he/she will have to produce two to three pages long essays on a given topic. Systematic introductions to a variety of registers and literary idioms (19th century Sadhu Bhasha, dialects, etc.) will also be provided. By the end of the spring quarter the student will have the necessary tools to expand significantly his/her abilities in order to reach the superior level.
Instructor(s): Mandira Bhaduri Terms Offered: Spring
Prerequisite(s): BANG 30200 or comparable level of language skills

BANG 38921. Bengali Lyric Poetry: textual criticism and translation. 100 Units.
In this reading course, we will read lyric poems from the Padakalpataru using the texts of the oldest manuscript of the anthology kept at the Bibliothèque nationale de France in Paris. We will prepare an electronic text of the anthology and translate a selection of poems. The class will meet for two hours every week.
Instructor(s): Thibaut d’Hubert Terms Offered: Winter
Equivalent Course(s): SALC 38921, SALC 28921, BANG 28921

BANG 39900. Middle Bengali and Early Bengali Grammars. 100 Units.
In this reading course, we will study the way Middle Bengali texts feature in the first grammar of Bengali written by Nathaniel Halhed (1751-1830) and published in 1778. We will also compare this work with the first grammar written in Bengali in the first decade of the nineteenth century.
Instructor(s): Thibaut d’Hubert Terms Offered: Autumn

BANG 39910. Advanced Academic Bangla. 100 Units.
This course develops Advanced Bangla language skills to prepare students for doing research both in India and Bangladesh. Students will read scholarly texts in their areas of academic interest intensively. Training will also include improving students’ speaking and listening skills so they can participate in academic talks and discussions and speak fluently and at length across academic topics.

BANG 40100-40200-40300. Fourth-Year Bangla (Bengali) I-II-III.
Students attending this course must be able to produce an articulate discourse on subjects related to history and literary criticism. They should also have a good command of Bengali grammar. The course is mainly devoted to
the study of selected modern and premodern Bangla texts (narrative literature, devotional and courtly poetry, treatises) in their historical contexts. We propose various readings in the historiography of Bangla literature, philology, traditional performance of Bangla poetry, etc. Besides, material from all periods will be studied according to the student’s scholarly interests.

**BANG 40100. Fourth-Year Bangla (Bengali) I. 100 Units.**

Students attending this course must be able to produce an articulate discourse on subjects related to history and literary criticism. They should also have a good command of Bengali grammar. The course is mainly devoted to the study of selected modern and premodern Bangla texts (narrative literature, devotional and courtly poetry, treatises) in their historical contexts. We propose various readings in the historiography of Bangla literature, philology, traditional performance of Bangla poetry, etc. Besides, material from all periods will be studied according to the student’s scholarly interests.

Instructor(s): Mandira Bhaduri
Terms Offered: Autumn
Prerequisite(s): Third year Bangla or comparable level of language skills

**BANG 40200. Fourth-Year Bangla II. 100 Units.**

Instructor(s): Mandira Bhaduri
Terms Offered: Winter
Prerequisite(s): BANG 40100 or comparable level of language skills

**BANG 40300. Fourth-Year Bangla III. 100 Units.**

Students attending this course must be able to produce an articulate discourse on subjects related to history and literary criticism. They should also have a good command of Bengali grammar. The course is mainly devoted to the study of selected modern and premodern Bangla texts (narrative literature, devotional and courtly poetry, treatises) in their historical contexts. We propose various readings in the historiography of Bangla literature, philology, traditional performance of Bangla poetry, etc. Besides, material from all periods will be studied according to the student’s scholarly interests.

Instructor(s): Mandira Bhaduri
Terms Offered: Spring
Prerequisite(s): BANG 40200 or comparable level of language skills

**BANG 46250. Padavali: Vernacular poetics in eastern South Asia (ca. 14th-18th AD) 100 Units.**

Padavali (vernacular lyric poetry) is one of the threads that tied together the cultural region of eastern India from Tripura to Bihar, and from Assam to Odisha. In this course, we will study the making of this tradition rooted in the courtly poems of Vidyapati (ca. 1370-1460, Mithila) and follow its spread in Nepal, Assam, Bengal, and Odisha. We will discuss the very close relation between form and content in this poetic tradition that was closely connected with music. We will also study the expressive use of a complex prosodic system that was never described in the form of treatises and the many debates around the trans-regional aspects of Brajabuli as an artificial vernacular poetic idiom. Moreover, we will compare padavali literature with other premodern traditions from Medieval Europe, especially Old Occitan troubadour poetry and lyric poetry in Andalusian Arabic. This comparative approach is motivated by the many parallels one can observe between Medieval southern Europe and eastern South Asia, starting with the conscious crafting of lyric vernacular traditions in multilingual contexts against the background of classical literary cultures.

Instructor(s): Thibaut d’Hubert
Terms Offered: Autumn
Prerequisite(s): Two years of Bengali, or Hindi, or Sanskrit (with some basic knowledge of Middle Indic [Prakrit/ Apabhramsha]).
Equivalent Course(s): MUSI 23121, SALC 46250, SALC 26250, MUSI 33121, BANG 26250, MDVL 26260

**BANG 47900-47901-47902. Rdgs: Advanced Bangla (Bengali) I-II-III.**

This course is for students who have successfully completed third and fourth year Bangla. It is divided between classes dealing with the current research themes of the instructor, and the study of material directly related with the research interests of the students. The focus is on methodology and the use of Bangla as a research language.

**BANG 47900. Rdgs: Advanced Bangla I. 100 Units.**

This course is for students who have successfully completed third and fourth year Bangla. It is divided between classes dealing with the current research themes of the instructor, and the study of material directly related with the research interests of the students. The focus is on methodology and the use of Bangla as a research language.

Instructor(s): Mandira Bhaduri
Terms Offered: Autumn
Prerequisite(s): BANG 40300

**BANG 47901. Rdgs: Advanced Bangla (Bengali) II. 100 Units.**

Instructor(s): Thibaut d’Hubert
Terms Offered: Winter
Prerequisite(s): BANG 47900

**BANG 47902. Readings: Advanced Bangla III. 100 Units.**

This course is for students who have successfully completed third and fourth year Bangla. It is divided between classes dealing with the current research themes of the instructor, and the study of material directly related to the research interests of the students. The focus is on methodology and the use of Bangla as a research language.

Instructor(s): Staff
Terms Offered: Spring
**Prerequisite(s): BANG 47901**

**BANG 47903. Writing, Reading, and Singing in Bengal, 8th to 19th AD. 100 Units.**

The course offers an introduction to the literary traditions of Bengal (today's West Bengal in India, and Bangladesh). We will study the making of Bengal as a region of literary production through a selection of secondary and primary sources in translation. We will look at how literature and literacy have been defined in various contexts up to the colonial period and discuss what constituted the literary identity of Bengal's various linguistic traditions. We will approach the topics of reading practices and genres from the perspective of both material culture (script and scribal practices, manuscript formats, etc.) and the conceptual categories underlying literary genres and the linguistic economy of Bengal (scholastic and non-scholastic, classical and vernacular languages, individual reading and publicly performed texts, hinduyani and musalmani). Even if Bengali language and literature stand at the center of this course, we will also discuss the literary traditions that predate the formation of Bengali literature and were part of the background of the making of Bengali texts (Sanskrit, Apabhramsha, Arabic, Persian, Maithili, and Awadhi literature). The aim of the course is to introduce students to precolonial Bengali literature in its conceptual, aesthetic, and historical dimensions. The course will address topics of interest for students in comparative literature, religious studies, history, linguistics, medieval studies, book history, musicology or performance studies.

Instructor(s): T. D'Hubert Terms Offered: Autumn

Note(s): Students who want to take the course as an Advanced Bangla (BANG 47903) course must attend the additional reading course in which we will do close readings of texts in Bengali.

Equivalent Course(s): NEHC 47903, SALC 47903

**HINDI COURSES**

**HIND 30100-30200-30300. Third-Year Hindi I-II-III.**

Readings from Hindi literary and journalistic texts and a wide array of other sources depending on student interests, with continuing grammar review and practice in listening comprehension, composition and speech.

**HIND 30100. Third-Year Hindi I. 100 Units.**

Readings from Hindi literary and journalistic texts and a wide array of other sources depending on student interests, with continuing grammar review and practice in listening comprehension, composition and speech.

Instructor(s): Ulrike Stark Terms Offered: Autumn

Prerequisite(s): HIND 20300 or comparable level of language skills

**HIND 30200. Third-Year Hindi II. 100 Units.**

Readings from Hindi literary and journalistic texts and a wide array of other sources depending on student interests, with continuing grammar review and practice in listening comprehension, composition and speech.

Instructor(s): Tyler Williams Terms Offered: Winter

Prerequisite(s): HIND 30100 or comparable level of language skills

**HIND 30300. Third-Year Hindi III. 100 Units.**

Readings from Hindi literary and journalistic texts and a wide array of other sources depending on student interests, with continuing grammar review and practice in listening comprehension, composition and speech.

Instructor(s): Tyler Williams Terms Offered: Spring

Prerequisite(s): HIND 30200 or comparable level of language skills

**HIND 40100-40200-40300. Fourth-Year Hindi I-II-III.**

Readings from Hindi literary and journalistic texts and a wide array of other sources depending on student interests, with continuing grammar review and practice in listening comprehension, composition and speech.

**HIND 40100. Fourth-Year Hindi I. 100 Units.**

Readings from Hindi literary and journalistic texts and a wide array of other sources depending on student interests, with continuing grammar review and practice in listening comprehension, composition and speech.

Instructor(s): Ulrike Stark Terms Offered: Autumn

Prerequisite(s): HIND 40100 or comparable level of language skills

**HIND 40200. Fourth-Year Hindi II. 100 Units.**

TBD

Instructor(s): Tyler Williams Terms Offered: Winter

Prerequisite(s): HIND 40100 or comparable level of language skills

**HIND 40300. Fourth-Year Hindi III. 100 Units.**

TBD

Instructor(s): Tyler Williams Terms Offered: Spring

Prerequisite(s): HIND 40200 or comparable level of language skills
HIND 47900-47901-47902. Rdgs: Advanced Hindi I-II-III.
Readings from Hindi literary and journalistic texts and a wide array of other sources depending on student interests, with continuing grammar review and practice in listening comprehension, composition and speech.

HIND 47900. Readings: Advanced Hindi I. 100 Units.
TBD
Instructor(s): Ulrike Stark Terms Offered: Autumn
Prerequisite(s): HIND 40300

HIND 47901. Readings: Advanced Hindi II. 100 Units.
TBD
Instructor(s): Tyler Williams Terms Offered: Winter
Prerequisite(s): HIND 47900

HIND 47902. Readings: Advanced Hindi III. 100 Units.
TBD
Instructor(s): Tyler Williams Terms Offered: Spring
Prerequisite(s): HIND 47901

MARATHI COURSES

MARA 30100-30200-30300. Third-Year Marathi I-II-III.
MARA 30100-30200-30300 is offered based on demand. Interested students should consult with the director of undergraduate studies. Students in this course read from An Advanced Marathi Reader and a wide array of other sources depending on their interests. This course also includes continuing grammar review and practice in composition and speech. This course typically is offered in alternate years.

MARA 30100. Third-Year Marathi I. 100 Units.
Readings from An Advanced Marathi Reader and a wide array of other sources depending on student interests, with continuing grammar review and practice in composition and speech.
Instructor(s): Sujata Mahajan Terms Offered: Autumn
Prerequisite(s): MARA 20300 or equivalent

MARA 30200. Third-Year Marathi II. 100 Units.
Readings from An Advanced Marathi Reader and a wide array of other sources depending on student interests, with continuing grammar review and practice in composition and speech.
Instructor(s): Sujata Mahajan Terms Offered: Winter
Prerequisite(s): MARA 20300 or equivalent

MARA 30300. Third-Year Marathi III. 100 Units.
Readings from An Advanced Marathi Reader and a wide array of other sources depending on student interests, with continuing grammar review and practice in composition and speech.
Instructor(s): Sujata Mahajan Terms Offered: Spring
Prerequisite(s): MARA 20300 or equivalent

MARA 40100-40200-40300. Fourth-Year Marathi I-II-III.
MARA 40100-40200-40300 is offered based on demand. Interested students should consult with the director of undergraduate studies. Directed readings are selected (based on student interests and research needs) from the entire range of genres (verse and prose) and periods, excluding Old Marathi (thirteenth and fourteenth centuries), with continuing grammar review and practice in composition and speech.

MARA 40100. Fourth-Year Marathi I. 100 Units.
TBD
Instructor(s): Sujata Mahajan Terms Offered: Autumn
Prerequisite(s): MARA 30300 or equivalent

MARA 40200. Fourth-Year Marathi II. 100 Units.
TBD
Instructor(s): Sujata Mahajan Terms Offered: Winter
Prerequisite(s): MARA 30300 or equivalent

MARA 40300. Fourth-Year Marathi III. 100 Units.
TBD
Instructor(s): Sujata Mahajan Terms Offered: Spring
Prerequisite(s): MARA 30300 or equivalent

MARA 47900. Readings: Advanced Marathi. 100 Units.
TBD
Instructor(s): Sujata Mahajan Terms Offered: Autumn

MARA 47901. Advanced Readings in Marathi-2. 100 Units.
TBD
Instructor(s): Sujata Mahajan Terms Offered: Winter
COURSES

SANSKRIT COURSES

SANS 30100-30200-30300. Third-Year Sanskrit I-II-III.
Reading selections introduce major Sanskrit genres, including verse and prose narrative, lyric poetry, drama, and the intellectual discourse of religion, philosophy, and the sciences. Analysis of the language and style employed in commentarial texts and practice in reading such texts is also emphasized.

SANS 30100. Third-Year Sanskrit I. 100 Units.
Reading selections introduce major Sanskrit genres, including verse and prose narrative, lyric poetry, drama, and the intellectual discourse of religion, philosophy, and the sciences. Analysis of the language and style employed in commentarial texts and practice in reading such texts is also emphasized.
Instructor(s): Andrew Ollett Terms Offered: Autumn
Prerequisite(s): SANS 20300 or approval of instructor

SANS 30200. Third-Year Sanskrit II. 100 Units.
TBD
Instructor(s): Daniel Arnold Terms Offered: Winter
Prerequisite(s): SANS 30100 or approval of instructor

SANS 30300. Third-Year Sanskrit III. 100 Units.
TBD
Instructor(s): Whitney Cox Terms Offered: Spring
Prerequisite(s): SANS 30200 or approval of instructor

SANS 40100-40200-40300. Fourth-Year Sanskrit I-II-III.
The goal of this sequence is to provide students with strong reading expertise in a wide range of Sanskrit texts in literature (poems and plays, verse and prose) and the scientific and philosophical discourses (e.g., grammar, logic, poetic theory, Buddhist thought), and commentarial literature on both.

SANS 40100. Fourth-Year Sanskrit I. 100 Units.
The goal of this sequence is to provide students with strong reading expertise in a wide range of Sanskrit texts in literature (poems and plays, verse and prose) and the scientific and philosophical discourses (e.g., grammar, logic, poetic theory, Buddhist thought), and commentarial literature on both.
Instructor(s): Andrew Ollett Terms Offered: Autumn
Prerequisite(s): PQ: Third year Sanskrit or comparable level of language skills. SANS 30300 or approval of instructor.

SANS 40200. Fourth-Year Sanskrit II. 100 Units.
TBD
Instructor(s): Daniel Arnold Terms Offered: Winter
Prerequisite(s): SANS 40100 or approval of instructor

SANS 40300. Fourth-Year Sanskrit III. 100 Units.
TBD
Instructor(s): Whitney Cox Terms Offered: Spring
Prerequisite(s): SANS 40200 or approval of instructor

SANS 47900-47901-47902. Rdgs: Advanced Sanskrit I-II-III.
Readings drawn from texts at an advanced level of difficulty in any of the relevant genres of Sanskrit, including literature, philosophy, literary theory, and religion, for students who have already completed fourth-year Sanskrit. Continuing attention is given to matters of grammar, style, scholastic techniques, and intellectual and cultural content.

SANS 47900. Readings: Advanced Sanskrit I. 100 Units.
TBD
Instructor(s): Andrew Ollett Terms Offered: Autumn
Prerequisite(s): SANS 40300

SANS 47901. Rdgs: Advanced Sanskrit II. 100 Units.
TBD
Instructor(s): Daniel Arnold Terms Offered: Winter
Prerequisite(s): SANS 47900

SANS 47902. Readings: Advanced Sanskrit-III. 100 Units.
An advanced Sanskrit reading course focusing on the development of skills in either classical belles lettres (ka#vya) or scholastic, commentarial prose (śa#stra). In the former, emphasis is on the ability to re-arrange complex poetic forms into digestible prose word order. In the latter, students learn both the stylistic conventions of scholastic Sanskrit and the technical vocabulary of the relevant intellectual discipline.
Instructor(s): Whitney Cox Terms Offered: Spring
Equivalent Course(s): DVPR 41500
SALC 30100. 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): Muzaffar Alam Terms Offered: Winter
Equivalent Course(s): HIST 10800, ANTH 24101, SALC 20100, SOC 23000, MDVL 20100

SALC 30203. Caste and Race: The Politics of Radical Equality. 100 Units.
This course will explore the bodies of knowledge surrounding the politics and practices of caste in South Asia. We will study the emergence and development of radical social movements in the colonial and postcolonial periods that were opposed to caste oppression, along with scholarship that seeks to understand how such a form of social hierarchy and difference operates within regional and national communities. We will also examine how caste interacts with forms of identity such as class, gender, and religion. Caste has often been compared to race: we will study historical parallels as well as present scholarship and activism that aligns political struggles against caste and racial injustice in South Asia and the United States. Through close readings of primary sources and secondary literature in the fields of history, political science, anthropology and literature, the course will foreground the ubiquity of caste in everyday life in South Asia; the epistemologies that have developed to explain, understand and accommodate it; and finally the urgent, radical struggles that seek to annihilate it.
Instructor(s): Abhona Panda Terms Offered: Spring
Equivalent Course(s): GLST 20203, SOCI 30529, SALC 20203, SOCI 20529, KNOW 30203, KNOW 20203, GNSE 22233, GNSE 32233

SALC 30513. Theater of Premodern South Asia. 100 Units.
This course will cover the history and poetics of the stage play in premodern South Asia, which was, according to the eighth-century theorist Vāmana, "the best among the types of literature." The play, according to many premodern critics, was uniquely capable of bringing about a profound aesthetic experience because of its integration of diverse forms of art - plot-driven narrative, poetry, acting, and music. We will read a variety of plays in translation, including works by Bhāsa, Kālidāsa, Bhavabhūti, and Murāri, as well as selections from technical literature such as the Treatise on Theater (Nāyakāstram). We will also watch a number of modern performances. Besides discussing individual plays, we will cover the following topics in detail: the different genres of the stage play; the theory of plot construction; the theory of aesthetic experience (rasa); the languages of the theater; the role of music, dance, and gesture; theater and ritual; and the performance tradition of Kūtīyaam.
Instructor(s): Andrew Ollett Terms Offered: Winter
Prerequisite(s): No prior knowledge of South Asian languages is required. Students who can read Sanskrit, however, are strongly encouraged to take an accompanying reading course.
Equivalent Course(s): SALC 20513, TAPS 20513, TAPS 30513

SALC 30800. Music of South Asia. 100 Units.
The course explores some of the music traditions that hail from South Asia-a region defined by the countries of India, Pakistan, Sri Lanka, Nepal, Bhutan, Afghanistan, Maldives, and their diasporas. The course will study music and some of its inextricably linked forms of dance and theatre through the lens of ethnomusicology, where music is considered in its social and cultural contexts. Students will develop tools to listen, analyze, watch, and participate in South Asian forms of music-making, using case-study based inquiries as guides along the way.
Instructor(s): Anna Schultz
Equivalent Course(s): SALC 20800, MUSI 33706, RST 27700, MUSI 23706

SALC 30901-30902. Indian Philosophy I-II.
SALC 30901. Indian Philosophy I: Origins and Orientations. 100 Units.
This course introduces some of the early themes and textual traditions that set much of the agenda for the later development of Indian philosophy. Particular attention will be paid to the rivalry that was perhaps most generative throughout the history of Indian philosophy: that between the Hindu schools of thought rooted in the Vedas, and the Buddhists who so powerfully challenged them.
Instructor(s): Dan Arnold Terms Offered: Winter
Equivalent Course(s): SALC 20901, RST 24201, HREL 30200, DVPR 30201

SALC 30902. Indian Philosophy II: The Classical Traditions. 100 Units.
This course follows the first module on Indian philosophy by exploring the debates between several classical "schools" or "viewpoints" (darśanas) of Indian philosophy. In addition to expanding upon the methods of systematized reasoning inaugurated by the Nyāya and Buddhist epistemological traditions, particular attention will be given to systems of scriptural hermeneutics -- Mīmāṃsā and Vedānta -- and their consequences for the philosophy of language, theories of cognitive error, and even poetics.
Instructor(s): Anand Venkatkrishnan, Andrew Ollett Terms Offered: Spring
Equivalent Course(s): MDVL 24202, SALC 20902, HREL 30300, RST 24202, DVPR 30302

SALC 30927. Knowledge as a Platter: Comparative Perspectives on Knowledge Texts in the Ancient World. 100 Units.
In various ancient cultures, sages created the new ways of systematizing what was known in fields as diverse as medicine, politics, sex, dreams, and mathematics. These texts did more than present what was known;
they exemplified what it means to know - and also why reflective, systematic knowledge should be valued more highly than the knowledge gained from common sense or experience. Drawing on texts from Ancient India, Greece, Rome, and the Near East, this course will explore these early templates for the highest form of knowledge and compare their ways of creating fields of inquiry: the first disciplines. Texts include the Arthashastra, the Hippocratic corpus, Deuteronomy, the Kama Sutra, and Aristotle’s Parva naturalia.

Terms Offered: Not offered in 21-22.
Prerequisite(s): Lorraine Daston
Equivalent Course(s): KNOW 31415, CHSS 30927, SCTR 30927, HREL 30927

SALC 32202. Anthropology of Caste. 100 Units.

This seminar course explores anthropological approaches to caste. We will survey colonial ethnological accounts to structuralist, transactionalist, historical anthropological, and contemporary ethnographic accounts of forms of caste difference, identity, and violence in South and East Asia, with an eye to comparison to other forms of invidious social difference in other times and cultures.

Instructor(s): Constantine Nakassis
Terms Offered: Not offered 2021-22; may be offered 2022-23
Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors.
Equivalent Course(s): ANTH 22202, ANTH 32202, SALC 22202, CRES 21202

SALC 32482. The Other Woman: Sexual Deviancy in South Asia. 100 Units.

The figure of the public, often sexually deviant, female in South Asia has existed and been imagined in myriad ways over the centuries, including as courtesans, temple workers, and royal mistresses. In the colonial period, multiple forms of supposed female deviancy began to be labeled with another term - "prostitute" - leading to the loss of social status and legal rights of many women. In this course, we will study the evolution of prostitution and female otherness in South Asian cultural and political history. We will explore how the female deviant shaped religious, social and political life; how notions of sex, sexuality and intimacy informed classical dance, music, literature and performing arts; and how sex work came to be defined and stigmatized by the colonial and postcolonial states in South Asia.

Instructor(s): Ahona Panda
Terms Offered: Winter
Equivalent Course(s): GNSE 22482, GNSE 32482, SALC 22482

SALC 32605. A Poem in Every House: Persian, Arabic, and Vernacular Poetry in North India and the Deccan. 100 Units.

ghe gehe kalau kāvya# … In the Kali age, there is a poem in every house … Vidyāpati (ca. 1370-1460, Mithila), Kīrtitātā The Indian subcontinent is 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 (preheneveteenth century) literature of South Asia through a selection of poetic and theoretical texts translated from a variety of languages (Arabic, Bengali, Dakani, Hindi, Maithili, Marathi, Persian, Panjabi, Sanskrit, Urdu, etc.). We will discuss issues of literary historiography, the relations between orality and writing, and the shared aesthetic world of poetry, music, and visual arts. We will review the basic principles of Perso-Arabic and vernacular poetics through a selection of representative theoretical treatises and poems. We will also explore the linguistic ecology of the Subcontinent, the formation of vernacular literary traditions, multilingual literacy, and the role of literature in social interactions and community building in premodern South Asia. Every week the first half of the class will be devoted to the historical context and conceptual background of the texts we will read in the second half.

Attention will be given to the original languages in which those texts were composed as well as the modes of performance of the poems and songs we will read together.

Instructor(s): T. D’Hubert
Terms Offered: Autumn
Note(s): No prior knowledge of South Asian languages is required. The course is the perfect complement to the Introduction to South Asian Civilizations sequence (SALC 20100-20200). Beyond its focus on South Asia, students interested in classics, poetics, rhetoric, musicology, theater studies, and comparative literature will find plenty of food for thought in the readings, lectures, and class discussions. For students interested in languages, it is an ideal way to have a lively introduction to the linguistic variety of South Asia.

Equivalent Course(s): SALC 22604, MDVL 22604

SALC 32606. Classical Literature of South Asia: Part One. 100 Units.

This is a broadly chronological survey of South Asia’s literary traditions. In the first part of this two-part sequence, our focus will be on the first millennium CE, and we will read a wide variety of literary works in translation: lyric poetry, stage plays, courtly epics, romances and satires. We will read these texts as representing both evolving traditions of literary art and a diverse constellation of social imaginaries. Our conversations will thus range over: questions of language, genre, form and style; subcontinental traditions of poetics, which elaborated the themes and techniques of literary art; issues of sexuality and gender; the intellectual and religious traditions with which works of literature were in conversation; contexts of performance; and issues of literary history. We will sometimes read short texts in the original languages (Prakrit, Tamil and Sanskrit) to gain a better understanding of their texture and technique, but no prior knowledge of South Asian languages is required. The second part of this two-part sequence will cover South Asian literature from about 1000 to 1750. The courses may be taken in any order.

Instructor(s): Andrew Ollett
Terms Offered: Autumn
Equivalent Course(s): SALC 22605
SALC 33700. How to do Things with South Asian Texts? Literary Theories and South Asian Literatures. 100 Units.
This course provides an overview of different methods, approaches and themes currently prevalent in the study of South Asian texts from various periods. Topics covered will include translation (theory and practice), book history, literary history, textual criticism, genre theory (the novel in South Asia), literature and colonialism, cultural mobility studies (Greenblatt) and comparative literature/new philologies (Spivak, Ette). Readings will include work by George Steiner, Sheldon Pollock, Meenakshi Mukherjee, Terry Eagleton, Stephen Greenblatt, Gayatri Spivak, Ottmar Ette, and others. We will discuss these different approaches with particular reference to the texts with which participating students are working for their various projects. Students interested in both pre-modern and modern/contemporary texts are welcome. While the course is organized primarily from a literary studies perspective, it will also be of interest to students of history, anthropology and other disciplines dealing with "texts". The course is open to both undergraduate and graduate students (no prior knowledge of literary theory or South Asian writing is assumed).
Instructor(s): Sascha Ebeling Terms Offered: Spring
Equivalent Course(s): CMLT 33700

SALC 33701. Special Topics in Hinduism. 100 Units.
This course is a research-oriented seminar that focuses on contemporary themes and methodologies in the study of Hinduism. Readings come from prominent books in the field published in the last five to ten years. Themes explored will include Hinduism and politics, ritual theory, wonder, modernity, yoga, gender, caste, class, sexuality, pluralism, and bhakti. Students will develop research projects of their own choosing in close consultation with the instructor.
Instructor(s): Anand Venkatkrishnan Terms Offered: Winter
Note(s): This course meets the HS Committee distribution requirement for Divinity students.
Equivalent Course(s): HREL 33700, RLVC 33700

SALC 34000. Language, Power, Cultural Identity: The Hindi-Urdu Controversy in Historical Perspective. 100 Units.
Central to the cultural politics of nineteenth-century North India, the language debate over Hindi and Urdu has been viewed both as an instance of Hindu-Muslim elite competition over economic and political power and as an ideological process of identity formation in which language and script became charged cultural and political symbols. This course traces the history of the Hindi-Urdu controversy from its local beginnings in the North-Western Provinces of British India in the 1830s to the debates over the national language of India and Pakistan in the years leading up to Independence. We will explore the role of prominent figures and institutions in the divisive process in which Hindi came to be exclusively identified with Hindus, and Urdu with Muslims. Paying close attention to a variety of primary sources, we will discuss the cultural, political, and socioeconomic implications of the language debate in the context of Indian nationalism and Muslim separatism.
Instructor(s): Ulrike Stark Terms Offered: Autumn
Note(s): The course is open to undergraduate and graduate students. Basic knowledge of Hindi and/or Urdu is required.
Equivalent Course(s): SALC 24000

SALC 34300. Buddhist Poetry in India. 100 Units.
The substantial Buddhist contribution to Indian poetry is of interest for what it teaches us of both Buddhism and the broad development of Indian literature. The present course will focus upon three phases in this history, with attention to what changes of language and literary genre tell us of the transformations of Indian religious culture from the last centuries B.C.E. to about the year 1000. Readings (all in translation) will include the Therīgāthā, a collection of verses written in Pali and the most ancient Indian example of women's literature, selections from the work of the great Sanskrit poets Aśvaghoṣa, Āryaśūra, and Mātīceta, and the mystical songs, in the Apabhraṣṭa language, of the Buddhist tantric saints.
Instructor(s): Matthew Kapstein Terms Offered: Autumn
Prerequisite(s): General knowledge of Buddhism is desirable.
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.
Equivalent Course(s): MDVL 26250, RLST 26250, HREL 34300, RLVC 34300, DVPR 34300

SALC 34350. Introduction to Buddhist Hybrid Sanskrit. 100 Units.
Complementing the course on Buddhist Poetry in India, we will be reading a celebrated verse scripture, the Prajñā-pāramitā-ratnaguṇa-saṅcaya-gāthā ("Verses Gathering the Jewel-like Qualities of the Perfection of Wisdom") in both its Buddhist Hybrid Sanskrit original and its Tibetan translation. (Students are required to have had at least two years of either Sanskrit or Tibetan - it will not be necessary to do both.) Those willing to take the course for Sanskrit credit should enroll in SALC.
Instructor(s): Matthew Kapstein Terms Offered: Autumn
Prerequisite(s): Students must have had two years of Tibetan OR Sanskrit.
Note(s): This course is open to undergrads ONLY by petition.
Equivalent Course(s): HREL 34350, DVPR 34350

SALC 34441. Theravada Buddhism: History and Philosophy. 100 Units.
This course studies the history and philosophy of Theravada Buddhism in India and other Southeast Asia countries. We first introduce the life of the Buddha and his major teachings within the context of the social
and cultural environments in which Buddhism emerged about 2500 years ago. Having thus grasped some fundamental knowledge on Buddhism based on Pali texts, we then embark on examining its philosophical and historical developments from primitive Buddhism to sectarian Buddhism, and to the ramification of Theravada Buddhism in various countries such as Sri Lanka and Thai Land throughout its long history. Towards the end of the quarter, the class briefly discusses the revival of Theravada Buddhism in India in connection with the arising of Protestant Buddhism in Sri Lanka in the early 20th century. It is hoped that students having completed this course will be equipped with sufficient knowledge on general history, major philosophy and outstanding cultural tradition of Theravada Buddhism.

Instructor(s): Yu Xue Terms Offered: Autumn

Note(s): This course meets the HS Committee distribution requirement for Divinity students.
Equivalent Course(s): HREL 34441, SACL 24441, RLST 20441

SALC 35025. Environmental Histories of the Global South. 100 Units.

A critical examination of important canonical (Buddhavacana--attributed to the Buddha) and non-canonical Pali literature central to the religious “imaginaire” of Theravada Buddhists in Sri Lanka and Southeast Asia. Literary texts include Vinayapitaka (Book of Monastic Discipline), Dhammapada (didactic verses attributed to the Buddha), Mahaparinibbana Sutta (sermon recounting the final 3 months of the Buddha’s career), Vessantara Jataka (epic narrative of the Buddha’s next-to-last rebirth as a king), the Edicts of Asoka (proclamations of the 3rd c. BCE Indian emperor), Anagatavamsa Desana (prophecy of the future Buddha Metteyya), Mahavamsa (the monastic “Great Chronicle” recounting the history of Buddhism) and royal inscriptions and paintings from the late-medieval period.

Instructor(s): L. Chatterjee Terms Offered: Spring
Equivalent Course(s): HIST 35024, HIST 25025, ENST 25025, HIPS 25525, SACL 25025, CHSS 35525

SALC 36260. Buddhism in Early Theravada Literature. 100 Units.

A critical examination of important canonical (Buddhavacana--attributed to the Buddha) and non-canonical Pali literature central to the religious “imaginaire” of Theravada Buddhists in Sri Lanka and Southeast Asia. Literary texts include Vinayapitaka (Book of Monastic Discipline), Dhammapada (didactic verses attributed to the Buddha), Mahaparinibbana Sutta (sermon recounting the final 3 months of the Buddha’s career), Vessantara Jataka (epic narrative of the Buddha’s next-to-last rebirth as a king), the Edicts of Asoka (proclamations of the 3rd c. BCE Indian emperor), Anagatavamsa Desana (prophecy of the future Buddha Metteyya), Mahavamsa (the monastic “Great Chronicle” recounting the history of Buddhism) and royal inscriptions and paintings from the late-medieval period.

Instructor(s): John Holt Terms Offered: Autumn
Equivalent Course(s): HREL 36260, SACL 26260, RLST 26260, HIST 36703

SALC 36265. Comparative Study of Humanistic Buddhism and Engaged Buddhism. 100 Units.

This course is designed for students who would like to explore further social philosophy and implication of Humanistic Buddhism and Engaged Buddhism, the two mainstreams of Buddhist development in modern world. We first examine historical background for the arising of Humanistic Buddhism from Mahayana tradition in China and Buddhist revivalism or Protestant Buddhism, the forerunner of Engaged Buddhism in Sri Lanka almost simultaneously at the beginning of 20th century, and their subsequent developments respectively. Having then briefly reviewed some prominent figures such as Taixu (1898-1947), Dhammapala (1864-1933), and their major advocates, we undertake thorough comparative studies of the two Buddhism by exploring several topics, including modern education and science, environment and ecology, human rights and feminism, politics and violence, suffering and happiness, and others. While discussing these topics, we also examine how Buddhism has transformed itself from the religion of other world to that of this world, how Buddhists have reinterpreted Buddhism in order to fit the idea and practice of modernity, an how new cultures have thus been recreated to cater for the needs of contemporary life both in the East and West. Toward the end of the quarter, discussion may be extended to compare other new religious movements so that students may have a broader vision on religions and their social advocates in contemporary world.

Instructor(s): Yu Xue Terms Offered: Autumn
Prerequisite(s): Some knowledge on the general history and basic philosophy of Buddhism.
Note(s): This course meets the HS or SCSR Committee distribution requirement for Divinity students.
Equivalent Course(s): RLST 26265, HREL 36265, SACL 26265

SALC 36611. Empires, Imperialism, and Islam. 100 Units.

This seminar course will survey interactions between empires and Islam from the early nineteenth century to the early twenty-first century. It will consider the varied responses of Islamic polities to the expansion of European empires, their role in proliferating networks of travel and communication, as well as the place of religion in anti-imperial and anticolonial movements. Geographically we will cover Asia very broadly defined: from the Ottoman Empire in the west, through the Middle East and Central and South Asia, to Indonesia and Malaysia to the east. Individual classes will focus, for instance, on imperial connections, the emergence of pan-Islamism, Sufi networks, oceanic travel, subaltern social and political movements, and Cold War-era Muslim ideologues. The course will conclude with a look at the rise of more militant Islamic ideologies in recent years. Investigating this two-century long history will help students understand the complex role that Islam has played in the making of
the modern world. Course readings will be on the whole recent scholarship on these subjects, with key primary texts introduced in class.
Equivalent Course(s): HIST 26611, HIST 36611, SALC 26611

SALC 36614. Making the Monsoon: The Ancient Indian Ocean. 100 Units.
The course will explore the human adaptation to a climatic phenomenon and its transformative impacts on the littoral societies of the Indian Ocean, circa 1000 BCE-1000 CE. Monsoon means season, a time and space in which favorable winds made possible the efficient, rapid crossing of thousands of miles of ocean. Its discovery—at different times in different places—resulted in communication and commerce across vast distances at speeds more commonly associated with the industrial than the preindustrial era, as merchants, sailors, religious specialists, and scholars made monsoon crossings. The course will consider the participation of Mediterranean, Middle Eastern, South Asian, and East African actors in the making of monsoon worlds and their relations to the Indian Ocean societies they encountered; the course is based on literary and archaeological sources, with attention to recent comparative historiography on oceanic, climatic, and global histories.
Instructor(s): R. Payne Terms Offered: Spring
Equivalent Course(s): CLAS 36620, NEHC 26614, HIST 36614, HIST 26614, SALC 26614, NEHC 36614, MDVL 26614, CLCV 26620

SALC 36702. Why comment? Early modern commentarial literature. 100 Units.
What is the purpose of a commentary? What do commentaries in different languages, and on different types of texts, ‘do’? This course will take the example of commentarial literature from early modern South Asia—primarily but not exclusively northern India— to explore the different contexts, projects, and intellectual milieus in which commentaries were composed, circulated, and performed. Primary readings will be in English, Sanskrit, and Hindi, and include commentaries (and their accompanying root texts); we will also read a selection of modern scholarly writings on commentarial literature to survey different approaches to working with commentarial works.
Instructor(s): Tyler Williams Terms Offered: Spring
Equivalent Course(s): SALC 26702

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

SALC 37002. Indo-Islamic Literature and Culture. 100 Units.
TBD
Instructor(s): Timsal Masud Terms Offered: Spring
Equivalent Course(s): SALC 27002

SALC 37440. Buddha Then and Now: Transformations from Amaravati to Anuradhapura. 100 Units.
The Buddhist sculptures in Amaravati are arguably the earliest to influence the early Buddhist art of the other parts of the sub-continent as well as south and southeast Asia. The course begins with the discussion of the context in which the Buddha images were made in Amaravati and the factors including Buddhist doctrinal developments that contributed to the spread of these images to various parts of Sri Lanka. Then it traces the course and function of Buddhist iconography in Sri Lanka until into the 21st century to assess the role of geopolitical factors. The positionality and portrayals of the images of Buddha are also considered and analyzed. The course traces the trajectories that transformed the image of the Buddha from a symbol of peace to jingoist assertiveness. Through the study of the images of the Buddha, the aim is to comprehend the ways Buddhism has changed over centuries from an inclusive posture which helped it sustain and spread to different parts of the world only later to become exclusionary.
Instructor(s): Sree Padma Holt Terms Offered: Winter
Equivalent Course(s): HREL 37440, ARTH 27440, RLST 27440, ARTH 37440, RLVC 37440, HIST 36704, SALC 27440

SALC 37490. Art as Buddhism in Ancient India: Explorations in the Stupa of Amaravati and Other Monuments. 100 Units.
This course will examine the visual construction of early Buddhism in India, focusing in particular on stupas and especially on the art of the great stupa (mahachaitya) at Amarāvati in Andhra Pradesh. We will examine questions of Buddhology, of the diversity and range of conversations within early Buddhism, leading to the rise of the Mahāyāna, in relation to the visualization of Buddhist theory and narrative in the extensive and extraordinary decorations of the major sites. The course will introduce those taking it to the rich visual, material and epigraphic culture of the Buddhist stupas as well as the vibrant textual world of Indian Buddhist writing—from stories to suttas to commentaries. Students will have the opportunity to develop their own final papers in
religion to this material or comparatively with other material in which they also retain an interest (not necessarily
only Buddhist). If the course is taught in person, depending on the Covid situation in Spring 2022, then it is likely
to be on a speeded up twice per week basis over the first half of the quarter.
Instructor(s): Jaś Elsner Terms Offered: Spring
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.
Equivalent Course(s): SALC 27490, RLST 27490, RLV 37490, ARTH 37490, HREL 37490, ARTH 27490

SALC 37701. Mughal India: Tradition & Transition. 100 Units.
The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth
centuries, especially on selected issues that have been at the center of historiographical debate in the past
decades.
Instructor(s): M. Alam Terms Offered: Autumn
Prerequisite(s): Advanced standing or consent of instructor. Prior knowledge of appropriate history and
secondary literature required.
Equivalent Course(s): HIST 36602, NEHC 20570, NEHC 30570, SALC 27701, HIST 26602

SALC 38000. Introduction to Prakrit. 100 Units.
SALC 38002. Can Women Think? The Female Intellectual in South Asia. 100 Units.
How have South Asian women crafted lives for themselves as intellectuals, regardless of their social worlds? This
introductory class will examine the figure of the woman-scholar in South Asia from antiquity to the twentieth
century. How have South Asian women been seen, or have seen themselves, as intellectuals? We will study
how women have provided critical reflections on society, identified normative problems, and argued for their
rightful place in public life. This course will think of the specificity of South Asia and the global South in order
to understand the relationship between women, authority and authorship, gender and cultural production, the
problems of historical memory, and will challenge the notion of a unified collective of women intellectuals by
considering caste, class and religious differences. We will study more than just feminist thought and scholarship.
By reflecting on the active process and performance of thinking, we will question the historical and cultural
conditions in South Asia which make thinking possible for women.
Instructor(s): Ahona Panda Terms Offered: Spring
Equivalent Course(s): SALC 28002, GNSE 38003, GNSE 28003

SALC 38219. Understanding Buddhism Through Meditation. 100 Units.
This course studies succinct theories and systematic practices of Buddhist meditation based on both Theravada
and Mahayana texts and traditions; it is divided into 4 parts: 1. Theories and practices of meditation in Pali
texts and Theravada tradition-we examine idea and practice of Samadha and Vipassana mainly based on
the Satipatthana Sutta and Visuddhimagga; 2. Chinese Texts and Zen Buddhism-The Great Concentration
and Contemplation, and the Platform Sutra, two of the most important texts in Chinese Buddhism will be
read and discussed; 3. Scientific studies and understanding of Buddhist meditation, and dialogue between
Buddhist meditation and science-we read and discuss research papers and experimental reports on mediation
practice by modern scholars through neuroscience and psychotherapy in the West. A special attention is paid
to the discussion on the Western derivatives of Buddhist meditation for different purposes other than the final
enlightenment of Buddhism, and on arising of variety of meditation practices such as Mindfulness-Based Stress
Reduction, Mindfulness-Based Cognitive Therapy, Loving-Kindness Meditation, Cognitively-Based Compassion
Training, Compass Cultivation Training; and 4. Meditation session-the course instructor or meditation masters
will provide instructions for students to practice meditation based on theories and methods discussed in the class
and through readings.
Instructor(s): Yu Xue Terms Offered: Winter
Prerequisite(s): Some basic knowledge of Buddhism recommended.
Note(s): This course meets the CS or SCSR Committee distribution requirement for Divinity students.
Equivalent Course(s): RLST 28219, SALC 28219, HREL 38219

SALC 38921. Bengali Lyric Poetry: textual criticism and translation. 100 Units.
In this reading course, we will read lyric poems from the Padakalpataru using the texts of the oldest manuscript
of the anthology kept at the Bibliothèque nationale de France in Paris. We will prepare an electronic text of the
anthology and translate a selection of poems. The class will meet for two hours every week.
Instructor(s): Thibaut d’Hubert Terms Offered: Winter
Equivalent Course(s): BANG 38921, SALC 28921, BANG 28921

SALC 39001. Tibetan Buddhism. 100 Units.
This course is designed to serve as an introductory survey of the history, doctrines, institutions, and practices of
Buddhism in Tibet from its origins in the mid-first-millennium through the present. Readings will be drawn both
from primary sources (in translation) and secondary and tertiary scholarly research.
Instructor(s): Christian Wedmeyer Terms Offered: Spring
Equivalent Course(s): HREL 35200

SALC 39002. Tibet: Culture, Art, and History. 100 Units.
This class will introduce students to Tibetan civilization from pre-modernity to the present with an emphasis on
literature, society, visual arts, and history. Attention will be paid to Tibet’s relations with neighboring polities in
South, East, and Central Asia, as well as distinctive indigenous practices. The course will cover a range of Tibetan
cultural forms, highlighting pre-modern sciences of medicine, logic, and meditation, as well as contemporary developments in Tibetan modernity and the diaspora communities. Course materials will include primary sources in translation (e.g. Dunhuang manuscripts and other literature), contemporary scholarship, as well as audio-visual materials. In addition to informed participation in course meetings/discussions, including regular, timely completion of reading assignments, students are expected to write two short (5-7pg) papers. Students will have the opportunity to work on any topics of Tibetan culture, art and history of their choosing for the final assignment.

Instructor(s): K. Ngodup
Terms Offered: Autumn

Note(s): All course readings will be available on electronic reserve via Canvas.
Equivalent Course(s): SALC 29002

SALC 39021. Reading Indo-Persian harmonized prose: Bahār-i dānish. 100 Units.
In this course, we will read excerpts from one of the most popular collections of stories written in harmonized (aka ornate) prose in Mughal India: #Ināyatallāh’s Bahār-i dānish. We will use several editions of the texts as well as commentaries and translations and focus on grammar, rhetoric, and the various strategies one may use to render Persian harmonized prose into English.
Instructor(s): Thibaut d’Hubert
Terms Offered: Winter

Equivalent Course(s): PERS 29021, PERS 39021, SALC 29021

SALC 39900. Informal Reading Course. 100 Units.
This is a specially designed course not normally offered as part of the curriculum that is arranged between a student and a faculty member.
Instructor(s): Staff
Terms Offered: Autumn, Spring, Winter

Note(s): Requires consent of instructor.

SALC 39910. Readings in Middle Bengali literature. 100 Units.
This informal reading course focuses on the methods of textual criticism in the domain of Middle Bengali. We will read various texts from manuscripts, transcribe them, analyze their content at the linguistic and stylistic levels, and translate them into English. Although the primary aim of the course is to familiarize students with the close reading of Middle Bengali poetry, we will also discuss questions of literary historiography and poetics.
Instructor(s): Thibaut d’Hubert
Terms Offered: Autumn

SALC 39911. Readings in Middle Bengali Literature II. 100 Units.
This informal reading course focuses on the methods of textual criticism in the domain of Middle Bengali. We will read various texts from manuscripts, transcribe them, analyze their content at the linguistic and stylistic levels, and translate them into English. Although the primary aim of the course is to familiarize students with the close reading of Middle Bengali poetry, we will also discuss questions of literary historiography and poetics.
Instructor(s): Thibaut d’Hubert
Terms Offered: Winter
Prerequisite(s): SALC 39910

SALC 39912. Readings in Middle Bengali Literature III. 100 Units.
This is the third course in the series of informal reading courses that focus on the methods of textual criticism in the domain of Middle Bengali. We will read various texts from manuscripts, transcribe them, analyze their content at the linguistic and stylistic levels, and translate them into English. Although the primary aim of the course is to familiarize students with the close reading of Middle Bengali poetry, we will also discuss questions of literary historiography and poetics.
Instructor(s): Thibaut d’Hubert
Terms Offered: Spring
Prerequisite(s): SALC 39911

SALC 39920. Readings in Indo-Persian Literature. 100 Units.
In this course we will read Persian texts produced in South Asia between the 12th and 19th centuries. The texts under scrutiny will be lyric and narrative poems, treatises on grammar and poetics, and biographical dictionaries of poets.
Instructor(s): Thibaut d’Hubert
Terms Offered: Autumn

SALC 39921. Readings in Indo-Persian Literature II. 100 Units.
In this course we will read Persian texts produced in South Asia between the 12th and 19th centuries. The texts under scrutiny will be lyric and narrative poems, treatises on grammar and poetics, and biographical dictionaries of poets.
Instructor(s): Thibaut d’Hubert
Terms Offered: Winter
Prerequisite(s): SALC 39920

SALC 39922. Readings in Indo-Persian Literature III. 100 Units.
In this course we will continue to read Persian texts produced in South Asia between the 12th and 19th centuries. The texts under scrutiny will be lyric and narrative poems, treatises on grammar and poetics, and biographical dictionaries of poets.
Instructor(s): Thibaut d’Hubert
Terms Offered: Spring
Prerequisite(s): SALC 39921
SALC 39923. Readings in Indo-Persian Literature IV. 100 Units.
In this graduate seminar course, we will read and discuss selections from two sets of Mughal and early modern south Asian texts: 1) some passages from the Persian translations of early Indian Sanskrit texts; 2) commentaries and observations on the classical Persian poetry and prose by south Asian scholars.
Instructor(s): Muzafer Alam Terms Offered: Winter
Prerequisite(s): Must have the consent of the instructor.

SALC 40010. Contemporary Topics in the Study of South Asian Religion. 100 Units.
This course takes up theoretical problems in religious studies, issues specific to the study of South Asia, and the intersections between the two. It foregrounds history, that is, the historical lives of religion in the subcontinent. Theory, in both the sense of conceptualizing religion and the concepts of religious actors themselves, is treated as an historical object, as emerging from and participating in history. Topics covered in the course range between: religious encounter and shared practices; sexuality and spirit-possession; epics and everyday ethics; poverty and plenitude; hospitality and healing; colonial systems of classification; caste and regimes of unfree labor.
Instructor(s): Anand Venkatkrishnan Terms Offered: Autumn
Equivalent Course(s): HIREL 40010

SALC 40020. Contemporary Topics in the Study of South Asian Religion: Imagining South Asian Islam. 100 Units.
This course is a continuation of the annual seminar on contemporary topics in the Study of South Asian Religion, which takes up theoretical problems in religious studies, issues specific to the study of South Asia, and the intersections between the two. The focus for this year is "Imagining South Asian Islam." We will read classic debates about the expansion of Islam into the subcontinent, its geographical distribution, and cultural and religious syncretism (while, at the same time, problematizing the syncretic model). We will also take up more recent scholarship that turns to broader conceptual questions about how to describe, name, and understand different moments in the history of South Asian Islam from the "Persianate Cosmopolis" to "Islamic" versus "Islamicate." The readings assigned in the course bring together diverse scholarship on history, art history, material culture, and literary analysis. By the end of the course, students will be familiar with the long durée arc of the history of Islam in South Asia as well as the variety of different scholarly approaches that have sought to understand and interpret the specificity of Islam in the context of the subcontinent.
Instructor(s): Sarah Pierce Taylor Terms Offered: Autumn
Note(s): By permission only. Please email Professor Pierce Taylor with a description of your background and relevant interests in this course. This course is open to undergrads ONLY by Petition.
Equivalent Course(s): HIREL 40020, RLVC 40025, ISLM 40020

SALC 40104. Research Themes in South Asian Studies: Aesthetic Thought. 100 Units.
In this seminar we will attempt to understand what the realm of the 'aesthetic' is as a phenomenon and what 'aesthetics' is as a field of intellectual inquiry. Our goal will be to understand individually and analyze comparatively material from major traditions of aesthetic thought in South Asia in order to understand how people at various times and places have delineated the concept or phenomenon of aesthetic experience and attempted to explain it. One of the salient questions in the course will be whether any distinction can or should be made between 'critical' and 'creative' works when speaking of aesthetic discourse. Ultimately, our aim is not simply to understand aesthetic discourse on its own terms, but to understand how it intersects other critical, creative, social, and political discourses, such as poetics, ethics, statecraft, metaphysics, etcetera, and to observe how it functions in spheres beyond 'art' proper, such as religion, politics, and human sexuality.
Instructor(s): T. Williams Terms Offered: Spring

SALC 40105. Research Themes in South Asian Studies: What is Brahmanism? 100 Units.
Instructor(s): Anand Venkatkrishnan Terms Offered: Autumn
Equivalent Course(s): HREL 40010

SALC 40106. Research Themes in South Asian Studies: Aesthetics and Materiality. 100 Units.
This course will address the major milestones of a graduate student career in South Asian studies. This class is also designed to help you teach successfully in the College classroom. You will have opportunities to practice both lecturing and discussion-leading, to observe and reflect on others' teaching, and to design syllabi and assignments. Your assignments in this course will together constitute an initial draft of your teaching portfolio, including a statement of teaching philosophy, sample syllabi, assignments, and other materials.
Instructor(s): R. Majumdar Terms Offered: Spring
Prerequisite(s): Open only to Ph.D. students.

SALC 42117. A Global Sonic History in 30 Objects. 100 Units.
Students will draw upon the wide range of disciplinary perspectives that contribute to sound studies. Collectively they will use these to understand the historical meaning present in the materiality of what we call the "audio moment." Critical to the audio moment is the transformation from object to subject, from the material to the sonic. These transformations unleash meaning and generate the multiple subjectivities from which history emerges. Basic ontologies will be challenged in our consideration of each object. The objects we consider are largely not primarily associated with music alone, but through their transformation into audio moments we are often able to understand just where music situates them in the human subjectivities of different societies. In addition to its interdisciplinarity this CDI seminar will be broadly comparative and will draw upon diverse
soures and collections for its objects (e.g., with visits to urban and architectural spaces on campus, the Art Institute of Chicago, the Digital Media Archive). The goal of such comparative investigation is not to undo ontological assumptions about the dialectics of music/sound, but rather to use the collective thought that grows from the seminar participants to generate new approaches to the aesthetics and epistemology of sound and history globally.
Equivalent Course(s): CDIN 42117, MUSI 42117, CMS 42117

SALC 42910. Gender and Sexuality in South Asian Religions. 100 Units.
From Va#tsya#yana’s Ka#masu#tra to debates around widow remarriage in the colonial period, the nexus of gender and sexuality fundamentally shapes religious practices and beliefs as well as the lives of women and gender non-conforming people. The central questions guiding this course are: How do South Asian religious traditions incorporate sexual practice and/or restraint into a vision of ethical life? When does one’s gender become dangerous or unethical? How do histories of imperialism interfere with and transform the study of gender and sexuality in South Asian religions? In pursuing these questions through a range of methodological approaches to the field, students will gain a deep familiarity with practices of religious asceticism, the place of erotics within religious discourse, new perspectives on queer and trans theory, emic feminisms, and sexual ethics.
Instructor(s): Sarah Pierce Taylor Terms Offered: Winter
Note(s): This course is open to undergraduates with the permission of the instructor.
Equivalent Course(s): HREL 42910, GNSE 42911, RLVC 42910

SALC 43105. Women’s Rights, Cultural Nationalism, and Moral Panics. 100 Units.
The discourse on women’s rights, and more gradually the rights of transgender and intersex communities, has gained tremendous momentum globally in the last few decades. At the same time, in many parts of the world, these changes have been accompanied by moral panics over what such empowerment means for national “cultures.” They have sometimes also resulted in violence against women and sexual minorities. In South Africa, for example, marriage rates have reached new lows and single mothers have become a highly visible social category, eligible for state relief through a newly-instated Child Support Grant. Their access to these new state privileges has been accompanied by increased social surveillance; South African men and elders accuse young mothers of abusing their rights, upending the moral order. Both Uganda and Kenya, where national constitutions guarantee gender quotas for elected politicians, have also recently passed national legislation that seeks to regulate women’s clothing (i.e. the so-called “Miniskirt Bill” passed in Uganda in 2014). In India, women’s increasing participation in the workforce and their visibility in public space, or couples who contract marriages across religious divides, have led to violent disciplining by other members of the community, sometimes in the name of a “love Jihad.” Feminists and queer activists, however, are not mute in the face of such resistance. Instead they have sought new ways to make claims about their right to “public” space.
Equivalent Course(s): HIST 40101, ANTH 35218, CHDV 30609, CDIN 43105

SALC 43456. Settler Religion: Searching for Indians. 100 Units.
This course examines the study of religion as a settler practice through the intertwined histories of Indians, both of the Americas and in the subcontinent. It demonstrates how the motif of the “Indian” has been central to the history of religious studies. The course explores religion itself as a settler colonial enterprise, through the spread of Christianity in the Americas at the nexus of race and religion, and missionary forms of political Hinduism in colonial and postcolonial India. By tracing the figure of the Indian across time and place, this course uncovers an alternative history of indigenous and subaltern resistance alongside histories of cultural appropriation and genocides that are absorbed, elided, and challenged by the consolidation of the study of religion.
Instructor(s): Anand Venkatkrishnan and Sarah Pierce Taylor Terms Offered: Autumn
Note(s): This course meets the HS or SCSR Committee distribution requirement for Divinity students.
Equivalent Course(s): RLVC 43456, HREL 43456, RAME 43456

SALC 43800. Wives, Widows, and Prostitutes: Indian Literature and the “Women’s Question” 100 Units.
From the early 19th century onward, the debate on the status of Indian women was an integral part of the discourse on the state of civilization, Hindu tradition, and social reform in colonial India. This course will explore how Indian authors of the late 19th and early 20th centuries engaged with the so-called “women’s question.” Caught between middle-class conservatism and the urge for social reform, Hindi and Urdu writers addressed controversial issues such as female education, child marriage, widow remarriage, and prostitution in their fictional and discursive writings. We will explore the tensions of a literary and social agenda that advocated the “uplift” of women as a necessary precondition for the progress of the nation, while also expressing patriarchal fears about women’s rights and freedom. The course is open to both undergraduate and graduate students.
Basic knowledge of Hindi and/or Urdu is preferable, but not required. We will read works by Nazir Ahmad, Premcand, Jainendra Kumar, Mirza Hadi Ruswa, and Mahadevi Varma in English translation, and also look at texts used in Indian female education at the time.
Instructor(s): Ulrike Stark Terms Offered: Spring
Prerequisite(s): Consent of instructor based on demonstrated knowledge of Hindi
Equivalent Course(s): GNSE 27902, GNSE 47900, SALC 27904

SALC 44701. Ritual in South Asian Buddhism. 100 Units.
This course will explore some ritual practices and theories of South Asian Buddhists in light of current theorization of ritual. What is it that Buddhists “actually” (physically and verbally) do? And, what do they say about what they do? Does what they do “mean” anything? If so, how? And, what significance might this have
for anyone else? What happens when we consider these possibly meaningful forms of expression as “ritual?” Exemplaria will be drawn from India, Nepal, Burma and Tibet, with some comparative perspectives considered along the way.

Instructor(s): Christian Wedemeyer
Terms Offered: Winter
Prerequisite(s): Some prior study of South Asian religions
Equivalent Course(s): HREL 44701

SALC 46250. Padavali: Vernacular poetics in eastern South Asia (ca. 14th-18th AD) 100 Units.

Padavali (vernacular lyric poetry) is one of the threads that tied together the cultural region of eastern India from Tripura to Bihar, and from Assam to Odisha. In this course, we will study the making of this tradition rooted in the courtly poems of Vidyapati (ca. 1370-1460, Mithila) and follow its spread in Nepal, Assam, Bengal, and Odisha. We will discuss the very close relation between form and content in this poetic tradition that was closely connected with music. We will also study the expressive use of a complex prosodic system that was never described in the form of treatises and the many debates around the trans-regional aspects of Brajabuli as an artificial vernacular poetic idiom. Moreover, we will compare padavali literature with other premodern traditions from Medieval Europe, especially Old Occitan troubadour poetry and lyric poetry in Andalusian Arabic. This comparative approach is motivated by the many parallels one can observe between Medieval southern Europe and eastern South Asia, starting with the conscious crafting of lyric vernacular traditions in multilingual contexts against the background of classical literary cultures.

Instructor(s): Thibaut d’Hubert
Terms Offered: Autumn
Prerequisite(s): Two years of Bengali, or Hindi, or Sanskrit (with some basic knowledge of Middle Indic [Prakrit/ Apabhramsha]).
Equivalent Course(s): MUSI 23121, SALC 26250, BANG 46250, MUSI 33121, BANG 26250, MDVL 26260

SALC 47270. Being Buddhist in Southeast Asia. 100 Units.

A study of the various ways in which lay and monastic Buddhists practice and express their understanding of the Theravada religious path in Sri Lanka and SE Asia (Laos, Thailand, Myanmar and Cambodia). Ethnographic and historical readings will focus on social (ritual) articulations of Buddhist practice and identity in contemporary cultural contexts. A term paper on topic in consultation with instructor is required.

Instructor(s): John Holt
Terms Offered: Spring
Prerequisite(s): Some familiarity with Buddhism is helpful.
Note(s): This course is open to undergrads by Petition.
Equivalent Course(s): ANTH 42615, HREL 47270

SALC 47903. Writing, Reading, and Singing in Bengal, 8th to 19th AD. 100 Units.

The course offers an introduction to the literary traditions of Bengal (today’s West Bengal in India, and Bangladesh). We will study the making of Bengal as a region of literary production through a selection of secondary and primary sources in translation. We will look at how literature and literacy have been defined in various contexts up to the colonial period and discuss what constituted the literary identity of Bengal’s various linguistic traditions. We will approach the topics of reading practices and genres from the perspective of both material culture (script and scribal practices, manuscript formats, etc.) and the conceptual categories underlying literary genres and the linguistic economy of Bengal (scholastic and non-scholastic, classical and vernacular languages, individual reading and publicly performed texts, hinduyani and musalmani). Even if Bengali language and literature stand at the center of this course, we will also discuss the literary traditions that predate the formation of Bengali literature and were part of the background of the making of Bengali texts (Sanskrit, Apabhramsha, Arabic, Persian, Maithili, and Awadhiti literature). The aim of the course is to introduce students to precolonial Bengali literature in its conceptual, aesthetic, and historical dimensions. The course will address topics of interest for students in comparative literature, religious studies, history, linguistics, medieval studies, book history, musicology or performance studies.

Instructor(s): T. D’Hubert
Terms Offered: Autumn
Note(s): Students who want to take the course as an Advanced Bangla (BANG 47903) course must attend the additional reading course in which we will do close readings of texts in Bengali.
Equivalent Course(s): ANTH 42615, HREL 47270

SALC 48203. Buddhist Narratives. 100 Units.

This course will read and discuss stories translated mostly from Pali (with some from Sanskrit), on the topics of the Buddha’s (extended) (Auto)biography, and the Past Lives of the Buddha (Jātakas) culminating in an analysis of various versions of the Vessantara (Viśvantara) Jātaka. Such stories will be considered also in light of the theory of the Ten Excellencies (Perfections. pāramī). It will also study some works on Narrative Theory, and on the difference between narrative and systematic thought, asking what different textual form makes to Buddhist ideas, ideals and values.

Instructor(s): S. Collins
Terms Offered: Spring
Prerequisite(s): PQ: Previous knowledge of Buddhism (at least one course)
Equivalent Course(s): HREL 48203

SALC 48306. Indian Buddhism. 100 Units.

This course is designed to serve as an introductory survey of the history, doctrines, institutions, and practices of Buddhism in India from its origins through the present. Readings will be drawn both from primary sources (in translation) and secondary and tertiary scholarly research.
SALC 48316. Readings: Advanced Tibetan III. 100 Units.
Readings: Advanced Tibetan is for students who have successfully completed the third year and a fourth-year or equivalent with a placement test. The sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction includes guided readings with continuing grammar review, practice in speaking, and application of philological methods.
Instructor(s): Mathew Kapstein Terms Offered: Winter
Prerequisite(s): Students must have had two years of Tibetan.
Note(s): This course is open to undergrads ONLY by petition.
Equivalent Course(s): TBTN 47902, HREL 52402

SALC 48317. Readings in Madhyamaka. 100 Units.
This course will involve close philosophical attention to a representative range of Indian Madhyamaka texts.
Instructor(s): Dan Arnold Terms Offered: Winter
Prerequisite(s): Some Tibetan or Sanskrit is expected. Exceptions with consent of the instructor.
Equivalent Course(s): DVPR 41700

SALC 48400. Second-Year Sanskrit II. 100 Units.
This sequence begins with a rapid review of grammar learned in the introductory course, followed by readings from a variety of Sanskrit texts. The goals are to consolidate grammatical knowledge, expand vocabulary, and gain confidence in reading different styles of Sanskrit independently. The winter quarter will be a reading of the Mahabharata.
Instructor(s): Whitney Cox Terms Offered: Winter
Prerequisite(s): SANS 20100 or consent of instructor
Equivalent Course(s): SANS 20200, HREL 36000

SALC 48403. Text and World in Medieval India. 100 Units.
SALC 48405. The Theory and Practice of Indic Textual Criticism. 100 Units.
This course will serve as an introduction to the methods of textual criticism, the practice of editorial philology, and the bibliographical nature of the critical edition as they are applicable to premodern South Asia, especially to works in Sanskrit, although other linguistic and textual cultures will also be considered. The titular difference between 'theory' and 'practice' is not meant as a cliché, and the two weekly sessions will be organized along distinct lines. In the first meeting, we will read, discuss, and present works that variously introduce, discuss, critique, and exemplify these sorts of textual practices. We will begin with some orientating works on philology more generally (e.g. the guidebooks of Paul Maas and Martin West; Housman’s polemical essays; Timpanaro’s study of Lachmann; Turner’s recent popular history) and proceed to move into more South Asia specific materials from there, including classics (Sukthankar, Katre, M.R. Kavi) as well as contemporary discussions (Pollock, Alam, Kinra, Phillips-Rodriguez). Big questions will include: in what ways are the methods developed for the classical Mediterranean and European worlds applicable to other textual cultures? In what ways does this constitute a specifically 'scientific' (i.e. transparent, falsifiable) practice of knowledge? What can be said of the institutional motivations for the production of critical editions, in India or elsewhere?
Instructor(s): Whitney Cox Terms Offered: Autumn

SALC 48501. Readings in Tibetan Buddhist Texts. 100 Units.
Readings in selected Buddhist doctrinal writings in Tibetan.
Instructor(s): Matthew Kapstein Terms Offered: Winter
Prerequisite(s): Open to students reading Tibetan at an advanced level.
Equivalent Course(s): DVPR 48910, HREL 48910

SALC 48603. Talking Birds and Cunning Jackals: A Survey of Indo-Persian Prose. 100 Units.
South Asia was a major source of narrative matter for the development of literary prose in the Islamic world. For instance, literary prose in Arabic, but also in Persian (and Castilian) were fashioned through successive renderings of the Sanskrit Panḍatāntra. Later, in the post-Timurid period, South Asian Persianate literati, and munshis in particular, contributed to elevate the status of Persian prose to that of poetry. This course offers a survey of a variety of Indo-Persian prose texts such as tales, premodern translations of Indian romances and epics (Mahābhārata, Rāmāyaṇa, Panḍatāntra, Mādhavānala Kāmakandalā, etc ...), letters, anecdotes from chronicles, tadhkira literature, autobiographical writings, treatises, and encyclopedic works. The readings are organized thematically and by degree of stylistic elaboration. We will first read plain prose texts that will introduce the students to key elements of the Persianate understanding of Indic culture. In this first section of the course, we will mostly read narrative texts (chronicles, translations of Sanskrit and Hindavi works, and dāstāns). We will then turn to epistolography, biographies, and autobiographical writings. Finally, we will read technical and non-technical texts dealing with various aspects of Indo-Persian courtly culture and aesthetics (philosophy, mysticism, grammar, poetry, or musicology). Each text will be introduced and framed by discussions on relevant secondary literature in English and Persian.
Instructor(s): T. D’Hubert Terms Offered: Autumn
Prerequisite(s): Intermediate level of Persian
Equivalent Course(s): NEHC 48603, PERS 48693
SALC 49006. Yogacara. 100 Units.
This seminar, which presupposes a basic knowledge of Indian and/or Tibetan Buddhist philosophy, will consider some of the foundational texts of the Yogacara tradition of thought, with particular reference to the works of Vasubandhu. In addition to close readings of assorted primary sources, we will consider contemporary scholarly debates regarding the interpretation of Yogacara (e.e., concerning the question whether this is aptly characterized as an "idealist" school of thought).
Instructor(s): Dan Arnold Terms Offered: Spring
Prerequisite(s): Some knowledge of Sanskrit or Tibetan is preferred.
Equivalent Course(s): DVPR 51700

SALC 49630. Madhyamaka in India and China. 100 Units.
This seminar will consider exemplary texts from the Madhyamaka school(s) of Buddhist philosophy, particularly focusing on notable points of divergence and/or concord between the Indian schools with which the tradition originated, and the various Chinese schools that reflect China’s distinctive appropriation of the tradition.
Instructor(s): Brook Ziporyn and Dan Arnold Terms Offered: Spring
Note(s): This course is open to undergrads ONLY by Petition.
Equivalent Course(s): DVPR 49630, EALC 49630

SALC 49900. Thesis Research. 100 Units.
Instructor(s): Student chooses instructor Terms Offered: Autumn,Winter,Spring
Note(s): Requires consent of instructor

SALC 50200. Colloquium: Subaltern Studies-Issues and Historiography. 100 Units.
The course will discuss problems of researching and writing histories of "subaltern classes" by focusing on some key ideas and texts produced by scholars related to the South Asian series Subaltern Studies (c. 1980-2000).
Instructor(s): D. Chakrabarty Terms Offered: Spring
Prerequisite(s): Open to MA and PhD students only.
Equivalent Course(s): HIST 62100, CCCT 62100

SALC 50204. Destruction of Images, Books & Artifacts in Europe and S. Asia. 100 Units.
The course offers a comparative perspective on European and South Asian iconoclasm. In the European tradition, iconoclasm was predominantly aimed at images, whereas in South Asian traditions it was also enacted upon books and buildings. The combination of these traditions will allow us to extend the usual understanding of iconoclasm as the destruction of images to a broader phenomenon of destruction of cultural artifacts and help question the theories of image as they have been independently developed in Europe and South Asia, and occasionally in conversation with one another. We will ask how and why, in the context of particular political imaginaries and material cultures, were certain objects singled out for iconoclasm? Also, who was considered to be entitled or authorized to commit their destruction? Through a choice of concrete examples of iconoclasm, we will query how religious and political motivations are defined, redefined, and intertwined in each particular case. We will approach the iconoclastic events in Europe and South Asia through the lenses of philology, history, and material culture. Class discussions will incorporate not only textual materials, but also the close collaborative study of images, objects, and film. Case studies will make use of objects in the Art Institute of Chicago and Special Collections at the University Library.
Equivalent Course(s): HREL 50204, CDIN 50204, CMLT 50204, RLVC 50204, ARTH 40204

SALC 61805. Colloquium: South Asian Political Thought-A Genealogy. 100 Units.
This course will look at some key texts of the colonial and postcolonial periods of South Asian history to see how the domain of the political has been understood and debated in the subcontinent since the beginning of the twentieth century.
Equivalent Course(s): HIST 61805

SALC 65601. Extra-Ordinary Ordinary: Rdgs & Writing Grassroots & Microhist. 100 Units.
This graduate colloquium confronts the challenges of writing history from the bottom up. Although the syllabus engages with debates launched by the Subaltern Studies Collective, our investigation will not adopt a specific regional or temporal focus. Students can experiment beyond their usual writing style or topic. We will engage with the theoretical legacies and challenges of postcolonial history writing, the linguistic turn, and microhistory. The course pays special attention to different ways to grapple with sources and the construction of diverse archives.
Terms Offered: Winter
Equivalent Course(s): EALC 65601, HIST 65601

SALC 70000. Advanced Study: South Asian Languages & Civilizations. 300.00 Units.
Advanced Study: South Asian Languages & Civilizations

Tamil Courses
TAML 30100-30200-30300. Third-Year Tamil I-II-III.
On the basis of a variety of readings, such as short stories, poems, excerpts from novels or non-fiction, this course addresses those issues of modern written Tamil grammar which have not been covered during the previous two years. Readings are typically selected with a view to providing important cultural information, and they are supplemented by film clips and other media. Class content may be chosen or adapted based on particular student needs. Further work on listening and speaking proficiency is also part of the course. Based on prior
consultation with instructor regarding placement, this course might be an appropriate starting point for speakers of Tamil with previous knowledge (e.g., heritage students).

TAML 30100. Third-Year Tamil I. 100 Units.
TBD
Instructor(s): Staff
Terms Offered: Autumn
Prerequisite(s): TAML 20300 or comparable level of language skills. Prior consent of instructor required.

TAML 30200. Third-Year Tamil II. 100 Units.
tbd
Instructor(s): Staff
Terms Offered: Winter
Prerequisite(s): TAML 30100 or comparable level of language skills. Prior consent of instructor required.

TAML 30300. Third-Year Tamil III. 100 Units.
tbd
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): TAML 30200 or comparable level of language skills. Prior consent of instructor required.

TAML 40100-40200-40300. Fourth-Year Tamil I-II-III.
This course typically includes an introduction to Classical Tamil grammar and literature, with sample readings reaching from the oldest known Tamil literature (Sangam poetry) via bhakti poems to the magnificent courtly compositions of the high and late medieval periods. Various other types of linguistic variation may also be studied, e.g. inscriptional Tamil or dialects/regiona language registers. Depending on the students’ needs, an overview of Tamil literary history is also given. Native or heritage speakers of Tamil are required to have a solid knowledge of modern Tamil grammar.

TAML 40100. Fourth-Year Tamil I. 100 Units.
TBD
Instructor(s): Staff
Terms Offered: Autumn
Prerequisite(s): TAML 30300 or comparable level of language skills. Prior consent of instructor required.

TAML 40200. Fourth-Year Tamil II. 100 Units.
tbd
Instructor(s): Staff
Terms Offered: Winter
Prerequisite(s): TAML 40100 or comparable level of language skills. Prior consent of instructor required.

TAML 40300. Fourth-Year Tamil III. 100 Units.
tbd
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): TAML 40200 or comparable level of language skills. Prior consent of instructor required.

TAML 47900-47901-47902. Rdgs: Advanced Tamil; Rdgs: Advanced Tamil II-III.
This course is for students who have successfully completed third- and fourth-year Tamil. It is typically tailored to student needs in terms of the selection of texts to be addressed and discussed. Depending on their interest, students may choose to read Tamil texts from any time period, country or genre. Prior consent of instructor is required.

TAML 47900. Rdgs: Advanced Tamil. 100 Units.
TBD
Instructor(s): Staff
Terms Offered: Autumn
Prerequisite(s): TAML 40300

TAML 47901. Rdgs: Advanced Tamil II. 100 Units.
tbd
Instructor(s): Sascha Ebeling
Terms Offered: Winter
Prerequisite(s): TAML 47900

TAML 47902. Rdgs: Advanced Tamil III. 100 Units.
TBD
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): TAML 47901

TAML 47904. The Metrical Language of Tamil Poetry. 100 Units.
This will be a lecture cum workshop. It will trace the history of the prosody used in Tamil literary works from the beginning to the modern from the points of its grammar, development and the demands on it from the emergence of new genres, literary themes and audience. The workshop part will consist of doing prosodic analysis of selected literary works.
Instructor(s): E. Annamalai
Terms Offered: Winter
TIBETAN COURSES

TBTN 30100-30200-30300. Third-Year Tibetan I-II-III.
The third- and fourth-year sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction consists in guided readings, with continuing grammar review, practice in speaking, and application of philological methods.

TBTN 30100. Third-Year Tibetan I. 100 Units.
The third- and fourth-year sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction consists in guided readings, with continuing grammar review, practice in speaking, and application of philological methods. Instructor(s): Mathew Kapstein Terms Offered: Autumn Prerequisite(s): TBTN 20300 or consent of instructor

TBTN 30200. Third-Year Tibetan II. 100 Units.
The third- and fourth-year sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction consists in guided readings, with continuing grammar review, practice in speaking, and application of philological methods. Instructor(s): Christian Wedemeyer Terms Offered: Winter Prerequisite(s): TBTN 30100 or consent of instructor

TBTN 30300. Third-Year Tibetan III. 100 Units.
The third- and fourth-year sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction consists in guided readings, with continuing grammar review, practice in speaking, and application of philological methods. Instructor(s): Karma Ngodup Terms Offered: Spring Prerequisite(s): TBTN 30200 or consent of instructor

TBTN 40100-40200-40300. Fourth-Year Tibetan I-II-III.
The third- and fourth-year sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction consists in guided readings, with continuing grammar review, practice in speaking, and application of philological methods.

TBTN 40100. Fourth-Year Tibetan I. 100 Units.
The third- and fourth-year sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction consists in guided readings, with continuing grammar review, practice in speaking, and application of philological methods. Instructor(s): Mathew Kapstein Terms Offered: Autumn Prerequisite(s): TBTN 30300

TBTN 40200. Fourth-Year Tibetan II. 100 Units.
The third- and fourth-year sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction consists in guided readings, with continuing grammar review, practice in speaking, and application of philological methods. Instructor(s): Christian Wedemeyer Terms Offered: Winter Prerequisite(s): TBTN 40100 or consent of instructor

TBTN 40300. Fourth-Year Tibetan III. 100 Units.
The third- and fourth-year sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction consists in guided readings, with continuing grammar review, practice in speaking, and application of philological methods. Instructor(s): Karma Ngodup Terms Offered: Spring Prerequisite(s): TBTN 40200 or consent of instructor

TBTN 47900-47901-47902. Rdgs: Advanced Tibetan I-II-III.
Readings: Advanced Tibetan is for students who have successfully completed third year and fourth year or equivalent with placement test. The sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction includes guided readings with continuing grammar review, practice in speaking, and application of philological methods.

TBTN 47900. Readings: Advanced Tibetan I. 100 Units.
Readings: Advanced Tibetan is for students who have successfully completed third year and fourth year or equivalent with placement test. The sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction includes guided readings with continuing grammar review, practice in speaking, and application of philological methods. Instructor(s): Mathew Kapstein Terms Offered: Autumn Prerequisite(s): TBTN 40300

TBTN 47901. Readings: Advanced Tibetan II. 100 Units.
Readings: Advanced Tibetan is for students who have successfully completed third year and fourth year or equivalent with placement test. The sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction includes
guided readings with continuing grammar review, practice in speaking, and application of philological methods.
Instructor(s): Christian Wedemeyer Terms Offered: Winter
Prerequisite(s): TBTN 47900

TBTN 47902. Readings: Advanced Tibetan III. 100 Units.
Readings: Advanced Tibetan is for students who have successfully completed the third year and a fourth-year or equivalent with a placement test. The sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction includes guided readings with continuing grammar review, practice in speaking, and application of philological methods.
Instructor(s): Mathew Kapstein Terms Offered: Spring
Prerequisite(s): Students must have had two years of Tibetan.
Note(s): This course is open to undergrads ONLY by petition.
Equivalent Course(s): SALC 48316, HREL 52402

URDU COURSES

URDU 30100-30200-30300. Third-Year Urdu I-II-III.
This third- and fourth-year sequence consists of courses primarily in Urdu prose, meant for students who have already mastered the grammar and control vocabulary past the basic level. The two-year cycle includes passages/selections from noted Urdu writers from the late eighteenth through the twentieth century. The sequence has two major goals. The first goal is to emphasize training in comprehension, reading, writing, philology, and discussion (in Urdu). A second goal is to encourage analysis of the widely acknowledged masters of Urdu style by locating them within the larger context of early modern and modern South Asian social and intellectual history.

URDU 30100. Third-Year Urdu I. 100 Units.
TBD
Instructor(s): Muzaffar Alam Terms Offered: Autumn
Prerequisite(s): URDU 20300 or consent of instructor

URDU 30200. Third-Year Urdu II. 100 Units.
TBD
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): URDU 30100 or consent of instructor

URDU 30300. Third-Year Urdu III. 100 Units.
TBD
Instructor(s): Muzaffar Alam Terms Offered: Spring
Prerequisite(s): URDU 30200 or consent of instructor

URDU 40100-40200-40300. Fourth-Year Urdu I-II-III.
This third- and fourth-year sequence consists of courses primarily in Urdu prose, meant for students who have already mastered the grammar and control vocabulary past the basic level. The two-year cycle includes passages/selections from noted Urdu writers from the late eighteenth through the twentieth century. The sequence has two major goals. The first goal is to emphasize training in comprehension, reading, writing, philology, and discussion (in Urdu). A second goal is to encourage analysis of the widely acknowledged masters of Urdu style by locating them within the larger context of early modern and modern South Asian social and intellectual history.

URDU 40100. Fourth-Year Urdu I. 100 Units.
TBD
Instructor(s): Muzaffar Alam Terms Offered: Autumn
Prerequisite(s): URDU 30300 or consent of instructor

URDU 40200. Fourth-Year Urdu II. 100 Units.
TBD
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): URDU 40100 or consent of instructor

URDU 40300. Fourth-Year Urdu III. 100 Units.
TBD
Instructor(s): Muzaffar Alam Terms Offered: Spring
Prerequisite(s): URDU 40200 or consent of instructor

URDU 47900-47901-47902. Rdgs: Advanced Urdu I-II-III.
This course is for students who have successfully completed third- and fourth-year Urdu. It is typically tailored to student needs in terms of the selection of texts to be addressed and discussed. Depending on their interest, students may choose to read Urdu texts from any time period, country or genre. Prior consent of instructor is required.

URDU 47900. Readings: Advanced Urdu I. 100 Units.
This course is for students who have successfully completed third- and fourth-year Urdu. It is typically tailored to student needs in terms of the selection of texts to be addressed and discussed. Depending on their
interest, students may choose to read Urdu texts from any time period, country or genre. Prior consent of instructor is required.

**Instructor(s):** Muzaffar Alam  
**Terms Offered:** Autumn
**Prerequisite(s):** URDU 40300

**URDU 47901. Readings:** Advanced Urdu II. 100 Units.  
This course is for students who have successfully completed third- and fourth-year Urdu. It is typically tailored to student needs in terms of the selection of texts to be addressed and discussed. Depending on their interest, students may choose to read Urdu texts from any time period, country or genre. Prior consent of instructor is required. 
**Instructor(s):** Staff  
**Terms Offered:** Winter  
**Prerequisite(s):** URDU 47900

**URDU 47902. Readings:** Advanced Urdu III. 100 Units.  
This course is for students who have successfully completed third- and fourth-year Urdu. It is typically tailored to student needs in terms of the selection of texts to be addressed and discussed. Depending on their interest, students may choose to read Urdu texts from any time period, country or genre. Prior consent of instructor is required. 
**Instructor(s):** Muzaffar Alam  
**Terms Offered:** Spring  
**Prerequisite(s):** URDU 47901
Department of the Visual Arts

Chair
- Matthew Jesse Jackson (on leave 21-22)

Professors
- Theaster Gates
- Laura Letinsky, Cinema and Media Studies
- William Pope.L
- Jessica Stockholder

Associate Professors
- Matthew Jesse Jackson, Art History
- Jason Salavon
- Catherine Sullivan

Assistant Professors
- Julia Phillips
- Heather Kai Smith, Harper Schmidt Fellow

Professor of Practice in the Arts
- Geof Oppenheimer

Visiting Professor
- David Schutter (visiting Winter 2022)

Lecturers
- Chris Bradley
- Bethany Collins
- Katherine Desjardins
- Amber Ginsburg
- Ellie Hogeman
- Nicole Mauser
- Scott Wolniak

Affiliates
- Dominique Bluher, Cinema and Media Studies
- Seth Brodsky, Music
- Bill Brown, English
- Darby English, Art History
- Judy Hoffman, Cinema and Media Studies
- W. J. T. Mitchell, English, Art History
- D.N. Rodowick, Cinema and Media Studies

Emeritus Faculty
- Charles Cohen, Art History
- Herbert George
- Elizabeth Helsinger, English, Art History
- Vera Klement
- Thomas Mapp
- Robert C. Peters

The Department of Visual Arts (DoVA), a department within the Humanities Division at the University of Chicago, and situated in The Reva and David Logan Center for the Arts (http://arts.uchicago.edu/content/logan-center/), is proud to offer a Masters of Fine Arts.

This MFA program is distinguished in its focused attention on understanding how the pluralism of today’s art making practices relate to one another and in creating conversations that bridge between DoVA and other...
areas of study at the University of Chicago. Our faculty are diverse in their interests, deeply engaged with their own work, and are committed teachers engaged in a lively and sustained dialogue within the department.

Our students work in sculpture, photography, painting, installation, performance, video and new media. Students are admitted to the program based on the quality of the portfolio and the level of interest and capacity in engaging this interdisciplinary program within a university environment. The faculty focus on working with students to develop their own work and enabling them to leave the University with the tools to support a lifetime of art making. As part of this process, the department encourages students to explore not only the artistic issues pertinent to their work, but also the theoretical, social and historical issues that intersect and bracket it.

The MFA is a two-year program (six quarters), comprised of 18 courses. Many of these course credits are earned through the development of individual work in conversation with the faculty.

First and second year students work together to articulate their work and to sharpen their skills of critical thinking and writing. Students come to the program with diverse intellectual, cultural and artistic backgrounds and different art making practices. We all work together to articulate a common language with which to discuss and make art in this critical and supportive community.

As part of the MFA program, DoVA hosts a lively visiting artist program under the auspices of the Open Practice Committee (https://dova.uchicago.edu/opc/) (OPC). In addition the University of Chicago provides an enormously rich intellectual environment full of engaging lectures and workshops in all areas of study. Our students are often interested in events hosted by the Center for Gender Studies, the Center for the Study of Race, Politics, and Culture, the Mass Culture Studies Workshop, the Department of Cinema and Media Studies, and the Department of Art History. The university also offers workshops that focus on professional and pedagogical issues to assist students in preparing for a career in the arts. Please see our website (https://dova.uchicago.edu) for more information.

CURRICULUM

MFA students register for 300 credits (three courses at 100 credits each) per quarter. A total of 1800 credits, or eighteen courses, is required for the degree.

The basic requirements for the MFA are listed below:

1. Graduate Studio Project (9 Courses / 900 Credit Hours)

Students receive course credit for time spent in their studio developing their work. As part of this requirement students will present work to faculty and students for critique regularly throughout the year. Students register for at least 100 credit hours of Graduate Studio Project (ARTV 40000) per quarter, and may register for up to 300 hours per quarter provided that they are on track for meeting their other course requirements (see Graduate Seminars and Electives).

2. Graduate Seminars (3 Courses / 300 Credit Hours)

In order to provide a core of common intellectual experience, all students are required to take three quarters of the Graduate Seminar in Visual Arts (ARTV 39200) during their first year. The content of these seminars varies with instructors, but may focus on many different issues in contemporary theory and criticism.

3. Electives (6 Courses / 600 Credit Hours)

Students are required to take six graduate-level electives. At least three of the six electives must either be academic (i.e. non-studio based) or originate in departments outside of DoVA.

4. Thesis Presentation

In the fall quarter of the second year, each student will work with a committee of two faculty members who assist in the preparation of the thesis work. In the final quarter of the program each degree candidate presents studio work in an MFA exhibition. In addition to this exhibition, students will be expected to submit a short but focused written abstract of their work.

5. Standards Of Performance

Each graduate student must maintain high standards of engagement and achievement in studio and academic performance, including evidence of substantial growth in their work.

For additional information, please email dova@uchicago.edu or visit our website. (http://dova.uchicago.edu/)

HOW TO APPLY

The application process for admission and financial aid for all graduate programs in the Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: http://humanities.uchicago.edu/students/admissions.html (http://humanities.uchicago.edu/students/admissions/).
Questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

International students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). (Current minimum scores, etc., are provided with the application.) For more information, please see the Office of International Affairs website (https://internationalaffairs.uchicago.edu/), or call them at (773) 702-7752.

Additional information about financial aid and the admissions process can be found on the DoVA website (http://dova.uchicago.edu/graduate/).

**VISUAL ARTS COURSES**

**ARTV 30022. Metapictures. 100 Units.**

This course is based on an exhibition that was first staged at the Overseas Contemporary Art Terminal in Beijing in the fall of 2018, and subsequently re-enacted at the Royal Academy in Brussels in the spring of 2020. The exhibition explores “pictures within pictures,” images that reflect on the nature of image-making, across a range of media and genres. A virtual version of the exhibition is available on the Prezi platform, and a physical installation, supported by the Smart Museum, will be installed in the Media Arts Data and Design Center (MADD). Visual materials for the course include paintings and drawings, diagrams, models of the visual process, image “atlases,” multi-stable images, cinematic and literary representations of images nested within narratives. The readings for the course will include Michel Foucault on Velasquez’s Las Meninas, Walter Benjamin on “dialectic images,” C. S. Peirce on iconicity, Nelson Goodman on analog and digital codes, and Georges Didi-Huberman on Aby Warburg’s Mnemosyne Bilderdas. Students will be encouraged to explore traditional examples of metapictures such as the Duck-Rabbit (canonized by Gombrich and Wittgenstein) or to investigate newly emergent forms of self-reflexive media. Guest lectures will be given by Patrick Jagoda on experimental games and Hillary Chute on comics and graphic narrative; these might be coordinated with the Media Aesthetics ord sequence in the fall term, which focuses on the question of the image.

Instructor(s): W. J. T. Mitchell Terms Offered: Autumn

Prerequisite(s): This course is by consent only. Interested students should send a one-page letter describing their interest and preparation of the topic to Prof. Mitchell at wjtm@uchicago.edu.

Equivalent Course(s): ARTV 20022, CMST 37505, ENGL 49992, ARTH 39992, CMST 27505, ENGL 29992, ARTH 29992, MAAD 10992

**ARTV 30027. Site-Based Practice: Choreographing The Smart Museum. 100 Units.**

This course gives students the unique opportunity to create a collaborative, site-based work that culminates in a final performance at UChicago’s Smart Museum of Art. Using embodied research methods that respond to site through moving, sensing, and listening, we’ll explore the relationship between the ephemerality and the materiality of bodies and place, and consider how the site-based contexts for dance shift how it is perceived, experienced, and valued. Our quarter-long creation process will begin with a tour of the Smart Museum, guided by curators and members of the Public Practice team, that will provide context to the museum’s exhibitions, programming, and its relationship to geography and community. Assigned readings, viewings, and conversations with guest artists will delve into the relationship between dance and the sites where it happens, including museums—from the material relationship between bodies, objects, and architecture to the digital flows of choreography.

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

Equivalent Course(s): TAPS 36280, ARCH 26280, TAPS 26280, CHST 26280, ARTV 20027

**ARTV 30140. Aesthetic Ecologies. 100 Units.**

What would an intellectual history of the environment look like when told from the perspective of the literature of art history? The geographer Friedrich Ratzel, who first began using the term “Umwelt” (“environment”) in a systematic way, claimed that, up to the end of the 19th century, the idea of environment had been primarily discussed not in scientific contexts but rather in aesthetic ones, by “artistically predisposed thinkers.” In this course, we will take Ratzel’s claim seriously and aim to recuperate the aesthetic side of theories of environment across diverse areas such as: notions of landscape (“the picturesque”); aesthetic and biological theories of milieu (Haeckel’s “ecology,” Taine’s “milieu,” Uexküll’s “Umweltelehre”); Warburg’s cultural history; the “sculpture of environment” (Boccioni); the ”space-body” in modern dance (Laban); artworks-as-environments in spatial installations. This course is about artworks that continue beyond their material confines into the space enviroring them. We will focus on evocations of air as the material space surrounding an artwork in texts that thematize the continuity between artwork as image and material object. Additional materials include: J.W. v. Goethe, Jacob Burckhardt, Carl Justi, Adolf v. Hildebrand, Camillo Sitte, Alois Riegl, R.M. Rilke, M. Heidegger, and others.

Instructor(s): Margareta Ingrid Christian Terms Offered: Spring

Prerequisite(s): Open to all students. MAPH students welcome. Interested undergraduates please email instructor:michristian@uchicago.edu.

Equivalent Course(s): GRMN 35140

**ARTV 30805. Framing, Re-framing, and Un-framing Cinema. 100 Units.**

By cinema, we mean the art of the moving image, which is not limited to the material support of a flexible band called film. This art reaches back to early devices to trick the eye into seeing motion and looks forward to new media and new modes of presentation. With the technological possibility of breaking images into tiny pixels and
reassembling them and of viewing them in new way that this computerized image allows, we now face the most radical transformation of the moving image since the very beginnings of cinema. A collaboration between the OpenEndedGroup (Marc Downie and Paul Kaiser), artists who have created new modes of the moving image for more than decade, and film scholar Tom Gunning, this course will use this moment of new technologies to explore and expand the moving image before it becomes too rigidly determined by the powerful industrial forces now propelling it forward. This course will be intensely experimental as we see how we might use new computer algorithms to take apart and re-experience classic films of the past. By using new tools, developed for and during this class, students will make new experiences inside virtual reality environments for watching, analyzing, and recombinig films and that are unlike any other. These tools will enable students, regardless of previous programming experience, to participate in this crucial technological and cultural juncture.

Equivalent Course(s): CMST 37805, ARTV 20805, CMST 27805

ARTV 31002. Life Drawing. 100 Units.
This course is designed to introduce the student to observational drawing of the human figure. The subject of the course will be the live nude model. The object of the course is to see through proportions and the anatomy of the human body and draw out a likeness, rendering present the body as seen in its materiality, its structure, its finitude. Lectures on anatomy and the history of drawing will be ongoing and stitched into this studio course, as will the critique of drawings generated in class.
Instructor(s): D. Schutter Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): ARTV 21002

ARTV 31501. 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: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 21501

ARTV 31502. Advanced Printmaking. 100 Units.
ARTV 21501 is required as a prerequisite. Course description coming soon.
Instructor(s): K. Desjardins Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200 or 10300 and ARTV 21501
Equivalent Course(s): ARTV 21502

ARTV 31702. Drawing Concepts. 100 Units.
This course will focus on expanding the definition and practice of drawing. Studio work will engage traditional, spatial and process-oriented mark making in order to materialize thematically driven projects. Emphasis will be placed equally on the formal concerns of subject, material, and technique as well as the ability to effectively convey one’s concept. Projects will include weekly and longer-term assignments, in addition to critique.
Participation in field trips is required.
Instructor(s): B. Collins Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): ARTV 21702

ARTV 31800. Studio Practice. 100 Units.
This course considers a variety of methods, processes and media to explore conceptual issues pertinent to a contemporary art practice. Through research, material investigation, experimentation and revision, students will develop their own approach to a daily self-directed practice. Projects will include weekly and longer-term assignments, individual and collaborative work. We will also look at the practices of established artists for possible models. Participation in several field trips is required.
Instructor(s): B. Collins Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): ARTV 21800

ARTV 31902. 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 21902
ARTV 32000. 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): C. Bradley Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300.
Equivalent Course(s): ARTV 22200

ARTV 32200-32202. 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 32200. Introduction to Painting I. 100 Units.
This studio course introduces students to the fundamental elements of painting (its language and methodologies) as they learn how to initiate and develop an individualized investigation into subject matter and meaning. This course emphasizes group critiques and discussion.
Instructor(s): K. Desjardins Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 22000

ARTV 32202. Introduction to Painting II. 100 Units.
No description available
Terms Offered: Winter
Equivalent Course(s): ARTV 22002

ARTV 32320. The Integrated Garden: A Design Course. 100 Units.
Looking to the long and flourishing history of community gardens and greenscapes across Woodlawn, this design course looks to historical habits and imagined futures as we work together to design a garden within walking distance from Logan Center for the Arts. The design will include water harvesting, composting, insect interactions, land rituals, lived and archived knowledge of plants, sun patterns and human patterns of engagements across the site and outward into the community.
Instructor(s): A. Ginsburg Terms Offered: Spring
Equivalent Course(s): ARCH 22320, ARTV 22320, CHST 22320, ENST 22320

ARTV 32321. Untidy Objects. 100 Units.
In this experimental course, students will join Gray Center Fellows Samantha Frost (UIUC Political Science), Sara Black (SAIC Sculpture) and Amber Ginsburg (UChicago DOVA) as we use the lens of “untidy objects” to unravel the relationship between self and other, self and world. The concepts we normally use to think tend to take for granted, on the one hand, tidy objects, and on the other hand, tidy subjects coming to know tidy objects. We will undertake to challenge distinctions between subject and object through a multi-faceted set of sculptural and horticultural practices that bring us into close contact with plants and trees.The aspirations of this project are to question the conceptual ground from which we think about environmental justice and politics with an emphasis on practices of proximity to living others. Through readings, guest speakers, discussions, and practicum, this course and project provide an opportunity to re-habituate ourselves and lean differently into the world, to perceive, conceptualize, and represent living processes in ways that are oblique to common-sense.
Instructor(s): S. Black, S. Frost, A. Ginsburg Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): ENST 22321, ARTV 22321, CHST 22321

ARTV 32322. Sensing the Anthropocene. 100 Units.
In this co-taught 3-week and in-person course between the departments of English (Jennifer Scappettone) and Visual Arts (Amber Ginsburg), we will deploy those senses most overlooked in academic discourse surrounding aesthetics and urbanism-hearing, taste, touch, and smell—to explore the history and actuality of Chicago as a site of anthropogenic changes. Holding our classes entirely out of doors, we will move through the city seeking out and documenting traces of the city’s foundations in phenomena such as the colonization of the ancestral homelands of the Three Fires Confederacy and trade routes of many other indigenous groups; the filling in of swamp; the redirection of the river; and the creation of transportation and industrial infrastructure—all with uneven effects on human and nonhuman inhabitants. Coursework will combine readings in history and theory of the Anthropocene together with examples of how artists and activists have made the Anthropocene visible and audible, providing forums for experimental documentation and annotations as we draw, score, map, narrate, sing, curate and collate our sensory experience of the Anthropocene.
Instructor(s): A. Ginsburg, J. Scappettone Terms Offered: Autumn
Prerequisite(s): Third or fourth-year standing.
Note(s): This intensive three-week course meets out of doors from September 27 through October 15. Graduate registration by Consent Only.
ARTV 32501. Art & Machine Intelligence. 100 Units.
Artists have long used autonomous processes to aid in the creation of their work. From 18th century parlor games to contemporary visual culture, creators have applied stochastic methods, automation, and simulation to generate music, text, and imagery. In the last five years, as machine learning has matured into broadly applicable artificial intelligence, artists have turned towards neural networks as a new frontier for creative practice. This studio course will explore the history and uses of autonomous creative tools and focus, more specifically, on leading edge artistic applications of AI. Students will receive exposure to a breadth of methods in this domain and produce multiple projects engaged with these topics. Software development experience is not required, though it may be useful.
Instructor(s): J. Salavon Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): MAAD 25201, ARTV 22501

ARTV 33801. Video. 100 Units.
This is a production course geared towards short experimental works and video within a studio art context.
Instructor(s): S. Wolniak Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): MAAD 23801, ARTV 23801

ARTV 33804. Experimental Animation: Exploring Manual Techniques. 100 Units.
Individually directed video shorts will be produced in this intensive studio course. Experimental and improvised approaches to animation and motion picture art will focus on analog and material techniques, with basic digital post-production also being introduced. Early and experimental cinema, puppetry and contemporary low-tech animation will be presented as formal and technical examples.
Instructor(s): S. Wolniak Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 23804, MAAD 23804

ARTV 33808. Introduction to 16mm Filmmaking. 100 Units.
The goal of this intensive laboratory course is to give its students a working knowledge of film production using the 16mm gauge. The course will emphasize how students can use 16mm technology towards successful cinematography and image design (for use in both analog and digital postproduction scenarios) and how to develop their ideas towards constructing meaning through moving pictures. Through a series of group exercises, students will put their hands on equipment and solve technical and aesthetic problems, learning to operate and care for the 16mm Bolex film camera; prime lenses; Sekonic light meter; Sachtler tripod; and Arri light kit and accessories. For a final project, students will plan and produce footage for an individual or small group short film. The first half of the class will be highly structured, with demonstrations, in-class shoots and lectures. As the semester continues, class time will open up to more of a workshop format to address the specific concerns and issues that arise in the production of the final projects. This course is made possible by the Charles Roven Fund for Cinema and Media Studies.
Instructor(s): T. Comerford Terms Offered: Winter
Note(s): Students will need written permission to enroll in the course. To bid for entry into the class, please email tcomerford@uchicago.edu with your name, major and year -- and please list any other media production or photography experience. Enrollment priority will be given to graduate and undergraduate CMS students, beginning with seniors, then to DoVA graduates and undergraduates, then to students in other departments.
Equivalent Course(s): ARTV 23808, MAAD 23808, CMST 38921, CMST 28921

ARTV 33815. Minimalist Experiment in Film and Video. 100 Units.
This multilevel studio will investigate minimalist strategies in artists’ film and video from the late 1960s to the present day. Emphasis will be placed on works made with limited means and/or with “amateur” formats such as Super-8 and 16mm film, camcorders, Flip cameras, SLR video, and iPhone or iPad. Our aim is to imagine how to produce complex results from economical means. Important texts will be paired with in class discussion of works by artists such as Andy Warhol, Yoko Ono, Kurt Kren, Jack Goldstein, Larry Gottheim, Bruce Baillie, James Benning, John Baldessari, Morgan Fisher, Stan Douglas, Matthew Buckingham, Sam Taylor-Wood, and others.
Instructor(s): D.N. Rodowick Terms Offered: Autumn
Equivalent Course(s): CMST 28006, MAAD 23805, CMST 38006, ARTV 23805

ARTV 33930. Documentary Production I. 100 Units.
Documentary Video Production focuses on the making of independent documentary video. Examples of various modes of documentary production will be screened and discussed. Issues embedded in the genre, such as the ethics, the politics of representation, and the shifting lines between “the real” and “fiction” will be explored. Story development, pre-production strategies, and production techniques will be our focus, in particular-research, relationships, the camera, interviews and sound recording, shooting in available light, working in crews, and post-production editing. Students will work in crews and be expected to purchase a portable hard drive. A five-minute string-out/rough-cut will be screened at the end of the quarter. Students are strongly encouraged to take Doc Production 2 to complete their work.
Instructor(s): J. Hoffman Terms Offered: Autumn
ARTV 33931. Documentary Production II. 100 Units.

Documentary Video Production II focuses on the shaping and crafting of a non-Fiction video. Enrollment will be limited to those students who have taken Documentary Production I. The class will discuss issues of ethics, power, and representation in this most philosophical and problematic of genres. Students will be expected to write a treatment outline detailing their project and learn about granting agencies and budgeting. Production techniques will concentrate on the language of handheld camera versus tripod, interview methodologies, microphone placement including working with wireless systems and mixers, and lighting for the interview. Post-production will cover editing techniques including color correction and audio sweetening, how to prepare for exhibition, and distribution strategies.

Instructor(s): J. Hoffman Terms Offered: Winter
Prerequisite(s): CMST 23930, HMR 25106, or ARTV 23930
Equivalent Course(s): HMR 25107, CHST 23931, ARTV 23931, HMR 35107, CMST 23931, MAAD 23931, CMST 33931

ARTV 34000. Introduction to Black and White Film Photography. 100 Units.
Photography is a familiar medium due to its ubiquitous presence in our visual world, including popular culture and personal usage. In this course, students learn technical procedures and basic skills related to the 35mm camera, black and white film, and print development. They also begin to establish criteria for artistic expression. We investigate photography in relation to its historical and social context in order to more consciously engage the photograph's communicative and expressive possibilities. Course work culminates in a portfolio of works exemplary of the student's understanding of the medium. Field trips required.

Instructor(s): E. Hogeman Terms Offered: Autumn Winter
Prerequisite(s): ARTV 10100, 10200 or 10300.
Note(s): Students need their own 35mm film camera. Some film and paper are provided, but students need to purchase additional supplies. More details will be provided on the first day of class and on Canvas.
Equivalent Course(s): ARTV 24000

ARTV 34004. Introduction to Color Photography. 100 Units.
Photography is a familiar medium due to its ubiquitous presence in our visual world, including popular culture and personal usage. We all have photographic habits and ample experience taking and consuming images. In this course, we will use photography as a means toward developing an aesthetic and theoretical language for creating art. Through readings, slideshows, and discussions, we will investigate color photography in relation to its historical and social context in order to more consciously engage the contemporary photographer's communicative and expressive possibilities. Students will be given constraint-driven assignments to help them unpack their habits and develop an understanding of the principles of photography and color editing workflows. Students are recommended to have their own DSLR camera with manual settings, but all camera formats are welcome.

Instructor(s): E. Hogeman Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): ARTV 24004

ARTV 34201. 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: Autumn
Prerequisite(s): CMST 10100 recommended for undergraduate students.
Equivalent Course(s): ARTV 23930, CMST 33930, MAAD 23930, CMST 23930, HMRT 25106, HMRT 35106
Note(s): Prior or concurrent enrollment in CMST 10100 recommended for undergraduate students.

ARTV 34265. Best in Show: Art History as Exhibition History. 100 Units.
In this course, I propose a reading of post-war art history as seen, in part, through the periodical prism of one of the field’s most important, signature events - the five-yearly Documenta exhibition in Kassel, Germany. Starting with the founding 1955 edition organized by Arnold Bode and ending with the 2017 edition which I worked on as a curator, we will discuss one chapter of Documenta’s history per class alongside related events like the Venice and Sao Paulo biennials and Skulptur. Projekte Münster, touching upon such key issues of contemporary art practice and theory as the dynamics of globalization, identity politics, the vagaries of market influence, history and memory and the pressures of the social realm on aesthetic experience. As a history of exhibition making and curatorial practice, the course will also draw on recent developments in museum culture and the everyday politics of the art world’s various institutions, and will be recounted in part from the perspective of exhibition-making experience. The class will consist of hands-on curatorial exercises, as well as writing and reading assignments that mirror and follow the 64-year arc of our historical periodization.

Instructor(s): D. Roelstraete Terms Offered: Spring
Note(s): Students must attend first section to confirm enrollment.
Equivalent Course(s): ARTH 36791, ARTH 26791, ARTV 24265

ARTV 34267. Architecture of Memory. 100 Units.
This architecture studio course asks students to design a memorial. By imagining spaces that evoke emotion and incite action, and examining relationships and meaning between architecture and place, students will explore
concepts for spaces created for the purpose of holding, preserving or honoring aspects of culture and history. The South Side of Chicago will be the primary focus. Students will reflect on readings about the South Side and 2020 events. Guest presentations and Arts + Public Life media and archives will be key resources. To form a basis for understanding and analyzing space and form, students will research and critique precedents. The class will visit spaces around the city either in-person or via virtual tours. As a beginning point for inquiry about space and emotions, students will reflect on readings about phenomenology in architecture. Seminars and discussions about architecture practice today will also be presented. Students will generate an analog portfolio of drawings and models throughout the quarter. For final design projects, students will choose real sites and will create a design for a memorial for an aspect of social history of the South Side of Chicago.

Instructor(s): N. Bharani Terms Offered: Winter
Prerequisite(s): As with most architecture studio courses offered, consent is required to enroll, for fit, not prior experience. Interested students should email the instructor (Nootan Bharani, nbharani@uchicago.edu) to briefly explain their interest and any previous experience with the course topics.

Note(s): Students must attend first class to confirm enrollment. Please also note that architecture studio courses comprise one 80-minute meeting and one 170-minute meeting per week. Scroll down to see timing.
Equivalent Course(s): ARCH 34267, CHST 24267, ARTH 24267, ENST 24267, ARCH 24267, ARTV 24267, ARTH 34267

ARTV 34301. 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): E. Hogeman Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): TAPS 28414, ARTV 24301

ARTV 34403. Advanced Photography. 100 Units.
The goal of this course is to develop students’ investigations and explorations in photography, building on beginning level experience and basic facility with this medium. Students pursue a line of artistic inquiry by participating in a process that involves experimentation, reading, gallery visits, critiques, and discussions, but mostly by producing images. Primary emphasis is placed upon the visual articulation of the ideas of students through their work, as well as the verbal expression of their ideas in class discussions, critiques, and artist’s statements. As a vital component of articulating ideas and inquiry, students will refine their skills, e.g., black and white or color printing, medium or large format camera usage, or experimenting with light-sensitive materials.

Instructor(s): Pope.L Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000.
Note(s): Camera and light meter required.
Equivalent Course(s): ARTV 24403

ARTV 34707. Landscape Record. 100 Units.
Landscape Record is a project-oriented, mixed-media studio course conducted largely outdoors. Exploring material phenomena of the landscape, this course will draw on traditions of site-specific sculpture, land art and plein air painting, as well as contemplative activities like "slow looking" and Zen gardening. The immediate environment of the campus, the grounds of the Logan Center, and surrounding natural spaces will be explored and recorded through a variety of media including painting and drawing, sculpture, photography and video. Breaking from traditional observational approaches to landscape art, this course will focus on direct recording such as casting, rubbing, contact recording and intervention. The majority of studio work, technical instruction and material experimentation will occur in person, within class meetings, and be supplemented through ongoing independent sketchbook, reading and screening assignments.

Instructor(s): S. Wolniak Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 24707

ARTV 34708. Observational Drawing as an Action. 100 Units.
This studio course will center on observational drawing as an action. Understanding the foundations of an observational practice will allow students to deepen a commitment to drawing as a practice of looking. Studio work and readings will engage with histories of bearing witness and spending time with a subject as simultaneously perceptual and political acts. Sites of departure include: courtroom sketches, architectural studies, gestural documentation of the moving image, devices as still lives. Beginning with traditional methods connected to formal concerns, students will progress to question these modes and innovate based on their own connections to content. Issues of time, control and repetition in our daily lives become fuel for studio investigations through a rigorous drawing practice.

Instructor(s): H.K. Smith Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 24708
ARTV 34709. Experimental Drawing. 100 Units.
This course takes an expansive view of drawing. We will begin with traditional techniques and materials, while moving beyond observational frameworks to examine the relationship between drawing and other disciplines, including performance and sculpture. Our focus will be non-objective drawing, non-traditional materials, and process-based works. Lectures, slide presentations, readings and dedicated studio time will familiarize students with contemporary drawing practices through less traditional means and a wide variety of drawing media. Critiques will follow each of the four longer-duration projects.
Instructor(s): B. Collins Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 24709

ARTV 36214. On Art and Life. 100 Units.
This course is a multidisciplinary intensive into the ways in which artistic production is dependent on and part of larger cultural tropes. Utilizing contemporary culture as a framework, how does art form connective tissues with the worlds that happen outside of the artist's studio? Visual art is a communicative form that requires subject matter, and this course will investigate the myriad of ways that artists mine culturally meaningful materials, forms, and images as both subjects and as palette. Participation in several field trips and out-of-class film screenings is required. Reference materials are drawn from a variety of disciplines.
Instructor(s): G. Oppenheimer Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Note(s): Participation in several field trips and out-of-class film screenings is required.
Equivalent Course(s): ARTV 26214

ARTV 36215. Comedy Central 2: The Body's Genres. 100 Units.
The story of comedy from the classics on focuses on the comedic as a weapon, as play that disrupts communication, and as a scene of moral revelation. This course will take up those relations, but begins with the body. We will focus on the plastic, corporeal, affective, and psychodramatic dynamics of the comedic. So much so, in fact, that we're calling it a studio seminar: it will involve actively participating in exercises adapted from the somatic arts, contemporary dance, music, theatre and contemporary comedy and developing new ones. Recognizing that bodies are as much created by movement as engendering it, and recognizing that the comedic is a register for translating the impact of other bodies including the world’s body, the course will partition “the body” into focal themes such as: scale/gesture, the vocal grotesque/irony, movement/interruption, trauma/repair, slapstick/satire, ritual/convention, spontaneity/improvisation; cognitive laughter/belly laughter. Readings will include texts by Linda Williams, Erving Goffman, J.L. Moreno, Elias Canetti, Moshe Feldenkrais, Steve Paxton, Mikhail Bakhtin, Mae West, Jerry Lewis and Fred Moten. Students will contribute their own choices to an exploration of individual performances by Buster Keaton, Louise Lasser, Eleo Pomare, Phyllis Diller, Jackie "Moms" Mabley, and Jerrod Carmichael.
Instructor(s): L. Berlant, C. Sullivan Terms Offered: Autumn
Equivalent Course(s): TAPS 36215, ENGL 36407

ARTV 37200. 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): D. Schutter Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300; and 22000 or 22002
Equivalent Course(s): ARTV 27200

ARTV 37204. Painting Matters: En Plein Air. 100 Units.
Some prior painting experience is required. This studio aims to support the development of a student's personal visual investigation through painting, while also challenging habits of thought and making. We will ask questions about form, content, and context with words and with paint. Participation in group critiques, discussion, and one or two field trips will be required.
Instructor(s): J. Stockholder Terms Offered: Autumn
Prerequisite(s): PQ: ARTV 10100, 10200 or 10300 and some prior experience in painting. Basic supplies for the class will be provided, but students may wish to purchase additional supplies. More information will be provided on the first day of class.
Equivalent Course(s): ARTV 27204

ARTV 37210. 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 27210
ARTV 37920. Virtual Reality Production. 100 Units.
Focusing on experimental moving-image approaches at a crucial moment in the emerging medium of virtual reality, this class will explore and interrogate each stage of production for VR. By hacking their way around the barriers and conventions of current software and hardware to create new optical experiences, students will design, construct and deploy new ways of capturing the world with cameras and develop new strategies and interactive logics for placing images into virtual spaces. Underpinning these explorations will be a careful discussion, dissection and reconstruction of techniques found in the emerging VR “canon” that spans new modes of journalism and documentary, computer games, and narrative “VR cinema.” Film production and computer programming experience is welcome but not a prerequisite for the course. Students will be expected to complete short “sketches” of approaches in VR towards a final short VR experience.

Instructor(s): M. Downie
Terms Offered: Spring

Note(s): Film production and computer programming experience is welcome but not a prerequisite for the course. Students will be expected to complete short “sketches” of approaches in VR towards a final short VR experience.

Equivalent Course(s): CMST 37920, ARTV 27920, CMST 27920, MAAD 24920

ARTV 37921. Augmented Reality Production. 100 Units.
Focusing on experimental moving-image approaches at a crucial moment in the emerging medium of augmented reality, this class will explore and interrogate each stage of production of AR works. Students in this production-based class will examine the techniques and opportunities of this new kind of moving image. During this class we’ll study the construction of examples across a gamut from locative media, journalism, and gameplay-based works to museum installations. Students will complete a series of critical essays and sketches towards a final augmented reality project using a custom set of software tools developed in and for the class.

Instructor(s): Marc Downie
Terms Offered: Autumn

Equivalent Course(s): MAAD 22911, CMST 37911, CMST 27911, ARTV 27921

ARTV 37923. Experimental Captures. 100 Units.
This production-based class will explore the possibilities and limits of capturing the world with imaging approaches that go beyond the conventional camera. What new and experimental image-based artworks can be created with technologies such as laser scanning, structured light projection, time of flight cameras, photogrammetry, stereography, motion capture, sensor augmented cameras or light field photography? This hands-on course works students with production experience while being designed to keep established tools and commercial practices off-kilter and constantly in question.

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

Equivalent Course(s): ARTV 27923, MAAD 21011, CMST 37011, CMST 27011

ARTV 39700. Independent Study in Visual Arts. 100-300 Units.
Students in this course should have already done fundamental course work and be ready to explore a particular area of interest much more closely.

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

ARTV 39901. 21st Century Art. 100 Units.
This course will consider the practice and theory of visual art in the late twentieth and twenty-first centuries.

Instructor(s): M. J. Jackson
Terms Offered: Spring

Equivalent Course(s): ARTH 42911

ARTV 40000. Graduate Studio Project. 100-300 Units.
Only MFA students in the Department of Visual Arts may register for this class.

Terms Offered: Autumn Spring Winter

ARTV 40100. Mexico: Near and Far, a la distancia y para dentro. 100 Units.
This travel seminar is only open to MFA students in the Department of Visual Arts.

Instructor(s): L. Letinsky
Terms Offered: Autumn

Prerequisite(s): This travel seminar is only open to MFA students in the Department of Visual Arts.

ARTV 40310. Technology and Aesthetics. 100 Units.
The idea of technological “progress” is a contested one, but it cannot be denied that innovation, at the very least, is a continuous process. Technological innovations regularly enable new mediums, new styles, new genres, and new subject matter as they offer us new ways to record the world, express ourselves, and tell stories. And because art is one of the fundamental lenses through which we see the world, the advent of new artistic and literary forms constantly offers us new ways to know. Each transformation in both creation and reception, however, raises anew fundamental theoretical questions: what is the difference between an objective record of the world and an artistic rendition of it? After touching briefly on the revolution brought about by Gutenberg’s invention of the printing press, this class will span the 19th through the 21st centuries to explore how technological innovation has led to new literary and aesthetic forms. Though the primary focus will be on literary texts, the course is intended as an interdisciplinary one, incorporating visual art and media. Class sessions will include visits to the Rare Book Collection, local art museums, and, potentially, Chicago-area theatre performances. For their final projects, students will be able to choose between a research paper or a creative project that engages with the questions and concerns of the course.

Instructor(s): Anastasia Klimchynskaya
Terms Offered: Spring
ARTV 45540. Fact and Fiction. 100 Units.
Since Grierson’s definition of the documentary as “creative treatment of actuality,” critics have been struggling to establish distinctions between documentary and fiction. Furthermore, the critical discourse has been constantly challenged by new artistic meditations of reality and its representation, and works blurring the border between the logic of facts and the logic of fiction. Additionally, this dualism is complicated by the difficult question of truth telling. Cinema has a long and winding history of non-fiction: from staged or dramatized actualities at its beginning, via docudrama, fake documentaries and mockumentary, to trends in recent documentaries that incorporate reenactment and animation. Since the mid-1990s the “documentary turn in contemporary art” has seen more and more artists experimenting with documentary modes through which they are questioning the mediations by which facts/documents acquire their facticity. The aim of this seminar will be to examine films and works in contemporary art that address these difficult questions of fact and fiction. Readings will include work from film and art criticism and theory, as well as critical literature addressing questions of fact and fiction in historiography, narratology, and philosophy. Films may include works by Edison, Robert Flaherty, Ari Folman, Abbas Kiarostami, Chris Marker, George Méliès, Avi Mograbi, Rithy Panh, Peter Watkins. Works by contemporary artists may include Kutlug Ataman, The Atlas Group/
Equivalent Course(s): ARTH 35540, MAPH 45540, CMST 45540, ARTV 20540, CMST 25540, ARTH 25540

ARTV 39200. Graduate Seminar: ARTV. 100 Units.
Only MFA students in the Department of Visual Arts may register for this class.
Instructor(s): D. Schutter, W. Pope.L Terms Offered: Autumn Winter

ARTV 39700. Independent Study in Visual Arts. 100-300 Units.
Students in this course should have already done fundamental course work and be ready to explore a particular area of interest much more closely.
Instructor(s): Staff Terms Offered: Autumn Spring Winter

ARTV 39901. 21st Century Art. 100 Units.
This course will consider the practice and theory of visual art in the late twentieth and twenty-first centuries.
Instructor(s): M.J. Jackson Terms Offered: Spring
Equivalent Course(s): ARTH 42911

ARTV 40000. Graduate Studio Project. 100-300 Units.
Only MFA students in the Department of Visual Arts may register for this class.
Terms Offered: Autumn Spring Winter
The Division of the Physical Sciences

Dean

• Angela V. Olinto

Deputy Deans

• Andrew Campbell
• Aaron Dinner
• Michael Foote
• Stuart Kurtz

Dean of Students

• Bahareh Lampert


Graduate degrees are awarded only by the departments, the Committee on Computational and Applied Mathematics (CCAM) (https://cam.uchicago.edu/) and the Biophysical Sciences (http://biophysics.uchicago.edu/) program, but students in physical sciences programs often conduct their research under the auspices of the research institutes.

Undergraduate programs in the physical sciences are administered by the College. Detailed descriptions of programs leading to the bachelor's degree may be found in The College Catalog (http://collegecatalog.uchicago.edu).

ADMISSION TO GRADUATE PROGRAMS IN THE DIVISION

Applicants for admission to graduate studies in the Physical Sciences should refer to individual program entries for specific admissions requirements.

An applicant who has received a bachelor's degree or the master's degree from an accredited college or university may be admitted on the basis of his or her previous academic record.

An applicant who has completed at least two years of college work with superior standing in the basic courses of a special field and an adequate record of general studies but who does not have a four year bachelor's degree may be admitted to the division to study toward a higher degree. However, failure to qualify for a higher degree leaves the student with no degree. Admission on this basis is recommended only for those with high aptitude for their major field and with not more than two deficiencies in general education covering the areas of English, modern foreign languages, humanities, social science, and biological science.

A person may be admitted as a graduate student at large or as a returning scholar for the purpose of studying a definite subject or subjects for which he or she has an adequate background. Admission is considered upon the basis of an abbreviated application, such credentials as may be appropriate, and a clearly defined statement of objectives. Application is made to the Graham School of Continuing Liberal and Professional Studies (https://grahamschool.uchicago.edu).

FINANCIAL AID

All graduate students at the doctoral level in the Division of the Physical Sciences receive financial support, typically in the form of teaching or research assistantships which include a tuition scholarship and health insurance coverage. Other forms of support include fellowships provided by the National Science Foundation, the U.S. Department of Education, and various private foundations.

DEGREES

Normally students admitted to a degree program are expected to be in continuous, full time residence until the degree has been conferred. Since individual departmental or program degree requirements may change, students should always contact their department or program for current degree requirements and regulations. Per University policy, a student must complete three quarters of full-time registration (or the equivalent in part-time registration quarters) at the University in order to qualify for a degree.
Master of Science

Master of Science students are required to register full time in the division for a minimum of three quarters, during which time they must satisfactorily complete a minimum of nine individual courses. There are several masters programs in the division for students who want to specialize in specific areas in the physical sciences:

- The Committee on Computational and Applied Mathematics offers a Master of Science in Computational and Applied Mathematics (https://voices.uchicago.edu/cammasters/).
- The Department of Computer Science offers a Master of Science in Computer Science (http://csmasters.uchicago.edu/).
- The Department of Mathematics offers a Master of Science in Financial Mathematics (http://www-finmath.uchicago.edu).
- The Physical Sciences Division offers a general Master of Science in the Physical Sciences (https://mspsd.uchicago.edu/) aimed at students who wish to broaden or deepen their knowledge of the physical and mathematical sciences.
- The Department of Statistics offers a Master of Science in Statistics (http://www.stat.uchicago.edu/admissions/MastersDegree.shtml).

In addition,

- The Department of Computer Science together with the Harris School for Public Policy offers a Master of Science in Computational Analysis and Public Policy (https://capp.uchicago.edu/).
- The Physical Sciences Division together with the Harris School for Public Policy and Argonne National Laboratory offers a Master of Science in Environmental Science and Policy (https://harris.uchicago.edu/academics/programs-degrees/degrees/ms-environmental-science-and-policy-msesp/).

Doctor of Philosophy

The degree of Doctor of Philosophy is conferred in recognition of high accomplishment and ability in the candidate's chosen field. It is understood that the completion of a specified number of courses and a given period of residence do not ensure the granting of this degree. The requirements for the degree of Doctor of Philosophy are as follows:

1. Completion of the University's residence requirements.
2. Admission to candidacy for the degree. Admission to advanced work in the division does not necessarily imply admission to candidacy for a degree, which is contingent upon the recommendation of the program in which the student is working. At the appropriate time programs will submit to the Dean of Students in the division, on behalf of each student, an application requesting approval of admission to candidacy. Approval of the application certifies that:
   - The candidate has satisfied all course requirements for the program.
   - The candidate's program recommends admission to candidacy (following satisfactory completion of individual examination requirements).
   - The candidate has begun investigation for a dissertation.
3. The passing of final examination(s) in accordance with one of the following plans:
   - A basic examination in the major fields of interest in the department or departments of specialization and a final oral examination in the field covered by the dissertation or;
   - In the absence of a preliminary or basic examination, passing comprehensive examinations covering major fields of interest in the program of specialization, including the field of the dissertation.
4. Acceptance by the department or program and the Dissertation Office of a dissertation submitted for the degree.
The Master of Science in Analytics will give students thorough knowledge of techniques in the field of analytics and data science, and the ability to apply them to real-world business scenarios. Building from a core in applied statistics, students will be provided with advanced analytical training to develop their ability to draw insights from big data, including: machine learning and predictive analytics, deep learning, optimization, data engineering, statistical methods; and other sophisticated techniques for analyzing complex data. The program is highly applied in nature, integrating business strategy, project-based learning, simulations, case studies, and specific electives addressing the analytical needs of various industry sectors. Through partnerships with key employers, the program also provides students with a client based, 2 term Capstone experience as well as access to career networks and employment pathways upon graduation.

- Program type: masters degree program
- Program structure, courses, requirements, and application (https://grahamschool.uchicago.edu/credit/master-science-analytics/index/)
- Location: Gleacher Center and Cityfront Center (NBC Tower)
- Full-time: weekday, weekday evening, and Saturday classes available
- Part-time: weekday evenings and Saturday classes available
- Time to completion: 1-4 years
- Only courses with a grade of B- or better will count toward degree requirements

Minimum g.p.a. for satisfactory academic progress: 2.7

Admission criteria:
- Online application
- One transcript from each prior academic institution
- Candidate statement
- Resume or CV

Applicants who attended an international university must also:
- Satisfy English language proficiency requirement
- Provide course by course evaluation

Program requirements:
12 course curriculum (Academic Year 2020-21 entering students)
- Stats Bootcamp (noncredit)
- Foundational Skills courses (1-2 non-credit courses, depending on program experience)
- Core courses (7)
- Electives (3)
- Capstone project (2)

Foundational Courses (1-2):

Foundation courses provide the basis for our rigorous analytics degree that will support the theoretical, strategic, and practical analytics studies in more advanced courses. Students with sufficient preparation may be eligible to bypass the programming course.

Pre-quarter foundational courses:
- Based on results of a linear algebra pre-test, students may also be required to take the following non-credit course
- Linear Algebra (online course required prior to program start)
- MSCA 31000 Introduction to Statistical Concepts (non-credit, online course required prior to program start)
- MSCA 37016 Advanced Linear Algebra for Machine Learning (non-credit, online course required prior to program start)
- MSCA 37006 R Workshop

First quarter foundational course
MSCA 37010 Programming for Analytics (noncredit)
• Introduction to Statistical Concepts (non-credit, online course required prior to program start)
• Based on results of a pre-test, students may also be required to take the following non-credit courses:
  • Linear Algebra (online course required prior to program start)
  • MSCA 37010: Programming for Analytics

**MScA Core requirements:**
• MSCA 31006 Time Series Analysis and Forecasting
• MSCA 31007 Statistical Analysis
• MSCA 31008 Data Mining Principles
• MSCA 31009 Machine Learning & Predictive Analytics
• MSCA 31010 Linear and Non-Linear Models
• MSCA 31012 Data Engineering Platforms for Analytics
• MSCA 31003 Leadership Skills
• MSCA 31001 Research Design for Business Applications
• MSCA 31013 Big Data Platforms

**MScA Electives:**
• MSCA 31013 Big Data Platforms
• MSCA 32001 Financial Analytics
• MSCA 32003 Marketing Analytics
• MSCA 32004 Risk Analytics
• MSCA 32005 Real Time Analytics
• MSCA 32007 Data Visualization Techniques
• MSCA 32009 Health Analytics
• MSCA 32013 Optimization and Simulation Methods for Analytics
• MSCA 32014 Bayesian Methods
• MSCA 32015 Digital Marketing Analytics in Theory and Practice
• MSCA 32017 Advanced Machine Learning & Artificial Intelligence
• MSCA 32018 Natural Language Processing and Cognitive Computing
• MSCA 32019 Real-Time Intelligent Systems
• MSCA 32020 Reinforcement Learning

• Capstone project:
  • MSCA 34000 Capstone Project Implementation
  • MSCA 34001 Capstone Project Writing

Autumn 2020 students selecting the thirteen course program will take over three quarters MSCA 31001: Research Design for Business Applications and the following two capstone courses
• MSCA 34000 Capstone Project Implementation (only option for students starting in Autumn 2020 selecting a thirteen course curriculum)
• MSCA 34001 Capstone Project Writing (only option for students starting in Autumn 2020 selecting a thirteen course curriculum)

Non-credit workshops & short courses
• MSCA 37001 Hadoop Workshop
• MSCA 37002 Linux Workshop
• MSCA 37003 Python Workshop
• MSCA 37006 R Workshop
• MSCA 37011 Deep Learning & Image Recognition
• MSCA 37013 Ethics In Big Data Analytics
• MSCA 37014 Python for Analytics
• MSCA 37015 Introduction to Ethics in Data Analytics

**M.S. IN ANALYTICS COURSES**

**MSCA 31000. Introduction to Statistical Concepts. 000 Units.**
This course provides general exposure to basic statistical concepts that are necessary for students to understand the content presented in more advanced courses in the program. The course covers theoretical distributions and
the way these distributions are used to assign probabilities to events in some depth. The course also introduces students to descriptive statistical methods to explore and summarize data, methodologies for sampling units for measurement or analysis, drawing inferences on the basis of knowledge gained from samples to populations, assessing relationships between variables, and making predictions based upon relationships between variables.

Terms Offered: Autumn Spring

**MSCA 31001. Research Design for Business Applications. 100 Units.**

In addition to theory and experimentation, big data analytics has now emerged as an alternative way to discover new knowledge. This course covers the analytics research process from the translation of business problems into researchable questions that can be addressed by using analytics, development of data sources to address each key researchable issue, to the translation of research results back to business implications. By completing the course, students will be able to: frame a business problem; map alternative solutions to develop a plan; identify potential sources or relevant data; understand analytical principles that can be applied to design data-gathering experiments; explain the pros and cons of the selected methodology to the analytical team as well as non-analysts. Students will develop a research proposal to produce knowledge from data to address a real business problem in small steps throughout the course.

Terms Offered: Autumn Spring Summer Winter

**MSCA 31003. Leadership Skills. 100 Units.**

In Leadership Skills: Teams, Strategies, and Communications, students learn how to work effectively in teams to identify, structure, and communicate the business value of data analytics to an organization. The goals of the course are (1) to identify points in an organization that can benefit from analytics; (2) to structure analytic problems from a strategic perspective, thereby identifying business impact; (3) to develop the ability to communicate the power of analytics to others, especially senior leaders; and (4) to work in a team to accomplish these and related goals successfully. At the end of the course, students should have the ability to describe business problems that lend themselves to a data analytics approach, position these problems from the perspective of a coherent business strategy, and represent the power of analytics to a business audience. Students should also understand how to harness the powerful dynamics of a team to achieve excellence in the world of data analytics.

Terms Offered: Autumn Spring Summer Winter

**MSCA 31006. Time Series Analysis and Forecasting. 100 Units.**

Time Series Analysis is a science as well as the art of making rational predictions based on previous records. It is widely used in various fields in today’s business settings. For example, airline companies employ time series to predict traffic volume and schedule flights; financial agencies measure market risk via stock price series; marketing analysts study the impact of a newly proposed advertisement by the sales series. A comprehensive knowledge of time series analysis is essential to the modern data scientist/analyst. This course covers important issues in applied time series analysis: a solid knowledge of time series models and their theoretical properties; how to analyze time series data by using mainstream statistical software; practical experience in real data analysis and presentation of their findings in a logical and clear way to various audiences.

Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): MSCA 31007: Statistical Analysis

**MSCA 31007. Statistical Analysis. 100 Units.**

This course provides a comprehensive and practical introduction to statistical data analysis. The statistical techniques taught in this course will enable students to analyze complex datasets and formulate and solve real-world problems to facilitate data-driven decisions. Throughout the course, students will learn concepts and fundamentals of statistical inference and regression analysis by studying theory, developing intuition, and working through several practical examples. Students will become proficient in interpreting standard regression output and conducting model selection and validation. Students will also learn the statistical programming language used to construct examples and homework exercises. Examples will be constructed using R. Students will have many opportunities to apply the new concepts to real data and develop their own statistical routines.

The course also addresses the importance of quality control and reproducibility when conducting research and developing work product.

Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): MSCA 31000: Introduction to Statistical Concepts MSCA 37016: Advanced Linear Algebra for Machine Learning

**MSCA 31008. Data Mining Principles. 100 Units.**

Drawing on statistics, artificial intelligence and machine learning, the data mining process aims at discovering novel, interesting and actionable patterns in large datasets. This class will introduce the student to the fundamentals of data mining: association and sequence rules discovery, memory-based reasoning, classification and regression decision trees, comparison of data mining models, logistic models, scorecard models, and neural network models. The class follows a learn-by-doing approach in which the student will complete bi-weekly assignments using real world datasets. The student will also propose and complete a data mining research project of their own design.

Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): MSCA 31007: Statistical Analysis
MSCA 31009. Machine Learning & Predictive Analytics. 100 Units.
This course in advanced data mining will provide a practical, hands-on set of lectures surrounding modern predictive analytics and machine learning algorithms and techniques. It will emphasize practice over mathematical theory, and students will spend a considerable amount of class time gaining experience with each algorithm using existing packages in R, Python, and Linux libraries. The course will cover the following topics: regression and logistic regression, regularized regression including the lasso and elastic net techniques, support vector machines, neural networks, decision trees, boosted decision trees and random forests, online learning, k-means and special clustering, and survival analysis.
Terms Offered: Autumn Spring Summer Winter
Prerequisite(s): MSCA 31008: Data Mining Principles, MSCA 31010: Linear and Non-Linear Models; MSCA 37014: Python for Analytics

MSCA 31010. Linear and Non-Linear Models. 100 Units.
This course concentrates on the following topics: Review of statistical inference based on linear model, extension to the linear model by removing the assumption of Gaussian distribution for the output (Generalized Linear Model), extension to the linear model by allowing a correlation structure for the model residuals (mixed effect models), and extension of the linear model by relaxing the requirement that inputs are combined linearly (nonparametric regression, regime switches). Course emphasizes applications of these models to various fields and covers main steps of building analytics from visualizing data and building intuition about their structure and patterns to selecting appropriate statistical method to interpretation of the results and building analytical model. Topics are illustrated by data analysis projects using R. Familiarity with R at some basic level is not a requirement but recommendation. Students can pick up the programming language by following the descriptions of the examples.
Terms Offered: Autumn Spring Summer Winter
Prerequisite(s): MSCA 31007: Statistical Analysis

MSCA 31011. Statistical Analysis Review. 000 Units.
Lab / TA review session to supplement MSCA 31007: Statistical Analysis

MSCA 31012. Data Engineering Platforms for Analytics. 100 Units.
Effective data engineering is an essential first step in building an analytics-driven competitive advantage in the market. Modern data engineering platforms reduce manual data preparation by automating processes, which in turn, enable companies to focus on deriving efficiencies in data processing to develop impactful business insights. This course provides students with a thorough understanding of the fundamentals of data engineering platforms, for both operational and analytical use cases, while gaining hands-on expertise in building these platforms in a way to develop analytical solutions effectively. Students will have the opportunity to construct both relational and analytical databases on the cloud or on premise from real-life datasets while using programmatic or configuration driven data pipelines. By the end of the course, students will be able to design and implement an end-to-end data engineering platform capable of supporting sustainable analytics solutions.
Terms Offered: Autumn Spring Summer Winter

MSCA 31013. Big Data Platforms. 100 Units.
This course teaches students how to approach Big Data and large-scale machine learning applications. While there is no single definition of Big Data and multiple emerging software packages exist to work with Big Data, we will cover the most popular approaches. Students will learn the Big Data infrastructure, including Linux, Massive parallelization and Distributed Computing, and how to apply both Hadoop and Spark map-reduce concepts for clustering, similarity search, web analytics and classification. During the course, we will cover the applications of NoSQL systems, such as JSON stores, object storage and Elasticsearch. The cloud computing section of the course will focus on virtualization and container orchestration, including virtual machines, dockers and Kubernetes. During the course students will gain hands-on expertise leveraging Hive, Pig, Python and PySpark for Big Data applications in client-server environment. For MSCA students in the 12-course curriculum who wish to take Big Data Platforms as a core course, instead of MSCA 31012 Data Engineering Platforms: Certain technical skills and knowledge are required to be successful in this course. Required skills may be found for MSCA 31013 Big Data Platforms at https://professional.uchicago.edu/find-your-fit/masters/master-science-analytics/curriculum. Contact the program administration for further details.
Terms Offered: Autumn Spring Summer Winter

MSCA 31015. Data Science for Consulting. 100 Units.
The demand for analytics and data-driven decision making creates a market demand for expertise driven leadership - evidenced in knowledgeable consultants that bring data science and results-driven impact to clients. The successful data science leader / consultant brings an uncommon combination of deep business acumen, data literacy, leading edge methodology experience, inspirational team leadership, client communication management and organizational change skills. Successful consultants rely on a variety of consulting tools to diagnose organizational problems, identify solutions and deliver those solutions. The Data Science for Consulting course will enable students: 1) Understanding the structure of consulting organizations and engagements 2) Developing data science solutions to enterprise problems through employing traditional consulting frameworks and best practice tools. 3) Practicing successful project delivery through effective data discovery, communication, influential team leadership and client relationship management.
Instructor(s): Gregory Green, Marco Serrato, Donald Patchell
Terms Offered: Autumn Spring Summer Winter
Prerequisite(s): Restricted to MSCA & MSAP students only.

MSCA 32001. Financial Analytics. 100 Units.
This course concentrates on the following topics: review of financial markets and assets traded on them; main characteristics of financial analytics: returns, yields, volatility; review of stochastic models of market price and their statistical representations; concept of arbitrage, elements of arbitrage pricing approach; principles of volatility analyses, implied vs. realized volatility; correlation, cointegration and other relationships between various financial assets; market risk analytics and management of portfolios of financial assets. The course puts special emphasis on covering main steps of building analytics from visualizing data and building intuition about their structure and patterns to selecting appropriate statistical method to interpretation of the results and building analytical models. Topics are illustrated by data analysis projects using R. Basic familiarity with R is a requirement.
Terms Offered: Summer Winter
Prerequisite(s): MSCA 31007: Statistical Analysis

MSCA 32003. Marketing Analytics. 100 Units.
(Data Science for Algorithmic Marketing) This course focuses on data science methods and algorithms for that are used to develop marketing strategies, and create a link between marketing, customer behavior and business outcome. The course will focus on analytical techniques organized according to the Strategic Marketing Process. The course would cover algorithms for competitive analysis and market sizing, market segmentation, targeted marketing via database marketing, design of new products, market sizing & forecasting via diffusion models, real time product positioning, algorithmic marketing in the digital world, pricing and promotions, marketing effectiveness and ROI. The course will use a combination of lecture, in-class discussions, and group work.
Terms Offered: Autumn Spring
Prerequisite(s): MSCA 31007: Statistical Analysis

MSCA 32004. Risk Analytics. 100 Units.
This course teaches analytical tools commonly employed in the areas of credit and insurance risk. In the area of credit risk, students at the end of the course should be able to: Understand the business problems and their challenges in the consumer credit risk analytics, design and apply analytical approaches tailored to each problem, and identify and address the underlying assumptions in the designed approaches. In the area of insurance risk, students should be able to: Understand various risks related to the insurance business, in particular the underwriting or pricing risks, quantify and price an individual insurance risk exposure and construct customer segmentation by using statistical and actuarial approaches, and assess company's overall risk management performance at the portfolio level.
Terms Offered: Summer
Prerequisite(s): MSCA 31007: Statistical Analysis

MSCA 32007. Data Visualization Techniques. 100 Units.
This course teaches students how to work with real-world data and leverage analytics to help solve business problems. We will examine data requirements and sources of data; utilize statistical techniques and visualization methods to evaluate data completeness and quality; assess and compare model performance; learn how to effectively communicate analytical insights to non-technical audience. Students will learn through a combination of in-class discussions, case studies, and team projects. Team exercises will teach students effectively communicate between business process owners and analytical experts to overcome typical barriers in Business Analytics, such as data availability, resource constraints, and resistance to change.
Terms Offered: Winter

MSCA 32009. Health Analytics. 100 Units.
Given the breadth of the field of health analytics, this course will provide an overview of the development and rapid expansion of analytics in healthcare, major and emerging topical areas, and current issues related to research methods to improve human health. We will cover such topics as security concerns unique to the field, research design strategies, and the integration of epidemiologic and quality improvement methodologies to operationalize data for continuous improvement. Students will be introduced to the application of predictive analytics to healthcare. Students will understand factors impacting the delivery of quality and safe patient care and the application of data-driven methods to improve care at the healthcare system level, design approaches to answering a research question at the population level, become familiar with the application of data analytics to impacting care at the provider level through Clinical Decision Systems, and understand the process of a Clinical Trail.
Terms Offered: Winter

MSCA 32010. Linear Algebra and Matrix Analysis. 100 Units.
The objective of this course is to provide students a strong foundation on linear equations and matrices. On completion of this course, students will be able to formulate, apply and interpret systems of linear equations and matrices, interpret data analytics problems in elementary linear algebra, and demonstrate understanding of various applications using linear transformations.
Terms Offered: Autumn Spring
MSCA 32013. Optimization and Simulation Methods for Analytics. 100 Units.
This course introduces students to how optimization and simulation techniques can be used to solve many real-life problems. It will cover two classes of optimization methods. First class has been developed to optimize real, non-simulated systems or to find the optimal solution of a mathematical model. The methods that belong to this class include linear programming, quadratic programming and mixed-integer programming. Second class of methods has been developed to optimize a simulation model. The difference with the classical mathematical programming methods is that the objective function (which is the function to be minimized or maximized) is not known explicitly and is defined by the simulation model (computer code). The course will demonstrate multiple approaches to build simulation models, such as discrete event simulations and agent-based simulations. Then, it will show how stochastic optimization and heuristic approaches can be used to analyze the simulated system and design a sequence of computational experiments that allow to develop a basic understanding of a particular simulation model or system through exploration of the parameter space, to find robust plausible behaviors and conditions and robust near-optimal solutions that are not prone to being unstable under small perturbations.
Terms Offered: Summer Winter
Prerequisite(s): MSCA 31007: Statistical Analysis

MSCA 32014. Bayesian Methods. 100 Units.
Bayesian inference is a method of statistical learning in which Bayes’ theorem is used to understand probability distributions of unobserved variables, like model parameters or predictions for future observations. Bayesian inference is especially important because it naturally allows updating the probability for a model or hypothesis as more evidence or information becomes available. This property of Bayesian approach plays significant role in dynamic analysis of a sequences of data. Applications of Bayesian analysis have exploded in recent period thanks to advances in computing techniques that made Bayesian approaches like Gibbs sampling, Markov Chain Monte Carlo, Dirichlet processes the main tools for advanced machine learning. The focus of this course is on foundations of Bayesian approach, its applications via hierarchical models, linear and generalized linear models, mixed models and various types of Bayesian decision making. Students will learn necessary facts of probability theory, fundamentals of Bayesian method as well as most modern applications of the approach by accessing through R important software products for efficient sampling; JAGS and STAN. Students, are expected to be comfortable with coding in R and ready to learn new concepts of theory and practice of Bayesian approach.
Terms Offered: Autumn
Prerequisite(s): MSCA 31010: Linear and Non-Linear Models

MSCA 32015. Digital Marketing Analytics in Theory and Practice. 100 Units.
Successfully marketing brands today requires a well-balanced blend of art and science. This course introduces students to the science of web analytics while casting a keen eye toward the artful use of numbers found in the digital space. The goal is to provide marketers with the foundation needed to apply data analytics to real-world challenges they confront daily in their professional lives. Students will learn to identify the web analytic tool right for their specific needs; understand valid and reliable ways to collect, analyze, and visualize data from the web; and utilize data in decision making for their agencies, organizations or clients. By completing this course, students will gain an understanding of the motivations behind data collection and analysis methods used by marketing professionals; learn to evaluate and choose appropriate web analytics tools and techniques; understand frameworks and approaches to measuring consumers’ digital actions; earn familiarity with the unique measurement opportunities and challenges presented by New Media; gain hands-on, working knowledge of a step-by-step approach to planning, collecting, analyzing, and reporting data; utilize tools to collect data to build simulation models, online most important online techniques; performing bulk downloads, tapping APIs, and scraping webpages; and understand approaches to visualizing data effectively.
Terms Offered: Summer Winter

MSCA 32017. Advanced Machine Learning & Artificial Intelligence. 100 Units.
Since the era of big data started, challenges associated with data analysis have grown significantly in different directions: First, the technological infrastructure had to be developed that can hold and process large amounts of data from different sources and of multiple not always well formalized formats. Second, data analysis methods had to be reviewed, selected and modified to work in distributed computational environments like combinations of in-house clusters of servers and cloud. But the biggest challenge of all is learning to think differently in order to ask new types of questions that could not be answered by analyses of less complex data streams with less complex technological infrastructure. In recent years significant progress has been achieved in creating technological ecosystems for big data analysis. Innovative technologies such as open source projects MapReduce, Hadoop, Spark, Storm, Kafka, TensorFlow, H2O, etc. allowed us to look at depths of data unseen before. We have now growing number of sources and educational courses introducing these new tools. It appeared little more difficult to develop new data analysis methods appropriate for the new data ecosystems. There are some new interesting ideas, there is significant
Terms Offered: Summer Winter
Prerequisite(s): Required: MSCA 31009: Machine Learning & Predictive Analytics Recommended: MSCA 37011

MSCA 32018. Natural Language Processing and Cognitive Computing. 100 Units.
Extraction actionable insights from unstructured text and designing cognitive applications have become significant areas of application for analytics. Students in this course will learn foundations of natural language processing, including: concept extraction; text summarization and topic modeling; part of speech tagging.
MSCA 32019. Real-Time Intelligent Systems. 100 Units.
Developing end-to-end automation and intelligent systems is now the most advanced area of application for analytics. Building such systems requires proficiency in programming, understanding of computer systems, as well as knowledge of related analytical methodologies, which are the skills that this course aims to teach to students. The course focuses on Python and is tailored for students with basic programming knowledge in Python. The course is partially project based. During the first three sessions, we will review basic Python concepts and then learn more advanced Python and the ways to use Python to handle large data flows. The later sessions are project based and will focus on developing end-to-end analytical solutions in the following areas: Finance and trading, blockchains and crypto-currencies, image recognition, and video surveillance systems.

Terms Offered: Autumn
Prerequisites: MSCA 31008: Data Mining Principles

MSCA 32020. Reinforcement Learning. 100 Units.
This course is an introduction to reinforcement learning, also known as neuro-dynamic programming. It discusses basic and advanced concepts in reinforcement learning and provides several practical applications. Reinforcement learning refers to a system or agent interacting with an environment and learning how to behave optimally in such environment. An environment typically includes time, actions, states, uncertainty and rewards. Reinforcement learning combines neuro networks and dynamic programming to find an optimal behavior or policy of the system or agent in complex environment setting. Neuro networks approximations are used to circumvent the well-known 'curse of dimensionality' which have been a barrier to solving many practical applications. Dynamic programming is the key learning mechanism that the system or the agent uses to interact with the environment and improve its performance. Students will master key learning techniques and will become proficient in applying these techniques to complex stochastic decision processes and intelligent control.

Terms Offered: Spring Summer Winter
Prerequisites: MSCA 31007: Statistical Analysis

MSCA 32021. Machine Learning Operations. 100 Units.
The objective of this course is two-folds - first, to understand what Machine Learning Operations (MLOps) is and why it is a key component in enterprise production deployment of machine learning projects. Second, to expose students to software engineering, model engineering and state-of-the-art deployment engineering with hands-on platform and tools experience. This course crosses the chasm that separates machine learning projects/experiments and enterprise production deployment. It covers 3 pillars in MLOps: software engineering such as GitHub, Jenkins, slack, docker, and kubernetes, model engineering and state-of-the-art deployment engineering with hands-on platform and tools experience. The course focuses on best practices in the industry that are critical to enterprise production deployment of machine learning projects. Having completed this course, a student understands the machine learning lifecycle and what it takes to go from ideation to operationalization in an enterprise environment. Furthermore, students get exposure to state-of-the-art MLOps platforms such as allegro (https://allegro.ai/), xpresso (https://abzooba.com/xpresso-ai), Dataiku (https://www.dataiku.com/), LityxIQ (https://lityx.com/), DataRobot (https://www.datarobot.com/), AWS Sagemaker (https://aws.amazon.com/sagemaker/), and technologies such as gitHub, Jenkins, slack, docker, and kubernetes.

Instructor(s): Arnab Bose
Terms Offered: Autumn
Prerequisites: MSCA 31007: Statistical Analysis

MSCA 32022. Applied Data Science in Fintech and Cryptocurrencies. 100 Units.
This class explores Data Science methodologies used within the Fintech industry. Each class will focus on a specific business use case within Finance. Each use case will have a case study framework, where students will learn to balance business requirements with technical solutions. This course will include Fintech topics such as gitHub, Jenkins, slack, docker, and kubernetes.

Instructor(s): John Navarro
Terms Offered: Autumn Spring
Prerequisites: MSCA 31009: Machine Learning & Predictive Analytics
MSCA 34000. Capstone Project Implementation. 100 Units.
The capstone project implementation course is an independent study offered during the second quarter of the three-quarters long capstone process. With the guidance of a faculty member, student teams implement the capstone proposal written as part the Research Design for Business Applications course completed during the first quarter. Teams engineer an analytical solution and develop insights from data that would address the problem posed by the client industry partner. Prerequisites: MSCA 31001 Research Design for Business Applications and Approved Capstone Proposal.

MSCA 34001. Capstone Project Writing. 100 Units.
Capstone Project writing is the last course in which teams complete the capstone process by writing a report and developing a presentation that describe the analytical solution they devised to address a problem posed by their client industry partners. Teams submit the report to the program as well as the client partner and present their findings in the MScA Capstone Showcase at the end of the quarter. Terms Offered: Autumn Spring Winter
Prerequisite(s): MSCA 31001 Research Design for Business Applications and Approved Capstone Proposal.

MSCA 34002. Capstone I. 100 Units.
The overarching goal of this course is to take students two steps closer to being "Complete Data Scientists". The first step is by letting students manage and solve a real data science project with real clients and real problems. Students will complete the design of their Capstone Projects, and begin the implementation. The second step is by exposing them to data science methodologies in the absence of pre-existing data - by exposing them to quantitative methodologies to optimally designing data collection tasks. This course covers the business analytic process from the translation of business problems and opportunities into questions that can be addressed by using data science, development of analytical plans including methodologies and data to address these issues, and initial implementation of these analytical plans. Instructor(s): Anil Chaturvedi, Gregory Green Terms Offered: Autumn Spring Summer Winter
Prerequisite(s): Required: MSCA 34002 Capstone 1. Restricted to MScA students completing the 12-course program curriculum.

MSCA 34003. Capstone II. 100 Units.
The Capstone 2 class is designed to: 1) Provide students maximum flexibility in the latter stages of their Capstone project to work heavily with their Capstone advisors in concluding the execution of the analytic methodology and any client / sponsor deliverables for the project. 2) Provide maximum support to students in the curation and delivery of key project communications: a) Formal research paper. b) Formal business presentation of project details, value, findings and recommendations. c) Live presentation by the team in Capstone Showcase including question / answer session with a judging panel.
Instructor(s): Donald Patchell Terms Offered: Autumn Spring Summer Winter
Prerequisite(s): Required: MSCA 34002 Capstone 1. Restricted to MScA students completing the 12-course program curriculum.

MSCA 37001. Hadoop Workshop. 000 Units.
This short course is designed to provide a brief, practical introduction to working with data on a Hadoop cluster. The course is aimed at students with no prior knowledge of Hadoop. Topics covered include loading data into Hadoop cluster, using Hive HQL and using Pig script language. Course includes live demos and tutorials so students should complete exercises in class. Students who complete the course will acquire skills to be able to take further studies in Big Data and Text Analytics course.

MSCA 37002. Linux Workshop. 000 Units.
This short practical course is designed to provide a brief introduction to Linux operating system. It is aimed at students with no prior knowledge of Linux. Topics covered include uploading files to Linux account, working with files in Linux and managing processes in Linux shell. The course includes live demos and tutorials. Students who complete this tutorial course will acquire skills to be able to take further studies in Big Data and Text Analytics course.

MSCA 37003. Python Workshop. 000 Units.
This short course is designed to provide a brief introduction to Python programming language to students with no prior knowledge of Python. Topics covered in the course include Python data types, reading/writing data files, flow control in Python and working with Python modules. The course also introduces Spyder and Jupyter GUIs. Students who complete this introductory course should be able to write and execute simple Python scripts and take further studies in Big Data and Text Analytics course.

MSCA 37004. RCC Workshop. 000 Units.
TBD

MSCA 37005. Tableau Workshop. 000 Units.
TBD

MSCA 37006. R Workshop. 000 Units.
This one-day workshop is an introduction to the essential concepts and techniques for the statistical computing language R. Topics covered include the R and RStudio environment, arithmetic, basic data structure, importing and exporting data, visualization, and basic statistics. No prior R or programming experience is required.
MSCA 37010. Programming for Analytics. 000 Units.
This course introduces the essential general programming concepts and techniques to a data analytics audience without prior programming experience. The goal is to equip the students with the necessary programming skill to be successful in the other courses in the MSCA program. Topics covered include: boolean, numbers, loops, function, debugging, R’s specifics (such as list, data frame, factor, apply, RMarkdown), Python’s specifics (such as NumPy, Pandas, Jupyter notebook), version control, and docker. Examples are drawn from the problems and programming patterns often encountered in data analysis. It will use the programming language R in the first part of the course and Python in the second part.
Terms Offered: Autumn Spring

MSCA 37011. Deep Learning & Image Recognition. 000 Units.
This course in Deep Learning and Image Recognition will provide a practical, hands-on set of lectures on Deep Learning and Image Processing tools and techniques. It will emphasize practice over advanced mathematical theory, and students will spend a considerable amount of class time gaining experience on Neural Networks and their applications in Python and other open source libraries.
Prerequisite(s): MSCA 31008: Data Mining or MSCA 31009: Machine Learning
Terms Offered: Autumn Spring

MSCA 37012. Introduction to Ethics in Data Analytics. 000 Units.
An advanced linear algebra course focused on the theoretical foundations and applications of linear algebra for machine learning. Upon completion of this course, students will be provided a strong foundation of theoretical linear algebra and linear analysis topics essential for the development of core machine learning and data mining concepts. In addition, various real-life applications of linear algebra for data analytics will be demonstrated.
Instructor(s): Shaddy Abado, Lian Huan Ng, Arnab Bose Terms Offered: Autumn Spring
Prerequisite(s): Successful completion of Undergraduate level coursework in Linear Algebra. Successful completion of the Advanced Linear Algebra for Machine Learning pretest exam with a passing grade, or, successful completion of online Coursera course as outlined and recommended by MSCA program. MSCA & MSAP Students Only.

MSCA 37013. Ethics In Big Data Analytics. 000 Units.
Big data and analytics methodology are enormously beneficial to individuals, corporations, human services organizations, and government. Big data has dramatically improved how we address critically important global challenges, climate change and disease prevention. It has influenced our political life and generated enormous corporate profit. However, the use of huge datasets and data analytical methods raises an array of challenging ethical questions, including: How who owns big data? Are there implications to its sale or transfer? Are there limits to its commercial and public policy use? Is the right of an individual to privacy a thing of the past? Are algorithms inherently biased? Who or what is liable when machines make decisions? In "Ethics in Big Data Analytics” we first explore the impact of data analytics on society and corporations/organizations to establish a framework for understanding ethical challenges. We then investigate ethical issues associated with data collection, storage, transfer/sale, analysis, and visualization. We study bias in algorithms, machine learning, and artificial intelligence. By the conclusion of this short course, students should be able (a) to explain why ethics is important to their work as data analysts/data scientists; (b) to express verbally and in writing the import of a specific ethical challenge a corporation or organization might confront; and (c) construct and present an argument related to how big data should or should not be used in this situation.

MSCA 37014. Python for Analytics. 000 Units.
This course in python starts with introduction to the python programming language basic syntax and environment. It methodically builds up the learner’s experience from the level of simple python statements and expressions to writing succinct, efficient and fast Python expressions and package the code in methods and classes. In general, the course is geared toward developing a data science's toolbox such as data importing, cleaning and preparation and covers a number of machine learning algorithms. However the course expands beyond these skills as it stresses upon the importance of some of Python’s most unique and powerful features and serves as an introduction to object oriented programming and Python Classes.

MSCA 37015. Introduction to Ethics in Data Analytics. 000 Units.
This 3-hour course is an introductory, to ethical issues surrounding data analytics, machine learning, and artificial intelligence. As a stand-alone offering, the course has no formal syllabus outlining weekly topics, reading, and assignments. The goal of the course is to offer students a workable, introductory understanding of current ethical challenges they will face in their careers as data science professionals. Ethical and policy-related concepts the course explore include the notion of privacy; data, discrimination, and disparate impact; and algorithmic bias. The course also presents a rudimentary overview of the current regulatory environment in the United States and European Union. Finally, the course introduce students to methods of ethical argument. Understanding these methods will help students communicate a point of view on the ethics of decisions that may be consequential to a business’s success. This is a pass/fail course with no advanced reading or assignments. However, the instructor will provide students with a bibliography of materials at the conclusion of the course.
Terms Offered: TBD

MSCA 37016. Advanced Linear Algebra for Machine Learning. 000 Units.
This course will focus on professional development needs of the data scientist as they work to advance in their career through this masters program. The core areas of research will focus in on how to discover your personal
strengths and passions, explore the broad array of jobs that data scientists advance through, and also focus on the companies that may be the best fit for the next stages of each student’s career. The focus developed through this research will help prepare the student for the data science marketplace, present themselves confidently, and accelerate the students professional successful career search process.

Instructor(s): Gregory Green Terms Offered: Autumn
Prerequisite(s): Restricted to MSCA and MSAP students only.

MSCA 37018. Next Chapter: Prospections on Hot Topics in Machine Learning and Artificial Intelligence. 000 Units.
This 5-week course is designed to help data analytics specialists to stay on top of the most influential developments in the areas of Data Science, Machine Learning and Artificial Intelligence. It covers the newest topics appearing in the curriculum of MScA at University of Chicago as well as foresights of invited leading industry specialists about main trends in the field of analytics. The students attend the course remotely. Activities include live presentations, workshops, individual and group projects and prerecorded videos for asynchronous learning. Upon completion of the course students receive a document certifying completion.

Instructor(s): Yuri Balasanov Terms Offered: Autumn
Prerequisite(s): Required Prerequisites: MSCA 31009: Machine Learning & Predictive Analytics Recommended: MSCA 31013: Big Data Platforms; MSCA 32017: Advanced Machine Learning & Artificial Intelligence Restricted to MSCA and MSAP students only.

MSCA 37019. Your Career in Data Science. 000 Units.
This course will help you navigate your career in data science and land a job that fits your needs and desires. It starts with taking a deeper discovery into who you are, clarifying what you want to do with your career, and navigating the market to find the right company and job match.

Instructor(s): Jennifer Schmidt, Gregory Green Terms Offered: Autumn Spring Winter. Winter, Spring, Autumn 2021, Spring 2022
Prerequisite(s): Restricted to MSCA & MSAP students, and MScA Alumni Scholars only.

MSCA 40100. Analytics Practicum. 000 Units.
Analytics Practicum is part of the co-operative educational agreement between MScA program and employers that provides off-campus work authorization for international students to pursue internships. The internships must meet the requirement that students archive at least five learning objectives of the course. The learning objectives are about students developing or sharpening their skills in applying analytical tools to solve real life problems.
Terms Offered: Autumn Spring Summer Winter
MASTER OF SCIENCE PROGRAM IN COMPUTER SCIENCE

The Department of Computer Science (http://www.cs.uchicago.edu/) at the University of Chicago offers two graduate curricula in computer science:

- A graduate professional curriculum leading to the Master of Science (S.M.) degree, for students who wish to enter or advance themselves in computer science practice. This is the MPCS program outlined below.
- A graduate research curriculum leading to the Ph.D. degree that prepares students to perform advanced basic research in computer science either in industry or academia. For more information on the Ph.D. program, please see the listing Department of Computer Science.

The Masters Program in Computer Science (MPCS) (https://masters.cs.uchicago.edu) offers a comprehensive and professionally-oriented computer science education that combines the foundations of computer science with the applied and in-demand skills necessary for careers in technology. The MPCS is especially well suited for students interested in Data Analytics, High Performance Computing, Application Development and Software Engineering.

The coursework in the MPCS represents a realistic balance between CS foundational theory and applied technical courses. Core classes include Programming, Algorithms and Systems coursework. Electives include new and innovative courses to keep up with the fast-paced world of technology including courses in Software Engineering, Big Data, Data Analytics, Machine Learning, High Performance Computing, Application Development, Web Development, Cloud Computing and Information Security.

The MPCS offers the following Programs of Study to accommodate students with a wide range of backgrounds and interests:

**MS in Computer Science Full-Time**
The full-time Masters Program in Computer Science offers a professionally-oriented computer science education that combines the foundations of computer science with applied technical coursework. The full-time MPCS is especially well suited for students interested in Data Analytics, High Performance Computing, Application Development and Software Engineering. Full-time students at the University of Chicago take 3 classes per quarter and have the choice to complete the 9-Course program in one academic year or the 12-Course specialization program in 15 months. Daytime classes are available for full-time students.

**MS in Computer Science Part-Time** (https://masters.cs.uchicago.edu/page/ms-computer-science-part-time/)
The part-time Masters Program in Computer Science offers working professionals the opportunity to pursue a professionally-oriented computer science education that combines the foundations of computer science and applied technical coursework. This program allows the flexibility to complete the program, and enhance your technology skillset, at your own pace. Part-time students at the University of Chicago can take 1 to 2 classes per quarter, with most students completing the 9-Course Program in 18 months to 2 years. Evening classes are available for part-time students.

**Joint MBA/MPCS Program** (https://masters.cs.uchicago.edu/page/mba-mpcs/) with the Booth School of Business
The Joint MBA/MPCS program meets today's leading tech companies' cross-functional demands of new employees. Technology permeates everything, and true innovation requires the ability to understand and navigate both business and technology. Our joint program with UChicago's Booth School of Business enables students to earn both an MBA and an MS in Computer Science.

**Pre-Doctoral MS in Computer Science**
This program is a 12-course research-oriented masters program for students who want to explore computer science research. The Pre-Doc program is for full-time students with a CS background starting in the Autumn quarter.

**Introduction to Programming and Math for Computer Science (Discrete Math)**
Introductory coursework in programming and math (called immersion classes) are available to any admitted MPCS student. Students can complete one or both of these classes before beginning coursework in the MS in Computer Science Program.

Please see our website for admissions requirements and deadlines (https://masters.cs.uchicago.edu/page/admissions/). To view a complete list of course offerings, please visit the MPCS Course Catalog (https://masters.cs.uchicago.edu/page/mpcs-course-catalog-0/).

For inquiries or questions please email questions@cs.uchicago.edu.
MPCS 50101. Concepts of Programming. 100 Units.
In this course students will get an introduction to the field of computer science by learning to program in Python. Students will write roughly two or three programs of significance each week to learn foundational programming principles and practices for writing clean, readable code, and learning how think and solve problems like a computer scientist. Along with basic principles like procedural abstraction, recursion, and handling input and output, an emphasis will be placed on theories and principles of Object Oriented software design, analyzing algorithms and choosing appropriate data structures to solve problems.
Instructor(s): T. Andrew Binkowski Terms Offered: Autumn Winter
Note(s): Open only to MPCS students

MPCS 50103. Mathematics for Computer Science: Discrete Mathematics. 100 Units.
This course in an introduction to discrete mathematics oriented toward computer science. The course emphasizes mathematical proof and problem solving, employed on a variety of useful topics: logic; proof by induction; counting, factorials, and binomial coefficients; discrete probability; random variables, expected value, and variance; recurrences; graphs and trees; basic number theory; asymptotic notation, and rates of growth. On completion of the course, students will have been trained to think about and absorb mathematical concepts, to solve problems requiring more than standard recipes, and express mathematical notions precisely. They will be able to use ideas and techniques from discrete mathematics in subsequent courses in computer science, in particular courses in the design and analysis of algorithms, networks, numerical methods, software engineering, data analysis, and data mining.
Terms Offered: Autumn Summer Winter
Prerequisite(s): Precalculus, especially logarithms and exponentials, is a prerequisite; calculus is not required. High-school level familiarity with sets, functions, and relations will be assumed. There are no programming prerequisites.
Note(s): Open only to MPCS students

MPCS 51030. iOS Application Development. 100 Units.
Advances in mobile technologies are changing the way that individuals and businesses use computing devices. This course will instruct students on the fundamentals of mobile application development using Apple’s iOS SDK. An introduction to the Objective-C programming language, including memory management, object-oriented design, and the model-view-controller pattern, will be covered. Using iOS APIs and tools, such as Xcode, Interface Builder and Instruments, students will be able to create fully-featured iPod Touch, iPhone, and iPad applications. User interface and application design considerations specific to mobile technologies will also be explored. The course will consist of lectures, hands-on coding exercises and discussion. Weekly programming assignments will culminate into the development of a fully functioning iOS application. As a final project, each student will design and implement an application of their choice to be presented in class. Each student will also be required to present a case study featuring an app from the Apple’s App Store. The studies will include a technical decomposition of the implementation (i.e. features, functionality, design, etc.) and a market analysis (i.e. competition, pricing, positioning, etc.) for the app. These case studies are designed to encourage students to gain an appreciation for the decisions companies and developers face when entering the app market.
Terms Offered: Winter
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51043 or 51100 or 51046 or 51100
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51031. Android Application Development. 100 Units.
After a quick introduction to mobile computing, competing platforms, Android architecture, market projections, and social and economic implications, we will dive directly into developing several reference implementations. Alternating between theory and practice, and progressing cumulatively, will cover every major feature of the Android platform, including; audio, graphics, internet connectivity, wifi, mapping/geo-positioning, notifications, sms, structured feeds, persistence, threads, states, and inter-process communication, among others. Students will chose a final project, then envision, design, develop, test, and deploy an application to the Android marketplace. Along with basic principles like procedural abstraction, recursion, and handling input and output, an emphasis will be placed on theories and principles of Object Oriented software design, analyzing algorithms and choosing appropriate data structures to solve problems.
Instructor(s): T. Andrew Binkowski Terms Offered: Spring
Prerequisite(s): MPCS 51030 or instructor’s consent

MPCS 51032. Advanced iOS Application Development. 100 Units.
Advances in mobile technologies are changing the way that individuals and businesses use computing devices. This course will explore real-world issues with developing robust, high-performance iOS applications for iPhone, iPod Touch and iPad. The course will consist of lectures, hands-on coding exercises and discussion. Weekly programming assignments will be used to create a portfolio of applications using advanced iOS frameworks and tools, such as Xcode, Interface Builder and Instruments. Throughout the course, students will design and develop an application as a final project. Students may opt to work in collaboration with local companies or emerging start-ups for their project. These opportunities will be discussed during the first week of class and may vary by quarter.
Instructor(s): T. Andrew Binkowski Terms Offered: Spring
Prerequisite(s): MPCS 51030 or instructor’s consent
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51033. Backends for Mobile Applications. 100 Units.
The breakneck adoption of mobile computing as a platform has transformed how businesses and users interact with their data. The expectations of being able to access your data anywhere and anytime has become the second pillar of mobile application design and development. New models, patterns and workflows are needed to connect applications to their server based data. In addition, other considerations such as privacy, scalability and cost must be balanced to meet the demands of all application stakeholders.
Terms Offered: TBD
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51046, or 51100 and MPCS 51030
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51036. Java Programming. 100 Units.
This is a fast-paced first course in Java for students with some prior programming experience, though not necessarily Java or any other object-oriented language. A strong emphasis will be placed on understanding basic fundamentals of OO design—inheritance, polymorphism, composition, etc. and more generally on applying sound principles of contemporary software engineering and tools to real-world problems. In the latter half of the course, we will cover threads, OO design patterns, as well as certain Java libraries such as Swing. For their final-projects, students will develop a multi-threaded, arcade-style game. The course format is both lecture and lab. We will use by using git to facilitate our learning and to manage our projects. By the end of the quarter, students will have a working knowledge of git and know how to manage both local and remote repositories.
Instructor(s): Dries Kimpe Terms Offered: Autumn Spring
Prerequisite(s): Immersion programming (MPCS 50101) or passing score on programming placement exam.
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51039. Mobile Software Development. 100 Units.
This course examines software engineering skills through the lens of mobile development. Students will leave with more confidence in their ability to debug, decipher complex software systems, test their code, navigate documentation, leverage version control, and learn new programming languages. We’ll exercise these skills with both Android and the iOS framework, but the goal isn’t to become fluent in a mobile stack; the goal is to practice the skills. The course also capitalizes on the unique history of mobile handsets and tablets to talk about about accessibility, data privacy, sourcing ethics, and to what degree it is our responsibility as engineers to understand and prioritize these things.
Terms Offered: Spring
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51046 or 51100
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51040. C Programming. 100 Units.
This is an accelerated introduction to the C (not C++) Programming Language designed for students with prior programming experience. C is in many ways the lingua franca of computing, and a broad range of programming languages and related technologies derive from the basic principles of C memory management, control flow, and abstraction. Though there are many subtleties, C is not a big language, and it is expected that students will leave the course with a relatively deep understanding of the key concepts, which will then form a solid foundation for studying higher-level technologies. At the same time, C itself remains a very practical language, particularly so in areas such as scientific programming, high-performance computing, application level library design, systems programming, network programming, multi-threaded programming, etc. Students who successfully complete the course will be well prepared for subsequent MPCS courses in these areas. The course studies both fundamental and advanced C language constructs in the abstract and reinforces them through a range of exercises in the design of basic and advanced data structures, rudimentary algorithms, and API design.
Instructor(s): Dries Kimpe Terms Offered: Autumn Spring
Prerequisite(s): Immersion programming (MPCS 50101) or passing score on programming placement exam.
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51042. Python Programming. 100 Units.
This course provides a thorough overview of the Python 3 language with an emphasis on writing idiomatic code in Python and object-oriented design patterns and is suitable for students with some prior programming experience. We will develop an understanding of the core features of the languages and gain exposure to commonly used standard-library and third-party modules.
Prerequisite(s): MPCS 50101 or passing score on the MPCS programming placement exam.
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51044. C/C++ for Advanced Programmers. 100 Units.
This course covers the major features of C++ in an accelerated fashion suitable both for experienced C++ programmers and programmers who are new to C++ as described in the prerequisites below. The course teaches
how to get the most out of the current C++11 language, which Bjarne Stroustrup, the inventor of C++, says "feels like a new language." It also discusses how to workaround in old versions of C++. A dominant theme of the course is how to use the unique features of C++ to operate at a high-level of abstraction to support powerful design idioms and improve maintainability while also achieving the kind of performance and low-level control usually associated with lower-level languages such as C and even assembler language.

Instructor(s): Michael Spertus
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51043 or 51046 or 51100 or programming experience in any language with instructor's consent

Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51045. Advanced C++ 100 Units.

In this continuation of the MPCS 51044 course, we go beyond the basics to cover the powerful and surprising techniques that C++ experts use to write libraries that simultaneously provide the optimum in ease-of-use, abstraction, and performance. If you use C++ in your daily life, you and your team will see substantial benefits from understanding and using C++ at a deeper level.

Instructor(s): Michael Spertus
Prerequisite(s): MPCS 51044 or instructor's consent
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51046. Intermediate Python Programming. 100 Units.

Python is a general-purpose programming language that is used in many application areas, including data science, machine learning/AI, web development, scientific computing, graphical user interfaces, systems programming, gaming, rapid prototyping, and more. This course provides a thorough overview of the Python 3 language with an emphasis on writing idiomatic code in Python and object-oriented design patterns and is suitable for students with some prior programming experience. We will develop an understanding of the core features of the languages and gain exposure to commonly used standard-library and third-party modules.

Instructor(s): Paul Romano
Prerequisite(s): MPCS 50101 Concepts of Programming (or programming waiver) and approval from MPCS administration
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51050. OO Architecture: Patterns, Technologies, Implementations. 100 Units.

This course gives hands-on experience in architecture and design and the communication of such designs in the form of patterns. There are no formal prerequisites except solid familiarity with Java and optionally familiarity with C++. The course is designed to give students a fundamental introduction to design and architectural patterns as they are implemented in large scale system architectures currently used in industry. Students will be encouraged to explore the various implementation possibilities afforded by these patterns. Trade-offs in terms of performance, development time, maintenance impact, etc. will also be discussed. Students will gain exposure to several industry-leading tools including Apache ActiveMQ and ServiceMix.

Instructor(s): Mark Shacklette
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51043 or 51046 or 51100. Also basic familiarity with one object-oriented programming language, such as Java, C# or C++
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51052. Advanced Python Programming. 100 Units.

Python is a general-purpose programming language that is used in many application areas, including data science, machine learning/Al, web development, scientific computing, graphical user interfaces, systems programming, gaming, rapid prototyping, and more. This course provides a thorough overview of the Python 3 language with an emphasis on writing idiomatic code in Python and object-oriented design patterns and is suitable for students with some prior programming experience. We will develop an understanding of the core features of the languages and gain exposure to commonly used standard-library and third-party modules.

Instructor(s): TBA
Prerequisite(s): MPCS 51045 or 51046 or 51042

Note(s): All non-MPCS students must meet the course prerequisites and complete the MPCS course request form for approval to register. (https://masters.cs.uchicago.edu/page/course-requests)

MPCS 51083. Cloud Computing. 100 Units.

Cloud computing is being widely adopted by enterprises of all sizes due to the low initial investment required, attractive operating costs, and elastic capacity that can best serve the highly variable demands of modern applications. Software engineers must be familiar with cloud computing technologies since many new applications they develop will be deployed “in the cloud”, and existing applications will often require integration with cloud-hosted services to take advantage of new capabilities. This course provides an introduction to cloud computing with specific consideration for application development in two contexts: highly scalable (or so-called “web-scale”) web applications, and enterprise applications in a hybrid environment comprising both on-premises and cloud infrastructure. We will focus primarily on infrastructure and platform services, and will introduce
software-as-a-service from the perspective of a consuming application. The course will emphasize practical applications of cloud computing technologies, with sufficient exploration of their theoretical underpinnings to inform architectural, design, and implementation decisions.

Instructor(s): Vas Vasiliadis

Terms Offered: Spring Summer

Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51087. High Performance Computing. 100 Units.

Parallel computing allows multiple processing units to work together simultaneously on a common task. For certain types of applications, parallelization can increase execution time in proportion to the number of computers or processors used. This is a huge advantage for applications which have performance and/or memory bottlenecks, such as one typically encounters in financial modelling, physics, engineering, or other applied science domains. This is a fast-paced applied programming course aimed at students with significant development experience in either C, C++, or FORTRAN (Java, Matlab, or Python are also possible, but not ideal). No prior knowledge of parallel computing is assumed. Students should, however, have both an interest and some previous experience in either algorithmic development, numerical methods, applied mathematics, or perhaps any physics or engineering-type discipline. A brief overview of parallel computing will be presented at the outset, but the course will be less on overview of HPC architectures and much more a focus on algorithmic implementation and performance tuning. The goal of the course is to give students experience in developing efficient, scalable (distributed memory) parallel algorithms appropriate for any system running an implementation of the Message Passing Interface (MPI). Assignments will be designed with some flexibility to allow students to explore applying parallel techniques to applications in their own field of interest.

Instructor(s): Andrew Siegel

Terms Offered: Winter

Prerequisite(s): MPCS 51040 or 51100 or instructor’s consent

Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51100. Advanced Programming. 100 Units.

Advanced Programming fulfills the MPCS Core Programming requirement, but is intended for students who are joining the program with an existing degree in Computer Science, or with substantial experience in programming. This course will be taught primarily in C, including an accelerated introduction to the C language for students who have not used C before. The course will cover advanced data structures and topics in concurrent and multicore programming not covered in the Java Programming or C Programming courses.

Instructor(s): Andrew Siegel

Terms Offered: Autumn

Prerequisite(s): For students who have taken the programming immersion course, a minimum grade of A- plus the endorsement of the MPCS 50101 instructor will be required. For students who take the programming placement exam, they must score a “High Pass” score (the minimum score for a “High Pass” is specified at the time of the exam).

Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51132. Full Stack Software Engineering. 100 Units.

Full stack software engineering will focus on the fundamentals of developing applications using the Kotlin programming language, Android Studio, AWS, and Spring. Students will create their own AWS accounts and deploy both AWS-lambdas and Spring application servers to their own AWS instances. Throughout the course, students will develop projects of progressive complexity using the tools and technologies introduced in the course. In addition to mastering the fundamentals of Android development, students will learn protocol buffers, and best practices in devOps and full-stack software engineering.

Instructor(s): Adam Gerber

Terms Offered: Spring Summer

Prerequisite(s): MPCS 51036, 51040, 51042, 51043, 51046 or 51100

Note(s): All non-MPCS students must meet the course prerequisites and complete the MPCS course request form for approval to register. Requests must be submitted by the last day of the registration period. Late requests will not be approved.

MPCS 51200. Introduction to Software Engineering. 100 Units.

Writing first-class software requires top-notch architecture, design and coding skills, but successful software project execution—from identifying the need to providing support—depends on many factors besides technical prowess. This course surveys the key practices and processes that help ensure successful projects. It provides an introduction to central activities of software engineering other than just coding, such as planning, requirements, testing and management. It balances this discussion of typical engineering activities against the development process models in which they take place -- specifically, it addresses the tension between traditional plan-driven approaches and adaptive agile techniques. By examining the underlying principles of major development models, it shows how those principles address (or fail to address) the various problems encountered by project teams. Students who complete this course will gain a solid understanding of both plan-driven and agile software development principles and how to negotiate between them in different contexts.

Instructor(s): Peter Vassilatos

Terms Offered: Autumn Winter

Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51043 or 51046 or 51100
MPCS 51205. Topics in Software Engineering. 100 Units.
This course is an intermediate approach to applied software design and development methods for use in creating efficient, reusable, and modular software. This course is offered annually but content and focus change from year to year. Methods we investigate include: distributed systems, architectures including microservices, event-driven architecture, Hybrid Transactional/Analytical Processing; software frameworks and container-based software development; and advanced techniques including multi-threading and data design. A heavy focus is on design and creativity and what constitutes creative design. This course provides hands-on experience in the architecture and design of systems and a review of best practices for the communication of that design. Issues in the landscape of software design, including complexity, constraints, progressive discovery, and limitations in communication will be explored. In this course, students will be organized into teams and each team will be provided with a set of (partial) requirements and will be responsible for the analysis, design, design documentation, and implementation in source code of a project that constitutes a complex software system. Each team of students will work through requirements analysis, expression of design using a modeling language, and implementation, and techniques and tools will be provided in order to facilitate the delivery.
Instructor(s): Peter Vasiliadis Terms Offered: Winter
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51046 or 51100
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51220. Applied Software Engineering. 100 Units.
In this course, we will explore practical techniques to solving modern software challenges. Topics include: Software quality control, Test-driven development, Domain-driven design, Measuring software quality, Architectural design patterns, Edge-free programming, Event streams, logging, and audit trails, Source control techniques for small teams with Git, Security and cryptography essentials, Continuous integration & deployment
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51043 or 51046 or 51100
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51230. User Interface and User Experience Design. 100 Units.
This course is eleven weeks in length and covers the elemental practices of user interface (UI) design, user experience (UX) design, and user research. The intention of the course is to provide an overview of the experience design field so that the student is empowered to practice design as well as effectively manage design. It is, however, more likely that the student will collaborate with others on the design of products and services.
Prerequisite(s): MPCS 51030 or MPCS 51031
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51240. Product Management. 100 Units.
In this course we will introduce the role of the product manager and demonstrate the challenges faced by product managers. We will explore approaches for managing the tension that exists between software development and product delivery using the minimum viable product and the product roadmap as critical tools. Instructor(s): Vasili Vasiliadis
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51046 or 51100. his course assumes no prior knowledge of product management concepts or specific technologies. However, you may find some of the material easier to put into perspective if you’re familiar with software design patterns, or have taken one of the other software engineering courses offered in the MPCS.
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51250. Entrepreneurship in Technology. 100 Units.
The core theme for the Entrepreneurship in Technology course is that computer science students need exposure to the broad challenges of capturing opportunities and creating companies. Most of the skills required for this process have nothing to do with one’s technical capacity. We’ll explore creating a story, pitching the idea, raising money, hiring, marketing, selling, and more. Real-world examples, case-studies, and lessons-learned will be blended with fundamental concepts and principles. The course will involve a business plan, case-studies, and supplemental reading to provide students with significant insights into the resolve required to take an idea to market. Class discussion will also be a key part of the student experience.
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51046 or 51100
Note(s): If an undergraduate takes this course as CMSC 29512, it may not be used for CS major or minor credit. Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu
Equivalent Course(s): CMSC 29512

MPCS 51300. Compilers. 100 Units.
This class teaches the theory and practice of how to write a compiler, including lexical analysis, grammars, lexers and parsers, type checking, and code generation. For decades, compilers have been the most dynamic and challenging branch in computer science. The main part of this class will focus on providing the basics of the
different phases of compilation. Through the course, students will develop appreciation for the implementation strategies behind making an efficient and robust compiler.

Terms Offered: TBD
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51046 or 51100
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51400. Functional Programming. 100 Units.
This course presents the functional programming paradigm, based on the idea of functions as first-class values that can be computed and operated on like other data. Functional languages provide great power of expression while maintaining simplicity, making it easier to write correct and maintainable software. Functional programming has gradually found new applications in areas like finance, telecommunications, and graphics. The essential feature of treating functions as values has also been added to a broad range of conventional languages, such as Python, C++, Java, Apple's Swift and Google's Go language. The course will use the Haskell language based on its representing a purely functional language and its large community support that helps with writing Haskell programs easily. After learning the basic elements of these languages, we will explore functional programming techniques that can be exploited in many areas of application. In particular, we will examine how FP features are used in more modern languages and libraries such as C++, Java, Elm, and React libraries and how they are used in real-world settings. We will briefly compare the functional paradigm with the related paradigm of object oriented programming. If time permits then we will explore more advanced topics including concurrent functional programming and functional reactive programming.
Instructor(s): Lamont Samuels
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51043 or 51046 or 51100. Students with an existing CS background may take this class concurrently with Core Programming with consent from the MPCS.
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 51410. Object Oriented Programming. 100 Units.
This course concentrates on three major themes: Software Architecture, Object Oriented Analysis and Domain-Driven Design, and Methodology. The bulk of the course will involve advanced concepts in Object-Oriented Analysis and Design and Domain-Driven Design (OOAD/DDD). The methods we will study include Object-Oriented Analysis and Design, Domain-Driven Design, and the Unified Modeling Language (UML). While the focus of the course is on current best practices in designing object-oriented software, the general theme of the course is coming to terms with complexity in software systems and domains.
Instructor(s): J. Mark Shacklette
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51046 or 51100
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 52010. Computer Architecture. 100 Units.
This course focuses on the design and performance evaluation of modern computer architectures. The emphasis is on microprocessors, chip-multiprocessors and memory hierarchy design, particularly in the context of parallel (multicore) CPUs.
Instructor(s): Andrew Siegel
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51046 or 51100
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 52011. Introduction to Computer Systems. 100 Units.
This course is all about constructing your own knowledge of computer systems by building a general-purpose computer system from the ground up. The objective is to integrate key ideas from algorithms, computer architecture, operating systems, compilers, and software engineering into one unified framework. Along the way, we’ll explore ideas and techniques used in the design of modern hardware and software systems, and discuss major trade-offs and future trends. Throughout this journey, you’ll gain lots of cross-section views of the field of computer science, from the bare-bone details of switching circuits to the high-level abstraction of object-based software design. By the end of the course, you will have written a computer game in an object-oriented programming language; compiled that program into machine language using the compiler, the virtual machine language translator, and the assembler that you wrote; and run your program on (virtual) hardware that you designed.
Terms Offered: Autumn Winter
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51046 or 51100 completed or can take concurrently.
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 52015. Advanced Computer Systems. 100 Units.
This course focuses on studying modern computer systems from the point of view of a programmer, with an emphasis on topics which help you improve the performance, correctness or utility of user-level programs. As such, this is intended to be a practical, hands-on study of contemporary computer systems. We will focus on the X86-64 architecture (as implemented by Intel/AMD 64 bit processors). Topics: - Representing and Manipulating
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51046 or 51100. Familiarity with C, Java, and/or Python

Terms Offered: Autumn Spring

Communication mechanisms Synchronization Scalability Consistency / Replication Fault tolerance

This course focuses on computer architecture from the perspective of a high performance programmer. It is aimed at students looking to demystify the process of coding, profiling, and optimizing algorithms, with a particular focus on systems geared toward performance intensive computing: clusters, Multicore CPUs, GPUs, RISC-V, ARM, TPUs, etc. The fundamental principles of computer architecture will be covered in depth, but an equal emphasis will be given to hands-on experience in learning how measure, tune, and report performance on common HPC resources. While a key outcome of the course is the ability to write more efficient code, the more enduring goal is to educate students to “see their code” from the hardware’s perspective, broadening and deepening their understanding of programming with potential benefits across a broad range of disciplines. Topics include: -history of HPC architectures -efficient programming for cache-based serial processors -MIMD and cache coherency -efficient programming for multicore processors -SIMD and vector instructions -GPU memory and cores -TPUs, matrix engines, systolic arrays -ARM -RISC-V

Instructor(s): Andrew Siegel Terms Offered: Summer

Note(s): Non-MPCS students must meet the prerequisites and request approval - https://masters.cs.uchicago.edu/page/course-requests

Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 52018. Advanced Computer Architecture. 100 Units.

This course focuses on computer architecture from the perspective of a high performance programmer. It is aimed at students looking to demystify the process of coding, profiling, and optimizing algorithms, with a particular focus on systems geared toward performance intensive computing: clusters, Multicore CPUs, GPUs, RISC-V, ARM, TPUs, etc. The fundamental principles of computer architecture will be covered in depth, but an equal emphasis will be given to hands-on experience in learning how measure, tune, and report performance on common HPC resources. While a key outcome of the course is the ability to write more efficient code, the more enduring goal is to educate students to “see their code” from the hardware’s perspective, broadening and deepening their understanding of programming with potential benefits across a broad range of disciplines. Topics include: -history of HPC architectures -efficient programming for cache-based serial processors -MIMD and cache coherency -efficient programming for multicore processors -SIMD and vector instructions -GPU memory and cores -TPUs, matrix engines, systolic arrays -ARM -RISC-V

Instructor(s): Andrew Siegel Terms Offered: Summer

Note(s): Non-MPCS students must meet the prerequisites and request approval - https://masters.cs.uchicago.edu/page/course-requests

MPCS 52030. Operating Systems. 100 Units.

This is an introductory course on operating systems. Students will learn the fundamentals of how modern operating systems are built, from the interface with hardware up through the kernel-userspace boundary. Important topics include the relationship between processes and threads, synchronization, inter-process communication, memory management, file systems, scheduling, I/O, virtualization. These concepts will be reinforced through several large-scale programming projects (in C++), whereby students will implement various sub-components of a real operating system. Prior experience with C and/or C++ required. As appropriate, we’ll use the Linux operating system (written in C) as an example of operating systems design. As time permits, we will also delve into current hot topics in the field (such as multi-core systems, security, and cluster/grid computing).

Terms Offered: Spring

Prerequisite(s): Student must meet one of the following requirements: - B+ or higher in MPCS 51040 - C Programming - B+ or higher in MPCS 51100 - Advanced Programming - A- or higher in MPCS 51044 - C++ for Advanced Programming (students who have only taken this class should review C before taking OS) Students must also have a B+ or higher in MPCS 52011 - Introduction to Computer Systems.

Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 52040. Distributed Systems. 100 Units.

This class teaches the theory and practice of how to design a distributed system. Cloud computing, drive services, online collaborative working environment, massively multiplayer online gaming, airline reservation systems, e-commerce are examples of distributed systems. Because of a continuous growing number of independent and diverse connected devices, the need of managing heterogeneous architecture became prominent. We will learn how to create a reliable system being easy to use but handling the complexity of having all these machines work collectively. The objective of this class is to learn distributed system by studying: Communication mechanisms Synchronization Scalability Consistency / Replication Fault tolerance

Terms Offered: Spring

Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51046 or 51100

Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 52060. Parallel Programming. 100 Units.

Parallel computing is found everywhere in modern computing. Multi-core CPUs and GPUs, supercomputers, and even mobile devices such as smartphones all provide ways to efficiently utilize parallel processing on these architectures and devices. The goal of this course is to provide an introduction to the foundations of parallel programming and to consider the performance gains and trade-offs involved in implementing and designing parallel computing systems. Specifically, this course will place an emphasis on concepts related to parallel programming on multicore processors.

Terms Offered: Autumn Spring

Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51046 or 51100. Familiarity with C, Java, and/or Python
MPCS 52553. Web Development. 100 Units.
This course provides students with an introduction to modern web development, with an emphasis on the pragmatic skills needed to build live, functioning web applications. Students will learn fundamental domain modeling skills, HTML and CSS frameworks, agile software techniques and best practices, Javascript and AJAX, and both server-side and client-side debugging techniques. We will use the Ruby language and the Rails framework to immerse students into the challenge of building a live, database-backed web application deployed at a public web address. Specifically, students will learn how to: Build a live website or web application and deploy it to the public internet; Use the Ruby on Rails framework to rapidly build a web application; Write software using the Ruby programming language; Use a relational database to provide content for dynamic websites; Follow industry best-practices of modern web software development; Troubleshoot and resolve the most common problems with web applications
Terms Offered: Spring Winter
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51046 or 51100
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 52554. Advanced Web Development. 100 Units.
This course builds upon MPCS 52553 to enable students to gain mastery over modern web architectures and services. Today's consumer-facing and business applications must consume external services and publish services of their own. Students will build interconnected chains of services, with a particular emphasis on efficiency, security, and sustainability using modern web frameworks such as Rails, React, Node, and more.
Instructor(s): Jeffrey L Cohen Terms Offered: Autumn
Prerequisite(s): MPCS 52553 Web Development
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 52555. Backends for Applications. 100 Units.
The purpose of this class is to learn how to build applications at scale, by providing you with the techniques and tools capable of providing subsecond response times to millions of users interacting with petabytes of data. In this course, we will cover both the theory and practice of building Big Data application. We will not only learn how to use technologies such as HDFS, MapReduce, Spark, Kafka, Hive, Thrift, HBase, Zookeeper, columnar stores, etc., but also understand why Big Data applications employ such a diverse array of technologies and where each one of them fits. We will demonstrate the practice of Big Data application architecture by implementing a running Big Data web application for exploring the relationship between weather and flight performance utilizing all of the weather and flight delay information in the United States over the last decade to explore the relationship between weather and flight performance. To develop a sound understanding of the theory of Big Data, we will learn about important formulations of Big Data application architectures, such as Nathan Marz's lambda architecture, proper use of normalized and denormalized data stores within large-scale web applications, application of the CAP theorem, etc. We will also continuously keep in mind important additional topics that invariably arise in real world applications of Big Data, such as budgeting, compliance, etc..
Students are required to bring a laptop to class every
Instructor(s): Andrew Binkowski Terms Offered: Autumn
Prerequisite(s): MPCS 51036, 51040, 51042, 51046, or 51100 or CAPP 30122
Note(s): All non-MPCS students must meet the course prerequisites and complete the MPCS course request form for approval to register. (https://masters.cs.uchicago.edu/page/course-requests)

MPCS 52560. Applied Financial Technology. 100 Units.
Applied Financial Technology utilizes software to tackle real-world problems in the world of finance. Through hands-on modules, we will focus on two main financial assets 1) public equity (stock) research and trading strategies and 2) fixed income research and valuation through the analysis of mortgage loans. The class will expose students to equal parts financial theory and technology using real world data. Technologies will include SQL database, Python dataframes, columnar datasets and javascript. Baseline code will be provided and students will be expected to improve upon through their own efforts and creativity to deliver two projects, including their own stock trading algorithm. Given the format, students should be comfortable building upon provided code and working to improve upon it, specifically for databases and scripting languages. Students should also be motivated by the open-ended nature of the projects that will require an interest in learning and applying financial theory in real life settings.
Terms Offered: Autumn
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51046 or 51100
Note(s): Non-MPCS students must meet the prerequisites and request approval - https://masters.cs.uchicago.edu/page/course-requests

MPCS 53001. Databases. 100 Units.
Students will learn database design and development and will build a simple but complete web application powered by a relational database. We start by showing how to model relational databases using the prevailing technique for conceptual modeling -- Entity-Relationship Diagrams (ERD). Concepts covered include entity sets
and relationships, entity key as a unique identifier for each object in an entity set, one-one, many-one, and many-many relationships as well as translational rules from conceptual modeling (ERD) to relational table definitions. We also examine the relational model and functional dependencies and their application to the methods for improving database design: normal forms and normalization. After design and modeling, students will learn the universal language of relational databases: SQL (Structured Query Language). We start by introducing relational algebra — the theoretical foundation of SQL. Then we examine in detail the two aspects of SQL: data definition language (DDL) and the data manipulation language (DML). Concepts covered include subqueries (correlated and uncorrelated), aggregation, various types of joins including outer joins and syntax alternatives. Students are required to bring a laptop to class every week.

Prerequisite(s): Michael Spertus Terms Offered: Autumn

MPCS 53110. Foundations of Computational Data Analysis. 100 Units.

The course covers statistical methods for exploring, summarizing, and visualizing data sets, for modeling data using probability distributions, for making inferences about a population from samples, for testing hypotheses related to such inferences, and for describing relationships using linear and logistic regressions. It then examines in detail techniques from machine learning used for solving fundamental problems in data mining: classifying data through decision trees, nearest-neighbors, and Bayesian techniques; clustering data through k-means, hierarchical approaches, and density-based techniques; and performing association analysis through the Apriori algorithm. Students use Python for implementing algorithms and Python libraries such as NumPy, SciPy, matplotlib, and pandas for analyzing and visualizing datasets.

Instructor(s): Amitabh Chaudhary Terms Offered: Winter

Prerequisite(s): This course requires mathematical, algorithmic, and programming maturity. Specific course prerequisites are: MPCS 50101 Math for Computer Science, MPCS 55001 Algorithms, MPCS Programming core requirement. In each of the above courses a B+ or better grade is required. Equivalent courses will be accepted with instructor permission. In addition, students are expected to be familiar with — Programming in Python: use of lists, dictionaries, conditional, classes, and reading from and writing to files. Data structures: such as trees and graphs. Basic multivariate calculus: including differentiation, integration, and finding maxima and minima. Basic Linear Algebra: vectors, matrices, matrix multiplication, linear transformations, and eigenvectors. If you are unfamiliar with just one or two topics, you may be allowed to take the course if you are committed to learning those on your own. In that case, or if you have other questions, please email the instructor.

Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 53111. Machine Learning. 100 Units.

This course introduces the fundamental concepts and techniques in data mining, machine learning, and statistical modeling, and the practical know-how to apply them to real-world data through Python-based software. The course examines in detail topics in both supervised and unsupervised learning. These include linear and logistic regression and regularization; classification using decision trees, nearest neighbors, naive Bayes, boosting, random trees, and articial neural networks; clustering using k-means, expectation-maximization, hierarchical approaches, and density-based techniques; and dimensionality reduction through PCA and SVD. Students use Python and Python libraries such as NumPy, SciPy, matplotlib, and pandas for for implementing algorithms and analyzing data.

Instructor(s): Amitabh Chaudhary Terms Offered: Spring
Prerequisite(s): 1. B+ or above in MPCS 51042 Python Programming (or in Programming core requirement with prior knowledge of Python) 2. B+ or above in MPCS 55001 Algorithms 3. B or above in MPCS 53110 Foundations of Computational Data Analysis (or Data Analysis placement exam) If you are concurrently taking Algorithms with Machine Learning, a B+ or higher in MPCS 50103 Math for Computer Science If your grades in the above classes do not meet the minimum requirements set above, please contact the instructor to discuss your background.

Note(s): This course is not open to non-MPCS students.

MPCS 53112. Advanced Data Analytics. 100 Units.

This course explores selected advanced themes in data mining and analytics. These include the recent “model-free” techniques for mining massive datasets, foundations of natural language processing, and time series analysis. Topics include frameworks such as MapReduce; algorithmic ideas such as locality-sensitive hashing, Bloom filters, random walks, and competitive analysis; and applications such as link analysis, social-network analysis, recommendation systems, streaming data, and advertising on the web. In natural language processing, the course introduces fundamentals of language models, text classification, and information retrieval and extraction. In time series analysis, the course examines stationary processes and the ARIMA and GARCH models.

Instructor(s): Amitabh Chaudhary

Prerequisite(s): MPCS 50101 Math for Computer Science MPCS 55001 Algorithms MPCS 51042 Python Programming (or Programming core requirement with prior knowledge of Python) MPCS 53110 Foundations of Computational Data Analysis MPCS 53111 Machine Learning In all the above courses a grade of B+ or above is required. Please contact the instructor if you have, instead, equivalent courses or experience, or meet most but not all of the requirements.

Note(s): This class is not open to non-MPCS students.

MPCS 53113. Natural Language Processing. 100 Units.

Can we predict how people will vote based on their twitter conversations? Can we identity pairs of researchers who will benefit from collaborating with each other based on their published articles? In this course we will study techniques for automatically detecting patterns and learning hidden structures in text data. Such techniques are of tremendous value due to the explosion in the amount of available text data, and their potential benefit to social sciences and businesses. We will learn the fundamental steps in the natural language processing, such as syntactic parsing or understanding the structure of a sentence, and semantic analysis or understanding the meaning of a sentence from the meanings of the words in it. These will help us build sophisticated models for text classification, such as for detecting sentiment or identifying fake news. We will see that the primary challenge is that natural languages are ambiguous. For instance, the sentence I made her duck can be interpreted in five different ways! So our models are probabilistic, and we resolve the ambiguity by training on large amounts of text corpora. We will study a variety of models in the context of text processing including Markov and hidden Markov models, naive Bayes, logistic regression, and neural networks. All through the course we will use Python and libraries such as the Natural Language Toolkit (NLTK) for processing real-world data.

Instructor(s): Amitabh Chaudhary Terms Offered: Summer

Prerequisite(s): MPCS 50103 Math for Computer Science, MPCS Programming core requirement, MPCS 53110 Foundations of Computational Data Analysis, MPCS 53111 Machine Learning Equivalent courses or experience will be accepted with instructor permission.

Note(s): This class is not open to non-MPCS students.

MPCS 53120. Applied Data Analysis. 100 Units.

This course provides a self-contained introduction to computational data analysis from an applied perspective. It is intended as a standalone course for students who do not want to pursue the full data analysis sequence in the MPCS. As such, students who have taken or are taking MPCS 53111 Machine Learning cannot register for this class. Students who have taken MPCS 53110 Foundations of Computational Data Analysis must obtain MPCS administration approval before registering for this class. The course will cover topics in basic probability theory, statistical inference, and basic machine learning models typically used in data analysis. Each topic will be accompanied by example illustrations using computational packages and software. Many of the topics covered form the basis of almost all algorithms and machine learning methods used in big data analysis. Emphasis will be given on using these techniques for problem solving. All work will be done in R

Prerequisite(s): MPCS 50103 and MPCS 51036 or 51042 or 51046 or 51100

Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 54001. Networks. 100 Units.

Broadly, this course will focus on the history, theory, and implementation of computer networks. We will discuss the low-level technologies that move bits around (such as Ethernet and WiFi), the high-level applications that are part of our everyday 21st-century lives (such as email, the Web, and mobile phones), and everything in between (security, TCP/IP). At the completion of this quarter, you will (or should!) be able to explain, in detail, how data makes it way around the Internet when you click on a web link, how you can drive around at 80 MPH talking on a cell phone without the call dropping, how you can make a streaming video call over a lossy wireless link without frame dropping or jitter. In short, we’ll pull back the curtain on what can be a somewhat mysterious and magical part of working with computers.

Instructor(s): William Connor Terms Offered: Autumn Winter
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51046 or 51100
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 55001. Algorithms. 100 Units.
The course is an introduction to the design and analysis of efficient algorithms, with emphasis on developing techniques for the design and rigorous analysis of algorithms rather than on implementation. Algorithmic problems include sorting and searching, discrete optimization, and algorithmic graph theory. Design techniques include divide-and-conquer methods, dynamic programming, greedy methods, graph search, as well as the design of efficient data structures. Methods of algorithm analysis include asymptotic notation, evaluation of recurrences, and the concepts of polynomial-time algorithms. NP-completeness is introduced toward the end of the course. Students who complete the course will have demonstrated the ability to use divide-and-conquer methods, dynamic programming methods, and greedy methods, when an algorithmic design problem calls for such a method. They will have learned the design strategies employed by the major sorting algorithms and the major graph algorithms, and will have demonstrated the ability to use these design strategies or modify such algorithms to solve algorithm problems when appropriate. They will have derived and solved recurrences describing the performance of divide-and-conquer algorithms, have analyzed the time and space complexity of dynamic programming algorithms, and have analyzed the efficiency of the major graph algorithms, using asymptotic analysis.
Terms Offered: TBD
Prerequisite(s): MPCS 50103 Math for Computer Science OR successfully passing the MPCS Mathematics Placement exam. MPCS 51036 or 51040 or 51042 or 51046 or 51100 (completed or concurrently taking).
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 55003. Intermediate Algorithms. 100 Units.
The course is a second course on the design and analysis of efficient algorithms, with emphasis on developing techniques for the design and rigorous analysis of algorithms rather than on implementation. Emphasis is placed on fundamental algorithms and advanced methods of algorithmic design. Techniques to be covered include network flow, dynamic programming, linear programming, randomization, and approximation algorithms. NP-complete problems and reductions will also be studied. Students who complete the course will have increased familiarity with many of the techniques that apply in the design of efficient algorithms and some acquaintance with problems known to be NP-complete.
Prerequisite(s): 1. MPCS 50103 Immersion Math or passing the placement exam. 2. A course in introductory algorithms. The student should have obtained a B+ or higher in both courses. The prior course in introductory algorithms must cover--- -- Basic time and space complexity of algorithms, asymptotic order of growth, and solving recurrences. -- Basic graph definitions, breadth-first and depth-first search, and topological ordering. -- Greedy algorithms, shortest paths in a graph, and minimum spanning trees. -- Divide and conquer algorithms, sorting and median selection algorithms. -- Basic data structures, arrays, linked lists, balanced trees, and heaps. If your prior course doesn’t cover just one or two of the above topics, you may be allowed to take the course if you are committed to learning those on your own. In that case, or if you have other questions, please email the instructor. In you email include the exact topics covered in your prior course, and a copy of your transcript.
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 55005. Advanced Algorithms. 100 Units.
The course begins with an in-depth study of computational intractability and NP-completeness, and follows it by studying practical algorithms for intractable problems: approximation algorithms and those based on local search. It then looks at how the power of random choices can be harnessed to avoid worst-case situations. The resulting randomized algorithms have been crucial in the success of modern computer systems. The next topic is amortized analysis, an advanced technique used to analyze situations in which algorithms may be expensive in some of their operations, but are provably efficient over a sequence of operations.
Terms Offered: TBD
Prerequisite(s): This course requires a strong command of discrete mathematics, including discrete probability, and introductory algorithms. For discrete mathematics, students should have taken MPCS 50103 Mathematics for Computer Science: Discrete Mathematics and obtained a B+ or higher, or passed the MPCS math placement exam. For introductory algorithms, students must take MPCS 55001 Algorithms and obtained a B+ or higher.
Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 56420. Bioinformatics for Computer Scientists. 100 Units.
This course aims to introduce computer scientists to the field of bioinformatics. The vast amounts of data produced in genomics related research has significantly transformed the role of biological research. High-throughput automated biological experiments require advanced algorithms, implemented in high-performance computing systems, to interpret their results. We will focus on analyzing complex data sets in the context of biological problems. Students will design and implement systems that are reliable, capable of handling huge amounts of data, and utilize best practices in interface and usability design to accomplish common bioinformatics related problems. While this course should be of interest for students interested in biological sciences and biotechnology, techniques and approaches taught will be applicable to other fields. This course
will present a practical, hands-on approach to the field of bioinformatics. The topics covered in this course will include: software, data mining, high-performance computing, mathematical models and other areas of computer science that play an important role in bioinformatics. Existing methods for analyzing genomes, sequences and protein structures will be explored, as well as computing infrastructure that support their efficient utilization. Students will be introduced to all of the biology necessary to understand the applications of bioinformatics algorithms and software taught in this course.

Instructor(s): Andrew Binkowski Terms Offered: Spring
Prerequisite(s): MPCS 53001 and 51036 or 51040 or 51042 or 51046 or 51100. Lectures and demonstrations will be conducted in Python. Python programming experience will be useful, but is not required as long as students are willing to dedicate sufficient time to obtain basic development and debugging skills in the language. The course is focused on developing solutions to biological problems, not on mastery of any particular language.

Final projects will be implemented on Google Cloud Platform which supports Python, Java, PHP and Go.

Note(s): All non-MPCS students must meet the course prerequisites and complete the MPCS course request form for approval to register. (https://masters.cs.uchicago.edu/page/course-requests)

MPCS 56511. Introduction to Computer Security. 100 Units.
This course introduces security principles and practices. Topics will range from encryption to network and application threats and controls. The course will emphasize both offense (i.e., attacker mindset) and defense (the importance of implementing both technical and non-technical controls). Topics: ● Threat Landscape ● Encryption ● Authentication and access control ● Endpoint (host) security ● Network security ● Web and application security ● Risk management ● Monitoring and incident response Coursework: ● Homework assignments ● Labs ● Quizzes ● Final project Familiarity with Unix command line (recommended, but not required) Familiarity with TCP/IP and network routing recommended This course requires competency in Unix and Linux. Please plan to attend the MPCS Unix Bootcamp (https://masters.cs.uchicago.edu/page/mpcs-unix-bootcamp) or take the online MPCS Unix Bootcamp Course on Canvas.

Instructor(s): Shelley Rossell Terms Offered: Autumn Spring Winter
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51046 or 51100. Non MPCS students must meet prerequisites and complete the request form http://tinyurl.com/mpcs-courseform.

Note(s): Non-MPCS students must receive approval from program prior to registering. Request form available online https://masters.cs.uchicago.edu

MPCS 56520. Advanced Security Topics. 100 Units.
This course extends the ‘Introduction to Computer Security’ course to cover more advanced security topics, particularly from a security practitioner point of view. This includes a range of threats and defenses, organizational readiness concepts and best practices, and use of security tools.

Instructor(s): Shelley Rossell Terms Offered: Autumn
Prerequisite(s): MPCS 51036 or 51040, or 51042, or 51046, or 51100, or CAPP 30122
Note(s): Non-MPCS students must meet the prerequisites and request approval - https://masters.cs.uchicago.edu/page/course-requests

MPCS 57002. Independent Study. 100 Units.

TBD
Terms Offered: Autumn Spring Summer Winter

MPCS 57010. MPCS-Practicum. 100 Units.
This course is meant for MPCS students only. As part of its course offering, the MPCS gives students the option of doing a practicum under the supervision of a faculty or staff member (known as the practicum advisor). This practicum can be counted as elective credit towards the student’s Masters degree. During a practicum, a student must develop a well-defined project requiring roughly 100 hours of work throughout a single academic quarter (i.e., an average of 10 hours per week). Throughout the year, the MPCS seeks project proposals from faculty and staff members interested in working with Masters students. These proposals are distributed to our students, who must then apply to work on a specific project.

Instructor(s): Andrew Binkowski and Borja Sotomayor
Note(s): This class is not open to non-MPCS students

MPCS 58001. Numerical Methods. 100 Units.
This is a practical programming course focused on the basic theory and efficient implementation of a broad sampling of common numerical methods. Each topic will be introduced conceptually followed by detailed exercises focused on both prototyping (using matlab) and programming the key foundational algorithms efficiently on modern (serial and multicore) architectures. The ideal student in this course would have a strong interest in the use of computer modeling as predictive tool in a range of disciplines -- for example risk management, optimized engineering design, safety analysis, etc. The numerical methods studied in this course underlie the modeling and simulation of a huge range of physical and social phenomena, and are being put to increasing use to an increasing extent in industrial applications. After successfully completing this course, a student should have the necessary foundation to quickly gain expertise in any application-specific area of computer modeling.

Instructor(s): Andrew Siegel Terms Offered: Spring
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51043 or 51046 or 51100 and MPCS 50103 or receive a passing score on the MPCS math placement exam.
Note(s): All non-MPCS students must meet the course prerequisites and complete the MPCS course request form for approval to register. (https://masters.cs.uchicago.edu/page/course-requests)

MPCS 58020. Time Series Analysis and Stochastic Processes. 100 Units.
Stochastic processes are driven by random events. They can be used to model phenomena in a broad range of disciplines, including science/engineering (e.g. computational physics, chemistry, and biology), business/finance (e.g. investment models and operations research), and computer systems (e.g. client/server workloads and resilience modeling). In many cases relatively simple stochastic simulations can provide estimates for problems that are difficult or impossible to model with closed-form equations. In this class we focus on the rudimentary ideas and techniques that underlie stochastic time series analysis, discrete events modeling, and Monte Carlo simulations. Course lectures will focus on the basic principles of probability theory, their efficient implementation on modern computers, and examples of their application to real world problems. Upon completion of the course, students should have an adequate background to quickly learn in depth specific Monte Carlo approaches in their chosen field of interest.
Terms Offered: Spring Summer
Prerequisite(s): MPCS 51036 or 51040 or 51042 or 51043 or 51046 or 51100 and MPCS 50103 or receive a passing score on the MPCS math placement exam. Languages: Required: familiarity with C/C++, Python, or Java (other language options are acceptable, but consult instructor first). Recommended: C and Python.
Note(s): All non-MPCS students must meet the course prerequisites and complete the MPCS course request form for approval to register. (https://masters.cs.uchicago.edu/page/course-requests)

MPCS 65000. Reading and Research. 100 Units.
TBD
MASTER OF SCIENCE PROGRAM IN FINANCIAL MATHEMATICS

The Department of Mathematics (https://math.uchicago.edu/) offers a separate Master of Science in Financial Mathematics degree. Students of the Financial Mathematics Program (http://www-finmath.uchicago.edu/) develop a thorough understanding of the theoretical background of pricing models for financial derivatives and the underlying assumptions. Moreover, students learn to critically ascertain the applicability and limitations of these various models.

The Financial Mathematics Program offers accelerated, integrated coursework that explores the deep-rooted relationship that exists between theoretical and applied mathematics and the ever-evolving world of finance. Professionals from the financial industry instruct a significant number of classes in the program, using various methods to explore how models behave in practice under a variety of market conditions, as well as to evaluate the validity of underlying assumptions and consequential violations of these assumptions. Students will learn to use these models to set up and evaluate the effectiveness of hedges by simulating various market conditions.

Full-time students following the five-quarter track complete the Financial Mathematics curriculum in five quarters, or 15 months. Part-time students, on average, complete the Program in two to three academic years. The Program must be completed within four academic years from the date of matriculation. For the convenience of our working students, classes meet for three hours on weekday evenings (6pm - 9pm) and are video recorded. Students are permitted to take 300 units for a non-quality Pass/Fail grade towards their degree completion.

Various software packages and data providers, (including Bloomberg terminals,) are licensed to the Program and will be provided free of charge.

The Financial Mathematics Program seeks candidates with a solid background in mathematics developed through majors such as mathematics, statistics, engineering, science, and economics. Additionally, relevant work experience and experience with computer programming skills, (including C++ and Python) are strongly taken into consideration by the Admissions Committee. We admit driven individuals that come from diverse educational, social, and geographic backgrounds. Candidates should be able to demonstrate excellence in both academics and leadership.

The courses listed below are subject to change each academic year. The current core courses needed for degree completion can be found below. For a full listing of course offerings, please visit our Curriculum (https://finmath.uchicago.edu/curriculum/) page, which outlines all Core Courses (https://finmath.uchicago.edu/curriculum/required-courses/), Computing Courses (https://finmath.uchicago.edu/curriculum/computing/), and Elective Courses (https://finmath.uchicago.edu/curriculum/electives/) currently offered as a part of the Financial Mathematics degree.

| FINM 33000 | Mathematical Foundations of Option Pricing | 100 |
| FINM 33150 | Regression Analysis and Quantitative Trading Strategies | 100 |
| FINM 34000 | Probability and Stochastic Processes | 50 |
| FINM 36700 | Portfolio Theory and Risk Management I | 100 |
| FINM 36702 | Portfolio Theory and Risk Management II | 50 |
| FINM 38500 | Career Seminar | 000 |
| Computing | | 400 |
| Electives | | 450 |
| Total Units | | 1250 |

FINANCIAL MATHEMATICS COURSES

FINM 31000. Cryptoasset Markets. 000 Units.
This course will introduce students to the terminology and structure of the global cryptoasset market, including a non-technical overview of the underlying distributed ledger and blockchain technology, as well as current topics and recent developments. It is tailored for students with no prior knowledge. In addition to gaining a better understanding of the interacting layers of this ecosystem, students will leave this course with an understanding of unique data sources available in this space, including shortcomings and limitations of those data sources. There may be some rescheduled classes due to speaker availability.
Instructor(s): Gina Pieters Terms Offered: Summer
Note(s): Course meets second half of quarter.

FINM 32000. Numerical Methods. 100 Units.
Implementing the theory introduced in Mathematical Foundations of Option Pricing (FINM 33000), this course takes a numerical/computational approach to the pricing and hedging of financial derivatives. Topics include: Trees as diffusion approximations; Finite difference methods for PDE solution; Monte Carlo methods for simulation; Fourier transform methods for pricing.
Instructor(s): R. Lee Terms Offered: Winter
Note(s): Computing.

FINM 32500. Computing for Finance in Python. 100 Units.
This course is intended to teach basic programming concepts and techniques to students desiring to work in the financial sector. It is tailored for students without prior programming experience. At the end of this course, students will have the necessary basic programming skills to be successful in their daily activities. We will cover the basics: control structures, data structures, functions, algorithms, and debugging. Additionally, we will cover object-oriented design and Python specific data handling. We will work on several projects aimed at building a real trading system.
Instructor(s): Sebastien Donadio Terms Offered: Autumn
Note(s): Students must take at least one of: FINM 32500 and FINM 33160 towards the computing requirement.

FINM 32600. Computing for Finance in C++. 100 Units.
No previous programming knowledge is assumed. In Computing for Finance in C++, we will introduce the syntax and semantics of C++ and basics of OO programming. As part of the course work, students will develop an option pricer using the Monte Carlo technique. Classes are taught using a combination of lectures and in class hands-on lab sessions.
Instructor(s): C. Liyanaarachchi Terms Offered: Winter
Note(s): Student must take at least one of FINM 32600 or FINM 32700 towards the computing requirement.

FINM 32700. Advanced Computing for Finance. 100 Units.
This course is intended to teach advanced programming concepts and techniques to students desiring to work in the financial sector. It is tailored for students with basic knowledge in C++ programming. At the end of this class, students will have the necessary programming skills to be successful in their daily activities. We will cover the required skills to work as a quantitative researcher: advanced data structures (STL, Boost), parallel programming, inter-process communication, linear algebra computation, simulation and modeling. We will work on several projects aimed at building a real trading system including the implementation of a trading algorithm, handling the connectivity to an exchange/brokerage house and issues related to performance. Classes are taught using a combination of lectures and in class hands-on lab sessions.
Instructor(s): S. Donadio Terms Offered: Spring
Note(s): Student must take at least one of FINM 32600 and FINM 32700 towards the computing requirement.

FINM 32850. Case Studies in Computing for Finance. 100 Units.
This course will introduce participants to the field of Computational Finance through real-world “end-to-end” case studies. The course will focus on the importance of data analytics and algorithmic processing and it will be centered around a series of examples that are representative of problems that practitioners in finance have to solve. The course is structured to cover two major themes: 1. Intro to Data analysis and Numerical algorithms in Computational Finance, and 2. Case studies of “end-to-end” system implementations. Prerequisites and recommended background: As a prerequisite, students will be required to have successfully completed two of the following courses: Computing for Finance in Python, Computing for Finance in C++ (or passed the placement exam) and Advanced Computing for Finance. The participants should also have basic familiarity with the use of MS Excel spreadsheets & VBA, as well as with the use of a high level programming language such as Python or R.
Instructor(s): C. Doloc Terms Offered: Autumn
Note(s): Counts towards computing requirement.

FINM 32950. Introduction to HPC in Finance. 50 Units.
This short course introduces parallel programming and related concepts using some popular technologies (e.g. Intel’s family of parallel models, OpenMP, CUDA etc.) at an introductory level. Application performance improvement using a systematic and structured approach is illustrated. Applications in finance are used to illustrate how to exploit parallelism to solve large scale computing problems. No prior knowledge of parallel computing is assumed. Previous coursework in C++ or Python (FINM 32500 or 32600 or 32700), or passing the FINM computing placement exam is required.
Instructor(s): C. Liyanaarachchi Terms Offered: Summer
Note(s): Counts towards elective requirement.

FINM 33000. Mathematical Foundations of Option Pricing. 100 Units.
Introduction to the theory of arbitrage-free pricing and hedging of financial derivatives. Topics include: Arbitrage; Fundamental theorems of asset pricing; Binomial and other discrete models; Black-Scholes and other continuous-time Gaussian models in one-dimensional and multidimensional settings; PDE and martingale methods; Change of numeraire. Program requirement.
Instructor(s): R. Lee Terms Offered: Autumn

FINM 33150. Regression Analysis and Quantitative Trading Strategies. 100 Units.
Quantitative trading strategies, employing investment decisions based on model output, are a major component of business operations in the finance industry worldwide. We will present the major components of these strategies as found in several asset classes (equities, futures, credit, FX, interest rates and energy). A large proportion of the models involved in quantitative strategies are expressive in terms of regressions. We will cover most of the ways they are used, including practical tricks and considerations, and concentrating particularly on
achieving trustworthy performance. Mathematically, we will cover the computation of linear regressions with and without weights, in univariate and multivariate cases, having least squares or other objective functions. Of the major computation technologies actively used by the finance industry (C/C++, Matlab, Java, R, VB/Excel, C\#, Python) we have chosen R and Python for numerical computation, with (very) light usage of Excel and with data coming from Quandl and some proprietary sources. Program requirement.
Instructor(s): B. Boonstra Terms Offered: Spring
FINM 33160. Machine Learning in Finance. 100 Units.
The course will focus on two Machine Learning categorization models: Logistic Regression and Support Vector Machines, both binary and multi-category. The course will develop the mathematical foundations for these models and the optimization algorithms for training them on actual data. The algorithms will be implemented in Python. The necessary parts of Python programming will be taught along the way as they are needed. The Machine Learning models will be used to train models for trading stocks based on both fundamental and technical data. The models will be implemented in Python, using several Machine Learning libraries such as Scikitlearn and back-tested using the web service Quantopian. At the end of the course, the students will develop and implement their own trading models and analyze the performance of their models.
Instructor(s): N. Nygaard Terms Offered: Winter
Prerequisite(s): FINM 32500 or Python waiver.
Note(s): Students must take at least one of FINM 32500 and FINM 33160 towards computing requirement.
FINM 33165. Probabilistic Programming and Deep Learning. 100 Units.
The course is a continuation of the course Machine Learning in Finance and introduces Deep Learning models i.e. Artificial Neural Networks (ANN). We will develop the training algorithms for Deep Learning Networks in particular Stochastic Gradient Descent and discuss how an ANN can be thought of as a composition of the models developed in the previous course. We will also study the Bayesian aspects of ANNs. After the basic properties are developed we will turn to Convolutional Deep Learning models and apply them to analyzing patterns in financial data and forecasting short term price movements. The results from the Deep Learning approach will be used to develop trading strategies and comparing results from these strategies to results obtained from simpler Machine Learning models. The course uses the Python programming languages and several packages implementing Deep learning models, Theano, Tensorflow and Keras, as well as Scikitlearn and we will spend a significant amount of time learning to master these packages. We will also discuss how the use of GPU computing can dramatically increase the computational performance of the implementations of training algorithms. The course can be followed without having taken the previous course if one is willing to read up on the Machine Learning models and the training algorithms discussed in that course. A working knowledge of Python will be assumed.
Instructor(s): N. Nygaard Terms Offered: Autumn
Prerequisite(s): FINM 33160 or FINM 33161/33162 or Consent of Instructor
Note(s): Counts towards computing requirement.
FINM 33170. Financial Statistics: Time Series, Forecasting, Mean Reversion, and High Frequency Data. 100 Units.
This course is an introduction to the econometric analysis of high-frequency financial data. This is where the stochastic models of quantitative finance meet the reality of how the process really evolves. The course is focused on the statistical theory of how to connect the two, but there will also be some data analysis. With some additional statistical background (which can be acquired after the course), the participants will be able to read articles in the area. The statistical theory is longitudinal, and it thus complements cross-sectional calibration methods (implied volatility, etc.). The course also discusses volatility clustering and market microstructure.
Terms Offered: Winter
Prerequisite(s): Some statistics/econometrics background as in STAT 24400–24500, or FINM 33150 and FINM 33400, or equivalent, or consent of instructor.
Equivalent Course(s): STAT 33910
FINM 33180. Multivariate Data Analysis via Matrix Decompositions. 100 Units.
This course is about using matrix computations to infer useful information from observed data. One may view it as an “applied” version of Stat 30900 although it is not necessary to have taken Stat 30900; the only prerequisite for this course is basic linear algebra. The data analytic tools that we will study will go beyond linear and regression and often fall under the heading of “Multivariate Analysis” in Statistics. These include factor analysis, correspondence analysis, principal components analysis, multidimensional scaling, linear discriminant analysis, canonical correlation analysis, cluster analysis, etc. Understanding these techniques require some facility with matrices in addition to some basic statistics, both of which the student will acquire during the course. Program elective.
Instructor(s): L. Lim Terms Offered: Autumn
Equivalent Course(s): STAT 32940, CAAM 32940
FINM 33601. Fixed Income Derivatives. 100 Units.
The topics in this course include an introduction to fixed income markets, a detailed review of fixed income derivative instruments, and a general approach to bootstrapping the LIBOR term curve from available market quotes. We also discuss the application of the Black-Scholes-Merton model to pricing European swaptions and
caps/floors. Students will study a statistical approach to building a foundation for the Heath-Jarrow-Morton framework of interest rate models. Students should be prepared for the extensive use of Stochastic Calculus.

Instructor(s): Y. Balasanov, L. Doloc, J. Greco

Terms Offered: Spring

Note(s): Counts towards elective requirement.

FINM 34000. Probability and Stochastic Processes. 50 Units.

This course provides a mathematical introduction to probability and stochastic processes. While the main focus is discrete probability and combinatorial analysis, some continuous probability is discussed. Examples and applications are emphasized over theory.

Instructor(s): Charles Smart

Terms Offered: Winter. This course takes place in the first five weeks of the quarter.

Note(s): Required.

FINM 34500. Stochastic Calculus. 100 Units.

The course starts with a quick introduction to martingales in discrete time, and then Brownian motion and the Ito integral are defined carefully. The main tools of stochastic calculus (Ito’s formula, Feynman-Kac formula, Girsanov theorem, etc.) are developed. The treatment includes discussions of simulation and the relationship with partial differential equations. Some applications are given to option pricing, but much more on this is done in other courses. The course ends with an introduction to jump process (Levy processes) and the corresponding integration theory. Program requirement.

Instructor(s): G. Lawler

Terms Offered: Winter

Equivalent Course(s): STAT 39000

FINM 34510. Stochastic Calculus I. 50 Units.

The course starts with a quick introduction to martingales in discrete time, and then Brownian motion and the Ito integral are defined carefully. The main tools of stochastic calculus (Ito’s formula, Feynman-Kac formula, Girsanov theorem, etc.) are developed. The treatment includes discussions of simulation and the relationship with partial differential equations. Some applications are given to option pricing, but much more on this is done in other courses. The course ends with an introduction to jump process (Levy processes) and the corresponding integration theory.

Terms Offered: Winter

Prerequisite(s): Consent of instructor.

Equivalent Course(s): STAT 39010

FINM 34520. Stochastic Calculus II. 50 Units.

Continuation of FINM 34510

Instructor(s): Prof. Greg Lawler

Terms Offered: Winter

Prerequisite(s): FINM 34510

Equivalent Course(s): STAT 39020

FINM 35000. Topics in Economics. 100 Units.

This is an elective course on the macroeconomics of financial markets and monetary policy. Topics include: 1) The risk premium puzzle: should you invest in bonds or stocks?; 2) Building the workhorse: Real Business Cycles (RBC); 3) Understanding modern central banking: the New-Keynesian (NK) model; 4) Towards more realistic models: models of the wealth distribution; and 5) Model of financial crises.

Instructor(s): Leo Rafael Aparisi de Lannoy

Terms Offered: Autumn

Note(s): Program elective.

FINM 35500. Corporate and Credit Securities. 100 Units.

This course analyzes corporate and credit-sensitive securities, including private equity and corporate debt. Students will use financial statements to estimate risk, forecast cash flows and value real options. The class considers the implications for event-driven trading strategies and portfolio management. Additionally, it covers key issues in corporate finance that are relevant for quantitative analysis of corporate securities and credit markets.

Instructor(s): Mark Hendricks

Terms Offered: Spring

Note(s): Elective.

FINM 35910. Applied Algorithmic Trading. 50 Units.

Applied Algorithmic Trading will introduce the required background knowledge and processes necessary for the design and implementation of algorithmic trading models within the context of industry requirements. The objective of the course is to bring together the numerous disciplines covered in other Financial Mathematics courses, focused on quantitative trading, and combine them into a workable industry level presentation. This course will walk students through the process of generating trading ideas, quantifying the trading process, risk-based modeling concepts, back-testing and optimization techniques, and key industry metrics used to evaluate algorithmic trading model performance. Lastly, the course will stress the leadership and presentation skills necessary to make a successful pitch in an industry setting. Program elective.

Instructor(s): Chris Gersch

Terms Offered: Autumn

Prerequisite(s): FINM 32400, FINM 33150, or consent of instructors

FINM 36000. Project Lab. 50 Units.

Program elective.

Instructor(s): R. Lee

Terms Offered: Autumn Spring Summer Winter
Prerequisite(s): Consent of instructor.

FINM 36001. Project Lab 2. 000 Units.
Program elective.
Instructor(s): R. Lee Terms Offered: Autumn Spring Summer Winter
Prerequisite(s): FINM 36000 and consent of instructor.

FINM 36700. Portfolio Theory and Risk Management I. 100 Units.
The course begins by covering the classic foundations of portfolio theory, including mean-variance mathematics and the standard equity factor models used in attribution and risk management. It goes beyond these classic results to cover return dynamics, statistical uncertainty, model selection, market frictions, and non-convex optimization. Throughout, the course examines issues of application and implementation relevant for professionals in various areas of quantitative finance. Case studies cover a range of asset classes, investment strategies, and industries.
Instructor(s): Mark Hendricks Terms Offered: Autumn
Note(s): Program requirement.

FINM 36702. Portfolio Theory and Risk Management II. 50 Units.
This course combines a technical topic with an analysis of situations that produce outsized losses. Students gain familiarity with the credit portfolio loss models that are used to limit trading, allocate costs, and determine required bank capital. They also review the interplay between the technical and human factors that has led to prominent risk control failures. Unique in the Financial Math program, students make in-class presentations that detail the optimal responses of various market participants to unexpected circumstances.
Instructor(s): Jon Frye Terms Offered: Winter
Prerequisite(s): FINM 36700 Portfolio Theory and Risk Management I
Note(s): Required. This is a five-week course taught in the first-half of the quarter.

FINM 37301. Foreign Exchange: Markets, Pricing and Products. 50 Units.
This course will examine international currency markets, financial products, and applications of quantitative models with an emphasis on the quantitative methods and derivative products in common use today. Topics will include a) pricing for FX products in theory and in practice, specifically spot, forward, futures, deposits, cross-currency swaps, non-deliverable contracts, and FX options, b) FX markets in practice, exchange rate regimes, international monetary systems, FX modeling and forecasting, and c) practical market applications of FX options, exotic options, and hybrid products.
Instructor(s): Anthony Capozzoli Terms Offered: Winter
Note(s): Counts towards elective requirement. This is a five-week course taught in the second-half of the quarter.

Mathematical Market Microstructure: An Optimization Approach for Dynamic Inventory Management and Market Maker Quoting. This course is an introduction to mathematical theory of market microstructure, with key applications in solving optimal execution problems with inventory management. We will start from discussions of market design, global market structure, algorithmic trading and market making practices. We will then present traditional market microstructure theory in the context of dealer inventory management and information-based quoting and pricing. Latest literature about realized volatility calculations and intraday implied volatility surface modeling using high-frequency data will be reviewed. The subject of order book dynamics research with applications to market impact modeling will be discussed as well. Finally, a review on continuous-time stochastic control theory will be provided and a discussion will be given on execution algorithm development and market making strategy design using stochastic programming techniques. The main goal of this course is to provide a clear discussion on key mathematical treatments and their practical applications of market microstructure problems, in particular relating to price discovery and utility optimization for certain transaction processes with non-trivial transaction cost present. Program elective.
Instructor(s): H. Chou Terms Offered: Autumn
Note(s): This is a five-week course taught in the first half of the quarter.

FINM 38000. Financial Mathematics Practicum. 000 Units.
Program elective.
Instructor(s): Roger Lee Terms Offered: Autumn Spring Summer Winter

FINM 38001. Financial Mathematics Practicum II. 50 Units.
Elective. Student must be CPT-approved by FINM and OI
Instructor(s): Roger Lee Terms Offered: Autumn Spring Summer Winter

FINM 38500. Career Seminar. 000 Units.
Presentations/workshops/networking events related to career development in quantitative finance. Program requirement.
Instructor(s): Career Development Office Terms Offered: Autumn Spring Winter

FINM 39100. Model Risk, Counterparty Risk, and Systemic Risk from a Regulatory and Risk Management Perspective. 50 Units.
The course introduces students to the key risks in the banking and capital markets sectors and the associated regulatory, risk management, and compliance requirements for financial institutions with a focus on the
requirements of the Dodd-Frank Act (DFA). Over the last ten years DFA has transformed the risk management and compliance professions, requiring sophisticated quantitative modeling to calculate regulatory capital and to otherwise meet regulators’ expectations. Model risk and model risk management (MRM) now extends into all areas of the financial markets. In a course-long homework, students apply the core principles of MRM following Federal Reserve stress testing requirements based on a sample bank portfolio. Students also learn the primary components of a financial institution’s corporate governance, supervision, internal controls, management of conflicts of interest, and gain an understanding of a risk-management system optimally designed to achieve a firm’s business objectives as well as compliance with the DFA. Case studies illustrate both risk management breakdowns and best practices, including the “quant quake” of August 2007 in which highly leveraged quantitative-trading hedge funds incurred significant losses.

Instructor(s): Alexander Dill Terms Offered: Spring

Note(s): Program elective. This is a five-week course taught in the first half of the quarter.
MASTER OF SCIENCE PROGRAM IN THE PHYSICAL SCIENCES

DIRECTOR
• Mark Oreglia

PROGRAM DESCRIPTION

The Master of Science Program in the Physical Sciences Division (MS-PSD) (http://mspsd.uchicago.edu/) at the University of Chicago is a program designed for students who wish to broaden or deepen their knowledge of the physical and mathematical sciences or to acquire new technical skills. It should be especially valuable to those seeking to prepare for further graduate work, including those who wish to prepare for a graduate program in a field outside of their undergraduate major. MS-PSD students have the opportunity to take undergraduate and graduate courses offered by the University of Chicago (except in some of the professional programs), and also to work with faculty members in Astronomy & Astrophysics (http://astro.uchicago.edu/), Biophysical Sciences, (http://biophysics.uchicago.edu/) Chemistry (http://chemistry.uchicago.edu/), Geophysical Sciences (http://geosci.uchicago.edu/), Mathematics (http://www.math.uchicago.edu/), and Physics (http://physics.uchicago.edu/), and to take supplemental coursework in Computer Science (http://www.cs.uchicago.edu/), Computational and Applied Mathematics (https://cam.uchicago.edu/), Financial Mathematics (http://finmath.uchicago.edu/), and Statistics. (http://www.stat.uchicago.edu/)

The MS-PSD program allows students, in consultation with the Faculty Director, to design programs of study to meet individual student needs. This flexibility combined with the rigor of UChicago courses makes the program unique.

Students normally complete the M.S. in Physical Sciences in nine months (three quarters). The program is administered by the PSD Dean of Students office and directed by Professor Mark Oreglia, Professor in the Department of Physics, the Enrico Fermi Institute, and the College.

COURSES AND MASTER’S PROJECT

MS-PSD students are required to complete a total of nine courses, including a master’s thesis project. Five of those courses must be graduate-level subjects, and four of these five courses must be taken in the same department. In addition, students must either (1) complete a master’s thesis project, or (2) take two additional graduate subjects in their principal department, for a total of six out of nine courses in that core department. Students choose from quarterly course offerings (https://coursesearch.uchicago.edu/psc/prdguest/EMPLOYEE/HRMS/c/UC_STUDENT_RECORDS_FL.UC_CLASS_SEARCH_FL.GBL) in physical sciences departments. At least four of the courses must be graduate-level courses in a single department or associated with a specific interdepartmental track, such as environmental science, biochemistry/physics, computational methods in physical science, and optics/imaging. To accommodate students who seek to broaden their knowledge of the physical sciences as well as those seeking to transition to a new field, students may be allowed to take as many as three advanced undergraduate courses in fields outside of their undergraduate majors. In all cases the Director must approve the chosen curricula.

For experimentalists, a typical master’s project might consist of performing or assisting with a laboratory research experiment. For theorists, a typical master’s project might consist of performing some numerical simulation experiments. Students normally choose their projects in the winter quarter, carry them out during the spring quarter, and summarize their projects’ results in a required master’s paper.

QUESTIONS

Prospective or current students should contact the appropriate dean in the Physical Sciences Division with questions about the program and/or the application process:

Prospective Students:
Laura Rigazzi, Associate Dean of Students for Recruitment and Admission
773-702-9708
lrigazzi@uchicago.edu

Current Students:
Sierra Sterling, Assistant Dean of Students
773-702-3192
ssterlin@uchicago.edu
DEPARTMENT OF ASTRONOMY
AND ASTROPHYSICS

Chair
• John E. Carlstrom

Professors
• John E. Carlstrom
• Fausto Cattaneo
• Hsiao-Wen Chen
• Wendy L. Freedman
• Joshua A. Frieman
• Michael D. Gladders
• Nickolay Y. Gnedin
• Doyal A. Harper, Jr.
• Craig J. Hogan
• Dan Hooper
• Wayne Hu
• Daniel E. Holz
• Edward W. Kolb
• Andrey V. Kravtsov
• Angela V. Olinto
• Paolo Privitera
• Robert Rosner

Associate Professors
• Jacob L. Bean
• Bradford A. Benson
• Clarence L. Chang
• Daniel Fabrycky
• Jeffrey McMahon

Assistant Professors
• Damiano Caprioli
• Chihway Chang
• Alex Drlica-Wagner
• Alex Ji
• Austin Joyce
• Leslie Rogers
• Erik Shirokoff
• Irina Zhuravleva

Emeritus Faculty
• Kyle M. Cudworth
• Lewis M. Hobbs
• Edward J. Kibblewhite
• Arieh Königl
• Richard G. Kron
• Donald Q. Lamb, Jr.
• Stephan S. Meyer
• Takeshi Oka
• Patrick E. Palmer
• Eugene N. Parker
Faculty in the Department of Astronomy and Astrophysics work on a wide range of topics at the frontiers of astrophysics: from understanding the beginning of the Universe to the search for habitable extrasolar planets; from the formation and evolution of the earliest galaxies to modeling the most energetic events in the modern Universe; from exploring our own solar system to the largest structures of the Universe. The department participates in major facilities that support the programs of our research groups. Many of these projects take advantage of connections with the neighboring national laboratories, Argonne and Fermilab, for both intellectual and technical resources. Research groups have access to leading telescopes worldwide, including the 6.5-m Magellan Telescopes at Las Campanas, Chile; the Dark Energy Survey at Cerro Tololo Inter-American Observatory in Chile; and the South Pole Telescope, with its ongoing development of powerful new imagers for measuring the Cosmic Microwave Background. Departmental researchers also make use of a number of telescopes (Hubble, Kepler, Chandra, Fermi, and others) and are actively developing new programs for EUSO, POEMMA, JWST, WFIRST, TESS, SOFIA and LSST. Chicago is an active participant in gravitational waves research as a member of LIGO, leading the development of the Holometer at Fermilab, and studying extreme cosmic particles at the Auger Observatory. We are a founding member of the world’s largest optical telescope, the 25-meter Giant Magellan Telescope, which is now under construction in the Chilean Andes with first light expected toward the end of the decade.

**PROGRAM REQUIREMENTS**

The requirements for the Ph.D. degree in Astronomy and Astrophysics are satisfied through the following steps:

- Completion of required core graduate courses
- Full-time scholastic residence of at least 300 units of coursework per quarter, including summer
- Completion of one to three pre-candidacy research projects
- Successful completion of a two-part Candidacy Exam
- Identification of a Thesis Advisor
- Formation of a Thesis Committee
- Thesis research and preparation
- Final Examination

**ADVISING/MENTORING**

Incoming students are assigned a faculty mentor who will advise and guide the student as they navigate the graduate program. Students are invited to seek out potential research supervisors as early as possible. Engagement with research is encouraged and supported by the program structure and through departmental events. Each week there are various talks, seminars, and colloquia highlighting current research by departmental members and visitors that bring together students, faculty, research scientists and post-docs as a vibrant intellectual community. These occasions help facilitate discovery of research areas and projects that may be of interest to incoming students.

**COURSE REQUIREMENTS**

During the first and second years, students complete one core course per academic quarter, and may choose to take elective courses. The core courses are:

- ASTR 30100 Stars
- ASTR 30300 Interstellar Matter
- ASTR 30400 Galaxies
- ASTR 31000 Cosmology I
- ASTR 31100 High Energy Astrophysics
- ASTR 30600 Detection of Radiation
In addition, first- and second-year students enroll in the required courses ASTR 35000 Order-of-Magnitude Astrophysics (for one quarter) and ASTR 49900 Graduate Research Seminar (for up to five quarters).

**RESEARCH**

A significant fraction of time in the first two years is devoted to research projects. This work, organized as ASTR 37100 Precandidacy Research, is presented as part of the two-part Candidacy Exam taken in the Autumn and Spring Quarters of the second year. Advancement to candidacy is made when a student has successfully passed the two-part Candidacy Exam and established a Thesis Committee. After candidacy is established, students enroll in ASTR 49400 Post-Candidacy Research and may also take electives of advanced coursework.

**GRADING POLICY**

Required courses are taken for a quality grade (3.0 on a scale of 4.0). ASTR 37100 Pre-Candidacy Research and ASTR 49400 Post-Candidacy Research are typically taken as P/F, but a letter grade may be requested by the student.

Graduate students are expected to maintain an average grade of B (3.0 on a scale of 4.0) or better in course work at the 300-level. If a student falls below this average, the Deputy Chair for Academic Affairs, in consultation with the student and other faculty, will identify appropriate actions for enhancing academic progress.

**ELECTIVES**

Elective courses numbered in the 300s and 400s provide more depth in particular research areas, allowing students to explore topics of interest. Students may also take electives during pre-candidacy, or following advancement to candidacy. An instructor may choose to issue a grade of P/F in certain elective courses; however, the student may request a letter grade instead.

**DISSERTATION AND FINAL EXAMINATION**

The Ph.D. thesis may be a single-author or multiple-author paper that is submitted to a research journal of high quality and judged to be suitable for publication by the student’s full Thesis Committee. This research is presented to the Thesis Committee in a Final Examination to engage in dialogue and debate, and receive constructive criticism. Final examinations are public events attended by the departmental community.

**CONTACTS**

For general information about application procedures, please contact the Student Affairs Administrator, Laticia Rebeles, lrebeles@astro.uchicago.edu, (773) 702-9808. Additional information regarding the academic program is available on the Department of Astronomy and Astrophysics (https://astrophysics.uchicago.edu/) website.

**ASTRONOMY AND ASTROPHYSICS COURSES**

**ASTR 30100. Stars. 100 Units.**

Introduction to stars (physical and observational), hydrodynamics of self-gravitating fluids, statistical mechanics and equations of state, energy transport, astrophysical nuclear reactions, stellar models, advanced topics. Instructor(s): Alex Ji Terms Offered: Autumn
Prerequisite(s): Open to advanced undergraduates by consent of instructor.

**ASTR 30300. Interstellar Matter. 100 Units.**

Interstellar medium, collision-less systems, distribution of stars in the solar neighborhood, stellar kinematics/dynamics, observations of galactic large-scale structure, theory of galactic structure and evolution. Instructor(s): Hsiao-Wen Chen Terms Offered: Autumn
Prerequisite(s): Open to advanced undergraduates by consent of instructor.

**ASTR 30400. Galaxies. 100 Units.**

The observed universe, the universe at high redshift, early universe microwave background radiation, relativistic homogeneous isotropic cosmologies, evolution of structure in the universe, primordial nucleosynthesis. Instructor(s): Irina Zhuravleva Terms Offered: Spring
Prerequisite(s): Open to advanced undergraduates by consent of instructor.

**ASTR 30600. Detection of Radiation. 100 Units.**

Radiation as a random process, optical coherence, and signal analysis in spatial and temporal domains, along with the detection and measurement of radiation with astronomical instruments. Instructor(s): Jeffrey McMahon Terms Offered: Spring
Prerequisite(s): Open to advanced undergraduates by consent of instructor.

**ASTR 31000. Cosmology I. 100 Units.**

This course presents an introduction to the principles of cosmology. The first part introduces homogeneous, relativistic cosmologies and covers the Robertson-Walker metric, dynamics in the presence of matter, radiation, and dark energy, the universe as a function of time and redshifts, and techniques for calculating observable quantities. The next part covers the growth and evolution of structure in the universe including the formation of clusters and voids, correlation functions, and the mass spectrum. The next part covers the physics of the early universe, including inflation, primordial nucleosynthesis, and recombination. The final part covers current topics
in cosmology, including analysis of the cosmic microwave background and tests for detecting and measuring dark matter and dark energy.
Instructor(s): Austin Joyce Terms Offered: Winter
Prerequisite(s): Open to advanced undergraduates by consent of instructor.

**ASTR 31100. High Energy Astrophysics. 100 Units.**
This course covers a wide range of phenomena associated with the astrophysics of high energy photons, cosmic rays and neutrinos, including the processes of ionization, bremsstrahlung, synchrotron, pion production, Compton and inverse Compton scattering, as well as cosmic ray acceleration. Specific sources of high energy emission will also be discussed, including active galaxies, pulsars, gamma-ray bursts and supernova remnants.
Instructor(s): Damiano Caprioli Terms Offered: Winter
Prerequisite(s): Open to advanced undergraduates by consent of instructor.

**ASTR 31200. Computational Techniques in Astrophysics. 100 Units.**
This course will introduce basic computational techniques most often used in astronomical research, such as interpolation, transforms, smoothing, numerical differentiation and integration, integration of ordinary differential equations, and Monte Carlo methods, and elements of basic computer algorithms, data structures, and parallel programming using Python as the main course programming language with heavy use of NumPy, SciPy, and Matplotlib packages. Practical examples where these numerical techniques are applied will be covered via homework and in class exercises using real-world astronomical problems and results of recent papers with emphasis on implementing the algorithms from scratch. The course will cover the access to astronomical archival data, and how to search it efficiently, focusing specifically on the Sloan Digital Sky Survey, but with introduction to other data sets. Machine learning methods will be introduced to illustrate how large data sets can be mined for interesting information.
Instructor(s): Andrey Kravtsov Terms Offered: Spring
Prerequisite(s): ASTR 20500 or CMSC 12100 or consent of instructor.
Equivalent Course(s): ASTR 21100

**ASTR 31400. Creative Machines and Innovative Instrumentation. 100 Units.**
An understanding of the techniques, tricks, and traps of building creative machines and innovative instrumentation is essential for a range of fields from the physical sciences to the arts. In this hands-on, practical course, you will design and build functional devices as a means to learn the systematic processes of engineering and fundamentals of design and construction. The kinds of things you will learn may include mechanical design and machining, computer-aided design, rapid prototyping, circuitry, electrical measurement methods, and other techniques for resolving real-world design problems. In collaboration with others, you will complete a mini-project and a final project, which will involve the design and fabrication of a functional scientific instrument. The course will be taught at an introductory level; no previous experience is expected. The iterative nature of the design process will require an appreciable amount of time outside of class for completing projects. The course is open to undergraduates in all majors (subject to the pre-requisites), as well as Master’s and Ph.D. students.
Instructor(s): Scott Wakely (Autumn), Erik Shirokoff (Winter), Stephan Meyer (Spring) Terms Offered: Autumn Spring Winter
Prerequisite(s): PHYS 12200 or PHYS 13200 or PHYS 14200; or CMSC 12100 or CMSC 12200 or CMSC 12300; or consent of instructor.
Equivalent Course(s): CMSC 21400, PSMS 31400, ASTR 21400, PHYS 21400, CHEM 21400

**ASTR 32060. 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 periodically preparing presentations based on papers in peer-reviewed journals and leading the discussion.
Instructor(s): Edwin Kite Terms Offered: Winter
Equivalent Course(s): ASTR 22060, GEOS 22060, GEOS 32060

**ASTR 32100. Cosmology II. 100 Units.**
Study of physical cosmology with emphasis on the standard big-bang model and its observational and experimental tests.
Instructor(s): Dan Hooper Terms Offered: Spring
Prerequisite(s): Open to advanced undergraduates who have taken Cosmology I by consent of instructor.

**ASTR 35000. Order-of-Magnitude Astrophysics. 100 Units.**
In physics and astrophysics, an approximate answer is often just as (if not more) useful than an exact answer. Making order-of-magnitude estimates is helpful to develop physical intuition, to verify numerical solutions, and to evaluate whether a research problem is worth pursuing. In this course, students will receive coaching and practice in physics-based reasoning, back-of-the-envelope estimation, and thinking on their feet. Students will be encouraged to take a broad perspective, to think critically, and to have fun using physics to understand the universe around them.
Instructor(s): Leslie Rogers Terms Offered: Autumn
Note(s): Open to 3rd and 4th year undergraduates in the Physical Sciences by instructor consent.
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Equivalent Course(s): ASTR 25000

ASTR 37100. Precandidacy Research. 300.00 Units.
Students arrange with a faculty research supervisor to conduct a short-term independent research project lasting one or more quarters. Research completed in ASTR 37100 is presented as part of the student's candidacy exams.
Instructor(s): Various Terms Offered: Autumn Spring Summer Winter

ASTR 40200. Particle Astrophysics. 100 Units.
This course will provide an introduction to particle physics intended for astrophysicists and cosmologists. In addition to introducing the Standard Model, Feynman diagrams, and other concepts found in particle physics, it will cover a variety of contemporary topics, including dark matter candidates (supersymmetry, axions, etc.), inflation, baryogenesis, neutrino cosmology, and cosmological phase transitions. A background in quantum field theory is not required to participate in this course.
Instructor(s): Dan Hooper Terms Offered: Autumn

ASTR 40800. The Perturbed Universe. 100 Units.
This seminar course will cover inflation as the source of structure in the universe and its observational signatures. Topics will include relativistic perturbation theory, canonical and general single field inflationary models, primordial non-Gaussianity, and gravitational waves.
Instructor(s): Wayne Hu Terms Offered: Winter

ASTR 44700. The Hubble Constant. 100 Units.
The Hubble constant is the cosmological parameter that sets the absolute scale, size and age of the universe; it is one of the most direct ways we have of quantifying and constraining how the universe evolves. In recent years, a tension has arisen in measurements of the Hubble constant that come from using Cepheid variables to tie into the Hubble expansion based on Type Ia supernovae (~74 km/sec/Mpc), and those inferred from measurements of fluctuations in the cosmic microwave background (~67 km/sec/Mpc). Yet a third method, using red giant branch stars (the Tip of the Red Giant Branch or TRGB) give results that lie between the Cepheids and CMB (~70 km/sec.Mpc). This discrepancy raises the interesting possibility that there is physics missing from our standard (Lambda) Cold Dark Matter cosmological model. In this course we will cover the history of recent measurements of the Hubble constant, delve into how current measurements are made, examine the theoretical ideas for explaining the current tension, and look forward to the future and prospects for either supporting or refuting the case for new physics.
Instructor(s): Wendy Freedman Terms Offered: Spring

ASTR 49400. Post-Candidacy Research. 300.00 Units.
Independent research undertaken towards completion of the dissertation.
Instructor(s): Various Terms Offered: Autumn Spring Summer Winter
Prerequisite(s): Completion of all candidacy requirements.

ASTR 49900. Graduate Research Seminar. 100 Units.
The instructor chooses a topic for the seminar and assigns papers that develop the topic from the earliest times to the most recent results. Students each present papers during the course, as assigned, and lead a discussion. The purpose is to give students practice in analyzing the literature and presenting to their peers, as well to assure exposure to a breadth in the topics in astronomy and astrophysics.
Instructor(s): Joshua Frieman, Jacob Bean Terms Offered: Spring Winter. Winter Quarter instructor Joshua Frieman; Spring Quarter instructor Jacob Bean.
Prerequisite(s): Intended for doctoral students in the Department of Astronomy and Astrophysics.

ASTR 50000. Theory and Practice of Science Education. 000 Units.
In this seminar, students examine their work as teaching assistants through activities that include self-reflection; investigating relevant educational literature; and engaging in in-depth discussions about their own teaching and learning. Readings and discussion topics include questioning techniques, learning theory, cooperative learning, growth mindset, metacognition, developing relationships with students, equity, and differentiation. Students will try out new ideas each week in their learning teams and report their results in class. In many cases, students provide guidance to one another regarding managing issues that typically arise in their learning teams. The seminar is intended for graduate students who are serving as teaching assistants for the first time, and is typically taken in the same quarter in which the student begins teaching.
Instructor(s): Brent Barker Terms Offered: Autumn Spring Winter
Prerequisite(s): Undergraduates serving as course assistants may enroll with instructor consent.
Note(s): Graduate students in Astronomy and Astrophysics and Geophysical Sciences enroll in ASTR 50000 the first quarter in which they will teach.
Equivalent Course(s): GEOS 39500
The Graduate Program in Biophysical Sciences is designed to transcend traditional departmental boundaries for the purpose of training scientists who will excel at addressing biological problems using quantitative and physical approaches. The program, which grants a Ph.D. degree from both the Biological and Physical Science Divisions, serves the needs of students who have strong backgrounds in the physical sciences and are intrigued by the interface of the physical, biological and computational sciences. Dual mentorship is a fundamental component of the program. Each student chooses a pair of dissertation advisors from across our diverse faculty and fully participates in both of these research groups.

The participating faculty in the program are drawn from The Physical and The Biological Sciences Divisions, and Argonne National Laboratory and hold appointments in:

DEPARTMENTS & COMMITTEES
- Ben May Dept. for Cancer Research
- Biochemistry & Molecular Biology
- Chemistry
- Computer Science
- Ecology and Evolution
- Geophysical Sciences
- Human Genetics
- Mathematics
- Medicine
- Microbiology
- Molecular Genetics and Cell Biology
- Neurobiology
- Organismal Biology and Anatomy
- Pathology
- Physics
- Statistics

INSTITUTES & CENTERS
- Inst. for Biophysical Dynamics
- Inst. for Genomics & Systems Biology
- James Franck Institute
- Materials Research Science & Engineering Center
- Pritzker Institute for Molecular Engineering

CURRICULUM
The curriculum assumes that entering students are well-grounded in the physical sciences. During the first year, students are expected to take one class per quarter from both the Biological Sciences Division and the Physical Sciences Division (6 courses total). The Biological Organization Series consists of courses chosen to rapidly teach the fundamental biology necessary to enter a laboratory and begin serious interdisciplinary research. To build upon students' strengths in the physical sciences, the first year includes three courses chosen from a list of graduate courses offered in Chemistry or Physics. The curriculum can be modified to fit the strengths and weaknesses in a student's background.

Students undertake a series of laboratory rotations as part of the process of identifying a dissertation topic. These rotations are usually performed during the Winter and Spring Quarters during the first academic year.

INTERDISCIPLINARY PRACTICAL TRAINING
One of the unique advantages of the program is the 3-quarter laboratory course: From Production to Measurement and Analysis. In this intense, 16 hour a week course students deeply explore a series of important current instruments and techniques while carrying out the systematic characterization of several genes and their expressed proteins. The genes are chosen from the long list of "unknown ORFs" - open reading frames that have been predicted by genome sequencing projects, but have never been examined further.
The laboratory course is managed by a full-time course director who works closely with the students to provide experimental and intellectual continuity. The laboratory course covers (1) sample preparation and high throughput selection methods (e.g., engineering, expression, synthesis, and labeling of proteins and nucleic acids) and high throughput selection methods (phage display, in vitro selection); (2) measurement (spectroscopy and imaging including single molecule methods, NMR, x-ray diffraction, and mass spectrometry, etc.); and (3) computational approaches (extracting information from large data sets, bioinformatics, simulation and modeling). Although it is impossible to cover all biophysical methods, the process of mastering a subset of the important techniques gives students the confidence and foundation to build in any direction.

The first section of this course is the four-week Biological Research Immersion, which starts in late August and ends before the start of Fall Quarter. The course continues through the Autumn and Winter Quarters.

The program in Biophysical Sciences is an inherently collaborative training program, and the foundation of collaboration is the ability to coherently express complex ideas. As part of the laboratory course, students are expected to give frequent presentations, both oral and written: Analysis of recent papers, background preparation before research seminars, overviews of upcoming experimental techniques, experimental proposals, and presentations of results. As a group, students also participate in two large projects during the year - building an advanced optical instrument from basic components, and writing a software package to simulate a biological process.

**DUAL MENTORSHIP**

In order to truly bridge the expertise and approach of two scientific fields it is necessary to fully participate in both. The research program each professor maintains is a vibrant and dedicated research group whose members share in the daily successes and frustrations of their related questions. It is this shared intellectual exertion that moves a subject forward, and it is this environment that most efficiently teaches the deepest understanding. In our experience, this dual mentorship creates an unparalleled learning structure and will lead to the development of unimagined science.

For a list of trainers and their affiliations, details about admissions, and current information about this new and innovative program, see [http://biophysics.uchicago.edu/](http://biophysics.uchicago.edu/)

**Course Requirements and Grading Policy**

The didactic portion of the required curriculum is intended to be accomplished in the first year of the program. This curriculum includes the Lab Course, three graduate level biological sciences selectives and three graduate physical sciences selectives, including a course in molecular biophysics. Appropriate selective courses are determined on an individual basis after consultation with the Curriculum Director and may vary based on the student's preparation and research plan. Students must maintain a GPA of 3.0 in courses taken towards fulfillment of didactic course requirements.

**Biophysical Sciences Courses**

**BPHS 31000. 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. Sonic
Equivalent Course(s): BCMB 32200, BIOS 21328

**BPHS 33000. Ethical tools for research and mentoring. 50 Units.**
Ethical considerations of research for advanced graduate students in the Biophysical Sciences graduate program.

**BPHS 35001. Synthesis and Modification. 200 Units.**
This course is 20 hours per week of intensive training in research in the biological sciences, intended for first year students in the Biophysical Sciences Program who typically have majored in one of the physical sciences and want to pursue a PhD project at the interface between the physical and biological sciences. The course continues through Winter quarter.
Instructor(s): A. Hammond Terms Offered: Autumn,Winter
Note(s): Open to first year BPHS students only

**BPHS 35002. Synthesis and Modification. 200 Units.**

**BPHS 39800. Topics: Research in Biophysical Sciences. 300.00 Units.**
Laboratory Rotations

**BPHS 39900. Introduction to Research: BPHS. 300.00 Units.**
Qualifying Examination Preparation

**BPHS 40100. Research in Biophysical Sciences. 300.00 Units.**
PhD Thesis Research
BPHS 40500. Research Presentations. 50 Units.

BPHS 47300. Genomics and Systems Biology. 100 Units.
This lecture course explores technologies for high-throughput collection of genomic-scale data, including sequencing, genotyping, gene expression profiling, and assays of copy number variation, protein expression and protein-protein interaction. In addition, the course will cover study design and statistic analysis of large data sets, as well as how data from different sources can be used to understand regulatory networks, i.e., systems. Statistical tools that will be introduced include linear models, likelihood-based inference, supervised and unsupervised learning techniques, methods for assessing quality of data, hidden Markov models, and controlling for false discovery rates in large data sets. Readings will be drawn from the primary literature. Evaluation will be based primarily on problem sets.
Instructor(s): Y. Gilad
Terms Offered: Spring
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187 or BIOS 20235 and STAT 23400 or BIOS 26210 and BIOS 26211
Equivalent Course(s): IMMU 47300, HGEN 47300, BIOS 28407, CABI 47300

BPHS 70000. Advanced Study: Biophysical Sciences. 300.00 Units.
Advanced Study: Biophysical Sciences
Department of Chemistry

Chair
- Andrei Tokmakoff

Professors
- Aaron Dinner
- Guangbin Dong
- Gregory Engel
- Laura Gagliardi
- Giulia Galli, Molecular Engineering - Associate Appointment
- Philippe M. Guyot Sionnest
- Chuan He
- Michael D. Hopkins
- Yamuna Krishnan
- Ka Yee Christina Lee
- Wenbin Lin
- David Mazzotti
- Jiwoong Park
- Joseph Piccirilli, Biochemistry & Molecular Biology
- Viresh Rawal
- Benoit Roux, Biochemistry & Molecular Biology
- Stuart Rowan, Molecular Engineering - Associate Appointment
- Norbert F. Scherer
- Elena Shevchenko
- Steven J. Sibener
- Scott Snyder
- Dmitri Talapin
- Andrei Tokmakoff
- Gregory Voth
- Luping Yu

Associate Professors
- Bryan Dickinson
- Raymond Moellering
- Bozhi Tian
- Surinarayanan Vaikuntanathan

Assistant Professors
- John Anderson
- Sarah King
- Mark Levin
- Weixin Tang

Senior Instructional Professors
- Vera Dragisich
- Valerie Keller
- Britni Ratliff
- Meishan Zhao

Assistant Instructional Professor
- Shaunna McLeod

Emeritus Faculty
The Ph.D. program in the Department of Chemistry offers wide opportunity and unusual flexibility for advanced study and research, and is designed to encourage individuality, independence, and excellence in students. Most students select their research advisor by winter quarter of their first year and are engaged in research by the spring quarter. The department has neither a system of cumulative examinations nor a written major examination. There are relatively few course requirements and great flexibility as to which courses may be taken.

In the Division of the Physical Sciences barriers between departments are low. Students in the Department of Chemistry often take courses in other departments and can even earn the degree in chemistry for research that has been done under the supervision of a member of another department. Students are encouraged to fashion special programs of study under the guidance of the faculty.

APPLICATION

A completed application will include undergraduate transcripts, three letters of recommendation, and the results of the GRE examination (the advanced test in chemistry is recommended). Foreign applicants must also submit the results of the TOEFL or IELTS.

Students are normally admitted beginning with the autumn quarter of each year. The sequential nature of some of our courses makes this the best time to begin graduate studies. Although applications may be considered at any time at the discretion of the admissions committee, students are strongly encouraged to complete their applications by December 1st. The department has no admissions quota and in recent years the entering class has numbered between 38 and 55.

A well defined Master of Science (S.M.) program of appropriate rigor is maintained, but the Department of Chemistry does not offer financial support to students whose degree goal is the master’s degree. This degree is neither a prerequisite for, nor a forerunner of, the Ph.D. degree, although it may be acquired along the way if a student so desires.

The Department of Chemistry participates actively in the Medical Scientist Training Program (MSTP) administered by the Pritzker School of Medicine at the University of Chicago. MSTP is a structured six year program leading to both the M.D. degree and the Ph.D. in chemistry. Full tuition and a stipend are awarded for the six year period. MSTP is funded by the National Institute of General Medical Sciences and is open only to U.S. citizens.

FINANCIAL SUPPORT

All students admitted to the Ph.D. program are offered financial support. Generally this takes the form of a first year teaching assistantship which provides a complete merit tuition scholarship and pays a competitive monthly stipend. Teaching assistants are usually assigned to one of the undergraduate laboratory courses. Duties involve supervising one class section (13-18 students) for one afternoon per week, holding a discussion session and office hours, and assisting with grading. The total time required is about fifteen hours per week.

By the end of the third quarter students have usually selected their research supervisor. An appointment as a research assistant (stipend plus tuition) normally continues throughout the period of research.

There are several special supplemental fellowships and scholarships offered by the department and the University. All students seeking admission are automatically considered in the competition for these awards. No separate application is required. Students are urged to compete for the many national and other external fellowships available.

ADVANCED DEGREES

The department administers basic examinations in the fields of inorganic, organic, and physical chemistry in the autumn, winter, and spring quarters. Graduate students are expected to take these examinations upon
entering the department. Deficiencies evidenced by these examinations must be remedied and the examinations passed prior to the end of the third quarter of residence (not counting summer quarter).

In the first year, students must satisfactorily complete nine courses. At least six of these must be 30000 level courses from the offerings of the Department of Chemistry or of related departments in the Divisions of the Physical and the Biological Sciences, and the Pritzker School of Molecular Engineering. Grades of C or better are expected. The remaining three courses will consist of the Advanced Training for Teachers and Researchers in Chemistry, CHEM 500x series. Other courses may include Chemistry 35000 and/or 40000 level chemistry research courses; however, one may not register for these courses during the autumn quarter. An advisor assists students in formulating programs of study that will best satisfy personal needs and departmental requirements. Courses taken outside the department to satisfy the first year requirements must be approved by the advisor.

Students who have completed all courses with grades of C or better (P in research courses) may be recommended for the S.M. degree; these students may, at the discretion of a faculty member, be required to submit a paper on their work in CHEM 35000 or a 40000 level research course.

At the end of the spring quarter in the first year, the faculty review the student’s overall record. Course performance is a major part of this review; a B average or better in all 30000 level courses (excluding CHEM 35000) is expected. At this time the department will advise students whether they are qualified to continue studies and to prepare for the Ph.D. candidacy examination described below. A student seeking admission to Ph.D. candidacy must take the candidacy examination before the end of his or her fifth quarter in residence (normally October; for this purpose summer quarter is counted as a quarter in residence). This examination is based on the student’s written research prospectus. The student presents the research prospectus to the committee, and must be prepared to discuss the relevant chemical literature, progress to date, plans for future work, and the relationship of the research to other chemical problems.

The faculty review the recommendations of the candidacy examining committee and, after consideration of the student’s academic record, vote on whether or not to recommend that the student be admitted to candidacy. All candidates for the Ph.D. degree are required to participate in some form of teaching. Normally this involves serving as a teaching assistant for three quarters in the first year.

The Ph.D. degree is granted upon satisfactory completion of scholarly research work, presented in a written thesis, discussed in a public seminar, and defended orally before a faculty committee.

Students should especially note the following:

- It is the responsibility of the individual research sponsor to monitor the progress of a student’s research. Unsatisfactory progress may result in termination of financial support and/or dismissal from the Ph.D. program.
- The department will recommend formal admission to candidacy as soon as the student has:
  - Satisfied the basic examination requirement
  - Satisfied the course requirements
  - Demonstrated satisfactory progress in research and teaching
  - Passed the candidacy examination
- Students should consider satisfying any or all course requirements by taking proficiency examinations. Application to take a proficiency examination should be made directly to the person who will be teaching the particular course. The examinations will be administered during the first week of the quarter in which the course is offered. No stigma is attached to failing a proficiency examination.

CHEMISTRY COURSES
CHEM 30100. Advanced Inorganic Chemistry. 100 Units.
Group theory and its applications in inorganic chemistry are developed. These concepts are used in surveying the chemistry of inorganic compounds from the standpoint of quantum chemistry, chemical bonding principles, and the relationship between structure and reactivity.
Instructor(s): W. Lin Terms Offered: Autumn
Prerequisite(s): CHEM 20100 and CHEM 26100

CHEM 30200. Synthesis and Physical Methods in Inorganic Chemistry. 100 Units.
This course covers theoretical and practical aspects of important physical methods for the characterization of inorganic molecules. Topics may include NMR, IR, RAMAN, EPR, and electronic and photoelectron spectroscopy; electrochemical methods; and single-crystal X-ray diffraction.
Instructor(s): W. Lin Terms Offered: Winter
Prerequisite(s): CHEM 30100

CHEM 30400. Organometallic Chemistry. 100 Units.
This course covers preparation and properties of organometallic compounds (notably those of the transition elements, their reactions, and the concepts of homogeneous catalysis).
Instructor(s): G. Dong Terms Offered: Spring
Prerequisite(s): CHEM 20100 and CHEM 26100
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): Staff. Terms Offered: Not offered in 2020-2021
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): J. Anderson Terms Offered: Winter
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

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): M. Levin 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): V. Rawal 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): S. Snyder 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.
Instructor(s): Staff Terms Offered: Not offered in 2020-2021
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.
Instructor(s): Staff. Terms Offered: Not offered in 2020-2021

CHEM 33000. Complex Chemical Systems. 100 Units.
This course describes chemical systems in which nonlinear kinetics lead to unexpected (emergent) behavior of the system. Autocatalytic and spatiotemporal pattern forming systems are covered, and their roles in the development and function of living systems are discussed.
Instructor(s): Staff Terms Offered: Not offered in 2020-2021
Prerequisite(s): CHEM 22200/23200 and MATH 20100, or consent of instructor

CHEM 33100. New Synthetic Reactions and Catalysts. 100 Units.
This course presents recent highlights of new synthetic reactions and catalysts for efficient organic synthesis. Mechanistic details and future possibilities are discussed.
Instructor(s): Staff Terms Offered: Not offered in 2020-2021
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.
The aim of this course is to teach chemical biology using primary literature examples, both classic and modern, focused on fundamental approaches and technologies. A general focus on the course are biomolecules - their biophysics, function, engineering, and repurposing and research tools. This course and the subsequent "Chemical Biology II course (Chem333) are geared toward those interested in pursuing chemical biology in their research endeavors or future career.
Instructor(s): W. Tang Terms Offered: Autumn
Prerequisite(s): CHEM 22200/23200, or consent of instructor

CHEM 33300. Chemical Biology II. 100 Units.
No description available.
Instructor(s): R. Moellering Terms Offered: Winter
Prerequisite(s): CHEM 33200, or consent of instructor

CHEM 33500. Chemistry of Enzyme Catalysis. 100 Units.
The course will cover fundamental aspects of the physical organic chemistry of enzyme catalysis, with special emphasis on the role of pre-oriented local electric fields in catalysis, and will use case studies based on the primary scientific literature—both classic and current papers. For each class, there will be primary scientific papers assigned that the student will be expected to have studied in depth prior to class, including "reading around" on the same and related topics; suggestions for supplementary reading will be given. Classes will be conducted as discussion sessions; guided by the Instructor—all students will be expected to be prepared to answer questions from the instructor, and to take active part in class discussions. Participation in class will count for a portion of the grade for each student.
Instructor(s): S. Kent Terms Offered: Winter

CHEM 33600. Biological Chemistry of Materials: Principles and Applications. 100 Units.
Terms Offered: Not offered in 2020-2021
Prerequisite(s): CHEM 23300 or consent of instructor

CHEM 33700. RNA Structure, Function, and Biology. 100 Units.
Students will learn principles of RNA structure and function, RNA catalysis, and RNA molecular cell biology as they relate to the field of RNA metabolism. In recent years it has become apparent that much of an organisms genome is transcribed, yielding a far more expansive collection of RNA molecules than previously thought: many of these RNAs are classic messenger RNAs that code for proteins but many serve functions other than protein coding (noncoding RNAs). These RNAs are processed, modified, and usually interact with RNA binding proteins (RBPs) to form ribonucleoprotein (RNP) complexes. We will consider emerging themes in noncoding RNA biology and investigate methods for interrogating their cellular structure and function.
Terms Offered: Not offered in 2020-2021

CHEM 33800. Current Topics and Methods in Chemical Biology. 100 Units.
The aim of this course is to teach modern chemical biology methods, technologies, and applications as applied to problems and challenges in human health and biotechnology. Both classics in translational chemical biology and emerging technologies will be used to teach general principles in the application of chemistry to therapeutic development and biotechnology. As compared to the Chemical Biology course track (Chem332/Chem333), this course is geared more toward non-experts in chemical biology or those with a less extensive chemistry background.
Instructor(s): B. Dickinson, R. Moellering Terms Offered: Winter
Prerequisite(s): CHEM 22200/23200

CHEM 33900. Discovery and Translation of Molecular Therapeutics - II. 100 Units.
The aim of this course is to broadly expose students to emerging classes of molecular therapeutics and diagnostics with a focus on the chemistry and molecular engineering underlying their discovery, development and translation into use by society. This material will be presented through the lens of academic, industrial and clinical experts, which will collectively expose students to the diverse disciplines that come together in the creation of new medicines and diagnostics.
Instructor(s): R. Moellering, B. Dickinson Terms Offered: Spring
Prerequisite(s): CHEM 33200 or CHEM 33800

CHEM 35000. Intro To Research: Chemistry. 300.00 Units.
For course description contact Chemistry.

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): A. Dinner Terms Offered: Autumn
Prerequisite(s): CHEM 26300

CHEM 36200. Quantum Mechanics. 100 Units.
This course builds upon the concepts introduced in CHEM 36100 with greater detail provided for the role of quantum mechanics in chemical physics.
Instructor(s): D. Mazziotti Terms Offered: Winter
Prerequisite(s): CHEM 36100

CHEM 36300. Statistical Thermodynamics. 100 Units.
This course covers the thermodynamics and introductory statistical mechanics of systems at equilibrium.
Instructor(s): S. Vaikuntanathan Terms Offered: Autumn
Prerequisite(s): CHEM 26100-26200

CHEM 36400. Advanced Statistical Mechanics. 100 Units.
Topics covered in this course may include statistics of quantum mechanical systems, weakly and strongly interacting classical systems, phase transitions and critical phenomena, systems out of equilibrium, and polymers.
Instructor(s): V. Goth 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): G. Voth Terms Offered: Spring
Prerequisite(s): CHEM 36100 required; 36300 recommended

CHEM 36700. Experimental Phy Chem Spec. 100 Units.
TBD
Terms Offered: Not offered in 2020-2021

CHEM 36800. Quantum Molecular and Materials Modeling. 100 Units.
Quantum mechanical methods, including quantum chemistry, density functional theory (DFT), and many body perturbation theory, for simulating the properties of molecules and materials will be explored in this course. Numerical algorithms and techniques will be introduced that allow for solution of approximate forms of the Schroedinger and Boltzmann Equations that model structural and transport properties of molecules and materials. The coupling of DFT with molecular dynamics will be detailed for determining finite temperature properties. Coupling of DFT with spin Hamiltonians to study dynamical spin correlations in materials will also be described. Examples of the application of quantum mechanical methods to materials for energy conversion and quantum information technologies will be provided.
Instructor(s): Giulia Galli Terms Offered: Spring
Prerequisite(s): PHYS 23400 or CHEM 26100 or instructor consent
Equivalent Course(s): MENG 35510, CHEM 26800, MENG 25510

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, echoes, and two-dimensional spectroscopy.
Terms Offered: Not offered in 2020-2021

CHEM 37300. Advanced Special Topics in Theory and Computation. 100 Units.
This course introduces topics in theoretical and computational chemistry beyond those in the traditional graduate physical chemistry sequence. Specific topics will vary from year to year based on the interests of the instructor and students. Representative topics are diagrammatic methods, field theories, renormalization, nonequilibrium statistical mechanics, and quantum dynamics.
Terms Offered: Not offered in 2020-2021
CHEM 38700. Biophysical Chemistry. 100 Units.
This course develops a physicochemical description of biological systems. Topics include macromolecules, fluid-phase lipid-bilayer structures in aqueous solution, biomembrane mechanics, control of biomolecular assembly, and computer simulations of biomolecular systems.
Instructor(s): R. Benoit Terms Offered: Spring
Prerequisite(s): CHEM 23300, CHEM 26200.

CHEM 39000. Solids, Materials, Surfaces. 100 Units.
This course is an introduction to modern materials chemistry. It covers basic chemistry and physics of condensed systems, such as solids, polymers, and nanomaterials. The electronic structure of metals, semiconductors and magnetically ordered phases will be discussed. We will review optical and electronic properties of different classes of materials using examples of hard and soft condensed matter systems and drawing structure-property relationships for conventional solids, polymers, and nanomaterials. Finally, the course will cover the fundamentals of surface science and material synthesis, applying modern understanding of nucleation and growth phenomena.
Instructor(s): D. Talapin Terms Offered: Autumn
Prerequisite(s): CHEM 26100, CHEM 26200, and CHEM 26300, or equivalent
Equivalent Course(s): MENG 35200

CHEM 39100. Polymer Synthesis. 100 Units.
This course introduces the most important polymerization reactions, focusing on their reaction mechanisms and kinetic aspects. Topics include free radical and ionic chain polymerization, step-growth polymerization, ring-opening, insertion, controlled living polymerization, crosslinking, copolymerization, and chemical modification of preformed polymers.
Instructor(s): Stuart Rowan Terms Offered: Winter
Prerequisite(s): CHEM 22000 and CHEM 22100
Equivalent Course(s): MENG 25110, MENG 35110

CHEM 39200. Polymers. 100 Units.
The course covers the following advanced topics in polymer science, by a combination of lectures and student presentations: 1) Electrical-conductivity, mobility, applications in various fields 2) Biological polymers-biocompatibility, degradable drug delivery, (Protein, DNA and RNA delivery), tissue engineering 3) Liquid crystal polymers 4) Polymers for catalytic function 5) Ferroelectric/ferromagnetic polymers 6) Optical polymers (linear, nonlinear optical polymers) 7) Block copolymers for nanostructures 8) Supramolecular polymers-polymers with self-healing properties.
Instructor(s): Luping Yu Terms Offered: Winter
Prerequisite(s): CHEM 22000-22100-22200 and CHEM 26100

CHEM 39300. Electronic and Quantum Materials for Technology. 100 Units.
This is a one-quarter introductory course on the science and engineering of electronic and quantum materials. The intended audience is upper-level undergraduate students and first-year graduate students in Molecular Engineering and other related fields, including Chemistry and Physics. We will learn the basics of electrical and optical properties of electronic materials, including semiconductors, metals, and insulators starting from a simple band picture, and will discuss how these materials enable modern electronic and optoelectronic devices and circuitry. We will also explore the modern synthesis techniques for these materials and the effects of reduced dimensions and emergent quantum properties. No comprehensive exposure to quantum mechanics, thermodynamics, or advanced mathematical skills will be assumed, even though working knowledge of these topics will be helpful.
Instructor(s): Jiwoong Park Terms Offered: Spring
Prerequisite(s): CHEM 26200 or PHYS 23500 or instructor consent
Equivalent Course(s): MENG 26600, MENG 36600

CHEM 40000. Rsch: Related Depts/Institutes. 300.00 Units.
Doctoral research on an original project in Related Depts/Institutes under the supervision of the professor.

CHEM 40100. Research: Physical Chemistry. 300.00 Units.
Doctoral research on an original project in Physical Chemistry under the supervision of the professor.

CHEM 40200. Research: Physical Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 40300. Research: Inorganic Chemistry. 300.00 Units.
Readings and Research for working on their PhD
CHEM 40400. Rsch: Org/Phys/Polymer Chem. 300.00 Units.
Doctoral research on an original project in Org/Phys/Polymer Chemistry under the supervision of the professor.

CHEM 40500. Rsch: Laser/Surface/Phys Chem. 300.00 Units.
Doctoral research on an original project in Laser/Surface/Physical Chemistry under the supervision of the professor.

CHEM 40600. Research: Bioorganic Chemistry. 300.00 Units.
Doctoral research on an original project in Bioorganic Chemistry under the supervision of the professor.

CHEM 40700. Research: Inorganic Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 40800. Research: Organic Chemistry. 300.00 Units.
Doctoral research on an original project in Organic Chemistry under the supervision of the professor.

CHEM 40900. Research: Organic Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 41000. Research: Physical Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 41100. Research: Physical Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 41200. Research: Physical Chemistry. 300.00 Units.
Doctoral research on an original project in Physical Chemistry under the supervision of the professor.

CHEM 41300. Research: Inorganic Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 41400. Research: Org/Biological Chem. 300.00 Units.
Readings and Research for working on their PhD

CHEM 41500. Research: Physical Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 41600. Research: Biophysical Chem. 300.00 Units.
Doctoral research on an original project in Biophysical Chemistry under the supervision of professor.

CHEM 41700. Research: Geochemistry. 300.00 Units.
Doctoral research on an original project in Geochemistry under the supervision of the professor.

CHEM 41800. Rsch: Org/Phys-Org Chemistry. 300.00 Units.
Doctoral research on an original project in Org/Phys-Org Chemistry under the supervision of the professor.

CHEM 41900. Research: Physical Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 42000. Research: Physical Chemistry. 300.00 Units.
Doctoral research on an original project in Physical Chemistry under the supervision of the professor.

CHEM 42100. Research: Physical Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 42200. Research: Inorganic Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 42300. Research: Organic Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 42400. Research: Org/Biological Chem. 300.00 Units.
Readings and Research for working on their PhD

CHEM 42500. Research: Organic Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 42600. Research: Physical Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 42700. Research: Physical Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 42800. Research: Physical Chemistry. 300.00 Units.
Readings and Research for working on their PhD
CHEM 42900. Research: Organic Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 43000. Research: Inorganic Chemistry. 300.00 Units.

CHEM 43100. Research: Inorganic Chemistry. 300.00 Units.
Doctoral research on an original project in Inorganic Chemistry under the supervision of the professor.

CHEM 43200. Research: Physical Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 43300. Research: Organic Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 43400. Research: Organic Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 43500. Research: Physical Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 43600. Research: Physical Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 43800. Research: Physical Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 43900. Research: Org/Biotheoretical Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 44000. Research: Organic Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 44100. Research: Organic Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 44200. Research: Organic Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 44300. Research: Physical Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 44400. Research: Organic Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 44500. Research: Inorganic Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 44600. Research: Physical Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 44700. Research: Physical Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 44800. Research: Organic Chemistry. 300.00 Units.
Readings and Research for working on their PhD

CHEM 44900. Polymer Chemistry. 300.00 Units.
Laboratory Research on an original project in Polymer Chemistry for Ph.D. dissertation.

CHEM 45000. Research: Physical Chemistry. 300.00 Units.
TBD

CHEM 45100. Research: Physical Chemistry. 300.00 Units.
Laboratory research in physical chemistry.
Instructor(s): Sarah King Terms Offered: Autumn Spring Summer Winter. Start in 2018 - 2019 and continue every year/quarter after that

CHEM 45200. Research: Organic Chemistry. 300.00 Units.
Conduct research towards a dissertation research project in Organic Chemistry.
Instructor(s): Prof. Mark Levin Terms Offered: Autumn Spring Summer Winter

CHEM 45300. Research: Organic/Biological Chemistry. 300.00 Units.
Conduct research for Ph.D. dissertation in the laboratory of a Chemistry Department faculty member.
Instructor(s): Prof. Weixing Tang Terms Offered: Autumn Spring Summer Winter. Offered every quarter

CHEM 45400. Research: Physical Chemistry. 300.00 Units.
Research in computational/theoretical/physical chemistry toward a Ph.D. dissertation project.
Instructor(s): Prof. Laura Gagliardi Terms Offered: Autumn Spring Summer Winter
CHEM 45500. Research: Inorganic Chemistry. 300.00 Units.
Ph.D. laboratory research in a faculty research laboratory.
Instructor(s): Anna Wuttig Terms Offered: Autumn Spring Summer Winter

CHEM 45600. Research: Inorganic Chemistry. 300.00 Units.
Laboratory research on a Ph.D. dissertation project in Inorganic Chemistry.
Instructor(s): Paul Alivatsos Terms Offered: Autumn Spring Summer Winter

CHEM 49000. Research: Internship. 300.00 Units.
Off site research internship.
Instructor(s): Dr. Vera Dragisich Terms Offered: Autumn Spring Summer Winter
Prerequisite(s): Approval of dissertation advisor

CHEM 50000-50001-50002. Advanced Training for Teachers and Researchers in Chemistry I-II-III.
This sequence will extend the traditional two-week departmental TA training into a full year, covering both the materials that are critical to becoming an excellent TA and the skills to produce well-rounded PhD candidates. At the end of this sequence, students are expected to develop an enhanced understanding and talent of critical thinking, an enriched knowledge base that is critical in solving real-world problems, an improved ability in the consideration and use of innovative pedagogical tools, the ability to transition into independent research, and effective skills in preparing high-quality written reports and oral presentations, as well as to begin thinking about career development skills.

CHEM 50000. Advanced Training for Teachers and Researchers in Chemistry I. 100 Units.
No description available.
Instructor(s): Dr. Vera Dragisich Terms Offered: Autumn

CHEM 50001. Advanced Training for Teachers and Researchers in Chemistry II. 300.00 Units.
No description available.
Instructor(s): Dr. Vera Dragisich Terms Offered: Winter

CHEM 50002. Advanced Training for Teachers and Researchers in Chemistry III. 100 Units.
See above.
Terms Offered: Spring

CHEM 50005. Chemistry External Research/Professional Development. 100 Units.
Internship for professional development, such as through My Choice program.
Instructor(s): Vera Dragisich Terms Offered: Spring. May be offered in other quarters as well, as necessary

CHEM 59200. Seminar on Experimental Design. 000 Units.

CHEM 70000. Advanced Study: Chemistry. 300.00 Units.
Advanced Study: Chemistry
The Committee on Computational and Applied Mathematics

Committee website: https://cam.uchicago.edu/

Director
- Mary Silber (Statistics, CAMI)

Professors
- Yali Amit (Statistics and Computer Science)
- Mihai Anitescu (Statistics and Argonne, CAMI)
- Guillaume Bal (Statistics and Mathematics, CAMI)
- Fausto Cattaneo (Astronomy and Astrophysics)
- Jack Cowan (Mathematics and Neurology)
- Aaron Dinner (Chemistry and James Franck Institute)
- Todd Dupont (Computer Science, Mathematics, and James Franck Institute)
- Carlos Kenig (Mathematics)
- Gregory Lawler (Mathematics and Statistics)
- John Reinitz (Statistics and Ecology and Evolution, CAMI)
- Charles Smart (Mathematics)
- Panagiotis (Takis) Souganidis (Mathematics)
- Nathan Srebro (TTIC and Computer Science)
- Matthew Stephens (Statistics and Human Genetics)
- Gregory Voth (Chemistry and James Franck Institute)
- Shmuel Weinberger (Mathematics)
- Rebecca Willett (Statistics, CAMI, Computer Science)

Associate Professor
- Rina Foygel Barber (Statistics)
- Lek-Heng Lim (Statistics, CAMI)

Assistant Professors
- Zheng (Tracy) Ke (Statistics)
- Yuehaw Khoo (Statistics, CAMI)
- Arvind Murugan (Physics)
- Daniel Sanz-Alonso (Statistics, CAMI)

The Program

The use of computational, mathematical and statistical modeling in various areas of science has increased dramatically in recent years, triggered by massive increases in computing power and data acquisition. Mechanistic models for physical problems that reflect underlying physical laws are being combined with data-driven approaches in which statistical inference and optimization play key roles. These developments are transforming research agendas throughout statistics and applied mathematics, and are impacting a broad range of scientific disciplines.

A critical need now exists to train the next generation of computational and applied mathematicians to confront data-centric problems in the natural and social sciences. In response to these developments, the Committee on Computational and Applied Mathematics (CCAM) has been formed to provide graduate training in Computational and Applied Mathematics that reflects both the scientific demands and the unique strengths of the University of Chicago faculty across the Division of the Physical Sciences, including the recent hiring of several new faculty under a Computational and Applied Mathematics Initiative (CAMI).

Admissions

The program will admit a small number of exceptionally qualified students. Each student will be assigned to a member of the computational and applied mathematics committee to plan and approve a student’s course of study until their dissertation committee is formed. The executive committee monitors each student’s progress through the program at quarterly meetings.
COURSE REQUIREMENTS

First year students are required to take two 3-quarter-course sequences; one is an analytic/physical mathematics+modeling track, which includes applied dynamical systems, applied functional analysis, and PDE, and the other track is a computational one that includes matrix computation, optimization and machine learning.

In addition to these first year required courses, students take an elective course each quarter. They are assigned a first-year advisor who will help them select appropriate elective courses for their interests.

At the end of the first year, students are assessed in these areas with a pair of exams, one on each of the tracks. For these, students must choose 2 out of the 3 courses, for each track, for their exam questions.

While students need only take courses in their first year, most take courses well into their second, in addition to taking reading courses and research seminars.

THESIS ADVISOR AND DISSERTATION COMMITTEE

Students typically select a thesis advisor by the end of their second year, and choose a three-person thesis committee with that advisor.

By the end of the third year, each Ph.D. student must have a dissertation advisor and, after consultation with their advisor, shall establish a thesis committee of at least three faculty members, including the advisor. At least two of the dissertation committee members must be faculty of the Committee on Computational and Applied Mathematics. A CAM form listing the committee members, with their signatures, must be approved by the Director of CCAM, and filed with the CAM student affairs administrator by the end of Spring Quarter of the third year. The composition of the committee may be changed at any time if the student or faculty so choose; however, it must always include the student's dissertation advisor and at least two of the committee members must be faculty members from the Committee on Computational and Applied Mathematics. Any such change must be filed as a resubmitted and newly completed and signed form with the CAM student affairs administrator.

For more details on this new program, see https://cam.uchicago.edu/academics/graduate-programs/phd-program/
Chair
- Michael Franklin

Professors
- Yali Amit
- Laszlo Babai
- Andrew Chien
- Frederic Chong
- Todd Dupont
- Nick Feamster
- Ian Foster
- Michael Franklin
- John Goldsmith
- Robert Grossman
- Stuart A. Kurtz
- Shan Lu
- Ketan Mulmuley
- Alexander Razborov
- John Reppy
- Janos Simon
- Rick L. Stevens
- Rebecca Willett
- Ben Zhao
- Heather Zheng

Associate Professors
- David Cash
- Diana Franklin
- Haryadi Gunawi
- Henry Hoffmann
- Gordon Kindlmann
- Risi Kondor
- Anne Rogers

Assistant Professors
- Raul Castro Fernandez
- Yuxin Chen
- Marshini Chetty
- Ravi Chugh
- Andrew Drucker
- Aaron Elmore
- William Fefferman
- Junchen Jiang
- Eric Jonas
- Sanjay Krishnan
- Yanjing Li
- Pedro Lopes
- Michael Maire
- Lorenzo Orecchia
- Aaron Potechin
- Robert Rand
- Sarah Sebo
The Department of Computer Science is dedicated to advancing and improving the knowledge, understanding, and practice of computer science through basic research and education.

RESEARCH

We have a broad view of Computer Science, that includes the whole spectrum of computing, from relevant mathematics and statistics to building hardware devices, networks, data science, machine learning, human computer interaction, and Computer Science education. The list is not exhaustive, but an attempt to convey some of the research interests of current faculty. We investigate computation, information, communication and data as fundamental phenomena to be studied in Computer Science. We also investigate the many interdisciplinary ways the study of computation interacts with other disciplines like the sciences, society, and learning.

There is an ongoing major thrust to expand the role of Computer Science and computation at the University, with considerable expansion of the faculty, and expanded support to explore new research areas. These include the new Center for Data Science, a joint effort of the Statistics and Computer Science Departments, that is also experiencing rapid growth. Accordingly, the descriptions below, a snapshot of our current active research, are likely to expand.

Current active research areas include computing systems, computer architecture, computer security and privacy, error-tolerant computing and error recovery in computing systems, databases and data intensive computing, theoretical computer science, discrete mathematics, quantum computing, programming languages, machine learning, computational linguistics, computer vision, cloud computing, sustainable computing, scientific computing and visualization, high performance computing, human-computer interaction, computer science education, and interdisciplinary research in computing in the physical, biological, and social sciences.

Current major research areas include:

- Theoretical Computer Science
- Programming Languages
- Data Science
- Machine Learning and AI
- HCI
- Scientific and High Performance Computing
- Computer Science Education

For more information about current research groups and active research areas, refer to the Research section of the departmental webpage (https://www.cs.uchicago.edu/research/research-areas/).

Our research efforts are enhanced by the interdisciplinary nature of the University, and, specifically, by strong connections to the Center for Data and Computing (CDAC), the Center for Translational Data Science, the James Frank Institute, the Institute for Biophysical Dynamics, with the Pritzker School of Molecular Engineering, and with the Booth School of Business. Our research collaborations involve faculty from many different departments, including Mathematics, Statistics, Physics, Linguistics, Psychology, and Sociology. We have very strong research ties with ANL, the Argonne National Laboratory, operated by the University for the US DOE.
We also have almost seamless collaborations with the Toyota Technological Institute Chicago, on campus: many TTIC faculty have part-time appointments in the Department.

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**GRADUATE PROGRAMS**

We offer two graduate curricula in computer science.

1. A graduate professional curriculum leading to the Master of Science (MS) degree, for students who wish to enter or advance themselves in computer science practice.

2. A graduate research curriculum leading to the PhD degree that prepares students to perform advanced basic research in computer science either in industry or academia. Teaching experience is available for students preparing for academic careers.

Acquire further information about our Masters Program in Computer Science (MPCS) through the MPCS website (http://masters.cs.uchicago.edu/), by writing to our MPCS Admissions, Department of Computer Science, University of Chicago, 5730 S Ellis Avenue, IL 60637, or by telephoning 773.834.3388. You may also email any questions to our questions@cs.uchicago.edu email address.

Acquire further information about our PhD program through our PhD admissions website, (https://www.cs.uchicago.edu/graduate/phd-programs/) by writing to Admissions, Department of Computer Science, University of Chicago, 5730 S. Ellis Avenue, Chicago, IL 60637, or by telephoning 773.702.6011.

General information about our department is available from the departmental website (https://computerscience.uchicago.edu/).

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**THE PHD PROGRAM**

The PhD program is done in three phases:

**QUALIFYING PHASE**

The objective of the Qualifying Phase is to provide the scientific foundations in their area, a breadth of knowledge within Computer Science, and the ability to write up research results. Students without a previous MS should satisfy course requirements, and write and defend an MS paper.

The course requirement consists of five core courses (two in Theory, two in Systems, and one in ML), three electives, and a seminar. In order to ensure breadth, no more than four of these courses should be in the student's main research area.

After the public defense of the paper, the student may be eligible to receive an MS in Computer Science from the University. Please refer to the departmental webpage (https://www.cs.uchicago.edu/graduate/phd-programs/phase-1-masters-degree-within-the-phd-program/) for details.

Students with a previous MS may receive credit for their previous work: up to waiving the core course requirement. The details of the mechanism to do so can be found on our website (https://www.cs.uchicago.edu/graduate/phd-programs/).

The minimum formal requirements for the core courses (“Ph.D. Pass”) are the following: Students are required to complete the five core courses with a grade point average (GPA) of at least 3.25 in the five core courses. In computing the GPA, A=4, B=3, and a + or a - counts as .3 of a point. Note that for the core courses, students who significantly outperform even the typical “A” students may receive a grade of “A+” (recorded internally by the CS Department Student Representative since the University does not officially grant the grade of A+). So, for instance a student with grades A+, B+, B+, B- in the five core courses has a GPA of 3.26 and thus satisfies the minimum GPA requirement, as does a student with grades of A+, A, B+, B, and C-. In the graduate program grades below C- are not passing grades.

Students must complete their electives with a grade of B or better in each course.

**CANDIDACY EXAM**

After the Qualifying Phase, students must pass an exam for Admission to Candidacy, that is a plan for their dissertation research.

**DISSERTATION AND DISSERTATION DEFENSE**

Finally, they must write and defend their dissertation.

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**TEACHING OPPORTUNITIES FOR STUDENTS IN THE PHD PROGRAM**

The department takes its undergraduate teaching responsibilities very seriously, and offers supervised teaching opportunities, including lecturing, acting as teaching assistants, and working as lab assistants to its best graduate students.
Computing Facilities

In addition to the general University computing facilities including the Research Computing Center (https://rcc.uchicago.edu/resources) and access to high performance computers at ANL, and our Computer Science Instructional Laboratory (which contains about 50 Macintosh computers and 40 desktops running Linux), our department provides the faculty, students, and postdoctoral associates in computer science with computing resources. We have the flexibility to adapt quickly to new research needs.

The resources include: 24 hour 7 day interactive computing on a number of shared computing servers as well as individually assigned desktops. These servers and desktops run the Linux operating system and are interconnected via high speed Ethernet. These systems are supported by substantial amounts of both local and networked disk storage for individual group use and are backed up regularly. Linux servers are available for general instructional and research purposes as well as hardware and virtual machines which are adapted to specialized needs.

Individual research groups operate additional computing facilities, often with considerable computing and storage resources. Some have specialized hardware, and fabrication tools (for example, GPU arrays, 3-D printers, etc.). Information about these resources is available from the research group’s webpage.

Joint Math/CS PhD Program

The Department of Computer Science and the Department of Mathematics offer a joint PhD program. For more details see https://mathematics.uchicago.edu/academics/graduate-programs/joint-math-cs-phd-program/

Courses

For the list of courses offered and the course descriptions, please consult the courses section of the departmental web page (https://computerscience.uchicago.edu/graduate/courses/).

Computer Science Courses

CMSC 30100. Technical Writing and Presentation. 100 Units.
Clear, logical writing and presentations are foundational skills for computer scientists. This class is meant to introduce computer science students to basic ideas and techniques for effective communication in both writing and presentations. The class will include several complementary components, including critical analysis of technical papers, weekly writing assignments focusing on writing style, clarity, and logical flow, and discussions of style for different research areas and venues. Later weeks will focus on skills for effective technical presentations in different settings, e.g. conference presentations, job talks, and keynotes. The course is primarily targeted towards graduates students, although undergraduates can audit the class (or enroll with permission from the instructor).
Instructor(s): Ben Zhao Terms Offered: Autumn
Prerequisite(s): None

CMSC 30370. Inclusive Technology, Graduate. 100 Units.
Creating technologies that are inclusive of people in marginalized communities involves more than having technically sophisticated algorithms, systems, and infrastructure. It involves deeply understanding various community needs and using this understanding coupled with our knowledge of how people think and behave to design user-facing interfaces that can enhance and augment human capabilities. When dealing with underserved and marginalized communities, achieving these goals requires us to think through how different constraints such as costs, access to resources, and various cognitive and physical capabilities shape what socio-technical systems can best address a particular issue. This course leverages human-computer interaction and the tools, techniques, and principles that guide research on people to introduce you to the concepts of inclusive technology design. You will learn about different underserved and marginalized communities such as children, the elderly, those needing assistive technology, and users in developing countries, and their particular needs. In addition, you will learn how to be mindful of working with populations that can easily be exploited and how to think creatively of inclusive technology solutions. You will also put your skills into practice in a quarter long group project involving the creation of an interactive system for one of the user populations we study.
Terms Offered: Winter
Prerequisite(s): None

CMSC 30900. Computers for Learning, Graduate. 100 Units.
Over time, technology has occupied an increasing role in education, with mixed results. Massive Open Online Courses (MOOCs) were created to bring education to those without access to universities, yet most of the students who succeed in them are those who are already successful in the current educational model. This course focuses on one intersection of technology and learning: computer games. This course covers education theory, psychology (e.g., motivation, engagement), and game design so that students can design and build an educational learning application. Labs focus on developing expertise in technology, and readings supplement lecture discussions on the human components of education.
Instructor(s): Diana Franklin Terms Offered: Autumn
CMSC 31010. Mathematical Foundations. 100 Units.
This course is an introduction to formal tools and techniques which can be used to better understand linguistic phenomena. A major goal of this course is to enable students to formalize and evaluate theoretical claims. Equivalent Course(s): LING 21010, LING 31010, CMSC 21010

CMSC 31140. Computational Imaging: Theory and Methods. 100 Units.
Computational imaging refers to the process of forming images from data where computation plays an integral role. This course will cover basic principles of computational imaging, including image denoising, regularization techniques, linear inverse problems and optimization-based solvers, and data acquisition models associated with tomography and interferometry. Specific topics may include patch-based denoising, sparse coding, total variation, dictionary learning, computational photography, compressive imaging, inpainting, and deep learning for image reconstruction.
Instructor(s): R. Willett Terms Offered: To be determined Equivalent Course(s): STAT 31140, CAAM 31140

CMSC 31150. Mathematical Toolkit. 100 Units.
Introduction to mathematical techniques of linear algebra and probability used in different areas of computer science. Topics in include Linear Algebra (Hilbert spaces, eigenvalues and eigenvectors, SVD, least squares), discrete probability, Gaussian variables, concentration inequalities and dimension reduction, Linear Programming and LP duality. Time permitting, martingales, stochastic processes.
Instructor(s): Madhur Tulsiani Terms Offered: Autumn Equivalent Course(s): TTIC 31150

CMSC 31230. Fundamentals of Deep Learning. 100 Units.
Introduction to fundamental principles of deep learning. Deep learning systems are evolving rapidly and this course presents up to date material at a conceptual level. The course emphasizes theoretical and intuitive understanding rather than particular programming formalisms. Topics: Information theory as an organizing principle for machine learning and deep learning in particular. Deep learning frameworks. The \"educational framework\" (EDF) written in directly in NumPy. Deep networks for computer vision: Convolutional neural networks (CNNs) and Resnet and the general principles behind them. Deep networks for language processing: Recurrent neural networks (RNNs), the Transformer, their applications and the general principles behind them. The theory and practice of stochastic gradient descent. Regularization and Generalization. Generative Adversarial Networks (GANs) Variational Autoencoders (VAEs) Deep Graphical Models Reinforcement learning and AlphaZero Expected outcomes: An understanding of the general issues sufficient to guide architecture design and training. An ability to read and understand the current research literature in deep learning. Prerequisites: linear algebra, vector calculus and general mathematical sophistication.
Instructor(s): David McAllester Terms Offered: Autumn Prerequisite(s): An introduction to machine learning course Equivalent Course(s): TTIC 31230

CMSC 31400. Programming Proofs, Graduate. 100 Units.
In this course, we will explore the use of proof assistants, computer programs that allow us to write, automate, and mechanically check proofs. These tools have two main uses. They allow us to prove properties of our
programs, thereby guaranteeing that our code is free of software errors. They also allow us to formalize
mathematics, stating and proving mathematical theorems in a manner that leaves no doubt as to their meaning
or veracity. At the intersection of these two uses lies mechanized computer science, involving proofs about data
structures, algorithms, programming languages and verification itself.
Terms Offered: Winter
Prerequisite(s): Experience in discrete math and functional programming,

CMSC 32700. Quantum Programming and Verification. 100 Units.
As quantum computing comes into its own, a growing number of researchers are trying to address two key
challenges that will face computer scientists over the coming years: How do we program quantum computers
and how do we ensure that the programs we write reflect our intent? In this course, we will survey a range
of papers on quantum programming languages, verification tools, and debugging frameworks for quantum
programs. We will identify a variety of abstractions used in quantum programming languages and different
approaches to guaranteeing program correctness, including hands-on work in the Coq proof assistant. The
course will culminate in a final project that either develops techniques for quantum programming/verification or
applies existing ones to new problems.
Instructor(s): Rand Terms Offered: Spring

CMSC 32900. Quantum Computer Systems, Graduate. 100 Units.
This course will explore the design, optimization, and verification of the software and hardware involved in
practical quantum computer systems. The course will provide an introduction to quantum computation and
quantum technologies, as well as classical and quantum compiler techniques to optimize computations for
technologies. Verification techniques to evaluate the correctness of quantum software and hardware will also be
explored.
Instructor(s): Chong Terms Offered: Spring

CMSC 33000. Operating Systems. 100 Units.

CMSC 33001. Topics in Systems. 100 Units.
Graduate study of current topics in systems.
Terms Offered: Autumn Spring Winter
Prerequisite(s): Consent of department counselor and instructor

CMSC 33100. Advanced Operating Systems. 100 Units.
This course covers advanced topics in operating systems and systems research. Possible topics include, but are
not limited to the following: OS philosophies, networked operating systems, distributed file systems, virtual
machines, fault-tolerant systems, resource allocation, parallel computing and multiprocessing, cloud computing,
and security.
Instructor(s): Lu Terms Offered: Autumn
Prerequisite(s): Consent of department counselor and instructor

CMSC 33200. Topics: Operating Systems. 100 Units.

CMSC 33210. Usable Security and Privacy. 100 Units.
Questions of usability and privacy in computer systems, including human factors.
Instructor(s): Ur Terms Offered: Spring
Prerequisite(s): Consent of department counselor and instructor

100 Units.
In the modern world, individuals' activities in both the physical and digital worlds are tracked, surveilled, and
computationally modeled to both beneficial and problematic ends. Working jointly with students and faculty from
the School of the Art Institute of Chicago (SAIC), this course will examine privacy and security issues at the
intersection between the physical and digital world. Coursework will encompass both technical problem sets
with substantial programming components and the creation of a capstone interactive art installation following the
studio art process. The course will introduce algorithms for processing and modeling various types of data: (i)
mobility data; (ii) video data; (iii) audio data; (iv) natural language data; (v) structured information archives.
Through both the lenses of computer science and studio art, students will be asked to design algorithms,
implement systems, and create artworks that communicate, provoke, and reframe pervasive issues in modern
privacy and security. The course will both unpack and re-entangle computational connections and data-driven
interactions between people, built space, sensors, structures, devices, and data. Synthesizing technology and
aesthetics, the collaboration between UChicago and SAIC will communicate its findings to the broader public not
only through typical academic avenues, but also via provocative and compelling public art and media.

CMSC 33230. Engineering Interactive Electronics onto Printed Circuit Boards, Graduate. 100 Units.
In this class we will engineer electronics onto Printed Circuit Boards (PCBs). We will focus on designing and
laying out the circuit and PCB for our own custom-made I/O devices, such as wearable or haptic devices. In
order for you to be successful in engineering a functional PCB, we will (1) review digital circuits and three
microcontrollers (ATMEGA, NRF, ŠAMD); (2) use KICAD to build circuit schematics; (3) learn how to wire
analog/digital sensors or actuators to our microcontroller, including SPI and I2C protocols; (4) use KICAD to
build PCB schematics; (5) actually manufacture our designs; (6) receive in our hands our PCBs from factory; (7) finally, learn how to debug our custom-made PCBs.

Instructor(s): Lopes

CMSC 33231. Topics in Human Computer Interaction. 100 Units.
Graduate study in current topics in Human Computer Interaction.
Instructor(s): Pedro Lopes Terms Offered: Winter

CMSC 33240. Emergent Interface Technologies. 100 Units.
In this class, we critically examine emergent technologies that might impact the future generations of computing interfaces, these include: physiological I/O (e.g., brain and muscle computer interfaces), tangible computing (giving shape and form to interfaces), wearable computing (I/O devices closer to the user’s body), rendering new realities (e.g., virtual and augmented reality), haptics (giving computers the ability to generate touch and forces) and unusual auditory interfaces (e.g., silent speech and microphones as sensors). In this class you will: (1) learn about these new developments during the lectures, (2) read HCI papers and summarize these in short weekly assignments, and lastly, (3) start inventing the future of computing interfaces by proposing a new idea in the form of a paper abstract, which you will present at the end of the semester and have it peer-reviewed in class by your classmates.

Terms Offered: Winter

CMSC 33250. 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): Consent of department counselor and instructor

CMSC 33251. Topics in Computer Security. 100 Units.
Seminar on current topics in computer security.

CMSC 33260. Internet Censorship and Online Speech. 100 Units.
Information dissemination and online discourse on the Internet are subject to the algorithms and filters that operate on Internet infrastructure, from network firewalls to search engines. This course will explore the technologies that are used to control access to online speech and information, and cutting-edge technologies that can empower citizens in the face of these information controls. Students will learn about and experiment with technologies to control online discourse, ranging from firewalls that perform network traffic filtering to algorithms for content personalization and content moderation. We will also explore underlying technical trends, such as the increasing consolidation of Internet infrastructure and protocols, and the implications of consolidation for control over online discourse. Each course meeting will include a technical overview, reading discussion, and a hands-on laboratory activity.

Terms Offered: Winter
Prerequisite(s): None

CMSC 33281. Topics in Human Robot Interaction. 100 Units.
The field of human-robot interaction (HRI) is a new and growing field of research, seeking to create seamless interactions between people and robots. Applications of HRI research include developing robots to tutor elementary students, assist human workers in manufacturing contexts, provide museum tours, interact with families within their homes, and help care for the elderly. The field of HRI is highly interdisciplinary, incorporating methods and techniques from human-computer interaction, robotics, psychology, artificial intelligence, and other fields. This course exposes students to a broad range of recent and cutting-edge research in HRI. The topics covered in this course include: nonverbal robot behavior, verbal robot behavior, social dynamics, norms & ethics, collaboration & learning, group interactions, applications, and future challenges of HRI.

Instructor(s): Sarah Sebo Terms Offered: Autumn
Equivalent Course(s): MAAD 23281

CMSC 33300. Networks and Distributed Systems. 100 Units.
This course will focus on studying the state of the art in networking and networked systems, from a research and design perspective. We will cover a variety of topics from routing protocols to Internet stability, peer-to-peer, social networks and networking for data centers. Coverage of each topic will dive into fundamental design questions of protocols and systems, including updates from results of currently active research. Readings will focus on classic and current research publications, and students are expected to come in with a solid background on networking basics. Students will learn tools, techniques, and concepts while learning to carry out original research in an open-ended course project, with the end goal of producing real, publishable results by the end of the quarter. Students are also expected to gain experience in two skills: quickly reading technical papers (without sacrificing understanding), and giving clear and well-organized presentations.
CMSC 33400. 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: Not offered 2017-2018.
Prerequisite(s): CMSC 23000 or 23300 or equivalent are required.

CMSC 33501. Topics in Databases. 100 Units.
This course covers a selection of advanced topics in database systems.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of department counselor and instructor

CMSC 33520. Data Intensive Computer Systems. 100 Units.
Big Data and Data Analytics have become hot topics as well as drivers of multi-billion dollar industries. With unprecedented data collection from e-commerce, the WWW, scientific instruments, mobile phones, and IoT. The course objective is to expose students to the technical challenges of data-intensive computing systems, including canonical driving problems, research systems, and emerging technologies. While other classes focus on analysis algorithms (or even underlying statistical or machine learning methods), we focus on the computer systems and technology needed to achieve scalable and efficient data-intensive computing systems. Through paper reading, discussions, presentation, and in-depth projects, students will develop a broad familiarity with current challenges and hands-on experience with a range of systems which together provide a solid preparation for research in the area. Course topics include: parallel filesystems, SQL databases, NoSQL/Mapreduce systems, storage class memories (from Flash to Memristor to ReRAM), and popular open source infrastructures such as Spark, Succinct, Hadoop, VoltDB, HadoopDB, Cassandra, Memcached, MongoDB, and others.
Instructor(s): Chien Terms Offered: Spring
Prerequisite(s): Consent of department counselor and instructor

CMSC 33550. Introduction to Databases. 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 will guide 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): Elmore Terms Offered: Winter
Prerequisite(s): Consent of department counselor and instructor

CMSC 33580. The Value of Data. 100 Units.
While data and artificial intelligence are driving many changes to our economic, social, political, financial, and legal systems, we know little about their foundations and governing dynamics. While the recombination and integration of diverse data creates vast new value, we currently have neither theory for how data can be combined nor an industrial policy for how to protect against the personal exposures and abuses that grow in proportion. Many of these issues call for treating data as a first-class citizen and thinking of it as an asset. What is the value of data, and how do we measure it? This course explores these questions from a multidisciplinary perspective that includes computer science, economy, social science, among others. The sessions are organized around broad themes related to the value of data. A typical session will consist of a short introduction by the instructor, followed by a paper discussion (students are expected to read the assigned papers ahead of the class), and finishing with a discussion about individual projects. The course can be taken pass-fail or for a letter grade. For a letter grade, you need to complete an individual, quarter-long project. You also need to attend classes, participate in discussions, and scribe for two/three classes. For pass-fail, you do not need to complete the individual project but all other requirements apply.
Terms Offered: Autumn

CMSC 33581. Topics in Big Data. 100 Units.
The amount of data generated is growing faster than our computational infrastructure, and ever-smarter algorithms will be needed to structure, analyze, and manage such scales. This 10-week seminar studies key “great ideas” in scalable algorithms for data analysis. Topics include: sampling, sketching, randomized index structures, basic coding theory, and query optimization.
Instructor(s): S. Krishnan Terms Offered: Winter

CMSC 33700. 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
Prerequisite(s): Consent of department counselor and instructor

CMSC 33710. Scientific Visualization. 100 Units.
Scientific visualization combines computer graphics, numerical methods, and mathematical models of the physical world to create a visual framework for understanding and solving scientific problems. The mathematical and algorithmic foundations of scientific visualization (for example, scalar, vector, and tensor fields) will be explained in the context of real-world data from scientific and biomedical domains. The course is also intended for students outside computer science who are experienced with programming and computing with scientific data. Programming projects will be in C and C++.

Instructor(s): G. Kindlmann
Terms Offered: Winter
Prerequisite(s): Strong programming skills and basic knowledge of linear algebra and calculus

Note(s): This course is offered in alternate years.

CMSC 33750. Machine Learning and Cancer. 100 Units.
In this topics course we will investigate the use of machine learning methods in the study of Cancer and the development of precision oncology. Cancer is a complex disease that impacts millions each year. Recently the concept of precision oncology has gained popularity as an approach to customize Cancer treatments based on the genomic profile and history of the patient, the molecular properties of the patient’s tumor and the action and mode of treatment that is available. At the center of any precisionmedicine approach are large-scale datasets from which predictive models can be built, scalable analysis methods for processing and integrating data and machine learning methods for constructing and evaluating predictive models that can be used in diagnosis, treatment planning, and outcome prediction for patient care. In this course we will work through the development of the entire pipeline from raw data to predictive models. We will develop and evaluate predictive models for drug response, tumor typing, image based diagnosis, and treatment outcomes. We will also develop some population based models that include environmental factors. Students will work through key papers, representative datasets and a variety of machine learning methods including some deep learning models under development in the joint DOE/NCI Cancer project. Familiarity with python and machine learning will be helpful. Students will have an opportunity to do significant project work as part of the course.

Instructor(s): Rick Stevens, Robert Grossman
Terms Offered: Autumn

CMSC 33900. Data Visualization. 100 Units.
Data visualizations provide a visual setting in which to explore, understand, and explain datasets. This class describes mathematical and perceptual principles, methods, and applications of “data visualization” (as it is popularly understood to refer primarily to tabulated data). A range of data types and visual encodings will be presented and evaluated. Visualizations will be primarily web-based, using D3.js, and possibly other higher-level languages and libraries.

CMSC 34702. Topics in Networks: 100 Units.

CMSC 34703. Topics in Distributed Systems. 100 Units.
Topics in Distributed Systems
Instructor(s): Junchen Jiang
Terms Offered: Autumn

CMSC 34900. Topics in Scientific Computing. 100 Units.
This course covers a selection of advanced topics in Scientific Computing.
Instructor(s): Scott
Terms Offered: Autumn
Prerequisite(s): Consent of department counselor and instructor
Equivalent Course(s): MAAD 24850

CMSC 34901. Special Topics in Operations Mgt./Mgt. Science. 100 Units.
Course Search (https://intranet.chicagobooth.edu/pub/coursesearch/coursesearch/)
Equivalent Course(s): BUSN 40901

CMSC 35050. Graduate Computational Linguistics. 100 Units.
This course is a graduate-level introduction to topics at the intersection of computation and language. We will study computational linguistics from both scientific and engineering angles: the use of computational modeling to address scientific questions in linguistics and cognitive science, as well as the design of computational systems to solve engineering problems in natural language processing (NLP). The course will combine analysis and discussion of these approaches with training in the programming and mathematical foundations necessary to put these methods into practice. The course is designed to accommodate students both with and without prior programming experience. Our goal is for all students to leave the course able to engage with and critically evaluate research in cognitive/linguistic modeling and NLP, and to be able to implement intermediate-level computational models for novel computational linguistics research.
Instructor(s): J. Goldsmith
Terms Offered: Spring
Prerequisite(s): CMSC 12200, 15200 or 16200, or by consent
Equivalent Course(s): DIGS 30013, LING 38600
CMSC 35100. Natural Language Processing. 100 Units.
This course introduces the theory and practice of natural language processing, with applications to both text and speech. Topics include regular expressions, finite state automata, morphology, part of speech tagging, context free grammars, parsing, semantics, discourse, and dialogue. Symbolic and probabilistic models are presented. Techniques for automatic acquisition of linguistic knowledge are emphasized.

CMSC 35200. Deep Learning Systems. 100 Units.
Deep learning is emerging as a major technique for solving problems in a variety of fields, including computer vision, personalized medicine, autonomous vehicles, and natural language processing. Critical to success in these target domains is the development of learning systems: deep learning frameworks that support the tasks of learning complex models and inferencing with those models, and targeting heterogeneous computing devices. This course is aimed as an introduction to this topic. We will cover various aspects of deep learning systems, including: basics of deep learning, programming models for expressing machine learning models, automatic differentiation methods used to compute gradients for training, memory optimization, scheduling, data and model parallel and distributed learning, hardware acceleration, domain specific languages, workflows for large-scale machine learning including hyper parameter optimization and uncertainty quantification, and training data and model serving. The goal is to present a comprehensive picture of how current deep learning systems work, discuss and explore research opportunities, for extending and building on existing frameworks, and deep dive into the accelerators being developed by numerous startups to address the needs of the machine learning community. A typical week will contain one lecture on a specific aspect of deep learning systems and one lab session exploring technologies such as Keras, Tensorflow, CNTK, Mxnet, and PyTorch.
Instructor(s): Ian Foster, Rick Stevens Terms Offered: Autumn
Note(s): This course will provide useful background for students wishing to take our Spring 2019 class on Neuromorphic Computing.

CMSC 35230. Applications of Machine Learning in Large-Scale Computing Systems. 100 Units.
Recent research has demonstrated the feasibility of replacing the traditional heuristics used in computer systems with ones learned from data in areas such as scheduling, data structure design, query optimization, compilers, and control of warehouse scale computing systems. This seminar overviews this recent research trend and studies the characteristics of successful research in this space. The objective is to understand whether this trend will have a long-term impact on the design and implementation of large-scale computing systems. The seminar hopes to highlight the remaining bottlenecks to practical acceptance of machine learning in computing infrastructure and to inspire future systems and learning research.
Terms Offered: Winter
Prerequisite(s): Good working knowledge of computer systems, especially in the areas of operating systems and databases.

CMSC 35246. Deep Learning. 100 Units.
Deep Neural Networks are remarkably effective in large scale learning problems, especially in speech recognition and computer vision. This course aims to cover the basics of Deep Learning, some of the underlying theory, and specific architectures, including Convolutional Neural Networks, Recurrent Neural Networks and the Long Short Term Memory Networks.

CMSC 35300. Mathematical Foundations of Machine Learning. 100 Units.
This course is an introduction to the mathematical foundations of machine learning that focuses on matrix methods and features real-world applications ranging from classification and clustering to denoising and data analysis. Mathematical topics covered include linear equations, regression, regularization, the singular value decomposition, and iterative algorithms. Machine learning topics include the lasso, support vector machines, kernel methods, clustering, dictionary learning, neural networks, and deep learning. Students are expected to have taken calculus and have exposure to numerical computing (e.g. Matlab, Python, Julia, R). Appropriate for graduate students or advanced undergraduates.
Instructor(s): Rebecca Willett Terms Offered: Winter
Prerequisite(s): Competence programming in Matlab, Julia, R, Python, or an equivalent system; knowledge of calculus, mathematical maturity.

CMSC 35350. Neuromorphic Computing. 100 Units.
The human brain consumes around 20 watts-less energy than a lightbulb-but can perform tasks, such as understanding natural language and interpreting images, that tax megawatt-scale supercomputers. Thus, we may wonder: can we achieve energy efficiencies similar to those of the human brain by building analog electronic circuits that mimic the neuro-biological architectures found in animal nervous systems? This concept, named neuromorphic computing, has become increasingly popular as the energy demands of conventional computers increase. Research in this area is producing a great variety of new computational architectures, microelectronics concepts, algorithmic approaches, and even neuroscience insights. Our goal in this course is to introduce students to the state of knowledge in neuromorphic computing and thus to prepare them to undertake original research in this area. The class will be organized primarily around reading, presenting, and discussing research papers. Topics to be covered include: Neuromorphic concepts Theory and algorithms Microelectronics and devices Programming models and environments Applications: Machine learning, deep learning, robot control, ... Platforms: BrainScaleS, Loihi, SpiNNaker Neuroscience
Terms Offered: Spring TBD
CMSC 35360. Autonomous Laboratories. 100 Units.
Autonomous laboratories leverage robotics, machine learning (ML), and artificial intelligence (AI) methods to accelerate discovery and design processes in science and engineering. They build on advances in robotic instruments, which enable faster, cheaper, and more reproducible experiments, but go further, leveraging AI/ML methods to explore large and complex search spaces more efficiently than humans can do unaided. This course introduces students to the principles and practice of automated laboratories, with a particular focus on AI/ML methods such as active learning, Bayesian optimization, and reinforcement learning. The class will combine lectures, readings, programming assignments on AI/ML methods, and a project in which students will investigate an autonomous laboratory problem.
Instructor(s): Foster, Stevens Terms Offered: Spring

CMSC 35400. Machine Learning. 100 Units.
This course provides hands-on experience with a range of contemporary machine learning algorithms, as well as an introduction to the theoretical aspects of the subject. Topics covered include: the PAC framework, Bayesian learning, graphical models, clustering, dimensionality reduction, kernel methods including SVMs, matrix completion, neural networks, and an introduction to statistical learning theory.
Instructor(s): [still awaiting course description from instructors] Terms Offered: TBD

CMSC 35410. Spectral Methods for Machine Learning and Network Analysis. 100 Units.
An introduction to spectral algorithms, emphasizing their power to tackle practical problems in the analysis of networks and high-dimensional data. Topics include spectral graph theory, random walks over networks and their convergence, spectral clustering, subspace projections and embeddings, and numerical algorithms for fundamental linear-algebraic problems.
Instructor(s): Lorenzo Orecchia Terms Offered: Autumn

CMSC 35425. Topics in Statistical Machine Learning. 100 Units.
Topics in Statistical Machine Learning is a second graduate level course in machine learning, assuming students have had previous exposure to machine learning and statistical theory. The emphasis of the course is on statistical methodology, learning theory, and algorithms for large-scale, high dimensional data. The selection of topics is influenced by recent research results, and students can take the course in more than one quarter.
Instructor(s): Nathan Srebro Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): BUSN 36903, STAT 31015, TTIC 31070, CAAM 31015

CMSC 35440. Machine Learning in Biology and Medicine. 100 Units.
Learned emulators leverage neural networks to increase the speed of physics simulations in climate models, astrophysics, high-energy physics, and more. Recent empirical results have illustrated that these emulators can speed up traditional simulations by up to eight orders of magnitude. However, little is understood about these emulators. While it is possible that recent results are representative of what is possible in most settings, a more likely scenario is that these approaches are more effective for some simulators than others, and that learned emulators achieve strong average-case performance but fail to capture rare but important phenomena. In this graduate seminar course we will provide an overview and investigate recent literature on this topic, focusing on the following questions: 1. Introduction to learned emulators: how do they work, where have they been successful so far and what are the goals in this field? 2. Two different paradigms of learned emulation: physics vs. data driven. What are the advantages and pitfalls of each? 3. Robustness of emulation to noise: what is known so far? 4. Parameter estimation: how to handle parameter uncertainty? We will provide a list of papers covering the above topics and students will be evaluated on in-class presentations.
Instructor(s): Lorenzo Orecchia Terms Offered: Autumn

Instructor(s): Dana Mendelson (Math) and Rebecca Willett (CS/Stats) Terms Offered: Autumn
Prerequisite(s): Students should be familiar with a numerical programming language like Python, Julia, R, or Matlab and the content of CMSC 35400. Students should also have familiarity with the contents of MATH 27300 and MATH 27500 or similar.
Note(s): Because this is a seminar course, it will be capped at 15 students, 4 Math, 4 CS/Stats, and 7 with instructor permission.
Equivalent Course(s): MATH 37794, STAT 37794, CAAM 37794

CMSC 35600. Image Processing/Computer Vision. 100 Units.
Equivalent Course(s): MPHYS 39600

CMSC 35620. Computational Linguistics II. 100 Units.
This course is a graduate-level introduction to topics at the intersection of computation and language. We will study computational linguistics from both scientific and engineering angles: the use of computational modeling to address scientific questions in linguistics and cognitive science, as well as the design of computational systems to solve engineering problems in natural language processing (NLP). The course will combine analysis and discussion of these approaches with training in the programming and mathematical foundations necessary to put these methods into practice. The course is designed to accommodate students both with and without prior programming experience. Our goal is for all students to leave the course able to engage with and critically evaluate research in cognitive/linguistic modeling and NLP, and to be able to implement intermediate-level computational models for novel computational linguistics research.
Instructor(s): Allyson Ettinger Terms Offered: Winter
Prerequisite(s): Computational Linguistics I or permission of instructor
Equivalent Course(s): LING 38620

CMSC 36500. Algorithms in Finite Groups. 100 Units.
We consider the asymptotic complexity of some of the basic problems of computational group theory. The course demonstrates the relevance of a mix of mathematical techniques, the elements of probability theory, and elementary group theory, to the theories of rapidly mixing Markov chains, applications of simply stated consequences of the Classification of Finite Simple Groups (CFSG), and, occasionally, detailed information about finite simple groups. No programming problems are assigned.
Instructor(s): L. Babai Terms Offered: Spring
Prerequisite(s): Consent of department counselor. Linear algebra, finite fields, and a first course in group theory (Jordan-Holder and Sylow theorems) required; prior knowledge of algorithms not required
Note(s): This course is offered in alternate years.
Equivalent Course(s): MATH 37500

CMSC 37000. Algorithms. 100 Units.
This is a graduate level course on algorithms with the emphasis on central combinatorial optimization problems and advanced methods for algorithm design and analysis. Topics covered include asymptotic analysis, greedy algorithms, dynamic programming, amortized analysis, randomized algorithms and probabilistic methods, combinatorial optimization and approximation algorithms, linear programming, and advanced data structures. Expected outcomes: Ability to design and rigorously analyze algorithms using paradigms such as greedy or dynamic programming. Understand the use of linear programming in optimization. Be able to formulate problems as linear programs. Understand linear programming duality and applications to problems such as max-flow/min-cut. Be able to write duals for linear programs.
Instructor(s): Yury Makarychev Terms Offered: Winter
Prerequisite(s): Assumes familiarity with proofs and an the asymptotic notation. Some basic knowledge of the notion of NP-hardness is also required.
Equivalent Course(s): TTIC 31010

CMSC 37110. Discrete Mathematics. 100 Units.
This course emphasizes mathematical discovery and rigorous proof, illustrated on a variety of accessible and useful topics, including basic number theory, asymptotic growth of sequences, combinatorics and graph theory, discrete probability, and finite Markov chains. This course includes an introduction to linear algebra.
Instructor(s): L. Babai Terms Offered: Autumn
Prerequisite(s): Consent of department counselor and instructor

CMSC 37115. Introduction to Mathematical Reasoning via Discrete Mathematics. 100 Units.
In this course, students with little prior exposure to rigorous mathematical reasoning gain experience in approaching mathematical questions, developing concepts, formalizing ideas, turning intuition into rigorous proof. These phases of mathematical thinking are illustrated on a variety of accessible and useful topics. Students practice the quantifier notation both as a shorthand and as one of the organizing principles of formal statements. New concepts are built from such basic mathematical primitives as numbers, sets, and functions. Basic counting is a recurring theme and provides a source for sequences, another recurring theme, which in turn feeds into the study of asymptotic behavior (rates of growth). Further topics to be covered include proof by induction; the elements of number theory (gcd, congruences, the Chinese Remainder Theorem, Fermat's little Theorem); recurrences, Fibonacci numbers, generating functions; the elements of graph theory (trees, paths and cycle, chromatic number, independent sets and cliques, connectivity, planarity, directed graphs), finite probability
spaces, random variables, expected value and variance, independence, concentration inequalities, and random graphs.

Terms Offered: Winter
Prerequisite(s): One quarter of calculus

CMSC 37200. Combinatorics. 100 Units.
Methods of enumeration, construction, and proof of existence of discrete structures are discussed. The course emphasizes applications of linear algebra, number theory, and the probabilistic method to combinatorics. Applications to the theory of computing are indicated, and open problems are discussed.
Instructor(s): L. Babai Terms Offered: Spring
Prerequisite(s): Consent of department counselor. Linear algebra, basic combinatorics, or consent of instructor.

CMSC 37220. Information and Coding Theory. 100 Units.
This course is meant to serve as an introduction to some basic concepts in information theory and error-correcting codes, and some of their applications in computer science and statistics. We plan to cover the following topics: Introduction to entropy and source coding. Some applications of entropy to counting problems. Mutual information and KL-divergence. Method of types and hypothesis testing. I-projections and applications. Introduction to error-correcting codes. Unique and list decoding of Reed-Solomon and Reed-Muller codes. Applications of information theory to lower bounds in computational complexity and communication complexity. Expected outcomes: Familiarity with concepts such as Entropy, Mutual information and KL-divergence. Familiarity with source and channel coding. Understanding of the method of types and ability to derive large-deviation bounds using information-theoretic concepts. Understanding of the notions of unique and list decoding for various codes.
Instructor(s): Tulasi, Madhur Terms Offered: Autumn
Prerequisite(s): Discrete probability. Some knowledge of finite-field algebra is required for the part on error-correcting codes but required basics are reviewed in class.
Equivalent Course(s): TTIC 31200

CMSC 37503. Approximation Algorithms. 100 Units.
This is a basic course on approximation algorithms, with the main focus on approximation algorithms for central combinatorial optimization problems. We will mostly focus on classical algorithmic results, but will also present some state of the art results and challenges in the area of approximation. The course will cover major algorithmic techniques, including LP-rounding, primal-dual schema, metric methods, SDP rounding and so on. While the main focus of the course is on algorithms, we will also discuss lower bounds on approximation and connections between algorithm design and lower bound proofs. Assumes the knowledge of material covered in the Algorithms course. Expected outcomes: Understand concepts such as approximation factor, polynomial time approximation schemes and hardness of approximation. Understand applications of linear programs (LPs) to design of approximation algorithms. Learn to analyze rounding algorithms for LPs and understand integrality gaps. Be able to apply LP duality. Understand semi-definite programming and its applications to approximation.
Instructor(s): Julia Chuzhoy Terms Offered: Autumn
Equivalent Course(s): TTIC 31080

CMSC 37530. Graph Theory. 100 Units.
This course covers the basics of the theory of finite graphs. Topics include shortest paths, spanning trees, counting techniques, matchings, Hamiltonian cycles, chromatic number, extremal graph theory, Turan's theorem, planarity, Menger's theorem, the max-flow/min-cut theorem, Ramsey theory, directed graphs, strongly connected components, directly acyclic graphs, and tournaments. Techniques studied include the probabilistic method.
Instructor(s): Laszlo Babai Terms Offered: Spring

CMSC 37810. Mathematical Computation I: Matrix Computation Course. 100 Units.
This is an introductory course on numerical linear algebra, which is quite different from linear algebra. We will be much less interested in algebraic results that follow from axiomatic definitions of fields and vector spaces but much more interested in analytic results that hold only over the real and complex fields. The main objects of interest are real- or complex-valued matrices, which may come from differential operators, integral transforms, bilinear and quadratic forms, boundary and coboundary maps, Markov chains, correlations, DNA microarray measurements, movie ratings by viewers, friendship relations in social networks, etc. Numerical linear algebra provides the mathematical and algorithmic tools for analyzing these matrices. Topics covered: basic matrix decompositions LU, QR, SVD; Gaussian elimination and LU/LDU decompositions; backward error analysis, Gram-Schmidt orthogonalization and QR/complete orthogonal decompositions; solving linear systems, least squares, and total least squares problem; low-rank matrix approximations and matrix completion. We shall also include a brief overview of stationary and Krylov subspace iterative methods; eigenvalue and singular value problems; and sparse linear algebra.
Terms Offered: Autumn
Prerequisite(s): Linear algebra (STAT 24300 or equivalent) and some previous experience with statistics.
Equivalent Course(s): STAT 30900, CAAM 30900

CMSC 37812. Mathematical Computation III: Numerical Methods for PDE's. 100 Units.
The first part of this course introduces basic properties of PDE's; finite difference discretizations; and stability, consistency, convergence, and Lax's equivalence theorem. We also cover examples of finite difference schemes; simple stability analysis; convergence analysis and order of accuracy; consistency analysis and errors (i.e.,
dissipative and dispersive errors); and unconditional stability and implicit schemes. The second part of this course includes solution of stiff systems in 1, 2, and 3D; direct vs. iterative methods (i.e., banded and sparse LU factorizations); and Jacobi, Gauss-Seidel, multigrid, conjugate gradient, and GMRES iterations.

Terms Offered: Spring
Prerequisite(s): Some prior exposure to differential equations and linear algebra
Equivalent Course(s): MATH 38309, CAAM 31100, STAT 31100

CMSC 38000. Computability Theory I. 100 Units.
We investigate the computability and relative computability of functions and sets. Topics include mathematical models for computations, basic results such as the recursion theorem, computably enumerable sets, and priority methods.
Instructor(s): D. Hirschfeldt Terms Offered: Spring
Prerequisite(s): Consent of department counselor. MATH 25500 or consent of instructor.
Equivalent Course(s): MATH 30200

CMSC 38130. 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.
Terms Offered: Winter

CMSC 38300. Numerical Solutions to Partial Differential Equations. 100 Units.
This course covers the basic mathematical theory behind numerical solution of partial differential equations. We investigate the convergence properties of finite element, finite difference and other discretization methods for solving partial differential equations, introducing Sobolev spaces and polynomial approximation theory. We emphasize error estimators, adaptivity, and optimal-order solvers for linear systems arising from PDEs. Special topics include PDEs of fluid mechanics, max-norm error estimates, and Banach-space operator-interpolation techniques.
Instructor(s): L. R. Scott Terms Offered: Spring. This course is offered in alternate years.
Prerequisite(s): Consent of department counselor and instructor
Equivalent Course(s): MATH 38300

CMSC 38400. Cryptography. 100 Units.
Cryptography is the use of algorithms to protect information from adversaries. Though its origins are ancient, cryptography now underlies everyday technologies including the Internet, wifi, cell phones, payment systems, and more. This course is an introduction to the design and analysis of cryptography, including how “security” is defined, how practical cryptographic algorithms work, and how to exploit flaws in cryptography. The course will cover algorithms for symmetric-key and public-key encryption, authentication, digital signatures, hash functions, and other primitives.
Instructor(s): David Cash Terms Offered: Winter

CMSC 38405. Arithmetic Combinatorics. 100 Units.
This course covers a variety of topics in arithmetic combinatorics such as inverse problems, incidence geometry, uniformity, regularity and pseudo-randomness. A special attention will be paid to connections to classical mathematics and theoretical computer science.
Instructor(s): Alexander Razborov Terms Offered: Spring
Equivalent Course(s): MATH 38405

CMSC 38410. Quantum Computing. 100 Units.
This course covers mathematical and complexity aspects of quantum computing, putting aside all questions pertaining to its physical realizability. Possible topics include: (1) quantum model of computation, quantum complexity classes, and relations to their classical counterparts; (2) famous quantum algorithms (including Shor and Grover); (3) black-box quantum models (lower and upper bounds); (4) quantum communication complexity (lower and upper bounds); and (5) quantum information theory.
Instructor(s): A. Razborov Terms Offered: Winter. This course is offered in alternate years.
Prerequisite(s): Consent of department counselor. Basic knowledge of computational complexity and linear algebra required; knowledge of quantum mechanics not required
Note(s): Not offered in 2016-17.
Equivalent Course(s): MATH 38410

CMSC 38500. Computability and Complexity Theory. 100 Units.
Part one of this course consists of models for defining computable functions: primitive recursive functions, (general) recursive functions, and Turing machines; the Church-Turing Thesis; unsolvable problems; diagonalization; and properties of computably enumerable sets. Part two of this course deals with Kolmogorov (resource bounded) complexity: the quantity of information in individual objects. Part three of this course covers functions computable with time and space bounds of the Turing machine: polynomial time computability, the classes P and NP, NP-complete problems, polynomial time hierarchy, and P-space complete problems.
Instructor(s): A. Razborov Terms Offered: Winter
Prerequisite(s): Consent of department counselor and instructor
Note(s): Not offered in 2016-17.
Equivalent Course(s): MATH 30500, TTIC 31060

CMSC 38502. Topics in Combinatorics and Logic. 100 Units.
We will discuss several ideas, methods and results in Combinatorics and those parts of Mathematical Logic that are close to Theoretical Computer Science. Complexity Theory itself is excluded this year since I will teach a more systematic course on the subject in the Spring Quarter.
Instructor(s): Alexander Razborov Terms Offered: Winter
Prerequisite(s): None
Equivalent Course(s): MATH 38502

CMSC 38700. Complexity Theory B. 100 Units.
This course covers topics in computational complexity theory, with an emphasis on combinatorial problems in complexity.
Instructor(s): A. Razborov Terms Offered: Spring
Prerequisite(s): Consent of department counselor and instructor
Equivalent Course(s): MATH 38703

CMSC 38800. Complexity Theory. 100 Units.
Complexity Theory is the branch of Theoretical Computer Science that studies inherent limitations on the efficiency of performing various computational tasks. In this course I hope to cover at least the most fundamental results from uniform (Turing) complexity, circuit complexity, communication complexity, algebraic complexity and proof complexity.
Instructor(s): Alexander Razborov Terms Offered: Autumn
Prerequisite(s): None, but some familiarity with the book "Computational Complexity" by Arora and Barak might be helpful.
Equivalent Course(s): MATH 38800

CMSC 38815. Geometric Complexity. 100 Units.
This course provides a basic introduction to geometric complexity theory, an approach to the P vs. NP and related problems through algebraic geometry and representation theory. No background in algebraic geometry or representation theory will be assumed.
Instructor(s): K. Mulmuley Terms Offered: Autumn. This course is offered in alternate years.
Prerequisite(s): Consent of department counselor and instructor
Note(s): Background in algebraic geometry or representation theory not required
Equivalent Course(s): MATH 38815

CMSC 39000. Computational Geometry. 100 Units.
This course is a seminar on topics in computational geometry.
Instructor(s): K. Mulmuley Terms Offered: Spring. This course is offered in alternate years.
Note(s): Not offered in 2016-17.

CMSC 39010. Computational and Metric Geometry. 100 Units.
The course covers fundamental concepts, algorithms and techniques in computational and metric geometry. Topics covered include: convex hulls, polygon triangulations, range searching, segment intersection, Voronoi diagrams, Delaunay triangulations, metric and normed spaces, low-distortion metric embeddings and their applications in approximation algorithms, padded decomposition of metric spaces, Johnson-Lindenstrauss transform and dimension reduction, approximate nearest neighbor search and locality-sensitive hashing.
Expected outcomes: -- Know standard algorithms and data structures for solving geometric problems -- Be able to design efficient algorithms and data structures for solving geometric problems -- Understand basic concepts of metric geometry such as metric and normed space, low distortion embedding, dimension reduction, nearest neighbor search. -- Understand applications of metric geometry to the field of approximation algorithms and other areas of computer science.
Instructor(s): Makarychev, Yury Terms Offered: Spring
Prerequisite(s): Undergraduate-level algorithms, linear algebra and probability classes; a good background in mathematical analysis/calculation.
Equivalent Course(s): TTIC 31100

CMSC 39020. Geometry, Complexity and Algorithms. 100 Units.
This course will try to explore these three topics and their interactions. Among the topics likely to be discussed are metric measure geometry (e.g. concentration of measure) and its use designing algorithms, machine learning, manifold learning, the complexity of the construction of isotopies and nullcobordisms, the Blum-Cucker-Smale theory of real computation and estimates for the complexity of root finding and related problems, persistence homology and applications, and other topics that seem like a good idea as the course develops.
Equivalent Course(s): TTIC 31100

CMSC 39100. The Physics of Computation. 100 Units.
The class will focus on the theory of quantum information, covering specific topics at the intersection of theoretical computer science and physics and bringing students to the research frontier in these areas. Of particular interest are the theoretical foundations needed to characterize the computational power of quantum experiments in the "Near-term Intermediate Scale Quantum" era, Hamiltonian complexity and the theory of QMA completeness, and the power of resource limited models of quantum computation. While no formal
prerequisites are required, a working familiarity with the basics of computational complexity theory and quantum mechanics is recommended.

Instructor(s): Fefferman

Terms Offered: Spring

CMSC 39600. Topics in Theoretical Computer Science. 100 Units.
Graduate study in current topics in theoretical computer science.
Terms Offered: Autumn Spring Winter

CMSC 39800. Rdg/Rsch: Computer Science. 300.00 Units.
Directed reading and research in computer science, under the guidance of a faculty member.

CMSC 70000. Advanced Study: Computer Science. 300.00 Units.
Advanced Study: Computer Science
DEPARTMENT OF THE GEOPHYSICAL SCIENCES

Chair
• Fred Ciesla

Professors
• David Archer
• Andrew Campbell
• Fred Ciesla
• Nicolas Dauphas
• Andrew M. Davis
• Michael J. Foote
• David Jablonski
• Susan M. Kidwell
• Douglas R. MacAyeal
• Noboru Nakamura
• Michael J. Pellin (part-time)
• David B. Rowley

Associate Professors
• Dorian Abbot
• Maureen Coleman
• Philipp Heck (part time)
• Dion L. Heinz
• Elisabeth J. Moyer
• Tiffany Shaw
• Jacob Waldbauer
• Mark Webster

Assistant Professors
• Clara Blättler
• Malte Jansen
• Edwin Kite
• Sunyoung (Sunny) Park
• Graham J. Slater

Emeritus Faculty
• Lawrence Grossman
• Michael C. LaBarbera, Organismal Biology & Anatomy
• Frank M. Richter
• Ramesh C. Srivastava

PROGRAM OF GRADUATE STUDY

OVERVIEW AND PHILOSOPHY

The department serves graduate students who seek the Ph.D. in Earth, planetary, geological and environmental sciences and the paleontological and paleobiological disciplines of biological and historical sciences broadly conceived.

The Ph.D. signifies the graduate’s mastery of the problems, techniques and knowledge covering the full spectrum of intellectual pursuit in the many disciplines listed above. The degree additionally acknowledges the candidate’s contribution to specialized knowledge through original research conducted in experimental, observational and theoretical venues. The M.S. is also awarded to graduate students in the program, and is given in recognition of post-undergraduate scholarship. Students considering the program of graduate study should realize, however, that it is conceived primarily for study and research leading to the Ph.D.

The Department of the Geophysical Sciences was created in 1961 when the departments of geology and meteorology of the university were united to better embrace the multidisciplinary nature of research and scholarship applied to Earth, its place in the cosmos and its environmental and biological history. The precursor
Department of Geology was founded in the 1890s and reflected the University of Chicago’s distinctively modern philosophy toward education and research. What is today lauded as new, namely the approach to physical, chemical, biological and natural science of Earth that values connections and multidisciplinary ways of thinking, was the original organizing principle of the university’s activities in Earth science at the time the university was first created. Faithful to its original conception, the department is exemplified today by the diverse, yet interactive, composition of the faculty, students and research activities.

Our program distinguishes itself from those at other institutions through our rigorous adherence to a principle that the path to knowledge in Earth sciences is best traveled when disciplinary ways of thinking are applied interactively. To follow this path, our students and faculty engage each other in a constant exchange of ideas that spans a variety of specialized interests and disciplines. Indeed, the range of specialized interests and disciplines encompassed by our single intimate community is, at typical universities elsewhere, housed in separate departments. The exchange of ideas our community offers is both literal (as when research techniques from one discipline are applied in another) and figurative (as when students of diverse background and interests attend a common seminar), and is marshaled through our philosophical view that intellectual power is drawn from many sources. The tension created by bringing together disparate disciplines with differing traditions leads to constructive discourse in our community.

AREAS OF STUDY
Research, classroom teaching and seminar activity in the program reflect the long tradition of esteem directed toward multidisciplinary knowledge. Graduate study and research today thus ranges from geochemical approaches to nucleosynthesis and planet forming cosmochemistry to geomorphology, from evolutionary paleobiology to microbial ecology, and from climate dynamics of Earth and other planets, biogeochemical cycles to early Earth geochemistry. Graduate students are exposed to the breadth of intellectual activity in the physical and natural science of the Earth through courses they take during their first two years of study and through weekly attendance of seminars where both faculty and visiting scientists present research lectures. Graduate students are expected to develop two skills. First is the ability to conduct scientific discourse across the full range of disciplines. Second is the ability to conduct original research leading to unique contributions in an area of specialization.

Research and teaching within the program is further amplified by associations with other groups within the university. The most notable programs allied with ours are: the committee on evolutionary biology (CEB, research on the evolution of life), the chemistry department (research on atmospheric and environmental chemistry), the department of astronomy and astrophysics (research on exoplanets), the Argonne National Lab (environmental chemistry, advanced computing, the Advanced Photon Source, CARS), the center for robust decision making on climate and energy policy (RDCEP), and the department of statistics.

STUDENT ADVISING
A distinctive element in the everyday life of the department is the mentoring relationship the faculty of the department provide for students of the program. In our program, students are regarded as colleagues, not subordinates. Students are guided in their learning and research activities by mentorship engaging both the program faculty and fellow students. This mentorship oversees both the course work activity and the student’s research, and is conceived as a means of establishing the student as a full partner in research and scholarship. Formal mentoring activities involve regular academic advisory committee meetings that include a combination of faculty covering the student’s field of specialty and faculty covering allied fields where cross disciplinary exchange of ideas or techniques may prove helpful to the student’s progress. In addition to formal activities, mentoring also proceeds along informal avenues: the department faculty prides itself in maintaining an open door atmosphere, where students seeking help or advice can readily find it down the hall.

RESEARCH
Dissertation research can address any aspect of physical, chemical, biological and natural sciences of the Earth, its life and environment, and the solar system environment from which the planets were formed. Typically, dissertation research begins in the second year of the student’s residence after courses taken in preparation for the preliminary examination have been completed and an oral research prospectus has been defended.

TEACHING, OUTREACH AND PROFESSIONAL SKILLS DEVELOPMENT
Young scientists are faced with an ever increasing demand for breadth in the scope of their professional skills: from teaching to proposal writing, and from website design to mountaineering. To help prepare our students for the varied challenges they will encounter in their post graduate career, we involve them to the maximum extent possible in teaching, research planning, public outreach and field activity. While there are no strict requirements for teaching activities, the majority of our students participate in at least some teaching as laboratory assistants for the large, undergraduate-level classes taught by our faculty. Typical demands on a graduate student’s time might involve four to eight hours a week of student contact time, and four to six hours a week of preparation and grading. To emphasize the value the university places on graduate student participation in undergraduate teaching, a slightly larger stipend is provided to teaching assistants over research assistants. In addition to teaching, our graduate students typically become involved in the scientific funding process through exposure to the efforts undertaken by faculty in the securing of research funds through the writing of proposals. Public outreach is also an important element of professional skills, and is emphasized through scientific web
site development (required by funding agencies for grants funded in support of scientific research) and other activities (e.g., local science fairs and lectures at surrounding schools) which emphasize contact with the general public. Many of our graduate students include field work as part of their research projects—from scuba-based sampling in Central America to mapping in Tibet—and we offer formal courses and trips to help students develop their skills for this mode of scientific research. Class trips typically focus on (1) modern and ancient sedimentary environments, which explicitly integrates across geology and biology (every 2-3 years, usually in a tropical or subtropical marine setting); (2) sequence stratigraphy of siliciclastics, mostly Meso-Cenozoic; and (3) integrated structure, tectonics, sedimentation, and paleontology, with an eye to reconstructing paleogeography at regional scales (early Paleozoics of Great Basin and Death Valley; Cenozoic of southern California). Students also have opportunities to join faculty in some field campaigns, which include oceanographic cruises.

CURRICULUM

The diversity of intellectual pursuit encompassed by the program places students and faculty into a challenging position when confronted with the need to design a curriculum capable of preparing students of the program to become Ph.D. scientists. Our approach to this challenge is to focus on thinking tools that prepare students for research. Thinking tools embody knowledge of methodologies, awareness of fundamental scientific problems, understanding of current research areas and creative thought when encountering difficult questions. These tools are taught, in part, by a curriculum of courses that delve deeply into various subsets of knowledge covered by the department’s scholarly interests. While a student may enter the program with the ultimate goal of writing a dissertation in one area of specialization, courses taken in closely allied areas of specialization are often, by virtue of practicality, all that our curriculum offers. While this may seem detrimental to progress toward specialized research, in practice, the specific subject material used to build the student’s base of knowledge and rigorous understanding of thought and methodologies is not strongly correlated with the student’s subsequent success. Our curriculum of courses thus focuses on teaching notions of understanding and methodologies that are universal in their application to a wide range of specialized phenomena.

REQUIRED COURSE ACTIVITIES

This time period is divided into two parts, the pre-candidacy phase where the student focuses on course work and general scholarship, and the candidacy phase where the student focuses on specialized research directed to the completion of the dissertation. While flexibility is a distinct advantage of the department's small, intimate setting of graduate study compared to other, larger programs, graduate students are normally expected to progress through their study as follows. Classes are taken through the first two years of residence at the university, and a preliminary examination is taken normally in the spring of the second year. Classes are selected from the department's graduate courses, appropriate upper-level undergraduate courses and courses offered elsewhere in the university. Selection of courses is made through consultation with a faculty advisory committee, which meets regularly through the first two years of the student's residence.

The preliminary examination taken at the end of the second year of residence serves to promote students to candidacy for the Ph.D. The purpose of the examination is to ensure the student's progress in the two goals of graduate study: breadth of fundamental knowledge, and depth of knowledge in a particular area of specialization (chosen normally to be consistent with the student's anticipated dissertation topic).

The preliminary examination has two parts. The written part (taken either in one single sitting or as a series of written tests taken in conjunction with final exams of courses, depending on the particular situation) covers the assigned knowledge areas in the weekly seminars and in the courses and the oral part requires the student to present a research prospectus to a committee of faculty advisors. The topic of this prospectus is normally expected to be the student's planned research activity directed toward the dissertation.

THE DISSERTATION

The Ph.D. degree is awarded to the candidate who has completed a written dissertation, defended it orally to a body of scientists which includes members of the department's faculty (who have the responsibility to vote in favor or against acceptance of the dissertation), and who have submitted the dissertation to the university dissertation office in proper form.

COURSES

Courses are modified from year to year. Students are expected to consult the Schedule of Classes published by the Office of the University Registrar for information regarding courses offered on an infrequent basis. A student's course load is expected to be three to four classes per quarter during the first five quarters (not including Summer Quarter) of residence. Over this period, the student will take a mixture of high level (designated by numbers greater than 30000) and medium level (designated by numbers in the 20000s) classes listed under the department's offerings, and appropriate courses offered by other departments of the university.

GEOPHYSICAL SCIENCES COURSES

GEOS 30200. Introduction to Research in the Geophysical Sciences. 100 Units.

This course is mandatory for all incoming graduate students in the department. Its purpose is to introduce the faculty’s current research themes/areas and to familiarize incoming graduate students with research areas they might contemplate for further specialization. Lectures are presented by individual faculty on either 1) a general
survey of a research area, or 2) a specialized topic of interest. Student activity varies from year to year and is based on a combination of oral and written presentations.

Instructor(s): Staff
Terms Offered: Autumn

**GEOS 30500. Topics in the Geophysical Sciences. 100 Units.**
This course is offered from time-to-time as a means of covering topics that are generally not covered by regularly offered courses in the curriculum. Students should consult with appropriate faculty regarding opportunities to take this course when the situation arises.

Instructor(s): Staff
Terms Offered: Autumn. Not offered 2017-2018

**GEOS 31000. Mineralogy. 100 Units.**
This course covers structure, chemical composition, stability, and occurrence of major rock-forming minerals. Labs concentrate on mineral specimen identification and optical microscopy. (L)

Instructor(s): A. Campbell
Terms Offered: Autumn
Prerequisite(s): CHEM 10100 & 10200 or equivalent.
Equivalent Course(s): GEOS 21000

**GEOS 31005. 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. Offered every other year.
Prerequisite(s): GEOS 21000 or consent of instructor.
Equivalent Course(s): GEOS 21005

**GEOS 31200. 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): D. Heinz
Terms Offered: Spring
Prerequisite(s): Prior calculus and college-level physics courses, or consent of instructor.
Equivalent Course(s): GEOS 21200

**GEOS 31205. Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity. 100 Units.**
This course introduces the mechanics and phenomenology of elastic waves in the Earth and in the fluids near the Earth’s surface (e.g., S and P waves in the solid earth, acoustic waves in the ocean and atmosphere). Topics include stress and strain, constitutive equations, elasticity, seismic waves, acoustic waves, theory of refraction/reflection, surface waves, dispersion, and normal modes of the Earth. Phenomenology addressed includes exploration geophysics (refraction/reflection seismology), earthquakes and earthquake source characterization, seismograms as signals, seismometers and seismological networks, and digital seismogram analysis.

Instructor(s): D. Heinz
Terms Offered: Winter
Equivalent Course(s): GEOS 21205

**GEOS 31400. Thermodynamics and Phase Change. 100 Units.**
This course develops the thermodynamics of minerals, with emphasis on relations between thermodynamic variables and equations of state. Geological and geochemical applications include homogeneous and heterogeneous phase equilibrium, culminating in the construction of representative multicomponent phase diagrams of petrological significance, and fluid-rock interactions.

Instructor(s): A. Campbell
Terms Offered: Winter
Prerequisite(s): College-level chemistry and calculus.
Equivalent Course(s): GEOS 21400

**GEOS 31500. Mineral Physics. 100 Units.**
The application of physics at the microscopic level to geologic and geophysical problems. Topics: vibrational, electric and transport properties of minerals.

Instructor(s): D. Heinz
Prerequisite(s): 2 yrs. Math beyond Calculus; 1 year Physical Chemistry or 1 year of both Physics and Chemistry; general Geology, general geophysics and Mineralogy, Petrology or equivalent.

**GEOS 32040. Planet Formation in the Galaxy I: From Dust to Planetesimals. 100 Units.**
This course examines the physical and chemical processes that operate during the earliest stages of planet formation when dust in a protoplanetary disk aggregates into bodies 1 to 10 km in size. Topics include the physical and chemical evolution of protoplanetary disks, radial transport of dust particles, transient heating events, and the formation of planetesimals. We discuss the evidence of these processes found in meteorites and observed in disks around young stars. Chemical and physical models of dust evolution are introduced, including an overview of basic numerical modeling techniques.

Instructor(s): F. Ciesla
Prerequisite(s): One year of college-level calculus and physics or chemistry, or consent of instructor.
Note(s): This course is offered in alternate years.
Equivalent Course(s): GEOS 22040

GEOS 32050. Planet Formation in the Galaxy II: From Planetesimals to Planets. 100 Units.
This course explores the stage of planet formation during which 1 to 10 km planetesimals accrete to form planets. Topics include heating of planetesimals, models of giant planet formation, the delivery of water to terrestrial planets, and the impact that stellar mass and external environment have on planet formation. We also discuss what processes determine the properties (mass, composition, and orbital parameters) of a planet and its potential for habitability. Basic modeling techniques and current research papers in peer-reviewed journals are also discussed.
Instructor(s): F. Ciesla
Prerequisite(s): Consent of instructor
Equivalent Course(s): GEOS 22050

GEOS 32060. 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 periodically preparing presentations based on papers in peer-reviewed journals and leading the discussion.
Instructor(s): Edwin Kite
Terms Offered: Winter
Equivalent Course(s): ASTR 22060, GEOS 22060, ASTR 32060

GEOS 32080. Astrophysics of Exoplanets. 100 Units.
Extrasolar planets, a.k.a. exoplanets, are planets orbiting other stars. First definitively detected in the mid 1990s, the planet count has rapidly expanded and their physical characterization has sharpened with improved observational techniques. Theoretical studies of planetary formation and evolution are now attempting to understand this statistical sample. The field also aspires to address questions about life in the universe. This course emphasizes hands-on activities, like working with real astronomical data to find and characterize exoplanets. Topics are the radial velocity, transit, and other discovery and characterization techniques; statistical distributions of known planets; comparisons among planet structure and planetary system types; formation in a protoplanetary disk and subsequent dynamical evolution; the goal of finding life on an exoplanet; colonization of exoplanets; and the Fermi paradox.
Instructor(s): Daniel Fabrycky
Terms Offered: Winter
Prerequisite(s): ASTR 24100 and PHYS 23400 or PHYS 23410 or consent of instructor.
Equivalent Course(s): ASTR 25800

GEOS 32200. Geochronology. 100 Units.
This course covers the duration of planetary differentiation and the age of the Earth (i.e., extinct and extant chronometers); timescales for building a habitable planet (i.e., the late heavy bombardment, the origin of the atmosphere, the emergence of life, and continent extraction); dating mountains (i.e., absolute ages, exposure ages, and thermochronology); the climate record (i.e., dating layers in sediments and ice cores); and dating recent artifacts (e.g., the Shroud of Turin). Prerequisite(s): Background in college-level geology, geophysics, and mathematics.
Equivalent Course(s): GEOS 32200
Instructor(s): N. Dauphas
Terms Offered: Autumn
Prerequisite(s): Background in college-level geology, physics, and mathematics.
Note(s): Equivalent Course(s): GEOS 32200

GEOS 32300. Cosmochemistry. 100 Units.
Chemical, mineralogical, and petrographic classifications of meteorites. Topics include: abundances of the elements, origin of the elements and stellar evolution, the interstellar medium and formation of the solar nebula, condensation of the solar system, chemical fractionations in meteorites and planets, age of the solar system, extinct radionuclides in meteorites, isotope anomalies.
Instructor(s): A. Davis
Terms Offered: Autumn
Note(s): This course is offered in alternate years.

GEOS 32400. Nucleosynthesis and Its Record in the Solar System and Stars. 100 Units.
The course will cover the environments where the chemical elements are made (supernovae, red giant stars, the Big Bang) and the record of nucleosynthesis in meteorites, planets and other stars (both by remote observation and study of stardust in the laboratory). The course is open to graduate students and advanced undergraduates.
Instructor(s): Andrew Davis
Terms Offered: Autumn

GEOS 32500. Topics in Planetary Science. 100 Units.
In this seminar we explore the latest research and results in planetary science. General topics to be discussed include planet formation, planetary evolution, spacecraft exploration, and astrobiology. The specific focus for each class offering will be determined by the interests of the faculty and students. Can be taken multiple times for credit since the specific topic will change each quarter.
Instructor(s): Staff
Terms Offered: Winter
GEOS 32600. Topics in Earth Science: The Accretion of Extraterrestrial Matter Throughout Earth’s History. 100 Units.
This course will provide a discussion of the nature and variability of extraterrestrial (ET) matter accreted throughout Earth’s history that is preserved in the geological record. This record is a rich archive of ET matter whose study not only provides unique insight into the origin and evolution of different Solar System objects but also enables a better understanding of delivery mechanisms. The course will highlight periods of dramatically increased accretion rates and important impact events. This includes events such as the recent Chelyabinsk and Tunguska air blasts, the ‘global killer’ Chicxulub impact 66 Ma ago, the Ordovician meteorite showers, all the way to cataclysmic events that occurred on early Earth. The course will also provide an introduction to related key techniques such as classification with material from the meteorite collection, the identification of impact craters, and the use of tracers of ET material in the geological record.
Instructor(s): P. Heck Terms Offered: Autumn
Prerequisite(s): Background in college-level geology and mineralogy or consent of instructor
Equivalent Course(s): GEOS 22600

GEOS 32700. Analytical Techniques in Geochemistry. 100 Units.
Modern geochemistry requires the use of many sophisticated laboratory instruments. The idea behind GEOS 32700 is to survey the major types of instrumentation used in geochemistry laboratories, including mass spectrometers, electron microscopes, x-ray microanalysis, DNA sequencing, etc. Students should come away from the course with a better appreciation of the inner workings of these instruments rather than treating them as black boxes. As a laboratory portion of the course, students will be trained and do a project using the TESCAN SEM-FIB in the Department of the Geophysical Sciences. The course is open to graduate students and advanced undergraduates.
Instructor(s): Andrew M. Davis & Michael J. Pellin Terms Offered: Autumn
Equivalent Course(s): GEOS 22700

GEOS 33205. Introductory Glaciology. 100 Units.
The fundamentals of glacier and ice-sheet dynamics and phenomenology will be covered in this introductory course (snow and sea ice will be excluded from this course, however may be taken up in the future). Emphasis will be placed on developing the foundation of continuum mechanics and viscous fluid flow as a means of developing the basic equations of glacier deformation, ice-sheet and -shelf flow, basal processes, glacier hydrology, and unstable modes of flow. This course is intended for advanced undergraduate students in physics, math, geophysical sciences, and related fields as well as graduate students considering research in glaciology and climate dynamics. This course is part of the College Course Cluster program: Climate Change, Culture, and Society.
Instructor(s): D. MacAyeal Terms Offered: Winter
Prerequisite(s): Knowledge of vector calculus, linear algebra, and computer programming.
Equivalent Course(s): GEOS 23205

GEOS 33300. Advanced Topics in Climate Dynamics. 100 Units.
The course will go beyond radiative-convective equilibrium and explore spatial and temporal aspects of Earth’s climate with a focus on the atmosphere. The goal is to gain a physical understanding of Earth’s climate and its past and future changes. We will discuss a range of topics from the surface and atmospheric energy balance, hydrological cycle, atmospheric general circulation and energy transport, climate variability, paleoclimate, natural & anthropogenic climate change. The course will combine lectures of the theory and observations underlying our understanding of Earth’s climate with student presentations of peer-reviewed papers. The evaluation will be based on a data-analysis project.
Instructor(s): T. Shaw Terms Offered: Spring
Prerequisite(s): GEOS 24220 or equivalent

GEOS 33600. Chemical Oceanography. 100 Units.
This course explores the chemistry of the ocean system and its variations in space and time. The oceans play an essential role in most (bio)geophysical cycles, interacting in various ways with the atmosphere, sediments, crust. These interactions can be understood through studying the geochemical and isotopic properties of the ocean, its inputs and outputs, and its evolution as recorded in marine sediments and sedimentary rocks. Topics include: the marine carbon cycle, nutrient cycling, chemical sediments, and hydrothermal systems.
Instructor(s): Clara Blättler Terms Offered: Spring
Prerequisite(s): Completion of one of the following Chemistry Sequences: CHEM 10100-10200-11300 Introductory General Chemistry I-II; Comprehensive General Chemistry III or CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III or CHEM 12100-12200-12300 Honors General Chemistry I-II-III AND either GEOS 13100 or GEOS 13200.
Equivalent Course(s): ENSC 23600, GEOS 23600

GEOS 33800. 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: Spring
Prerequisite(s): CHEM 11100-11200 or consent of instructor
Equivalent Course(s): GEOS 23800, ENSC 23800

GEOS 33825. Topics in Microbial Biogeochemistry. 100 Units.
In this seminar we explore the role of microorganisms in biogeochemical cycles. Topics include microbial metabolism, physiology, ecology and evolution in natural habitats, responses to short- and long-term climate change, and coevolution of life and its environment over Earth history. Can be taken multiple times for credit since the specific topic will change each quarter.

Instructor(s): M. Coleman
Terms Offered: Autumn, Winter

GEOS 33850. Low Temperature Geochemistry. 100 Units.
This course covers topics related to the geochemistry of Earth’s surface, including all its fluid and solid components. Specific emphasis will be placed on stable isotopic tools for understanding modern Earth system processes and the ancient geological record. Seminar format will allow students to choose topics of interest to them and shape the reading and discussion content of the course.

Instructor(s): Clara Blättler
Terms Offered: Autumn
Equivalent Course(s): ENSC 33850

GEOS 33900. Environmental Chemistry. 100 Units.
The focus of this course is the fundamental science underlying issues of local and regional scale pollution. In particular, the lifetimes of important pollutants in the air, water, and soils are examined by considering the roles played by photochemistry, surface chemistry, biological processes, and dispersal into the surrounding environment. Specific topics include urban air quality, water quality, long-lived organic toxins, heavy metals, and indoor air pollution. Control measures are also considered. This course is part of the College Course Cluster program: Climate Change, Culture, and Society.

Instructor(s): D. Archer
Terms Offered: Autumn
Prerequisite(s): CHEM 11100-11200 or equivalent, and prior calculus course
Equivalent Course(s): ENSC 23900, GEOS 23900, ENST 23900

GEOS 34220. Climate Foundations. 100 Units.
This course introduces the basic physics governing the climate of planets, the Earth in particular but with some consideration of other planets. Topics include atmospheric thermodynamics of wet and dry atmospheres, the hydrological cycle, blackbody radiation, molecular absorption in the atmosphere, the basic principles of radiation balance, and diurnal and seasonal cycles. Students solve problems of increasing complexity, moving from pencil-and-paper problems to programming exercises, to determine surface and atmospheric temperatures and how they evolve. An introduction to scientific programming is provided, but the fluid dynamics of planetary flows is not covered. This course is part of the College Course Cluster program: Climate Change, Culture and Society. (L)

Instructor(s): Liz Moyer
Terms Offered: Autumn
Prerequisite(s): Prior physics course (preferably PHYS 13300 and 14300) and knowledge of calculus required; prior geophysical sciences course not required.
Note(s): Prior programming experience helpful but not required.
Equivalent Course(s): GEOS 24220

GEOS 34230. 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 continua 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 continua, strain, strain rate, and stress; derivations and understanding of mass, momentum, and energy conservation principles in a continuum; applications of conservation principles to simple rheological idealizations, including ideal fluids and potential flow, viscous fluids and Navier-Stokes flow, elasticity and deformation; introductory asymptotic analysis, Reynolds number; heat transfer by conduction and convection, convective instability, Rayleigh number; fluids in gravitational fields, stratification, buoyancy; elliptic, parabolic, and hyperbolic partial differential equations, typical properties of each. Prerequisite(s): Vector calculus, linear algebra, advanced classical mechanics, basic knowledge of computing. Undergrads who take this course should intend to complete a second fluid-dynamics course in Geophysical Sciences.

Instructor(s): D. MacAyeal
Terms Offered: Autumn
Prerequisite(s): Vector calculus, linear algebra, advanced classical mechanics, basic knowledge of computing. Undergrads who take this course should intend to complete a second fluid-dynamics course in Geophysical Sciences.
Equivalent Course(s): GEOS 24230
GEOS 34240. Geophysical Fluid Dynamics: Rotation and Stratification. 100 Units.
This course is an introduction to geophysical fluid dynamics for upper-level undergraduates and starting graduate students. The topics covered will be the equations of motion, the effects of rotation and stratification, shallow water systems and isentropic coordinates, vorticity and potential vorticity, and simplified equations for the ocean and atmosphere.
Instructor(s): T. Shaw Terms Offered: Winter
Prerequisite(s): FQ: 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 24240

GEOS 34250. 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 24250

GEOS 34260. Radiation. 100 Units.
Develops the theory of radiation emission, absorption, and scattering by planetary atmospheres. Emphasis on the derivation and solution of the radiative transfer equation for plane parallel, horizontally homogeneous atmospheres.
Instructor(s): D. Abbot
Prerequisite(s): Advanced undergraduate level knowledge of electromagnetic theory, atomic structure, and differential equations.
Equivalent Course(s): GEOS 24260

GEOS 34300. Paleoclimatology. 100 Units.
This class will cover the theory and reconstruction of the evolution of Earth’s climate through geologic time. After reviewing fundamental principles that control Earth’s climate, the class will consider aspects of the climate reconstructions that need to be explained theoretically, such as the faint young sun paradox, snowball Earth episodes, Pleistocene glacial / interglacial cycles, and long-term Cenozoic cooling. Then we will switch to a temporal point of view, the history of Earth’s climate as driven by plate tectonics and biological evolution, and punctuated by mass extinctions. This will allow us to place the theoretical ideas from the first part of the class into the context of time and biological progressive evolution.
Terms Offered: Winter
Prerequisite(s): One quarter of chemistry
Note(s): D. Archer
Equivalent Course(s): GEOS 24300

GEOS 34400. Topics in Geophysical Fluid Dynamics. 100 Units.
This course teaches science and art of numerical modeling at an elementary level. Classroom discussions on mathematical principles will be supplemented by a series of actual coding assignments. (Command of a programming language is assumed; this is not a course on programming.) It is our goal that at the end of the course each student will have coded a working copy of shallow water model on a rotating sphere (and do science with it). Prereq: Calculus, working knowledge of Fourier Transform and of a programming language (C, Fortran, IDL, etc.), access to a computer with a compiler and runtime environment. No previous experience in fluid dynamics is necessary, although this course alone does not fully prepare one to become a fluid dynamicist.
Instructor(s): N. Nakamura

GEOS 34530. Turbulence and Transport Processes in the Atmosphere and Oceans. 100 Units.
The atmosphere and oceans exhibit non-linear turbulent motions on a wide range of scales. Yet introductory classes in atmosphere and ocean dynamics focus almost exclusively on linear theories. While there is undoubtedly much to learn from linear theory, statistical descriptions of turbulent flows provide a valuable perspective from a different angle. In this advanced graduate course we will discuss the theory of 3-dimensional, 2-dimensional and quasi-geostrophic turbulence, as well as the role of turbulent motions for the transport of properties in the atmosphere and ocean. We will also discuss the wave-turbulence crossover, and eddy-mean-flow interactions, thus connecting back to linear theories. The format of the course will be a mixture of lectures and student-led paper discussions.
Instructor(s): M. Jansen Terms Offered: Autumn
Prerequisite(s): GEOS 24230 and GEOS 24240 or equivalent; Knowledge of mechanics (PHYS 13100 or equivalent), vector calculus and linear algebra (MATH 20000-20100-20200 or equivalent). Knowledge of the basics of statistics/stochastics is also expected.

GEOS 34550. Ocean Circulation. 100 Units.
In this course we discuss the dynamics of the global-scale ocean circulation, which plays an important role in the climate system via the transport and storage of heat and carbon. Topics include the wind-driven ocean gyres, the ocean’s thermocline, the turbulent Antarctic Circumpolar Current as a critical connector of the major ocean basins, as well as the meridional overturning circulation. The course aims to promote a fundamental understanding of ocean dynamics, rather than a purely empirical treatment, and hence builds on the fluid dynamical equations that govern the oceanic motions. The structure of the course includes a combination of lectures, in-class exercises, and discussion of material read by the students at home. The course is suitable for graduate students and upper-level undergraduates.
Instructor(s): M. Jansen Terms Offered: Spring
Prerequisite(s): GEOS 24230 or GEOS 24240 or consent of instructor. Knowledge of vector calculus, linear algebra, and ordinary differential equations is assumed.
Equivalent Course(s): GEOS 24550

GEOS 34600. Introduction to Atmosphere, Ocean, and Climate Modeling. 100 Units.
This hands-on course will discuss how we model atmosphere- ocean- and climate-dynamics using numerical models of varying complexity. We will discuss both the relevant physics as well as numerical techniques, including finite-difference methods for ordinary and partial differential equations, as well as spectral methods.
The primary focus of the course will be on relatively simple models, including 1D energy balance models, radiative-convective columns, and quasi-geostrophic models for atmosphere and ocean dynamics, which can be fully understood and applied in the context of a quarter-long course. We will end with an overview of the physics and numerics used in more complex general circulation and coupled climate models. The course will be structured using a combination of lectures, in-class exercises, and discussion of homework exercises. Homework will include programming exercises as well as simulations and analysis using existing model code.
Instructor(s): M. Jansen Terms Offered: Autumn
Prerequisite(s): GEOS 24220/34220 “Climate foundations”; knowledge of vector calculus, linear algebra, and partial differential equations; basic knowledge of python (could potentially be replaced by significant programming experience in other languages). Recommended: Geophysical fluid dynamics 24220/34220 and 24240/34240.
Equivalent Course(s): GEOS 24600

GEOS 34705. Energy: Science, Technology, and Human Usage. 100 Units.
This course covers the technologies by which humans appropriate energy for industrial and societal use, from steam turbines to internal combustion engines to photovoltaics. We also discuss the physics and economics of the resulting human energy system: fuel sources and relationship to energy flows in the Earth system; and modeling and simulation of energy production and use. Our goal is to provide a technical foundation for students interested in careers in the energy industry or in energy policy. Field trips required to major energy converters (e.g., coal-fired and nuclear power plants, oil refinery, biogas digester) and users (e.g., steel, fertilizer production). This course is part of the College Course Cluster program: Climate Change, Culture and Society.
Instructor(s): E. Moyer
Prerequisite(s): Knowledge of physics or consent of instructor.
Note(s): See GEOS 24750/ENSC 21150.
Equivalent Course(s): ENST 24705, GEOS 24705, ENSC 21100

GEOS 34750. Humans in the Earth System. 100 Units.
Human activities now have global-scale impact on the Earth, affecting many major biogeochemical cycles. One third of the Earth’s surface is now used for production of food for humans, and CO2, the waste product of human energy use, now substantially affects the Earth’s radiative balance. This course provides a framework for understanding humanity as a component of Earth system science. The course covers the Earth’s energy flows and cycles of water, carbon, and nitrogen; their interactions; and the role that humans now play in modifying them. Both agriculture and energy technologies can be seen as appropriation of natural energy flows, and we cover the history over which human appropriations have become globally significant. The course merges geophysical and biological sciences and engineering, and includes lab sessions and field trips to agriculture, water management, and energy facilities to promote intuition. One year of university-level science is recommended.
Terms Offered: Spring
Equivalent Course(s): GEOS 24750, ENST 24750, ENSC 21150

GEOS 35100. Data Analysis for the Geophysical Sciences. 100 Units.
A graduate-level introduction to probability, modeling, and data analysis. Though some emphasis is given to paleontological problems, the goal is to keep approaches sufficiently general that they should be relevant to students across the geophysical sciences as well as evolutionary biology. Required work includes coding exercises and a term project based on original research.
Instructor(s): M. Foote Terms Offered: Spring
GEOS 35400. Intro to Numerical Techniques for Geophysical Sciences. 100 Units.
This class provides an introduction to different types of numerical techniques used in developing models used in geophysical science research. Topics will include how to interpolate and extrapolate functions, develop functional fits to data, integrate a function, or solve partial differential equations. Students are expected to have some familiarity with computers and programming-programming methods will not be discussed in detail. While techniques will be the focus of the class, we will also discuss the planning needed in developing a model as well as the limitations inherent in such models.
Instructor(s): Ciesla, F. Terms Offered: Winter
Equivalent Course(s): GEOS 25400

GEOS 35500. Mathematical Methods for the Earth Sciences. 100 Units.
This course is intended to be a brief introduction to mathematical methods that may be of use in the Earth Sciences. The focus will be on building physical intuition and practical problem solving. Students may solve problems analytically, or write numerical codes to solve them.
Instructor(s): D. Abbot Terms Offered: Spring

GEOS 35900. Physics of Planetary Interiors. 100 Units.
This course considers the physical processes governing the interior structure and evolution of planets, both those orbiting the Sun and exoplanets. Topics include an introduction to condensed matter physics relevant to planet interiors; properties of planetary materials; observational constraints; planet modeling; thermal histories; differentiation and core formation; connection to planetary atmospheres; and magnetic field generation.
Instructor(s): Leslie Rogers Terms Offered: Winter
Prerequisite(s): Open to third- and fourth-year undergraduate students majoring in Astrophysics, Physics or the Geophysical Sciences, or students who have completed two quarters of Calculus.

GEOS 36000. Morphometrics. 100 Units.
This graduate-level course serves as an introduction to the field of morphometrics (the analysis of organismal shape). Quantitative exploratory and confirmatory techniques involving both traditional (length-based) and geometric (landmark-based) summaries of organismal shape are introduced in a series of lectures and practical exercises. Emphasis is placed on the application of morphometric methods to issues such as (but not restricted to) quantification of intraspecific variability, interspecific differences, disparity, ontogenetic growth patterns (allometry), and phylogenetic changes in morphology. Relevant statistical and algebraic operations are explained assuming no prior background. Students are required to bring personal laptop computers, and are expected to acquire and analyze their own data sets during the course.
Instructor(s): M. Webster Terms Offered: Winter
Equivalent Course(s): EVOL 36700

GEOS 36050. Models of Morphological Evolution. 100 Units.
Over the past 30 years the study of morphological evolution, from inference of evolutionary process to understanding correlated trait changes, has increasingly relied on phylogenetic approaches. This is due to the realization that species may exhibit similar traits due to shared evolutionary history as much as due to similar adaptive responses to other factors. The field of phylogenetic comparative methods is rapidly expanding. This graduate course will cover basic and advanced models of morphological character evolution that underlie comparative methods, as well as the statistical models themselves. Topics covered in this class will span: Brownian motion as a model of quantitative trait evolution; Independent contrasts and evolutionary regressions; Measuring phylogenetic signal; Alternative models of quantitative trait evolution - early bursts, Ornstein-Uhlenbeck processes, and multivariate data; Discrete traits, Markov processes and the threshold model; Phylogenetic analogues of traditional comparative methods (e.g., ANOVA, PCA). Lectures will cover theory behind concepts but students will also be expected to bring laptops to class so as to write code to simulate data and fit statistical models. All coding will be done in the R statistical language.
Instructor(s): G. Slater Terms Offered: Autumn

GEOS 36100. Phylogenetics and the Fossil Record. 100 Units.
Phylogenies are branching diagrams that reflect evolutionary relationships. In addition to providing information on the history of life, phylogenies are fundamental to modern methods for studying macroevolutionary and macroecological pattern and process. In the biological sciences, phylogenies are most often inferred from genetic data. In paleobiology, phylogenies can only be inferred from the fossilized remains of morphological structures, and collecting and analyzing morphological data present a different set of challenges. In this course, students will study both traditional and state-of-the-art approaches to inferring phylogenies in the fossil record, from data collection to interpretation. Lectures will explore the statistical underpinnings of phylogenetic methods, as well as their practical implementation in commonly used software. Topics will include: identifying and coding morphological characters, models of morphological evolution, parsimony, maximum likelihood, and bayesian methods, supertree approaches, and integrating time into phylogenetic inference. Fifty percent of the final assessment will come from a research paper due at the end of the quarter.
Instructor(s): G. Slater Terms Offered: Autumn. Course is offered every other year.
Prerequisite(s): BIOS 20197 or equivalent.
Equivalent Course(s): GEOS 26100
GEOS 36200. Evolution and the Fossil Record. 100 Units.
This course serves as an introduction to the practical and theoretical issues involved in obtaining primary systematic data from the fossil record, and demonstrates the criticality of such data to the rigorous documentation and interpretation of evolutionary patterns. Precise topics of the seminar discussions will vary from year to year depending on relevance to student research projects and interest, but are likely to focus on issues such as (but not restricted to) practical techniques in specimen-based paleontology (including fossil preparation and photography), species delimitation (including species concepts, variability, and ecophenotypy), stratigraphic/geographic range determination (including biostratigraphic correlation), phylogeny reconstruction (including the relevance of stratigraphic data), and the importance of these topics to broader macroevolutionary issues such as diversity/disparity dynamics and the determination of evolutionary trends, rates and processes. Equivalent Course(s): EVOL 46200

GEOS 36300. 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, BIOS 23261, EVOL 32400

GEOS 36600. Geobiology. 100 Units.
Geobiology seeks to elucidate the interactions between life and its environments that have shaped the coevolution of the Earth and the biosphere. The course will explore the ways in which biological processes affect the environment and how the evolutionary trajectories of organisms have in turn been influenced by environmental change. In order to reconstruct the history of these processes, we will examine the imprints they leave on both the rock record and on the genomic makeup of living organisms. The metabolism and evolution of microorganisms, and the biogeochemistry they drive, will be a major emphasis. Instructor(s): M. Coleman, J. Waldbauer Prerequisite(s): GEOS 13100-13200-13300 or college-level cell & molecular biology Equivalent Course(s): GEOS 26600, ENSC 24000

GEOS 36650. 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 26650

GEOS 36700. Taphonomy. 100 Units.
Lecture and research course on patterns and processes of fossilization, including rates and controls of soft tissue decomposition, post mortem behavior of skeletal hard parts, concentration and burial of remains, scales of time averaging, and the net spatial and compositional fidelity of (paleo)biologic information, including trends across environments and evolutionary time. Offered alternate years. Instructor(s): S. Kidwell Equivalent Course(s): EVOL 31800

GEOS 36800. Macroevolution. 100 Units.
Patterns and processes of evolution above the species level, in both recent and fossil organism. A survey of the current literature, along with case studies. Instructor(s): D. Jablonski Terms Offered: Spring Equivalent Course(s): EVOL 31700

GEOS 36900. Topics in Paleobiology. 100 Units.
In this seminar we investigate paleobiological or multidisciplinary topics of current interest to students and faculty. Previous subjects include the origin of phyla, historical and macro-ecology, the stratigraphic record and evolutionary patterns, and climate and evolution. Instructor(s): G. Slater Terms Offered: Winter Equivalent Course(s): EVOL 31900, ECEV 36900
GEOS 36905. Topics in Conservation Paleobiology. 100 Units.
Paleobiological data from very young sedimentary records, including skeletal 'death assemblages' actively accumulating on modern land surfaces and seaboards, provide unique information on the status of present-day populations, communities, and biomes and their responses to natural and anthropogenic stress over the last few decades to millennia. This course on the emerging discipline of 'conservation paleobiology' uses weekly seminars and individual research projects to introduce how paleontologic methods, applied to modern samples, can address critical issues in the conservation and restoration of biodiversity and natural environments, including such basic questions as 'has a system changed, and if so how and when relative to suspected stressors?'. The course will include hands-on experience, either in the field or with already-collected marine benthic samples, to assess societally relevant ecological change in modern systems over time-frames beyond the reach of direct observation. Enrollment limited.
Instructor(s): S. Kidwell Terms Offered: Winter
Prerequisite(s): Additional Notes For undergraduates: completion of GEOS 13100-13200-13300 or equivalent or completion of a 20000 level course in Paleontology.
Equivalent Course(s): EVOL 36905, GEOS 26905

GEOS 38000. 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: Autumn
Prerequisite(s): GEOS 13100
Note(s): This course is offered in alternate years.
Equivalent Course(s): GEOS 28000

GEOS 38100. Global Tectonics. 100 Units.
This course reviews the spatial and temporal development of tectonic and plate tectonic activity of the globe. We focus on the style of activity at compressive, extensional, and shear margins, as well as on the types of basin evolution associated with each. (L)
Instructor(s): D. Rowley Terms Offered: Autumn
Prerequisite(s): GEOS 13100 or consent of instructor
Note(s): This course is offered in alternate years.
Equivalent Course(s): GEOS 28100

GEOS 38300. Principles of Stratigraphy. 100 Units.
This course introduces principles and methods of stratigraphy. Topics include facies analysis, physical and biostratigraphic correlation, and development and calibration of the geologic time scale. We also discuss controversies concerning the completeness of the stratigraphic record; origin of sedimentary cycles; and interactions between global sea level, tectonics, and sediment supply. (L)
Instructor(s): S. Kidwell Terms Offered: Autumn
Prerequisite(s): GEOS 13100-13200 or equivalent required; GEOS 23500 and/or 28200 recommended
Note(s): This course is offered in alternate years.
Equivalent Course(s): GEOS 28300

GEOS 38400. Topics in Stratigraphy and Biosedimentology. 100 Units.
Seminar course using the primary literature and/or a field problem. Topic selected from the rapidly evolving fields of sequence stratigraphy, basin analysis, and animal sediment relationships.
Instructor(s): S. Kidwell Terms Offered: Spring
Equivalent Course(s): EVOL 41500

GEOS 39001. Field Course in Geology. 100 Units.
Students visit classic locations to examine a wide variety of geological environments and processes and to learn basic field skills; themes include tectonics and sedimentation, basin-scale paleogeography, and geomorphology. Course meets weekly in Winter Quarter prior to a Spring Break field trip; interested students should contact an instructor in advance.
Instructor(s): S. Kidwell Terms Offered: Winter
Prerequisite(s): GEOS 13100-13200 and consent of instructor
Note(s): Interested students should contact the departmental counselor.
Equivalent Course(s): GEOS 29001

GEOS 39002. 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, learn field methods, and complete an original research project. We consider biological as well as physical processes of sediment production, dispersal, accumulation, and post-depositional modification. Destinations vary; past trips have examined tropical carbonate systems of Jamaica and the Bahamas and subtropical coastal Gulf of California.
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. Enrollment allowed by permission of instructor.
GEOS 39500. Theory and Practice of Science Education. 000 Units.
In this seminar, students examine their work as teaching assistants through activities that include self-reflection; investigating relevant educational literature; and engaging in in-depth discussions about their own teaching and learning. Readings and discussion topics include questioning techniques, learning theory, cooperative learning, growth mindset, metacognition, developing relationships with students, equity, and differentiation. Students will try out new ideas each week in their learning teams and report their results in class. In many cases, students provide guidance to one another regarding managing issues that typically arise in their learning teams. The seminar is intended for graduate students who are serving as teaching assistants for the first time, and is typically taken in the same quarter in which the student begins teaching.
Instructor(s): Brent Barker Terms Offered: Autumn Spring Winter
Prerequisite(s): Undergraduates serving as course assistants may enroll with instructor consent.
Note(s): Graduate students in Astronomy and Astrophysics and Geophysical Sciences enroll in ASTR 50000 the first quarter in which they will teach.
Equivalent Course(s): ASTR 50000

GEOS 39501. Practicum I: Geophysical Sciences. 100 Units.
A practicum in the Geophysical Sciences. Note that this is the first of a two quarter sequence that must be taken in order.
Instructor(s): Moyer Terms Offered: Autumn

GEOS 39502. Practicum II: Geophysical Sciences. 100 Units.
A practicum in the Geophysical Sciences. Note that this is the second of a two quarter sequence that must be taken in order.
Instructor(s): Moyer Terms Offered: Winter
Prerequisite(s): GEOS 39501

GEOS 39600. Science Writing Practicum. 100 Units.
Writing is fundamental to science and to the careers of scientists -- even a brilliant scientific idea has no impact if no one understands the paper describing it. In this practicum, students will learn to write papers that communicate their work clearly to the scientific community, that attract citations, and that are compelling even for experts from other fields and members of the general public. The course is intended for students engaged in research and at the stage of working on a paper intended for publication in a peer-reviewed journal, and students are expected to bring their work in progress. Students will learn to evaluate their writing to anticipate its effectiveness with different audiences, and to organize and revise it for maximal impact, using techniques from academic writing and science journalism and insights from cognitive theories of reading. Students from diverse backgrounds will read and critique one another’s work weekly, learning to overcome barriers to communication between different communities of scholars and the public. We will also discuss techniques for effective science graphics and oral presentations. The course culminates in a practicum research presentation and production by each student of a final or near-final draft of a manuscript for submission.
Instructor(s): Jeff McMahon Terms Offered: Spring
Prerequisite(s): Consent only. Priority enrollment is given to students in UChicago’s NRT research traineeship program on computational environmental sciences (nrt.geosci.uchicago.edu), PI Elisabeth Moyer. Write to jmcmahon@uchicago.edu to request consent to enroll.
Equivalent Course(s): GEOS 29600

GEOS 39650. Environmental Data Science Practicum I. 100 Units.
Research in climate and environmental sciences is increasingly focused on analyses of complex spatio-temporal data, with satellite observations and detailed numerical simulations providing datasets whose size may reach the Tb range. Relevant research questions also increasingly span disciplinary boundaries. This project-based course is intended to provide students with a structured research experience in working with complex environmental data on a project that should lead to publishable science. The course is the first course of a two-course sequence with GEOS 39660 to be taken in the Spring. Students enroll individually and then form interdisciplinary groups. During the two quarters, groups will work on research projects with guidance from University faculty members and external researchers. Lectures and exercises cover topics in statistics, computer science, data science, and research practices. The course is a requirement for Ph.D. students participating in the University’s NSF Research Traineeship program in Computational Training for Energy and Environmental Sciences but enrollment is open to all graduate students, space permitting. Students enrolled in GEOS 39650 for Spring quarter are encouraged to enroll concurrently in GEOS 39600, Science Writing Practicum, which will guide them through completion of a manuscript for submission.
Instructor(s): Elisabeth Moyer/Staff Terms Offered: Winter
Prerequisite(s): Experience in data analysis and programming typical of 2nd-year or advanced 1st-year Ph.D. students in physical, biological, and social sciences.

GEOS 39660. Environmental Data Science Practicum II. 100 Units.
This project-based course is a continuation of GEOS 39650, Environmental Data Science Practicum I. The two-course sequence is intended to provide students with a structured research experience in working with complex environmental data on a project that should lead to publishable science. Students enroll individually and then work in interdisciplinary groups on research projects with guidance from University faculty members
and external researchers. Lectures and exercises cover topics in statistics, computer science, data science, and research practices. The course is a requirement for Ph.D. students participating in the University’s NSF Research Traineeship program in Computational Training for Energy and Environmental Sciences but enrollment is open to all graduate students, space permitting. Students enrolled in GEOS 39660 are encouraged to enroll concurrently in GEOS 39660, Science Writing Practicum, which will guide them through completion of a manuscript for submission.

Instructor(s): Elisabeth Moyer/Staff
Terms Offered: Spring
Prerequisite(s): Pre-requisite is GEOS 39650.

GEOS 39800. Reading and Research in the Geophysical Sciences for the Master. 300.00 Units.
An essay or formal thesis will be required.
Instructor(s): Staff
Terms Offered: Autumn Spring Summer Winter
Prerequisite(s): admission to grad status

GEOS 49700. Rdg/Rsch: Geophysical Sciences. 300.00 Units.
GEOS 49700-49799. Topics available include, but are not limited to: Mineralogy, Petrology, Geophysics, High Pressure Geophysics, Geodynamics, Volcanology, Cosmochemistry, Geochemistry, Atmospheric Dynamics, Paleoclimatology, Physical Oceanography, Chemical Oceanography, Paleoceanography, Atmospheric Chemistry, Fluid Dynamics, Glaciology, Climatology, Radiative Transfer, Cloud Physics, Morphometrics, Phylogeny, Analytical Paleontology, Evolution, Taphonomy, Macroevolution, Paleobiology, Aktuopaleontology, Paleobotany, Biomechanics, Paleoecology, Tectonics, Stratigraphy.
Instructor(s): Staff
Terms Offered: Summer,Autumn,Winter,Spring
Prerequisite(s): admission to Ph.D. candidacy

GEOS 49710. Advanced Research: Mineralogy. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49711. Advanced Research: Petrology. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49712. Advanced Research: Geophysics. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49713. Advanced Research: High Pressure Geophysics. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49714. Advanced Research: Geodynamics. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49716. Advanced Research: Geochemistry. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49718. Advanced Research: Volcanology. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49723. Advanced Research: Cosmochemistry. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49732. Advanced Research: Atmospheric Dynamics. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49733. Advanced Research: Paleoceanography. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49735. Advanced Research: Physical Oceanography. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49736. Advanced Research: Chemical Oceanography. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49737. Advanced Research: Cloud Physics. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences.

GEOS 49740. Advanced Research: Atmospheric Chemistry. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49742. Advanced Research: Fluid Dynamics. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49743. Advanced Research: Glaciology. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49746. Advanced Research: Climatology. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences
GEOS 49748. Advanced Research: Radiative Transfer. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49749. Advanced Research: Paleoclimatology. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49760. Advanced Research: Morphometrics. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49761. Advanced Research: Phylogeny. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49765. Advanced Research: Analytical Paleontology. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49766. Advanced Research: Evolution. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49767. Advanced Research: Taphonomy. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49768. Advanced Research: Macroevolution. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49769. Advanced Research: Paleobiology. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49773. Advanced Research: Paleoenecology. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49781. Advanced Research: Tectonics. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49783. Advanced Research: Stratigraphy. 300.00 Units.
Individualized study focused on Ph.D. research in the geophysical sciences

GEOS 49900. Post Ph. D. Research: Geosci. 300.00 Units.
Instructor(s): Staff Terms Offered: Summer,Autumn,Winter,Spring

GEOS 70000. Advanced Study: Geophysical Sciences. 300.00 Units.
Advanced Study: Geophysical Sciences
Department of Mathematics

Chair
• Shmuel Weinberger

Professors
• Laszlo Babai, Computer Science and Mathematics
• Guillaume Bal, Statistics and Mathematics
• Alexander A. Beilinson
• Danny Calegari
• Francesco Calegari
• Kevin Corlette
• Marianna Csörnyei
• Vladimir Drinfeld
• Todd Dupont, Computer Science and Mathematics
• Matthew Emerton
• Alex Eskin
• Benson Farb
• Robert A. Fefferman
• Victor Ginzburg
• Denis Hirschfeldt
• Kazuya Kato
• Carlos E. Kenig
• Gregory Lawler, Mathematics and Statistics
• Maryanthe Malliaris
• J. Peter May
• Andre Neves
• Bao Châu Ngô
• Madhav Vithal Nori
• Alexander Razborov, Mathematics and Computer Science
• Luis Silvestre
• Charles Smart
• Panagiotis Souganidis
• Sidney Webster
• Shmuel Weinberger
• Amie Wilkinson
• Robert Zimmer

Associate Professors
• Simion Filip
• Ewain Gwynne

Assistant Professors
• Sebastian Hurtado-Salazar
• Dana Mendelson
• Nikita Rozenblyum
• Daniil Rudenko

Instructors
• Lucas Benigni
• Guher Camliyurt
• Stephen Cantrell
• Elliot Cartee
• Mark Cerenzia
• Andrea Dotto
• Mikolaj Fraczyk
• Pedro Gasper
• Kornelia Hera
• Trevor Hyde
• Kasia Jankiewicz
• Justin Lanier
• Brian Lawrence
• Zhilin Luo
• Akhil Mathew
• Henrik Matthieson
• Cornelia Mihaila
• Lucia Mocz
• Benedict Morrissey
• Davi Obata
• Lue Pan
• Wenyu Pan
• Beniada Shabani
• Danny Shi
• Daniel Stern
• Ao Sun
• Xuan Wu
• Zihui Zhao
• Jinping Zhuge

Senior Lecturers
• John Boller
• Lucas Culler
• Jitka Stehnova
• Sarah Ziesler

Lecturer
• Meghan Anderson

Assistant Instructional Professors
• Kale Davies
• Daniel Hess
• Nicole Pitcher
• Selma Yildirim
• Seyed Zoalroshd

Emeritus Faculty
• Jonathan Alperin
• Spencer Bloch
• Jack D. Cowan
• George Glauberman
• Robert Kottwitz
• Steven Lalley
• Norman Lebovitz
• Matam P. Murthy
• Niels Nygaard
• Melvin G. Rothenberg
• L. Ridgway Scott, Computer Science and Mathematics
• Robert I. Soare, Computer Science and Mathematics

The Department of Mathematics (http://www.math.uchicago.edu/) provides a comprehensive education in mathematics which takes place in a stimulating environment of intensive research activity. The graduate
Department of Mathematics

program includes both pure and applied areas of mathematics. Ten to fifteen graduate courses are offered every quarter. Several seminars take place every afternoon. There is an active visitors program with mathematicians from around the world coming for periods from a few days to a few months. There are four major lecture series each year: the Adrian Albert Lectures in Algebra, the Antoni Zygmund and Alberto Calderón Lectures in Analysis, the Unni Namboodiri Lectures in Topology, and the Charles Amick Lectures in Applied Mathematics. The activities of the department take place in Eckhart and Ryerson Halls. The Departments of Mathematics, Computer Science and Statistics have several joint appointments, and they coordinate their activities.

GRADUATE DEGREES IN MATHEMATICS

The graduate program of the Department of Mathematics is oriented towards students who intend to earn a Ph.D. in mathematics on the basis of work done in mathematics. The Department also offers the degree of Master of Science in mathematics, which is acquired as the student proceeds on to the Ph.D. degree. Students are not admitted with the Master of Science degree as their final objective. In addition, the department offers a separate Master of Science in Financial Mathematics degree program which is taught in the evenings. See the program listing for Financial Mathematics for more information.

The divisional requirements for these degrees can be found in the section on the Physical Sciences Division in these Announcements. Otherwise, the requirements are as follows.

THE DEGREE OF MASTER OF SCIENCE

The candidate must pass, the nine basic first year graduate courses in the areas of

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 32500</td>
<td>Algebra I</td>
<td>100</td>
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<tr>
<td>MATH 32600</td>
<td>Algebra II</td>
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<tr>
<td>MATH 32700</td>
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<tr>
<td>MATH 31200</td>
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<td>MATH 31300</td>
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<td>MATH 31400</td>
<td>Analysis III</td>
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<tr>
<td>MATH 31700</td>
<td>Topology and Geometry I</td>
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<tr>
<td>MATH 31800</td>
<td>Topology and Geometry II</td>
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</tr>
<tr>
<td>MATH 31900</td>
<td>Topology and Geometry III</td>
<td>100</td>
</tr>
</tbody>
</table>

At the beginning of each quarter a placement exam is offered for each of the courses above. Students who pass the exam can place out of the course, but must take another course in a related area.

Grading Policy:

A passing grade for graduate student's in Math 59900: Reading/Research Mathematics courses is the grade of "P".

The grading policy for first year graduate courses in mathematics.

P = Satisfactory progress.
C = Student's performance raised some concerns but these can be resolved by asking the student to do some additional work.
D = Student should retake course.

THE DEGREE OF DOCTOR OF PHILOSOPHY

For admission to candidacy for the Doctor of Philosophy, an applicant must demonstrate the ability to meet both the divisional requirements and the departmental requirements for admission.

The applicant must satisfy the above mentioned requirements for the degree of Master of Science in mathematics.

The applicant must satisfactorily complete a topic exam. This exam covers material that is chosen by the student in consultation with members of the department and is studied independently. The topic presentation is normally made by the end of the student's second year of graduate study, and includes both a written proposal and an oral presentation and exam.

The applicant must also successfully complete the department's program of preparatory training in the effective teaching of mathematics in the English language at a level commensurate with the level of instruction at the University of Chicago.

After successful completion of the topic presentations, the student is expected to begin research towards the dissertation under the guidance of a member of the department. The remaining requirements are to:
1. Complete a dissertation containing original, substantial, and publishable mathematical results
2. Present the contents of the dissertation in an open lecture
3. Pass an oral examination based both on the dissertation and the field of mathematics in which it lies

A joint Ph.D. in Mathematics and Computer Science is also offered. To be admitted to the joint program, students must be admitted by both departments as follows. Each student in this program will have a primary program (either Math or CS). Students apply to their primary program. Once admitted, they can apply to the secondary program for admission to the joint program. This secondary application can occur either before they enter the program or any time during their first four years in their primary program. Simultaneous applications to both programs will also be considered (one of the programs being designated as primary).

Students enrolling in this program need to satisfy the course requirements of both departments. They have to satisfy the course requirements of their primary program on the schedule of that program, and satisfy the course requirements of their secondary program by the end of their fifth year. They also need to satisfy the examination requirements of their primary program, and are expected to write a dissertation in an area relevant to both fields.

MATHEMATICS COURSES

MATH 30200. Computability Theory I. 100 Units.
We investigate the computability and relative computability of functions and sets. Topics include mathematical models for computations, basic results such as the recursion theorem, computably enumerable sets, and priority methods.
Instructor(s): D. Hirschfeldt Terms Offered: Spring
Prerequisite(s): Consent of department counselor. MATH 25500 or consent of instructor.
Equivalent Course(s): CMSC 38000

MATH 30400. Computability Theory-III. 100 Units.
TBD

MATH 30708. Simple Theories. 100 Units.
Simple theories (so called), introduced almost forty years ago, provide a model theoretic framework for studying certain families of ‘random’ objects, such as the theories of random graphs and hypergraphs. Very recent work has shown the class to contain a much greater range of complexity than previously thought. This course will cover the fundamental theorems of simple theories along with some of the new developments.
Instructor(s): Maryanthe Malliaris Terms Offered: Autumn

MATH 30813. Some Logic and Geometry for Mathematicians. 100 Units.
This quarter course will cover three major applications of logic to other branches of mathematics. The first is Tarski’s theorem about quantifier elimination and decidability of the first order theory of the reals. This is a cornerstone of real algebraic geometry with major implications in analysis and geometry. The second is the existence of groups with unsolvable word problem and Higman’s characterization of finitely generated subgroups of finitely generated groups. This implies that some geometric problems, such as the homeomorphism problem for manifolds, or deciding whether a simplicial complex is a manifold are undecidable (as we hope to explain). And, finally, we will explain why there is no algorithm to decide whether Diophantine equations with integer coefficients have integral solutions, along with some interesting definability questions in this context.
Instructor(s): Shmuel Weinberger, Maryanthe Malliaris Terms Offered: Spring

MATH 30900-31000. Model Theory I-II.
MATH 30900 covers completeness and compactness; elimination of quantifiers; omission of types; elementary chains and homogeneous models; two cardinal theorems by Vaught, Chang, and Keisler; categories and functors; inverse systems of compact Hausdorff spaces; and applications of model theory to algebra. In MATH 31000, we study saturated models; categoricity in power; the Cantor-Bendixson and Morley derivations; the Morley theorem and the Baldwin-Lachlan theorem on categoricity; rank in model theory; uniqueness of prime models and existence of saturated models; indiscernibles; ultraproducfs; and differential fields of characteristic zero.

MATH 30900. Model Theory I. 100 Units.
First graduate course in model theory, covering the basics of the modern field, through stability.
Prerequisite(s): MATH 25500 or 25800
Note(s): This course is offered in alternate years.

MATH 31000. Model Theory II. 100 Units.
Second graduate course in model theory, focusing on the fundamentals of classification theory.
Terms Offered: Spring
Prerequisite(s): MATH 30900
Note(s): This course is offered in alternate years.

MATH 31200-31300-31400. Analysis I-II-III.
Analysis I-II-III
MATH 31200. Analysis I. 100 Units.
Topics include: Lebesgue integration, Lp spaces and Banach spaces, differentiation theory, Hilbert spaces and Fourier series, Fourier transform, probability spaces and random variables, strong law of large numbers, central limit theorem, conditional expectation and martingales, Brownian motion.
Terms Offered: Autumn
Prerequisite(s): MATH 26200, 27000, 27200, and 27400; and consent of director or co-director of undergraduate studies

MATH 31300. Analysis II. 100 Units.
Topics include: Hilbert spaces, projections, bounded and compact operators, spectral theorem for compact selfadjoint operators, unbounded selfadjoint operators, Cayley transform, Banach spaces, Schauder bases, Hahn-Banach theorem and its geometric meaning, uniform boundedness principle, open mapping theorem, Frechet spaces, applications to elliptic partial differential equations, Fredholm alternative.
Terms Offered: Winter
Prerequisite(s): MATH 31200

MATH 31400. Analysis III. 100 Units.
Topics include: Basic complex analysis, Cauchy theorem in the homological formulation, residues, meromorphic functions, Mittag-Leffler theorem, Gamma and Zeta functions, analytic continuation, monodromy theorem, the concept of a Riemann surface, meromorphic differentials, divisors, Riemann-Roch theorem, compact Riemann surfaces, uniformization theorem, Green functions, hyperbolic spaces, covering spaces, quotients.
Terms Offered: Spring
Prerequisite(s): MATH 31300

MATH 31700-31800-31900. Topology and Geometry I-II-III.

MATH 31700. Topology and Geometry I. 100 Units.
Topics include: Fundamental group, covering space theory and Van Kampen’s theorem (with a discussion of free and amalgamated products of groups), homology theory (singular, simplicial, cellular), cohomology theory, Mayer-Vietoris, cup products, Poincare Duality, Lefschetz fixed-point theorem, some homological algebra (including the Kunneth and universal coefficient theorems), higher homotopy groups, Whitehead’s theorem, exact sequence of a fibration, obstruction theory, Hurewicz isomorphism theorem.
Terms Offered: Autumn
Prerequisite(s): MATH 26200, 27000, 27200, and 27400; and consent of director or co-director of undergraduate studies

MATH 31800. Topology and Geometry II. 100 Units.
Topics include: Definition of manifolds, tangent and cotangent bundles, vector bundles. Inverse and implicit function theorems. Sard’s theorem and the Whitney embedding theorem. Degree of maps. Vector fields and flows, transversality, and intersection theory. Frobenius’ theorem, differential forms and the associated formalism of pullback, wedge product, integration, etc. Cohomology via differential forms, and the de Rham theorem. Further topics may include: compact Lie groups and their representations, Morse theory, cobordism, and differentiable structures on the sphere.
Terms Offered: Winter
Prerequisite(s): MATH 31700

MATH 31900. Topology and Geometry III. 100 Units.
Topics include: Riemannian metrics, connections and curvature on vector bundles, the Levi-Civita connection, and the multiple interpretations of curvature. Geodesics and the associated variational formalism (formulas for the 1st and 2nd variation of length), the exponential map, completeness, and the influence of curvature on the topological structure of a manifold (positive versus negative curvature). Lie groups. The Chern-Weil description of characteristic classes, the Gauss-Bonnet theorem, and possibly the Hodge Theorem.
Terms Offered: Winter
Prerequisite(s): MATH 31800

MATH 32500-32600-32700. Algebra I-II-III.

MATH 32500. Algebra I. 100 Units.
Topics include: Representation theory of finite groups, including symmetric groups and finite groups of Lie type; group rings; Schur functors; induced representations and Frobenius reciprocity; representation theory of Lie groups and Lie algebras, highest weight theory, Schur-Weyl duality; applications of representation theory in various parts of mathematics.
Terms Offered: Autumn
Prerequisite(s): MATH 25700-25800-25900, and consent of director or co-director of undergraduate studies
MATH 32600. Algebra II. 100 Units.
This course will explain the dictionary between commutative algebra and algebraic geometry. Topics will include the following: Commutative ring theory; Noetherian property; Hilbert Basis Theorem; localization and local rings; etc. Algebraic geometry: affine and projective varieties, ring of regular functions, local rings at points, function fields, dimension theory, curves, higher-dimensional varieties.
Terms Offered: Winter
Prerequisite(s): MATH 32500

MATH 32700. Algebra III. 100 Units.
According to the inclinations of the instructor, this course may cover: algebraic number theory; homological algebra; further topics in algebraic geometry and/or representation theory.
Terms Offered: Spring
Prerequisite(s): MATH 32600

MATH 34200. Geometric Literacy-2. 100 Units.
This ongoing course might be subtitled: “what every good geometer should know”. The topics will intersperse more elementary background with topics close to current research, and should be understandable to second year students. The individual modules (2-5 weeks each) might be logically interrelated, but we will try to maintain a "modular structure" so that people who are willing to assume certain results as "black boxes" will be able to follow more advanced modules before formally learning all the prerequisites. This years topics might include: basics of symplectic geometry, harmonic maps in geometry, pseudo-Anosov homeomorphisms and Thurston's compactification of Teichmuller space, algebraic geometry for non-algebraic geometers. Prereq: First year graduate sequence.

MATH 34300. Geometric Literacy - 3. 100 Units.
This ongoing course might be subtitled: “what every good geometer should know”. The topics will intersperse more elementary background with topics close to current research, and should be understandable to second year students. The individual modules (2-5 weeks each) might be logically interrelated, but we will try to maintain a "modular structure" so that people who are willing to assume certain results as "black boxes" will be able to follow more advanced modules before formally learning all the prerequisites. This years topics might include: basics of symplectic geometry, harmonic maps in geometry, pseudo-Anosov homeomorphisms and Thurston's compactification of Teichmuller space, algebraic geometry for non-algebraic geometers. Prereq: First year graduate sequence.
Instructor(s): Benson Farb Terms Offered: Spring
Prerequisite(s): First year graduate sequence.

Instructor(s): Benson Farb

MATH 34500. Topics in Geometry and Topology. 100 Units.
This course will cover various topics ranging from algebraic and differential geometry to algebraic and geometric topology, often with connections to representation theory and number theory. Recent topics have included Hodge theory, Mostow Rigidity, Topology and geometry of K3 surfaces (joint with Eduard Looijenga), "What all the 3-manifolds are", 4-manifold theory: from Seiberg-Witten to the classification of algebraic surfaces (joint with Danny Calegari), and the cohomology of arithmetic groups (joint with Matt Emerton).
Instructor(s): Benson Farb Terms Offered: Winter
Prerequisite(s): The first year math graduate courses or permission of instructor.

MATH 34600. Topics in Geometry and Topology-2. 100 Units.
This course will cover various topics ranging from algebraic and differential geometry to algebraic and geometric topology, often with connections to representation theory and number theory. Recent topics have included Hodge theory, Mostow Rigidity, Topology and geometry of K3 surfaces (joint with Eduard Looijenga), "What all the 3-manifolds are", 4-manifold theory: from Seiberg-Witten to the classification of algebraic surfaces (joint with Danny Calegari), and the cohomology of arithmetic groups (joint with Matt Emerton).
Instructor(s): Benson Farb Terms Offered: Spring
Prerequisite(s): The first year math graduate courses or permission of instructor.

MATH 36000. Proseminar: Topology. 100 Units.
This informal proseminar is devoted to topics in algebraic topology and neighboring fields. Talks are given by graduate students, postdocs, and senior faculty. They range from basic background through current research.
Instructor(s): Staff

MATH 36100. Topology Proseminar. 100 Units.
This informal "proseminar" is devoted to topics in algebraic topology and neighboring fields. Talks are given by graduate students, postdocs, and senior faculty. They range from basic background through current research.
Instructor(s): J. Peter May Terms Offered: Winter

MATH 36200. Topology Proseminar. 100 Units.
The Spring proseminar is a more formal version of the Fall and Winter topology proseminar. It will be taught primarily or completely by May, on topics of interest to the participants.
Instructor(s): J. Peter May Terms Offered: Spring
MATH 36704. Dynamics and Applications. 100 Units.
The course will provide an introduction to basic results and techniques in dynamical systems and then discuss selected applications.
Instructor(s): Simion Filip Terms Offered: Winter

MATH 36888. Pseudodifferential Operators with Applications. 100 Units.
In this course I will introduce classical pseudodifferential operators and their calculus and give some applications, including to variable coefficient Schrodinger equations.
Instructor(s): Carlos Kenig Terms Offered: Autumn
Prerequisite(s): The first year graduate sequence in analysis.

MATH 36918. Min-max Methods in Minimal Surfaces. 100 Units.
Min-max methods in minimal surfaces have produced a series of spectacular results lately and settle old questions. I will develop the Algren-Pitts min-max theory from the beginning and explain how that can be used to prove existence of minimal surfaces.
Instructor(s): Andre Neves Terms Offered: Spring

MATH 37104. Parabolic Equations with Irregular Data and Related Issues. 100 Units.
Instructor(s): Claude Le Bris Terms Offered: Winter

MATH 37111. Quiver Varieties. 100 Units.
Study of quiver varieties.
Instructor(s): Victor Ginzburg Terms Offered: Spring

MATH 38595. Topics in Complex Dynamics. 100 Units.
An introduction to the theory of complex dynamics in 1 dimension, especially the theory of rational maps and rational correspondences. Foundations of the theory, quasiconformal analysis, no wandering domains, Mandelbrot set and variations.
Instructor(s): Danny Calegari Terms Offered: Spring
Prerequisite(s): Algebra 1, 2, 3

MATH 42002. P-adic Hodge Theory. 100 Units.
Basic things in p-adic Hodge theory are explained.
Instructor(s): Kazuya Kato Terms Offered: Winter
Prerequisite(s): Algebra 1, 2, 3

MATH 47000. Geometric Langlands Seminar. 100 Units.
This seminar is devoted not only to the Geometric Langlands theory but also to related subjects (including topics in algebraic geometry, algebra and representation theory). We will try to learn some modern homological algebra (Kontsevich’s A- infinity categories) and some “forgotten” parts of D- module theory (e.g. the microlocal approach).
Instructor(s): Alexander Beilinson, Vladimir Drinfeld Terms Offered: Autumn

MATH 47100. Geometric Langlands Seminar. 100 Units.
The seminar is devoted to the Geometric Langlands theory and related subjects, which covers topics in algebraic geometry, algebra, and representation theory.
Instructor(s): Alexander Beilinson, Vladimir Drinfeld Terms Offered: Winter
MATH 47200. Geometric Langlands Seminar. 100 Units.
The seminar is devoted to the Geometric Langlands theory and related subjects, which covers topics in algebraic
group theory, algebra, and representation theory.
Instructor(s): Alexander Beilinson, Vladimir Drinfeld Terms Offered: Spring

MATH 59900. Reading/Research: Mathematics. 300.00 Units.
Readings and Research for working on their PhD

MATH 70000. Advanced Study: Mathematics. 300.00 Units.
Advanced Study: Mathematics
Department of Physics

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

Chair

- Young-Kee Kim

Professors

- David C. Awschalom, PME
- Edward C. Blucher
- Marcela Carena
- John Eric Carlstrom, Astronomy & Astrophysics
- Cheng Chin
- Juan Collar
- David DeMille
- Henry J. Frisch
- Margaret Gardel
- Philippe M. Guyot Sionnest, Chemistry
- Jeffrey A. Harvey
- Daniel Holz
- William Irvine
- Heinrich Martin Jaeger
- Woowon Kang
- Young Kee Kim
- David Kutasov
- Kathryn Levin
- Peter Littlewood
- Jeffrey J. McMahon
- Emil J. Martinec
- Sergei Nagaitsev
- Sidney R. Nagel
- Mark J. Oreglia
- Paolo Privitera, Astronomy & Astrophysics
- Robert Rosner, Astronomy & Astrophysics
- Guy Savard
- Savdeep Sethi
- Melvyn J. Shochet
- Dam T. Son
- Vincenzo Vitelli
- Carlos E.M. Wagner
- Yau Wai Wah
- Scott Wakely
- Robert M. Wald
- LianTao Wang
- Paul B. Wiegmann
- Linda Young

Associate Professors

- Luca Grandi
- Michael Levin
- David Miller
- Stephanie Palmer, Organismal Biology and Anatomy
- Michael Rust, Molecular Genetics and Cell Biology
- David Schmitz
- David Schuster
The Department of Physics (http://physics.uchicago.edu/) offers advanced degree opportunities in many areas of experimental and theoretical physics, supervised by a distinguished group of research faculty. Applications are accepted from students of diverse backgrounds and institutions: graduates of research universities or four year colleges, from the U.S. and worldwide. Most applicants, but not all, have undergraduate degrees in physics; many have had significant research experience. Seeking to identify the most qualified students who show promise of excellence in research and teaching, the admissions process is highly selective and very competitive.

**Doctor of Philosophy**

During the first year of the doctoral program, a student takes introductory graduate physics courses and usually serves as a teaching assistant assigned to one of the introductory or intermediate undergraduate physics courses. Students are encouraged to explore research opportunities during their first year. Students are strongly encouraged to take the graduate diagnostic examination prior to their first quarter in the program. The results of this examination will determine which of the introductory graduate courses the student must take to achieve candidacy. After achieving candidacy and identifying a research sponsor, the student begins dissertation research while completing course requirements. Within a year after research begins, a PhD committee is formed with the sponsor as chairman. The student continues research, from time to time consulting with the members of the committee, until completion of the dissertation. The average length of time for completion of the PhD program in physics is about six years.

In addition to fulfilling University and divisional requirements, a candidate for the degree of Doctor of Philosophy in physics must:

- Achieve Candidacy.
- Fulfill the experimental physics requirement by completing PHYS 33400 Adv Experimental Physics or PHYS 33500 Adv Experimental Physics Project.
- Pass four post candidacy advanced graduate courses devoted to the broad physics research areas of (A) Condensed Matter Physics, (B) Particle Physics, (C) Large Scale Physics (i.e. Astrophysics and/or Cosmology related), and (D) Intermediate Electives. The four courses selected must include at least one from each of the categories (A), (B), and (C).
- Pass two other advanced (40000 level) courses either in physics or in a field related to the student's Ph.D. research. The latter requires department approval.
- Within the first year after beginning research, convene a first meeting of the Ph.D. committee to review plans for the proposed thesis research and for fulfilling the remaining Ph.D. requirements.
- One to two quarters prior to the defense of the dissertation, hold a pre-oral meeting at which the student and the Ph.D. committee discuss the research project.
- Defend the dissertation before the Ph.D. committee.
- Submit for publication to a refereed scientific journal the thesis which has been approved by the Ph.D. committee or a paper based on the thesis. A letter from the editor acknowledging receipt of the thesis must be provided to the department office.

Consult a department adviser for more details.
MASTER OF SCIENCE

The graduate program of the Department of Physics is oriented toward students who intend to earn a Ph.D. degree in physics. Therefore, the department does not offer admission to students whose goal is the Master of Science degree. However, the department does offer a master’s degree to students who are already in the physics Ph.D. program or other approved graduate programs in the University. Normally it takes one and a half years for a student to complete the master’s program. A master’s degree is not required for continued study toward the doctorate.

In addition to fulfilling University and Divisional requirements, a candidate for the degree of Master of Science in physics must demonstrate a satisfactory level of understanding of the fundamental principles of physics by passing nine approved courses with a minimum grade point average of 2.5. Six of the nine courses must be:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHYS 31600</td>
<td>Adv Classical Mechanics</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 33000</td>
<td>Math Methods Of Physics-1</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 34100</td>
<td>Graduate Quantum Mechanics-1</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 32200</td>
<td>Advanced Electrodynamics I</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 35200</td>
<td>Statistical Mechanics</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 33400</td>
<td>Adv Experimental Physics</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 33500</td>
<td>Adv Experimental Physics Project</td>
<td>100</td>
</tr>
</tbody>
</table>

Testing out of certain courses (PHYS 31600, 32200, 32300, 34100, 34200, and 35200) on the Graduate Diagnostic Exam can be applied toward the Master’s degree in place of taking the course. The 2.5 GPA minimum applies only to courses taken in addition to those credited by performance on the Graduate Diagnostic Exam.

The Department may approve substitutions to this list where warranted.

TEACHING OPPORTUNITIES

Part of the training of graduate students is dedicated to obtaining experience and facility in teaching. Most first year students are supported by teaching assistantships, which provide the opportunity for them to engage in a variety of teaching related activities. These may include supervising undergraduate laboratory sections, conducting discussion and problem sessions, holding office hours, and grading written work for specific courses. Fellowship holders are invited to participate in these activities at reduced levels of commitment to gain experience in the teaching of physics. During the Autumn quarter first year graduate students attend the weekly workshop, Teaching and Learning of Physics, which is an important element in their training as teachers of physics.

TEACHING FACILITIES

All formal class work takes place in the modern lecture halls and classrooms and instructional laboratories of the Kersten Physics Teaching Center. This building also houses special equipment and support facilities for student experimental projects, departmental administrative offices, and meeting rooms. The center is situated on the science quadangle near the John Crerar Science Library, which holds over 1,000,000 volumes and provides modern literature search and data retrieval systems.

RESEARCH FACILITIES

Most of the experimental and theoretical research of Physics faculty and graduate students is carried out within the Enrico Fermi Institute (http://efi.uchicago.edu/), the James Franck Institute (http://jfi.uchicago.edu/) and the Institute for Biophysical Dynamics (http://ibd.uchicago.edu/). These research institutes provide close interdisciplinary contact, crossing the traditional boundaries between departments. This broad scientific endeavor is reflected in students’ activities and contributes to their outlook toward research.

In the Enrico Fermi Institute, members of the Department of Physics carry out theoretical research in particle theory, string theory, field theory, general relativity, and theoretical astrophysics and cosmology. There are active experimental groups in high energy physics, nuclear physics, astrophysics and space physics, infrared and optical astronomy, and microwave background observations. Some of this research is conducted at the Fermi National Accelerator Laboratory, at Argonne National Laboratory (both of these are near Chicago), and at the European Organization for Nuclear Research (CERN) in Geneva, Switzerland.

Physics faculty in the James Franck Institute study chemical, solid state, condensed matter, and statistical physics. Fields of interest include chaos, chemical kinetics, critical phenomena, high Tc superconductivity, nonlinear dynamics, low temperature, disordered and amorphous systems, the dynamics of glasses, fluid dynamics, surface and interface phenomena, nonlinear and nanoscale optics, unstable and metastable systems, laser cooling and trapping, atomic physics, and polymer physics. Much of the research utilizes specialized facilities operated by the institute, including a low temperature laboratory, a materials preparation laboratory, x-ray diffraction and analytical chemistry laboratories, laser equipment, a scanning tunneling microscope, and extensive shop facilities. Some members of the faculty are involved in research at Argonne National Laboratory.
The Institute for Biophysical Dynamics includes members of both the Physical Sciences and Biological Sciences Divisions, and focuses on the physical basis for molecular and cellular processes. This interface between the physical and biological sciences is an exciting area that is developing rapidly, with a bi-directional impact. Research topics include the creation of physical materials by biological self assembly, the molecular basis of macromolecular interactions and cellular signaling, the derivation of sequence structure function relationships by computational means, and structure function relationships in membranes.

In the areas of chemical and atomic physics, research toward the doctorate may be done in either the physics or the chemistry department. Facilities are available for research in crystal chemistry; molecular physics; molecular spectra from infrared to far ultraviolet, Bose Einstein condensation, and Raman spectra, both experimental and theoretical; surface physics; statistical mechanics; radio chemistry; and quantum electronics.

Interdisciplinary research leading to a Ph.D. degree in physics may be carried out under the guidance of faculty committees including members of other departments in the Division of the Physical Sciences, such as Astronomy & Astrophysics, Chemistry, Computer Science, Geophysical Sciences or Mathematics, or related departments in the Division of the Biological Sciences.

ADMISSION AND STUDENT AID

Most students entering the graduate program of the Department of Physics of the University of Chicago hold a bachelor’s or master’s degree in physics from an accredited college or university.

December 15 is the deadline for applications for admission in the following autumn quarter. The Graduate Record Examination (GRE) given by the Educational Testing Service is required of all applicants. Applicants should submit recent scores on the verbal, quantitative, and analytic writing tests and on the advanced subject test in physics. Arrangements should be made to take the examination no later than September in order that the results be available in time for the department’s consideration. Applicants from non-English speaking countries must provide the scores achieved on the TOEFL or the IELTS.

All full time physics graduate students in good standing receive financial aid. Most graduate students serve as teaching assistants in their first year.

The department has instituted a small bridge-to-Ph.D. program which does not require the Graduate Record Examination. The application deadline for this program varies but is expected to be mid to late spring.

For information including faculty research interests, application instructions, and other important program details please visit our department website http://physics.uchicago.edu/. You can also reach out to physics@uchicago.edu with any questions or concerns regarding the admissions process.

GRADING POLICY

The department's grading policy is available on the departmental website (https://physics.uchicago.edu/academics/graduate-programs/enrolled-student-resources/graduate-program-policies/).

COURSE REQUIREMENTS

Course requirements are available on the department’s website (https://physics.uchicago.edu/academics/graduate-programs/enrolled-student-resources/courses/).

PHYSICS COURSES

PHYS 30101. Analytical Methods of Physics I. 100 Units.
This course focuses on analytical techniques used in physics. It is designed to have flexible topical coverage so that the course may be geared to the registered students. Enrollment is by instructor approval only.
Instructor(s): D. Reed Terms Offered: Autumn
Prerequisite(s): Permission of the instructor.

PHYS 30102. Analytical Methods of Physics II. 100 Units.
Course focuses on analytical techniques used in Physics. It is designed to have flexible topical coverage so that the course may be geared to registered students. Enrollment is by instructor approval only.

PHYS 30103. Analytical Methods of Physics III. 100 Units.

PHYS 31600. Adv Classical Mechanics. 100 Units.
This course begins with variational formulation of classical mechanics of point particles, including discussion of the principle of least action, Poisson brackets, and Hamilton-Jacobi theory. These concepts are generalized to continuous systems with infinite number of degrees of freedom, including a discussion of the transition to quantum mechanics.
Terms Offered: Autumn
Prerequisite(s): PHYS 18500

PHYS 31700. Symplectic Methods of Classical Dynamics. 100 Units.
This course covers advanced techniques in classical dynamics including Lagrangian mechanics on manifolds, differential forms, symplectic structures on manifolds, the Lie algebra of vector fields and Hamiltonian functions, and symplectic geometry.
Terms Offered: Spring

**PHYS 32200-32300. Advanced Electrodynamics I-II.**
This two-quarter sequence covers electromagnetic properties of continuous media, gauge transformations, electromagnetic waves, radiation, relativistic electrodynamics, Lorentz theory of electrons, and theoretical optics. There is considerable emphasis on the mathematical methods behind the development of the physics of these problems.

**PHYS 32200. Advanced Electrodynamics I. 100 Units.**
Terms Offered: Winter
Prerequisite(s): PHYS 22700 and 23500

**PHYS 32300. Advanced Electrodynamics II. 100 Units.**
Terms Offered: Spring
Prerequisite(s): PHYS 32200

**PHYS 33000. Math Methods Of Physics-1. 100 Units.**
Topics include complex analysis, linear algebra, differential equations, boundary value problems, and special functions.
Terms Offered: Autumn
Prerequisite(s): PHYS 22700

**PHYS 33400. Adv Experimental Physics. 100 Units.**
For course description contact Physics.
Terms Offered: Spring

**PHYS 33500. Adv Experimental Physics Project. 100 Units.**
For course description contact Physics.

**PHYS 34100-34200. Advanced Quantum Mechanics I-II.**
This two-quarter sequence covers wave functions and their physical content, one-dimensional systems, WKB method, operators and matrix mechanics, angular momentum and spin, two- and three-dimensional systems, the Pauli principle, perturbation theory, Born approximation, and scattering theory.

**PHYS 34100. Graduate Quantum Mechanics-1. 100 Units.**
This course is a two-quarter sequence that covers wave functions and their physical content, one-dimensional systems, WKB method, operators and matrix mechanics, angular momentum and spin, two- and three-dimensional systems, with Pauli principle, perturbation theory, Born approximation, and scattering theory.
Terms Offered: Autumn
Prerequisite(s): PHYS 23500

**PHYS 34200. Graduate Quantum Mechanics-2. 100 Units.**
This two-quarter sequence covers wave functions and their physical content, one-dimensional systems, WKB method, operators and matrix mechanics, angular momentum and spin, two- and three-dimensional systems, the Pauli principle, perturbation theory, Born approximation, and scattering theory.
Terms Offered: Winter
Prerequisite(s): PHYS 34100

**PHYS 35200. Statistical Mechanics. 100 Units.**
This course covers principles of statistical mechanics and thermodynamics, as well as their applications to problems in physics and chemistry.
Terms Offered: Spring
Prerequisite(s): PHYS 19700 and 23500

**PHYS 35300. Advanced Statistical Mechanics. 100 Units.**
This course will cover advanced topics in collective behavior, mean field theory, fluctuations, scaling hypothesis, perturbative renormalization group, series expansions, low-dimensional systems and topological defects, random systems and conformal symmetry.

**PHYS 36100. Solid State Physics. 100 Units.**
Topics include Properties of Insulators, Electronic Properties of Solids, Thermal Properties, Optical Properties of Solids, and Transport in Metals (conductivity, Hall effect, etc.)
Terms Offered: Autumn
Prerequisite(s): PHYS 23600, 34200, 35200

**PHYS 36300. Particle Physics. 100 Units.**

**PHYS 36400. General Relativity. 100 Units.**
This is advanced-level course on general relativity treats special relativity, manifolds, curvature, gravitation, the Schwarzschild solution and black holes.
Terms Offered: Winter 2014
PHYS 36600. Adv Condensed Matter Physics. 100 Units.
Phase transitions, Magnetism, Superconductivity, Disorder, Quantum Hall Effect, Superfluidity, Physics of low-dimensional systems, Fermi-liquid theory, and Quasi-crystals.
Terms Offered: Winter

PHYS 36700. Soft Condensed Matter Phys. 100 Units.
This course will cover topics including granular and colloidal matter, jamming, fluids, instabilities and topological shapes and transitions between them.

PHYS 37100. Introduction To Cosmology. 100 Units.

PHYS 37200. Space Physics and Astrophysics. 100 Units.
This course treats various topics in modern astrophysics.
Terms Offered: Autumn

PHYS 37200. Advanced Mathematical Methods. 100 Units.
Course description unavailable.
Terms Offered: Winter

PHYS 38500. Advanced Methods of Data Analysis. 100 Units.
This course covers advanced methods of data analysis including probability distributions, propagation of errors, Bayesian approaches, maximum likelihood estimators, confidence intervals, and more.
Terms Offered: Spring

PHYS 39000. PREP for Candidacy. 300.00 Units.
Registration for students who have not yet reached Ph.D. candidacy.

PHYS 39800. Research: Physics. 300.00 Units.
Registration for students performing individually arranged research projects not related to a doctoral thesis.

PHYS 39900. Prep For Candidacy Examination. 300.00 Units.

PHYS 40600. Nuclear Physics. 100 Units.
No description Available.

PHYS 40700. X-ray Lasers and Applications. 100 Units.
This course will introduce the basic concepts of accelerator-based x-ray light sources (XFELs and synchrotrons) and survey contemporary x-ray applications such as nonlinear multiphoton absorption, induced transparency/saturable absorption, and atomic x-ray lasing in systems ranging from atoms to clusters to solids.

PHYS 41000. Accelerator Physics. 100 Units.
The course begins with the historical development of accelerators and their applications. Following a brief review of special relativity, the bulk of the course will focus on acceleration methods and phase stability, basic concepts of magnet design, and transverse linear particle motion. Basic accelerator components such as bending and focusing magnets, electrostatic deflectors, beam diagnostics and radio frequency accelerating structures will be described. The basic concepts of magnet design will be introduced, along with a discussion of particle beam optics. An introduction to resonances, linear coupling, space charge, magnet errors, and synchrotron radiation will also be given. Topics in longitudinal and transverse beam dynamics will be explored, including synchrotron and betatron particle motion. Lastly, a number of additional topics will be reviewed, including synchrotron radiation sources, free electron lasers, high energy colliders, and accelerators for radiation therapy. Several laboratory sessions will provide hands-on experience with hardware and measurement instrumentation.
Terms Offered: Autumn

PHYS 41100. Many Body Theory. 100 Units.
The course will follow roughly the new textbook by Piers Coleman "Introduction to Many-Body Physics". The topics are: Second quantization, Path integral, Quantum fields, Green functions, Feynman diagrams, Landau Fermi Liquid theory, Phase transitions, BCS theory, more advanced topics.

PHYS 41200. Topological Quantum Matter. 100 Units.

PHYS 42100. Fractional Quantum Hall Effect. 100 Units.
TBD

PHYS 42600. Fluid Mechanics. 100 Units.
Terms Offered: Spring

PHYS 44000. Principles of Particle Detectors. 100 Units.
We will explore the development of modern detector types, and examine opportunities for developing new capabilities in a variety of fields.
Terms Offered: Spring
Prerequisite(s): PHYS 32300

PHYS 44300. Quantum Field Theory I. 100 Units.
Topics include Basic Field Theory, Scattering and Feynman Rules, and One Loop Effects.
Terms Offered: Autumn
Prerequisite(s): PHYS 34200

PHYS 44400. Quantum Field Theory II. 100 Units.
Topics include Path integral formulation of QFT, Renormalization, Non-Abelian gauge theory.
Terms Offered: Winter

PHYS 44500. Quantum Field Theory-3. 100 Units.

PHYS 44800. Field Theory in Condensed Matter. 100 Units.
Course description unavailable.
Terms Offered: Autumn

PHYS 45200. Quantum Optics & Quantum Gases. 100 Units.
Atom-photon interaction and optical Bloch vector, Dressed atom description and radiative processes near resonance, Quantization of electromagnetic field, Nonlinear quantum optics, EPR paradox and quantum entanglement of macroscopic systems, Mechanical effects of radiative process, Atomic interactions and resonant scattering, Bose-Einstein condensation and degenerate Fermi gas, Superfluidity of quantum gases.

PHYS 45700. Implementation of Quantum Information Processors. 100 Units.
This course emphasizes the experimental aspects of quantum information focusing on implementations rather than algorithms. Several candidate quantum information systems will be discussed including ion traps, neutral atoms, superconducting circuits, semiconducting quantum dots, and linear optics.

PHYS 45800. The Physics of Quantum Information. 100 Units.

PHYS 46000. Gravitational Waves. 100 Units.
This course will provide a broad overview of gravitational waves, with a focus on current results from LIGO. We will cover the basics of gravitational wave theory, compact binary coalescence and sources of gravitational wave, ground-based gravitational wave detection, LIGO and the first detections, LIGO's black holes and how the Universe might have made them, gravitational wave astrophysics, and the near future of gravitational wave science.

PHYS 46200. Nuclear Astrophysics. 100 Units.
Terms Offered: Autumn

PHYS 46700. Quantum Field Theory in Curved Spacetime I. 100 Units.
This course covers introductory topics in the study of quantum field theory in curved spacetime. These topics include QFT for a free scalar field and for globally hyperbolic curved spacetimes, and the Unruh effect.

PHYS 46800. Quantum Field Theory in Curved Spacetime II. 100 Units.
This course covers advanced topics in the study of quantum field theory in curved spacetime. These topics include the Hawking effect, quantum perturbations in cosmology, black hole evaporation and information loss, and other modern topics.

PHYS 46900. Effective Field Theories. 100 Units.
TBD

PHYS 47100. Modern Atomic Physics. 100 Units.
This course is an introduction to modern atomic physics, and focuses on phenomena revealed by new experimental techniques.
Terms Offered: Winter

PHYS 48102. Neutrino Physics. 100 Units.
This is an advanced course on neutrino phenomenology. The topics include neutrino flavor transformations, neutrino mass, sterile neutrinos, non-standard interactions of neutrinos, and other topics of modern interest.

PHYS 48300. String Theory-1. 100 Units.

PHYS 48400. String Theory-2. 100 Units.

PHYS 49000. Basic Principles of Biophysics. 100 Units.
This course is designed to expose graduate students in the physical sciences to conceptual and quantitative questions about biological systems. It will cover a broad range of biological examples from vision in flies and developing embryos to swimming bacteria and gene regulation. This course does not assume specialized biological knowledge or advanced mathematical skills.

PHYS 49100. Biological Physics. 100 Units.

PHYS 49900. Advanced Research: Physics. 300.00 Units.
This course is for students performing research toward their doctoral thesis.
PHYS 70000. Advanced Study: Physics. 300.00 Units.
Advanced Study: Physics
Chair
• Dan Liviu Nicolae, Statistics and Medicine

Professors
• Yali Amit, Statistics and Computer Science
• Mihai Anitescu, Statistics and Argonne National Laboratory
• Guillaume Bal, Statistics and Mathematics
• Rina Foygel Barber
• Brent Doiron, Neurobiology and Statistics
• Lars Peter Hansen, Economics and Statistics
• Steven Lalley
• Gregory F. Lawler, Mathematics and Statistics
• Lek-Heng Lim
• Peter McCullagh
• Mary Sara McPeek, Statistics and Human Genetics
• Per Mykland, Statistics and the Stevanovich Center
• Dan Liviu Nicolae, Statistics and Medicine
• John Reinitz, Statistics, Ecology and Evolution, and Molecular Genetics and Cell Biology
• Mary Silber
• Matthew Stephens, Statistics and Human Genetics
• Stephen M. Stigler
• Rebecca Willett, Statistics and Computer Science
• Kirk M. Wolter
• Wei Biao Wu

Associate Professors
• Imre Risi Kondor, Computer Science and Statistics

Assistant Professors
• Claire Donnat
• Chao Gao
• Jeremy Hoskins
• Yuehaw Khoo
• Alisa Knizel
• Daniel Sanz-Alonso
• Yi Sun
• Victor Veitch
• Jingshu Wang

Senior Instructional Professors
• Eric Baer
• David Biron
• Mei Wang

Instructional Professors
• Kendra Burbank
• Yibi Huang
• Fei Liu

Instructors
• Daniel Massatt
• Bradley J. Nelson
• Benjamin Palacios
The Department of Statistics offers an exciting and revamped graduate program that prepares students for cutting-edge interdisciplinary research in a wide variety of fields. The field of statistics has become a core component of research in the biological, physical, and social sciences, as well as in traditional computer science domains such as artificial intelligence. In light of this, the Department of Statistics is currently undergoing a major expansion of approximately ten new faculty into fields of Computational and Applied Mathematics. The massive increase in the data acquired, through scientific measurement on one hand and through web-based collection on the other, makes the development of statistical analysis and prediction methodologies more relevant than ever. Our graduate program aims to prepare students to address these issues through rigorous training in theory, methodology, and applications of statistics; rigorous training in scientific computation; and research projects in core methodology of statistics and computation as well as in a wide variety of interdisciplinary fields.

The Department of Statistics offers two tracks of graduate study, one leading to the Master of Science (M.S.) degree, the other to the Doctorate of Philosophy (Ph.D.). The M.S. degree is a professional degree. Students who receive this degree are prepared for nonacademic careers in which the use of advanced statistical and computational methods is of central importance. The program also prepares students for possible further graduate study.

During the first year of the Ph.D. program, students are given a thorough grounding in material that forms the foundations of modern statistics and scientific computation, including data analysis, mathematical statistics, probability theory, applied probability and modeling, and computational methods. Throughout the entire program, students attend a weekly consulting seminar where researchers from across the University come to get advice on modeling, statistical analysis, and computation. This seminar is often the source of interesting and ongoing research projects.

In the second year, students have a wide range of choices of topics they can pursue further, based on their interests, through advanced courses and reading courses with faculty. During the second year, students will typically identify their subfield of interest, take some advanced courses in the subject, and interact with the relevant faculty members. The Department maintains very strong connections to numerous other units on campus, either through joint appointments of the faculty or through ongoing collaborations. Students have easy access to faculty in other departments, which allows them to expand their interactions and develop new interdisciplinary research projects. Examples include joint projects with Human Genetics, Ecology and Evolution, Neurobiology, Chemistry, Economics, Health Studies, and Astronomy.

PROGRAMS AND REQUIREMENTS FOR THE PH.D.

The program offers four core sequences:

- Probability (STAT 30400, 38100, 38300)
- Mathematical statistics (STAT 30400, 30100, 30210)
- Applied statistics (STAT 34300, 34700, 34800)
- Computational mathematics and machine learning (STAT 30900, 31015/31020, 37710)

All students must take the applied statistics sequence and one of the two theoretical sequences: mathematical statistics or probability. At the start of their second year, the students take preliminary examinations covering the two sequences they have taken. In addition, it is highly recommended that students take a third core sequence based on their interests and in consultation with the Department Graduate Adviser (DGA). Incoming first-year students may request the DGA to take one or both of their preliminary exams. If approved, and if the student passes one or more of these, the student will then be excused from the requirement of taking the first-year courses in that subject. Incoming students are advised by the DGA until they find a faculty adviser for their Ph.D. thesis work.

In their second year, Ph.D. students typically take a number of advanced topics: courses in statistics, probability, computation, and applications. These should be selected with the dual objective of (i) acquiring a broad overview of current research areas, and (ii) settling on a particular research topic and dissertation supervisor. It is recommended that the students take at least one regular class based course each quarter. In addition, students can ask to take reading courses with faculty to learn more in depth about their fields of research. Students have considerable latitude in selecting their second-year courses, but their programs must be approved by the Department Graduate Adviser. Students are expected to find a dissertation adviser by the end of the second year. The detailed process is listed here (https://stat.uchicago.edu/admissions/about-phd/).

THE PH.D.: TRAINING IN TEACHING, PRESENTATION, AND CONSULTING

Part of every statistician’s job is to evaluate the work of others and to communicate knowledge, experience, and insights. Every statistician is, to some extent, an educator, and the department provides graduate students with training for this aspect of their professional lives. The department expects all doctoral students, regardless
of their professional objectives and sources of financial support, to take part in a graduated program of participation in some or all phases of instruction, from grading, course assisting, and conducting discussion sections, to being a lecturer with responsibility for an entire course.

Students also receive training in how to present research in short seminars in the first and second years of study. Later, students present their own work in a dissertation proposal and, eventually, in a thesis defense. The student seminars are listed here (https://stat.uchicago.edu/events/).

Ph.D. students should also participate in the department’s consulting program (https://stat.uchicago.edu/about/consulting/), which is led by faculty members and exposes the students to empirical projects inside the university. Projects are carried out by groups of students under the guidance of a faculty member. The client is a researcher in an applied area, usually associated with the university. An informal seminar meets regularly over lunch to provide a forum for presenting and discussing problems, solutions, and topics in statistical consultation. Students present interesting or difficult consulting problems to the seminar as a way of stimulating wider consideration of the problem and as a means of developing familiarity with the kinds of problems and lines of attack involved. Often the client will participate in the presentation and discussion.

PROGRAMS AND REQUIREMENTS FOR THE M.S. DEGREE

The main requirements of the M.S. program are a sequence of at least nine approved courses plus a Master’s paper. Students may take up to two years of courses. A detailed set of regulations can be found here (https://stat.uchicago.edu/admissions/about-ms/). (http://www.stat.uchicago.edu/students/master.shtml) A substantial fraction of available courses are the same as for the Ph.D. degree.

FACILITIES

Almost all departmental activities—classes, seminars (https://stat.uchicago.edu/events/statistics-colloquium/), computation (https://www.stat.uchicago.edu/intranet/computing/index.shtml/), and student and faculty offices (https://stat.uchicago.edu/people/)—are located in Jones Laboratory (https://d3qilq55m5s5f5.cloudfront.net/stat/docs/People/UChicago_Maps--Jones.pdf?cachebuster:32). Each student is assigned a desk in one of several offices. The major computing facilities of the department are based upon a network of PCs running mainly Linux. One computer room currently houses many of these PCs; these rooms are directly and primarily for graduate students in the Statistics Department. In addition, all student offices have limited computer facilities. For further information, consult the department’s computing policies (https://www.stat.uchicago.edu/intranet/computing/policies/index.shtml/).

STATISTICS THROUGHOUT THE UNIVERSITY

In addition to the courses, seminars, and programs in the Department of Statistics, courses and workshops of direct interest to statisticians occur throughout the University, most notably in the programs in statistics and econometrics in the Booth School of Business (http://www.chicagobooth.edu/) and in the research programs in Public Health Sciences (http://healthbsd.uchicago.edu/), Human Genetics (http://genes.uchicago.edu/), Financial Mathematics and Econometrics (https://finmath.uchicago.edu/), Computer Science (http://www.cs.uchicago.edu/), Economics (http://economics.uchicago.edu/), and NORC (http://www.norc.uchicago.edu/) (formerly the National Opinion Research Center). The large number of statistics related seminars (https://stat.uchicago.edu/events/) is perhaps the best indication of the vibrancy of the statistics research community here at the University of Chicago.

STATISTICS COURSES

STAT 30030. Statistical Theory and Methods Ia. 100 Units.

This course is the first quarter of a two-quarter sequence providing a principled development of statistical methods, including practical considerations in applying these methods to the analysis of data. The course begins with a brief review of probability and some elementary stochastic processes, such as Poisson processes, that are relevant to statistical applications. The bulk of the quarter covers principles of statistical inference from both frequentist and Bayesian points of view. Specific topics include maximum likelihood estimation, posterior distributions, confidence and credible intervals, principles of hypothesis testing, likelihood ratio tests, multinomial distributions, and chi-square tests. Additional topics may include diagnostic plots, bootstrapping, a critical comparison of Bayesian and frequentist inference, and the role of conditioning in statistical inference. Examples are drawn from the social, physical, and biological sciences. The statistical software package R will be used to analyze datasets from these fields and instruction in the use of R is part of the course.

Instructor(s): Staff

Prerequisite(s): STAT 25100 or STAT 25150 or MATH 23500. This course is only open to graduate students in Statistics, Applied Mathematics, and Financial Mathematics, and to undergraduate Statistics majors, or by consent of instructor.

Note(s): Some previous experience with statistics helpful but not required. Concurrent or prior linear algebra (MATH 19620 or 20250 or STAT 24300 or equivalent) is recommended for students continuing to STAT 24510. Students may count either STAT 24400 or STAT 24410, but not both, toward the forty-two credits required for graduation.

Equivalent Course(s): STAT 24410
STAT 30040. Statistical Theory and Methods IIa. 100 Units.
This course is a continuation of STAT 24410. The focus is on theory and practice of linear models, including the analysis of variance, regression, correlation, and some multivariate analysis. Additional topics may include bootstrapping for regression models, nonparametric regression, and regression models with correlated errors.
Terms Offered: Winter
Prerequisite(s): STAT 24410 and linear algebra (MATH 19620 or MATH 20250 or STAT 24300 or PHYS 22100 or equivalent). This course is only open to graduate students in Statistics, Applied Mathematics, and Financial Mathematics, and to undergraduate Statistics majors, or by consent of instructor.
Note(s): Students may count either STAT 24500 or STAT 24510, but not both, toward the forty-two credits required for graduation.
Equivalent Course(s): STAT 24510

STAT 30100. Mathematical Statistics-1. 100 Units.
This course is part of a two-quarter sequence on the theory of statistics. Topics will include exponential, curved exponential, and location-scale families; mixtures, hierarchical, and conditional modeling including compatibility of conditional distributions; principles of estimation; identifiability, sufficiency, minimal sufficiency, ancillarity, completeness; properties of the likelihood function and likelihood-based inference, both univariate and multivariate, including examples in which the usual regularity conditions do not hold; elements of Bayesian inference and comparison with frequentist methods; and multivariate information inequality. Part of the course will be devoted to elementary asymptotic methods that are useful in the practice of statistics, including methods to derive asymptotic distributions of various estimators and test statistics, such as Pearson’s chi-square, standard and nonstandard asymptotics of maximum likelihood estimators and Bayesian estimators, asymptotics of order statistics and extreme order statistics, Cramer’s theorem including situations in which the second-order term is needed, and asymptotic efficiency. Other topics (e.g., methods for dependent observations) may be covered if time permits.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): STAT 30400 or consent of instructor

STAT 30200. Mathematical Statistics-2. 100 Units.
This course continues the development of Mathematical Statistics, with an emphasis on hypothesis testing. Topics include comparison of Bayesian and frequentist hypothesis testing; admissibility of Bayes’ rules; confidence and credible sets; likelihood ratio tests and their asymptotics; Bayes factors; methods for assessing predictions for normal means; shrinkage and thresholding methods; sparsity; shrinkage as an example of empirical Bayes; multiple testing and false discovery rates; Bayesian approach to multiple testing; sparse linear regressions (subset selection and LASSO, proof of estimation errors for LASSO, Bayesian perspective of sparse regressions); and Bayesian model averaging.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): STAT 24500 or STAT 30100

STAT 30400. Distribution Theory. 100 Units.
This course is a systematic introduction to random variables and probability distributions. Topics include standard distributions (i.e. uniform, normal, beta, gamma, F, t, Cauchy, Poisson, binomial, and hypergeometric); properties of the multivariate normal distribution and joint distributions of quadratic forms of multivariate normal; moments and cumulants; characteristic functions; exponential families; modes of convergence; central limit theorem; and other asymptotic approximations.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): STAT 24500 or STAT 24510 and MATH 20500 or MATH 20510, or consent of instructor.

STAT 30600. Adv. Statistical Inference 1. 100 Units.
This course is part of a two-quarter sequence on the theory of statistics. Topics will include exponential, curved exponential, and location-scale families; mixtures, hierarchical, and conditional modeling including compatibility of conditional distributions; principles of estimation; identifiability, sufficiency, minimal sufficiency, ancillarity, completeness; properties of the likelihood function and likelihood-based inference, both univariate and multivariate, including examples in which the usual regularity conditions do not hold; elements of Bayesian inference and comparison with frequentist methods; and multivariate information inequality. Part of the course will be devoted to elementary asymptotic methods that are useful in the practice of statistics, including methods to derive asymptotic distributions of various estimators and test statistics, such as Pearson’s chi-square, standard and nonstandard asymptotics of maximum likelihood estimators and Bayesian estimators, asymptotics of order statistics and extreme order statistics, Cramer’s theorem including situations in which the second-order term is needed, and asymptotic efficiency. Other topics (e.g., methods for dependent observations) may be covered if time permits.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): STAT 24500 or STAT 24510

STAT 30750. Numerical Linear Algebra. 100 Units.
This course is devoted to the basic theory of linear algebra and its significant applications in scientific computing. The objective is to provide a working knowledge and hands-on experience of the subject suitable for graduate level work in statistics, econometrics, quantum mechanics, and numerical methods in scientific computing. Topics include Gaussian elimination, vector spaces, linear transformations and associated fundamental subspaces, orthogonality and projections, eigenvectors and eigenvalues, diagonalization of real symmetric and complex Hermitian matrices, the spectral theorem, and matrix decompositions (QR, Cholesky and Singular Value Decompositions). Systematic methods applicable in high dimensions and techniques commonly used in scientific computing are emphasized. Students enrolled in the graduate level STAT 30750 will have additional work in assignments, exams, and projects including applications of matrix algebra in statistics and numerical
computations implemented in Matlab or R. Some programming exercises will appear as optional work for students enrolled in the undergraduate level STAT 24300.

Terms Offered: Autumn Winter
Prerequisite(s): Multivariate calculus (MATH 15910 or MATH 16300 or MATH 16310 or MATH 18400 or MATH 19520 or MATH 20000 or MATH 20510 or MATH 20900 or PHYS 22100 or equivalent). Previous exposure to linear algebra is helpful.
Equivalent Course(s): STAT 24300

**STAT 30800. Advanced Statistical Inference II. 100 Units.**
This course will discuss the following topics in high-dimensional statistical inference: random matrix theory and asymptotics of its eigen-decompositions, estimation and inference of high-dimensional covariance matrices, large dimensional factor models, multiple testing and false discovery control and high-dimensional semiparametrics. On the methodological side, probability inequalities, including exponential, Nagaev, and Rosenthal-type inequalities will be introduced.

Terms Offered: To be determined; may not be offered in 2020-2021.
Prerequisite(s): STAT 30400, STAT 30100, and STAT 30210, or consent of instructor

**STAT 30810. High Dimensional Time Series Analysis. 100 Units.**
This course will include lectures on the following topics: review of asymptotics for low dimensional time series analysis (linear and nonlinear processes; nonparametric methods; spectral and time domain approaches); covariance, precision, and spectral density matrix estimation for high dimensional time series; factor models; estimation of high dimensional vector autoregressive processes; prediction; and high dimensional central limit theorems under dependence.

Terms Offered: To be determined

**STAT 30850. Multiple Testing, Modern Inference, and Replicability. 100 Units.**
This course examines the problems of multiple testing and statistical inference from a modern point of view. High-dimensional data is now common in many applications across the biological, physical, and social sciences. With this increased capacity to generate and analyze data, classical statistical methods may no longer ensure the reliability or replicability of scientific discoveries. We will examine a range of modern methods that provide statistical inference tools in the context of modern large-scale data analysis. The course will have weekly assignments as well as a final project, both of which will include both theoretical and computational components.

Terms Offered: Winter
Prerequisite(s): STAT 24400 or STAT 24410. Familiarity with regression and with coding in R are recommended.
Equivalent Course(s): STAT 27850

**STAT 30900. Mathematical Computation I: Matrix Computation Course. 100 Units.**
This is an introductory course on numerical linear algebra, which is quite different from linear algebra. We will be much less interested in algebraic results that follow from axiomatic definitions of fields and vector spaces but much more interested in analytic results that hold only over the real and complex fields. The main objects of interest are real- or complex-valued matrices, which may come from differential operators, integral transforms, bilinear and quadratic forms, boundary and coboundary maps, Markov chains, correlations, DNA microarray measurements, movie ratings by viewers, friendship relations in social networks, etc. Numerical linear algebra provides the mathematical and algorithmic tools for analyzing these matrices. Topics covered: basic matrix decompositions LU, QR, SVD; Gaussian elimination and LU/LDU decompositions; backward error analysis, Gram-Schmidt orthogonalization and QR/complete orthogonal decompositions; solving linear systems, least squares, and total least squares problem; low-rank matrix approximations and matrix completion. We shall also include a brief overview of stationary and Krylov subspace iterative methods; eigenvalue and singular value problems; and sparse linear algebra.

Terms Offered: Autumn
Prerequisite(s): Linear algebra (STAT 24300 or equivalent) and some previous experience with statistics.
Equivalent Course(s): CAAM 30900, CMSC 37810

**STAT 31015. Mathematical Computation IIA: Convex Optimization. 100 Units.**
The course will cover techniques in unconstrained and constrained convex optimization and a practical introduction to convex duality. The course will focus on (1) formulating and understanding convex optimization problems and studying their properties; (2) understanding and using the dual; and (3) presenting and understanding optimization approaches, including interior point methods and first order methods for non-smooth problems. Examples will be mostly from data fitting, statistics and machine learning.
Instructor(s): Nathan Srebro Terms Offered: Winter
Prerequisite(s): STAT 30900/CMSC 37810
Equivalent Course(s): BUSN 36903, CMSC 35470, TTIC 31070, CAAM 31015

**STAT 31020. Mathematical Computation IIB: Nonlinear Optimization. 100 Units.**
This course covers the fundamentals of continuous optimization with an emphasis on algorithmic and computational issues. The course starts with the study of optimality conditions and techniques for unconstrained optimization, covering line search and trust region approaches, and addressing both factorization-based and iterative methods for solving the subproblems. The Karush-Kuhn-Tucker conditions for general constrained and nonconvex optimization are then discussed and used to define algorithms for constrained optimization including augmented Lagrangian, interior-point and (if time permits) sequential quadratic programming.
Iterative methods for large sparse problems, with an emphasis on projected gradient methods, will be presented. Several substantial programming projects (using MATLAB and aiming at both data-intensive and physical sciences applications) are completed during the course.

Terms Offered: Winter
Prerequisite(s): STAT 30900/CMSC 37810
Equivalent Course(s): CAAM 31020

STAT 31080. Numerical Analysis for Statistics and Applied Mathematics. 100 Units.
This is a beginning graduate course on selected numerical methods used in modern statistics and applied mathematics. Topics include fundamentals of ODEs and PDEs, quadratures, and Monte Carlo methods. Methods of analysis are introduced including error measures and different notions of numerical convergence. Newton’s method, convex optimization and elements of nonconvex optimization are covered, together with implementations in selected selected software packages.

Terms Offered: To be determined
Prerequisite(s): STAT 24300 or background in linear algebra.
Equivalent Course(s): CAAM 31020

STAT 31100. Mathematical Computation III: Numerical Methods for PDE’s. 100 Units.
The first part of this course introduces basic properties of PDE’s, finite difference discretizations; and stability, consistency, convergence, and Lax’s equivalence theorem. We also cover examples of finite difference schemes; simple stability analysis; convergence analysis and order of accuracy; consistency analysis and errors (i.e., dissipative and dispersive errors); and unconditional stability and implicit schemes. The second part of this course includes solution of stiff systems in 1, 2, and 3D; direct vs. iterative methods (i.e., banded and sparse LU factorizations); and Jacobi, Gauss-Seidel, multigrid, conjugate gradient, and GMRES iterations.

Terms Offered: Spring
Prerequisite(s): Some prior exposure to differential equations and linear algebra
Equivalent Course(s): CMSC 37812, MATH 38309, CAAM 31100

STAT 31120. Numerical Methods for Stochastic Differential Equations. 100 Units.
The numerical analysis of SDE differs significantly from that of ODE due to the peculiarities of stochastic calculus. This course starts with a brief review of stochastic calculus and stochastic differential equations, then emphasizing the numerical methods needed to solve such equations. The stochastic Taylor expansion provides the basis for the discrete-time numerical methods for differential equations. The course presents many results on high-order methods for strong sample path approximations and for weak functional approximations. To help with developing an intuitive understanding of the underlying mathematics and hand-on numerical skills, examples and exercises on PC are included.

Terms Offered: Spring
Prerequisite(s): Knowledge of ODE and SDE is essential. STAT 39000 or STAT 39010 or STAT 38510 are strongly recommended.
Equivalent Course(s): CAAM 31120

STAT 31140. Computational Imaging: Theory and Methods. 100 Units.
Computational imaging refers to the process of forming images from data where computation plays an integral role. This course will cover basic principles of computational imaging, including image denoising, regularization techniques, linear inverse problems and optimization-based solvers, and data acquisition models associated with tomography and interferometry. Specific topics may include patch-based denoising, sparse coding, total variation, dictionary learning, computational photography, compressive imaging, inpainting, and deep learning for image reconstruction.

Instructor(s): R. Willett Terms Offered: To be determined
Equivalent Course(s): CMSC 31140, CAAM 31140

STAT 31150. Inverse Problems and Data Assimilation. 100 Units.
This class provides an introduction to Bayesian Inverse Problems and Data Assimilation, emphasizing the theoretical and algorithmic inter-relations between both subjects. We will study Gaussian approximations and optimization and sampling algorithms, including a variety of Kalman-based and particle filters as well as Markov chain Monte Carlo schemes designed for high-dimensional inverse problems.

Instructor(s): D. Sanz-Alonso Terms Offered: Autumn
Prerequisite(s): Familiarity with calculus, linear algebra, and probability/statistics at the level of STAT 24400 or STAT 24410. Some knowledge of ODEs may also be helpful.
Equivalent Course(s): CAAM 31150

STAT 31190. Fast Algorithms. 100 Units.
This course will introduce students to several classes of computational methods broadly referred to as “fast analysis-based algorithms” which exploit information about structure and symmetry to obtain more favorable computational complexity. Examples which will be discussed are butterfly algorithms, fast multipole methods, fast direct solvers, and hierarchical matrix compression. Though many of these algorithms first arose in physical applications such as simulating the motion of stars or the propagation of light and sound, they have subsequently found many fruitful applications in signal processing and data science.

Terms Offered: Spring
Prerequisite(s): Familiarity with PDEs, analysis, and programming.
STAT 31200. Introduction to Stochastic Processes I. 100 Units.
This course introduces stochastic processes not requiring measure theory. Topics include branching processes, recurrent events, renewal theory, random walks, Markov chains, Poisson, and birth-and-death processes.
Instructor(s): Staff Terms Offered: To be determined
Prerequisite(s): STAT 25100 and MATH 20500; STAT 30400 or consent of instructor
Note(s): Students with credit for MATH 235 should not enroll in STAT 312.

STAT 31210. Applied Functional Analysis. 100 Units.
This course will cover classical topics of applied functional analysis: description of functional spaces such as Banach spaces and Hilbert spaces; properties of linear operators acting on such spaces, compactness and spectral decomposition of compact operators; and applications to ordinary and partial differential equations.
Terms Offered: To be determined
Equivalent Course(s): CAAM 31210

STAT 31220. Partial Differential Equations. 100 Units.
This is an introduction to the theory of partial differential equations covering representation formulas and regularity theory for elliptic, parabolic, and hyperbolic equations; the method of characteristics; variational formulations for second-order linear elliptic equations; and the calculus of variations.
Terms Offered: Winter
Equivalent Course(s): CAAM 31220

STAT 31230. Inverse Problems in Imaging. 100 Units.
This course focuses on the mathematical description of many inverse problems that appear in geophysical and medical imaging: X-ray tomography, ultrasound tomography and seismic imaging, optical and electrical tomography, as well as more recent imaging modalities such as elastography and photo-acoustic tomography. Seen as reconstructions of constitutive parameters in differential equations from redundant boundary measurements, these continuous models tell us which parameters may or may not be reconstructed, and with which stability with respect to measurement errors. Time-permitting, we will also consider general methodologies to perform such reconstructions (regularization, optimization, Bayesian framework). Some knowledge of PDE and Fourier transforms is recommended.
Terms Offered: Spring
Prerequisite(s): STAT 31220
Equivalent Course(s): CAAM 31230

STAT 31240. Variational Methods in Image Processing. 100 Units.
This course discusses mathematical models arising in image processing. Topics covered will include an overview of tools from the calculus of variations and partial differential equations, applications to the design of numerical methods for image denoising, deblurring, and segmentation, and the study of convergence properties of the associated models. Students will gain an exposure to the theoretical basis for these methods as well as their practical application in numerical computations.
Terms Offered: Spring
Equivalent Course(s): CAAM 31240

STAT 31410. Applied Dynamical Systems. 100 Units.
This course is an introduction to dynamical systems for analysis of nonlinear ordinary differential equations. The focus is on methods of bifurcation theory, canonical examples of forced nonlinear oscillators, fast-slow systems, and chaos. Examples will be drawn from mathematical modeling of physical and biological systems. While geometric perspectives will be emphasized, assignments will also introduce asymptotic methods for analysis and use numerical simulation as an exploratory tool. This course assumes students have a background in ordinary differential equations and linear algebra at the undergraduate level and an interest in mathematical modeling for applications.
Instructor(s): M. Silber Terms Offered: Spring
Prerequisite(s): ODEs and/or dynamical systems at an undergraduate level or consent of instructor.
Equivalent Course(s): CAAM 31410

STAT 31430. Applied Linear Algebra. 100 Units.
This course will provide a review and development of topics in linear algebra aimed toward preparing students for further graduate coursework in Computational and Applied Mathematics. Topics will include discussion of matrix factorizations (including diagonalization, the spectral theorem for normal matrices, the singular value decomposition, and the Schur and polar decompositions), and an overview of classical direct and iterative approaches to numerical methods for problems formulated in the language of linear algebra (including the conjugate gradient method). Additional topics will be included depending on student interests.
Instructor(s): E. Baer Terms Offered: Autumn
Prerequisite(s): STAT 24300 or MATH 20250 or Graduate Student in Physical Sciences Division
Equivalent Course(s): CAAM 31430
STAT 31440. Applied Analysis. 100 Units.
This course provides an overview of fundamentals of mathematical analysis with an eye towards developing the toolkit of graduate students in applied mathematics. Topics covered include metric spaces and basic topological notions, aspects of mathematical analysis in several variables, and an introduction to measure and integration.
Instructor(s): E. Baer
Terms Offered: Autumn
Equivalent Course(s): CAAM 31440

STAT 31450. Applied Partial Differential Equations. 100 Units.
Partial differential equations (PDEs) are used to model applications in a wide variety of fields: fluid dynamics, optics, atomic and plasma physics, elasticity, chemical reactions, climate modeling, stock markets, etc. The study of their mathematical structure and solution methods remains at the forefront of applied mathematics. The course concentrates on deriving an important set of examples of PDEs from simple physical models, which are often closely related to those describing more complex physical systems. The course will also cover analytical methods and tools for solving these PDEs, such as separation of variables, Fourier series and transforms, Sturm-Liouville theory, and Green's functions. The course is suitable for graduate students and advanced undergraduates in science, engineering, and applied mathematics.
Terms Offered: Spring
Prerequisite(s): Instructor consent.
Equivalent Course(s): CAAM 31450

STAT 31460. Applied Fourier Analysis. 100 Units.
Decompositions of functions into frequency components via the Fourier transform, and related sparse representations, are fundamental tools in applied mathematics. These ideas have been important in applications to signal processing, imaging, and the quantitative and qualitative analysis of a broad range of mathematical models of data (including modern approaches to machine learning) and physical systems. Topics to be covered in this course include an overview of classical ideas related to Fourier series and the Fourier transform, wavelet representations of functions and the framework of multiresolution analysis, and applications throughout computational and applied mathematics.
Terms Offered: Winter
Prerequisite(s): Graduate student in the Physical Sciences Division or consent of instructor.
Equivalent Course(s): CAAM 31460

STAT 31511. Monte Carlo Simulation. 100 Units.
This class primarily concerns the design and analysis of Monte Carlo sampling techniques for the estimation of averages with respect to high dimensional probability distributions. Standard simulation tools such as importance sampling, Metropolis-Hastings, Langevin dynamics, and hybrid Monte Carlo will be introduced along with basic theoretical concepts regarding their convergence to equilibrium. The class will explore applications of these methods in Bayesian statistics and machine learning as well as to other simulation problems arising in the physical and biological sciences. Particular attention will be paid to the major complicating issues like conditioning (with analogies to optimization) and rare events and methods to address them.
Terms Offered: To be determined
Prerequisite(s): Multivariate calculus and linear algebra; elementary knowledge of ordinary differential equations.
Equivalent Course(s): CAAM 31511

STAT 31521. Applied Stochastic Processes. 100 Units.
This course concerns the estimation of the dynamic properties of time-dependent stochastic systems. The class will begin with an introduction to the numerical simulation of continuous time Markov processes including the discretization of stochastic (and ordinary) differential equations. Problems associated with multiple time scales will be discussed along with methods to address them (implicit discretizations, multiscale methods and dimensional reduction). The class will also cover interacting particle methods and other techniques for the efficient simulation of dynamical rare events.
Terms Offered: Winter. To be determined
Prerequisite(s): Multivariate calculus and linear algebra

STAT 31550. Uncertainty Quantification. 100 Units.
This course will cover mathematical, statistical, and algorithmic questions that arise at the interface of complex modeling and data processing. Emphasis will be given to characterizing and quantifying the uncertainties inherent in the use of models and to exploring principled ways to reduce said uncertainty by the use of data. Specific topics include Bayesian inverse problems and data assimilation.
Terms Offered: To be determined
Prerequisite(s): STAT 30200 or consent of instructor

STAT 31610. Mathematical Aspects of Electronic Structure of Materials. 100 Units.
This course considers mathematical and numerical methods to approach electronic structure of materials through several hot-topic examples including topological insulators and incommensurate 2D materials in addition to classical systems such as periodic crystals. The course will begin with a discussion of the basics of quantum mechanics for those not yet familiar before moving to models designed for varying system sizes, from DFT to tight-binding. The theory and numerical tools for studying observables such as Chern numbers, conductivity, and density of states will be considered.
STAT 31700. 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).
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): STAT 24400 or STAT 24410 or STAT 25100 or STAT 25150
Equivalent Course(s): STAT 25300

STAT 31900. Introduction to Causal Inference. 100 Units.
This course is designed for graduate students and advanced undergraduate students from the social sciences, education, public health science, public policy, social service administration, and statistics who are involved in quantitative research and are interested in studying causality. The goal of this course is to equip students with basic knowledge of and analytic skills in causal inference. Topics for the course will include the potential outcomes framework for causal inference; experimental and observational studies; identification assumptions for causal parameters; potential pitfalls of using ANCOVA to estimate a causal effect; propensity score based methods including matching, stratification, inverse-probability-of-treatment-weighting (IPTW), marginal mean weighting through stratification (MMWS), and doubly robust estimation; the instrumental variable (IV) method; regression discontinuity design (RDD) including sharp RDD and fuzzy RDD; difference in difference (DID) and generalized DID methods for cross-section and panel data, and fixed effects model. Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite. This course is a prerequisite for "Advanced Topics in Causal Inference" and "Mediation, moderation, and spillover effects."
Instructor(s): G. Hong Terms Offered: This course is not offered in 2021-22.
Prerequisite(s): Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005
Note(s): CHDV Distribution: M; M This course will not be offered in the academic year 2021-22.
Equivalent Course(s): PBHS 43201, SOCI 30315, CHDV 30102, MACS 51000, PLSC 30102

STAT 32400. Probability and Statistics. 100 Units.
This Ph.D.-level course (in addition to BUSF 41902/STAT 32500) provides a thorough introduction to Classical and Bayesian statistical theory. The two quarter sequence provides the necessary probability and statistical background for many of the advanced courses in the Chicago Booth curriculum. The central topic is probability. Basic concepts in probability are covered. An introduction to martingales is given. Homework assignments are given throughout the quarter. Course description is subject to change. Please visit the Booth portal and search via the course search tool for the most up to date information: http://boothportal.chicagobooth.edu/portal/server.pt/community/course_search
Terms Offered: Autumn
Equivalent Course(s): PBHS 43201, SOCI 30315, CHDV 30102, MACS 51000, PLSC 30102

STAT 32900. Applied Multivariate Analysis. 100 Units.
The course will introduce the basic theory and applications for analyzing multidimensional data. Topics include multivariate distributions, Gaussian models, multivariate statistical inferences and applications, classifications, cluster analysis, and dimension reduction methods. Course content is subject to change in order to keep the contents up-to-date with new development in multivariate statistical techniques. The course is offered in alternate years by the Statistics Department (S15, S17, ...) and the Booth Business School (S16, S18, ...). When the course is offered by the Booth school, please visit the Booth portal and search via the course search tool: http://boothportal.chicagobooth.edu/portal/server.pt/community/course_search for the most up to date information. Equivalent Course(s): BUSN 41901

STAT 32940. Multivariate Data Analysis via Matrix Decompositions. 100 Units.
This course is about using matrix computations to infer useful information from observed data. One may view it as an “applied” version of Stat 30900 although it is not necessary to have taken Stat 30900; the only prerequisite for this course is basic linear algebra. The data analytic tools that we will study will go beyond linear and multiple regression and often fall under the heading of "Multivariate Analysis” in Statistics. These include factor analysis, correspondence analysis, principal components analysis, multidimensional scaling, linear discriminant analysis, canonical correlation analysis, cluster analysis, etc. Understanding these techniques require some facility with matrices in addition to some basic statistics, both of which the student will acquire during the course. Program elective.
Instructor(s): L. Lim Terms Offered: Autumn
Equivalent Course(s): FINM 33180, CAAM 32940

STAT 32950. Multivariate Statistical Analysis: Applications and Techniques. 100 Units.
This course focuses on applications and techniques for analysis of multivariate and high dimensional data. Beginning subjects cover common multivariate techniques and dimension reduction, including principal component analysis, factor model, canonical correlation, multi-dimensional scaling, discriminant analysis, clustering, and correspondence analysis (if time permits). Further topics on statistical learning for high dimensional data and complex structures include penalized regression models (LASSO, ridge, elastic net), sparse PCA, independent component analysis, Gaussian mixture model, Expectation-Maximization methods, and
random forest. Theoretical derivations will be presented with emphasis on motivations, applications, and hands-on data analysis.

Instructor(s): M. Wang

Terms Offered: Spring

Prerequisite(s): (STAT 24300 or MATH 20250) and (STAT 24500 or STAT 24510). Graduate students in Statistics or Financial Mathematics can enroll without prerequisites.

Note(s): Linear algebra at the level of STAT 24300. Knowledge of probability and statistical estimation techniques (e.g. maximum likelihood and linear regression) at the level of STAT 24400-24500.

Equivalent Course(s): STAT 24620

STAT 33100. Sample Surveys. 100 Units.

This course covers random sampling methods; stratification, cluster sampling, and ratio estimation; and methods for dealing with nonresponse and partial response.

Instructor(s): K. Wolter

Terms Offered: Autumn

Prerequisite(s): Consent of instructor

STAT 33500. Time-series Analysis for Forecasting and Model Building. 100 Units.

Forecasting plays an important role in business planning and decisionmaking. This Ph.D.-level course discusses time series models that have been widely used in business and economic data analysis and forecasting. Both theory and methods of the models are discussed. Real examples are used throughout the course to illustrate applications. The topics covered include: (1) stationary and unit-root non-stationary processes; (2) linear dynamic models, including Autoregressive Moving Average models; (3) model building and data analysis; (4) prediction and forecasting evaluation; (5) asymptotic theory for estimation including unit-root theory; (6) models for time varying volatility; (7) models for time varying correlation including Dynamic Conditional Correlation and time varying factor models; (9) state-space models and Kalman filter; and (10) models for high frequency data. Course description is subject to change. Please visit the Booth portal and search via the course search tool for the most up to date information: http://boothportal.chicagobooth.edu/portal/server.pt/community/course_search/

Prerequisite(s): BUSF 41901/STAT 32400 or instructor consent.

Equivalent Course(s): BUSN 41910

STAT 33600. Time Dependent Data. 100 Units.

This course considers the modeling and analysis of data that are ordered in time. The main focus is on quantitative observations taken at evenly spaced intervals and includes both time-domain and spectral approaches.

Instructor(s): W. Wu

Prerequisite(s): STAT 24500 w/B- or better or STAT 24510 w/C+ or better is required; alternatively STAT 22400 w/B- or better and exposure to multivariate calculus (MATH 16300 or MATH 16310 or MATH 18400 or MATH 19520 or MATH 20000 or MATH 20500 or MATH 20510 or MATH 20800). Graduate students in Statistics or Financial Mathematics can enroll without prerequisites. Some previous exposure to Fourier series is helpful but not required.

Equivalent Course(s): STAT 26100

STAT 33700. Multivariate Time Series Analysis. 100 Units.

This course investigates the dynamic relationships between variables. It starts with linear relationships between two variables, including distributed-lag models and detection of unidirectional dependence (Granger causality). Nonlinear and time-varying relationships are also discussed. Dynamic models discussed include vector autoregressive models, vector autoregressive moving-average models, multivariate regression models with time series errors, co-integration and error-correction models, state-space models, dynamic factor models, and multivariate volatility models such as BEKK, Dynamic conditional correlation, and copula-based models. The course also addresses impulse response function, structural specification, co-integration tests, least squares estimates, maximum likelihood estimates, principal component analysis, asymptotic principal component analysis, principal volatility components, recursive estimation, and Markov Chain Monte Carlo estimation. Empirical data analysis is an integral part of the course. Students are expected to analyze many real data sets. The main software used in the course is the MTS package in R, but students may use their own software if preferred.

Equivalent Course(s): BUSN 41914

STAT 33910. Financial Statistics: Time Series, Forecasting, Mean Reversion, and High Frequency Data. 100 Units.

This course is an introduction to the econometric analysis of high-frequency financial data. This is where the stochastic models of quantitative finance meet the reality of how the process really evolves. The course is focused on the statistical theory of how to connect the two, but there will also be some data analysis. With some additional statistical background (which can be acquired after the course), the participants will be able to read articles in the area. The statistical theory is longitudinal, and it thus complements cross-sectional calibration methods (implied volatility, etc.). The course also discusses volatility clustering and market microstructure.

Terms Offered: Winter

Prerequisite(s): Some statistics/econometrics background as in STAT 24400–24500, or FINM 33150 and FINM 33400, or equivalent, or consent of instructor.

Equivalent Course(s): FINM 33170
STAT 34300. Applied Linear Stat Methods. 100 Units.
This course introduces the theory, methods, and applications of fitting and interpreting multiple regression models. Topics include the examination of residuals, the transformation of data, strategies and criteria for the selection of a regression equation, nonlinear models, biases due to excluded variables and measurement error, and the use and interpretation of computer package regression programs. The theoretical basis of the methods, the relation to linear algebra, and the effects of violations of assumptions are studied. Techniques discussed are illustrated by examples involving both physical and social sciences data.
Terms Offered: Autumn
Prerequisite(s): Graduate student in Statistics or Financial Mathematics or instructor consent.
Note(s): Students who need it should take Linear Algebra (STAT 24300 or equivalent) concurrently.

STAT 34700. Generalized Linear Models. 100 Units.
This applied statistics course is a successor of STAT 34300 and covers the foundations of generalized linear models (GLM). We will discuss the general linear modeling idea for exponential family data and introduce specifically models for binary, multinomial, count and categorical data, and the challenges in model fitting, and inference. We will also discuss approaches that supplement the classical GLM, including quasi-likelihood for over-dispersed data, robust estimation, and penalized GLM. The course also covers related topics including mixed effect models for clustered data, the Bayesian approach of GLM, and survival analysis. This course will make a balance between practical real data analysis with examples and a deeper understanding of the models with mathematical derivations.
Instructor(s): Staff
Terms Offered: Winter
Prerequisite(s): STAT 343 (or a similar-level linear regression course) or consent of instructor; comfortable with programming in R.

STAT 34800. Modern Methods in Applied Statistics. 100 Units.
This course covers latent variable models and graphical models; definitions and conditional independence properties; Markov chains, HMMs, mixture models, PCA, factor analysis, and hierarchical Bayes models; methods for estimation and probability computations (EM, variational EM, MCMC, particle filtering, and Kalman Filter); undirected graphs, Markov Random Fields, and decomposable graphs; message passing algorithms; sparse regression, Lasso, and Bayesian regression; and classification generative vs. discriminative. Applications will typically involve high-dimensional data sets, and algorithmic coding will be emphasized.
Terms Offered: Spring

STAT 34900. Data Analysis Project. 100 Units.
The first part of this class will focus on general principles of data analysis and how to report the results of an analysis, including taking account of the context of the data, making informative and clear visual displays, developing relevant statistical models and describing them clearly, and carrying out diagnostic procedures to assess the appropriateness of adopted models. The second half of the class will focus on data analysis projects. Students working on a data analysis project in another context (e.g., for an MS paper or for consulting) may, with proper permission, use that project for this course as well.
Terms Offered: To be determined
Prerequisite(s): STAT 34700 and permission of instructor.

STAT 35201. Introduction to Clinical Trials. 100 Units.
This course will review major components of clinical trial conduct, including the formulation of clinical hypotheses and study endpoints, trial design, development of the research protocol, trial progress monitoring, analysis, and the summary and reporting of results. Other aspects of clinical trials to be discussed include ethical and regulatory issues in human subjects research, data quality control, meta-analytic overviews and consensus in treatment strategy resulting from clinical trials, and the broader impact of clinical trials on public health.
Instructor(s): M. Polley
Terms Offered: Winter
Prerequisite(s): PBHS 32100 or STAT 22000; Introductory Statistics or Consent of Instructor
Equivalent Course(s): PBHS 32901

STAT 35410. Genomic Evolution I. 100 Units.
Canalization, a unifying biological principle first enunciated by Conrad Waddington in 1942, is an idea that has had tremendous intellectual influence on developmental biology, evolutionary biology, and mathematics. In this course we will explore canalization in all three contexts through extensive reading and discussion of both the classic and modern primary literature. We intend this exploration to raise new research problems which can be evaluated for further understanding. We encourage participants to present new ideas in this area for comment and discussion.
Instructor(s): M. Long, J. Reinitz, and C-I. Wu
Terms Offered: TBD. not offered in 2018-19
Equivalent Course(s): EVOL 35901, ECEV 35901

STAT 35420. Stochastic Processes in Gene Regulation. 100 Units.
This didactic course covers the fundamentals of stochastic chemical processes as they arise in the study of gene regulation. The central object of study is the Chemical Master Equation and its coarse-grainings at the Langevin/ Fokker-Planck, linear noise, and deterministic levels. We will consider both mathematical and computational approaches in contexts where there are both single and multiple deterministic limits.
Instructor(s): J. Reinitz
Terms Offered: To be determined
Prerequisite(s): Consent of instructor.
STAT 35450. Fundamentals of Computational Biology: Models and Inference. 100 Units.
Covers key principles in probability and statistics that are used to model and understand biological data. There will be a strong emphasis on stochastic processes and inference in complex hierarchical statistical models. Topics will vary but the typical content would include: Likelihood-based and Bayesian inference, Poisson processes, Markov models, Hidden Markov models, Gaussian Processes, Brownian motion, Birth-death processes, the Coalescent, Graphical models, Markov processes on trees and graphs, Markov Chain Monte Carlo.
Instructor(s): J. Novembre, M. Stephens Terms Offered: Winter
Prerequisite(s): STAT 244
Equivalent Course(s): MGCB 35420, CAAM 35420, ECEV 35420

STAT 35460. Fundamentals of Computational Biology: Algorithms and Applications. 100 Units.
This course will cover principles of data structure and algorithms, with emphasis on algorithms that have broad applications in computational biology. The specific topics may include dynamic programming, algorithms for graphs, numerical optimization, finite-difference schemes, matrix operations/factor analysis, and data management (e.g. SQL, HDF5). We will also discuss some applications of these algorithms (as well as commonly used statistical techniques) in genomics and systems biology, including genome assembly, variant calling, transcriptome inference, and so on.
Instructor(s): Xin He, Mengjie Chen Terms Offered: Spring
Equivalent Course(s): HGEN 48600

STAT 35490. Introduction to Statistical Genetics. 100 Units.
As a result of technological advances over the past few decades, there is a tremendous wealth of genetic data currently being collected. These data have the potential to shed light on the genetic factors influencing traits and diseases, as well as on questions of ancestry and population history. The aim of this course is to develop a thorough understanding of probabilistic models and statistical theory and methods underlying analysis of genetic data, focusing on problems in complex trait mapping, with some coverage of population genetics. Although the case studies are all in the area of statistical genetics, the statistical inference topics, which will include likelihood-based inference, linear mixed models, and restricted maximum likelihood, among others, are widely applicable to other areas. No biological background is needed, but a strong foundation in linear algebra, as well as probability and statistics at the level of STAT 24000-STAT 24500 or higher is assumed.
Instructor(s): M. McPeek Terms Offered: Not offered in 2021-2022.
Prerequisite(s): STAT 24500 or STAT 24510
Equivalent Course(s): STAT 26300

STAT 35500. Statistical Genetics. 100 Units.
This is an advanced course in statistical genetics. We will take an in-depth look at statistical methods development in recent genetics literature, with the aim of achieving a deep understanding of the modeling approaches and assumptions, statistical principles, mathematical theorems, computational issues, and data analytic approaches underlying the methods. The goal is for the student to be able to ultimately apply the principles learned to future statistical methods development for genetic data analysis. This is a discussion course and student presentations will be required. Topics depend on the interests of the participants and will be based on recent published literature. Topics may include, but are not limited to, statistical problems in genetic association mapping, population genetics, integration of different types of genetic data, and genetic models for complex traits. The course material changes every year, and the course may be repeated for credit.
Terms Offered: To be determined
Prerequisite(s): Either HGEN 47100 or both STAT 24400 and 24500. Students without these prerequisites may enroll on a P/NP basis with consent of the instructor.

STAT 35700. Epidemiologic Methods. 100 Units.
This course expands on the material presented in "Principles of Epidemiology," further exploring issues in the conduct of epidemiologic studies. The student will learn the application of both stratified and multivariate methods to the analysis of epidemiologic data. The final project will be to write the "specific aims" and "methods" sections of a research proposal on a topic of the student's choice.
Instructor(s): B. Chiu Terms Offered: Winter
Prerequisite(s): PBHS 30910 AND PBHS 32400 or applied statistics courses through multivariate regression.
Equivalent Course(s): PBHS 31001

STAT 35800. Statistical Applications. 100 Units.
This course provides a transition between statistical theory and practice. The course will cover statistical applications in medicine, mental health, environmental science, analytical chemistry, and public policy. Lectures are oriented around specific examples from a variety of content areas. Opportunities for the class to work on interesting applied problems presented by U of C faculty will be provided. Although an overview of relevant statistical theory will be presented, emphasis is on the development of statistical solutions to interesting applied problems.
Instructor(s): R. Gibbons Terms Offered: Autumn
Prerequisite(s): PBHS 32700/STAT 22700 or STAT 34700 or consent of instructor.
Equivalent Course(s): PBHS 33500, CHDV 32702
STAT 35920. Applied Bayesian Modeling and Inference. 100 Units.
Course begins with basic probability and distribution theory, and covers a wide range of topics related to
Bayesian modeling, computation, and inference. Significant amount of effort will be directed to teaching students
on how to build and apply hierarchical models and perform posterior inference. The first half of the course will
be focused on basic theory, modeling, and computation using Markov chain Monte Carlo methods, and the
second half of the course will be about advanced models and applications. Computation and application will be
emphasized so that students will be able to solve real-world problems with Bayesian techniques.
Instructor(s): Y. Ji Terms Offered: Winter
Prerequisite(s): STAT 24400 and STAT 24500 or master level training in statistics.
Equivalent Course(s): PBHS 43010

STAT 36600. Decision Theory. 100 Units.
This course covers statistical decision theory with examples drawn from modern high-dimensional and
nonparametric estimation. Topics that will be covered include basic information theory, decision theory,
asymptotic equivalence, Gaussian sequence model, sparse regression, model selection, aggregation, and large
covariance matrix estimation. Lower bound techniques such as Bayes, Le Cam, and Fano's methods will be
taught.
Terms Offered: To be determined

STAT 36700. 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: Not offered in 2021-2022.
Prerequisite(s): Prior statistics course
Equivalent Course(s): STAT 26700, CHSS 32900, HIPS 25600

STAT 36900. Applied Longitudinal Data Analysis. 100 Units.
Longitudinal data consist of multiple measures over time on a sample of individuals. This type of data occurs
extensively in both observational and experimental biomedical and public health studies, as well as in studies
in sociology and applied economics. This course will provide an introduction to the principles and methods for
the analysis of longitudinal data. Whereas some supporting statistical theory will be given, emphasis will be on
data analysis and interpretation of models for longitudinal data. Problems will be motivated by applications in
epidemiology, clinical medicine, health services research, and disease natural history studies.
Instructor(s): D. Hedeker Terms Offered: Spring
Prerequisite(s): PBHS 32400/STAT 22400 or equivalent, and PBHS 32600/STAT 22600 or PBHS 32700/STAT 22700
or equivalent; or consent of instructor.
Equivalent Course(s): PBHS 33300, CHDV 32501

STAT 37400. Nonparametric Inference. 100 Units.
Nonparametric inference is about developing statistical methods and models that make weak assumptions. A
typical nonparametric approach estimates a nonlinear function from an infinite dimensional space rather than a
linear model from a finite dimensional space. This course gives an introduction to nonparametric inference, with
a focus on density estimation, regression, confidence sets, orthogonal functions, random processes, and kernels.
The course treats nonparametric methodology and its use, together with theory that explains the statistical
properties of the methods.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): STAT 24400 or STAT 24410 w/B- or better is required; alternatively STAT 22400 w/B+ or better
and exposure to multivariate calculus (MATH 16300 or MATH 16310 or MATH 18400 or MATH 19520 or MATH
20000 or MATH 20500 or MATH 20510 or MATH 20800) and linear algebra (MATH 19620 or MATH 20250 or
STAT 24300 or equivalent). Master's students in Statistics can enroll without prerequisites.
Equivalent Course(s): STAT 27400

STAT 37411. Topological Data Analysis. 100 Units.
Topological data analysis seeks to understand and exploit topology when exploring and learning from data.
This course surveys core ideas and recent developments in the field and will prepare students to use topology
in data analysis tasks. The core of the course will include computation with topological spaces, the mapper
algorithm, and persistent homology, and cover theoretical results, algorithms, and a variety of applications.
Additional topics from algebraic topology, metric geometry, category theory, and quiver representation theory
will be developed from applied and computational perspectives.
Terms Offered: Winter
Prerequisite(s): Linear algebra, prior programming experience, exposure to graph theory/algorithm.
Equivalent Course(s): CAAM 37411

STAT 37601. Machine Learning and Large-Scale Data Analysis. 100 Units.
This course is an introduction to machine learning and the analysis of large data sets using distributed
computation and storage infrastructure. Basic machine learning methodology and relevant statistical theory
will be presented in lectures. Homework exercises will give students hands-on experience with the methods on different types of data. Methods include algorithms for clustering, binary classification, and hierarchical Bayesian modeling. Data types include images, archives of scientific articles, online ad clickthrough logs, and public records of the City of Chicago. Programming will be based on Python and R, but previous exposure to these languages is not assumed.

Instructor(s): Staff
Prerequisite(s): CMSC 15400 or CMSC 12200 and STAT 22000 or STAT 23400, or by consent.
Note(s): The prerequisites are under review and may change.
Equivalent Course(s): CMSC 25025

STAT 37710. Machine Learning. 100 Units.
This course provides hands-on experience with a range of contemporary machine learning algorithms, as well as an introduction to the theoretical aspects of the subject. Topics covered include: the PAC framework, Bayesian learning, graphical models, clustering, dimensionality reduction, kernel methods including SVMs, matrix completion, neural networks, and an introduction to statistical learning theory.
Terms Offered: To be determined
Prerequisite(s): Consent of instructor
Equivalent Course(s): CAAM 37710, CMSC 35400

STAT 37790. Topics in Statistical Machine Learning. 100 Units.
Topics in Statistical Machine Learning" is a second graduate level course in machine learning, assuming students have had previous exposure to machine learning and statistical theory. The emphasis of the course is on statistical methodology, learning theory, and algorithms for large-scale, high dimensional data. The selection of topics is influenced by recent research results, and students can take the course in more than one quarter.
Terms Offered: To be determined
Equivalent Course(s): CMSC 35425

STAT 37791. Topics in Machine Learning. 100 Units.
This course covers selected topics in dimension reduction, randomized algorithm, sparsity, convex optimization, and deep learning, with a focus on scientific computing.
Terms Offered: Spring
Prerequisite(s): Enrolled PhD or MS student in Statistics or in Computational and Applied Mathematics, or consent of instructor.
Note(s): Recommended prerequisites: STAT 30900, STAT 31015, and undergraduate probability.
Equivalent Course(s): CAAM 37791

STAT 37792. Topics in Deep Learning: Generative Models. 100 Units.
This course will be a hands on exploration of various approaches to generative modeling with deep networks. Topics include variational auto encoders, flow models, GAN models, and energy models. Participation in this course requires familiarity with pytorch and a strong background in statistical modeling. The course will primarily consist of paper presentations. Each presenter would be required to report on experiments performed with the algorithm proposed in the paper, exploring strengths and weaknesses of the methods.
Instructor(s): Y. Amit Terms Offered: Autumn
Prerequisite(s): STAT 34300, STAT 34700, STAT 34800, and STAT 37601/CMSC 25025, or STAT 37710/CMSC 35400

STAT 37793. Topics in Deep Learning: Discriminative Models. 100 Units.
This course will explore modern approaches to optimization, data augmentation, and domain shift for deep neural networks from both theoretical and empirical perspectives. Participation will require independent investigation with PyTorch as well as paper presentations.
Terms Offered: Winter
Prerequisite(s): STAT 37601 or STAT 37710 or consent of instructor.

STAT 37794. Special Topics in Machine Learning. 100 Units.
Learned emulators leverage neural networks to increase the speed of physics simulations in climate models, astrophysics, high-energy physics, and more. Recent empirical results have illustrated that these emulators can speed up traditional simulations by up to eight orders of magnitude. However, little is understood about these emulators. While it is possible that recent results are representative of what is possible in most settings, a more likely scenario is that these approaches are more effective for some simulators than others, and that learned emulators achieve strong average-case performance but fail to capture rare but important phenomena. In this graduate seminar course we will provide an overview and investigate recent literature on this topic, focusing on the following questions: 1. Introduction to learned emulators: how do they work, where have they been successful so far and what are the goals in this field? 2. Two different paradigms of learned emulation: physics vs. data driven. What are the advantages and pitfalls of each? 3. Robustness of emulation to noise: what is known so far? 4. Parameter estimation: how to handle parameter uncertainty? We will provide a list of papers covering the above topics and students will be evaluated on in-class presentations.
Instructor(s): Dana Mendelson (Math) and Rebecca Willett (CS/Stats) Terms Offered: Autumn
Prerequisite(s): Students should be familiar with a numerical programming language like Python, Julia, or Matlab and the content of CMSC 35400. Students should also have familiarity with the contents of MATH 27300 and MATH 27500 or similar.
Note(s): Because this is a seminar course, it will be capped at 15 students, 4 Math, 4 CS/Stats, and 7 with instructor permission.
Equivalent Course(s): MATH 37794, CAAM 37794, CMSC 35490

STAT 37795. Causal Inference with Machine Learning. 100 Units.
This course is an introduction to causal inference from observational data with an emphasis on the role of machine learning. We’ll cover both foundations of causality---causal graphs and identification results---and practical aspects of causal estimation. Time permitting, we’ll also look at how causal formalism affects the practice of machine learning.
Instructor(s): V. Veitch Terms Offered: Spring
Prerequisite(s): Background in machine learning

STAT 37796. Topics in Machine Learning: Symmetries and Harmonic Analysis. 100 Units.
Many algorithms in machine learning and statistical inference have inherent symmetries. In other cases, symmetries need to be enforced on the algorithm explicitly from the outside. In both cases, a systematic study of the symmetries inevitably leads to considerations borrowed from group representation theory and harmonic analysis. In this course we will take a broad view of this topic spanning the range from the concept of exchangeability in probability and nonparametric statistics, via the implementation of symmetries in kernel methods such as Gaussian processes to the new and quickly developing field of equivariant neural networks. One area that where symmetries play a key role and we will specifically focus on is learning physical systems and developing scalable algorithms for large scale modeling for physics and chemistry. The course starts with a short introduction to representation theory and wavelets, of which no prior knowledge is required.
Instructor(s): R. Kondor Terms Offered: Autumn

STAT 37797. Topics in Mathematical Data Science: Spectral Methods and Nonconvex Optimization. 100 Units.
This is a graduate level course covering various aspects of mathematical data science, particularly for large-scale problems. We will cover the mathematical foundations of several fundamental learning and inference problems, including clustering, ranking, sparse recovery and compressed sensing, low-rank matrix factorization, and so on. Both convex and nonconvex approaches (including spectral methods and iterative nonconvex methods) will be discussed. We will focus on designing algorithms that are effective in both theory and practice.
Terms Offered: Autumn
Prerequisite(s): Graduate student in Statistics, Computational and Applied Mathematics, or Computer Science, or consent of instructor.
Note(s): Students should have backgrounds in basic linear algebra and in basic probability (measure-theoretic probability is not needed), as well as knowledge of a programming language (e.g., MATLAB, Python, Julia) to conduct simple simulation exercises. While no specific background in optimization is required, a course such as STAT 28000 (Optimization) would be beneficial.

STAT 37810. Statistical Computing A. 50 Units.
This course is an introduction to statistical programming in R. Students will learn how to design, write, debug and test functions by implementing several famous algorithms in statistics such as Gibbs Sampling and Expectation Maximization. A basic familiarity with R is needed, but no prior programming experience is required. The course will also introduce students to the use of version control with Git and consider the differences and similarities between R and Python.
Terms Offered: Autumn
Prerequisite(s): Instructor consent.

STAT 37820. Statistical Computing B. 50 Units.
Statistical Computing B focuses on common data technology used in statistical computing and broader data science. The course takes place in the second half of the autumn quarter, after STAT 37810 (Statistical Computing A). Topics include storage and accessing of large data; basic working knowledge of relational database and its querying language SQL; introduction to distributed file system and example usage of Hadoop; Python and its applications in text analysis; access and usage of high-performance computer clusters, rudimentary parallel computing, web data access. XML and Javascript may be used occasionally. A short introduction to SAS will be given if time permits. The main computing software will be Python with some R.
Terms Offered: Autumn
Prerequisite(s): Instructor consent. STAT 37810 recommended.

STAT 37830. Scientific Computing with Python. 100 Units.
This course is an introduction to scientific computing using the Python programming language intended to prepare students for further computational work in courses, research, and industry. Students will learn to design, implement, and test code in Python. The course will draw examples from numerical and discrete algorithms commonly encountered in scientific computing with an emphasis on design and performance considerations. Topics will include numerical linear algebra, optimization, graph theory, data analysis, and physical simulations. The course will also introduce students to a variety of practical topics such as the use of remote resources, version control with git, commonly used libraries for scientific computing and data analysis, and using and contributing to open source and collaborative projects.
Prerequisite(s): Multivariable calculus, Linear algebra, prior programming experience (not necessarily in Python).
Equivalent Course(s): CAAM 37830
STAT 38100. Measure-Theoretic Probability I. 100 Units.
This course provides a detailed, rigorous treatment of probability from the point of view of measure theory, as well as existence theorems, integration and expected values, characteristic functions, moment problems, limit laws, Radon-Nikodym derivatives, and conditional probabilities.
Terms Offered: Winter
Prerequisite(s): STAT 30400 or consent of instructor

STAT 38300. Measure-Theoretic Probability III. 100 Units.
This course continues material covered in STAT 38100, with topics that include Lp spaces, Radon-Nikodym theorem, conditional expectation, and martingale theory.
Terms Offered: Spring
Prerequisite(s): STAT 38100

STAT 38510. Brownian Motion and Stochastic Calculus. 100 Units.
This is a rigorous introduction to the mathematical theory of Brownian motion and the corresponding integration theory (stochastic integration). This is material that all analysis graduate students should learn at some point whether or not they are immediately planning to use probabilistic techniques. It is also a natural course for more advanced math students who want to broaden their mathematical education and to increase their marketability for nonacademic positions. In particular, it is one of the most fundamental mathematical tools used in financial mathematics (although we will not discuss finance in this course). This course differs from the more applied STAT 39000 in that concepts are developed precisely and rigorously.
Terms Offered: To be determined.
Note(s): Recommended prerequisites: STAT 38300; or MATH 31200, MATH 31300, and MATH 31400; or consent of instructor.
Equivalent Course(s): MATH 38511

STAT 38520. Topics in Random Matrix Theory. 100 Units.
Random matrix theory (RMT) is among the most prominent subjects in modern probability theory, with applications in a wide range of disciplines (including physics, statistics, engineering, and finance). The purpose of this course is to study a broad sample of the most prominent research programs in RMT as well as their motivating applications. Main topics will include (time permitting) the moment method in RMT and its connection to combinatorics, universality, operator limits, and matrix concentration.
Terms Offered: Winter
Prerequisite(s): PhD student in Statistics or Math or Computational and Applied Mathematics or TTIC or MS student in Statistics or Computational and Applied Mathematics. Other students may enroll with consent of instructor.
Note(s): Prerequisite notes: Graduate or advanced undergraduate probability theory and undergraduate linear algebra and combinatorics are recommended.
Equivalent Course(s): CAAM 38520

STAT 39000. Stochastic Calculus. 100 Units.
The course starts with a quick introduction to martingales in discrete time, and then Brownian motion and the Ito integral are defined carefully. The main tools of stochastic calculus (Ito’s formula, Feynman-Kac formula, Girsanov theorem, etc.) are developed. The treatment includes discussions of simulation and the relationship with partial differential equations. Some applications are given to option pricing, but much more on this is done in other courses. The course ends with an introduction to jump process (Levy processes) and the corresponding integration theory. Program requirement.
Instructor(s): G. Lawler
Terms Offered: Winter
Equivalent Course(s): FINM 34500

STAT 39010. Stochastic Calculus I. 50 Units.
The course starts with a quick introduction to martingales in discrete time, and then Brownian motion and the Ito integral are defined carefully. The main tools of stochastic calculus (Ito’s formula, Feynman-Kac formula, Girsanov theorem, etc.) are developed. The treatment includes discussions of simulation and the relationship with partial differential equations. Some applications are given to option pricing, but much more on this is done in other courses. The course ends with an introduction to jump process (Levy processes) and the corresponding integration theory.
Terms Offered: Winter
Prerequisite(s): Consent of instructor.
Equivalent Course(s): FINM 34510

STAT 39020. Stochastic Calculus II. 50 Units.
Continuation of FINM 34510
Instructor(s): Prof. Greg Lawler
Terms Offered: Winter
Prerequisite(s): FINM 34510
Equivalent Course(s): FINM 34520

STAT 39800. Field Research. 300.00 Units.
This Summer Quarter course offers graduate students in the Statistics Department the opportunity to apply statistics knowledge that they have acquired to a real industry or business situation. During the summer quarter
in which they are registered for the course, students complete a paid or unpaid internship of at least six weeks. Prior to the start of the work experience, students secure faculty consent for an independent study project to be completed during the internship quarter.

Terms Offered: Summer only
Prerequisite(s): Masters or PhD student in Statistics or Consent of instructor and faculty advisor.

STAT 39900. Masters Seminar: Statistics. 300.00 Units.
This course is for Statistics Master's students to carry out directed reading or guided work on topics related to their Master's papers.
Prerequisite(s): Masters or PhD student in Statistics

STAT 40100. Reading/Research: Statistics. 300.00 Units.
This course allows doctoral students to receive credit for advanced work related to their dissertation topics. Students register for one of the listed faculty sections with prior consent from the respective instructor. Students may work with faculty from other departments; however, they still must obtain permission from and register with one of the listed faculty members in the Department of Statistics.
Terms Offered: All quarters
Prerequisite(s): Masters or PhD student in Statistics or consent of instructor

STAT 41500-41600. High-Dimensional Statistics I-II.
These courses treat statistical problems where the number of variables is very large. Classical statistical methods and theory often fail in such settings. Modern research has begun to develop techniques that can be effective in high dimensions, and that can be understood theoretically. The first quarter introduces a range of statistical frameworks for finding low-dimensional structure in high-dimensional data, such as sparsity in regression, sparse graphical models, or low-rank structure. This quarter emphasizes methods for estimation and inference developed in these areas, along with theoretical analysis of their properties. The second quarter emphasizes foundational aspects of high-dimensional statistics, focusing on principles that are used across a range of problems and are likely to be relevant for methods developed in the future. Topics include "the curse of dimensionality," elements of random matrix theory, properties of high-dimensional covariance matrices, concentration of measure, dimensionality reduction techniques, and handling mis-specified models. The courses may be taken separately.

STAT 41500. High-Dimensional Statistics I. 100 Units.
These courses treat statistical problems where the number of variables is very large. Classical statistical methods and theory often fail in such settings. Modern research has begun to develop techniques that can be effective in high dimensions, and that can be understood theoretically. The first quarter introduces a range of statistical frameworks for finding low-dimensional structure in high-dimensional data, such as sparsity in regression, sparse graphical models, or low-rank structure. This quarter emphasizes methods for estimation and inference developed in these areas, along with theoretical analysis of their properties. The second quarter emphasizes foundational aspects of high-dimensional statistics, focusing on principles that are used across a range of problems and are likely to be relevant for methods developed in the future. Topics include "the curse of dimensionality," elements of random matrix theory, properties of high-dimensional covariance matrices, concentration of measure, dimensionality reduction techniques, and handling mis-specified models. The courses may be taken separately.
Terms Offered: To be determined
Prerequisite(s): STAT 30100 and STAT 30400 and STAT 31015, or consent of instructor

STAT 41600. High-Dimensional Statistics II. 100 Units.
These courses treat statistical problems where the number of variables is very large. Classical statistical methods and theory often fail in such settings. Modern research has begun to develop techniques that can be effective in high dimensions, and that can be understood theoretically. The first quarter introduces a range of statistical frameworks for finding low-dimensional structure in high-dimensional data, such as sparsity in regression, sparse graphical models, or low-rank structure. This quarter emphasizes methods for estimation and inference developed in these areas, along with theoretical analysis of their properties. The second quarter emphasizes foundational aspects of high-dimensional statistics, focusing on principles that are used across a range of problems and are likely to be relevant for methods developed in the future. Topics include "the curse of dimensionality," elements of random matrix theory, properties of high-dimensional covariance matrices, concentration of measure, dimensionality reduction techniques, and handling mis-specified models. The courses may be taken separately.
Terms Offered: To be determined
Prerequisite(s): STAT 30100 or STAT 30400 or STAT 31015, or consent of instructor

STAT 41510. Bayesian Nonparametrics. 100 Units.
Bayesian nonparametric methods are increasingly important tools in machine learning and statistics. We will discuss nonparametric Bayesian approaches to mixture models, latent feature models, hierarchical models, network models, and high-dimensional regression models. Topics that will be covered include Dirichlet process, Chinese restaurant process, Pitman-Yor process, Indian buffet process, Gaussian process, and their computational techniques via Gibbs sampling and variational inference. Frequentist evaluations of posterior distributions will also be discussed in nonparametric and high-dimensional settings.
Instructor(s): C. Gao Terms Offered: To be determined
Prerequisite(s): STAT 30200

STAT 41511. Topics in Robust and Semiparametric Statistics. 100 Units.
This course is about statistical estimation and inference with nuisance parameters. Examples include location estimation with unknown density, Cox proportional hazard model, low-dimensional inference in sparse regression, and robust estimation with arbitrary contamination. We will learn tangent spaces, efficient score functions, and information operators. Basic empirical process tools will also be discussed.
Terms Offered: Spring
Prerequisite(s): STAT 30100

STAT 41520. Topics in Selective Inference. 100 Units.
This course will study the problem of selective inference where we would like to provide statistical guarantees about hypotheses or parameters whose definitions are influenced by our analysis of the same data set. Performing valid inference is challenging since we must find a way to condition on the outcome of the selection process which is not always simple to characterize. The course will discuss both recent advances and open problems in this field.
Instructor(s): R. Barber Terms Offered: To be determined
Prerequisite(s): STAT 27850/30850 or STAT 30200 or consent of instructor

STAT 41530. Topics in Causal Inference. 100 Units.
We will start with a light and comparative introduction of two causal inference languages: the potential outcome model and the graphical representation of causal effects. In the course, we will discuss topics including confounding, instrumental variables (IV), mediation analysis, and effective treatment allocations, with their applications in genetics and epidemiological research.

STAT 42600. Theoretical Neuroscience: Statistics and Information Theory. 100 Units.
This course begins with an introduction to inference and statistical methods in data analysis. We then cover the two main sections of the course: I) Encoding and II) Decoding in single neurons and neural populations. The encoding section will cover receptive field analysis (STA, STC and non-linear methods such as maximally informative dimensions) and will explore linear-nonlinear-Poisson models of neural encoding as well as generalized linear models alongside newer population coding models. The decoding section will cover basic methods for inferring stimuli or behaviors from spike train data, including both linear and correlational approaches to population decoding. The course will use examples from real data (where appropriate) in the problem sets which students will solve using MATLAB.
Instructor(s): S. Palmer Terms Offered: Spring
Prerequisite(s): Prior exposure to basic calculus and probability theory, CPNS 35500 or instructor consent.
Equivalent Course(s): ORGB 42600, CPNS 35600

STAT 44100. Consulting In Statistics. 300.00 Units.
This seminar course is an internal training program for graduate students in Statistics. The primary goal is to expose the students to applications that involve statistical thinking and to have hands on experience on real world data. The projects are provided by researchers from the university community. Participating students form teams to work on selected projects under faculty guidance and to present their work to all student consultants and researcher clients.

STAT 70000. Advanced Study: Statistics. 300.00 Units.
Advanced Study: Statistics
THE DIVISION OF THE SOCIAL SCIENCES

Dean
• Amanda Woodward

Deputy Dean and Master of the Collegiate Division
• James Sparrow

Dean of Students
• Kelly Therese Pollock

Associate Dean of Students
• Brett Baker

The Division of the Social Sciences includes the departments, committees and programs which are engaged particularly in the study of human beings in social and temporal contexts; the origins, development, and structure of institutions and ideas, and the relationships between individuals and among groups of individuals. Research and instruction, which are strongly interdisciplinary, focus on interpreting the complexity of human experience through time and explore the interactions between diverse peoples and the world in which they live.

The division welcomes as students potential researchers, scholars, and teachers, as well as those who seek in the social sciences the enrichment of their cultural preparation for the appreciation of life. The division awards the degrees of Master of Arts and Doctor of Philosophy. The division also cooperates in the undergraduate programs leading to the degree of Bachelor of Arts awarded by the College. Students seeking the Bachelor of Arts degree should consult the College's publication, Courses and Programs of Study.

Programs leading to the Ph.D. are offered by the Departments of Anthropology, Comparative Human Development, History, Political Science, Psychology, and Sociology, as well as the Kenneth C. Griffin Department of Economics, and the John U. Nef Committee on Social Thought, and also, the Committee on the Conceptual and Historical Studies of Science. Programs leading to the M.A. are offered by the Committee on International Relations, the Center for Middle Eastern Studies, Computational Social Science, and the Master of Arts Program in the Social Sciences (MAPSS).

ADMISSION TO THE DIVISION

The Division of the Social Sciences considers for admission to its graduate programs students who have a minimum of a bachelor’s degree from an accredited college, or equivalent training. Students apply for admission to the division through the Office of the Dean of Students in the Division of the Social Sciences; applications are subsequently evaluated by the faculties of the various programs. Applications can be found at https://apply-ssd.uchicago.edu/apply/. Questions should be directed to ssd-admissions@uchicago.edu.

DEGREES

MASTER OF ARTS

The degree is awarded for competence in a field of study, not solely for satisfactory completion of a set number of courses.

The general requirements for the master’s degree are as follows:

1. In programs that recommend only the awarding of the master’s degree, at least nine courses and three quarters of residence in the division. In departments and committees that recommend the awarding of the Ph.D. degree, at least three full time quarters.
2. Completion of the program of study and other requirements prescribed by the student’s department or committee.
3. In almost all departments and committees, presentation of an acceptable master’s research paper or thesis.
4. In certain departments and committees, satisfactory performance on a final comprehensive examination.
5. Any additional requirements set by the separate departments or committees.

DOCTOR OF PHILOSOPHY

The degree of Doctor of Philosophy is awarded for mastery of subject matter and demonstration of research capacity, not solely for completion of a set number of requirements.

The general requirements for the Doctor of Philosophy degree are:
1. Students must complete the requirements set by their particular academic programs (including courses, seminars, research work, and examinations). These requirements vary from program to program within the division.

Portions of the program requirements may sometimes be satisfied on the basis of equivalent work done at other institutions or in other units of the University. The student's department or committee determines whether previously earned academic credit and degrees will be accepted as partial fulfillment of program requirements.

2. Admission to candidacy at least eight months before the date the degree is to be conferred. The student is admitted to candidacy by the dean of students upon the recommendation of the student's department or committee after completion of the following requirements:
   a. Completion of the work required for a master's degree even if the formal M.A. degree is not taken.
   b. Successful performance on the departmental preliminary examination(s), if required. Ordinarily, this is taken after the completion of the first year of work.
   c. Approval by the department or committee of a dissertation proposal and a program of research.
   d. Satisfactory completion of any additional requirements set by the separate departments or committees.

3. Doctoral dissertation. The candidate is expected to submit to the department or committee an acceptable doctoral dissertation which makes an original contribution to knowledge within the field of inquiry. This step is necessary before the final oral examination is scheduled.

4. The final oral examination and defense of the dissertation.
MA in Computational Social Science

Faculty Directors
• James Evans, Sociology
• Marc Berman, Psychology

Executive Committee
• Luc Anselin, Sociology
• Kathleen Cagney, Sociology
• Guanglei Hong, Comparative Human Development
• Ali Hortaçsu, Economics
• Leslie M. Kay, Psychology
• Howard Nusbaum, Psychology
• John Padgett, Political Science
• Stephen W. Raudenbush, Sociology

Affiliated Faculty
• Wilma Bainbridge, Psychology
• Stéphane Bonhomme, Economics
• Magne Mogstad, Economics
• James T. Sparrow, History
• Rochelle Terman, Political Science

Assistant Director and Assistant Instructional Professor
• Benjamin Soltoff

Assistant Instructional Professors
• Jon Clindaniel
• Philip Waggoner

Preceptors
• Pedro Arroyo
• Elizabeth Huppert
• Shilin Jia
• Sanja Miklin

Managing Director
• Chad Cyrenne

Director of Career Services and Senior Program Development Officer
• Shelly Robinson

Career Preparation and Programming Manager
• Gözde Erdeniz

Student Affairs Administrator
• Vanessa Carey

Administrative and Events Coordinator, MA Programs
• Vanessa Carey

Business Administrator
• Tekeisha Yelton-Hunter

General Information
The Master of Arts in Computational Social Science is a two-year program of graduate study. It has a structured curriculum, with a total of 18 required and elective courses tailored to the disciplinary track a student
follows. Students submit an article-length MA thesis in their second year, modeled on a professional journal article.

The program aims to produce leading social scientists in each of our core social science fields – economics, sociology, political science, psychology, history, and anthropology – producing competitive PhD applicants, well-trained in computational approaches, who have mastered the research and analytical skills necessary to make important contributions. MACSS also offers a concentration in economics which is operated jointly with the Department of Economics. Students receive close mentorship from the program’s Faculty Directors, academic staff, and members of our Executive and Affiliated Faculty to design a customized curriculum, define an area of scholarly research, and write a MA Thesis.

They receive full professional support from our Director of Career Services, with biweekly workshops, career planning, and employer recruitment.

Finally, all MA students may participate in an optional summer practicum between their first and second year, with internships drawn from academic and professional organizations. International students have three years of STEM work eligibility after they graduate.

**PROGRAM REQUIREMENTS AND COURSE WORK**

Students submit an article-length MA thesis in their second year.

The courses are selected with the advice of our academic staff, and follow different disciplinary tracks, tailored to the research commitments of each student.

In their first year, all students take a three course core: Perspectives on Computational Analysis, Perspectives on Computational Modeling, and Perspectives on Computational Research.

Most students take a two-course core in Computer Science with Social Science Applications in the Fall and Winter, and Large-Scale Computing for the Social Sciences in the Spring (with more advanced courses for students with prior exposure).

The remaining three courses will typically be graduate social science electives that vary depending on the student's prior training and intended disciplinary path.

In their second year, all students take three advanced courses in computational methods, tailored to their disciplinary interest. They complete three social science electives, in their area of research. And they take three graduate courses that the students may select, from any university department or professional school, where the student meets the minimum prerequisites. Alternatively, students may take the MA Research Commitment as one of their three courses, intended to further develop the MA Thesis.

Outside of their coursework, all MA students are expected to attend our weekly Computation Workshop, where advanced scholars and invited guests present drafts of their research for critique and discussion.

**ADMISSION**

MACSS applicants must meet the formal requirements of the Graduate Social Sciences Division.

All applicants must submit GRE scores, except for those applying for the joint BA/MA degree.

Financial aid is merit-based, and MACSS offers tuition scholarships at the time of admission. Some financial need-based grants may be available through an application process after prospective students are admitted.

Joint BA/MA applicants pay graduate tuition rates, and are eligible to receive the same aid they had in the College.

Applicants from non-English speaking countries must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Some non-native English speakers are exempt, if they have studied in an English language University. Please contact our Dean of Students Office with any questions: ssd-admissions@uchicago.edu

**HOW TO APPLY**

The Application for Admission and Financial Aid, with instructions and deadlines, is available online at: https://apply-ssd.uchicago.edu/apply/.

For additional information about our program, please contact Vanessa Carey, our Student Affairs Administrator, at 773-702-8301 or carey1@uchicago.edu.

Please also visit our website: https://macss.uchicago.edu (https://macss.uchicago.edu/)
COURSES

MACS 30000. Perspectives on Computational Analysis. 100 Units.
Massive digital traces of human behavior and ubiquitous computation have both extended and altered classical social science inquiry. This course surveys successful social science applications of computational approaches to the representation of complex data, information visualization, and model construction and estimation. We will reexamine the scientific method in the social sciences in context of both theory development and testing, exploring how computation and digital data enables new answers to classic investigations, the posing of novel questions, and new ethical challenges and opportunities. Students will review fundamental research designs such as observational studies and experiments, statistical summaries, visualization of data, and how computational opportunities can enhance them. The focus of the course is on exploring the wide range of contemporary approaches to computational social science, with practical programming assignments to train with these approaches.
Instructor(s): Benjamin Soltoff Terms Offered: Autumn

MACS 30100. Perspectives on Computational Modeling. 100 Units.
Statistical learning methods are an important tool for computational social scientists seeking to conduct inference and prediction using observable data. This course presents a generic definition of a model in the social sciences, as well as a survey of a wide range of different types of statistical models used. While there is substantial overlap with the field of machine learning, this course focuses on methods emerging from statistics applied to supervised and unsupervised modeling, in service of the goals of inference, classification, and prediction. Students develop an understanding of the theory underlying these methods, apply the methods in an open source computing environment, and interpret model results. As a survey course, students will be exposed to a wide range of modeling strategies, with the expectation that they will later pursue deeper study into specific areas we cover.
Instructor(s): Phillip Waggoner Terms Offered: Winter
Prerequisite(s): MACSS students have priority. Others admitted with instructor consent.

MACS 30120. Computing Fundamentals Boot Camp. 000 Units.
This boot camp focuses on introducing fundamental open-source tools for producing reproducible, computational research. Topics include the basics of Python programming, working on the Linux command line, as well as using Git/GitHub for version control. The course assumes no prior exposure to these topics and serves as preparation for MACS 30121 "Computer Science with Social Science Applications I."
Instructor(s): Jon Clindaniel Terms Offered: Summer

MACS 30121. Computer Science with Social Science Applications 1. 100 Units.
This course is the first in a sequence that teaches computational thinking and skills to students from a variety of Social Science disciplines. The course will cover abstraction and decomposition, simple modeling, basic algorithms, and programming in Python. Applications from a wide range of fields serve both as examples in lectures and as the basis for programming assignments. In recent offerings, students have written programs to simulate a model of housing segregation, determine the number of machines needed at a polling place, and analyze tweets from presidential debates.
Instructor(s): Zhao Wang Terms Offered: Autumn

MACS 30124. Computational Analysis of Social Processes. 100 Units.
How does the human social and cultural world develop and change? The focus of this course is on introducing computational methods for studying the evolution of phenomena over time, alongside relevant theories for interpreting these processes from fields such as History, Anthropology, and Sociology. Students will gain hands-on experience using the Python programming language to harness a diverse set of digital data sources, ranging from satellite images to social media posts. Additionally, they will learn to employ computational approaches, such as simulation and dynamic topic modeling, to study social processes over a variety of different time scales: from the short term (changes in social media network structures over the course of the past week), to longer term (the evolution of English language discourse over the past 100 years), to deep time scales (long-term settlement pattern dynamics over the past 10,000 years).
Instructor(s): Jon Clindaniel Terms Offered: Autumn
Equivalent Course(s): MAPS 30124

MACS 30150. Perspectives on Computational Modeling for Economics. 100 Units.
Students are often well trained in the details of specific models relevant to their respective fields. This course presents a generic definition of a model in the social sciences as well as a taxonomy of the wide range of different types of models used. We then cover principles of model building, including static versus dynamic models, linear versus nonlinear, simple versus complicated, and identification versus overfitting. Major types of models implemented in this course include linear and nonlinear regression, machine learning (e.g., parametric, Bayesian and nonparametric), agent-based and structural models. We will also explore the wide range of computational strategies used to estimate models from data and make statistical and causal inference. Students will study both good examples and bad examples of modeling and estimation and will have the opportunity to build their own model in their field of interest. This course will be specifically tailored to students concentrating in Economics.
Instructor(s): R. Evans Terms Offered: Winter
Note(s): MACSS students have priority.
MACS 30200. Perspectives on Computational Research. 100 Units.
This course focuses on applying computational methods to conducting social scientific research through a student-developed research project. Students will identify a research question of their own interest that involves a direct reference to social scientific theory, use of data, and a significant computational component. The students will collect data, develop, apply, and interpret statistical learning models, and generate a fully reproducible research paper. We will identify how computational methods can be used throughout the research process, from data collection and hiding, to exploration, visualization and modeling, to the final communication of results. The course will include modules on theoretical and practical considerations, including topics such as epistemological questions about research design, writing and critiquing papers, and additional computational tools for analysis.
Instructor(s): Philip Waggoner Terms Offered: Spring
Prerequisite(s): MACSS students have priority. Others admitted with instructor consent.

MACS 30250. Perspectives on Computational Research for Economics. 100 Units.
This course focuses on scaling up computational approaches to social science analysis and modeling with big data in context of opportunities afforded by high performance and cloud computing. We will begin by exploring various data structures encountered in social science research, how to deal with large or complex data storage and streaming data, and how to factor considerations of computational complexity into their analyses. We will also study social science applications of parallel computing, both on stand-alone machines and in supercomputing environments, to carry out complex computations. Students will learn to carry out parallel I/O and parallel computation on their own machines and on a cluster. We will also address API construction and access, and explore cloud configurations for social science research designs. We will also help students construct web-based outward facing data, analysis and visualization portals. Students will efficiently gather, structure, perform and present analysis on large-scale social science data. This course will be specifically tailored to students concentrating in Economics.
Instructor(s): R. Evans Terms Offered: Spring
Prerequisite(s): MACSS students have priority.

MACS 30300. Civic Data & Technology Clinic. 100 Units.
The Civic Data and Technology Clinic at the University of Chicago partners with public interest organizations to leverage data science research and technology to address pressing social and environmental challenges. The Clinic also provides students with exposure to real-world projects and problems that transcend the conventional classroom experience including: (1) working with imperfect datasets, applying models and algorithms to real-world data, and navigating security and privacy issues, (2) communicating results to a diverse set of stakeholders (e.g., industry, public interest, government agencies), and translating information into actionable insights, policy briefs and software prototypes. The Clinic is an experiential project-based course where students work in teams as data scientists with real-world clients under the supervision of instructors. Students will be tasked with producing key deliverables, such as data analysis, open source software, as well as final client presentations, and reports. Find details about the current Clinic projects and course here: https://uchicago.box.com/s/v1r4a5ifg0mgv9bteoxgy1a5x4nqc0 Students must apply to participate in this class, and applications are being accepted on a rolling basis through the start of spring quarter. Apply here: https://forms.gle/KNRJ9ZymynjDg7D7
Instructor(s): STAFF Terms Offered: Autumn
Prerequisite(s): Instructor Consent Required to Enroll For the current list of potential projects see here, https://capp.uchicago.edu/sites/capp/files/uploads/Civic Data and Technology Clinic Overview.pdf Equivalent Course(s): CAPP 30300, PPHA 3081

MACS 30501. Computational Anthropology. 100 Units.
This course exposes students to the methods and data of Computational Anthropology—the systematic, computational study of the human species, past and present. Such methods have been essential in recent years for simulating human behavior in different cultures and economic systems, uncovering ancient demographic changes that still have an influence into the present day, preserving cultural heritage, and much more. Anthropological data allows social science researchers to evaluate long term trends in the human condition, across a variety of cultures, with a unique combination of material, textual, and structured database data. Students will have the opportunity to evaluate state of the art approaches in computational anthropology and learn how to apply these methods to their own social scientific research agendas using open anthropological datasets and the Python programming language.
Instructor(s): Jonathan Clindaniel Terms Offered: Winter

MACS 30519. Spatial Cluster Analysis. 100 Units.
This course provides an overview of methods to identify interesting patterns in geographic data, so-called spatial clusters. Cluster concepts come in many different forms and can generally be differentiated between the search for interesting locations and the grouping of similar locations. The first category consists of the identification of extreme concentrations of locations (events), such as hot spots of crime events, and the location of geographical concentrations of observations with similar values for one or more variables, such as areas with elevated disease incidence. The second group consists of the combination of spatial observations into larger (aggregate) areas such that internal similarity is maximized (regionalization). The methods covered come from the fields of spatial statistics as well as machine learning (unsupervised learning) and operations research. Topics include point pattern analysis, spatial scan statistics, local spatial autocorrelation, dimension reduction, as well as spatially explicit hierarchical, agglomerative and density-based clustering. Applications range from criminology and
public health to politics and marketing. An important aspect of the course is the analysis of actual data sets by means of open source software, such as GeoDa, R or Python.

Instructor(s): L. Anselin Terms Offered: Spring
Prerequisite(s): STAT 22000 or equivalent; SOCI 20253/30253 (or equivalent) Introduction to Spatial Data Science required.
Equivalent Course(s): ENST 20519, SOCI 30519, GEOG 20519, GEOG 30519, SOCI 20519

MACS 31300. AI Applications in the Social Sciences. 100 Units.
Artificial Intelligence (AI) describes algorithms constructed to reason in uncertain environments. This course provides an introduction to AI applications in the social sciences. Driven by the rapid increase in accessible big data documenting social behavior, AI has been applied to: increase effective diagnosis and prediction under different conditions, improve our understanding of human interaction, and increase the effectiveness of data management in different social and human services. Random forests and neural networks are among the most frequent AI methods used for prediction, while natural language processing and computer vision contribute to understanding decision-making and improving service provision. We begin with careful consideration for what AI can achieve and where current limitations exist by looking at a variety of real-world applications. We will focus on three core sections: search, representation, and uncertainty. In each section, we will explore major approaches, representational techniques and core algorithms. We will examine the trade-offs between model structure and the algorithmic constraints that this structure implies. The course is driven by hands-on exercises with AI algorithms written in Python. At the end of the term, you should be able to apply and tweak these algorithms to accommodate your own data and research interests.

Instructor(s): Brooke Luetgert Terms Offered: Spring
Prerequisite(s): One course in introductory data science as well as basic familiarity with Python are prerequisites for the course.

MACS 33000. Computational Math Camp. 000 Units.

MACS 35000. MA Research Commitment. 100 Units.
Student Initiated research and writing for the MA research component.
Instructor(s): James Evans Terms Offered: Autumn Spring Winter

MACS 35001. Structured MA Research Commitment. 100 Units.
Student initiated research and writing for the MA research component.
Instructor(s): James Evans Terms Offered: Autumn

MACS 37000. Thinking with Deep Learning for Complex Social & Cultural Data Analysis. 100 Units.
A deluge of digital content is generated daily by web-based platforms and sensors that capture digital traces of human communication and connection, and complex states of society, culture, economy, and the world. Emerging deep learning methods enable the integration of these complex data into unified social and cultural "spaces" that enable new answers to classic social and cultural questions, and also pose novel questions. From the perspective of deep learning, everything can be viewed as data-novels, field notes, photographs, lists of transactions, networks of interaction, theories, epistemic styles-and our treatment examines how to configure deep learning architectures and multi-modal data pipelines to improve the capacity of representations, the accuracy of complex predictions, and the relevance of insights to substantial social and cultural questions. This class is for anyone wishing to analyse textual, network, image or arbitrary structured and unstructured data, especially in concert with one another to solve complex social and cultural analysis problems (e.g., characterize a culture; predict next year's ideology).

Instructor(s): James Evans Terms Offered: Spring
Prerequisite(s): The course uses Python and the widely popular PyData ecosystem to demonstrate all motivating examples and includes working code, accompanying exercises, relevant datasets and additional analytics and visualization that facilitate social and cultural interpretation and communication. Familiarity with Python is required.
Equivalent Course(s): SOCI 30332

MACS 40100. Big Data and Society. 100 Units.
The massive explosion of information produced by computers and sophisticated computational methods capable of harnessing this data to generate inferences has led to an increasingly data-driven society. Businesses, governments, and individuals seek to leverage this data to develop and market products, formulate policy, and improve the human condition. Computational approaches to decision making have become increasingly prevalent in domains such as criminal justice, education, employment, finance, and politics. While decision making based on data mining and algorithms has the capacity to improve society, critics argue that these approaches strengthen socioeconomic class divisions, constitute an invasion of privacy, or violate the civil rights of minority groups. This course will survey some of the major uses of big data in society and assess the potential ethical, moral, and legal implications of these models.

Instructor(s): B. Soltoff Terms Offered: Autumn

MACS 40101. Social Network Analysis. 100 Units.
This course introduces students to concepts and techniques of Social Network Analysis ("SNA"). Social Network Analysis is a theoretical approach and a set of methods to study the structure of relationships among entities (e.g., people, organizations, ideas, words, etc.). Students will learn concepts and tools to identify network nodes,
groups, and structures in different types of networks. Specifically, the class will focus on a number of social network concepts, such as social capital, homophily, contagion, etc., and on how to operationalize them using network measures, such as centrality, structural holes, and others.

Instructor(s): Sabrina Nardin Terms Offered: Autumn

Equivalent Course(s): SOCI 40248

MACS 40400. Computation and the Identification of Cultural Patterns. 100 Units.

Culture is increasingly becoming digital, making it more and more necessary for those in both academia and industry to use computational strategies to effectively identify, understand, and capitalize on emerging cultural patterns. This course, students will explore interdisciplinary approaches for defining and mobilizing the concept of “culture” in their computational analyses, drawing on relevant literature from the fields of Anthropology, Psychology, and Sociology. Additionally, they will receive hands-on experience applying computational approaches to identify and analyze a wide range of cultural patterns using the Python programming language. For instance, students will learn to identify emerging social movements using social media data, predict the next fashion trends, and even decipher ancient symbols using archaeological databases.

Prerequisite(s): No previous coding experience required. A Python boot camp will be held at the beginning of the quarter to teach the coding skills necessary to succeed in the course. Open to Advanced Undergraduates with Instructor Permission.

Equivalent Course(s): CHDV 40404, PSYC 40460, MAPS 40401

MACS 40700. Data Visualization. 100 Units.

Social scientists frequently wish to convey information to a broader audience in a cohesive and interpretable manner. Visualizations are an excellent method to summarize information and report analysis and conclusions in a compelling format. This course introduces the theory and applications of data visualization. Students will learn techniques and methods for developing rich, informative and interactive, web-facing visualizations based on principles from graphic design and perceptual psychology. Students will practice these techniques on many types of social science data, including multivariate, temporal, geospatial, text, hierarchical, and network data. These techniques will be developed using a variety of software implementations such as R, ggplot2, D3, and Tableau.

Instructor(s): Benjamin Soltoff Terms Offered: Spring

MACS 41500. MA Research Methods. 000 Units.

This in-person course will foster the development of the students’ scholarship through regular interaction with their preceptors. In this course, students will work with preceptors to both synthesize the individualized coursework into a cohesive curriculum and to plan and execute the MA thesis, from choosing research questions, selecting an appropriate research design, elaborating their chosen methodology, conducting research, and writing up their results.

Instructor(s): John Hansen, Michael Albertus, James Evans Terms Offered: Autumn Spring Winter

Equivalent Course(s): CMES 41500, INRE 41500, MAPS 41500

MACS 51000. Introduction to Causal Inference. 100 Units.

This course is designed for graduate students and advanced undergraduate students from the social sciences, education, public health science, public policy, social service administration, and statistics who are involved in quantitative research and are interested in studying causality. The goal of this course is to equip students with basic knowledge of and analytic skills in causal inference. Topics for the course will include the potential outcomes framework for causal inference; experimental and observational studies; identification assumptions for causal parameters; potential pitfalls of using ANCOVA to estimate a causal effect; propensity score based methods including matching, stratification, inverse-probability-of-treatment-weighting (IPTW), marginal mean weighting through stratification (MMWS), and doubly robust estimation; the instrumental variable (IV) method; regression discontinuity design (RDD) including sharp RDD and fuzzy RDD; difference in difference (DID) and generalized DID methods for cross-section and panel data, and fixed effects model. Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite. This course is a prerequisite for “Advanced Topics in Causal Inference” and “Mediation, moderation, and spillover effects.”

Instructor(s): G. Hong Terms Offered: This course is not offered in 2021-22.

Prerequisite(s): Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005

Note(s): CHDV Distribution: M; M This course will not be offered in the academic year 2021-22.

Equivalent Course(s): PBHS 43201, SOCI 30315, CHDV 30102, STAT 31900, PLSC 30102

MACS 51100. Computational Social Science Skills Workshop. 100 Units.

Modern social scientific research designs often require individuals to have advanced computational skills and the ability to write programs that implement the research tasks. This workshop teaches participants a range of computational tools and methods within open-source programming languages (e.g. R, Python, Julia). Workshop topics will vary throughout the quarter and have differing prerequisites (purely introductory, intermediate, advanced training, etc.).

Instructor(s): Benjamin Soltoff Terms Offered: Autumn
MACS 52000. Advanced Topics in Causal Inference. 100 Units.
This course provides an in-depth discussion of selected topics in causal inference that are beyond what are covered in the introduction to causal inference course. The course is intended for graduate students and advanced undergraduate students who have taken the intro course and want to extend their knowledge in causal inference. Topics include (1) alternative matching methods, randomization inference for testing hypothesis and sensitivity analysis; (2) marginal structural models and structural nested models for time-varying treatment; (3) Rubin Causal Model (RCM) and Heckman's scientific model of causality; (4) latent class treatment variable; (5) measurement error in the covariates; (6) the M-estimation for the standard error of the treatment effect for the use of IPW; (7) the local average treatment effect (LATE) and its problems, sensitivity analysis to examine the impact of plausible departure from the IV assumptions, and identification issues of multiple IVs for multiple/one treatments; (8) Multi-level data for treatment evaluation for multilevel experimental designs and observational designs, and spilt-over effect; (9) Nonignorable missingness and informative censoring issues.
Instructor(s): G. Hong
Terms Offered: Spring. Not being offered in 2021/2022
Prerequisite(s): Intermediate Statistics such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 and Introduction to causal inference or their equivalent are prerequisites.
Note(s): CHDV Distribution: M*
Equivalent Course(s): SOCI 40202, CHDV 40102

MACS 54000. Introduction to Spatial Data Science. 100 Units.
Spatial data science consists of a collection of concepts and methods drawn from both statistics and computer science that deal with accessing, manipulating, visualizing, exploring and reasoning about geographical data. The course introduces the types of spatial data relevant in social science inquiry and reviews a range of methods to explore these data. Topics covered include formal spatial data structures, geovisualization and visual analytics, rate smoothing, spatial autocorrelation, cluster detection and spatial data mining. An important aspect of the course is to learn and apply open source software tools, including R and GeoDa.
Instructor(s): L. Anselin
Terms Offered: Autumn
Prerequisite(s): STAT 22000 (or equivalent), familiarity with GIS is helpful, but not necessary
Equivalent Course(s): SOCI 20253, SOCI 30253, GEOG 30500, ENST 20510, GEOG 20500

MACS 60000. Computational Content Analysis. 100 Units.
A vast expanse of information about what people do, know, think, and feel lies embedded in text, and more of the contemporary social world lives natively within electronic text than ever before. These textual traces range from collective activity on the web, social media, instant messaging and automatically transcribed YouTube videos to online transactions, medical records, digitized libraries and government intelligence. This supply of text has elicited demand for natural language processing and machine learning tools to filter, search, and translate text into valuable data. The course will survey and practically apply many of the most exciting computational approaches to text analysis, highlighting both supervised methods that extend old theories to new data and unsupervised techniques that discover hidden regularities worth theorizing. These will be examined and evaluated on their own merits, and relative to the validity and reliability concerns of classical content analysis, the interpretive concerns of qualitative content analysis, and the interactional concerns of conversation analysis. We will also consider how these approaches can be adapted to content beyond text, including audio, images, and video. We will simultaneously review recent research that uses these approaches to develop social insight by exploring (a) collective attention and reasoning through the content of communication; (b) social relationships through the process of communication; and (c) social state
Instructor(s): James Evans
Terms Offered: Winter
Equivalent Course(s): CHDV 30510, SOCI 40133

MACS 95000. Computation MA Internship. 000 Units.
All MACSS students who have completed three academic quarters of full-time course work in our MA program are eligible to participate in the Computational Social Science Internship Program. Any interested persons must speak with Career Services, have an approved external employer, complete a petition from our Student Affairs Administrator, and enroll in this non-credit field research course. The course will appear on your transcript, and will be evaluated on a pass/fail basis, in consultation with the employer. Note that MACS 95000 does not count against your other curricular requirements.
Instructor(s): James Evans, Marc Berman
Terms Offered: Autumn Spring Summer Winter
MASTER OF ARTS PROGRAM
IN THE SOCIAL SCIENCES

Courses

Faculty Director

• John Mark Hansen

Executive Committee

• Ralph A. Austen (Emeritus), History
• Elisabeth Clemens, Sociology
• Michael P. Conzen, Geographical Studies
• Chad Cyrenne (Ex officio), Social Sciences
• Jane Dailey, History
• Judith B. Farquhar, Anthropology
• Morris Fred (Ex officio), Social Sciences
• Rachel Fulton-Brown, History
• Susan Goldin Meadow, Psychology, Comparative Human Development
• Ramón Gutiérrez, History
• Gary Herrigel, Political Science
• Alan L. Kolata, Anthropology
• John J. MacAloon, Social Sciences
• Martha K. McClintock, Psychology, Comparative Human Development
• Omar McRoberts, Sociology
• Howard Nusbaum, Psychology, Computational Neuroscience
• Nathan Tarcov, Political Science, Social Thought
• Richard P. Taub (Emeritus), Sociology, Comparative Human Development

Managing Director

• Chad Cyrenne

Associate Director

• Darcy Heuring, History

Assistant Director and Assistant Instructional Professor
The MA Program in the Social Sciences (MAPSS) is an intense, intellectually transformative one-year program. Students concentrate in Anthropology, Economics, History, Political Science, Psychology, and Sociology. Some pursue interdisciplinary work in Comparative Human Development, Social Thought, or Conceptual and Historical Studies of Science. Others may specialize in one of our 7 concentrations: Quantitative Methods for Social Analysis, Education and Society, Gender and Sexuality Studies, Computational Social Science, Latin American & Caribbean Studies, Geographic Information Science, and SIFK Formation of Knowledge.

All MAPSS students take nine graduate courses, selected from all UChicago departments and professional schools. They work directly with UChicago faculty on the MA thesis.

Students are assisted in their course selections and offered regular mentorship for their research by doctoral student preceptors and by MAPSS senior staff.

MAPSS is highly selective for admission and offers substantial merit aid.

We offer preeminent training for those aspiring to go on for funded PhD study in the social sciences. Each year over 100 of our graduates do so successfully, at a 90% placement rate. More than 100 MAPSS graduates are pursuing the PhD at UChicago alone.

MAPSS also offers exceptional career preparation with our in-house Career Services Office. Our programming includes one-on-one advising, regular workshops, on-campus recruitment, and visits by leading alumni who provide mentorship in a variety of fields. Over 90% of our graduates accept full-time or part-time employment or are in pursuit of a PhD 6 months after graduation.

Each student works closely with program directors, MAPSS senior academic staff and an assigned preceptor to design a customized curriculum, define an area of scholarly research, and write an MA thesis.
A joint BA/MA program is also available.

PROGRAM REQUIREMENTS AND COURSE WORK

MAPSS students must complete our core course, satisfy our methods requirement, and earn a minimum B as their cumulative grade over their nine graduate courses. Students must also submit a faculty-approved MA thesis.

COURSE WORK

Our core course, “Perspectives in Social Science Analysis,” examines the theoretical and methodological approaches that have been broadly influential across the social sciences. It features a mix of foundational and contemporary texts. The course furnishes a common vocabulary and core analytical skills that help students understand how their research commitments have been shaped by past investigators.

Because Perspectives is offered only in the Autumn Quarter, students may not begin the MAPSS program at any other time of year.

Students must also fulfill a methods requirement. MAPSS offers courses in historical, ethnographic, statistical, and interpretive methods. Dozens of other methods courses, including network analysis, game theory, involved interviewing, comparative case study, rational choice, comparative historical analysis, experimental methods, organizational analysis, survey research, and statistical methods are offered across campus each year.

Courses are selected with the guidance of a MAPSS preceptor. Students register for three graduate classes per quarter, beginning in the Fall and continuing through the Winter and Spring. They take graduate courses in all departments and professional schools of the University.

THE MASTER’S THESIS

Students write an article-length MA thesis under the supervision of any UChicago faculty member. Their preceptor provides regular assistance, and serves as the paper’s second reader.

The preceptor organizes and leads an MA proposal workshop in the Winter.

Both the faculty sponsor and the preceptor provide feedback on the proposal, the first draft, and give a written evaluation and letter grade for the final submission.

Approximately 20% of MAPSS students graduate in June, and 80% in August.

SAMPLE THESIS TOPICS

Some recent MA paper titles include:

"Class or Group Identity? Rethinking the 1967-69 Ocean Hill-Brownsville School Strikes for Left Coalitional Politics"

"Poisoned Futures: Pesticide Usage and Agrarian Suicides in Vidarbha, India"

"Stagnant Employees: Signals of Performance Decline over Tenure Length"

"Performing at Free Street: At-Risk Adolescents’ Experiences in a Dramatic Arts Program"

"Deepening Democracy or Diverting Attention? Participatory Democracy and the Community Council Movement in Venezuela"

"Pricing the Atmosphere: Commensuration and the Case of the Chicago Climate Exchange"

"Democratic Leadership in Athens and its Role in Thucydides’ Political Thought"

"Impact of Rural-Electrification on Educational Outcomes: Evidence from India"

"The Socialization of Math Anxiety: The Relationship Between Early Math Talk and Later Math Attitudes"

"Capacity and the Duty to Intervene: Considerations on the Agency Problem of Humanitarian Intervention"

"Neural Activity Reflecting Affective Impact of Addressee and Emotional Words in Speech Perception"

"Intimate Segregation: Gentrification and the New Landscape of Race"

ADMISSION

MAPSS applicants must meet the formal requirements of the Graduate Social Sciences Division.

Please see this page (https://mapss.uchicago.edu/apply/standardized-tests/) for current GRE policy in the Division. For those disciplines that require them, GRE scores are important but play a small role in our review. There are wide variations in the students we admit, and we are much more forgiving than the typical PhD program.
Financial aid is merit based, and MAPSS offers tuition scholarships at the time of admission. Some financial need based grants may be available through an application process after prospective students are admitted.

Joint BA/MA applicants pay graduate tuition rates, and are eligible to receive the same aid they had in the College.

Applicants from non-English speaking countries must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Some non-native English speakers are exempt if they have studied in an English language University. Please contact our Dean of Students Office with any questions: ssd-admissions@uchicago.edu

Part-time study is possible, but part-time students are not eligible for financial aid.

HOW TO APPLY

The Application for Admission and Financial Aid, with instructions and deadlines, is available online at: https://apply-ssd.uchicago.edu/apply/.

For additional information about our program, please contact E.G. Enbar, our Student Affairs Administrator, at 773-702-8312 or egenbar@uchicago.edu.

Please also visit our website, at: https://mapss.uchicago.edu/

COURSES MA IN SOCIAL SCIENCES

MAPS 30000. Perspectives in Social Science Analysis. 100 Units.
This course presents a set of perspectives that can be used as coordinates to map the modern social sciences. Perspectives are stances from which social thinkers see the world and explain the world. The course is meant to bring students together around a shared reading list of foundational works and exemplary research and to develop a shared vocabulary for how to discuss differences among various types of research.
Instructor(s): John Mark Hansen Terms Offered: Autumn

MAPS 30124. Computational Analysis of Social Processes. 100 Units.
How does the human social and cultural world develop and change? The focus of this course is on introducing computational methods for studying the evolution of phenomena over time, alongside relevant theories for interpreting these processes from fields such as History, Anthropology, and Sociology. Students will gain hands-on experience using the Python programming language to harness a diverse set of digital data sources, ranging from satellite images to social media posts. Additionally, they will learn to employ computational approaches, such as simulation and dynamic topic modeling, to study social processes over a variety of different time scales: from the short term (changes in social media network structures over the course of the past week), to longer term (the evolution of English language discourse over the past 100 years), to deep time scales (long-term settlement pattern dynamics over the past 10,000 years).
Instructor(s): Jon Clindaniel Terms Offered: Autumn
Equivalent Course(s): MACS 30124

MAPS 30128. Sociology of Education. 100 Units.
This course examines the social organization of formal education - how schools are shaped by the social context in which they are situated, and how students' experiences in turn shape our society. It focuses specifically on schools as the link between macrosociological phenomena (e.g. culture, political systems, segregation, inequality) and the microsociological interactions of individual students and educators. The focus will be on contemporary American education, although lessons from the past and abroad will inform our learning. Prior introductory coursework in sociology will be useful but is not required. Topics to be considered: •Formation of schools - How students are sorted into schools, residential segregation and neighborhood schooling, school choice, selection of staffing and curricula •Organization of schools - School size, age grouping, tracking and ability grouping, informal organization and loose coupling, charter schools and novel organizational forms •Schools as agents of socialization - Development of social and cultural capital, school discipline, schools as sites of social engineering •Achievement gaps - Racial, socioeconomic, and gender disparities in academic outcomes, historical roots and contemporary causes, downstream consequences (non-educational social and economic outcomes)
Instructor(s): Jean, Marshall Terms Offered: Autumn. Offered 2020-21
Note(s): Prior introductory coursework in sociology will be useful, but is not required.
Equivalent Course(s): CRES 23010, SOCI 20128, EDSO 23010

MAPS 30233. Race in Contemporary American Society. 100 Units.
This survey course in the sociology of race offers a socio-historical investigation of race in American society. We will examine issues of race, ethnic and immigrant settlement in the United States. Also, we shall explore the classic and contemporary literature on race and inter-group dynamics. Our investigative tools will include an analysis of primary and secondary sources, multimedia materials, photographic images, and journaling. While our survey will be broad, we will treat Chicago and its environs as a case study to comprehend the racial, ethnic, and political challenges in the growth and development of a city.
Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Spring. Autumn quarter offered at the Undergraduate level only and Spring offered at the Graduate level only
Equivalent Course(s): SOCI 30233, SOCI 20233, CRES 20233

MAPS 30600. MA Writing and Research. 100 Units.
Student initiated research and writing for the MA thesis.
Instructor(s): John Hansen Terms Offered: Spring Winter

MAPS 30900. 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 Haisma Terms Offered: Autumn Winter. Autumn 2021 has been Cancelled
Equivalent Course(s): SOCI 30900, SOCI 30118

MAPS 31455. Crises in American Democracy. 100 Units.
This course will examine a series of crises in the history of American democracy, from the contested origins of self-government in the 18th century to the present. We will consider direct, existential threats to democracy on multiple scales, from the racist coup d'état of Wilmington, North Carolina in 1898 to the global antidemocratic insurrections of the mid-20th century, along with subtler crises of intellectual confidence and self-justification within democracy. Readings will focus on concrete historical experience in the United States, but we will also make interdisciplinary forays into the political science of democratic deconsolidation and the normative theory of democracy, and will consider international contexts as crucial to the evolution of popular sovereignty in the United States.
Instructor(s): John McCallum Terms Offered: Autumn Winter

MAPS 31500. Historical Methods. 100 Units.
This course is an exploration of interrelated questions, problems, challenges and provocations involved in the practice of “doing” history. We will explore a range of ways that historians have approached the practice over the past 40 years, utilizing prominent works of history as well as methodological and theoretical readings. The course seeks to provide students with a greater depth of knowledge about potential ways of practicing history and what determines the methodological choices we make. In the process, students will become more skilled at using the methodological, theoretical, conceptual and practical tools required to formulate and execute a substantial historical research project. Assignments will allow students to explore their subject of interest and begin developing a thesis project. This is an online course which will feature a blend of synchronous discussion and asynchronous requirements.
Instructor(s): John McCallum Terms Offered: Winter
Note(s): Open to MAPSS students only.

MAPS 31501. The Craft of History. 100 Units.
This course offers a graduate-level introduction to professional historical methods, with a dual focus on contemporary historiographical trends and hands-on practice with archival material. Students will read one recent book each week and will use classroom discussions to consider how the text fits into larger arguments and trends in the field. Students will also work collaboratively to examine published, digital, and manuscript archives relating to a cluster of topics to be determined in the first two weeks of the quarter. Advanced undergraduates, particularly students with a strong interest in archival research, may enroll with instructor permission.
Instructor(s): John McCallum Terms Offered: Winter

MAPS 31502. Foucauldian Analytics of Power. 100 Units.
The topic of this graduate seminar will be Foucault’s pathbreaking theorization of power. After briefly examining alternative conceptions of power in political thought, we will consider the impetus for Foucault’s post-archaeological turn to the question of power and track the development of the concept through his publications and lecture courses. Our basic aim will be to grasp the particularities of the forms of power he identifies (disciplinary power, biopower, pastoral power), with special attention to their historical specificity, relation to knowledge and the subject, and modes of resistance, as well as the theme of political rationality. Along the way we will ask: What is it possible to say about power in general? What political possibilities do these analytics open or foreclose? The last few weeks of the course will be devoted to recent book-length studies that theorize power-relations through a Foucauldian lens.
Instructor(s): Dawn Herrera Terms Offered: Spring
Equivalent Course(s): FNDL 21505

MAPS 31503. Sarah Baartman through Schitt’s Creek: An Introduction to Gender and Popular Culture. 100 Units.
Throughout the twentieth century, scholars from Simone de Beauvoir through Judith Butler have argued that genders are learned, enacted and ascribed identities, worked out through interaction. As such, the production of ‘gender’ is carried out to some extent in relation to cultural models and artifacts that people use to make
MAPS 31504. Ethnographic Approaches to Power and Resistance. 100 Units.
This introductory graduate course will examine understandings of power articulated by influential political theorists and ethnographers. We will explore key theoretical concepts, including discipline, governmentality, sovereignty, hegemony, agency, and resistance, as well as their application within textured, intersubjective, and affectively oriented ethnographic texts. Seeing power grounded in tentative and unstable practices, we will focus on the tensions between nation-states, informal networks, and the actions and aspirations of individual subjects. How are attempts to consolidate power articulated in performances, narrative histories, and acts of exclusion and violence? How are competing de facto and de jure powers negotiated in various spaces ranging from the institutional to the intimate? The centrality of both physical violence and the complacency born of the naturalized hegemony of political institutions and economic rationality will arise in our examinations of political mobilization and possibility. This course will give students opportunities to develop conceptual understandings of various modes of power that offer insights into the forces of colonialism, global interconnectivity, and violence that shape the 21st century world.
Instructor(s): Amit Anshumali Terms Offered: Spring
Equivalent Course(s): ANTH 32930, GNSE 21503, GNSE 31503

MAPS 31505. Critical Approaches to Labor Studies. 100 Units.
Work occupies a central role in our lives. This course will provide a critical overview of labor studies. We will cover topics such as the concept of the working class; labor process theory; perspectives on labor market segmentation based on race, ethnicity, gender, class and migrant status; the types of jobs that are available in the labor market, and what they mean for the workers who hold them. While covering the entire field of labor studies is beyond the scope of any single course, we will draw upon selected readings examining occupations in agriculture, manufacturing, hospitality and high-tech sectors from different parts of the world. We also cover labor issues in the informal and the gig economy. This course is open to students across disciplines interested in critical labor studies. It is particularly recommended for thesis proposal writers. The section is not mandatory but attendance is encouraged.
Instructor(s): Amit Anshumali Terms Offered: Autumn
Equivalent Course(s): SOCI 30322, GNSE 31505, SOCS 21505, GNSE 21504

MAPS 31506. The Anthropology of Bodily Modification. 100 Units.
From the urge to dye one’s hair through the desire to reshape the body entirely, humans have desired to modify their corporeal forms throughout documented history. This is, in fact, one disposition or ability that seemingly sets humans apart from many cousin species. But our processes of bodily modification are also intrinsically cultural-one person’s adornment is another’s mutilation. In this class we examine bodily modification practices cross-culturally, studying the mundane and the extreme, from shaving to tattooing to neck-lengthening to medically unnecessary amputation. We examine gendered forms, from makeup to Botox to foot-binding, and we interrogate racialized and post-colonial practices, such as hair straightening, skin-bleaching, and plastic surgery. We will trace desires for bodily modification across time and space and consider the body as the earliest canvas, examining the very earliest evidence of bodily adornment, which appears to predate so-called cave painting. In short, we will attempt to historicize, contextualize and give meaning to cross-cultural behaviors of bodily modification, using ethnographic texts, cultural theory and historical and archaeological evidence.
Instructor(s): Mary Elena Wilhoit Terms Offered: Spring
Note(s): This is an introductory graduate level course; undergraduates are welcome with instructor consent.

MAPS 31507. Gig Work & Emotional Labor in Services. 100 Units.
In this course, we will understand work organization and labor practices in the informal as well as the gig (or the platform) economy. We would particularly examine issues of labor recruitment and control in the informal and the gig economy using the lens of gender, race, social class and other identities. The course is open to undergraduates and graduate students, and would be of particular use for students planning to write a senior honors thesis or a master’s thesis proposal or a dissertation research proposal. This course also serves as one of the approved electives for the Inequality, Social Problems and Change minor in the College, and for students in SSA’s master program of study on Addressing Inequality: Innovations in Policy Practice.
Instructor(s): Amit Anshumali Terms Offered: Autumn Winter
Equivalent Course(s): GNSE 21507, GNSE 31507, SOCI 30327
MAPS 31508. The Collective Self: Critical Reflections on Coming Together and Breaking Apart. 100 Units.
This course will examine the historical contingencies and ideological underpinnings of concepts and practices of identity, understood most broadly as delineations between self and other. Starting with understandings of individual and collective personhood developed in enlightenment philosophical discourse, entrenched in the modern nation-state, and expanded through the violence of colonialism, we will trace the production and reproduction of interconnected forms of identity - ethnic, cultural, national, and religious - in practices of boundary making that always remain incomplete. Grounded in the humanistic social sciences and focused in particular on anthropology, this course will introduce seminal theories of identity and difference in order to provide a range of resources to help students interrogate allegiances articulated in the tones and textures of everyday life, as well as in modern-day eruptions of large-scale violence.
Instructor(s): Tori Gross Terms Offered: Spring

MAPS 31509. Migration and Development. 100 Units.
In this multidisciplinary course, we examine the key issues and problems of migration (internal & international) and development. This overview course draws on scholarship from a variety of perspectives including sociology, demography, applied economics, anthropology, human rights, gender and labor studies. While the literature on migration is extensive and beyond the scope of a single course, the readings in this class are based on empirical research that deals with the interrelationship between migration and development. The course is open to undergraduates and graduate students, and would be of particular use for students planning to write a senior honors thesis or a master's thesis proposal or a dissertation research proposal. This course also serves as one of the approved electives for the Inequality, Social Problems and Change minor in the College, and for students in SSA’s master program of study on Addressing Inequality: Innovations in Policy Practice
Instructor(s): Amit Anshumali Terms Offered: Winter
Equivalent Course(s): SOCI 30328, HMRT 31509, GNSE 31509, GNSE 21509

MAPS 31520. History and Social Scientific Explanation. 100 Units.
History is a literary art, a political pursuit, and a popular preoccupation. Is it also a science? This course offers a graduate-level introduction to the social scientific study of the past, with a focus on interdisciplinary efforts to explain the contemporary world in terms of the longue durée. The course is designed to offer MA students in history an opportunity to reflect on their discipline’s place within social science, and to give students in other fields a chance to explore the temporal dimensions of their own research. The course is organized to run in parallel with “Perspectives in Social Science Analysis,” and readings have been selected to be put in dialog with the themes discussed in that class. Non-MAPSS students are welcome to enroll with instructor permission, but will be encouraged to consult some additional texts.
Instructor(s): McCallum, John Terms Offered: Autumn

MAPS 31509. Digital Ethnography. 100 Units.
How can one complete an ethnographic project during a pandemic? What does it mean to do participant observation online? What changes when interviews move to a digital format? This methods course prepares graduate students for ethnographic research in an online environment. We will discuss practical steps to put together a research project-from research design to data collection and analysis. We will cover epistemological, ethical, and practical matters in online ethnographic research, and read articles and books showcasing methods for the study of virtual worlds (both game and nongame). Students will be required to formulate a preliminary research question at the beginning of the course and will conduct a few weeks of ethnographic research in a virtual field site of their choosing. Each week students will produce field notes to be exchanged and discussed in class, and as a final project they will be asked to write a research proposal or a short paper based on their observations. This is an online course which features a blend of synchronous discussions and asynchronous ethnographic assignments.
Instructor(s): Caterina Fugazzola Terms Offered: Autumn
Equivalent Course(s): SOCI 30326

MAPS 31600. Ethnographic Methods. 100 Units.
As ethnography has matured over the past century, it has also extended itself into all corners of academia, becoming a cornerstone for empirical research not just in anthropology, but the humanities, social sciences, professional schools, and at times the natural sciences as well. What, then, is the appeal of this process of knowledge production? What are the norms of ethnographic research? And what does it take to become a skilled ethnographer? This course will attempt to answer those questions through a mixture of theory and practice. Each week we will discuss foundational anthropological texts on methods, complemented with practicums and workshops, during which students will apply the theoretical insights gained from their readings to their own empirical research projects. The course will cover both the practicalities of fieldwork (how to find and get access to a site, how to build rapport with informants and make lasting contacts, how to conduct different kinds of interviews, etc), as well as the deeper ethical, epistemological and ontological issues raised by ethnography (the problems of representation, the ethics of participant observation, the subject position of the ethnographer). Through that students will learn how to embody a rigorous, theoretically informed, and critically reflective methodological practice and will demonstrate a skilled understanding of this through their own “mini-ethnography,” which will be undertaken on a topic of their choosing.
Instructor(s): F.Mckay Terms Offered: Autumn
MAPS 31701. Data Analysis & Statistics. 100 Units.
This course is designed for graduate students and advanced undergraduate students and aims to provide a strong foundation in the statistical and data analyses commonly used in the behavioral and social sciences. Topics include logistic regression, statistical inference, chi-square, analysis of variance, and repeated measures models. In addition, this course also place greater emphasis on developing practical skills, including the ability to conduct common analyses using statistical software. You will learn how to build models to investigate your data, formulate hypothesis tests as comparisons between statistical models and critically evaluate model assumptions. The goal of the course is for students to be able to define and use descriptive and inferential statistics to analyze and interpret statistical findings.
Instructor(s): Peishan Fan Terms Offered: Autumn
Equivalent Course(s): PSYC 33820

MAPS 31702. Data Science. 100 Units.
This course is a graduate-level methods class that aims to train you to solve real-world statistical problems. The goal of the course is for students to be able to choose an appropriate statistical method to solve a given problem of data analysis and communicate your results clearly and succinctly. There will be an extensive hands-on experience of analysis of real data through practical classes.
Instructor(s): Peishan Fan Terms Offered: Winter
Equivalent Course(s): PSYC 33821

MAPS 31750. Data Analysis for Social Research. 100 Units.
The purpose of this course is help students build a solid foundation of statistical methods for social research and become proficient in using computer software for survey data analysis. Techniques acquired in this class are essential for social scientific research, and in graduate programs in sociology and professional schools such as social work, as well as job market positions which require basic to intermediate quantitative skills. Topics of this course range from the nuts and bolts of probability distributions and statistical inference to multivariate regression and its diagnostics. This course is intensive and moves pretty fast, and students are expected to work hard to have these skills “imprinted” in their minds. Further, students will have the opportunity to conduct a mini-research exercise in the second half of this course.
Instructor(s): Muh-Chung Lin Terms Offered: Autumn

MAPS 31800. Interpretive Methods in Political Theory. 100 Units.
A graduate-level survey of salient interpretive approaches to contemporary political thought, with attention to the constitution of politics as an object of theoretical knowledge, the role of historical tradition, and questions of agency and normative grounds. The course provides an introduction to historical, analytical, and critical theory methods. We will consider both effective current deployments and major critiques of the interpretive methods in question, as well as the broader issue of what work in the discipline can (or ought to) accomplish.
Instructor(s): Dawn Herrera Helphand Terms Offered: Winter
Equivalent Course(s): SOSC 31800

MAPS 32900. Revising History: Modern American Case Studies. 100 Units.
How do historians change their mind? What kinds of evidence reverse old judgments, how is error diagnosed, and how do new interpretations take root? When does “revisionism” give rise to lasting controversies, and when do scholars simply shrug off old debates and turn to new questions? This course offers a graduate-level introduction to the bread-and-butter of the professional historian: the constant reconsideration of the past as a provisional body of knowledge. Readings will be drawn from modern U.S. history and will explore a series of major case studies including recent reevaluations of populism, immigration, race and empire, conservative thought, economic inequality, and environmentalism. This course is open to advanced undergraduates with instructor consent and can fulfill the methods requirement for MAPSS students.
Instructor(s): John McCallum Terms Offered: Autumn

MAPS 33007. Schooling and Social Inequality. 100 Units.
How and why do educational outcomes and experiences vary across student populations? What role do schools play in a society’s system of stratification? How do schools both contribute to social mobility and to the reproduction of the prevailing social order? This course examines these questions through the lens of social and cultural theory, engaging current academic debates on the causes and consequences of social inequality in educational outcomes. We will engage these debates by studying foundational and emerging theories and examining empirical research on how social inequalities are reproduced or ameliorated through schools. Through close readings of historical, anthropological and sociological case studies of schooling in the U.S., students will develop an understanding of the structural forces and cultural processes that produce inequality in neighborhoods and schools, how they contribute to unequal opportunities, experiences, and achievement outcomes for students along lines of race/ethnicity, class, gender, and immigration status, and how students themselves navigate and interpret this unequal terrain. We will cover such topics as neighborhood and school segregation; peer culture; social networks; elite schooling; the interaction between home, society and educational institutions; and dynamics of assimilation for students from immigrant communities.
Instructor(s): Lisa Rosen Terms Offered: Autumn. Offered 2021-22
Note(s): This course is open only to students pursuing the MAPSS Education Certificate. This course is consent-only.
Equivalent Course(s): EDSO 33006, SOCI 30298
MAPS 33009. Research Practice Partnerships in Education. 100 Units.
Research and data are vital for educational improvement, yet researchers often wonder why their findings are not used in practice while policymakers and practitioner knowledge for useful information to guide their work. Research-practice partnerships provide a mechanism for producing research that is relevant to decision-making and useful to practice. They focus research on questions that are immediately pressing to practice, incorporating practitioner knowledge, and communicate findings in ways that are attentive to the broader political context in which educators work. In this class, we will examine the ways in which data and research are used in policy and practice. We will consider how conceptual models that exist around the production and use of research, and the realities of how those models operate in practice. We will learn about different approaches to conducting research-practice partnerships, and examine particular examples of work—considering how the work was done, what was learned, and how the research was used in policy or practice. The course will also consider the challenges involved in developing and maintaining research-practice partnerships, and structures that can facilitate the work.
Instructor(s): Elaine Allensworth Terms Offered: Spring. Offered 2021-22
Prerequisite(s): It is recommended that students take Introductory Statistics or a research methods course concurrent with or prior to this course.
Note(s): Students will find it helpful to have prior knowledge of education policy, and a basic understanding of research methods and policy evaluation.
Equivalent Course(s): EDSO 23009, EDSO 33009

MAPS 33313. Marx: Themes and Variations. 100 Units.
This introductory graduate course examines the complex and contested relationships between gender, sex, sexuality, social organization and power in histories of (primarily British) imperialism and colonialism from the early conquests in the New World through the twentieth century. Employing insights from gender history, postcolonial studies and feminist theory, we look at a broad range of historical case studies to explore themes such as the intersectionality of race, class and gender; the instability of gender ideologies; how power was articulated through the categories of gender and sexuality; the politics of intimacy; and the regulation and ‘improvement’ of colonial bodies. Our goal is to better understand the ways that gender, sex, sexuality and Western imperialism were co-constitutive in distinctive colonial contexts, and the ways that techniques of power were borrowed, adapted and homogenized across the Western imperial world in response to changing political and economic imperatives.
Instructor(s): Dawn Herrera Terms Offered: Spring
Equivalent Course(s): FNDL 28506

MAPS 33315. The Origins of Totalitarianism. 100 Units.
An in-depth study of Hannah Arendt’s pathbreaking Origins of Totalitarianism and selected recent scholarship. We will proceed thematically through the work’s three volumes: 1) Antisemitism; 2) Imperialism, and 3) Totalitarianism. Topics under discussion will include the nation-state, colonialism, race, refugee rights and mass politics.
Instructor(s): Dawn Herrera Helphand Terms Offered: Spring
Equivalent Course(s): FNDL 23515

MAPS 33501. Gender, Sex, and Culture. 100 Units.
This introductory graduate course examines the social construction of gendered identities in different times and places. We study culturally-specific gendered experiences, ‘roles,’ rights and rebellions around the world, discussing the individual and social consequences of gender and the interrelationships between gender and other categories for identity including race, class and sexuality. While focusing on the global diversity of gendered experience and expectations, we also examine gender in the US, taking a critical approach to understanding gendered inequality and gender-based and sexual violence both abroad and at home. Finally, we examine the role of gendered expectations in Western science, the relationship between gender and ’globalization,’ and the contemporary movements affecting change in gendered norms, especially in the arts and media. Advanced Undergraduates admitted with Instructor consent.
Instructor(s): Mary Elena Wilhoit Terms Offered: Autumn
Prerequisite(s): Advanced Undergraduates admitted with Instructor consent.
Equivalent Course(s): GNSE 33506, GNSE 23506, ANTH 32925, ANTH 25216

MAPS 33506. Ethnographic Research Methods. 100 Units.
This introductory graduate course examines ethnography, the primary research methodology of Anthropologists and a technique also employed by many other social scientists. We study the evolution of ethnographic practices and ethnographic writing over the last 150 years, and we practice the methods of ethnography, including sampling techniques, participant observation, interview techniques and various kinds of data analysis, throughout. We examine alternative forms of ethnography such as visual ethnography, testimonio or life-history,
and autoethnography to better understand the ever-evolving techniques anthropological research can take, and we devote significant study to the application of ethnographic research outside the field of Anthropology and outside the academy. Beginning in week two students will design their own ethnographic research project, writing up a formal proposal and progress reports; this project eventually provides the data for their final paper in the class. Undergraduates admitted with Instructor consent.

Instructor(s): Mary Elena Wilhoit Terms Offered: Winter
Equivalent Course(s): SOCI 30321

MAPS 33508. Anthropology of Power, Status, and Performance. 100 Units.
This introductory graduate course examines the nature of power and status through the theoretical lens of performativity. We will engage with notions of performativity, articulated by influential theorists of linguistics, gender, and religion, that demonstrate the abilities of performances to effect change in the world. Thinking with performativity, we will interrogate practices of negotiating power and status in a broad range of social, political, and geographical contexts. How is the power made and unmade through particular acts? How is status, a particular type of power differentiation, created collectively and individually through acts of saying and doing? What are the roles of performances, narrative histories, and acts of exclusion which ethnographers apply their findings to groups (implicitly or explicitly) and the choices and interpretations they make along the way. Some questions we will ask are: How does the ethnographer deploy particular signifiers, such as modes of communication, spatial and architectural configurations, and historical contexts to make arguments? How is language used to represent experience convincingly? With these questions in mind, we will approach book and article-length ethnographies focusing on four expansive themes - migration, global interconnectivity, nation-states, and neoliberalism. Our readings will inform students' development of their own ethnographic practices. This course will be especially helpful to MA and advanced undergraduate students engaged in the production of ethnographic theses.

Instructor(s): John McCallum Terms Offered: Spring
Note(s): Undergraduates by consent

MAPS 34500. Anthropology of Museums I. 100 Units.
Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.

Equivalent Course(s): SOSC 34500, ANTH 34501, MAPH 34400, ANTH 24510, CHDV 34501

MAPS 34512. Ethnographic Writing: Practices of Research and Representation. 100 Units.
This course gives students opportunities to develop their own craft of ethnography through hands-on research and writing and in-depth explorations of recent ethnographic work. Ethnography, "the writing of a people," by definition, refers to groups of people as its object and to processes through which an ethnographer attempts to represent such groups. It also refers to academic texts that are the product of an ethnographer's representational efforts. In this course, students will engage with ethnography multivalently - as research practice, analytical generalization, and literary product. We will reflect upon processes of representation through which ethnographers apply their findings to groups (implicitly or explicitly) and the choices and interpretations they make along the way. Some questions we will ask are: How does the ethnographer deploy particular signifiers, such as modes of communication, spatial and architectural configurations, and historical contexts to make arguments? How is language used to represent experience convincingly? With these questions in mind, we will approach book and article-length ethnographies focusing on four expansive themes - migration, global interconnectivity, nation-states, and neoliberalism. Our readings will inform students' development of their own ethnographic practices. This course will be especially helpful to MA and advanced undergraduate students engaged in the production of ethnographic theses.

Instructor(s): Victoria Gross Terms Offered: Winter
Equivalent Course(s): ANTH 25720, ANTH 35720

MAPS 34513. Unsettling Sovereignty: Political Practices and Personal Aspirations. 100 Units.
This introductory graduate course will explore competing sovereignties as tentative, emergent, and contested forms of authority and control. Focusing on the tensions between nation-states, informal/illegal networks, and the actions and aspirations of individual subjects, we will interrogate sovereignty as both a deferred personal aspiration and a political practice. What are the roles of performances, narrative histories, and acts of exclusion and violence in the making of sovereignties? How are competing de facto and de jure sovereignties negotiated at the levels of individual subject, community, and nation-state? The centrality of both physical violence and the consent and complacency born of the naturalized hegemony of political institutions and economic rationality will arise in our close readings of ethnographic texts on political mobilization and precarious authorities.

Instructor(s): Victoria Gross Terms Offered: Winter
Equivalent Course(s): ANTH 22750, ANTH 34725

MAPS 34700. Language, Culture and Development. 100 Units.
This course is designed to be an interdisciplinary class that explores research in early cognitive development within the field of language, culture and the self. We will discuss a variety of topics in cognitive development,
as well as important questions concerning language and culture. This course will touch upon research across development to document early biases in human reasoning that might persist through the lifespan, and will emphasize how we can use basic science research to inform educational goals and make positive contributions to addressing issues related to language and culture.
Instructor(s): Peishan Fan Terms Offered: Winter
Prerequisite(s): Open only for graduate students and 4th year undergraduates. Undergraduates must have instructor consent.
Equivalent Course(s): CHDV 34710, PSYC 33920, EDSO 34700

MAPS 35150. Anthropology of Israel. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations.
Instructor(s): Morris Fred Terms Offered: Spring
Equivalent Course(s): NEHC 25147, ANTH 35150, JWSC 25149, CMES 35150, ANTH 25150, NEHC 35147

MAPS 36400. Aging and the Life Course. 100 Units.
Over the last few decades, life course has become an important perspective for sociologists, demographers, and gerontologists to understand the social processes of aging. This seminar course introduces key concepts of the theories of aging and the life course, as well as empirical findings on the social, demographic, and economic aspects of the demographics of aging. While biology and physiology play crucial roles in aging, such as greater longevity and the delayed onset of morbidity, this course focuses on the social processes of aging and the role of social stratification in shaping health and well-being. In addition, this course will discuss the policy implications of aging.
Instructor(s): Muh-Chung Lin Terms Offered: Spring

MAPS 36450. Marriage and Family. 100 Units.
Marriage and the family are two important building blocks in many societies. Marriage and the family not only constitute essential parts of an individual’s inner world, shape his or her perspectives towards life and the outside world, they also have far reaching effects on an individual’s well-being, ranging from physical and mental health, income and wealth, to his or her integration to the social network and community. This course aims to introduce students to the sociological literature on marriage and the family. We will cover stages through which a romantic relationship evolves over time, from dating and courtship, sexual relationship to cohabitation and marriage, as well as divorce and widowhood. We will also discuss socioeconomic differences in childrearing practices, kinship, and social stratification and the family. This course focuses largely on patterns in the contemporary U.S. society, and yet we will also explore their historical roots and international differences.
Instructor(s): Muh-Chung Lin Terms Offered: Winter
Equivalent Course(s): GNSE 36450

MAPS 36500. Social Demography. 100 Units.
This course seeks to introduce important topics in social demography to master and upper-level undergraduate students. Social demography studies the social aspects influencing the population processes. Specifically, this course focuses on demographic concepts, fertility transition, extreme fertility regimes, epidemiological transition, differential health and mortality, health behaviors, population aging, migration, household formation, second demographic transition, and population and environment. Students are evaluated by their participation, leading discussions, reflection memos, and a final project.
Instructor(s): Muh Chung Lin Terms Offered: Spring

MAPS 36601. Watergate and American Democracy. 100 Units.
Contemporary American history begins with the Watergate crisis and the resignation of Richard Nixon from the presidency. But how does Watergate fit into the wider fabric of American history? This course considers the implications of Watergate for American democracy in a wider chronological perspective, beginning with the revolutionary generation’s ambivalence about monarchical power and ending with the legacies of Nixon’s scandal for his successors
Instructor(s): John McCallum Terms Offered: Spring

MAPS 36900. 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
MAPS 39200. 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: Autumn
Equivalent Course(s): RLST 21401, HIST 29000, HCHR 39200, CRES 29000, LACS 39000, LACS 29000, HIST 39000, CRES 39000

MAPS 40164. Involved Interviewing: Strategies for Interviewing Hard to Penetrate Communities and Populations. 100 Units.
Imagine that you must interview someone who hails from a background unlike your own; perhaps you need to interview an incarcerated youth, or gather a life history from an ill person. Maybe your task is to conduct fieldwork inside a community that challenges your comfort level. How do we get others to talk to us? How do we get out of our own way and limited training to become fully and comfortably engaged in people and the communities in which they reside? This in-depth investigation into interviewing begins with an assumption that the researcher as interviewer is an integral part of the research process. We turn a critical eye on the interviewer’s role in getting others to talk and learn strategies that encourage fertile interviews regardless of the situational context. Weekly reading assignments facilitate students’ exploration of what the interview literature can teach us about involved interviewing. Additionally, we critically assess our role as interviewer and what that requires from us. Students participate in evaluating interview scenarios that are designed to explore our assumptions, sharpen our interviewing skills and troubleshoot sticky situations. We investigate a diversity of settings and populations as training ground for leading effective interviews. The final project includes: 1) a plan that demonstrates knowledge of how to design an effective interviewing strategy for unique field settings; 2) instructor’s feedback on students’ personal journals on the role of interviewing.
Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Winter
Prerequisite(s): Ugrad level restricted to 3rd and 4th year Sociology Majors ONLY
Equivalent Course(s): SOCI 20547, SOCI 40164

MAPS 40177. Coding & Analyzing Qualitative Data: Using Open-Source Computer Asst. Qualitative Data Analysis. 100 Units.
This is a graduate-level course in coding and analyzing qualitative data (e.g., interview transcripts, oral histories, focus groups, letters, and diaries, etc). In this hands-on-course students learn how to organize and manage text-based data in preparation for analysis and final report writing of small scale research projects. Students use their own laptop computers to access one of two free, open-source software packages available for Windows, Mac, and Linux operating systems. While students with extant interview data can use it for this course, those without existing data will be provided text to code and analyze. This course does not cover commercial CAQDAS, such as AtlasTi, NVivo, The Ethnograph or Hypertext.
Instructor(s): S. Hicks-Bartlett Terms Offered: Spring Winter
Prerequisite(s): Ugrad level restricted to 3rd and 4th year Sociology Majors ONLY
Equivalent Course(s): SOCI 20548, SOCI 40177

MAPS 40200. Seminar: Bourdieu/Sociobiography. 100 Units.
This seminar explores the conceptual architecture of Pierre Bourdieu’s social theory, with special attention to its implications for biography and autobiography.
Instructor(s): John MacAlloon Terms Offered: Winter. T/Th 11:00-12:20 pm
Equivalent Course(s): ANTH 40165

MAPS 40401. Computation and the Identification of Cultural Patterns. 100 Units.
Culture is increasingly becoming digital, making it more and more necessary for those in both academia and industry to use computational strategies to effectively identify, understand, and (in the case of industry) capitalize on emerging cultural patterns. In this course, students will explore interdisciplinary approaches for defining and mobilizing the concept of “culture” in their computational analyses, drawing on relevant literature from the fields of Anthropology, Psychology and Sociology. Additionally, they will receive hands-on experience applying computational approaches to identify and analyze a wide range of cultural patterns using the Python programming language. For instance, students will learn to identify emerging social movements using social media data, predict the next fashion trends, and even decipher ancient symbols using archaeological databases.
Instructor(s): Jonathan Clindaniel Terms Offered: Autumn
Prerequisite(s): No previous coding experience required. A Python boot camp will be held at the beginning of the quarter to teach the coding skills necessary to succeed in the course. Open to Advanced Undergraduates with Instructor Permission.
Equivalent Course(s): CHDV 40404, PSYC 40460, MACS 40400

MAPS 41500. MA Research Methods. 000 Units.
This in-person course will foster the development of the students’ scholarship through regular interaction with their preceptors. In this course, students will work with preceptors to both synthesize the individualized coursework into a cohesive curriculum and to plan and execute the MA thesis, from choosing research questions,
selecting an appropriate research design, elaborating their chosen methodology, conducting research, and writing up their results.

Instructor(s): John Hansen, Michael Albertus, James Evans
Terms Offered: Autumn Spring Winter
Equivalent Course(s): MACS 41500, CMES 41500, INRE 41500

MAPS 47501. Olympic Games and Human Rights. 100 Units.
If cultural differences are as powerful as Anthropology has conventionally stressed, how is it possible that over 200 national and innumerable sub-national and transnational cultural formations have found common cause in the modern Olympic Games? This course explores, theoretically and historically, the emergence of the Olympic Games as the liturgy of the world system of nation states and the current dialectic between the Olympic Movement and the Olympic Sports Industry. Extensive reading and an independent research paper will be required.

Instructor(s): John MacAloon
Terms Offered: Winter. T/Th 2:00 - 3:20 pm
This course was last offered Winter 2020
Equivalent Course(s): ANTH 20420, ANTH 30420, SOSC 25090

COURSES ECMA

ECMA 30750. The Theory of Market Design. 100 Units.
This course will provide an introduction to social choice, two-sided matching, house allocation, school choice, and the recent theoretical developments in kidney exchange. We will develop formal, mathematical language to evaluate and compare different mechanisms including deferred acceptance, top trading cycles, the probabilistic serial mechanism and others. Our approach will be axiomatic; we will explore the tradeoff between the efficiency, incentive compatibility and fairness in the design of mechanisms. This course will be proof-based, so is appropriate for advanced students acquainted with formal mathematical reasoning.

Instructor(s): J. Root
Terms Offered: Autumn
Prerequisite(s): ECON 20100/20110 and MATH 20300/20310/20700

ECMA 30770. Decision and Strategy. 100 Units.
ECON 20700 or 30770 may be used as an economics elective, but only one may be used toward degree requirements. This course provides a formal introduction to game theory with applications in economics. We will study models of how individuals make decisions, and how those decisions are shaped by strategic concerns and uncertainty about the world. The topics will include the theory of individual choice, games of complete and incomplete information, and equilibrium concepts such as Nash equilibrium. The applications will include oligopoly, auctions, and bargaining. The course is appropriate for advanced undergraduates who are interested in a rigorous mathematical approach to understanding human behavior.

Instructor(s): B. Brooks
Terms Offered: Winter
Prerequisite(s): Prerequisites for Undergraduates: ECON 20100/ECON 20110 and MATH 20300/MATH 20310/MATH 20700, or consent of instructor

ECMA 30780. Decision and Strategy II. 100 Units.
We continue the formal introduction to decision theory and game theory begun in ECMA 30780, with a specific focus on models of incomplete information. Topics covered include subjective expected utility, Bayesian games, contract theory, and mechanism design. Among the applications we will consider are auctions, collusion, entry deterrence, and strategic communication. The course is appropriate for advanced undergraduates who are interested in a rigorous mathematical approach to decision making in strategic situations.

Instructor(s): B. Brooks
Terms Offered: Spring
Prerequisite(s): ECON 20770/ECMA 30770 or consent of instructor

ECMA 30800. 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): PQ for Undergraduates: ECON 20100 (or Econ 20110), and MATH 20300 (or Math 20310 or Math 20700), and STAT 23400, 24400 or STAT 24410

ECMA 31000. Introduction to Empirical Analysis. 100 Units.
This course introduces students to the key tools of econometric analysis: Probability theory, including probability spaces, random variables, distributions and conditional expectation; Asymptotic theory, including convergence in probability, convergence in distribution, continuous mapping theorems, laws of large numbers, central limit theorems and the delta method; Estimation and inference, including finite sample and asymptotic statistical properties of estimators, confidence intervals and hypothesis testing; Applications to linear models, including properties of ordinary least squares, maximum likelihood and instrumental variables estimators; Non-linear models. Assignments will include both theoretical questions and problems involving data. Necessary tools from linear algebra and statistics will be reviewed as needed.

Instructor(s): J. Hardwick
Terms Offered: Autumn
Prerequisite(s): PQs for Undergraduates: Econ 21030 or Econ 21110 or Econ 21130
ECMA 31100. Introduction to Empirical Analysis II. 100 Units.
This course is an introduction to applied econometrics and builds on tools studied in ECMA 31000. Topics include: Selection on observables, instrumental variables, time series, panel data, discrete choice models, regression discontinuity, nonparametric regression, quantile regression.
Instructor(s): J. Hardwick Terms Offered: Winter
Prerequisite(s): Prerequisite for Undergraduates: Econ 21030 or Econ 21110 or Econ 21130 or ECMA 31000 or ECMA 31130. Undergraduates who have taken Econ 21020 are encouraged to obtain instructor consent for enrollment.

ECMA 31130. Topics in Microeconometrics. 100 Units.
This course focuses on micro-econometric methods that have applications to a wide range of economic questions. We study identification, estimation, and inference in both parametric and non-parametric models and consider aspects such as consistency, bias and variance of estimators. We discuss how repeated measurements can help with problems related to unobserved heterogeneity and measurement error, and how they can be applied to panel and network data. Topics include duration models, regressions with a large number of covariates, non-parametric regressions, and dynamic discrete choice models. Applications include labor questions such as labor supply, wage inequality decompositions and matching between workers and firms. Students will be expected to solve programming assignment in R.
Instructor(s): T. Lamadon Terms Offered: Autumn
Prerequisite(s): Prerequisites for Undergraduates: ECON 21020 OR ECON 21030

ECMA 31320. Applications of Econometric and Data Science Methods. 100 Units.
This course builds on the theoretical foundations set in Econ 21030 and explores further topics pertinent to modern economic applications. While the course content may change from year to year according to student and instructor interests, some potential topics are panel data methods, treatment effects/causal inference, discrete choice/limited dependent variable models, demand estimation, and topics in economic applications of supervised and unsupervised learning algorithms. The course will involve analytically and computationally intensive assignments and a significant empirical project component.
Instructor(s): A. Hortacsu Terms Offered: Spring
Prerequisite(s): CMSC 12300/15200/16200 and ECON 21020 (ECON 21030 Honors Econometrics preferred) or consent of instructor

ECMA 31330. Econometrics and Machine Learning. 100 Units.
This course reviews a number of modern methods from econometrics, statistics and machine learning, and presents applications to economic problems. Examples of methods covered are simulation-based techniques, regularization via coefficient and matrix penalization, and regression and classification methods such as trees, forests and neural networks. Applications include economic models of network formation, and dimension reduction for structural economic models. The course involves programming and work with data. Beyond econometric background such as Econ 21030, students should have a solid background in computation.
Instructor(s): T. Vaccaro Terms Offered: Autumn
Prerequisite(s): CMSC 12300/15200/16200 and ECON 21020 (ECON 21030 Honors Econometrics preferred)

ECMA 31340. Big Data Tools in Economics. 100 Units.
The goal of the class is to learn how to apply microeconomic concepts to large and complex datasets. We will first revisit notions such as identification, inference and latent heterogeneity in classical contexts. We will then study potential concerns in the presence of a large number of parameters in order to understand over-fitting. Throughout the class, emphasis will be put on project-driven computational exercises involving large datasets. We will learn how to efficiently process and visualize such data using state of the art tools in python. Topics will include fitting models using Tensor-Flow and neural nets, creating event studies using pandas, solving large-scale SVDs, etc.
Instructor(s): T. Lamadon Terms Offered: Autumn
Prerequisite(s): PQs for Undergraduates:ECON 21020/21010 and ECON 21020/21030

ECMA 31810. The Scale-up Effect in Public Policy: Understanding and addressing threats to scalability. 100 Units.
In recent years, citizens and lawmakers have become increasingly enthusiastic about adopting evidence-based policies and programs. Social scientists have delivered evidence on countless interventions that positively impact people’s lives. And yet, most programs, when expanded, have not delivered the dramatic societal impacts promised. In order to truly reap the benefits of evidence-based interventions (practices, programs, and policies), researchers and practitioners must figure out how to take these programs from small-scale experiments and implement at scale in a way that enables population-level impacts. This course builds on an economic model (The science of using science: towards an understanding of threats to scalability by Omar Al-Ubaydli, John List, and Dana Suskind) to explore the threats to scalability i.e. phenomenon by which the magnitude of a treatment effect changes when an intervention moves from research setting to population-wide implementation. This course will examine some of the most critical questions of public policy: Why have we failed to bring evidence-based programs found to be effective in small-scale experiments to the population level? How can we scale such programs effectively? How can researchers, practitioners, and policymakers work together to bring fundamental changes in research and program design.
Instructor(s): Suskind, D; Gupta, S Terms Offered: Autumn
ECMA 33230. Macroeconomic Crises. 100 Units.
This course introduces students to economic theories of “crises” or particular periods of rapid (negative) changes in real and financial variables that are distinct from long-run growth and regular business cycles. In particular, we will cover the origin of various types of financial crises, i.e. speculative bubbles, bank runs, credit crunches, and sovereign debt crises and defaults. Time permitting, we will also study currency crises and speculative attacks. Throughout, our focus will be on the implications for fiscal and monetary policy.
Instructor(s): N. Balke Terms Offered: Winter
Prerequisite(s): ECON 23950 and ECON 21020 (or ECON 21030)
Equivalent Course(s): ECON 23230

ECMA 33240. Quantitative Analysis of Macroeconomic Policy. 100 Units.
This course focuses on application and covers three commonly used models in macroeconomics, including structural VAR, DSGE models and state space and regime switching models. Various research tools developed to implement these models, such as how to identify structural shocks and analyze their dynamic effects, and how to conduct counter-factual policy simulations, will be discussed and implemented.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): ECON 21200 or STAT 26100 or BUSN 41202 or Instructor Consent

ECMA 33330. Introduction to Dynamic Economic Modeling. 100 Units.
This course provides an introduction to dynamic economic models, with applications to macroeconomics, labor economics, financial economics, and other subfields of economics. The core methodology will be consistent over time, but the applications will vary from year to year. The course will analyze decentralized equilibrium and social planner’s problems in dynamic environments. It will focus on developing techniques for analyzing such models graphically, analytically, and computationally. Students should be familiar with constrained optimization (e.g. Lagrangians), linear algebra, and difference equations, as well as microeconomics, macroeconomics, and econometrics at an intermediate level.
Instructor(s): R. Shimer Terms Offered: Winter
Prerequisite(s): ECON 20200 (or ECON 20210) and ECON 21020 (or ECON 21030)
Equivalent Course(s): ECON 23330

ECMA 33620. Introduction to Heterogeneous Agent Macroeconomics. 100 Units.
This class is an introduction to macroeconomics with heterogeneous households. We will study consumption-savings problems, income dynamics, wealth inequality in partial and general equilibrium, and the effects of fiscal and monetary policy in the presence of household inequality. The class will make use of theoretical analysis, empirical analysis and computational methods. Material will be presented in both discrete and continuous time. Students will analyze micro-level data on wealth, income and consumption, and will learn how to write code to solve heterogeneous agent models on a computer. Familiarity with a statistical package such as R or Stata, and a programming language such as Matlab, Python, Julia, Fortran or C is highly recommended.
Instructor(s): G. Kaplan Terms Offered: Spring
Prerequisite(s): Undergraduates: PQ: ECON 20200/20210)and ECON 21020/21030

ECMA 35550. The Practicalities of Running Randomized Control Trials. 100 Units.
This course is designed for those who plan to run a randomized control trial. It provides practical advice about the trade-offs researchers face when selecting topics to study, the type of randomization technique to use, the content of a survey instruments, analytical techniques and much more. How do you choose the right minimum detectable effect size for estimating the sample size needed to run a high quality RCT? How do you quantify difficult to measure outcomes such as women’s empowerment or ensure people are providing truthful answers when you are asking questions on sensitive topics like sexual health? When should you tie your hands by pre-committing to your analysis plan in advance, and when is a pre-analysis plan not a good idea? This course will draw on lots of examples from RCTs around the world, most (though not all) from a development context. Alongside field tips, it will also cover the concepts and theory behind the tradeoffs researchers face running RCTs. The course is designed for PhD students but given its practical nature is open to and accessible to masters students who plan to work on RCTs.
Instructor(s): Glennerster, R. Terms Offered: Autumn
Equivalent Course(s): Undergraduates: PQ: ECON 20200/20210)and ECON 21020/21030

ECMA 36700. 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: Autumn
Prerequisite(s): ECON 21020 or ECON 21030
Equivalent Course(s): EDSO 26700, PBPL 26705
ECMA 38010. Empirical Industrial Organization. 100 Units.
This course will provide an introduction to state-of-the-art methodologies in Empirical Industrial Organization. We will use real-life data to learn about consumers and firms. We will cover demand and preference estimation, production function estimation, empirical models of market entry, and auctions. We will also discuss applications including prediction, policy analysis, and price optimization. Students will learn about theory, estimation, optimization, and practical considerations. Students will apply what they learn using R.
Instructor(s): C. Dobronyi Terms Offered: Winter
Prerequisite(s): Prerequisites for Undergraduates: ECON 20100/20110 and ECON 21020/21030
MASTER OF ARTS IN MIDDLE EASTERN STUDIES - SOCIAL SCIENCES

Director
- Orit Bashkin

Deputy Director
- A. Holly Shissler

Deputy Director for Academic Programs
- Paul E. Walker

Associate Director
- Thomas E.R. Maguire

Project Assistant
- Xhesika Bardhi

Outreach Coordinator and Director of the Middle East Education Initiative
- Krishna Kulkarni

The Middle Eastern Studies faculty are listed at http://cmes.uchicago.edu/.

The Center for Middle Eastern Studies offers an interdisciplinary Master of Arts program designed for students who wish to use their knowledge of the Middle East in careers other than university teaching and research. The program is also suitable for students considering an academic career who have not had the appropriate academic background for direct entrance into a doctoral program. Language and area studies preparation may be supplemented by relevant course work in a professional school or department. Students may be admitted to the Master of Arts program in either the Division of the Social Sciences or the Humanities and will receive the degree from the division through which they have registered. Students with significant previous training in Middle Eastern or Islamic studies who wish to earn a doctoral degree leading to careers in research and college or university teaching should apply for admission directly to one of the graduate doctoral departments or committees of the University.

There are two tracks—modern and ancient—for the MA program in Middle Eastern Studies. The modern program covers the time period from the rise of Islam until the present. The ancient track, offered in collaboration with the faculty of the Department of Near Eastern Languages and Civilizations, focuses on the cultures and languages of the ancient Near East. The application process, degree requirements, and the rules and conditions for financial aid are similar for both programs.

ADMISSION

Applicants for the Master of Arts in Middle Eastern Studies are expected to meet the graduate admission requirements of the University and of the division to which they apply. In addition, applicants to the Middle Eastern Studies program must submit an academic writing sample. Foreign students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Students must enter the program in the autumn quarter. Although the program is designed for full time students, applications from those who can attend only on a part time basis will be considered.

HOW TO APPLY THROUGH THE DIVISION OF THE SOCIAL SCIENCES

The application process for admission and financial aid for all Social Sciences graduate programs is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online (https://socialsciences.uchicago.edu/admissions/).

Questions pertaining to admissions and aid should be directed to ssd-admissions@uchicago.edu or (773) 702-8415.

JOINT PROGRAM IN BUSINESS ADMINISTRATION AND MIDDLE EASTERN STUDIES

Benefiting from the combined strengths of the Center and the Graduate School of Business (http://www.chicagobooth.edu/) -- one of the finest business schools in the country -- this three-year program helps students gain a firm grasp of the languages, history, and social institutions of the Middle East while acquiring the
basic skills for careers in international business. To apply for the joint M.A. in Middle Eastern Studies/Masters in Business Administration, please click here (http://www.chicagobooth.edu/programs/full-time/admissions/).

**JOINT PROGRAM IN PUBLIC POLICY AND MIDDLE EASTERN STUDIES**

This dual degree program addresses the needs of students wishing to acquire a solid background in modern Middle Eastern languages, history, and civilization while developing their abilities in policy analysis in preparation for professional careers in scholarly, educational, governmental, non-governmental, and business environments in the United States and abroad. This program requires approximately 5 quarters of study in the Center for Middle Eastern Studies and 4 quarters of study in the Harris School of Public Policy (http://harris.uchicago.edu/admissions-and-aid/). Applicants for the joint program must apply to both the Harris School (https://harris.uchicago.edu/) and the Division of the Social Sciences (https://socialsciences.uchicago.edu/admissions/) separately.

**PROGRAM REQUIREMENTS**

The requirements are satisfactory completion of:

- Six quarters of a Middle Eastern (ancient or modern) language (through at least two year proficiency);
- One quarter core colloquium: Approaches to the Study of the Middle East, or Approaches to the Study of the Ancient Near East;
- For the modern track, three quarters of an approved integrated Middle Eastern survey course; for the ancient track, three survey courses in the History, Archaeology and Cultures of the Ancient Near East (see below under “Core Courses”);
- Seven courses in relevant electives;
- One course in thesis preparation, or reading and research;
- A master’s thesis.

Only courses taken for a quality grade count toward fulfilling the requirements. No P or R grades will be accepted.

Elective courses may concentrate on one area or explore several of the fields of ancient or modern Middle Eastern studies such as, for example, Archaeology, Cuneiform Studies, Egyptology, Semitic linguistics, Arabic, Persian or Turkish literature, as well as related disciplines such as Art History, Anthropology, Classics, History, Linguistics, Political Science and Sociology.

**LANGUAGE**

Placement interviews will be given so that entering students may register for courses at the appropriate level of instruction.

Students who elect to study Arabic will concentrate on the modern literary language. Students who elect to study Persian, Turkish, Uzbek, Armenian, or Hebrew will concentrate on the modern and contemporary idiom. Ancient track students may take Akkadian, Egyptian (Ancient), Hebrew (Classical), Hittite, and Sumerian.

**CORE COURSES**

For the modern track MA, all students are required to take the core colloquium Approaches to the Study of Middle East (CMES 30001). Students must enroll in the following three quarter sequence: Islamicate Civilization I: 600-950 (NEHC 30201/HIST 35621), Islamicate Civilization II: 950-1750 (NEHC 30202/HIST 35622), and Islamicate Civilization III: 1750-Present (NEHC 30203/HIST 35623). For the ancient track MA, students are required to take the core colloquium Approaches to the Study of the Ancient Near East and must enroll in at least three survey courses in the History, Archaeology and Cultures of the Ancient Near East, covering at least three different geographic areas (Egypt and Nubia; Mesopotamia; Anatolia; the Levant; Iran; etc.). Relevant courses are listed on the website of the department of Near Eastern Languages and Civilizations (https://nelc.uchicago.edu/courses) at the beginning of each academic year. These courses should be chosen in consultation with the Graduate Advisor for the CMES Ancient Track MA.

**ELECTIVES**

In consultation with advisers, students select courses providing instruction in skills related to their future careers. These courses may be in research methodology; statistics; cross cultural, demographic, or economic analysis; or computer training. They may be selected from the offerings of departments in the graduate divisions, such as the Departments of Economics, Statistics, or Sociology; or of the professional schools, such as the Graduate School of Business, the Law School, the Harris School of Public Policy Studies or the School of Social Service Administration.

Students are strongly encouraged to consider participating in the University Writing Program (Little Red Schoolhouse).
COURSES

Consult in the Announcements and the quarterly Time Schedules the listings of the Departments of Art History, Anthropology, English Language & Literature, History, Music, Near Eastern Languages & Civilizations, Political Science, Sociology, South Asian Languages & Civilizations, and the Committee on Geographical Studies.

MASTER’S THESIS

Students are required to submit a master’s thesis that should deal with a problem relevant to the student’s intended career and should give evidence of the specialized disciplinary aspects of his or her training. The student’s program adviser and a faculty member with special interest in the subject of the paper will guide the research and writing of the paper and judge whether it exhibits proof of competence in the field. During the writing of the paper, the student will register for a thesis preparation or reading and research course. The thesis title will be listed on the student’s transcript.
Anthropology seeks an understanding of human nature, society, and culture in the widest comparative and historical framework. The department's teaching program provides Ph.D. training for research workers and teachers in the various branches of anthropological science. Lectures, tutorial guidance, laboratory instruction, and research seminars provide opportunities for advanced study in sociocultural and linguistic anthropology and archaeology. Course work, but not a graduate degree program, is also offered in physical anthropology.

The purpose of the department is the advancement of anthropological research; this goal is achieved in the graduate program by the development of creative scholars and scientists. The various educational guidelines that are established from time to time by the department as a whole as well as by the particular specialized fields are
intended to aid in this development. All programs, however, are designed to be adaptable to the specific needs and research interests of individual students. Graduate students are encouraged to go forward as rapidly as previous preparation and special powers permit. The identification of specific research problems and the pursuit of these problems through the writing of original papers are skills that are emphasized and fostered as early as possible. This experience develops gradually into the substantial research project that is undertaken for the doctorate.

Graduate students and faculty in the department regularly participate in a large number of interdisciplinary workshops. Some are regional (e.g., African Studies; Latin America and the Caribbean; U.S. Locations; Art and Politics of East Asia; East Asia: Politics, Economy and Society; East Asia: Transregional Histories; Interdisciplinary Approaches to Modern France and the Francophone World; Latin American History; Middle East History and Theory; Theory and Practice in South Asia; and Visual and Material Perspectives on East Asia), some thematic (e.g., Interdisciplinary Archaeology; Ancient Societies; City, Society, and Space; Self and Subjectivity; Education; EthNoise!: Ethnomusicology; Gender and Sexuality Studies; Human Rights; Mass Culture; Knowledge/Value; Race and Religion; Reproduction of Race and Racial Ideology; Semiotics: Culture in Context; and Social History), and some theoretically oriented (e.g., Contemporary Philosophy; History, Philosophy and Sociology of Science; Political Theory; Social Theory).

Graduate students beyond the first year may serve as course or laboratory assistants, and later, as lecturers in College programs. The department also awards Starr Lectureships each year, on a competitive basis, to advanced graduate students. Starr Lecturers teach courses on their areas of specialization in the anthropology concentration in the College.

For additional information about the Department of Anthropology and the interests of its faculty members, please see: http://anthropology.uchicago.edu/

**HOW TO APPLY**

The application process for admission and financial aid for all Social Sciences graduate programs is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: https://apply-ssd.uchicago.edu/apply/

Questions pertaining to admissions and aid should be directed to ssd-admissions@uchicago.edu or (773) 702-8415.

Foreign students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

**PROGRAMS OF STUDY**

**SOCIOCULTURAL AND LINGUISTIC ANTHROPOLOGY**

Sociocultural anthropology is concerned with the investigation of human society, culture, and the human relation to nature through intensive ethnographic investigation and wide ranging comparison. It is closely related to the other generalizing social sciences and to the interpretive disciplines of the humanities. Cross disciplinary study is encouraged; graduate students in anthropology often include courses from related fields in their programs.

The Ph.D. program in sociocultural and linguistic anthropology has three prefield phases, each normally designed as one year’s work, although under certain circumstances accelerated progress through the later phases is possible.

Phase I introduces the student to the development of social and cultural theory and to the scholarly interests of the faculty in the department. First year students also take courses in particular specialist areas of ethnography and theory in order to frame research interests in preparation for the dissertation project. Course requirements in the first year include The Development of Social and Cultural Theory (two double courses) and Introduction to Chicago Anthropology. In addition students take four other courses dealing with their areas of interest selected in consultation with the first year advisor. The requirements of Phase I apply to all entering graduate students, regardless of whether they hold a master’s degree in anthropology from another institution.

Phase II training is directed toward acquiring a deeper knowledge of the special area and theoretical topics on which research will be focused, as well as toward obtaining a broader anthropological understanding in preparation for the Ph.D. qualifying examination. With the exception of those whose master’s theses from elsewhere are approved by the department, every second year student completes a master’s paper during that year. The Ph.D. qualifying examination is normally taken during the spring of the second year or the autumn of the third year. The department also requires all students in sociocultural and linguistic anthropology to take the course in Anthropological Research Methods and to demonstrate competence in a foreign language by achieving a High Pass on a University foreign language reading examination, preferably by the end of the second year. The language will be specified by the student’s advisory committee. (A foreign language is required only for the Ph.D. degree. No foreign language is required for the M.A.)
Phase III is a pre research training period during which the student hones a dissertation proposal and grant applications and develops advanced research skills. Upon fulfillment of all pre dissertation academic requirements and the acceptance of the dissertation proposal at a hearing in the department, the student is admitted to candidacy for the Ph.D. degree and proceeds to research and/or field work and the writing of the dissertation.

The linguistic anthropologist is concerned with phonetic, phonological, grammatical, semantic, and paralinguistic systems and with their relations to social, cultural and personal ones. A student who chooses linguistic anthropology as the major sub field within the Department of Anthropology should prepare at least one sub field each in linguistics and anthropology and satisfy the language requirement. Students of linguistic anthropology are generally advised to take at least six courses in technical linguistics.

JOINT DEGREE IN ANTHROPOLOGY AND LINGUISTICS

In addition to linguistic anthropology as a sub field within the Department of Anthropology, there is also a joint Ph.D. program available to students who are admitted first to the Department of Anthropology and subsequently to the Department of Linguistics. Joint degree students complete the requirements of both departments, including distinct introductory and advanced courses stipulated by each, the departmental qualifying examinations in appropriate special fields, and the language requirements, including additional foreign languages for the Linguistics Ph.D. The student’s dissertation advisory committee consists of three or more members of the faculty; at least one must be a member of the Department of Anthropology but not the Department of Linguistics, and at least one in Linguistics but not in Anthropology. After approval for hearing by the advisory committee, the student’s dissertation proposal must be approved in a hearing open to the faculty of both departments, and similarly for the final defense of the single doctoral dissertation that the student writes.

Admission to the Joint Degree Program in Anthropology and Linguistics cannot be approved until at least the second year, after successful completion of the core (first year) coursework and examinations in Linguistics, although students should declare interest in the joint program on the graduate application and to the chair of the Department of Anthropology and to the linguistic anthropologists soon after arriving on campus.

ARCHAEOLOGY

The archaeology program emphasizes the comparative study of complex societies throughout the world grounded in a close articulation of archaeology, history and sociocultural anthropology. The program stresses the integration of social science and cultural theory in the practice of archaeology and, in particular, forges strong links with the historical anthropology that is one of the recognized strengths of the department. In addition to preparing archaeology students for anthropologically informed fieldwork and interpretation, an important element of this interdisciplinary approach is the inauguration of a training program offering students the methodological skills and theoretical grounding necessary to undertake innovative ethnoarchaeological research.

Current faculty strengths include archaeology of Latin America (focusing on the later prehistory and colonial periods of the Andes and Mesoamerica), the United States (focusing on the historical/urban archaeology of New Orleans and Birmingham, creole societies, race and ethnicity, material culture), Europe (from the Paleolithic to the Celtic Iron Age), and China and mainland southeast Asia (Bronze age, imperialism, cross cultural interactions) as well as ethnoarchaeology in Africa and experimental archaeology in South America. Associated faculty at the Oriental Institute and in other University departments specialize in complex societies of the Near East, Egypt, Greece, Rome, India, and China.

Research interests include: urbanism, state formation, imperialism, colonial interaction, industrialization, art and symbolism, spatial analysis, politics, ritual and religion, human environment interactions, agricultural systems, material culture, economic anthropology, political economy and the socio historical context and politics of archaeology. Faculty members in archaeology have major, ongoing field research projects in Bolivia, Peru, France, Spain, Cambodia, China, Senegal, and the southern & southeastern United States and also have research interests in Kenya.

The archaeology program requires that students complete a total of 18 courses to qualify for the Ph.D., some of which may be reading and research in the field of specialization. Students normally enroll in nine courses per year during their first two years in the program. Within the first two years, students will complete five required courses that are designed to provide a comprehensive grounding in social and cultural theory, as well as the theory and specific methods of archaeology. (A foreign language is required only for the Ph.D. degree. No foreign language is required for the M.A.)

In the first year, course requirements include The Development of Social and Cultural Theory offered over the autumn and winter quarters. The two quarter sequence is equivalent to four course credits. In the spring archaeology students take Theory and Method in Archaeology, also a double credit course. The remaining course requirements in the program, to be met in the first or second year, are Introduction to Chicago Anthropology, and a quantitative methods course approved by the faculty. For the rest of their course work, students enjoy a broad range of elective courses in archaeology, sociocultural anthropology, history, physical anthropology. Classical or Near Eastern studies, statistics, computer science and geophysical sciences. In addition, archaeology students are strongly encouraged to gain technical experience in one of the university’s regular summer field schools or other research excavations.
By the end of the first year in residence, the archaeology student must form an advisory committee of three faculty members. The committee will be chaired by the faculty member of the student’s choice. With the exception of those students with A.M. theses from other institutions which are approved by the department, each student will complete an A.M. paper during the second year. In addition, by the end of year two, each student takes an written and oral examination from the members of his/her advisory committee in the areas of chosen specialization. The oral examination, lasting roughly an hour and a half, is designed to test basic command of the literature and methods necessary to pursue Ph.D. research in a chosen area. In the third year, having passed the qualifying exam, archaeology students are required to take the archaeological research design seminar. By the end of the third year, students must defend a dissertation proposal before the faculty and interested students. Upon fulfillment of all academic requirements and the acceptance of the dissertation proposal, students are admitted to candidacy for the Ph.D. degree.

**PHYSICAL ANTHROPOLOGY**

Courses in physical anthropology, mainly directed towards evolutionary anthropology and primatology, are offered in the department; but applications for graduate study in Physical Anthropology are no longer accepted.

**COURSES**

The department website offers descriptions of graduate courses scheduled for the current academic year: https://anthropology.uchicago.edu/graduate-programs/courses (https://anthropology.uchicago.edu/graduate-programs/courses/)
Chair
Jennifer Cole

Professors
Susan Goldin-Meadow
Sydney Hans
Guanglei Hong
Susan Levine
Dario Maestripieri
Richard Shweder
Margaret Beale Spencer

Associate Professors
Micere Keels
Jill Mateo
Eugene Raikhel

Assistant Professors
Eman Abdelhadi
Marisa Casillas
Michele Friedner

Faculty Associates
Kathleen Cagney
E. Summerson Carr
Robert Gibbons
Don Hedeker
Salikoko Mufwene
Constantine Nakassis
Kristen Schilt
Linda Waite
Amanda Woodward

Emeritus Faculty
R. Darrell Bock
Mihaly Csikszentmihalyi
Irene Elkin
Ray Fogelson
William Goldstein
John A. Lucy
Martha K. McClintock
David E. Orlinsky
Nancy Stein
Susan Stodolsky
Judith Farquhar

The Department of Comparative Human Development is an interdisciplinary program at the critical edge of thought and research in the social sciences. Its faculty believe that social life is too complex and too exciting to be left within any single discipline. Consequently, we bring together anthropologists, biologists, linguists, psychologists, sociologists and methodologists whose methods and theories cross individual social science disciplines. We aim to advance the understanding of human development through innovative approaches that are balanced with the need for productive synergy and a coherent training program.

Faculty and students’ current research examines issues of central concern to life course development, education, health, family, community, and society at large. We examine the ways social and political contexts as well as cultural and ethnic traditions shape individual and interpersonal functioning, the interplay between individual trajectories and broader processes of historical transformation, the mechanisms integrating biological and social levels of organization, and the cultural, linguistic, and psychological processes that mediate representations of and responses to vulnerability and distress. In addressing those issues, we highlight shifting categories such as race, class, nationality, age, gender, sexuality, and ability.
Our research is informed by theoretical perspectives from a plethora of interdisciplinary fields. These include socio-cultural anthropology, medical anthropology, medical sociology, behavioral biology, biopsychology, language and thought, cognitive and developmental psychology, cultural psychology, cultural sociology, social psychology, educational psychology, and educational sociology. We employ a multitude of research methods ranging from experiments, surveys, network analysis, causal inference, to ethnography and discourse analysis. Some current research programs include the impact of globalization and other major societal transformations on family relationships and the transition to adulthood, the relation of language to thought, the health consequences of social experiences, cultural politics of gender and sexual identity, models of biopsychological development, the nature of the self, the ethical and moral issues raised by increasingly multicultural societies, variations in the process of teaching, learning, and socialization in educational settings and beyond, and methods for investigating causality.

**Comparative:** To understand is to compare. ‘Comparative’ means attention to likeness and difference. Work in the Department looks at how practices, ideologies, capabilities, behaviors, and experiences vary across time, between cultures, between demographic groups, between political and economic contexts, and between species.

**Human:** What makes us human? Research in the Department explores the socio-cultural, psychological and biological processes that humans share with, and that distinguish them from, each other and from non-human animals.

**Development:** This complex and vexed term highlights change over time. It raises debates about cultural values and provokes disagreement about desired states. Work in the Department critically examines understandings about development in relation to both individuals and societies, and it analyzes practices and policies that may promote or prevent it.

Students in the Department have pursued innovative and successful careers in anthropology, biology, education, human development, psychology, sociology, and quantitative research methodology.

**INFORMATION ON HOW TO APPLY**

The application process for admission and financial aid for all Social Sciences graduate programs is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: https://apply-ssd.uchicago.edu/apply/

Questions pertaining to admissions and aid should be directed to ssd-admissions@uchicago.edu or (773) 702-8415.

**COMPARATIVE HUMAN DEVELOPMENT REQUIREMENTS**

**Terms:**

- **Required** - Every Comparative Human Development Graduate Student must take this course
- **Distribution** - Students need to take at least one qualified course in each of the 5 Graduate areas
- **Specialization** - Students must take three additional courses in one of the 5 areas in which they wish to focus their studies

Every CHD student must take the following courses for a quality grade (12 courses total):

1. CHDV 40000 HD Concepts (Required)
2. 5 distribution courses, one in each category:
   - Comparative Behavioral Biology (1)
   - Socialization, Learning, and Life Course Development (2)
   - Person in Socio-cultural Context (3)
   - Health, Vulnerability and Wellbeing (4)
   - Methods in Human Development Research (M)
3. CHDV 30101 Applied Statistics in Human Development Research (one course requirement). Students who have completed an equivalent course may select a higher level statistics course as a substitute in consultation with their adviser and the Director of Graduate Studies.

Courses equivalent to CHDV 30101 include the following:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PPHA 31100</td>
<td>Statistics for Public Policy II (**)</td>
<td>100</td>
</tr>
<tr>
<td>SOC 30004</td>
<td>Statistical Methods of Research</td>
<td>100</td>
</tr>
<tr>
<td>SOC 30005</td>
<td>Statistical Methods of Research-II</td>
<td>100</td>
</tr>
<tr>
<td>STAT 22400</td>
<td>Applied Regression Analysis</td>
<td>100</td>
</tr>
</tbody>
</table>
4. CHDV 42401 Trial Research in Human Development I and CHDV 42402 Trial Research in Human Development II (Required).

5. Three additional CHD courses in chosen area of specialization. If Methods in Human Development Research is your area of specialization, you must choose an additional area of specialization to take three courses in.

Students are not required to complete all these requirements by the end of their second year. However, they must have five quality grades by the end of spring of their first year, and ten quality grades by the end of the second year. A grade of B or better is required to satisfy the requirements of these courses. On average a graduate student should take at least two courses for quality grades in each quarter of their first two years. In addition, students will participate in elective courses and workshops in the department, and the University in consultation with their advisors.

Students are expected to maintain an average of B+ or better. A student who can demonstrate basic competence in the core curricular areas may petition the faculty through the Chair’s office to place into an advanced course in the same area. A well-qualified student may place out of intermediate statistics by examination provided by the instructor of the statistics course.

More detailed explanation of these requirements and departmental policies are found in the annual Graduate Manual and all students are required to follow these requirements and policies to be in good academic progress and be permitted to continue in the program. Students not in good academic standing will be placed on academic probation as described in the Graduate Manual.

**Mentored Teaching Experiences**

As part of the requirements of the PhD program, all students, unless otherwise indicated below, must complete five points of Mentored Teaching Experiences (MTE) as part of their pedagogical training. Students progressing through the program will receive points of mentored teaching activities according to the list below. Approval for MTEs from Advisors and the Director of Graduate Studies will prioritize CHD housed courses above CHD crosslisted courses and above courses housed in other Departments, Divisions, Institutes or Programs.

MTEs are required for all students who matriculated in 2016 or later. Students who matriculated before 2016 must complete the Graduate Aid program points as described in the Graduate Manual of the year of matriculation.

The following list describes the teaching point valuation for various pedagogical activities. Students with one remaining MTE point to fulfill will not be prohibited from applying to be an Instructor of Record or co-teaching with a faculty member.

- **Teaching Assistantship** (1 point): Usually for large courses taught by a faculty member or instructional professor. TAs are expected to attend lectures and fulfill duties such as running discussion sections, grading, or other roles as specified by the course instructor. TAs are provided guidance and mentorship in this role by the course instructor.

- **Teaching Internship** (1 point): This role is typically associated with seminars or small courses as well as encompassed Core Internships and Writing Internships. Teaching interns are expected to attend seminar sessions and fulfill duties such as leading discussions, grading, mentoring students, or other roles as specified by the course instructor. Teaching interns are provided guidance and mentorship in this role by the course instructor.

- **Instructor of Record** (2 points): PhD students may occasionally serve as instructor of record for a stand-alone course of their own design. These courses are typically associated with competitive lectureships, such as the Bernice Neugarten Lectureship in CHD or similar opportunities offered by various Departments, Centers, Institutes, or Programs. Students will be mentored in this role by their PhD advisor, as well as potentially by a faculty member overseeing graduate lectureships in another unit or center.

- **Co-teaching with Faculty** (2 point): Ph.D. students may occasionally serve as a co-instructor of record with a faculty member or instructional professor, equally sharing duties of designing the course and teaching. Students in this role will be provided guidance by their co-instructor.

All students matriculating in the summer of 2019 or later are required to be a Teaching Assistant in CHDV 20000 Introduction to Human Development or CHDV 20100 Human Development Research Design for at least one MTE point out of their five required points.

Starting in 2022-23, all teaching assignments as described above must be part of the five MTE points of a student's program. No additional teaching assignments will be approved by the Department or the Social Sciences Division.

**College Teaching Certificates**: Students who completed the requirements for a College Teaching Certificate from the Chicago Center for Teaching by end of Spring quarter 2021 may count fulfilling these requirements as
one MTE point. After 2021, the College Teaching Certificate is recommended but will no longer count for a MTE point starting in 2021-22.

Suggested time frame: At least two MTE points must be completed during the third year, and the remaining points can be completed during the fourth year or later. The general expectation is that students will TA for at least two lecture courses during the third year and then fill out the rest of their points in accordance with their needs and current availability in the department.

Planning and approval: Each student’s MTE plan must be approved by their Advisor and by the Director of Graduate Studies (DGS). Students must confer with their Advisor and submit their requests for teaching during the following academic year by the start of each Spring Quarter.

Teaching in the Core: Serving as a Lecturer in the Core can fulfill one or two points per quarter depending on the division of labor in the particular Core sequence. Lecturers will earn two points per quarter for sequences such as "Self, Culture, and Society" and "Power, Identity and Resistance," in which they are typically responsible for independently running two seminar-style meetings per week. Lecturers will earn one point per quarter for sequences such as "Mind" in which they are responsible for one weekly discussion section.

Petitions and exceptions: Students may petition to substitute or opt out of certain components of the teaching requirement with the written approval of their Advisor and the Director of the Graduate Studies. Petitions will then be reviewed and decided upon by the Chair of the Department.

REQUIRED COURSES

CHDV 40000 HD Concepts will introduce students to the history, theoretical bases, and major areas of inquiry in the Department of Comparative Human Development. This course is taken during the fall quarter of the first year.

CHDV 42401 Trial Research in Human Development I and CHDV 42402 Trial Research in Human Development II are seminars (a two quarter sequence) that will launch students into their research projects and will guide them from the beginning to the completion of those projects. The seminar is taken in the spring quarter of the first year and the fall quarter of the second year. Trial Research papers are due by the beginning of the spring quarter of the second year. The trial research project must be completed and formally approved by the faculty during the spring quarter of the student's second year, then presented at the student Trial Research Conference. Students are expected to report regularly on the progress of their research to the trial research seminars. The trial research is carried out under the direction of the research advisor and is read by one other faculty member.

Methods course. The one-course requirement in Methods is meant to provide the students with the basic quantitative analytic skills necessary to understand and evaluate past research and to conduct research. This requirement should be met within the first two years.

In addition, students will participate in elective courses in the Department and the University and are encouraged to participate in workshops outside the Department in consultation with their advisors.

PROGRAM COUNSELING

Each student is given faculty assistance in (1) planning a program of courses and training; (2) fulfilling the Divisional and Departmental steps leading to the Ph.D. degree; (3) obtaining a professional position after graduation. Each entering student is assigned to a faculty advisor who will serve until the student chooses a research advisor.

Every student must have an advisor. The CHD Chair will assign an advisor to entering students. As students progress through the program and define their interests, they may wish to change advisors in line with their research activities. The departmental Student Affairs Administrator should be informed in writing of such changes. The faculty should be actively consulted in connection with registration and other academic matters.

EVALUATIONS

All students are evaluated each year in the program. To be considered in good standing and for continuation of financial aid, first and second year students must have earned at minimum five quality grades (B or better) over autumn and winter quarters during the year by the time of the spring review, with satisfactory spring grades expected to follow.

First - fourth year students should schedule a meeting with the departmental Student Affairs Administrator within the first two weeks of May to review their transcript, grades and status of the fulfillment of distribution requirements.

Each student will be formally evaluated early in the Spring quarter of their second year. The purpose of the evaluation will be to determine if the student is to be allowed to continue studies leading to the Ph.D. degree or is instead to be awarded a terminal M.A. degree. Financial aid recommendations will also be based on this review.

Three sets of data will be used to evaluate each student: course grades, faculty evaluations, and a Trial Research paper.
1. Course grades as well as the Trial Research paper grade received by each student will be a part of the evaluation process. Given their special relevance, the CHD distribution courses must be taken for letter grades. Three of the five required distribution courses must be completed by the end of the winter quarter of the second year. All five must be completed by the end of the spring quarter of that year.

2. Faculty members who have worked with the student will be asked for their evaluation of the student. Students who have worked with non-CHD faculty may request the faculty member to submit a letter about them to the Department.

3. During the spring quarter of each year, the faculty, after reviewing the materials on each second-year student, will vote to award the student a terminal M.A. degree or to advance the student to further Ph.D. study.

WORKSHOPS

Doctoral students are required to attend the Department’s colloquium. In addition, the University’s Council on Advanced Studies oversees a series of interdisciplinary workshops, each of which reflects the research interests of a particular group of faculty members and graduate students. A full list of workshops is available at http://cas.uchicago.edu/

PROGRAM OF STUDY

The program of study is in many respects unique for each student. In addition to a basic program of courses, it includes other courses and seminars offered by the Comparative Human Development faculty, courses offered in related programs and departments in the University, and the resources of nearby institutions.

Distribution Requirements:

1. Comparative Behavioral Biology

This area of study investigates behavioral and mental processes at the social, psychological and biological levels of organization in both humans and nonhuman animals. Current research is concentrated in three main areas. In the area of behavioral and social endocrinology, research conducted with rodents and humans investigates the social and behavioral control of stress, reproduction and health and the role of hormone-behavior interactions in development throughout the life span. Specific topics of interest include mechanisms and functions of kin selection, cognition, reproductive senescence, and the social-behavioral modulation of aging and illness. In the area of comparative development, we use nonhuman primate and rodent models of parenting and development to investigate social, emotional, and endocrine aspects of mother-offspring interactions and development across the lifespan. Other topics of interest include affiliative and aggressive behavior, mating strategies, nonverbal communication and social cognition in rodents, primates and humans. In the area of evolutionary psychology, research examines human behavior from an adaptive perspective, in relation to life-history mating strategies, competition and cooperation, risk taking and decision making. Throughout, the research approach is characterized by the integration of social and biological levels of analysis.

Example courses listed below have been offered in previous years but may not be offered in this academic year.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHDV 30901</td>
<td>Biopsychology of Sex Differences</td>
<td>100</td>
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<tr>
<td>CHDV 34800</td>
<td>Kinship and Social Systems</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 35201</td>
<td>Communication in humans and non-humans</td>
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</tr>
<tr>
<td>CHDV 37860</td>
<td>History of Evolutionary Behavioral Sciences</td>
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<tr>
<td>CHDV 37861</td>
<td>Darwinism and Literature</td>
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</tr>
<tr>
<td>CHDV 37950</td>
<td>Evolution and Economics of Human Behavior</td>
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</tr>
<tr>
<td>CHDV 40900</td>
<td>Behavioral Ecology</td>
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</tr>
<tr>
<td>CHDV 41451</td>
<td>Evolutionary Psychology</td>
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</tr>
<tr>
<td>CHDV 48414</td>
<td>Evolution of Human Development</td>
<td>100</td>
</tr>
</tbody>
</table>

2. Socialization, Learning, and Life Course Development

The Department has a long tradition of examining “development” not just in childhood, but over the entire life course. A basic premise of our approach is that how people change over their lives is shaped by, and also shapes, social institutions, cultural and linguistic practices, material circumstances and biological potential. We are also interested in how normative models of human development become institutionalized, materialized, and potentially contested as they travel across different cultural or economic settings. Some current areas of research include the influence of families, peers, schools, and neighborhoods on individual trajectories and outcomes; the influences of cultural, social, cognitive, and linguistic variation on the development of communication and interactional practices; the role of youth and generational change in contemporary social life; and how early exposure to social and psychological deprivation or privilege due to educational and economic inequality contributes to subsequent vulnerability or resilience. A particular strength of the Department is the study of how children learn in school settings and the role of gesture and language environment in learning...
and cognition. Faculty focused on education have unique expertise in the quantitative analysis of large data sets to examine how changes in social policies or school-based interventions generate impacts on a series of developmental experiences associated with age, gender, race/ethnicity and social class. We also seek to develop new experimental observational, and qualitative methods that assess the relationship between cognitive competence and interaction in instructional settings. Faculty and students interested in life-course issues also engage in cross-cultural research in places as diverse as Madagascar, Mexico, Papua New Guinea, and India.

Example courses listed below have been offered in previous years but may not be offered in this academic year.

CHDV 30305  Inequality in Urban Spaces  100
CHDV 31000  Cultural Psychology  100
CHDV 31600  Introduction to Language Acquisition  100
CHDV 38990  Muslims in the United States  100
CHDV 40207  Development in Adolescents  100

3. Culture, Self and Society

The Department has long been a leading center for training in psychological anthropology, cultural psychology, culture and mental health, and the cross-cultural study of the life course, with special attention to what the anthropologist Clifford Geertz once called “the force and durability of ties of religion, language, custom, locality, race, and descent in human affairs.” Faculty and students investigate the heterogeneous contexts created by national and transnational migration, cultural pluralism, structural inequality, and globalization as these impact human development and functioning. We attend to the political, economic, as well as ethnic and cultural sources of diversity in self and subjectivity; sexuality and gender identity, moral evaluation, and social and linguistic cognition. We particularly seek to understand the psychological and institutional interplay of social difference, hierarchy, and power in multicultural contexts and in periods of rapid social change. Students and faculty use multiple methods to understand these social and psychological processes, including qualitative fieldwork, quantitative analysis, as well as observational, clinical and experimental methods.

Example courses listed below have been offered in previous years but may not be offered in this academic year.

CHDV 30117  Transnational Kinship, Intimacy and Migration  100
CHDV 31000  Cultural Psychology  100
CHDV 33301  Culture, Mental Health, and Psychiatry  100
CHDV 38950  The Development of Communicative Competence  100
CHDV 45601  Moral Psychology and the Anthropology of Morality  100
CHDV 45699  When Cultures Collide: The Multicultural Challenge in Liberal Democracies  100

4. Health, Vulnerability and Wellbeing

The Department maintains a tradition of examining health, illness, disability, and vulnerability from a variety of social science perspectives, including medical anthropology and sociology and disability studies. We understand health, illness, disability, and vulnerability as experiences that are deeply shaped by interrelated social, political-economic, and psychobiological processes. We are also committed to the idea that how human beings experience distress is inextricable from the ways in which we recognize, represent and respond to it. We are thus equally concerned with the biosocial mechanisms through which health, illness, disability, and vulnerability become embodied in particular persons, as we are with the cultural and linguistic processes through which concepts such as “health,” “illness,” “disability,” and “vulnerability” are produced, enacted, institutionalized and contested. A particular strength of our program is the study of mental health and illness and of psychiatry as a social institution. Current areas of research include culture and mental health; the comparative study of medical and healing systems; psychopathology and resilience across the life course; the psychosocial determinants of malignant and infectious disease; diffusion of suicide through social ties, disability and vulnerability as conditions of ethical and political life; colonialism and traumatic social memory; the social consequences of the neurosciences and genetics; and illness, subjectivity and embodiment. Faculty and students employ a range of ethnographic, experimental and epidemiological methods, and have carried out fieldwork in settings including China, France, India, Madagascar, Russia, Scandinavia and the United States.

Example courses listed below have been offered in previous years but may not be offered in this academic year.

CHDV 30901  Biopsychology of Sex Differences  100
CHDV 33301  Culture, Mental Health, and Psychiatry  100
CHDV 33305  Critical Studies of Mental Health in Higher Education  100
CHDV 43204  Medical Anthropology  100
Methods in Human Development Research (M)

Research on human development over the life span and across social and cultural contexts thrives on multiple theoretical perspectives. This research requires creation and improvement of a wide range of research methods appropriately selected for and tailored to specific human development problems. Faculty in the department employ research methods that span the full range from primarily qualitative to primarily quantitative and to strategic mix of both. Across all the substantive domains in Comparative Human Development, theoretical understanding is greatly advanced by methodology; therefore, the Department pays serious attention to research design, data collection, analytic strategies, and presentation, evaluation, and interpretations of evidence. The Department has contributed some of the most influential work on psychological scaling on the basis of the item response theory (IRT), multivariate statistical methods, causal inference methods for revealing moderation, mediation, and spillover effects, modeling of human growth, collection and analysis of qualitative data, and methods for cross-cultural analysis. Current research interests include (a) assessment of individual growth and change in important domains of development that are often intertwined, (b) examination and measurement of the structure, process, and quality of individual and group experiences in institutionalized settings such as families, schools, clinics, and neighborhoods, and (c) evaluation of the impact of societal changes or interventions on human development via changes in individual and group experiences, with particular interest in the heterogeneity of growth, process, and impact across demographic sub-populations and across social cultural contexts.

Example courses listed below have been offered in previous years but may be not be offered this year.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CHDV 30102</td>
<td>Introduction to Causal Inference</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 32401</td>
<td>Multilevel Modeling</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 32501</td>
<td>Applied Longitudinal Data Analysis</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 32702</td>
<td>Statistical Applications</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 32411</td>
<td>Mediation, Moderation, and Spillover Effects</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 36008</td>
<td>Principles and Methods of Measurement</td>
<td>100</td>
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<tr>
<td>CHDV 39301</td>
<td>Qualitative Research Methods</td>
<td>100</td>
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<tr>
<td>CHDV 40102</td>
<td>Advanced Topics in Causal Inference</td>
<td>100</td>
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<tr>
<td>SOCI 40112</td>
<td>Ethnographic Methods</td>
<td>100</td>
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2021-2022 OFFERINGS

The courses below are a guide. For up-to-date course plans, please visit Class Search (http://registrar.uchicago.edu/classes/) or the Course List at humdev.uchicago.edu/page/courses (http://humdev.uchicago.edu/page/courses/)

CHDV 30101. 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 to a series of scientific inquiries organized around describing and understanding adolescent transitions into adulthood across demographic subpopulations in contemporary American society. We will use the National Longitudinal Survey of Youth 1997 (NLSY97) throughout the course to reveal disparities between subpopulations in opportunities and life course outcomes. 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 a lab section. Students will review the course content and learn to use the Stata software in the lab under the TA’s guidance.

Instructor(s): G. Hong
Terms Offered: This course is not offered in 2021-22.
Prerequisite(s): At least one college-level mathematics course, can be a high school AP course, First priority for CHDV grads and 2nd priority CHDV undergrad majors.
Note(s): CHDV Distribution, M*, M* This course will not be offered in the academic year 2021-22.
Equivalent Course(s): HLTH 20101, EDSO 30101, CHDV 20101

CHDV 30102. Introduction to Causal Inference. 100 Units.

This course is designed for graduate students and advanced undergraduate students from the social sciences, education, public health science, public policy, social service administration, and statistics who are involved in quantitative research and are interested in studying causality. The goal of this course is to equip students with basic knowledge of and analytic skills in causal inference. Topics for the course will include the potential outcomes framework for causal inference; experimental and observational studies; identification assumptions
for causal parameters; potential pitfalls of using ANCOVA to estimate a causal effect; propensity score based methods including matching, stratification, inverse-probability-of-treatment-weighting (IPTW), marginal mean weighting through stratification (MMWS), and doubly robust estimation; the instrumental variable (IV) method; regression discontinuity design (RDD) including sharp RDD and fuzzy RDD; difference in difference (DID) and generalized DID methods for cross-section and panel data, and fixed effects model. Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite. This course is a prerequisite for “Advanced Topics in Causal Inference” and “Mediation, moderation, and spillover effects.”

Instructor(s): G. Hong Terms Offered: This course is not offered in 2021-22.

Prerequisite(s): Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005

Note(s): CHDV Distribution: M; M This course will not be offered in the academic year 2021-22.

Equivalent Course(s): PBHS 43201, SOCI 30315, STAT 31900, MACS 51000, PLSC 30102

CHDV 30510. Computational Content Analysis. 100 Units.

A vast expanse of information about what people do, know, think, and feel lies embedded in text, and more of the contemporary social world lives natively within electronic text than ever before. These textual traces range from collective activity on the web, social media, instant messaging and automatically transcribed YouTube videos to online transactions, medical records, digitized libraries and government intelligence. This supply of text has elicited demand for natural language processing and machine learning tools to filter, search, and translate text into valuable data. The course will survey and practically apply many of the most exciting computational approaches to text analysis, highlighting both supervised methods that extend old theories to new data and unsupervised techniques that discover hidden regularities worth theorizing. These will be examined and evaluated on their own merits, and relative to the validity and reliability concerns of classical content analysis, the interpretive concerns of qualitative content analysis, and the interactional concerns of conversation analysis. We will also consider how these approaches can be adapted to content beyond text, including audio, images, and video. We will simultaneously review recent research that uses these approaches to develop social insights by exploring (a) collective attention and reasoning through the content of communication; (b) social relationships through the process of communication; and (c) social state

Instructor(s): James Evans Terms Offered: Winter

Equivalent Course(s): MACS 60000, SOCI 40133

CHDV 30901. Biopsychology of Sex Differences. 100 Units.

This course will explore the biological basis of mammalian sex differences and reproductive behaviors. We will consider a variety of species, including humans. We will address the physiological, hormonal, ecological and social basis of sex differences. To get the most from this course, students should have some background in biology, preferably from taking an introductory course in biology or biological psychology.

Instructor(s): Mateo, J. Terms Offered: Autumn

Note(s): Grad Distribution requirements: 1

Equivalent Course(s): PSYC 31600, EVOL 36900, GNSE 30901

CHDV 31000. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of “normal” psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of “culture” and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.

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

Prerequisite(s): Undergraduates must be in third or fourth year.

Note(s): CHDV Distribution: B, C

Equivalent Course(s): GNSE 21001, CRES 21100, CHDV 21000, ANTH 35110, ANTH 24320, EDSO 21100, PSYC 2300, AMER 33000, GNSE 31000, PSYC 33000

CHDV 31230. Stigma Lab. 100 Units.

The concept of stigma is mobilized to explain a wide range of practices and experiences both in scholarship and everyday life. In this course, we critically engage readings on stigma from across the social sciences in order to develop a genealogy of how the concept emerged. We then read a series of ethnographic and other social science texts to analyze how the concept is utilized. Finally, students consider how stigma functions as an analytic and explanatory model in their own work. It is important that students enrolled in this course have a research project-- proposed or actual-- involving stigma in some way-- or that they are interested in working through stigma as a concept collectively.

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

Prerequisite(s): Advanced undergraduates.

Note(s): CHDV Distribution: C, D; 2, 4

Equivalent Course(s): MAPS 31230, ANTH 35140, CHDV 21230
CHDV 31600. Introduction to Language Acquisition. 100 Units.
This course addresses the major issues involved in first-language acquisition. We deal with the child's production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).
Instructor(s): S. Goldin-Meadow Terms Offered: Winter
Equivalent Course(s): LING 21600, LING 31600, EDSO 23200, PSYC 23200, CHDV 23900, PSYC 33200

CHDV 32401. Multilevel Modeling. 100 Units.
This course will focus on the analysis of multilevel data in which subjects are nested within clusters (e.g., health care providers, hospitals). The focus will be on clustered data, and several extensions to the basic two-level multilevel model will be considered including three-level, cross-classified, multiple membership, and multivariate models. In addition to models for continuous outcomes, methods for non-normal outcomes will be covered, including multilevel models for dichotomous, ordinal, nominal, time-to-event, and count outcomes. Some statistical theory will be given, but the focus will be on application and interpretation of the statistical analyses.
Instructor(s): D. Hedeker Terms Offered: Autumn
Prerequisite(s): PBHS 32400 and PBHS 32700 or consent of instructor.
Equivalent Course(s): PBHS 33400

CHDV 32501. Applied Longitudinal Data Analysis. 100 Units.
Longitudinal data consist of multiple measures over time on a sample of individuals. This type of data occurs extensively in both observational and experimental biomedical and public health studies, as well as in studies in sociology and applied economics. This course will provide an introduction to the principles and methods for the analysis of longitudinal data. Whereas some supporting statistical theory will be given, emphasis will be on data analysis and interpretation of models for longitudinal data. Problems will be motivated by applications in epidemiology, clinical medicine, health services research, and disease natural history studies.
Instructor(s): D. Hedeker Terms Offered: Spring
Prerequisite(s): PBHS 32400/STAT 22400 or equivalent, and PBHS 32600/STAT 22600 or PBHS 32700/STAT 22700 or equivalent; or consent of instructor.
Equivalent Course(s): PBHS 33300, STAT 36900

CHDV 32702. Statistical Applications. 100 Units.
This course provides a transition between statistical theory and practice. The course will cover statistical applications in medicine, mental health, environmental science, analytical chemistry, and public policy. Lectures are oriented around specific examples from a variety of content areas. Opportunities for the class to work on interesting applied problems presented by U of C faculty will be provided. Although an overview of relevant statistical theory will be presented, emphasis is on the development of statistical solutions to interesting applied problems.
Instructor(s): R. Gibbons Terms Offered: Autumn
Prerequisite(s): PBHS 32700/STAT 22700 or STAT 34700 or consent of instructor.
Equivalent Course(s): PBHS 33500, STAT 35800

CHDV 33405. Cultural Diversity, Structural Barriers, and Multilingualism in Clinical and Healing Encounters. 100 Units.
How are illness, disorder, and recovery experienced in different localities and cultural contexts? How do poverty, racism, and gender discrimination translate to individual experiences of disease? Combining anthropological perspectives on health and illness with a social determinants of health framework, this class will examine topics such as local etiologies of disease and healing practices, linguistic interpretation in clinical and healing contexts, and structural factors that hinder healthcare access and instigate disorder. Moreover, by taking clinical and healing encounters as our locus of analysis, we will explore how healers and health professionals recognize and respond to diversity, power imbalances, and the language individuals give to illness and suffering. We will draw on a range of materials, from ethnographies to long form journalism to the perspectives of course visitors, in order to examine case studies in mental illness, sexual health, organ donation and transplantation, and chronic disease in a variety of geographic contexts.
Instructor(s): D. Ansari Terms Offered: Spring
Note(s): CHDV Distribution Areas: C, D
Equivalent Course(s): HUTH 23407, GNSE 24365, CRES 23405, PBPL 23405, ANTH 24365, CHDV 23405

CHDV 34800. Kinship and Social Systems. 100 Units.
This course will use a biological approach to understanding how groups form and how cooperation and competition modulate group size and reproductive success. We will explore social systems from evolutionary and ecological perspectives, focusing on how the biotic and social environments favor cooperation among kin as well as how these environmental features influence mating systems and inclusive fitness. While a strong background in evolutionary theory is not required, students should have basic understanding of biology and natural selection. Course will use combination of lectures and discussion.
Instructor(s): J. Mateo Terms Offered: Autumn
Note(s): CHDV Distribution, A*; 1*
Equivalent Course(s): EVOL 34800
CHDV 35201. Communication in humans and non-humans. 100 Units.
This seminar will compare communication in humans and non-humans. Topics to be covered include the reliance of communication on more general cognitive processes, the learnability of communicative systems, referential intent, honest signaling, and deception. These issues will be explored through readings that cover recent work at the intersection of human and animal communication.
Instructor(s): J. Mateo Terms Offered: Winter
Equivalent Course(s): PSYC 35201

CHDV 36008. Principles and Methods of Measurement. 100 Units.
Accurate measurement of key theoretical constructs with known and consistent psychometric properties is one of the essential steps in quantitative social and behavioral research. However, measurement of phenomena that are not directly observable (such as psychological attributes, perceptions of organizational climate, or quality of services) is difficult. Much of the research in psychometrics has been developed in an attempt to properly define and quantify such phenomena. This course is designed to introduce students to the relevant concepts, principles, and methods underlying the construction and interpretation of tests or measures. It provides in-depth coverage of test reliability and validity, topics in test theory, and statistical procedures applicable to psychometric methods.
Such understanding is essential for rigorous practice in measurement as well as for proper interpretation of research. The course is highly recommended for students who plan to pursue careers in academic research or applied practice involving the use or development of tests or measures in the social and behavioral sciences.
Instructor(s): Yanyan Sheng Terms Offered: Spring
Prerequisite(s): Course work or background experience in statistics through inferential statistics and linear regression.
Equivalent Course(s): SOSC 26008, CHDV 26008, SOSC 36008

CHDV 36655. Advanced Topics in Epigenetics of the Brain. 100 Units.
Once considered a domain of cancer, we now recognize that epigenetic processes affect neurodevelopment, cognitive processes, mental disorders, and behavior. Epigenetic mechanisms are those that alter the function of the genome without altering the base sequence of genomic DNA (the As, Cs, Ts, and Gs we are familiar with), thus can be flexibly modified in response to the environment. In this seminar, we will explore a variety of epigenetic modifications, consider how they encode personal and transgenerational experiences, and examine how they direct brain function and behavior. Behavior can be understood on multiple levels and timescales; we will employ knowledge from the emerging field of epigenetics to shed more light into the black box of behavior.
Instructor(s): S. London Terms Offered: Winter
Note(s): Only fourth-year college students with permission
Equivalent Course(s): PSYC 36655

CHDV 38950. The Development of Communicative Competence. 100 Units.
This course examines the emergence of communicative skills in humans. We will focus on how children glean information about language structure and language use from their home environments. We will also discuss the proposed cognitive and evolutionary roots of communicative behaviors, with a focus on current gaps in our knowledge and possible pathways forward. The course will consider these issues from multiple perspectives including linguistics, psychology, and linguistic anthropology. We will also briefly cover a range of methods associated with these different areas of study. It is expected that, by the end of the course, you should be able to think and write critically about how human communication and human language are intertwined in both adults and children.
Instructor(s): M. Casillas Terms Offered: Spring
Note(s): UC: B, C, M; Grad: 5
Equivalent Course(s): PSYC 38960, LING 38951, EDSO 38950

CHDV 38990. Muslims in the United States. 100 Units.
Muslim migration to the United States and Western Europe proliferated in the last quarter of the 20th Century, and Islam has been a visible (and controversial) presence in these societies ever since. Though internally varied by race, ethnicity, national origins, sect and class positionality, Muslim communities have faced homogenizing narratives rooted in orientalist frameworks. As Islam continues to be a site of conflict in geopolitical struggles, these frameworks have reproduced themselves into the twenty-first century. This course will use an intersectional and critical lens to examine the issues facing Muslims in the United States and Western Europe on both macro and micro levels. One third of the course will cover the interactions between Muslim communities and their "host societies" vis-à-vis the state, mass media, and public opinion. Another third of the course will delve into issues of socioeconomic mobility and cultural assimilation. Finally, the last third will show how these macro concepts influence the everyday lived experiences of Muslims in these contexts. This is a seminar-style, reading-heavy course. Students should be familiar with and capable of deploying the sociological concepts of race, class, gender and intersectionality.
Instructor(s): E. Abdelhadi Terms Offered: Winter
Prerequisite(s): Undergrads must have 3rd or 4th year standing.
Note(s): Undergrad: C; Grad: 3
Equivalent Course(s): CRES 38990, CHDV 28999, ISLM 38990, SOCI 30324, GNSE 38990
Indeed, it is within this adolescent society that youth explore their identities, engage in risky or prosocial socializing. This social side of school is quite important to youth development. While the manifest function of schools is to provide an education, schools also serve as the primary extra-familial developmental outcomes (e.g., resilient patterns). Ultimately, the conceptual orientation described is critical for 1) designing better strategies to improve our understanding about the "what" of human development as well as dynamic insights about the "how" and "why." Stated differently, theories have utility and are powerful tools. Accordingly, the course provides a broad basis for appreciating theoretical approaches to the study of development and for understanding the use of theory in the design of research and its application. Most significant, theories represent heuristic devices for "real time" interpretations of daily experiences and broad media disseminated messages.

Instructor(s): E. Raikhel Terms Offered: Autumn
Prerequisite(s): CHD Grad Students Only
Note(s): Required Course for Comparative Human Development Graduate Students

**CHDV 40102. Advanced Topics in Causal Inference. 100 Units.**

This course provides an in-depth discussion of selected topics in causal inference that are beyond what are covered in the introduction to causal inference course. The course is intended for graduate students and advanced undergraduate students who have taken the intro course and want to extend their knowledge in causal inference. Topics include (1) alternative matching methods, randomization inference for testing hypothesis and sensitivity analysis; (2) marginal structural models and structural nested models for time-varying treatment; (3) Rubin Causal Model (RCM) and Heckman's scientific model of causality; (4) latent class treatment variable; (5) measurement error in the covariates; (6) the M-estimation for the standard error of the treatment effect for the use of IPW; (7) the local average treatment effect (LATE) and its problems, sensitivity analysis to examine the impact of plausible departure from the IV assumptions, and identification issues of multiple IVs for multiple/one treatments; (8) Multi-level data for treatment evaluation for multilevel experimental designs and observational designs, and spilt-over effect; (9) Nonignorable missingness and informative censoring issues.

Instructor(s): G. Hong Terms Offered: Spring. Not being offered in 2021/2022
Prerequisite(s): Intermediate Statistics such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 and Introduction to causal inference or their equivalent are prerequisites.

Note(s): CHDV Distribution: M*
Equivalent Course(s): SOCI 40202, MACS 52000

**CHDV 40192. Seminar: The Family. 100 Units.**

This seminar will focus on classic and current readings on the family, including the family as an institution, changes in family structure and function, new family forms, cohabitation, marriage, union dissolution, fertility, sexuality, working families, intergenerational relations, and family policy. We will discuss the readings for the week, with a focus on evaluating both the research and the ideas. Students will develop a research project on the family and prepare a paper outlining the project, providing a theoretical framework, background, hypotheses and approach. This might serve as the basis for a qualifying paper.

Instructor(s): L. Waite Terms Offered: Autumn
Prerequisite(s): Advanced Undergrads Consent of Instructor
Equivalent Course(s): SOCI 40192

**CHDV 40207. Development in Adolescents. 100 Units.**

Adolescence is a period of rapid growth and development irrespective of circumstances, contextual conditions and supports; thus, it represents both significant challenges and unique opportunities. The conceptual orientation taken acknowledges the noted difficulties but also speculates about the predictors of resiliency and the sources of positive youth development achieved. The course delineates the developmental period's complexity made worse by the many contextual and cultural forces due to socially structured conditions; that fact interact with youths' unavoidable and unique meaning-making processes. As a function of some youths' privileging circumstances versus the low resource and chronic conditions of others, both coping and identity formation processes are emphasized as highly consequential. Thus, stage specific developmental processes are explored for understanding gap findings for a society's diverse youth given citizenship requirements expected of all. In sum, the course presents the experiences of diverse youth from a variety of theoretical perspectives. The strategy improves our understanding about the "what" of human development as well as dynamic insights about the "how" and "why." Ultimately, the conceptual orientation described is critical for 1) designing better social policy, 2) improving the training and support of socializing agents (e.g., teachers), and 3) enhancing human developmental outcomes (e.g., resilient patterns).

Instructor(s): M. Beale Spencer Terms Offered: Spring
Prerequisite(s): Graduate students only.

Note(s): CHDV Distribution: 2
Equivalent Course(s): CRES 40270, EDSO 40207

**CHDV 40213. Adolescent Society. 100 Units.**

While the manifest function of schools is to provide an education, schools also serve as the primary extra-familial socializing institution during adolescence. This social side of school is quite important to youth development. Indeed, it is within this adolescent society that youth explore their identities, engage in risky or prosocial
behaviors, form important social relationships, and learn values and ideals that can shape their long-term educational and occupational trajectories as well as their mental and physical health. In this course, we examine the role that the adolescent society plays in youth development, from early adolescence through early adulthood and from middle school through college contexts.

Instructor(s): Mueller, A. Terms Offered: Spring

CHDV 40301. Topics in Medical Anthropology. 100 Units.

Over the past two decades, the field of "global health" has become the dominant narrative and organizing logic for interventions into health and well-being worldwide. This seminar will review theoretical positions and debates in anthropology, focusing on the decolonizing global health movement. Divergent historical legacies of colonialism and racism, institutionalized forms of structural violence, and modern-day extractive capitalism have resulted in stark global inequities, which currently stand at shockingly unprecedented levels. This seminar offers a critical lens to rethink contemporary global health's logic and practice by considering other histories and political formations, experiences, and knowledge production systems. This seminar opens up a space for generative dialogue on the future directions of what constitutes health, equity, and aid, and whether social justice is or should be the new imperative for action.

Instructor(s): P. Sean Brotherton Terms Offered: Not Offered 2021-22; may be offered 2022-23
Prerequisite(s): Strongly recommended: previous lower-division courses in the social studies of health and medicine through ANTH, HIPS, HLTH, or CHDV
Note(s): This is an advanced reading seminar. Among undergraduates, 3rd and 4th year students are given priority. Consent only: Use the online consent form via the registrar to enroll.
Equivalent Course(s): CRES 24341, HIPS 24341, CHSS 40310, KNOW 40312, ANTH 40310, KNOW 24341, CHDV 24341, ANTH 24341, HLTH 24341

CHDV 40404. Computation and the Identification of Cultural Patterns. 100 Units.

Culture is increasingly becoming digital, making it more and more necessary for those in both academia and industry to use computational strategies to effectively identify, understand, and (in the case of industry) capitalize on emerging cultural patterns. In this course, students will explore interdisciplinary approaches for defining and mobilizing the concept of "culture" in their computational analyses, drawing on relevant literature from the fields of Anthropology, Psychology, and Sociology. Additionally, they will receive hands-on experience applying computational approaches to identify and analyze a wide range of cultural patterns using the Python programming language. For instance, students will learn to identify emerging social movements using social media data, predict the next fashion trends, and even decipher ancient symbols using archaeological databases.

Instructor(s): Jonathan Clindaniel Terms Offered: Autumn
Prerequisite(s): No previous coding experience required. A Python boot camp will be held at the beginning of the quarter to teach the coding skills necessary to succeed in the course. Open to Advanced Undergraduates with Instructor Permission.
Equivalent Course(s): PSYC 40460, MACS 40400, MAPS 40401

CHDV 41601. Seminar in Language Development. 100 Units.

Advanced undergraduates and MAPSS students should register for PSYC 33200. Psychology graduate students should register for PSYC 43200. 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): PSYC 43200

CHDV 42350. Development Over Life Course. 100 Units.

This course explores the biological and social patterning of lives from infancy through old age. Readings will include class and contemporary theory and research related to varied stages of the life course. Discussion will focus on paradigmatic themes in life course development such as: the social situation of lives in time and place, the interconnectedness of lives and generations, the nature of developmental transitions, the timing of life experiences, and the continuity of lives through time. Examples will be drawn from populations of traditional concern within social welfare policy and social work practice.

Equivalent Course(s): SSAD 50400

CHDV 42401-42402. Trial Research in Human Development - I-II.

This course is taken in the Spring quarter of the first year, and again in the Autumn quarter of the second year. The purpose of this seminar is to help students formulate and complete their trial research projects.

Instructor(s): M. Friedner Terms Offered: Spring
Prerequisite(s): CHD grad students only.
Note(s): CHDV Distribution, R
CHDV 42402. Trial Research in Human Development II. 100 Units.
Second in required Trial Research Seminar sequence. This course is taken in the Autumn quarter of the second year. The purpose of this seminar is to help students formulate and complete their trial research projects.
Instructor(s): E. Abdelhadi
Terms Offered: Autumn
Prerequisite(s): CHDV 42401 Trial Research in Human Development-I. CHD graduate students only.
Note(s): Required Course for Comparative Human Development Graduate Students

CHDV 43204. Medical Anthropology. 100 Units.
This course introduces students to the central concepts and methods of medical anthropology. Drawing on a number of classic and contemporary texts, we will consider both the specificity of local medical cultures and the processes which increasingly link these systems of knowledge and practice. We will study the social and political economic shaping of illness and suffering and will examine medical and healing systems—including biomedicine—as social institutions and as sources of epistemological authority. Topics covered will include the problem of belief; local theories of disease causation and healing efficacy; the placebo effect and contextual healing; theories of embodiment; medicalization; structural violence; modernity and the distribution of risk; the meanings and effects of new medical technologies; and global health.
Instructor(s): E. Raikhel
Terms Offered: Winter
Prerequisite(s): PQ: Undergraduates must have completed or currently be enrolled in a SOSC sequence. Graduate option is only open to Master's students.
Note(s): CHDV Distribution: C, D; 3, 4
Equivalent Course(s): ANTH 24330, HIPS 27301, HLTH 23204, CHDV 23204, ANTH 40330, KNOW 43204

CHDV 43600. Processes of Judgement and Decision Making. 100 Units.
This course offers a survey of research on judgment and decision making, with emphasis placed on uncertainty and (intrapersonal) conflict. An historical approach is taken in which the roots of current research issues and practices are traced. Topics are drawn from the following areas: evaluation and choice when goals are in conflict and must be traded off, decision making when consequences of the decision are uncertain, predictive and evaluative judgments under conditions of uncertain, incomplete, conflicting, or otherwise fallible information.
Instructor(s): W. Goldstein
Terms Offered: Autumn
Equivalent Course(s): PSYC 43600

CHDV 43680. Topics in Language and Gesture. 100 Units.
The course will focus on a range of topics in language (discourse, narrative, turn-taking, conversational repair, etc.) and how they interact with co-speech and other nonverbal cues.
Instructor(s): S. Goldin-Meadow
Terms Offered: Winter
Equivalent Course(s): PSYC 43680

CHDV 43690. Topics in Action, Representation, and Gesture. 100 Units.
The course will focus on how movement of the body (including gesture) affects learning, information processing, and representation.
Instructor(s): S. Goldin-Meadow
Terms Offered: Spring
Equivalent Course(s): PSYC 43690

CHDV 44700. Seminar: Topics in Judgment and Decision Making. 100 Units.
This course offers a survey of research on judgment and decision making, with emphasis placed on uncertainty and (intrapersonal) conflict. An historical approach is taken in which the roots of current research issues and practices are traced. Topics are drawn from the following areas: evaluation and choice when goals are in conflict and must be traded off, decision making when consequences of the decision are uncertain, predictive and evaluative judgments under conditions of uncertain, incomplete, conflicting, or otherwise fallible information.
Instructor(s): W. Goldstein
Terms Offered: Spring
Equivalent Course(s): PSYC 44700

CHDV 45699. When Cultures Collide: The Multicultural Challenge in Liberal Democracies. 100 Units.
Coming to terms with diversity in an increasingly multicultural world has become one of the most pressing public policy projects for liberal democracies in the early 21st century. One way to come to terms with diversity is to try to understand the scope and limits of toleration for variety at different national sites where immigration from foreign lands has complicated the cultural landscape. This seminar examines a series of legal and moral questions about the proper response to norm conflict between mainstream populations and cultural minority groups (including old and new immigrants), with special reference to court cases that have arisen in the recent history of the United States.
Instructor(s): R. Shweder
Terms Offered: Winter
Equivalent Course(s): KNOW 45699, GNSE 45600, PSYC 45300, HMRT 35600, ANTH 45600

CHDV 47300. Doing Multimodal Discourse Analysis, from Interaction to Media Textuality. 100 Units.
Linguistic Anthropology Practicum / Projects in the Linguistics Laboratory
Instructor(s): Constantine Nakassis
Terms Offered: Spring
Equivalent Course(s): LING 57300, ANTH 57300
COMPARATIVE HUMAN DEVELOPMENT COURSES

CHDV 30101. 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 to a series of scientific inquiries organized around describing and understanding adolescent transitions into adulthood across demographic subpopulations in contemporary American society. We will use the National Longitudinal Survey of Youth 1997 (NLSY97) throughout the course to reveal disparities between subpopulations in opportunities and life course outcomes. 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 a lab section. Students will review the course content and learn to use the Stata software in the lab under the TA's guidance.
Instructor(s): G. Hong Terms Offered: This course is not offered in 2021-22.
Prerequisite(s): At least one college-level mathematics course, can be a high school AP course, First priority for CHDV grad and 2nd priority CHDV undergrad majors.
Note(s): CHDV Distribution, M*, M* This course will not be offered in the academic year 2021-22.
Equivalent Course(s): HLTH 20101, EDSO 30101, CHDV 20101

CHDV 30102. Introduction to Causal Inference. 100 Units.
This course is designed for graduate students and advanced undergraduate students from the social sciences, education, public health science, public policy, social service administration, and statistics who are involved in quantitative research and are interested in studying causality. The goal of this course is to equip students with basic knowledge of and analytic skills in causal inference. Topics for the course will include the potential outcomes framework for causal inference; experimental and observational studies; identification assumptions for causal parameters; potential pitfalls of using ANCOVA to estimate a causal effect; propensity score based methods including matching, stratification, inverse-probability-of-treatment-weighting (IPTW), marginal mean weighting through stratification (MMWS), and doubly robust estimation; the instrumental variable (IV) method; regression discontinuity design (RDD) including sharp RDD and fuzzy RDD; difference in difference (DID) and generalized DID methods for cross-section and panel data, and fixed effects model. Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite. This course is a prerequisite for "Advanced Topics in Causal Inference" and "Mediation, moderation, and spillover effects."
Instructor(s): G. Hong Terms Offered: This course is not offered in 2021-22.
Prerequisite(s): Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005
Note(s): CHDV Distribution: M; M This course will not be offered in the academic year 2021-22.
Equivalent Course(s): PBHS 43201, SOCI 30315, STAT 31900, MACS 51000, PLSC 30102

CHDV 30150. Language and Communication. 100 Units.
This course can also be taken by students who are not majoring in Linguistics but are interested in learning something about the uniqueness of human language, spoken or signed. It covers a selection from the following topics: What is the position of spoken language in the usually multimodal forms of communication among humans? Is what ways does spoken language differ from signed language? What features make spoken and signed language linguistic? What features distinguish linguistic means of communication from animal communication? How do humans communicate with animals? From an anthropological point of view, how can we account for the fact that spoken language is the dominant mode of communication in all human communities around the world? Why cannot animals really communicate linguistically? What do the terms language "acquisition" and "transmission" really mean? What factors account for differences between "language acquisition" by children and by adults? Are children really perfect language learners? What factors bring about language evolution, including language speciation and the emergence of new language varieties? How did language evolve in mankind? This is a general education course without any prerequisites. It provides a necessary foundation to those working on language at the graduate and undergraduate levels.
Instructor(s): Salikoko Mufwene Terms Offered: Autumn
Equivalent Course(s): EDSO 20150, LING 30150, LING 20150, CHDV 20150

CHDV 30239. Language and Labor. 100 Units.
In this class we analyze the role played by language in labor management from the training of the workers, selecting them, and monitoring them at the workplace. We show how Taylorization (i.e. a form of work management based on breaking down occupations into small tasks dissociated from the skills of the workers) has reshaped not only the labor process but also the discourse on workers' skills, including language skills. We also look at the ways in which language performance in the late modernity corporate world has increasingly become what many workers are recruited and therefore paid for.
Equivalent Course(s): ANTH 37525, LING 30239

CHDV 30245. Approaches to Social Literacy. 100 Units.
This course focuses on understanding the ways in which literacy practices and events are social phenomena inextricably linked to specific social and political circumstances. Looking at reading and writing not as simply
cognitive accomplishments of individual minds but as socially embedded practices enables us to reflect on what counts as literacy for whom and in which context, how it is performed in different settings (home, school, workplace), and the extent to which it is a source of inequality among people.

Equivalent Course(s): LING 30242, ANTH 37520

CHDV 30249. Language and Migration: Individual, Social and Institutional Perspectives. 100 Units.

This class offers a broad range of perspectives on issues regarding language in the context of migration. For instance, we analyze the ways in which language has been instrumentalized by Nation-States to regiment and restrain the mobility of targeted populations. We deconstruct the straightforward correlation between socio-economic integration and language competence in discourse produced by politicians and some academics alike. We also analyze how different types of mobility (e.g., slavery, colonization, and free individual migration) produce, at different times, differing sociolinguistic dynamics.

Equivalent Course(s): ANTH 37116, LING 30249, ANTH 27116

CHDV 30405. 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

Equivalent Course(s): MAPS 36900, ANTH 30405, CHDV 20505, SOSC 36900, HMRT 35210, HMRT 25210, ANTH 20405

CHDV 30510. Computational Content Analysis. 100 Units.

A vast expanse of information about what people do, know, think, and feel lies embedded in text, and more of the contemporary social world lives within electronic text than ever before. These textual traces range from collective activity on the web, social media, instant messaging and automatically transcribed YouTube videos to online transactions, medical records, digitized libraries and government intelligence. This supply of text has elicited demand for natural language processing and machine learning tools to filter, search, and translate text into valuable data. The course will survey and practically apply many of the most exciting computational approaches to text analysis, highlighting both supervised methods that extend old theories to new data and unsupervised techniques that discover hidden regularities worth theorizing. These will be examined and evaluated on their own merits, and relative to the validity and reliability concerns of classical content analysis, the interpretive concerns of qualitative content analysis, and the interactional concerns of conversation analysis. We will also consider how these approaches can be adapted to content beyond text, including audio, images, and video. We will simultaneously review recent research that uses these approaches to develop social insight by exploring (a) collective attention and reasoning through the content of communication; (b) social relationships through the process of communication; and (c) social state

Instructor(s): James Evans Terms Offered: Winter

Equivalent Course(s): MACS 60000, SOCI 40133

CHDV 30550. From Data to Manuscript in R. 100 Units.

This course tackles the basic skills needed to build an integrated research report with the R programming language. We will cover every step from data to manuscript including: Using R’s libraries to clean up and re-format messy datasets, preparing data sets for analysis, running statistical tools, generating clear and attractive figures and tables, and knitting those bits of code together with your manuscript writing. The result will be a reproducible, open-science friendly report that you can easily update after finishing data collection or receiving comments from readers. Never copy-paste your way through a table again! The R universe is large, so this course will focus specifically on: The core R libraries, the tidyverse library, and R Markdown. Students will also learn about the use of GitHub for version control.

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

Prerequisite(s): This is a project-based course. Students must already be in possession of a (partial or whole) dataset for which they would like to create a preliminary research report (e.g., for thesis submission, publication, or similar). No prior programming experience necessary.

CHDV 30609. Women’s Rights, Cultural Nationalisms, and Moral Panics. 100 Units.

The discourse on women’s rights, and more gradually the rights of transgender and intersex communities, has gained tremendous momentum globally in the last few decades. At the same time, in many parts of the world, these changes have been accompanied by moral panics over what such empowerment means for national “cultures.” They have sometimes also resulted in violence against women and sexual minorities. In South Africa, for example, marriage rates have reached new lows and single mothers have become a highly visible social category, eligible for state relief through a newly-instated Child Support Grant. Their access to these new state privileges has been accompanied by increased social surveillance; South African men and elders accuse young mothers of abusing their rights, upending the moral order. Both Uganda and Kenya, where national constitutions guarantee gender quotas for elected politicians, have also recently passed national legislation that seeks to regulate women’s clothing (i.e. the so-called “Miniskirt Bill” passed in Uganda in 2014). In India, women’s increasing participation in the workforce and their visibility in public space, or couples who contract marriages
across religious divides, have led to violent disciplining by other members of the community, sometimes in the name of a “love Jihad.” Feminists and queer activists, however, are not mute in the face of such resistance. Instead they have sought new ways to make claims about their right to “public” space.

Equivalent Course(s): HIST 40101, SALC 43105, ANTH 35218, CDIN 43105

CHDV 30669. African Mobilities: Theories and Ethnography. 100 Units.
It would be difficult to overstate the centrality of the “migration crisis narrative” in current discussions of migration in Europe. Even before the refugee crisis this past year, images of overcrowded boats sinking in the Mediterranean, and the strident nationalist discourse with which so many European states have responded, had placed the issue front and center in the European political landscape. Although our attention this past summer was largely focused on the exodus out of Syria, it has long been the case that many of these migrants also hail from Africa. Generally, changes in the landscape of mobility have made the presence of Africans in global migration streams increasingly apparent. In light of these issues, this course examines African migration, but it is as much focused on theories of migration as it is on the specificities of African mobility. To that end, the class will first cover some of the salient issues in migration theory, and then move on to various case studies of African migration.

Equivalent Course(s): HIST 40101, SALC 43105, ANTH 35218, CDIN 43105

CHDV 30901. Biopsychology of Sex Differences. 100 Units.
This course will explore the biological basis of mammalian sex differences and reproductive behaviors. We will consider a variety of species, including humans. We will address the physiological, hormonal, ecological and social basis of sex differences. To get the most from this course, students should have some background in biology, preferably from taking an introductory course in biology or psychological biology.

Instructor(s): Mateo, J. Terms Offered: Autumn

Note(s): Grad Distribution requirements: 1

Equivalent Course(s): PSYC 31600, EVOL 36900, GNSE 30901

CHDV 31000. 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

Note(s): CHDV Distribution: B, C

Equivalent Course(s): GNSE 21001, CRES 21100, CHDV 21000, ANTH 35110, ANTH 24320, EDSO 21100, PSYC 23000, AMER 33000, GNSE 31000, PSYC 33000

CHDV 31204. Corporate America & the Creation of the Conditions and Convention for the Working Class. 100 Units.
Throughout this course, we will explore the history of Corporate America focusing on some of the more seminal institutions that are still a part of the fabric of the American (and global) economy. In accounting for the history, we will examine the human action that shaped corporations and the communities that they impacted - we will do all of this in an attempt to understand the today's working class and the obstacles those Americans face as they do their best to make a way for themselves, provide for their families and improve their overall situations. The focal point of this course will be the question of loyalty. Among other salient issues and questions to be considered, we will return to this central question: What constitutes loyalty in the employee and employer relationship, and what is the limit in the breach of loyalty that will irrevocably rupture that relationship? We will do all of this while employ hermeneutics based on the teachings/philosophy of Paul Ricoeur (also referencing Gadamer and Heidegger’s contribution to our understanding of hermeneutics). We do this in order to create a constructive dialogue that is open to interpretation and the discovery of new or un-plumbed meaning. Using hermeneutics, the final task will be to confront the difficulty of reconciling the conclusions that we will have drawn by the close of the quarter with the reality of our economic system, capitalism.

CHDV 31600. Introduction to Language Acquisition. 100 Units.
This course addresses the major issues involved in first-language acquisition. We deal with the child’s production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).

Instructor(s): S. Goldin-Meadow Terms Offered: Winter

Equivalent Course(s): LING 21600, LING 31600, EDSO 23200, PSYC 23200, CHDV 23900, PSYC 33200
CHDV 32102. Self and Subjectivity: Discourse, Agency, and Performativity. 100 Units.
This class examines the concepts of self, subjectivity and agency through a series of theoretical and ethnographic readings that seek to problematize the notion of a bounded self, instead locating the making and unmaking of persons in terms of broader institutional, political and cultural contexts. The first two weeks are devoted to some classic attempts to understand self and society, first focusing on the public aspects of culture and personhood and then looking at more psychological approaches to how individual identity is constructed. In the rest of the course we will turn to some alternative ways of theorizing the links between self and subjectivity drawn from the Russian socio-historical school, as well as poststructuralist writing on discourse and performativity. Course material will include theoretical essays and ethnographic monographs.
Instructor(s): J. Cole Terms Offered: Winter
Prerequisite(s): Undergraduates with consent of instructor
Note(s): CHDV Distribution: C; 2*, 3*, 4*
Equivalent Course(s): ANTH 32102

CHDV 32401. Multilevel Modeling. 100 Units.
This course will focus on the analysis of multilevel data in which subjects are nested within clusters (e.g., health care providers, hospitals). The focus will be on clustered data, and several extensions to the basic two-level multilevel model will be considered including three-level, cross-classified, multiple membership, and multivariate models. In addition to models for continuous outcomes, methods for non-normal outcomes will be covered, including multilevel models for dichotomous, ordinal, nominal, time-to-event, and count outcomes. Some statistical theory will be given, but the focus will be on application and interpretation of the statistical analyses.
Instructor(s): D. Hedeker Terms Offered: Autumn
Prerequisite(s): PBHS 32400 and PBHS 32700 or consent of instructor.
Equivalent Course(s): PBHS 33400

CHDV 32501. Applied Longitudinal Data Analysis. 100 Units.
Longitudinal data consist of multiple measures over time on a sample of individuals. This type of data occurs extensively in both observational and experimental biomedical and public health studies, as well as in studies in sociology and applied economics. This course will provide an introduction to the principles and methods for the analysis of longitudinal data. Whereas some supporting statistical theory will be given, emphasis will be on data analysis and interpretation of models for longitudinal data. Problems will be motivated by applications in epidemiology, clinical medicine, health services research, and disease natural history studies.
Instructor(s): D. Hedeker Terms Offered: Spring
Prerequisite(s): PBHS 32400/STAT 22400 or equivalent, and PBHS 32600/STAT 22600 or PBHS 32700/STAT 22700 or equivalent; or consent of instructor.
Equivalent Course(s): PBHS 33300, STAT 36900

CHDV 32702. Statistical Applications. 100 Units.
This course provides a transition between statistical theory and practice. The course will cover statistical applications in medicine, mental health, environmental science, analytical chemistry, and public policy. Lectures are oriented around specific examples from a variety of content areas. Opportunities for the class to work on interesting applied problems presented by U of C faculty will be provided. Although an overview of relevant statistical theory will be presented, emphasis is on the development of statistical solutions to interesting applied problems.
Instructor(s): R. Gibbons Terms Offered: Autumn
Prerequisite(s): PBHS 32700/STAT 22700 or PBHS 33500, STAT 35800

CHDV 33100. Human Language and Interaction. 100 Units.
Language may be learned by individuals, but we most often use it for communication between groups. How is it that we manage to transmit our internal thoughts to others’ minds? How is it that we can understand what others mean to express to us? Whether we are greeting a passerby, ordering a meal, or debating politics, there are a number of invisible processes that bring language to life in the space between individuals. This course investigates the social and cognitive processes that enable us to successfully communicate with others. The theories we cover are built on observations of adult language use and child development in multiple cultural settings, taking inspiration also from non-human animal communication. It is expected that, by the end of the course, students will be able to explain the limitations of language for communication and will be able to elaborate on a number of social and other cognitive processes that critically support communicative language use.
Instructor(s): M. Casillas Terms Offered: Spring
Note(s): Distribution: Undergrads: B; C Grad: 2, 5
Equivalent Course(s): CHDV 23100

CHDV 33200. Biology of Mental Health. 100 Units.
Students will explore how the brain and body interact with other factors to affect mental health.
Instructor(s): K. Pagel Terms Offered: Spring
Note(s): Distribution - undergrad: A, B, C, D; grad: 1, 2, 3, 4
CHDV 33360. Methods in Gesture and Sign Language Research. 100 Units.
In this course we will explore methods of research used in the disciplines of linguistics and psychology to investigate sign language and gesture. We will choose a set of canonical topics from the gesture and sign literature such as pointing, use of the body in quotation, and the use of non-manuals, in order to understand the value of various effective methods in current use and the types of research questions they are best equipped to handle.
Instructor(s): S. Goldin-Meadow, D. Brentari Terms Offered: Autumn
Equivalent Course(s): CHDV 23360, PSYC 33360, LING 33360, PSYC 23360, LING 23360

CHDV 34501. Anthropology of Museums I. 100 Units.
Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.
Equivalent Course(s): SOGC 34500, ANTH 34501, MAPH 34400, ANTH 24510, MAPS 34500

CHDV 34710. Language, Culture and Development. 100 Units.
This course is designed to be an interdisciplinary class that explores research in early cognitive development within the field of language, culture and the self. We will discuss a variety of topics in cognitive development, as well as important questions concerning language and culture. This course will touch upon research across development to document early biases in human reasoning that might persist through the lifespan, and will emphasize how we can use basic science research to inform educational goals and make positive contributions to addressing issues related to language and culture.
Instructor(s): Peishan Fan Terms Offered: Winter
Prerequisite(s): Open only for graduate students and 4th year undergraduates. Undergraduates must have instructor consent.
Equivalent Course(s): MAPS 34700, PSYC 33920, EDSO 34700

CHDV 34800. Kinship and Social Systems. 100 Units.
This course will use a biological approach to understanding how groups form and how cooperation and competition modulate group size and reproductive success. We will explore social systems from evolutionary and ecological perspectives, focusing on how the biotic and social environments favor cooperation among kin as well as how these environmental features influence mating systems and inclusive fitness. While a strong background in evolutionary theory is not required, students should have basic understanding of biology and natural selection. Course will use combination of lectures and discussion.
Instructor(s): J. Mateo Terms Offered: Autumn
Note(s): CHDV Distribution, A*; 1*
Equivalent Course(s): EVOL 34800

CHDV 35201. Communication in humans and non-humans. 100 Units.
This seminar will compare communication in humans and non-humans. Topics to be covered include the reliance of communication on more general cognitive processes, the learnability of communicative systems, referential intention, honest signaling, and deception. These issues will be explored through readings that cover recent work at the intersection of human and animal communication.
Instructor(s): J. Mateo Terms Offered: Winter
Equivalent Course(s): PSYC 35201

CHDV 35401. Advanced Topics in Mesoamerican Language and Culture. 100 Units.
A seminar that considers recent research in the ethnography of language in the Mesoamerican region (especially Guatemala and southern Mexico). The course is intended for advanced students with prior experience studying the indigenous languages and cultures of the region through coursework and/or fieldwork. Class effort will be devoted to reading and discussion of selected contemporary ethnographic works, complemented by a few relevant classics. The substantive foci will vary over time but may include language standardization, multilingualism, language socialization, and aspects of the broader communicative ecology including migration, missionization, nonverbal communication, and new media. Special attention will be given to the place of community-based fieldwork in a contemporary context that increasingly demands both narrower topical and broader contextualizing perspectives (whether these be historical, regional, or global).
Equivalent Course(s): LACS 35401

CHDV 36008. Principles and Methods of Measurement. 100 Units.
Accurate measurement of key theoretical constructs with known and consistent psychometric properties is one of the essential steps in quantitative social and behavioral research. However, measurement of phenomena that are not directly observable (such as psychological attributes, perceptions of organizational climate, or quality of services) is difficult. Much of the research in psychometrics has been developed in an attempt to properly define and quantify such phenomena. This course is designed to introduce students to the relevant concepts, principles, and methods underlying the construction and interpretation of tests or measures. It provides in-depth coverage of test reliability and validity, topics in test theory, and statistical procedures applicable to psychometric methods. Such understanding is essential for rigorous practice in measurement as well as for proper interpretation of research. The course is highly recommended for students who plan to pursue careers in academic research or applied practice involving the use or development of tests or measures in the social and behavioral sciences.
Instructor(s): Yanyan Sheng Terms Offered: Spring
Prerequisite(s): Course work or background experience in statistics through inferential statistics and linear regression.
Equivalent Course(s): SOSC 26008, CHDV 26008, SOSC 36008

CHDV 36012. Race in Science and Medicine from 1800 to the Present. 100 Units.
This interdisciplinary course will explore the ways in which scientists have studied and theorized race from the 18th century onward. We will start with Linnaeus’s racial classification and the 18th and 19th century anthropological study of skulls and bones, move to the 20th century study of genetic human variation, and end with the use of racial categories in biomedical research today. How have practices and theories of studying human diversity changed and persisted over time? The course will highlight the problematic and contentious nature of these studies by analyzing their colonial contexts, the UNESCO critiques after World War II, and current-day comments on race and science in newspaper articles and podcasts (transcripts available on course website). Together, we will reflect on how historical knowledge can assist in tackling complex issues surrounding race, science, and bias in societies today and in the past. As a final assignment, students will, in groups, develop a podcast episode on a topic relevant to the course in groups.
Instructor(s): I. Clever Terms Offered: Winter
Prerequisite(s): Consent of instructor for Undergrads
Note(s): CHDV Distribution: 5*
Equivalent Course(s): HIPS 27860, CHSS 37860, HLTH 27860, IRHU 27000

CHDV 37201. Language In Culture I. 100 Units.
The first quarter of the two-quarter Language in Culture sequence introduces a number of analytic concepts developed out of the study of "language" and its limits. We begin with the study of "interaction order" in its multifunctional complexity, teasing out its constitution through the real-time unfolding of indexical (pragmatic) and reflexive (metapragmatic) signs/functions as coherent "text." We use this attention to the dialectics of indexicality and its various implications to investigate various problematics in the philosophy of language (reference, performativity), linguistics (poetics, grammatical sense, variation, register), and sociocultural anthropology (racialization, relativity, subjectivity/identity, temporality, institutionalization).
Instructor(s): Constantine Nakassis Terms Offered: Autumn. Autumn 2021
Prerequisite(s): Consent of instructor for Undergrads
Note(s): CHDV Distribution: 5*
Equivalent Course(s): PSYC 47001, ANTH 37201, LING 31100

CHDV 37202. Language In Culture II. 100 Units.
This is the second part of a two-quarter sequence on the role of language in social life. Building on the first quarter’s focus on the interaction order, this quarter explores how ideologies regiment and reflexively mediate between discursive/expressive practices of the interaction order and the wider organization of social life. How are people’s ideas about ways of speaking and modes of expression shaped by their social positions and values? And how do their ideas shape interaction and vice versa? How is difference, in language and in social life, made and unmade? How and why are some differences persuasive as the basis for action, while other differences are ignored or erased? The course proposes that ideologies are neither true nor false, they are positioned and partial visions of the world, relying on comparison and perspective; they exploit differences in expressive features - linguistic and otherwise - to construct convincing images of people, spaces and activities in sociopolitical processes.
Instructor(s): Susan Gal Terms Offered: Winter. Winter 2022
Prerequisite(s): Language in Culture-1
Note(s): CHDV Distribution: 5*
Equivalent Course(s): PSYC 47002, ANTH 37202, LING 31200

CHDV 37860. History of Evolutionary Behavioral Sciences. 100 Units.
This course will consist in lectures and discussion sessions about the historical and conceptual foundations of evolutionary behavioral sciences (evolutionary anthropology, evolutionary psychology, ethology, comparative behavioral biology), covering the period from the publication of Charles Darwin’s The Origin of Species up to the present day. Topics will include new theoretical developments, controversies, interdisciplinary expansions, and the relationships between evolutionary behavioral sciences and other disciplines in the sciences and the humanities.
Instructor(s): D. Maestripieri Terms Offered: Autumn
Prerequisite(s): N/A
Note(s): Distribution requirements: 1
Equivalent Course(s): HIPS 27860, CHSS 37860, HLTH 27860, CHDV 27860, KNOW 27860

CHDV 37950. 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
CHDV 38950. The Development of Communicative Competence. 100 Units.
This course examines the emergence of communicative skills in humans. We will focus on how children glean information about language structure and language use from their home environments. We will also discuss the proposed cognitive and evolutionary roots of communicative behaviors, with a focus on current gaps in our knowledge and possible pathways forward. The course will consider these issues from multiple perspectives including linguistics, psychology, and linguistic anthropology. We will also briefly cover a range of methods associated with these different areas of study. It is expected that, by the end of the course, you should be able to think and write critically about how human communication and human language are intertwined in both adults and children.
Instructor(s): M. Casillas Terms Offered: Spring
Note(s): UG: B, C, M; Grad: 5
Equivalent Course(s): PSYC 38960, LING 38951, EDSO 38950

CHDV 38990. Muslims in the United States. 100 Units.
Muslim migration to the United States and Western Europe proliferated in the last quarter of the 20th Century, and Islam has been a visible (and controversial) presence in these societies ever since. Though internally varied by race, ethnicity, national origins, sect and class positionality, Muslim communities have faced homogenizing narratives rooted in orientalist frameworks. As Islam continues to be a site of conflict in geopolitical struggles, these frameworks have reproduced themselves into the twenty-first century. This course will use an intersectional and critical lens to examine the issues facing Muslims in the United States and Western Europe on both macro and micro levels. One third of the course will cover the interactions between Muslim communities and their ‘host societies’ vis-à-vis the state, mass media, and public opinion. Another third of the course will delve into issues of socioeconomic mobility and cultural assimilation. Finally, the last third will show how these macro concepts influence the everyday lived experiences of Muslims in these contexts. This is a seminar-style, reading-heavy course. Students should be familiar with and capable of deploying the sociological concepts of race, class, gender and intersectionality.
Instructor(s): E. Abdelhadi Terms Offered: Winter
Prerequisite(s): Undergrads must have 3rd or 4th year standing.
Note(s): Undergrad: C; Grad: 3
Equivalent Course(s): CRES 38990, CHDV 28999, ISLM 38990, SOCI 30324, GNSE 38990

CHDV 39900. Readings: Human Development. 100 Units.
Readings and Research for working on their PhD
Instructor(s): Staff Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Instructor consent required.

CHDV 40000. HD Concepts. 100 Units.
Our assumptions about the processes underlying development shape how we read the literature, design studies, and interpret results. The purpose of this course is two-fold in that, first, it makes explicit both our own assumptions as well as commonly held philosophical perspectives that impact the ways in which human development is understood. Second, the course provides an overview of theories and domain-specific perspectives related to individual development across the life-course. The emphasis is on issues and questions that have dominated the field over time and, which continue to provide impetus for research, its interpretation, and the character of policy decisions and their implementation. Stated differently, theories have utility and are powerful tools. Accordingly, the course provides a broad basis for appreciating theoretical approaches to the study of development and for understanding the use of theory in the design of research and its application. Most significant, theories represent heuristic devices for “real time” interpretations of daily experiences and broad media disseminated messages.
Instructor(s): E. Raikhel Terms Offered: Autumn
Prerequisite(s): CHD Grad Students Only
Note(s): Required Course for Comparative Human Development Graduate Students

CHDV 40102. Advanced Topics in Causal Inference. 100 Units.
This course provides an in-depth discussion of selected topics in causal inference that are beyond what are covered in the introduction to causal inference course. The course is intended for graduate students and advanced undergraduate students who have taken the intro course and want to extend their knowledge in causal inference. Topics include: (1) alternative matching methods, randomization inference for testing hypothesis and sensitivity analysis; (2) marginal structural models and structural nested models for time-varying treatment; (3) Rubin Causal Model (RCM) and Heckman’s scientific model of causality; (4) latent class treatment variable; (5) measurement error in the covariates; (6) the M-estimation for the standard error of the treatment effect for the use of IPW; (7) the local average treatment effect (LATE) and its problems, sensitivity analysis to examine the impact of plausible departure from the IV assumptions, and identification issues of multiple IVs for multiple/one treatments; (8) Multi-level data for treatment evaluation for multilevel experimental designs and observational designs, and spilt-over effect; (9) Nonignorable missingness and informative censoring issues.
Instructor(s): G. Hong Terms Offered: Spring. Not being offered in 2021/2022
Prerequisite(s): Intermediate Statistics such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 and Introduction to causal inference or their equivalent are prerequisites.

Note(s): CHDV Distribution: M*
Equivalent Course(s): SOCI 40202, MACS 52000

CHDV 40112. Sem: Health and Society. 100 Units.
A long and healthy life is a widely sought after human goal. But not everyone has equal chances of achieving this goal. This course focuses on the role played by society in differential access to physical, psychological, cognitive health and well-being. We will discuss the role of parental characteristics and childhood circumstances in later-life health, differences in health and well-being for men and women, for racial and ethnic groups, by characteristics of our neighborhoods and communities, and by regions or countries. Each class meeting we will read and discuss three or four journal articles or sections of a book, with class participants presenting each reading, summarizing it, and then critiquing it. The class will then discuss. We will add to and subtract from the readings to match the interests of participants on each topic; the syllabus will list readings as a starting point for this process.

Instructor(s): L. Waite Terms Offered: Autumn
Prerequisite(s): Some Social Science background
Equivalent Course(s): SOCI 50112

CHDV 40207. Development in Adolescents. 100 Units.
Adolescence is a period of rapid growth and development irrespective of circumstances, contextual conditions and supports; thus, it represents both significant challenges and unique opportunities. The conceptual orientation taken acknowledges the noted difficulties but also speculates about the predictors of resiliency and the sources of positive youth development achieved. The course delineates the developmental period’s complexity made worse by the many contextual and cultural forces due to socially structured conditions; that fact interact with youths’ unavoidable and unique meaning-making processes. As a function of some youths’ privileging circumstances versus the low resource and chronic conditions of others, both coping and identity formation processes are emphasized as highly consequential. Thus, stage specific developmental processes are explored for understanding gap findings for a society’s diverse youth given citizenship requirements expected of all. In sum, the course presents the experiences of diverse youth from a variety of theoretical perspectives. The strategy improves our understanding about the “what” of human development as well as dynamic insights about the “how” and “why.” Ultimately, the conceptual orientation described is critical for 1) designing better social policy, 2) improving the training and support of socializing agents (e.g., teachers), and 3) enhancing human developmental outcomes (e.g., resilient patterns).

Instructor(s): M. Beale Spencer Terms Offered: Spring
Prerequisite(s): Graduate students only.
Note(s): CHDV Distribution: 2
Equivalent Course(s): CRES 40207, EDSO 40207

CHDV 40301. Topics in Medical Anthropology. 100 Units.
Over the past two decades, the field of “global health” has become the dominant narrative and organizing logic for interventions into health and well-being worldwide. This seminar will review theoretical positions and debates in anthropology, focusing on the decolonizing global health movement. Divergent historical legacies of colonialism and racism, institutionalized forms of structural violence, and modern-day extractive capitalism have resulted in stark global inequities, which currently stand at shockingly unprecedented levels. This seminar offers a critical lens to rethink contemporary global health’s logic and practice by considering other histories and political formations, experiences, and knowledge production systems. This seminar opens up a space for generative dialogue on the future directions of what constitutes health, equity, and aid, and whether social justice is or should be the new imperative for action.

Instructor(s): P. Sean Brotherton Terms Offered: Not Offered 2021-22; may be offered 2022-23
Prerequisite(s): Strongly recommended: previous lower-division courses in the social studies of health and medicine through ANTH, HIPS, HLTH, or CHDV
Note(s): This is an advanced reading seminar. Among undergraduates, 3rd and 4th year students are given priority. Consent only: Use the online consent form via the registrar to enroll.
Equivalent Course(s): CRES 24341, HIPS 24341, CHSS 40310, KNOW 40312, ANTH 40310, KNOW 24341, CHDV 24341, ANTH 24341, HLTH 24341

CHDV 40404. Computation and the Identification of Cultural Patterns. 100 Units.
Culture is increasingly becoming digital, making it more and more necessary for those in both academia and industry to use computational strategies to effectively identify, understand, and (in the case of industry) capitalize on emerging cultural patterns. In this course, students will explore interdisciplinary approaches for defining and mobilizing the concept of “culture” in their computational analyses, drawing on relevant literature from the fields of Anthropology, Psychology, and Sociology. Additionally, they will receive hands-on experience applying computational approaches to identify and analyze a wide range of cultural patterns using the Python programming language. For instance, students will learn to identify emerging social movements using social media data, predict the next fashion trends, and even decipher ancient symbols using archaeological databases.

Instructor(s): Jonathan Clindaniel Terms Offered: Autumn
Prerequisite(s): No previous coding experience required. A Python boot camp will be held at the beginning of the quarter to teach the coding skills necessary to succeed in the course. Open to Advanced Undergraduates with Instructor Permission.
Equivalent Course(s): PSYC 40460, MACS 40400, MAPS 40401

CHDV 40770. Early Childhood: Human Capital 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. Our substantive foci will be on early childhood poverty, the role of parenting and the home environment in shaping children’s development, and the evidence base for intervention in early childhood for economically disadvantaged children. The course will cover evidence from neuroscience, psychology, economics, sociology, and public policy as it bears on these questions. In particular, 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 discuss 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): Kalil, A Terms Offered: Winter
Equivalent Course(s): PPHA 40700, PSYC 40710

CHDV 41451. Evolutionary Psychology. 100 Units.
This course explores human behavior from the perspective of a new discipline evolutionary psychology. In this course we will read and discuss articles in which evolutionary theory has been applied to different aspects of human behavior and social life such as: developmental sex differences, cooperation and altruism, competition and aggression, physical attractiveness and mating strategies, incest avoidance and marriage, sexual coercion, parenting and child abuse, language and cognition, and psychological and personality disorders.
Instructor(s): D. Maestriperi Terms Offered: Winter
Prerequisite(s): Undergraduates must have permission of instructor.
Note(s): CHDV Distributions: A; 1
Equivalent Course(s): CHDV 27850, PSYC 41450

CHDV 41601. Seminar in Language Development. 100 Units.
Advanced undergraduates and MAPSS students should register for PSYC 33200. Psychology graduate students should register for PSYC 43200. 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): PSYC 43200

CHDV 42300. Development through the Life Course. 100 Units.
This course explores the biological and social patterning of lives from infancy through old age. Readings will include class and contemporary theory and research related to varied stages of the life course. Discussion will focus on paradigmatic themes in life course development such as: the social situation of lives in time and place, the interconnectedness of lives and generations, the nature of developmental transitions, the timing of life experiences, and the continuity of lives through time. Examples will be drawn from populations of traditional concern within social welfare policy and social work practice.

CHDV 42350. Development Over Life Course. 100 Units.
This course explores the biological and social patterning of lives from infancy through old age. Readings will include class and contemporary theory and research related to varied stages of the life course. Discussion will focus on paradigmatic themes in life course development such as: the social situation of lives in time and place, the interconnectedness of lives and generations, the nature of developmental transitions, the timing of life experiences, and the continuity of lives through time. Examples will be drawn from populations of traditional concern within social welfare policy and social work practice.
Equivalent Course(s): SSAD 50400

CHDV 42401-42402. Trial Research in Human Development - I-II.
This course is taken in the Spring quarter of the first year, and again in the Autumn quarter of the second year. The purpose of this seminar is to help students formulate and complete their trial research projects.

CHDV 42401. Trial Research in Human Development I. 100 Units.
This course is taken in the Spring quarter of the first year, followed by part II in the Autumn quarter of the second year. The purpose of this seminar is to help students formulate and complete their trial research projects.
Instructor(s): M. Friedner Terms Offered: Spring
Prerequisite(s): CHD grad students only.
Note(s): CHDV Distribution, R
CHDV 42402. Trial Research in Human Development II. 100 Units.
Second in required Trial Research Seminar sequence. This course is taken in the Autumn quarter of the second year. The purpose of this seminar is to help students formulate and complete their trial research projects.
Instructor(s): E. Abdelhadi Terms Offered: Autumn
Prerequisite(s): CHDV 42401 Trial Research in Human Development-I. CHD graduate students only.
Note(s): Required Course for Comparative Human Development Graduate Students

CHDV 43248. Research Methods in Behavior and Development. 100 Units.
In this graduate seminar we will discuss research design, experimental methods, statistical approaches and field techniques. Other topics will be covered depending on participant interests, such as acoustic analyses, ethogram development, event recorders, spectrophotometers, marking methods, spatial analyses and grant-writing strategies. The course is primarily designed for studies of non-human animals, although studies of human behavior, especially developmental studies, will be addressed.
Instructor(s): J. Mateo Terms Offered: Winter
Prerequisite(s): Permission of instructor.
Equivalent Course(s): EVOL 43248, CHDV 23248

CHDV 43255. Assembling the Biosocial. 100 Units.
Over recent decades research in the life sciences has increasingly drawn attention to the ways in which processes taking place outside "the body proper" profoundly shape the materializations of health and illness. Rather than understanding brains or genes as determinative and relatively immutable templates for human bodies and behaviors, researchers working on neuroplasticity and epigenetics have increasingly focused on understanding how social and material environments and experiences "get under the skin." While many social scientists have welcomed these developments as validating long-held views about the social determination of health and illness, others have warned these seemingly paradigmatic shifts may only lead to new forms of reductionism. Perhaps most fundamentally, such emergent research has been described as the grounds for a renewed biosocial research agenda or for the rethinking of interdisciplinary work between the life and social sciences. This course traces both the discussions and their historical background, addressing topics including: the nature/culture distinction in anthropology, conceptualizations of "plasticity," "development," and "heredity" in the life and social sciences, and the forms of interdisciplinary exchange and conversation which biosocial research may require.
Equivalent Course(s): ANTH 40350

CHDV 43335. Psychiatry and Society. 100 Units.
This course examines psychiatry as a social institution, an epistemological authority and a source of social ontology. It will trace the production, circulation and use of psychiatric knowledge from research to clinical practice. Moreover, the course will examine the complex relationships between psychiatric knowledge and its object: mental illness or psychopathology. Put in slightly different terms, we will look at the links between psychiatrists' professional accounts of mental illness and patients first-hand experiences of it.
Instructor(s): E. Raikhel Terms Offered: Winter
Prerequisite(s): N/A
Note(s): CHDV Distribution: 4*
Equivalent Course(s): ANTH 40345

CHDV 43345. The Work of 'Care': Managing Life in the 21st Century. 100 Units.
In recent years it has become increasingly clear that the biopolitical project associated with the liberal polity has undergone radical transformation, and that these transformations have been accompanied by increasing social precarity in many parts of the world. In response to the unsettling of older ways of governing people and growing populations, anthropologists have increasingly begun to examine new, emergent ways of fostering life and belonging. This course will examine a range of such works in order to interrogate on the one hand, how governments or other bureaucratic entities may be reformulating their modes of governance and on the other, how people respond with new ways of belonging and care. Potential readings include texts by Anne Allison, Veena Das, Clara Han, Annemarie Mol, Elizabeth Povinelli, China Scherz, Lisa Stevenson, and others.
Equivalent Course(s): ANTH 45115

CHDV 43901. Concepts in the Anthropology of Medicine. 100 Units.
This is a graduate level introduction to the anthropology of medicine. Students will focus on a number of foundational readings in the anthropology of medicine, with an emphasis on links to broader social and cultural theory. Topics covered will include the problem of belief; local theories of disease causation and healing efficacy; the placebo effect and contextual healing; theories of embodiment; medicalization; structural violence; modernity and the distribution of risk; the meanings and effects of new medical technologies; and global health.
Equivalent Course(s): ANTH 45115

CHDV 44599. Historical and Contemporary Issues in US Racial Health Inequality. 100 Units.
This course explores persistent health inequality in the U.S. from the 1900s to the present day. The focus will be on racial gaps in urban health inequality with some discussion of rural communities. Readings will largely cover the research on Black and White gaps in health inequality, with the understanding that most of the issues discussed extend to health inequalities across many racial and ethnic groups. Readings cover the broad range of social determinants of health (socioeconomic status, education, access to health care, homelessness) and how these social determinants are rooted in longstanding legacies of American inequality. A major component of class
Assignments will be identifying emerging research and innovative policies and programs that point to promising pathways to eliminating health disparities.

Instructor(s): M. Keels
Terms Offered: Autumn
Prerequisite(s): Only students with 2nd year standing or above.
Note(s): Fulfills grad requirement (4) and undergrad major requirement (4).
Equivalent Course(s): PBPL 24599, CHDV 24599, CHST 24599, CRES 24599, HLTH 24599

CHDV 45100. Seminar: Anthropology of the Body. 100 Units.
Drawing on a wide and interdisciplinary range of texts, both classic and more recent, this seminar will variously examine the theoretical debates of the body as a subject of anthropological, historical, psychological, medical and literary inquiry. The seminar will explore specific themes, for example, the persistence of the mind/body dualism, experiences of embodiment/alienation, phenomenology of the body, Foucauldian notions of bio-politics, biopower, queering the body, and the medicalized, gendered, and racialized body, among other salient themes.
Instructor(s): P. Sean Brotherton
Terms Offered: TBD. Not offered in 2020-21
Equivalent Course(s): CHSS 45125, GNSE 45112, ANTH 45125

CHDV 45601. Moral Psychology and the Anthropology of Morality. 100 Units.
Three types of questions about morality can be distinguished: (1) philosophical, (2) psychological, and (3) epidemiological. The philosophical question asks, whether and in what sense (if any) “goodness” or “rightness” are real or objective properties that particular actions possess in varying degrees. The psychological question asks, what are the mental states and processes associated with the human classification of actions as moral or immoral, ethical or unethical. The epidemiological question asks, what is the actual distribution of moral judgments across time (developmental time and historical time) and across space (for example, across cultures). In this seminar we will read classic and contemporary philosophical, psychological, and anthropological texts that address those questions.
Instructor(s): R. Shweder
Terms Offered: Autumn
Prerequisite(s): Advanced undergraduates may enroll with permission of instructor
Note(s): CHDV Distribution: B, C; 3
Equivalent Course(s): PSYC 44000

CHDV 45699. When Cultures Collide: The Multicultural Challenge in Liberal Democracies. 100 Units.
Coming to terms with diversity in an increasingly multicultural world has become one of the most pressing public policy projects for liberal democracies in the early 21st century. One way to come to terms with diversity is to try to understand the scope and limits of toleration for variety at different national sites where immigration from foreign lands has complicated the cultural landscape. This seminar examines a series of legal and moral questions about the proper response to norm conflict between mainstream populations and cultural minority groups (including old and new immigrants), with special reference to court cases that have arisen in the recent history of the United States.
Instructor(s): R. Shweder
Terms Offered: Winter
Equivalent Course(s): KNOW 45699, GNSE 45600, PSYC 45300, HMRT 35600, ANTH 45600

CHDV 47015. Scientific and Humanistic Contributions to Knowledge Formation. 100 Units.
In this course, we will explore whether the sciences and the humanities can make complementary contributions to the formation of knowledge, thus leading to the integration and unification of human knowledge. In the first part of the course we will take a historical approach to the issue; we will discuss how art and science were considered complementary for much of the 18th and 19th century (for example, in the views and work of Wolfgang Goethe), how they became separate (the two cultures) in the middle of the 20th century with the compartmentalization of academic disciplines, and how some attempts have recently been made at a reunification under the concept of ‘consilience’. In the second part of the course, we will focus on conceptual issues such as the cognitive value of literature, the role of ideas in knowledge formation in science and literature, the role of creativity in scientific and literary production, and how scientific and philosophical ideas have been incorporated into literary fiction in the genre known as ‘the novel of ideas’. As an example of the latter, we will read the novel ‘One, No One, and 100,000’ (1926) by Luigi Pirandello and discuss how this author elaborated and articulated a view of the human persona (including issues of identity and personality) from French philosophers and psychologists such as Henri Bergson and Alfred Binet.
Instructor(s): D. Maestripieri
Terms Offered: Winter
Note(s): Satisfies graduate program distribution (1) Comparative Behavioral Biology

CHDV 47300. Doing Multimodal Discourse Analysis, from Interaction to Media Textuality. 100 Units.
Linguistic Anthropology Practicum / Projects in the Linguistics Laboratory
Instructor(s): Constantine Nakassis
Terms Offered: Spring, Spring 2022
Equivalent Course(s): LING 57300, ANTH 57300

CHDV 47705. Philosophical Foundations of Linguistic Anthropology. 100 Units.
In this graduate seminar we explore the philosophical and epistemological foundations of linguistic anthropological thought, with a specific focus on methodology. We read primary texts in the (post)Enlightenment analytic tradition, American pragmatism, and phenomenology alongside the linguistic anthropological tradition to clarify why the methodological, analytic, and theoretical discourse of contemporary linguistic anthropology (what questions we ask after; or don't; how we pose them and study them; and what principled positions the field has staked) has taken the form it has. Topics may include categoriality and empirical knowledge; mediation
and semiotic realism; linguistic relativity; causality, contingency, and temporality; interpretation and experience; reflexivity; and the unconscious, among others.
Instructor(s): Constantine Nakassis Terms Offered: Spring. Spring 2021
Prerequisite(s): Language in Culture-1 or Consent of Instructor
Equivalent Course(s): ANTH 57705

CHDV 48201. Third Year Seminar. 100 Units.
This seminar is designed to assist graduate students towards a successful completion of their third-year assignments.
Instructor(s): S. Numanbayraktaroglu Terms Offered: Autumn
Prerequisite(s): This seminar is open to CHD Third Year graduate standing only.

CHDV 49900. Research in Human Development. 100 Units.
This course is often taken with the student's adviser in preparation for their dissertation.
Instructor(s): Staff Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Instructor consent required. CHD graduate students only.

CHDV 70000. Advanced Study: Comparative Human Development. 300.00 Units.
Advanced Study: Comparative Human Development
Committee on Conceptual and Historical Studies of Science

Interim Chair (2020-2021)
- Michael Rossi, History

Chair (on leave 2020-2021)
- Adrian Johns, History

Professors
- Fredrik Albritton Jonsson, History
- Lorraine Daston, Social Thought
- James A. Evans, Sociology
- Adrian Johns, History
- Karin Knorr Cetina, Sociology and Anthropology
- Joseph Masco, Anthropology
- Karl Matlin, Department of Surgery
- Salikoko Mufwene, Linguistics
- Robert J. Richards, History
- Michael Rossi, History
- James T. Sparrow, History
- Stephen M. Stigler, Statistics
- Kaushik Sunder Rajan, Anthropology

Emeritus Faculty
- Arnold Davidson, Philosophy
- Judith B. Farquhar, Anthropology
- Jan Goldstein, History
- Robert Perlman, Pediatrics
- William C. Wimsatt, Philosophy

Affiliate Faculty
- William H. Sterner, CHSS

The Committee on Conceptual and Historical Studies of Science (CHSS) is an interdisciplinary graduate program dedicated to advancing social, historical, and philosophical perspectives on science. Its areas of interest are broad, extending across the sciences and from the ancient world to the present day. Its faculty derive from many departments in the University, but particularly from History, Sociology, Anthropology, and Philosophy. We currently have major strengths in the study of evolutionary biology, psychology, and medicine, and in issues of the social activity of science, such as those relating to scientific authority, credibility, communication, and intellectual property. Students in the Ph.D. program have an opportunity to investigate such aspects of the scientific enterprise in depth, within its many rich historical, social, and philosophical contexts. They are also encouraged to grapple with the practices and approaches of science itself.

A brief description of the Committee's degree requirements is provided below, along with a representative list of courses that have been taught in recent years. For more complete information, you are encouraged to consult the website at http://chss.uchicago.edu/. This site contains an up to date description of faculty research interests, a complete statement of degree requirements, descriptions of individual courses being taught this year, a calendar of events (including meetings of the Committee’s regular Workshop in the History, Philosophy, and Sociology of Science), a list of students who have received Ph.D.s from the Committee with the titles of their dissertations, and more.

Those with questions about the Committee should write to the Administrative Assistant, The Committee on Conceptual and Historical Studies of Science, The University of Chicago, 1126 East 59th Street, Chicago, IL 60637 (bethcalderon@uchicago.edu (bmmackev@uchicago.edu)).

APPLICATION

New students are admitted to the Committee through the Division of the Social Sciences. Applicants will be expected to submit undergraduate transcripts, scores from the general Graduate Record Examination, three
letters of recommendation, short descriptions of their interests and/or reasons for wanting to study in CHSS, and a writing sample.

The application process for admission and financial aid for all Social Sciences graduate programs is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: https://apply-ssd.uchicago.edu/apply/. Questions pertaining to admissions and aid should be directed to ssd-admissions@uchicago.edu or (773) 702-8415.

Our application process is now entirely online (paperless). All supporting material - including letters of recommendation, transcripts, and writing samples (if required by a specific department) - must be submitted electronically through the online application.

More information about applying to programs in the University of Chicago's Division of the Social Sciences can be found at https://socialsciences.uchicago.edu/admissions/how-to-apply (https://socialsciences.uchicago.edu/admissions/how-to-apply/).

**DEGREE REQUIREMENTS**

Every new student in CHSS is assigned an adviser, with whom he or she designs an individual program of study. Because the interests of students within CHSS vary widely, so too do these programs. Yet all students are expected to fulfill certain common requirements. Full and up to date details are given on the website, but the main elements are described here.

Students choose one of the following options:

1. **SCIENCE OPTION**: The student may earn a master's degree in a science (here understood to include mathematics, statistics, and social science).
2. **PHILOSOPHY OPTION**: The student may earn a master's degree in philosophy.
3. **HISTORY OPTION**: The student may earn a master's degree in history.

All students must complete a total of at least eighteen courses at the University for a grade of B or better, including at least seven CHSS courses. They must maintain at least a B+ average every quarter. Students must take a coherent series of six courses in a scientific area at the University, approved by the Committee, at a level appropriate to their preparation and of an appropriately advanced nature. *(The term science here includes social sciences as represented in the University’s Division of the Social Sciences.)* This will normally mean that students must take at least some portion of their science work at a graduate level. Note that if a student enters the program with a master's degree in an appropriate area, the committee determines what level of credit is given for it.

The expected timetable is that students entering with a master's degree will complete coursework by the end of the second year, and those entering without will complete it by the end of year three (see the website for this and other details of the expected timetable).

Among the coursework of the first two years, students should take three courses offered by the committee: Philosophy of Science, History of Science, and Introduction to Science Studies.

Students must then pass two oral examinations. Each student has the option of taking the exams in history of science, philosophy of science, sociology of science, or anthropology of science; but at least one of the exams must be in either history of science or philosophy of science. These exams are, in part, designed by the students themselves.

At this point the student writes a dissertation proposal, and defends it at a hearing before his or her dissertation committee. He or she is then considered to have advanced to Ph.D. candidacy, and proceeds to write the dissertation itself.

**COURSES**

The department website offers descriptions of representative courses offered in recent years: https://chss.uchicago.edu/content/courses (https://chss.uchicago.edu/content/courses/)

**CONCEPTUAL AND HISTORICAL STUDIES OF SCIENCE COURSES**

**CHSS 30925. The Humanities as a Way of Knowing. 100 Units.**

Despite intertwined histories and many shared practices, the contemporary humanities and sciences stand in relationships of contrast and opposition to one another. The perceived fissure between the “Two Cultures” has been deepened by the fact that the bulk of all history and philosophy of science has been devoted to the natural sciences. This seminar addresses the history and epistemology of what in the nineteenth century came to be called the “sciences” and the “humanities” since the Renaissance from an integrated perspective. The historical sources will focus on shared practices in, among others, philology, natural history, astronomy, and history. The philosophical source will develop an epistemology of the humanities: how humanists know what they know.

Instructor(s): Lorraine Daston  Terms Offered: Not offered 21-22.
Equivalent Course(s): PHIL 20825; SCTH 30925; CLAS 37316, HIST 29517, HIST 39517, KNOW 40303, PHIL 30925
CHSS 30927. Knowledge as a Platter: Comparative Perspectives on Knowledge Texts in the Ancient World. 100 Units.
In various ancient cultures, sages created the new ways of systematizing what was known in fields as diverse as medicine, politics, sex, dreams, and mathematics. These texts did more than present what was known; they exemplified what it means to know - and also why reflective, systematic knowledge should be valued more highly than the knowledge gained from common sense or experience. Drawing on texts from Ancient India, Greece, Rome, and the Near East, this course will explore these early templates for the highest form of knowledge and compare their ways of creating fields of inquiry: the first disciplines. Texts include the Arthashastra, the Hippocratic corpus, Deuteronomy, the Kama Sutra, and Aristotle’s Parva naturalia. Terms Offered: Not offered in 21-22. Prerequisite(s): Lorraine Daston Equivalent Course(s): KNOW 31415, SALC 30927, SCTH 30927, HREL 30927

CHSS 30928. Thinking the Present through the Past: Classic Works of History since 1750. 100 Units.
As proudly empirical as the sciences, as interpretive as the humanities, and as analytical as the social sciences, history as the pursuit of knowledge about the past resists classification. Because all history is written through the lens of the present, most works of history cease to be read after a generation, especially during the modern period, as the pace of change accelerated. In this seminar we will read some of the exceptions, including works by Kant, Tocqueville, Michelet, Cassirer, Huizinga, Lovejoy, and Frances Yates, to understand how powerful vision of the past can transcend its own present. Instructor(s): Lorraine Daston Terms Offered: Not offered in 21-22. Prerequisite(s): Permission of instructor. Equivalent Course(s): SCTH 30928, KNOW 30928, HIST 45002

CHSS 30929. The Strange World of Francis Bacon. 100 Units.
Francis Bacon (1561-1626) was a statesman, natural philosopher, essayist, and one of the most original thinkers of a spectacularly original age. Hailed as a visionary of modern science, reviled for his politics, praised for his prose style, admired for his legal reasoning, and skewered as a naïve empiricist, Bacon eludes modern categories. This seminar will look at his thought in the round. Texts include The Great Instauration, the New Organon, the Essays, and New Atlantis. Instructor(s): Lorraine Daston Terms Offered: Spring. Spring 2021. Not offered 2022. Note(s): Instructor’s consent required. Equivalent Course(s): HIST 45003, SCTH 30929

CHSS 30961. The Values of Attention. 100 Units.
Attention confers value - aesthetic, moral, epistemic, and now monetary value - upon whatever it singles out from the stream of experience. This seminar explores the long history of the theories and practices of attention in philosophy, religion, science, psychology, and the arts. Guiding questions include what objects are deemed worthy of attention and why, extreme states of attention such as religious contemplation or scientific observation, the schooling of attention through practices such as reading and web-surfing, theories of how attention works, and pathologies of attention. Instructor(s): Lorraine Daston Terms Offered: Spring. Course will be taught in Spring 2022. Prerequisite(s): Reading knowledge of at least one other language besides English; students who wish to enroll in the seminar should contact the instructor directly by email. Note(s): Note: This course will be offered MW during the first 5 weeks of SQ 2022 Equivalent Course(s): SCTH 30961, HIST 45004

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

CHSS 31404. Britain in the Age of Steam 1783-1914. 100 Units.
In the Victorian era, Britain rose to global dominance by pioneering a new fossil-fuel economy. This course explores the profound impact of coal and steam on every aspect of Victorian society, from politics and religion to industrial capitalism and the pursuit of empire. Such historical investigation also serves a second purpose by helping us see our own fossil-fuel economy with fresh eyes through direct comparison with Victorian energy use. Assignments include short essays based on energy “field work” and explorations in past and present material culture. Instructor(s): F. Albritton Jonsson Terms Offered: Winter Equivalent Course(s): HIPS 21404, HIST 31404, ENST 21404, LLSO 21404, HIST 21404
CHSS 31413. Sex and Enlightenment Science. 100 Units.
What do a lifelike wax woman, a birthing dummy, and a hermaphrodite have in common? This interdisciplinary course seeks answers to this question by exploring how eighteenth-century scientific and medical ideas, technologies, and practices interacted with and influenced contemporary notions of sex, sexuality, and gender. In our course, the terms “sex,” “Enlightenment,” and “science” will be problematized in their historic contexts using a variety of primary and secondary sources. Through these texts, as well as images and objects, we will see how emerging scientific theories about sex, sexuality, and gender contributed to new understandings of the human, especially female, body. We will also see how the liberating potential of Enlightenment thought gave way to sexual and racial theories that insisted on fundamental human difference. Topics to be covered include theories of generation, childbirth, homosexuality, monstrosities, race and procreation, and hermaphrodites and questions about the “sex” of the enlightened scientist and the gendering of scientific practices.
Equivalent Course(s): KNOW 21413, HIST 22218, GNSE 21413, HIPS 21413

CHSS 32000. Introduction to Science Studies. 100 Units.
This course provides an introduction to the interdisciplinary study of science, medicine, and technology. During the twentieth century, sociologists, historians, philosophers, and anthropologists raised original, interesting, and consequential questions about the sciences. Often their work drew on and responded to each other, and, taken together, their various approaches came to constitute a field, “science studies.” The course furnishes an initial guide to this field. Students will not only encounter some of its principal concepts, approaches and findings, but will also get a chance to apply science-studies perspectives themselves by performing a fieldwork project. Among the topics we may examine are: the sociology of scientific knowledge and its applications; actor-network theories of science; constructivism and the history of science; and efforts to apply science studies approaches beyond the sciences themselves.
Instructor(s): T. Pashby Terms Offered: Winter
Equivalent Course(s): PHIL 22000, HIST 35109, CHSS 22000, PHIL 32000, HIST 25109

CHSS 32012. Technologies of Race Making. 100 Units.
This course considers the intersections between technology, science, and race. It explores how technologies have been developed and used to assign racial meaning to people’s identities and bodies and how this has impacted economic, political, and social power structures. We will read studies relating to historical and present-day technologies and discuss topics such as racial science, phrenology, biometry, surveillance and policing, artificial intelligence and automation, and data production and reuse. A major theme that runs through the course is the practice of race-making, how biological race is enacted and made relevant in specific technological practices.
Which assumptions and expectations about human variation are built into the technologies? What are the effects of its use in practice? How does race making configure into more durable forms, such as standards, databanks, and protocols? This class will be bi-modal, with in class and online options.
Instructor(s): Adrian Johns Terms Offered: Autumn 2020
Equivalent Course(s): ANTH 32305, KNOW 31408, HIST 36800, SOCI 40137, HIPS 22001

CHSS 32708. Planetary Britain, 1600-1900. 100 Units.
What were the causes behind Britain’s Industrial Revolution? In the vast scholarship on this problem, one particularly heated debate has focused on the imperial origins of industrialization. How much did colonial resources and markets contribute to economic growth and technological innovation in the metropole? The second part of the course will consider the global effects of British industrialization. To what extent can we trace anthropogenic climate change and other planetary crises back to the environmental transformation wrought by the British Empire? Topics include ecological imperialism, metabolic rift, the sugar revolution, the slave trade, naval construction and forestry, the East India Company, free trade and agriculture, energy use and climate change.
Equivalent Course(s): KNOW 22708, HIST 32708, HIPS 22708, ENST 22708, KNOW 32012

CHSS 32900. 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: Not offered in 2021-2022.
Prerequisite(s): Prior statistics course
Equivalent Course(s): STAT 36700, STAT 26700, HIPS 25600

CHSS 33300. Introduction to Philosophy of Science. 100 Units.
We will begin by trying to explicate the manner in which science is a rational response to observational facts. This will involve a discussion of inductivism, Popper’s deductivism, Lakatos and Kuhn. After this, we will briefly survey some other important topics in the philosophy of science, including underdetermination, theories of evidence, Bayesianism, the problem of induction, explanation, and laws of nature. (B) (II)
Instructor(s): T. Pashby Terms Offered: Winter
Equivalent Course(s): PHIL 22000, HIST 25109, HIPS 22000, PHIL 32000, HIST 35109
CHSS 33500. 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 quantification logic, and apply the resultant conceptual framework to the analysis of valid and invalid arguments, the structure of formal languages, and logical relations among sentences of ordinary discourse. Occasionally we will venture into topics in philosophy of language and philosophical logic, but our primary focus is on acquiring a facility with symbolic logic as such.
Instructor(s): G. Schultheis Terms Offered: Autumn Winter
Equivalent Course(s): LING 20102, PHIL 20100, PHIL 30000, HIPS 20700

CHSS 33519. The Arts of Number in the Middle Ages: The Quadrivium. 100 Units.
Alongside the arts of language (grammar, rhetoric, and logic), medieval students would encounter the arts of number: arithmetic, the study of pure number; geometry, number in space; music, number in time; and astronomy, number in space and time (in Stratford Caldecott’s formulation). In this course, we will be following this medieval curriculum insofar as we are able through some of its primary texts, many only recently translated, so as to come to a better appreciation of the way in which the study of these arts affected the development of the medieval European intellectual, scientific, and artistic tradition. This is a companion course to “The Arts of Language in the Middle Ages: The Trivium,” but the two courses may be taken in either order.
Instructor(s): R. Fulton Brown Terms Offered: Spring
Equivalent Course(s): HIST 33519, MDVL 23519, FNDL 25688, HIPS 23519, HIST 23519

CHSS 35014. Introduction to Environmental History. 100 Units.
How have humans interacted with the environment over time? This course introduces students to the methods and topics of environmental history by way of classic and recent works in the field: Crosby, Cronon, Worster, Russell, and McNeill, etc. Major topics of investigation include preservationism, ecological imperialism, evolutionary history, forest conservation, organic and industrial agriculture, labor history, the commons and land reform, energy consumption, and climate change. Our scope covers the whole period from 1492 with case studies from European, American, and British imperial history.
Instructor(s): F. Albritton Jonsson Terms Offered: Winter
Equivalent Course(s): HIPS 25014, ENST 25014, HIST 35014, HIST 25014

CHSS 35110. Philosophy of History: Narrative & Explanation. 100 Units.
This lecture-discussion course will focus on the nature of historical explanation and the role of narrative in providing an understanding of historical events. Among the figures considered are Gibbon, Kant, Humboldt, Ranke, Collingwood, Acton, Furedi, Hempel, Danto. (B) (III)
Instructor(s): R. Richards Terms Offered: Winter
Equivalent Course(s): PHIL 20506, HIST 25110, PHIL 30506, KNOW 31401, HIST 35110, HIPS 25110

CHSS 35121. The Brazil-Argentina Nuclear Cooperation Agreement and Thermoelectric Transition in Brazil. 100 Units.
In this course we present a history of Brazil-Argentina nuclear cooperation and how Brazil is planning the transition of its electric matrix from predominantly hydraulic towards a mix with increased share of nuclear power. Proliferation risks are a main concern of international community when nuclear programs expansion is considered. The Brazilian-Argentine Agency for Accounting and Control of Nuclear Materials, created in 1991, has been fundamental in assuring the international community (via the International Atomic Energy Agency) that the nuclear materials and facilities of both countries are being used for peaceful purposes.
Domestically, the debate has been environmental in nature, and concerns topics ranging from mining to power generation, and from radioactive materials disposal to radiation effects in living organisms and major accidents. These diplomatic, environmental, social and political issues are in turn dependent on technical details of the thermoelectric generating process, and this nexus of issues provides the topics for the course.
Instructor(s): Ramos, Alexandre Terms Offered: Autumn
Note(s): Tinker Visiting Professor Autumn 2018
Equivalent Course(s): PPHA 39921, LACS 25121, LACS 35121, HIPS 25121

CHSS 35309. History of Perception. 100 Units.
Knowing time. Feeling space. Smelling. Seeing. Touching. Tasting. Hearing. Are these universal aspects of human consciousness, or particular experiences contingent upon time, place, and culture? How do we come to know about our own perceptions and those of others? This course examines these and related questions through detailed readings of primary sources, engagement in secondary scholarship in the history and anthropology of sensation, and through close work with participants’ own sensations and perceptions of the world around them.
Equivalent Course(s): KNOW 31404, ANTH 24308, HIST 25309, HIPS 25309, ANTH 34308, KNOW 21404, HIST 35309

CHSS 35408. 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): HIST 25408, HIPS 25408, HIST 35408

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

CHSS 35525. Environmental Histories of the Global South. 100 Units.
Drawing on cases from Africa, Latin America, and especially Asia, this course explores key themes in the modern environmental history of the world beyond the rich industrialized North. Our investigations will focus on the ecological impacts of colonialism, war, and development, and how environmental management has helped to construct modern states and capitalist practices in turn. Ranging from the malarial plantations of the Caribbean to the forests of southeast Asia, we will analyze not-so-natural disasters like floods and chemical spills as well as the slow violence of deforestation and droughts. Combining primary sources with classical scholarship, we will encounter pioneering groups of activists like the original “tree huggers” of the Himalayas and environmental advocates for brutal population control. The course will conclude by examining the emergence of a newly assertive Global South in international climate negotiations, and its implications for the environmental history of our planet at large. The course is open to all, but may be of particular interest to students who have taken “Introduction to Environmental History.”
Instructor(s): L. Chatterjee Terms Offered: Spring
Equivalent Course(s): HIST 35024, HIST 25025, ENST 25025, HIPS 25525, SALK 25025, SALK 35025

CHSS 36054. SIFK MAPSS Core: Ways of Knowing. 100 Units.
This seminar introduces students to the practices and principles that guide the nascent field of inquiry into the formation of knowledge. “Ways of Knowing” examines how claims to knowledge are shaped by disciplinary, social, historical, and political contexts, as well as local cultural factors both explicit and unspoken. How do we know what we know? How have cultures and scholars contested, reconfigured, and defamiliarized accepted claims to knowledge? Building on social science perspectives and methods, this course will explore the formation of knowledge through key historical, sociological, and anthropological case studies. Furthermore, the course will take an expansive approach to knowledge formation by considering the interface of theory, practice, and social action. “Ways of Knowing” is a required seminar for all students wishing to undertake the Formation of Knowledge MAPSS track (https://sifk.uchicago.edu/mapss/)
Instructor(s): Anastasia Klimchynskaya, Yan Slobodkin Terms Offered: Winter
Equivalent Course(s): HIPS 26054, KNOW 36054

CHSS 36059. Media, Environment, and Risk. 100 Units.
In 1991, Ulrich Beck wrote that “society is made into a laboratory.” Following the Chernobyl disaster, Beck articulated how modern technology and its potential side-effects such as radiation or chemical poisoning had created the novel epistemological category of environmental risk defined by threats that escape human perception and transcend borders. Institutions monitoring ecological conditions gained responsibility for communicating public health. Political conflicts emerged between formations of expert and lay environmental knowledge. The technological application of modern science, and its associated environmental risks, pushed research beyond the laboratory and into the governmental fabric of social order: nuclear reactors had to be constructed and chemicals distributed to populations before their properties and safety could be understood. This seminar reads the debates on risk in environmental sociology alongside the emergence of risk criticism in media studies to interrogate the probabilistic thinking inherent to the communication of ecological threat. Two common traits characteristic of recent environmental catastrophes ranging from Bhopal, Fukushima Daiishi, Deepwater Horizon, Exxon Valdez, Hurricane Katrina, and the varied crises of global climate change, are that each disaster involves the failure or side-effect of an implemented technological project and that the corresponding risks—whether imperceptible or probable—are necessarily communicated to publics by media.
Instructor(s): A. Johns Terms Offered: Winter
Equivalent Course(s): HIPS 36059, CMST 42802, HIPS 26059, SOCI 30329, MAAD 26059

CHSS 36065. Classification as World-Making. 100 Units.
To classify,” write Geoffrey Bowker and Susan Star, “is human.” There can be no doubt that classification sits at the heart of almost any form of knowledge production, arguably even thought itself. But what diversity hides under such atrocity? This course will explore a set of exemplary fields in order to track genealogies and discontinuities in classificatory. We will begin with two philosophers, Aristotle and Kant, who stand as respective avatars of ancient and modern categorical thought. We will then proceed to sites where classification has flourished: the biological sciences which sought to capture the diversity of the living world; the social sciences— notably anthropology—which challenged the universality of Western cultural categories; and statistics or data science, which seek to understand numerical aggregates as categories. We will conclude by reflecting on the
present explosion of digital techniques of classification, from social media algorithms to artificial intelligence, which structure more and more of our lives, often without human oversight. In this sense, classification is perhaps nonhuman as well. Moving between history, epistemology, and practice, this course will furnish students with a rich set of classificatory ideas that they can bring to their own research and disciplinary communities. Above all, it will ask students to account for both the construction and effects of categories, which are too often taken to be a neutral substrate of knowledge or concev

Instructor(s): Alexander Campolo
Terms Offered: Spring
Equivalent Course(s): KNOW 36065, SOCI 30331, HIPS 26065, DIGS 20019, DIGS 30019, SCTR 36065

CHSS 37015. Graphic Medicine: Comic Creation as Knowledge Formation. 100 Units.
What does the medium of comics contribute to our knowledge and understanding of illness, disability, caregiving, and disease? How can making comics help us form individual and community knowledge about our bodies and health? This is a course designed to introduce students to the basic concepts and practices of the field of graphic medicine. To do this, we will closely engage with the elements and process of making comics as applied to the goals, principles, and applications of graphic medicine in particular, but also in relation to the health humanities. Broadly defined as the "intersection between the medium of comics and the discourse of healthcare," graphic medicine allows for unique explorations of health, disease, and illness through the use of sequential images and textual elements within a narrative structure. Students will learn about conceptual and practical aspects of the field. Through critical analysis and discussion of key works, they will also be exposed to a variety of styles, genres, and applications that capture the breadth and diversity of graphic medicine.

An important component of the class will be exercises through which students will create their own graphic medicine works as a way to explore knowledge formation about health, illness, and one's body through comics-making. Taught by a nurse cartoonist (and a founding figure in the field) and a physician.
Instructor(s): Brian Callender, MK Czerwiec
Terms Offered: Spring
Prerequisite(s): No prior knowledge or experience of graphic novels, comics, drawing, or medicine required.
Equivalent Course(s): HLTH 27015, ENGL 27015, KNOW 27015, HIPS 27015, KNOW 37015

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

CHSS 37860. History of Evolutionary Behavioral Sciences. 100 Units.
This course will consist in lectures and discussion sessions about the historical and conceptual foundations of evolutionary behavioral sciences (evolutionary anthropology, evolutionary psychology, ethology, comparative behavioral biology), covering the period from the publication of Charles Darwin’s The Origin of Species up to the present day. Topics will include new theoretical developments, controversies, interdisciplinary expansions, and the relationships between evolutionary behavioral sciences and other disciplines in the sciences and the humanities.
Instructor(s): D. Maestripieri
Terms Offered: Autumn
Prerequisite(s): N/A
Note(s): Distribution requirements: 1
Equivalent Course(s): HIPS 27860, CHDV 37860, HLTH 27860, CHDV 27860, KNOW 27860

CHSS 38003. Hegel’s Phenomenology of Spirit. 100 Units.
Our goal in this course will be to read through and understand the most important chapters of Hegel’s revolutionary book. Main topics will include Hegel’s new conception of philosophy and philosophical methodology, his agreements and disagreements with Kant, the nature of self-consciousness and human mindedness in general, individuality and sociality, and the relation between philosophy and history. (V)
Instructor(s): Robert Pippin
Terms Offered: Winter
Prerequisite(s): Undergraduates should have some background in philosophy; a knowledge of Kant would be especially helpful.
Equivalent Course(s): FNDL 23410, SCTR 38003, PHIL 28202, PHIL 38202

CHSS 38400. 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 2019 was the 210th anniversary of Darwin’s birth and the 160th anniversary of the publication of On the Origin of Species. (B) (II)
Instructor(s): R. Richards
Terms Offered: Winter
Equivalent Course(s): HIPS 24901, HIST 34905, HIST 24905, PHIL 33015, FNDL 24905, PHIL 23015
CHSS 39405. Advanced Logic. 100 Units.

Since Russell's discovery of the inconsistency of Frege's foundation for mathematics, much of logic has resolved around the question of to what extent we can or cannot prove the consistency of the basic principles with which we reason. This course will explore two main efforts in this direction. We will first look at proof-theoretic efforts towards demonstrating the consistency of various foundational systems, discussing the virtues and limitations of this approach. We will then closely examine Gödel's theorems, which are famous for demonstrating limits on the extent to which we can formulate consistency proofs. Much has been written on the implications of Gödel's theorems, and we will spend some time trying to carefully separate what they really entail from what they do not entail. Assessment will be by regular homework sets. Intermediate logic or prior equivalent required. (II) and (B).

Instructor(s): K. Davey
Terms Offered: Spring

Prerequisite(s): Elementary Logic or equivalent
Equivalent Course(s): PHIL 39405, PHIL 29405, HIPS 20905

CHSS 40201. Religion and Reason. 100 Units.

The quarrel between reason and faith has a long history. The birth of Christianity was in the crucible of rationality. The ancient Greeks privileged this human capacity above all others, finding in reason the quality wherein man was closest to the gods, while the early Christians found this viewpoint antithetical to religious humility. As religion and its place in society have evolved throughout history, so have the standing of, and philosophical justification for, non-belief on rational grounds. This course will examine the intellectual and cultural history of arguments against religion in Western thought from antiquity to the present. Along the way, of course, we will also examine the assumptions bound up in the binary terms 'religion' and 'reason.'

Equivalent Course(s): HIST 66606, CLAS 46616, DVPR 46616, KNOW 40201, PHIL 43011

CHSS 40203. Biopolitics & Posthumanism. 100 Units.

Much has been written about the possibility (or impossibility) of creating an integrated political schema that incorporates living status, not species boundary, as the salient distinction between person and thing. In this course, we will explore how biopolitical and posthumanist scholars like Michel Foucault, Hannah Arendt, Giorgio Agamben, Jane Bennett, Cary Wolfe, and Donna Haraway have acknowledged (and advocated transcending) the anthropocentric umwelt, to borrow Jakob von Uexküll's influential term. In parallel with our theoretical readings, we will explore how actual legal systems have incorporated the nonhuman, with a particular focus on Anglo-American and transnational law. Our goal is to develop our own sense of an applied biopolitics—whether to our own research, to future legislation and jurisprudence, or both.

Instructor(s): Nicolette I. Bruner
Terms Offered: Winter

Note(s): This course fulfills part of the KNOW Core Seminar requirement to be eligible to apply for the SIFK Dissertation Research Fellowship. No instructor consent is required, but registration is not final until after the 1st week in order to give Ph.D. students priority.

Equivalent Course(s): KNOW 40203, ENGL 40203, CMLT 40203

CHSS 40205. Ecological Thinking. 100 Units.

What is the environment, anyway? Is it a collection of resources? An entity in need of protection? An autonomous state of being? In this course, we will engage with writers and thinkers who have grappled with what it means to think ecologically. We will examine how environmental concerns have reached across borders to shape law, culture, and theories of knowledge on a global scale. Course themes will include environmental justice, the energy humanities, postcolonial environmentalisms, ecocriticism, ecofeminism, queer ecologies, and critical life studies. Readings will include works by Rachel Carson, William Cronon, Lawrence Buell, Helena Maria Viramontes, Christopher Stone, Rob Nixon, Tamara Giles-Vernick, Timothy Morton, and others.

Instructor(s): Nicolette I. Bruner
Terms Offered: Winter

Equivalent Course(s): KNOW 40205

CHSS 40206. Assaul~ing the Paradigm: Franz Boas and His Contemporaries. 100 Units.

How do ideas succeed? What challenges do those who voice new ideas face as they try to gain adherents, and how do they rise to influence against the odds? This course examines how the unexpected, the unconventional, and the radically original can dethrone accepted truths. We will investigate this question through a case study of the anthropologist Franz Boas and his contemporaries, who assaulted the paradigm of race at the turn of the twentieth century. In addition to reading Boas, we will study the works of John Dewey, W. E. B. Du Bois, Sigmund Freud, Zora Neale Hurston, Claude Lévi-Strauss, Margaret Mead, and Thorstein Veblen. By tracing the mutual influence between Boas and thinkers in fields from psychology to philosophy, we can examine how knowledge is contested and propagated—including the challenges those who frame ideas face as they break away from the pack, the role of social networks in the success of concepts that go "against the grain" of conventional wisdom, and the special agency of multidisciplinary collaboration in the periods of ferment produced when authority is tested and new ideas are demanded.

Instructor(s): Isaiah Lorado Wilner
Terms Offered: Winter

Equivalent Course(s): ANTH 44810, KNOW 40206

CHSS 40207. Human Rights and Humanitarianism in the Modern World. 100 Units.

The related concepts of human rights and humanitarianism form the basis of contemporary ethical and political thought. Acting in the name of "humanity" is seen as unequivocally noble, and very few of us would ever claim to be anti-humanitarian or anti-human rights. Yet the moral consensus surrounding these terms obscures a contested and often disturbing history. Rather than uncritically accepting a triumphalist story of the progressive
victory of human rights and humanitarianism, this course will explore how these concepts were constructed over time, paying special attention to how they were used in practice, what kind of rhetorical work they accomplished, and whose interests they served. The course will consider the origins of modern concepts of humanity, rights, citizenship, and social responsibility during the enlightenment and trace how they developed over the course of the 19th and 20th centuries. We will study the role of human rights and humanitarianism in the transformative events and processes of modern history, including the rise of nation-states, the trans-Atlantic slave trade and its abolition, imperial expansion and decolonization, the world wars, and twentieth-century genocides. Students will leave the course with an understanding of how human rights and humanitarianism can be applied to their own research interests.

Instructor(s): Yan Slobodkin Terms Offered: Winter
Equivalent Course(s): KNOW 40207, HMRT 40207

This course critically examines concepts of "nature" and "artifice" in the formation of scientific knowledge, from the Babylonians to the Romantics, and the ways that this history has been written and problematized by both canonical and less canonical works in the history of science from the twentieth century to the present. Our course is guided by three overarching questions, approached with historical texts and historiography, that correspond to three modules of investigation: 1) Nature, 2) Artifice, and 3) Liminal: Neither Natural nor Artificial. Instructor(s): Margaret Carlyle, Eduardo Escobar, Jennifer P. Daly Terms Offered: Spring
Note(s): This course fulfills part of the KNOW Core Seminar requirement to be eligible to apply for the SIFK Dissertation Research Fellowship. Ph.D. students must register with the KNOW 40304 course number in order for this course to meet the requirement.
Equivalent Course(s): HIST 34920, GNSE 40304, KNOW 40304, CRES 40304, HIIPS 40304

CHSS 40305. The Archive of Early English Literature: Manuscripts, Books, and Canon. 100 Units.
This course will introduce students to early English literature through manuscript studies and book history. Throughout the course we will reflect on archival research as a critical practice: how do the material histories of early texts invite us to rethink the fundamental categories that organize literary history, like authorship or canonicity? The course will be both a practicum (teaching the basics of paleography, codicology, and textual editing) and an ongoing conversation about the archives of literary history, as sites of interpretation, memory, and erasure. We will meet in the Special Collections Research Center, and use the collections of the University of Chicago. We will first focus on the archives of Chicago's Chaucer Research Project and its principals, John Matthews Manly and Edith Rickert, who tried to establish an authoritative text of the Canterbury Tales in the early twentieth century. The second half of the course will focus on print culture and reading practice, with a focus on Chicago's collection of early modern commonplace books. Students will propose and pursue a research project in the U of C or Newberry Library collections, on a topic of their choosing. Students will produce a piece of scholarship that reflects both careful research in those collections and thoughtfulness about the place of that research in critical practice. Instructor(s): J. Stadolnik Terms Offered: Spring
Note(s): This course fulfills part of the KNOW Core Seminar requirement to be eligible to apply for the SIFK Dissertation Research Fellowship. No instructor consent is required, but registration is not final until after the 1st week in order to give Ph.D. students priority.
Equivalent Course(s): ENGL 40305, KNOW 40305

CHSS 40306. Race, Land, and Empire: History, Intersectionality, and the Meanings of America. 100 Units.
This seminar examines the making and meaning of the United States at the intersections of race, land, and empire. It considers a set of profound historical transformations that shape American and global life today: the conquest and colonization of the vast North American continent; the expansion of slavery and, with it, a system of global capitalism; the growth of opposition to that system of labor, culminating in the Civil War; the origins, as a result of that war, of a modern American nation-state; the ethnic cleansing and resettlement of the West; and the ascension of the United States of America to global eminence as a military power. Rather than framing these events within a national narrative about the idea of Manifest Destiny or an epic struggle toward
the ideal of democracy—an approach that ignores most of the continent, divides the West from the North and South, and frames history itself as progress—this course makes use of a global lens to analyze the borders between and border crossings by American communities. Our foci will be the interrelations between regions and peoples; the processes that led to alteration; and the evolution of structures that redistributed social power.

Instructor(s): Isaiah Lorado Wilner Terms Offered: Spring
Note(s): This course fulfills part of the KNOW Core Seminar requirement to be eligible to apply for the SIFK Dissertation Research Fellowship. No instructor consent is required, but registration is not final until after the 1st week in order to give Ph.D. students priority.
Equivalent Course(s): KNOW 40306, HIST 37013

CHSS 40307. Seeing and Knowing. 100 Units.
The concept of visuality attends to the ways in which things become seeable, knowable, and governable. Scholars who study optical instruments, architecture, cinema, and media have done much to show us how visual technologies change our ways of seeing. Others in the history of science study how practices of observation transform our understanding of nature—and ourselves. This comparative course analyzes regimes of visuality in different cultural and historical contexts. After a short introduction on the philosophy of visual experience and psychology of visual perception, we will investigate a series of configurations of seeing and knowing. These sites range from the history of disability to contemporary climate science, and students will be asked to contribute visual topics from their own research or disciplines for collective exploration in our seminar. Through comparative study, we will work to develop new categories or relationships for linking perception and knowledge.

Instructor(s): Alex Campolo Terms Offered: Spring
Equivalent Course(s): CMST 47007, ARTH 40307, KNOW 40307

CHSS 40308. Political Theologies of Slavery and Freedom in the Atlantic World. 100 Units.
This seminar examines the interdisciplinary form of knowledge known as “political theology” in the context of Atlantic slavery. The course will trace two major developments. First, we will explore how Christian metaphysics facilitated colonialism and slavery, focusing on the emergence of race as a theological (rather than a biological) concept and on the self-fulfilling providentialism that structured fantasies of Euro-Christian world dominance. Second, we will explore how indigenous and African cosmologies and Christianities informed enslaved resistance and abolitionism. Our readings will range from works of political theology (Augustine, Calvin, Hobbes) to early American writings (Las Casas, Ligon, Jefferson) to Black Atlantic anti-slavery texts (Wheatley, Walker, Turner). We'll consider the explorer George Best’s rewriting of the biblical Curse of Ham, Francis Bacon’s claim that Europe’s superior technology evidenced its Chosen status, and the ideology of “hereditary heathenism” that forestalled early efforts to convert slaves to Christianity. Likewise, we’ll consider the role of obeah in the Haitian Revolution, the competing attitudes toward Christian slave revolt found in fiction by Douglass and Stowe, and the continued contestation of what W. E. B. Du Bois called “the new religion of whiteness.” Secondary authors may include Charles Taylor, Talal Asad, Max Weber, Colin Kidd, Rebecca Goetz, Jared Hickman, Katharine Gerbner, Jorge Cañizares-Esguerra, and J. Kameron Carter

Instructor(s): Alex Mazzaferro Terms Offered: Spring
Equivalent Course(s): SCTH 40308, KNOW 40308, CRES 30308

CHSS 40310. Topics in Medical Anthropology. 100 Units.
Over the past two decades, the field of “global health” has become the dominant narrative and organizing logic for interventions into health and well-being worldwide. This seminar will review theoretical positions and debates in anthropology, focusing on the decolonizing global health movement. Divergent historical legacies of colonialism and racism, institutionalized forms of structural violence, and modern-day extractive capitalism have resulted in stark global inequities, which currently stand at shockingly unprecedented levels. This seminar offers a critical lens to rethink contemporary global health’s logic and practice by considering other histories and political formations, experiences, and knowledge production systems. This seminar opens up a space for generative dialogue on the future directions of what constitutes health, equity, and aid, and whether social justice is or should be the new imperative for action.

Instructor(s): P. Sean Brotherton Terms Offered: Not Offered 2021-22; may be offered 2022-23
Prerequisite(s): Strongly recommended: previous lower-division courses in the social studies of health and medicine through ANTH, HIPS, HLTH, or CHDV
Note(s): This is an advanced reading seminar. Among undergraduates, 3rd and 4th year students are given priority. Consent only: Use the online consent form via the registrar to enroll.
Equivalent Course(s): CRES 24341, CHDV 40301, HIPS 24341, KNOW 40312, ANTH 40310, KNOW 24341, CHDV 24341, ANTH 24341, HLTH 24341

CHSS 40410. Technology and Aesthetics. 100 Units.
The idea of technological “progress” is a contested one, but it cannot be denied that innovation, at the very least, is a continuous process. Technological innovations regularly enable new mediums, new styles, new genres, and new subject matter as they offer us new ways to record the world, express ourselves, and tell stories. And because art is one of the fundamental lenses through which we see the world, the advent of new artistic and literary forms constantly offers us new ways to know. Each transformation in both creation and reception, however, raises anew fundamental theoretical questions: what is the difference between an objective record of the world and an artistic rendition of it? After touching briefly on the revolution brought about by Gutenberg’s invention of the printing press, this class will span the 19th through the 21st centuries to explore...
how technological innovation has led to new literary and aesthetic forms. Though the primary focus will be on literary texts, the course is intended as an interdisciplinary one, incorporating visual art and media. Class sessions will include visits to the Rare Book Collection, local art museums, and, potentially, Chicago-area theatre performances. For their final projects, students will be able to choose between a research paper or a creative project that engages with the questions and concerns of the course.

Instructor(s): Anastasia Klimchynskaya Terms Offered: Spring
Equivalent Course(s): ARTH 40311, KNOW 40310, ARTV 40310

CHSS 43204. Climate change, history and Social Theory. 100 Units.
This course considers some of the major approaches to climate change and society that have been elaborated by contemporary social and environmental theorists. Key topics include the legacies of environmental thought in classical social theory; the histories and geographies of environmental crises under capitalism; the conceptualization of "nature" in relation to societal dynamics; the role of capitalism and fossil capital in the production of "metabolic rifts"; questions of periodization and associated debates on the "Anthropocene," the "Capitalocene" and the "Plantationocene"; the interplay between urbanization and climate emergencies; the (geo)politics of decarbonization; insurgent struggles for climate justice; and possible post-carbon futures.

Instructor(s): N. Brenner, F. Albritton Jonsson Terms Offered: Autumn
Prerequisite(s): Some previous course work in classical and/or contemporary social theory, preferably at the graduate level
Equivalent Course(s): HIST 43204, SOCI 40244, PLSC 40244, CCCT 40244

CHSS 45125. Seminar: Anthropology of the Body. 100 Units.
Drawing on a wide and interdisciplinary range of texts, both classic and more recent, this seminar will variously examine the theoretical debates of the body as a subject of anthropological, historical, psychological, medical and literary inquiry. The seminar will explore specific themes, for example, the persistence of the mind/body dualism, experiences of embodiment/alienation, phenomenology of the body, Foucauldian notions of biopolitics, biopower, queering the body, and the medicalized, gendered, and racialized body, among other salient themes.

Instructor(s): P. Sean Brotherton Terms Offered: TBD. Not offered in 2020-21
Equivalent Course(s): CHDV 45100, GNSE 45112, ANTH 45125

CHSS 45300. Global Science. 100 Units.
Is all science global, and if so, how did it get that way? Are some sciences more global than others? What has been at stake historically in describing scientific activity as variously local, transnational, international, or global, and how have these constructions influenced the historiography of the field? In this graduate colloquium, we will explore different approaches to writing and examining scientific knowledge production as a global phenomenon, as well as considering different historiographic attempts at grappling with science’s simultaneously local and global qualities, poly-vocal nature, and historical coproduction with global political and economic power.

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

CHSS 47000. Reading And Research: CHSS. 100 Units.
Readings and Research for working on their PhD

CHSS 50755. Race/Capital/Extraction. 100 Units.
In the concluding chapters of Capital, Vol. 1, Karl Marx describes the origins of capitalism as an enterprise “written in the annals of mankind in letters of blood and fire.” This process that Marx christened as “so-called primitive accumulation” rests fundamentally on the extraction of raw materials through colonial regimes of enclosure and the brutal exploitation of racialized labor. Nonetheless, the relationship between race and capital is not sufficiently elaborated in Marx’s oeuvre. In turn, this course will reconsider Marxist concepts and categories through a critical evaluation of the analytical domains of “race,” “capital,” and “extraction.” Moreover, students will consider the extent to which these domains productively modify each other: Does capitalism as an economic system depend on race as its ideological substrate? Can race be understood as an extractive project founded the violent enslavement and mercantile transit of racialized laboring subjects? How are the production of race and the accumulation of capital transformed by extractive economies of fossil fuels and metallic ores? To this end, students will consult the writings of Sylvia Wynter, W.E.B. Du Bois, C.L.R. James, Claudia Jones, Walter Rodney, and Octavia Butler.

Instructor(s): Ryan Jobson Terms Offered: Winter. Winter 2022
Equivalent Course(s): ANTH 50755, CRES 50755

CHSS 51947. Techno-Natures: Anthropology and Science Fiction. 100 Units.
This graduate seminar explores science fiction narratives alongside anthropological theory and ethnographic practice in an attempt to develop novel theoretical and methodological interventions into questions concerning environment, governance, the body, and the relationship between humans and machines. In so doing the course aims to elaborate potential correspondences between anthropology and science fiction, with particular focus on re-conceptualizing nature in relation to post-apocalyptic narratives and crises of the Anthropocene. Following science fiction’s speculative process, the course encourages a mode of inquiry that is experimental in order to explore the ways in which science fiction might operate as ethnographic thought experiment while challenging...
received understandings of the nature of empirical evidence. Course material will include science fiction texts as well as films.

Instructor(s): Michael Fisch
Terms Offered: Winter. Winter 2019
Equivalent Course(s): ANTH 51947

CHSS 53506. Non-Deductive Inference. 100 Units.
This course will examine modern non-Bayesian ways of understanding non-deductive inference. Topics include the problem of induction, Pierce’s theory of abduction, inference to the best explanation, and the general connection between explanation and non-deductive inference. (III)
Instructor(s): K. Davey
Terms Offered: Winter
Equivalent Course(s): PHIL 53506

CHSS 53709. Conceptual Change and the a-priori. 100 Units.
Instructor(s): K. Davey
Terms Offered: Winter
Equivalent Course(s): PHIL 53709

CHSS 54833. Engineered Worlds III: Terraformations. 100 Units.
This experimental seminar is part of a larger series of events in 2019-20 organized under the Engineered Worlds theme. It will be linked to activities on several other campuses as well as a spring 2020 conference. It examines the effects of industrial living on the biosphere and considers the multiple ways that people have been involved in terraforming planet earth. Attending to the ways that race, gender, and class inform industrial life, the seminar will explore (via social theory, ethnography, and history) ways of thinking about planetary scale problems that have local intensities that matter. This is an advanced graduate seminar. Registration is by permission of instructor.
Instructor(s): Joseph Masco
Terms Offered: Autumn. Autumn 2019
Prerequisite(s): Consent of Instructor
Note(s): Course will involve Skyped in participants from another university.
Equivalent Course(s): ANTH 54833

CHSS 55100. The Development of Whitehead’s Philosophy of Nature. 100 Units.
Alfred North Whitehead’s philosophy has seen a resurgence of academic interest in recent years via a line of influence passing through Deleuze and Latour. Meanwhile, Whitehead’s Process and Reality (1929) has gained a reputation, not undeserved, as possibly the most challenging English language text in the philosophical canon; it is seldom read in a department of philosophy. This is a pity, since the striking originality and creative potential of the philosophy contained within is unmatched. This course offers an opportunity for a gradual approach to understanding the "philosophy of organism" of Process and Reality by first taking in the foothills of earlier and less obtuse Whitehead texts Concept of Nature and Science and the Modern World. We will supplement these readings with newly discovered notes from Whitehead’s Harvard lectures (published just last year). These documents reveal Whitehead in meditative mood, thinking through in real time his philosophical concerns. With their help, this course will explore the striking continuity of his earlier natural philosophy with the mature philosophy of Process and Reality and so provide a more gentle ascent to the heady realms of "actual entities", "concrescence" and "conceptual feelings" described therein. (II)
Instructor(s): T. Pashby
Terms Offered: Autumn
Equivalent Course(s): PHIL 55100, KNOW 55100

CHSS 55978. AdvRdgs in Technoscience. 100 Units.
Advanced Readings
Equivalent Course(s): ANTH 55973

CHSS 56900. Colloquium: The Scientific Image-Formalism, Abstraction, and Realism. 100 Units.
This course explores the broad field of scientific image-making, focusing in particular on problems of formalism, abstraction, and realism. What makes a “good” scientific image? What kind of work do scientific images do? What philosophical, ideological, and political constraints underwrite attempts to render the complexity of events and entities in the world in stylized visual vocabularies? And how might we approach the work of aesthetics and style in image-making? We will examine these questions through a survey of several contemporary scholarly frameworks used for thinking about problems of representation in scientific practice and will attend to such image-making practices as graphing, diagramming, modeling, doodling, illustrating, sculpting, and photographing, among other methods.
Instructor(s): M. Rossi
Terms Offered: Spring
Prerequisite(s): Consent of instructor; open to MA and PhD students only.
Equivalent Course(s): HIST 56900

CHSS 57200. Colloquium: Infrastructure in History-Theory, Materiality, and Power. 100 Units.
Dams, sewers, railroads, water pipes, power lines, barbed wire, and garbage dumps: long treated as virtually invisible, the study of infrastructure has exploded in recent years. This colloquium will explore different theoretical and methodological approaches to the history of infrastructure. What are the best methodological tools for studying the history of large technological systems? What is the relationship of infrastructure with capitalism, settler and liberal colonialism, and postcolonial development? How should we theorize and write about nonhuman agency, especially in an age of ecological crisis? While reading and critiquing recent historical
classics, we will also venture across interdisciplinary boundaries to examine innovative approaches arising out of science and technology studies, anthropology, urban geography, and the environmental humanities.

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

**CHSS 58108. The Philosophy of Howard Stein. 100 Units.**
Howard Stein’s impressive body of work is notable for its tight integration of history of science with philosophy of science. Topics include: theories of spacetime structure (Newtonian and relativistic), the conceptual structure of quantum mechanics, the methodology of science in general and the character of scientific knowledge, and the history of physics and mathematics. Readings by Stein will be supplemented by primary historical texts and secondary philosophical literature, including selections from a forthcoming edited collection on Stein. (II)
Equivalent Course(s): PHIL 58108

**CHSS 66900. Colloquium: Reading Marx’s Ecology. 100 Units.**
In this course we will read Marx’s own ideas in their historical context and then explore commentaries on them by Paul Burkett, John Bellamy Foster, and others to see what of Marx’s ideas can be productively used in environmental history and in discussions of the Anthropocene.
Instructor(s): F. Albritton Jonsson & D. Chakrabarty
Terms Offered: Spring
Equivalent Course(s): HIST 66900

**CHSS 70000. Advanced Study: Conceptual & Historical Studies of Science. 300.00 Units.**
Advanced Study: Conceptual & Historical Studies of Science
Department of Economics

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

Chair
• Robert Shimer

Professors
• Ufuk Akcigit
• Fernando Alvarez
• Stéphane Bonhomme
• Leo Bursztyn
• David W. Galenson
• Mikhail Golosov
• Michael Greenstone
• Lars Peter Hansen
• James J. Heckman
• Ali Hortaçsu
• Greg Kaplan
• Steven Levitt
• John List
• Casey Mulligan
• Kevin M. Murphy
• Roger B. Myerson
• Derek A. Neal
• Philip J. Reny
• Azeem Shaikh
• Robert Shimer
• Nancy L. Stokey
• Harald Uhlig
• Alessandra Voena

Associate Professor

Assistant Professor
• Benjamin Brooks
• Manasi Deshpande
• Michael Dinerstein
• Peter Hull
• Thibaut Lamadon
• Simon Mongey
• Doron Ravid
• Max Tabord-Meehan
• Pietro Tebaldi
• Felix Tintelnot
• Alex Torgovitsky

Senior Lecturers
• Victor O. Lima
• Min Sok Lee
• Allen R. Sanderson
• Kotaro Yoshida

Lecturers
• Ryan Fang
• Kanit Kuevibulvanich
Chicago is a particularly innovative department of economics. The proportion of new ideas in economics that have emanated from or become associated with Chicago over the last forty years is astonishing. Any definition of the Chicago School would have to find room for the following ideas (in chronological order from the 1940s to the present): the economic theory of socialism, general equilibrium theory, general equilibrium models of foreign trade, simultaneous equation methods in econometrics, consumption as a function of permanent income, the economics of the household, the rationality of peasants in poor countries, the economics of education and other acquired skills (human capital), applied welfare economics, monetarism, sociological economics (entrepreneurship, racial discrimination, crime), the economics of invention and innovation, quantitative economic history, the economics of information, political economy (externalities, property rights, liability, contracts), the monetary approach to international finance, rational expectations in macroeconomics, and mechanism design. The unifying thread in all this is not political or ideological but methodological, the methodological conviction that economics is an incomparably powerful tool for understanding society.

The Department of Economics offers a program of study leading to the Ph.D. degree. A general description of the program is given below. For a more detailed explanation of the program requirements, as well as complete course descriptions and faculty bios, see the information for current students on our website at: http://economics.uchicago.edu/graduate/.

Admissions and Financial Aid

PREREQUISITES AND PREPARATION FOR GRADUATE STUDY

Each autumn, the Department of Economics enrolls an entering class of 20-25 graduate students who come from many countries around the world, and have been selected from a large and diverse group of applicants. Admission to graduate study requires a bachelor's degree (or equivalent). This degree need not be in economics, although some background in economics is certainly desirable. There are no formal course requirements for admission, but a strong background in mathematics is important. At the Ph.D. level, the study of economics requires an absolute minimum of one year of college calculus and a quarter (or semester) each of both matrix algebra and mathematical statistics (that is, statistics using calculus, as distinct from introductory statistics for social science). Prospective students who lack this preparation and have remaining free time in their undergraduate schedules are urged to take these courses before the beginning graduate study.

Beyond these basic prerequisites, many of our applicants have taken other advanced mathematics courses, such as real analysis, have completed some graduate-level classes in economics or related fields, or have had some other significant exposure to research in economics. Many strong applicants have ranked at or near the top of their graduating class.

ADMISSIONS PROCESS

Given the year-long sequence of courses, all new students must begin their study in the Autumn Quarter. The application process for admission and financial aid for Economics and all Social Sciences graduate programs is administered through the Divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines, and department specific information is available online at https://apply-ssd.uchicago.edu/apply/. Most required supplemental material can be uploaded into the application.

Questions pertaining to admissions and aid should be directed to ssd-admissions@uchicago.edu or (773) 702-8415.

All applicants are required to submit scores from the Graduate Record Examination (GRE), General Test. Foreign applicants whose native language is not English must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The current University minimum score requirements are provided with the application.

CRITERIA FOR ADMISSIONS

The Committee on Admissions takes account of a wide range of factors to evaluate each applicant: the previous educational record, letters of recommendation, writing sample, previous research experience, the applicant's scores on the GRE (General Test) and the TOEFL or IELTS, the compatibility of the applicant's research interests with the program strengths in the department, and any special factors that the applicant may bring to the committee's attention. The committee evaluates each applicant on the basis of all material available;
no arbitrary cut-offs in terms of a student's grade point average or test scores are used. Applications must be complete for the January review, including scores from the GRE and TOEFL or IELTS if appropriate. These exams should be taken no later than November 1. In deciding when to register for the exams, applicants should particularly note our yearly cycle in order to assure that their applications receive full consideration.

**PROGRAM OF STUDY**

The program of study for the Ph.D. degree in Economics includes courses and comprehensive examinations in the three “Core” subjects of Price Theory; the Theory of Income, Employment, and the Price Level; and Quantitative Methods. In addition to the Core, Ph.D. requirements include the demonstration of competence in two Specialized Fields of concentration, courses in three elective Fields for the General Distribution requirement, a Research Paper, the approval of a Thesis Proposal, and the completion of the Doctoral Thesis.

The usual load is three courses per quarter for two years; this permits the completion of nine courses during the regular academic year of three quarters. The comprehensive examination for the Core subjects is given in the Summer Quarter. An examination in each Specialized Field of concentration is given once a year.

Ph.D. students may request permission to choose electives outside the Department of Economics for Field or General Distribution requirements. Satisfactory grades on course work done at the graduate level at another institution may also be used to satisfy part of the course requirements for General Distribution by petition to the Director of Graduate Studies.

With good preparation, students normally take five years to complete the Ph.D. Students who begin with the intention of obtaining the Ph.D. but who change their plans or fail to satisfy the Ph.D. requirements will in most cases be eligible for an M.A. degree.

The program of a typical Ph.D. student consists of the following sequence: in the first year, courses in price theory, the theory of income, and quantitative methods prepare the student for the Core examinations which are taken in the following summer; in the second year, courses and participation in workshops prepare the student for certification in two Specialized Fields (one by exam and one by GPA or exam) and help the student identify a Research Paper topic; in the third and fourth years, the student completes his/her Research Paper and General Distribution requirements, participates in workshops, formulates a thesis topic, and presents a Thesis Proposal Seminar at which the faculty formally approves the topic and admits the student to candidacy; in the fifth year, the student completes his/her Doctoral Thesis and gives a Public Lecture.

**COURSES**

The department website offers descriptions of graduate courses scheduled for the current academic year: http://economics.uchicago.edu/graduate/

**JOINT PH.D. PROGRAM IN FINANCIAL ECONOMICS**

The joint Ph.D. program in Financial Economics was established in the 2006-07 academic year and is run jointly by the Department of Economics in the Division of the Social Sciences and by the University of Chicago Booth School of Business (formerly the GSB). The aim of this program is to exploit the strengths of both sponsors in training Ph.D. students interested in financial economics. Core economics training is valuable for students seeking to do research in financial economics, and advances in financial economics have important spillovers to other areas of economics. It has long been a tradition in the Department of Economics to feature core economics training for their Ph.D. students, and the Booth School has well-recognized excellence in finance. Students in the joint program benefit from broad sets of instructors and classmates in both the Economics Department and the Booth School. They also hold an official status and are able to utilize resources in both Economics and the Booth School.

Upon completion of this program, students will be awarded a Doctor of Philosophy degree in Economics and Finance jointly from the Division of the Social Sciences and the Booth School.

**PROGRAM ELEMENTS**

Students must satisfy the requirements for the Ph.D. degree in both programs. This is viable because of the considerable overlap in what the two programs expect of their students.

**ADMISSIONS**

Admission to the joint program requires admission to both the doctoral program in the Department of Economics and to the doctoral program in the Booth School, but interested parties need only apply to one or the other program. Students may enter the joint program at the beginning of their doctoral studies. Students seeking admission to the joint program should apply online to either the Ph.D. program in the Department of Economics or the Booth School.

Students enrolled in doctoral studies in either the Economics Department or the Booth School may apply to the joint program at any time within their first two years in residence. Such students will still have to meet all of the requirements of both programs.
Enrollment and financial aid throughout a student’s matriculation in the joint program will be administered by either the Division of the Social Sciences or the Booth School, as arranged by the two units. This designation will be for administrative purposes only and will not have programmatic implications. If a student’s interests change, the Director of the Ph.D. program in the Booth School and the Dean of Students for the Social Sciences will facilitate transfers out of the joint program and into the doctoral program in Economics or Business.

**ECONOMICS COURSES**

**ECON 30100. Price Theory I. 100 Units.**
Theory of consumer choice, including household production, indirect utility, and hedonic indices. Models of the firm. Analysis of factor demand and product supply under competitive and monopolistic conditions. Static and dynamic cost curves, including learning by doing and temporary changes. Uncertainty applied to consumer and producer choices. Property rights and the effects of laws. Investment in human and physical capital.
Instructor(s): Kevin Murphy Terms Offered: Autumn

**ECON 30200. Price Theory II. 100 Units.**
The first five weeks of this course are a continuation of ECON 30100. Price Theory I. The second half of the course will be devoted to the Walrasian model of general competitive equilibrium as developed by Arrow and Debreu. This will begin with a brief development of the consumer and producer theories, followed by the welfare theorems connecting equilibria and optimality and a treatment of the classical existence of equilibrium theorem. The core of an economy, a limit theorem relating the core to the set of competitive equilibria, and models in which agents are small relative to the market will also be considered. Finally we will study general equilibrium under some alternative assumptions; such as, informational asymmetries and rational expectations equilibrium, public goods and Lindahl equilibrium, financial general equilibrium and asset pricing.
Instructor(s): Phil Reny Terms Offered: Winter

**ECON 30300. Price Theory III. 100 Units.**
This course focuses on information economics, incentives and strategic settings with incomplete information. Topics include competitive markets with adverse selection, signaling, moral hazard, nonlinear pricing, strategic and informational incentive constraints, auctions, public goods, bilateral trade and optimal mechanism design.
Instructor(s): Lars Stole Terms Offered: Spring

**ECON 30400. Introduction to Mathematical Methods In Economics. 000 Units.**
This optional three-week course for incoming graduate students meets in early September and introduces some basic mathematical concepts used in economic theory: a "briefing" of the math students will encounter in the Core classes. Emphasis is placed on problem-solving, but also on some fairly abstract math you might not see otherwise. Cooperative work is strongly encouraged.
Instructor(s): Staff Terms Offered: Summer
Prerequisite(s): Econ PhD students only

**ECON 30501. Topics in Theoretical Economics. 100 Units.**
Some of the topics covered in this course are: Nash equilibrium existence in discontinuous games, existence of monotone pure strategy equilibria in Bayesian games, defining sequential equilibrium in infinite extensive form games, efficient auction design, correlated information and mechanism design.
Instructor(s): Phil Reny Terms Offered: Winter

**ECON 30502. Topics in Theoretical Economics II. 100 Units.**
This course will cover advanced topics in mechanism design and Bayesian games.
Instructor(s): B. Brooks Terms Offered: Spring

**ECON 30580. Rational Inattention. 100 Units.**
The course is part of the mathematical economics graduate student sequence. Since Sims’ (1998) seminal paper, there has been a growing interest in models of rational inattention. The course investigates these models and their economic consequences. We focus on Sims’ model, going over its various solution methods and related applications. After spending some time on the Gaussian linear-quadratic specialization, we turn to the model’s dynamic versions. We will then consider several generalizations: cost of stochastic choice rules, posterior separable costs, differentiable costs, and ex-post information measures. We will also go over the model’s various foundations, if time permits. The course grade will be based on classroom presentations, participation, and a paper.
Instructor(s): D. Ravid Terms Offered: Spring

**ECON 30600. The Economics of Information. 100 Units.**
Course Search (https://intranet.chicagobooth.edu/pub/coursesearch/coursesearch/)
Equivalent Course(s): BUSN 33911

**ECON 31000. Empirical Analysis I. 100 Units.**
This course introduces students to the key tools of econometric analysis. It covers basic OLS regression model, generalized least squares, asymptotic theory and hypothesis testing for maximum likelihood estimation, extremum estimators, instrumental variables, decision theory and Bayesian inference.
Instructor(s): Azeem Shaikh Terms Offered: Autumn
ECON 31100. Empirical Analysis II. 100 Units.
This course develops methods of analyzing Markov specifications of dynamic economic models. Models with stochastic growth are accommodated and their properties analyzed. Methods for identifying macroeconomic shocks and their transmission mechanisms are developed. Related filtering methods for models with hidden states are studied. The properties estimation and inference methods based on maximum likelihood and generalized method of moments are derived. These econometric methods are applied to models from macroeconomics and financial economics.
Instructor(s): Lars Hansen & Thomas Sargent Terms Offered: Winter

ECON 31200. Empirical Analysis III. 100 Units.
The course will review some of the classical methods you were introduced to in previous quarters and give examples of their use in applied microeconomic research. Our focus will be on exploring and understanding data sets, evaluating predictions of economic models, and identifying and estimating the parameters of economic models. The methods we will build on include regression techniques, maximum likelihood, method of moments estimators, as well as some non-parametric methods. Lectures and homework assignments will seek to build proficiency in the correct application of these methods to economic research questions.
Instructor(s): James Heckman & Magne Mogstad Terms Offered: Spring

ECON 31703. Topics in Econometrics. 100 Units.
Graduate course covering recent research on the field of econometrics.
Instructor(s): Bonhomme, Stephane Terms Offered: Spring

ECON 31720. Applied Microeconometrics. 100 Units.
This course is about empirical strategies that are commonly used in applied microeconomics. The topics will include: control variables (matching), instrumental variables, regression discontinuity and kink designs, panel data, difference-in-differences, and quantile regression. The emphasis of the course is on identification and practical implementation. The course also covers the shortcomings of commonly used tools, and discusses recent theoretical research aimed at addressing these deficiencies.
Instructor(s): Torgovitsky, Alex Terms Offered: Autumn
Equivalent Course(s): PPHA 48403

ECON 31750. Topics on the Analysis of Randomized Experiments. 100 Units.
This course will introduce some current topics in econometrics and statistics with applications to the analysis of randomized experiments. The first half of the course will compare finite-population and super-population approaches to inference in classical randomized experiments. The second half of the course will focus on uniform laws of large numbers and VC theory, with a view towards policy learning in randomized experiments.
Instructor(s): Tabord-Meehan, M. Terms Offered: Winter

ECON 31800. Advanced Econometrics. 100 Units.
Equivalent Course(s): BUSN 41911

ECON 32000. Topics in American Economic History. 100 Units.
Economic analysis of the role of labor markets in American economic growth. Specific topics include the economics of colonization, the transatlantic slave trade, the transition from indentured to slave labor in colonial America, the record of nineteenth-century economic growth, nineteenth-century immigration, nativity and the expansion of education, the economics of westward migration, the quantitative analysis of economic and social mobility, and the economics of racial discrimination in the twentieth century.
Instructor(s): D. Galenson Terms Offered: Autumn

ECON 33000. Theory of Income I. 100 Units.
This course will use dynamic general equilibrium models to study macroeconomic questions. The first half of the quarter will focus on applications of the neoclassical growth model, including variants useful for studying the effects of capital, labor, and consumption taxes; the effects of general and investment specific technical change; the role of human capital accumulation, and the q-model of investment. On the technical side, this part of the course will rely heavily on the tools of optimal control theory (Hamiltonians) and on the First and Second welfare theorems. The second part of the course will focus on applications of stochastic dynamic programming. On the substantive side, particular topics include models of job search and asset pricing; models with idiosyncratic (insurable) and aggregate (uninsurable) risk; and dynamic tax smoothing. On the technical side, this part of the course will rely heavily on Bellman equations and other recursive modeling techniques.
Instructor(s): Nancy Stokey Terms Offered: Autumn
ECON 33100. The Theory of Income II. 100 Units.
This course will explore a variety of macroeconomic models in which the welfare theorems do not necessarily hold, including overlapping generations models, equilibrium models with labor market search and matching frictions, economies with sticky prices and sticky wages, and environments in which money facilitates exchange. We will also explore the role of government policy within these models, including optimal taxation, optimal monetary policy, and the time consistency of these policies. If time permits, we will look at environments with non-convex adjustment costs, such as irreversible investment and fixed costs of changing prices.
Instructor(s): Mikhail Golosov Terms Offered: Winter

ECON 33200. The Theory of Income III. 100 Units.
The course shares with the other two Theory of Income courses the objectives of (1) explaining human behavior as evidenced by aggregate variables and (2) predicting the aggregate effects of certain government policies. Economics 33200 considers some of the prevailing business cycle theories, and their application to the recession of 2008-9. Some hypotheses to be considered are the q-theory of housing investment, the neoclassical approach to fiscal policy, and whether government spending has a “multiplier.” The course confronts several empirical issues that are also encountered outside the field of macroeconomics such as the construction of aggregate data, choice of data set, and the measurement of expectations.
Instructor(s): Fernando Alvarez Terms Offered: Spring

ECON 33502. Monetary Economics I. 100 Units.
Current research topics in monetary economics will be explored.
Instructor(s): F. Alvarez Terms Offered: Autumn

ECON 33530. Firm Dynamics and Economic Growth. 100 Units.
This class focuses on the theory and empirics of economic growth. The class will follow a micro-to-macro approach and hence special emphasis will be given to firms and inventors to uncover the determinants of aggregate productivity growth. In addition to some classic papers, the class will mainly focus on recent research.
Instructor(s): U. Akeigt Terms Offered: Winter

ECON 33550. Spatial Economics. 100 Units.
The course will discuss recent advances in spatial modelling and quantification that allow us to study trade, migration, as well as urban, regional, national, and global growth in a unified spatial general equilibrium framework. These frameworks can be quantified using a variety of data to perform detailed policy counter-factual exercises. These exercises can help us understand the impact of trade and migration policy as well as local and national fiscal policy, transportation policy and the effect of regional shocks including the ones associated with climate change.
Instructor(s): Rossi-Hansberg, E. Terms Offered: Winter

ECON 33580. Risk, Uncertainty and Value: Prices, Quantities, and Policies. 100 Units.
This class presents and applies tools for analyzing consequences of several kinds of uncertainty. The tools come from statistics, decision theory, and recursive macroeconomic theory. We combine them to assess the consequences of risk, ambiguity, and model misspecifications. The tools help understand observed fragilities in financial markets, consequences for investment when technologies are uncertain, and implications for macroeconomic policy when policy makers and the “people inside their models” both distrust statistical models.
Instructor(s): Hansen, L.; Sargent, T. Terms Offered: Spring

ECON 33590. Financial Crisis and the Conquest of Inflation in Latin America. 100 Units.
The goal of this course is to illustrate the power of macroeconomic theory to interpret the economic history of several countries in Latin America. Students will learn classic theories on the monetary and fiscal aspects of inflation. Empowered by these macroeconomic foundations we will analyze different types of multiple equilibria that give rise to vulnerabilities to speculative attacks on fixed exchange rates, interest rates pegs, and public debt. Students will write papers using the models discussed in class to explain the inflation experience of a country (not necessarily in Latin America) or a particular episode of a financial crisis.
Instructor(s): Pablo Andrés Neumeyer Terms Offered: Winter
Equivalent Course(s): LACS 55000

ECON 33703. Financial Markets in the Macroeconomy. 100 Units.
Course Search (https://intranet.chicagobooth.edu/pub/coursesearch/coursesearch/)
Equivalent Course(s): BUSN 33948

ECON 33820. Advanced Macro Reading Group. 100 Units.
This is a weekly reading group discussing recent literature in macroeconomics.

ECON 34430. Topics in Labor Markets: Earnings and Employment. 100 Units.
The course will cover recent developments in the understanding of the determinants of employment and earnings in the labor market. We will start by studying extensive and intensive labor supply decisions in the short and long run and their implications for macro and micro elasticities. We will then look at the effect of uncertainty in earnings by studying the joint dynamics of earnings and consumption. The next section is concerned with labor demand and in particular how skills demand has impacted inequality. Finally, the course will cover models with two-sided heterogeneity with complementarities, sorting and mobility frictions. The methods presented in the
course will range from nonparametric econometrics methods to solving equilibrium and dynamic contracting
problems. Students should expect to learn how to work with data and how to develop, solve and evaluate
structural models of the labor market.
Instructor(s): T. Lamadon Terms Offered: Autumn

ECON 34930. Inequality: Theory, Methods and Evidence. 100 Units.
This course will explore the theory, methodology and evidence of economic inequality.
Instructor(s): James Heckman and Steve Durlauf Terms Offered: Spring
Equivalent Course(s): PPHA 33230

ECON 35003. Human Capital, Markets, and the Family. 100 Units.
Graduate course focusing on recent economic literature relating to human capital, markets and family economics.
Instructor(s): Heckman, James Terms Offered: Winter

ECON 35050. Asset Pricing I. 100 Units.
TBD
Equivalent Course(s): BUSN 34901

ECON 35060. Asset Pricing II. 100 Units.
TBD
Equivalent Course(s): BUSN 34902

ECON 35070. Corporate Finance I. 100 Units.
TBD
Equivalent Course(s): BUSN 34903

ECON 35080. Corporate Finance II. 100 Units.
TBD
Equivalent Course(s): BUSN 34904

ECON 35101. International Macroeconomics and Trade. 100 Units.
Course Search (https://intranet.chicagobooth.edu/pub/coursesearch/coursesearch/)
Equivalent Course(s): BUSN 33946

ECON 35310. Topics in International Trade and Growth. 100 Units.
TBD
Instructor(s): F. Tintelnot Terms Offered: Spring

ECON 35340. Macroeconomics and Financial Frictions. 100 Units.
This course looks into the relationship between prices and allocations of risks on financial markets versus
macroeconomic choices and allocations.
Instructor(s): Harald Uhlig Terms Offered: Winter

ECON 35520. Development Economics: Microeconomic Issues. 100 Units.
This class is intended to teach the foundations for doing research in Development Economics. As such, it will
Teach in detail empirical methods and theoretical models which are applied widely across the discipline.
Instructor(s): Michael Kremer Terms Offered: Autumn

ECON 35550. The Practicalities of Running Randomized Control Trials. 100 Units.
This course is designed for those who plan to run a randomized control trial. It provides practical advice about
the trade-offs researchers face when selecting topics to study, the type of randomization technique to use, the
Content of a survey instruments, analytical techniques and much more. How do you choose the right minimum
detectable effect size for estimating the sample size needed to run a high quality RCT? How do you quantify
difficult to measure outcomes such as women’s empowerment or ensure people are providing truthful answers
when you are asking questions on sensitive topics like sexual health? When should you tie your hands by pre-
committing to your analysis plan in advance, and when is a pre-analysis plan not a good idea? This course
will draw on lots of examples from RCTs around the world, most (though not all) from a development context.
Alongside field tips, it will also cover the concepts and theory behind the tradeoffs researchers face running
RCTs. The course is designed for PhD students but given its practical nature is open to and accessible to masters
students who plan to work on RCTs.
Instructor(s): Glennerster, R. Terms Offered: Autumn
Equivalent Course(s): PPHA 35561, ECMA 35550

ECON 35570. Political Economy of Development. 100 Units.
This course is intended as an introduction for Ph.D. students to the research literature in the political economy of development. Its purpose is to give students both a sense of the frontier research topics and a good command of how social science methodological tools are used in the area.
Instructor(s): Blattman, C; Robinson, J Terms Offered: Spring
Prerequisite(s): Harris PhD or instructor permission required
Equivalent Course(s): PLSC 46600, PPHA 41120

ECON 35585. Economics, Politics and African Societies. 100 Units.
This course has two objectives. First, we will try to convince ourselves that the lenses through which economics and political science have tried to explain "African" "development" are charged with presuppositions that have limited our ability to grasp the logic of those societies. There is nothing specific to those disciplines in that regard, they are part of a given cultural and historical context. In doing that, this course is also about the rich diversity of the societies lumped in the term Africa. Second, we will try to undo the learnings weaved through that lens, but at the same time engage with a fertile ground for research, with a focus on generating new research ideas that carry less, we hope, the heavy veil of our assumptions. It is open to Masters students but it is primarily aimed at PhD students who want to know about Africa and can imagine themselves doing research there. We hope that it will help them identify new and interesting questions. The Masters students will be examined by an exam. The PhD students will have to write a short research proposal on some question on Africa and the last two lectures will be devoted to presentations. - This course is previously PPHA 37235 - African Development.
Instructor(s): Robinson, J; Sanchez de la Sierra, R Terms Offered: Spring
Equivalent Course(s): PLSC 32736, PPHA 32736

ECON 35600. Development Economics. 100 Units.
This course covers theoretical models and empirical methods in development economics. Topics include health, education, household economics, small and medium enterprise finance, technology adoption, corruption, and the intersection of behavioral economics and development. The course will also review a range of research designs including experiments, natural experiments, and structural approaches.
Instructor(s): Michael Kremer Terms Offered: Autumn
Equivalent Course(s): PPHA 44401

ECON 36000. Public Finance I. 100 Units.
This Ph.D.-level course provides the conceptual and theoretical foundations of public finance by dealing with a large number of concepts, models, and techniques that are used in the research on public finance. A command of the positive analysis of the incidence of government policies is fundamental to the study of most problems of public finance; positive analysis is emphasized throughout the course. Among the topics are: measurements of changes in welfare; economy-wide incidence of taxes; effects of taxation on risk-taking, investments, and financial markets; corporate taxation; taxation of goods and services; taxation of income; taxation and savings; positive problems of redistribution; and tax arbitrage, tax avoidance, tax evasion, and the underground economy.
Prerequisite(s): Open to Ph.D. students; other students may enroll with consent of the instructor.
Equivalent Course(s): PPHA 42500

ECON 36200. Public Sector Economics. 100 Units.
The concept of "market distortion" is used to formulate measurements, explanations, and consequences of government activities including tax systems, expenditure programs, and regulatory arrangements. Topics include cross-country comparisons of government behavior, predicting microlevel responses to policy, measuring and evaluating the incidence of government activity, alternative models of government decision-making, and the application of public finance to other economics fields.
Instructor(s): Casey Mulligan Terms Offered: Autumn
Prerequisite(s): College Students - Econ 20200 or 20210 and 21020
Equivalent Course(s): PPHA 44401

ECON 36330. New Developments in Public Finance. 100 Units.
The concept of "market distortion" is used to formulate measurements, explanations, and consequences of government activities including tax systems, expenditure programs, and regulatory arrangements. Topics include cross-country comparisons of government behavior, predicting microlevel responses to policy, measuring and evaluating the incidence of government activity, alternative models of government decision-making, and the application of public finance to other economics fields.
Instructor(s): Gottlieb, Zwick and Zimmerman
Equivalent Course(s): BUSN 35916

ECON 36700. Economics of Education. 100 Units.
This is a graduate course in the labor economics sequence. The course examines how human capital is formed through schools. The course provides an overview of the current state of the economics of education literature and makes use of econometric methods at the graduate level. The course covers the markets for early childhood, primary, secondary, and post-secondary education in a variety of contexts, including the United States as well as developing countries. Topics may include the theory and measurement of the educational production function, the government's role in financing education, the diversity of schooling options (e.g., private, public, charter) and determinants of their supply, school choice, teacher labor markets, and the relationship between education and housing markets.
Instructor(s): Michael Dinerstein Terms Offered: Spring
ECON 36700. Economics of Education. 100 Units.
Graduate level economics course relating to the economics of education markets.
Instructor(s): Dinerstein, Michael Terms Offered: Spring
Equivalent Course(s): PPHA 44340

ECON 36820. Empirical Topics in Social Insurance. 100 Units.
Graduate course focusing on recent empirical economic literature in social insurance.
Instructor(s): Deshpande, Manasi Terms Offered: Spring
Equivalent Course(s): PPHA 44340

ECON 38102. Applied Macroeconomics: Heterogeneity and Macro. 100 Units.
Course Search (https://intranet.chicagobooth.edu/pub/coursesearch/coursesearch/)
Instructor(s): Kekre & Vavra
Equivalent Course(s): BUSN 33949

ECON 39600. Topics in Asset Pricing. 100 Units.
Course Search (https://intranet.chicagobooth.edu/pub/coursesearch/coursesearch/)
Equivalent Course(s): BUSN 35907

ECON 40201. Advanced Industrial Organization II. 100 Units.
Course Search
Instructor(s): Ali Hortacsu Terms Offered: Winter
Equivalent Course(s): BUSN 33922

ECON 40301. Advanced Industrial Organization III. 100 Units.
Course Search (https://intranet.chicagobooth.edu/pub/coursesearch/coursesearch/)
Instructor(s): Dennis Carlton Terms Offered: Spring
Equivalent Course(s): BUSN 33923

ECON 40401. Advanced Industrial Organization IV. 100 Units.
Fourth course in the Industrial Organization sequence.
Instructor(s): Tebaldi, P. Terms Offered: Autumn

ECON 41150. Behavioral Finance. 100 Units.
Course Search (https://intranet.chicagobooth.edu/pub/coursesearch/coursesearch/)
Equivalent Course(s): BUSN 35906

ECON 41175. Behavioral Economics - Development & Observational Data. 100 Units.
TBD
Terms Offered: TBD
Equivalent Course(s): BUSN 38916
ECON 41185. Behavioral Economics - Theory & the Lab. 100 Units.
TBD
Terms Offered: TBD
Equivalent Course(s): BUSN 38918

ECON 41300. A Course In 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): J. List Terms Offered: Spring

ECON 42400. Applied Microeconomics in Economic History. 100 Units.
TBD
Terms Offered: TBD
Equivalent Course(s): BUSN 33917, PPHA 45710

ECON 42800. Creativity. 100 Units.
This seminar examines recent research on how creative people innovate in a wide range of intellectual activities.
The main project for the course is a term paper that analyzes the creative life cycle of one or more innovators of
the student's choice, using both quantitative and qualitative evidence. Students present their research in progress
for discussion. The seminar is designed to give students all the tools needed to do this research, including
choosing a subject, finding and using an appropriate data set, and negotiating the relevant scholarship.
Instructor(s): D. Galenson Terms Offered: Winter
Prerequisite(s): ECON 20100

ECON 42900. Innovators. 100 Units.
Economists broadly agree that technological change is the principal source of long-run productivity growth. Yet
although most advances are made by individuals or small groups, until recently economists have not studied
how innovations are made. This course looks inside the black box, surveying recent research on the methods and
life cycles of innovators in a wide range of activities, including economists, scientists, entrepreneurs, and artists.
This research adds a new dimension to our understanding of creativity and technological change.
Instructor(s): D. Galenson Terms Offered: Autumn

ECON 49700. Research Seminar. 100 Units.
The Required Research Seminar/Paper is designed to introduce the Ph.D. student to the demands and excitement
of research, promote early contact with the faculty, and introduce the process of selecting a research topic and
writing about it. (The thesis itself comes later and may be on a different topic.) Every student is required to write
a research paper under faculty supervision by taking the Required Research Seminar.
Equivalent Course(s): BUSN 35930

ECON 49900. Required Research Paper. 100 Units.
The Required Research Seminar/Paper is designed to introduce the Ph.D. student to the demands and excitement
of research, promote early contact with the faculty, and introduce the process of selecting a research topic and
writing about it. (The thesis itself comes later and may be on a different topic.) Every student is required to write
a research paper under faculty supervision by taking the Required Research Seminar.
Equivalent Course(s): BUSN 35932

ECON 51200. Workshop: Econometrics. 100 Units.
Faculty led workshop presenting current research in econometrics.
Instructor(s): Heckman, James Hansen, Lars Peter Hickman, Brent Shaikh, Azeem Terms Offered: Autumn Spring Winter

ECON 51400. Econometrics and Statistics Colloquium. 100 Units.
Course Search (https://intranet.chicagobooth.edu/pub/coursesearch/coursesearch/)
Equivalent Course(s): BUSN 41600

ECON 53000. Workshop: Money and Banking. 100 Units.
Faculty led workshop presenting current research in Money and Banking.
Instructor(s): Alvarez, Fernando Shimer, Robert Hansen, Lars Peter Lucas, Robert E. Stokey, Nancy Terms
Offered: Autumn Spring Winter
Equivalent Course(s): BUSN 33630

**ECON 54300. Applied Economics Workshop. 100 Units.**
Course Search (https://intranet.chicagobooth.edu/pub/coursesearch/coursesearch/)
Equivalent Course(s): ECON 54300

**ECON 55600. Seminar: Finance. 100 Units.**
Course Search (https://intranet.chicagobooth.edu/pub/coursesearch/coursesearch/)
Equivalent Course(s): BUSN 33610

**ECON 56300. Public Policy and Economics Workshop. 100 Units.**
This is a workshop; only open to PhD students and is an audit only course
Equivalent Course(s): PPHA 51500

**ECON 57000. Workshop in Macro and International Economics. 100 Units.**
Course Search (https://intranet.chicagobooth.edu/pub/coursesearch/coursesearch/)
Equivalent Course(s): BUSN 33650

**ECON 58700. Workshop in Family Economics. 100 Units.**
Faculty led workshop presenting current research in family economics.
Instructor(s): Voena, Alessandra Heckman, James Mogstad, Magne Lamadon, Thibaut
Terms Offered: Autumn Spring Winter

**ECON 58900. Workshop: Demography. 100 Units.**
This workshop is sponsored by the Committee on Demographic Training in collaboration with the Population Research Center of NORC and the University. Visitors from other campuses as well as Chicago faculty discuss current research activities in population studies. PQ: Must Register for an R
Equivalent Course(s): SOCI 60001

**ECON 59000. Workshop: Applications of Economics. 100 Units.**
Faculty led workshop presenting current research in economics applications.
Instructor(s): Hortacsu, Ali Voena, Allesandra Hickman, Brent Philipson, Tomas Akgic, Ufuk
Terms Offered: Autumn Spring Winter

**ECON 59200. Workshop: Economic Policy/Public Finance. 100 Units.**
TBD

**ECON 59900. Thesis Preparation: Economics. 100 Units.**
This course is designed for advanced thesis preparation work sponsored by a faculty member.
Terms Offered: Autumn Summer Winter

**ECON 60200. Working Group: Applied Micro. 100 Units.**
Faculty and graduate student led working group presenting graduate student research in applied microeconomics.
Instructor(s): Mogstad, Magne Dinerstein, Michael Voena, Alessandra Levett, Steve Greenstone, Michael
Terms Offered: Autumn Spring Winter

**ECON 60250. Student Applied Micro Working Group. 100 Units.**
Graduate student led working group presenting graduate student research in applied microeconomics.
Instructor(s): Steve Levitt
Terms Offered: Autumn Spring Winter

**ECON 60300. Working Group: Economic Dynamics. 100 Units.**
TBD

**ECON 60310. Economics Dynamics. 100 Units.**
Faculty and graduate student led working group presenting current research in economic dynamics.
Instructor(s): Hansen, Lars Peter Alvarez, Fernando
Terms Offered: Autumn Spring Winter

**ECON 60400. Working Group: Economic Theory. 100 Units.**
Faculty and graduate student led working group presenting graduate student research in economic theory.
Instructor(s): Sonnenschein, Hugo Myerson, Roger Reny, Phil Van Weelden, Richard
Terms Offered: Autumn Spring Winter

**ECON 60600. Working Group: Capital Theory. 100 Units.**
Faculty and graduate student led working group presenting graduate student research in capital theory economics.
Instructor(s): Stokey, Nancy Alvarez, Fernando Shimer, Robert
Terms Offered: Autumn Spring Winter
ECON 60700. Working Group: International Development. 100 Units.
TBD

ECON 60900. Working Group: Applied Macroeconomic Theory. 100 Units.
Faculty and graduate student led working group presenting graduate student research in macroeconomic theory.
Instructor(s): Alvarez, Fernando Terms Offered: Autumn Spring Winter

ECON 61000. Working Group: Demography Workshop Post-Mortem. 100 Units.
The Post-Mortem Seminar meets immediately following the Demography Workshop each week. The 30 minute discussion occurs immediately after the workshop, offering attendees opportunities to explore the theoretical claims, methods, and findings presented at the Demography Workshop, as well as to consider ethical issues embodied in the presented research and how we can engage in the responsible conduct of research. The PM seminar is led by faculty members and postdoctoral fellows with expertise in the demography and economics of aging, providing attendees with opportunities for intellectual engagement with area experts in a casual discussion-based setting.
Equivalent Course(s): SOCI 60015

ECON 61100. Industrial Organization Working Group. 100 Units.
Faculty and graduate student led working group presenting graduate student research in industrial organization.
Terms Offered: Autumn Spring Winter

ECON 61300. EPIC Working Group. 100 Units.
Faculty and graduate student led working group presenting current research in energy and environmental economics.
Instructor(s): Greenstone, Michael Terms Offered: Autumn Spring Winter

ECON 61400. Working Group in Econometrics. 100 Units.
Faculty and graduate student led working group presenting graduate student research in econometrics.
Instructor(s): Shaikh, Azeem Terms Offered: Autumn Spring Winter

ECON 61500. Trade Working Group. 100 Units.
Faculty and graduate student led working group presenting graduate student research in trade economics.
Instructor(s): Tintelnot, Felix Dingel, Jonathan Terms Offered: Autumn Spring Winter

ECON 61600. Computational Methods in Economics Working Group. 100 Units.
Faculty and graduate student led working group presenting graduate student research on computational methods in economics
Instructor(s): Lamadon, Thibault; Pouliot, Guillaume Terms Offered: Autumn Spring Winter

ECON 61810. Macrofinance, Financial Intermediation and Banking Working Group. 100 Units.
Faculty and graduate student led working group presenting graduate student research in economic theory.
Instructor(s): H. Uhlig Terms Offered: Autumn Spring Winter
Prerequisite(s): Consent of instructor

ECON 63100. Macro Reading Group. 100 Units.
This is a "Sargent-style" reading group for PhD students in their third year or above with an interest in macroeconomics, very broadly defined. Students are required to read a paper of their choice every week, attend a 1.5 hr meeting each week and give regular presentations of various forms and lengths. Active and regular participation is compulsory.
Instructor(s): Greg Kaplan Terms Offered: Autumn Spring Winter

ECON 63500. Job Placement Working Group. 000 Units.
TBD

ECON 70000. Advanced Study: Economics. 300.00 Units.
Advanced Study: Economics
Department of History

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

Chair

- Emilio H. Kourí

Professors

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

Associate Professors

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

Assistant Professors

- Kathleen Belew
- Elizabeth Chatterjee
Alice Goff
Mary Hicks
Destin Jenkins
Matthew Krueer

Associate Faculty
- Muzaffar Alam, South Asian Languages and Civilizations
- Michael Allen, Classics
- Fred Donner, Near Eastern Languages and Civilizations
- James Grossman, Executive Director of the American Historical Association
- R.H. Helmholtz, Law School
- Dennis Hutchinson, Master New Collegiate Division
- Alison LaCroix, Law School
- Rochona Majumdar, South Asian Languages and Civilizations
- Paul Mendes Flohr, Divinity School
- Willemien Otten, Divinity School
- John F. Padgett, Political Science
- A. Holly Shissler, Near Eastern Languages and Civilizations

Emeritus Faculty
- Ralph A. Austen
- Alain Bresson
- Kathleen Neils Conzen
- Edward Cook
- Prasenjit Duara
- Constantin Fasolt
- Sheila Fitzpatrick
- Michael Geyer
- Jan Ellen Goldstein
- Hanna Holborn Gray
- Ramón Gutiérrez
- Harry Harootunian
- Neil Harris
- James Hevia
- Thomas Holt
- Ronald B. Inden
- Walter E. Kaegi
- Julius Kirshner
- Julie Saville
- William Sewell
- Christine Stansell
- Ronald Suny
- Noel Swedlow
- Bernard Wasserstein
- John E. Woods

From its 1892 establishment as one of the founding departments of the University of Chicago, the History Department has fostered programs leading to the Ph.D. degree in a broad range of fields. Theoretically sophisticated comparative and interdisciplinary approaches are a hallmark of our program. Along with graduate fields organized by traditional regional, national, and chronological boundaries, the Department offers a comprehensive range of interdisciplinary, theoretical, and comparative fields of study.

The History Department’s graduate students are broadly distributed by field and backgrounds. Faculty members work in close concert with students in the small graduate seminars, colloquia, tutorials and workshops that form the core of advanced training at Chicago. It is here, in intense interaction with faculty and fellow students, that individual interests and the professional skills of the historian are honed. As in any history program, a student is expected to learn to read critically, to search out and analyze primary materials with skill,
and to write with rigor. At Chicago, we also expect that students will advance the frontier of knowledge in their chosen subfield.

Students are strongly encouraged to take courses outside of History and to compose one of their three orals fields in a comparative or theoretical subject. There are extensive opportunities to develop ancillary fields with faculty in other social science and humanities programs, and in the University’s professional schools. Students and faculty have strong connections to The University of Chicago area studies centers and interdisciplinary centers such as the Center for East European and Russian/Eurasian Studies, Center for East Asian Studies, Center for Jewish Studies, Center for Latin American Studies, France Chicago Center, Nicholson Center for British Studies, Center for Human Rights, Center for the Study of Gender and Sexuality and Center for the Study of Race, Politics and Culture. International centers offer homes away from campus for students conducting research in Beijing, Delhi, and Paris.

Central to our program are interdisciplinary workshops and special conferences that bring together students and faculty from throughout the University for intellectual exchange. Some recent workshops involving Department members include African Studies; Early Modern and Mediterranean Worlds; East Asia: Politics, Society and Economy; East Asia: Trans-Regional Histories; Gender and Sexuality Studies; History and Theory of Capitalism; History, Philosophy and Sociology of Science; Modern France and the Francophone World; Latin American and the Caribbean; Medieval Studies; Medicine and Its Objects; Reproduction of Race and Racial Ideologies; Transnational Approaches to Modern Europe; and US History. Workshops ensure dissertation writing students a supportive intellectual community within which both students and faculty are able to present and comment upon research in progress.

For more detailed information on History Department faculty and the graduate program, please visit the Department’s website at http://history.uchicago.edu/.

ADMISSION

Requirements for admission are:

1. The degree of Bachelor of Arts or its equivalent
2. A distinguished undergraduate record
3. High competence in foreign language

Four parts of the application are critically important: the student’s academic record, letters of recommendation submitted by persons able to describe the student’s achievements and promise, a significant example of the student’s work, (bachelor’s essay, master’s thesis, research or course paper) and, finally, the student’s statement of purpose, which describes the intellectual issues and historical subjects to be explored at the University of Chicago. Although many graduate students change their focus in the course of their studies, it is helpful to have the clearest possible idea of applicants’ interests and any research experience.

Testing requirements are reviewed annually and available in the online application. International applicants must meet English language requirements set by the school. The requirements can be met through a waiver, the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

INFORMATION ON HOW TO APPLY

The application process for admission and financial aid for all Social Sciences graduate programs is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: https://apply-ssd.uchicago.edu/apply/

Questions pertaining to admissions and aid should be directed to s (admissions@ssd.uchicago.edu)sd-admissions@uchicago.edu (http://collegecatalog.uchicago.edu/graduate/departmentofhistory/ssd-admissions@uchicago.edu) or (773) 702-8415. The documents needed for the application can be uploaded through the online application.

PROGRAM FOR THE FIRST AND SECOND YEAR

Students are required to satisfactorily complete no less than twelve courses over the first two years in the program.

The twelve courses are as follows:

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

Students are also required to take a foreign language reading examination during their first term. Each field will specify the language(s) to be used and the degree of proficiency required. The fields will also determine whether students have met the requisite standards. All language requirements for the field of study must be met before the student enters candidacy for the degree.

**Evaluation for the MA Degree**

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

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

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

**Field Examination and Proposal**

The Ph.D. field examination is taken at the end of the second year of study. Students are examined in three Ph.D. fields in a two-hour oral examination. The student presents the dissertation proposal at a hearing, and it must be approved by the dissertation committee. The student is then admitted to candidacy for the doctoral degree after the hearing and all other requirements are complete. Students are expected to enter candidacy no later than the end of Spring Quarter of their third year of study.

**Mentored Teaching Experiences**

Students in the Ph.D. program are required to have three mentored teaching experiences. Students may serve as teaching assistants, interns in Core sequences, lecturers in undergraduate courses or may co-teach with faculty. The History Department’s von Holst Prize Lectureships permits three students to design undergraduate courses centered on their dissertation research. The student’s teaching plan is drawn up in consultation with their faculty advisor. All students are strongly encouraged to prepare a teaching statement and sample course syllabi in preparation for their entry into the job market.

Following approval of the dissertation proposal and subsequent admission to candidacy for the Ph.D. degree, students are expected to devote their time to dissertation research. Formal defense of the completed dissertation, written with the guidance of a three or four member dissertation committee, concludes the degree requirements.

**Archival Research Fellowships**

The Freehling, Kunstadter, and Sinkler families and friends have made funds available for summer research fellowships of up to $2,000 to support travel to archival collections. Two Eric Cochrane Traveling Fellowships of $3,000 each are awarded annually to assist graduate students in Western European History in making a summer research trip to Europe. The John Hope Franklin Fellowship was created to award students working on African American or Southern U.S. history conduct summer archival research. Other fellowships may be available each year. Awards of up to $300 for travel to present papers at scholarly conferences are available.

**Work on the Dissertation and Final Defense**

Following approval of the dissertation proposal and subsequent admission to candidacy for the Ph.D. degree, students are expected to devote their time to dissertation research and writing. Formal defense of the completed dissertation, written with the guidance of a three- or four-member dissertation committee, concludes the degree requirements.

**History Courses**

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

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

Instructor(s): F. Albritton Jonsson Terms Offered: Winter

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

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

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

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

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

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

Prerequisite(s): Students taking FREN 22619/32619 must read French texts in French.

Equivalent Course(s): FREN 22619, FREN 32619, ARCH 22610, HIST 22610, ENST 22610

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

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

Equivalent Course(s): MDVL 23519, FNDL 25688, HIJS 23519, CHSS 33519, HIST 23519

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

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

Equivalent Course(s): REES 23814, REES 33814, HIST 23814, JWSC 23814

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

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

Equivalent Course(s): HIST 24107, EALC 34107, LLSO 24107, EALC 24107

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

Assignments: Weekly Canvas posts and final research paper.

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

Equivalent Course(s): EALC 34115, HIST 24115, EALC 24115

HIST 34118. Aynu Civilizations. 100 Units.
This class examines the history of the Aynu peoples, the indigenous peoples of Japan. Particular focus will be given to their oral histories. Ability to read Japanese a plus but not required.

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

Equivalent Course(s): EALC 34118, HIST 24118, EALC 24118

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

Instructor(s): J. Eyferth
Terms Offered: Spring

Equivalent Course(s): EALC 32451, HIST 24511, EALC 22451
HIST 34513. Documentary Chinese. 100 Units.
This course guides students through critical readings of primary historical documents from approximately 1800 through 1950. These documents are translated sentence by sentence, and then historiographically analyzed. Most of these documents are from the nineteenth century. Genres include public imperial edicts, secret imperial edicts, secret memorials to the throne from officials, official reports to superiors and from superiors, funereal essays, depositions (“confessions”), local gazetteers (fangzhi), newspapers, and periodicals. To provide an introduction to these genres, the first six weeks of the course will use the Fairbank and Kuhn textbook “The Rebellion of Chung Jen-chieh” (Harvard-Yanjing Institute). The textbook provides ten different genres of document with vocabulary glosses and grammatical explanations; all documents relate to an 1841–42 rebellion in Hubei province. Assignments: Each week prior to class students electronically submit a written translation of the document or documents to be read; a day after the class they electronically submit a corrected translation of the document or documents read. A fifteen-page term paper based on original sources in documentary Chinese is also required.
Instructor(s): G. Alitto Terms Offered: Autumn
Prerequisite(s): A reading knowledge of modern (baihua) Chinese and some familiarity with classical Chinese (wenyan) or Japanese Kanbun. Other students may take the course with permission from the instructor.
Equivalent Course(s): HIST 24513, EALC 24513, EALC 34513

HIST 34516. Human Rights in China. 100 Units.
This seminar explores the diverse range of human rights crises confronting China and Chinese people today. Co-taught by Teng Biao, an internationally recognized lawyer and advocate for human rights, and University of Chicago China historian Johanna Ransmeier, this course focuses upon demands for civil and political rights within China. Discussions will cover the Chinese Communist Party’s monopoly on power, the mechanisms of the Chinese criminal justice system, and the exertion of state power and influence in places like Tibet, Hong Kong, Xinjiang, and Taiwan, as well as the impact of the Peoples Republic of China on international frameworks. We will discuss the changing role of activism, and the expansion of state surveillance capacity. Students are encouraged to bring their own areas of interest to our conversations. Throughout the quarter we will periodically be joined by practitioners from across the broader human rights community.
Instructor(s): Johanna Ransmeier, History, Teng Biao, Pozen Visiting Professor Terms Offered: Winter
Prerequisite(s): Consent Required
Equivalent Course(s): EALC 34517, HIST 24516, HMRT 34007, HMRT 24007, EALC 34513, EALC 24513

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

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

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

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

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

HIST 35901. Radical Islamic Pieties: 1200 to 1600. 100 Units.  
Some knowledge of primary languages (i.e., Arabic, French, German, Greek, Latin, Persian, Spanish, Turkish) helpful. This course examines responses to the Mongol destruction of the Abbasid caliphate in 1258 and the background to formation of regional Muslim empires. Topics include the opening of confessional boundaries; Ibn Arabi, Ibn Taymiyya, and Ibn Khaldun; the development of alternative spiritualities, mysticism, and messianism in the fifteenth century; and transconfessionalism, antinomianism, and the articulation of sacral sovereignties in the sixteenth century. All work in English. This course is offered in alternate years.  
Instructor(s): Cornell Fleischer  
Terms Offered: Spring  
Equivalent Course(s): RLST 20840, NEHC 30840, ISLM 30840, HIST 25901, MDVL 20840, NEHC 20840

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

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

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

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

HIST 36304. Literature and Society in Brazil. 100 Units.  
This course explores the relations between literature and society in Brazil, with an emphasis on the late nineteenth and early twentieth centuries and the Modernist movement of 1922. We will read poetry but pay special attention to the novel. The Brazilian novel, like the Russian novel, was an arena in which intellectuals debated, publicized, and perhaps even discovered social questions. We will examine ways in which fiction may be used and misused as a historical document. All works available in English translation.  
Instructor(s): D. Borges  
Terms Offered: Spring  
Equivalent Course(s): PORT 26304/36304 must read works in Portuguese.

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

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

HIST 36511. Cities from Scratch: The History of Urban Latin America. 100 Units.
Latin America is one of the world's most urbanized regions and its urban heritage long predates European conquest. Yet the region's urban experience has generally been understood through North Atlantic models, which often treat Latin American cities as disjunctive, distorted knockoffs of idealized US or European cities. This class interrogates and expands those North Atlantic visions by emphasizing the history of vital urban issues such as informality, inequality, intimacy, race, gender, violence, plural regulatory regimes, the urban environment, and rights to the city. Interdisciplinary course materials include anthropology, sociology, history, fiction, film, photography, and journalism produced from the late nineteenth to the early twenty-first centuries.
Instructor(s): B. Fischer Terms Offered: Winter
Prerequisite(s): Some coursework in Latin American studies, urban studies, and/or history.
Equivalent Course(s): LACS 36510, LACS 26510, ARCH 26511, HIST 26511, ENST 26511

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

HIST 37006. Not Just the Facts: Telling About the American South. 100 Units.
The great jurist Oliver Wendell Holmes Jr. once observed: "The main part of intellectual education is not the acquisition of facts but learning how to make facts live." This course concerns itself with the various ways people have striven to understand the American South, past and present. We will read fiction, autobiography, and history (including meditations on how to write history). Main themes of the course include the difference between historical scholarship and writing history in fictional form; the role of the author in each and consideration of the interstitial space of autobiography; the question of authorial authenticity; and the tension between contemporary demands for truthfulness and the rejection of "truth."
Instructor(s): J. Dailey Terms Offered: Autumn
Prerequisite(s): Open to upper-level undergraduates.
Equivalent Course(s): AMER 37006, HIST 27006, AMER 27006, LLSO 25411

HIST 37716. Religion and American Capitalism. 100 Units.
This course will introduce students to the intersection of religion and capitalism in the United States. Through a variety of primary and secondary readings, we will explore how religious people and institutions have interacted with, affirmed, and challenged American capitalism. We will pay particularly close attention to the alternative moral economics envisioned by religious communities in the United States. The first part of the course will provide a historical introduction to the interplay of religion and American capitalism; the latter part will deal with the role of religion in contemporary debates over work, sustenance, and inequality.
Instructor(s): Will Schultz Terms Offered: Winter
Note(s): This course meets the HS Committee distribution requirement for Divinity students.
Equivalent Course(s): AMER 21430, RAME 40200, HIST 27716, HCHR 40200, RLST 21430, AMER 40200
HIST 37717. American Religion Since 1865. 100 Units.
Why is religion more vital in the United States than in almost any other industrialized nation? This course will address that question by tracing the religious history of America from Reconstruction to the present. We will examine how religion has influenced every aspect of American society, from everyday life to presidential politics. We will look at religion’s role in major events like World War I, the Great Depression, and the Civil Rights Movement. And we will explore how in recent decades the United States has become a nation of incredible religious diversity. This course is grounded in secondary literature; its goal is to introduce students to both the history and historiography of religion in the modern United States.
Instructor(s): Will Schultz Terms Offered: Autumn
Note(s): This course meets the HS Committee distribution requirement for Divinity students.
Equivalent Course(s): RLST 21410, HCHR 31410, AMER 31410, HIST 27717, RAME 31410, AMER 21410

HIST 37119. Radical America. 100 Units.
This course explores various sorts of radicalisms in America (religious, political, sexual, environmental) from the eighteenth century to the present.
Instructor(s): J. Dailey Terms Offered: Winter
Equivalent Course(s): HIST 27119

HIST 37709. Soul and the Black Seventies. 100 Units.
This course considers in what ways soul as cultural genre and style shaped, and was shaped by, the political, social, structural, cultural, and ethical shifts and conditions associated with the 1970s. It will focus on popular music as both symbolic field and system of production, while also taking up other forms of expression—literary, intellectual, institutional, activist—in order to propose an alternate, and compelling, archive for this era. The course intends to deepen understanding of the feel and meaning of soul by relating it to consequential legacies of the 1970s: urban identity and crisis, emerging limitations of racial reformism, the deepening class stratification of Black life, and the radical disruption of social norms through feminism, in particular Black feminism.
Instructor(s): A. Green Terms Offered: Winter
Prerequisite(s): Graduate students by consent of instructor.
Equivalent Course(s): CRES 37709, MUSI 37709, MUSI 27709, CRES 27709, CRES 37709, MUSI 37709, HIST 27709

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

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

HIST 42503. Renaissance Humanism. 100 Units.
Humanism in the Renaissance was an ambitious project to repair what idealists saw as a fallen, broken world by reviving the lost arts of antiquity. Their systematic transformation of literature, education, art, religion, architecture, and science dramatically reshaped European culture, mixing ancient and medieval and producing the foundations of modern thought and society. Readings focus on primary sources: Petrarch, Poggio, Ficino, Pico, Castiglione, and Machiavelli, with a historiographical review of major modern treatments of the topic. We will discuss the history of the book, cultural and intellectual history, and academic writing skills especially planning the dissertation as a book and writing and submitting articles to journals.
Instructor(s): A. Palmer Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor. Students with Latin, Greek, Italian, French, Spanish, or German will have the opportunity to use them.
Equivalent Course(s): ITAL 42503, CMLT 42503, CLAS 42514
HIST 42901. The Habsburg Monarchy and the Austrian Republic, 1740-1983. 100 Units.
This colloquium will give students in modern European history a systematic overview of major interpretive problems in Habsburg and Austrian history from 1740 to 1955. We will consider issues such as the competing historiographical narratives about the fate of the empire; reform absolutism and eighteenth-century communities in the empire; 1848 in Vienna and in the empire; the empire during the constitutional crises of the 1860s; liberalism, nationalism, and the political culture of the post-1867 dualism; mass politics in the empire after 1890; fin de siècle culture in Vienna; the social history of World War I and the collapse of the empire; the revolution of 1918 and the reasons behind the ultimate failure of the First Republic; and authoritarianism, Nazism, and postwar reconstruction.
Instructor(s): J. Boyer Terms Offered: Spring
Prerequisite(s): Fluent reading knowledge of at least one other European language strongly encouraged. 3rd- & 4th-year History students by consent of instructor.

HIST 44003. Lost Histories of the Left. 100 Units.
When most Americans think about "the left," Marxism, Soviet state socialism, or European social democracy spring to mind. This class will explore alternative—but now largely forgotten—blueprints for revolutionizing the political and social order that emerged in the nineteenth century. We will pay special attention to utopian socialism, early anticolonial movements, the Jewish Labor Bund, and anarchism. Examining the intellectual underpinnings of these movements, their influence on the modern world, and the factors that led to their demise, we will also consider what lessons they can teach to those committed to realizing a better future today.
Instructor(s): Judith Zeitlin and Susan Burns Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent
Equivalent Course(s): CDIN 48080

HIST 44601. Medical Knowledge in Early Modern Japan and China: History/Literature. 100 Units.
This experimental seminar examines how medical knowledge is constituted and disseminated in texts, images, and performances in early modern Japan and China (roughly 1600-1850). This period saw an explosion in the number of doctors, print and visual materials, and a new centrality of medical, pharmacological, and bodily knowledge and practices. Looking beyond established national, cultural, and political boundaries, we will study how shared medical traditions converge and diverge over time and space. How did literary genre shape and constrain the forms medical knowledge took and vice-versa? Who has access to and who has control over technologies of health and sickness, including learned medicine, vernacular healing, and self-care? How was efficacy understood, contested, and proven in a medical and legal context? Primary sources to be read include medical and crime cases, forensic reports, plays, novels, biographies, imperial encyclopedias, almanacs for daily life, illustrated pharmacopeia, religious tracts, printed advertisements, and shops signs. Film and tv episodes will be screened to explore contemporary narratives of early modern medical knowledge in the very different political and media economies of post-war China and Japan.
Instructor(s): F. Hillis Terms Offered: Winter
Prerequisite(s): Consent is required for advanced undergraduates. Please email Professors Zeitlin and Burns a paragraph explaining what you bring to the seminar and what you hope to get from it.
Equivalent Course(s): REES 44003

HIST 45004. The Values of Attention. 100 Units.
Attention confers value - aesthetic, moral, epistemic, and now monetary value - upon whatever it singles out from the stream of experience. This seminar explores the long history of the theories and practices of attention in philosophy, religion, science, psychology, and the arts. Guiding questions include what objects are deemed worthy of attention and why, extreme states of attention such as religious contemplation or scientific observation, the schooling of attention through practices such as reading and web-surfing, theories of how attention works, and pathologies of attention.
Instructor(s): Lorraine Daston Terms Offered: Spring. Course will be taught in Spring 2022.
Prerequisite(s): Reading knowledge of at least one other language besides English; students who wish to enroll in the seminar should contact the instructor directly by email.
Note(s): Note: This course will be offered MW during the first 5 weeks of SQ 2022
Equivalent Course(s): CHSS 30961, SCTH 30961

HIST 45300. Global Science. 100 Units.
Is all science global, and if so, how did it get that way? Are some sciences more global than others? What has been at stake historically in describing scientific activity as variously local, transnational, international, or global, and how have these constructions influenced the historiography of the field? In this graduate colloquium, we will explore different approaches to writing and examining scientific knowledge production as a global phenomenon, as well as considering different historiographic attempts at grappling with science's simultaneously local and global qualities, poly-vocal nature, and historical coproduction with global political and economic power.
Instructor(s): E. Kern Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): CHSS 45300
HIST 47102. Christianity and Slavery in America, 1619-1865. 100 Units.
This seminar will examine the relationship between Christian thought and the practice of slavery as they evolved historically, especially in the context of European enslavement of peoples of African descent in the colonies of British North America and in the antebellum South. Emphasis will be placed on the ways in which Christianity functioned as an ideological justification of the institution of slavery and an amelioration of practices deemed abusive within slave societies. The following questions will be addressed in some form: Why did some Christians oppose slavery at a specific time and in a particular historical context? In other words, why did slavery become a moral problem for an influential though minority segment of the United States by the early 19th century? What was the process by which and why did white evangelical Christians, especially in the South, become the most prominent defenders of slavery as it was increasingly confined to the South? What were some of the consequences of debates about slavery in regard to efforts to engage broader social reform? What role did race play in the historical development of slavery? How did people of African descent shape and practice Christianity in British North America and the Southern States of the United States? Although our focus is on what became the United States of America, we also linger on discussions about the broader international dimensions of slavery and slavery's importance in the development of the Americas.
Instructor(s): Curtis Evans Terms Offered: Autumn
Note(s): This course meets the HS Committee distribution requirement for Divinity students. Undergraduates must petition to enroll.
Equivalent Course(s): RAME 42901, HCHR 42901

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

HIST 47602. The Age of Walter Rauschenbusch: The Social Gospel. 100 Units.
This course is a critical evaluation of the theological and social thought and the historical contributions of the Social Gospel, which is regarded as a relatively distinct effort to reform the American social, economic and political order from the 1880s to the 1920s. We will explore a number of themes that preoccupied leading thinkers, including but not limited to the Kingdom of God, a critique of individualism, social solidarity, revisions of divine immanence or God's relation to the world, the person and ethics of Jesus, and human progress. These themes will not be treated abstractly, but as theological and social ideas regarded as instruments of concrete engagement with and attempts to transform America's increasingly urban, industrial and pluralistic society. Particular emphasis is placed on the work and writings of Walter Rauschenbusch, a prominent Baptist preacher and church historian who provided a sustained revision of Christian social thought, a radical critique of capitalism and the growing power and influence of corporations in US economic and political life. Although primary focus will be on Protestant Christianity as the exponent of Social Gospel reform, some effort is made to understand how Catholics challenged and reflected some of these critiques of American society.
Instructor(s): Curtis Evans Terms Offered: Winter
Note(s): This course meets the HS or SCSR Committee distribution requirement for Divinity students. Undergraduates must petition to enroll.
Equivalent Course(s): HCHR 34900, RAME 42901

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

HIST 49701. Cultural Cold War. 100 Units.
In this course we will consider culture wars amidst the Cold War. We will range across media and aesthetic schools to examine the entanglement of art and politics, culture and diplomacy, creativity and propaganda,
consumerism and the avant-garde, nuclear aspirations and dystopian visions, artistic freedom and police operations. The course’s basic premise is that, notwithstanding the bipolar world it created, the Cold War was a multisided affair, so our readings will extend beyond the United States and the Soviet Union to include various national contexts.

Instructor(s): E. Gilburd Terms Offered: Spring 2018-2019
Prerequisite(s): Upper-level undergraduates with consent of instructor
Equivalent Course(s): REES 49701, INRE 39701, PLSC 49701

HIST 49800. Between the Jewish Question & the Modern Condition: Jewish Thought, Culture, and Politics, 1830-1940. 100 Units.

In the 19th c., the Jewish presence in Europe ceased to be a fact & became a Question: how were Jews to be transformed and integrated—or “emancipated” into “society.” From the 1870s, this Jewish Question was globalized & politicized by nationalism, new forms of antisemitism, European imperialism, capitalism’s reordering of global life, mass migration from Eastern Europe to the US, the racialization of global politics & tensions of nation & empire in Eastern Europe, the Ottoman world & the Middle East. This class investigates how European, US & Middle Eastern Jews confronted the Jewish Question (1830s-1930s) communally & individually. It asks how this confrontation shaped key dimensions of modern Jewish thought, culture & politics: Zionism & other forms of modern Jewish politics, Jewish social thought, religious life, communal policy & new forms of secular culture. Conversely, we will also consider the limits of approaching modern Jewish culture & consciousness as a response to the Jewish Question: are modern forms of Jewish religiosity & secularity, gender norms, visions of culture, education & the moral life better understood as emergent responses to more general problems of modernity? Alternatively, should key aspects of contemporary Jewish life such as religious nationalism & religious revivalism be understood at least in part as products not so much of modernity’s powers as of modernity’s limited effects on a Jewish tradition evolving according to its own cultural logic?

Instructor(s): K. Moss Terms Offered: Autumn
Prerequisite(s): Graduate students of all intellectual background welcome; advanced undergraduates with consent of instructor.
Note(s): Readings include classic and new scholarship matched to key works of Jewish thought and culture. All readings in English (translation), but I will happily facilitate reading in the original languages.
Equivalent Course(s): NEHC 47800, GRMN 38821, REES 49800

HIST 50401. Seminar: Mediterranean Societies Beyond the Polis I. 100 Units.

This two-quarter seminar introduces students to key debates and challenges in the study of ancient Mediterranean societies outside or elliptical to the boundaries of the city-state. In the first half, readings and discussions will interrogate Greek and Roman concepts of territoriality and border-making, frontiers and hinterlands, and political community, as well as assess limitations in method and evidence for studying the material histories of nonurban social formations. The course takes a broad approach by exploring diverse regional and chronological case studies. In the second quarter, students will write a major research paper. Non-Classics students may enroll for just the first quarter by arrangement with the instructors.

Instructor(s): C. Ando, C. Kearns Terms Offered: Autumn
Equivalent Course(s): CLAS 40921

HIST 50402. Seminar: Mediterranean Societies Beyond the Polis II. 100 Units.

This two-quarter seminar introduces students to key debates and challenges in the study of ancient Mediterranean societies outside or elliptical to the boundaries of the city-state. In the first half, readings and discussions will interrogate Greek and Roman concepts of territoriality and border-making, frontiers and hinterlands, and political community, as well as assess limitations in method and evidence for studying the material histories of nonurban social formations. The course takes a broad approach by exploring diverse regional and chronological case studies. In the second quarter, students will write a major research paper. Non-Classics students may enroll for just the first quarter by arrangement with the instructors.

Instructor(s): C. Ando, C. Kearns Terms Offered: Winter
Equivalent Course(s): CLAS 40922

HIST 51401. Colloquium: Early Modern Britain I. 100 Units.

This colloquium is designed to introduce graduate students to major historiographical issues involving Britain and its empire circa 1500 to circa 1850. The course is ideal for PhD students preparing a general examination field and/or designing a research paper, but is open to MA students as well. The first term will focus on classic works in early modern British historiography; the second on recent scholarship.

Instructor(s): S. Pincus Terms Offered: Autumn
Prerequisite(s): Open to MA and PhD students only; normally students will be expected to take parts I and II.

HIST 51402. Colloquium: Early Modern Britain II. 100 Units.

This colloquium is designed to introduce graduate students to major historiographical issues involving Britain and its empire circa 1500 to circa 1850. The course is ideal for PhD students preparing a general examination field and/or designing a research paper, but is open to MA students as well. The second term will focus on recent scholarship.

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

HIST 56305. Colloquium: Modern East Asian History II. 100 Units.
In the winter quarter students will present their research papers for discussion with the class.
Instructor(s): B. Cumings Terms Offered: Winter
Prerequisite(s): HIST 56304 or EALC 56304
Equivalent Course(s): EALC 56305

HIST 56800. Introduction to Science Studies. 100 Units.
This course provides an introduction to the interdisciplinary study of science, medicine, and technology. During the twentieth century, sociologists, historians, philosophers, and anthropologists raised original, interesting, and consequential questions about the sciences. Often their work drew on and responded to each other, and, taken together, their various approaches came to constitute a field, “science studies.” The course furnishes an initial guide to this field. Students will not only encounter some of its principal concepts, approaches and findings, but will also get a chance to apply science-studies perspectives themselves by performing a fieldwork project. Among the topics we may examine are: the sociology of scientific knowledge and its applications; actor-network theories of science; constructivism and the history of science; and efforts to apply science studies approaches beyond the sciences themselves.
Instructor(s): Adrian Johns Terms Offered: Autumn. Offered in Autumn 2020
Equivalent Course(s): ANTH 32305, KNOW 31408, SOCI 40137, CHSS 32000, HIPS 22001

HIST 56900. Colloquium: The Scientific Image-Formalism, Abstraction, and Realism. 100 Units.
This course explores the broad field of scientific image-making, focusing in particular on problems of formalism, abstraction, and realism. What makes a “good” scientific image? What kind of work do scientific images do? What philosophical, ideological, and political constraints underwrite attempts to render the complexity of events and entities in the world in stylized visual vocabularies? And how might we approach the work of aesthetics and style in image-making? We will examine these questions through a survey of several contemporary scholarly frameworks used for thinking about problems of representation in scientific practice and will attend to such image-making practices as graphing, diagramming, modeling, doodling, illustrating, sculpting, and photographing, among other methods.
Instructor(s): M. Rossi Terms Offered: Spring
Prerequisite(s): Consent of instructor; open to MA and PhD students only.
Equivalent Course(s): CHSS 56900

HIST 56903. Brauer Seminar: Theology of Nature and Nature of Theology. 100 Units.
This Brauer seminar will explore historical, ethical, legal and theological conceptions of “nature” and extrapolating from these reflect on the “nature of theological reflection” and so connect the various meanings of the seminar’s title. The question of nature-human and non-human-is hotly debated today. This is true in the face of the global environmental crisis but no less so in important matters brought before the Supreme Court, which might lead to the overturning of Roe vs. Wade or the undoing of same-sex marriage and are often grounded in appeals to “nature” and the natural. The topic has occupied thinkers throughout Western history ranging from natural law ethics, moral naturalism, definitions of the existence and essence of God and, for Christians, the “nature,” i.e., hypostatic union of the Christ, questions about creation and the natural order, and the possibility and task of natural theology. Even current questions about transhumanism and posthumanism find historical forerunners in ideas about theosis or divinization of human nature as well as in debates about resurrection and the possibility of mystical self-transcendence. Each of these topics implies something about nature and also about the nature and task of theological thinking. The seminar will explore these matters with a focus on and shifting understanding of human and divine nature, sustained throughout by a deep interest in the question of “natural religion,” “natural law,” and “natural theology.”
Instructor(s): Willemien Otten and William Schweiker Terms Offered: Winter
Prerequisite(s): Course admission is based on application.
Note(s): There is a stipend for admitted students. More information about Brauer Seminar classes can be found here: https://divinity.uchicago.edu/martin-marty-center/brauer-seminar. This course meets the HS or CS Committee distribution requirement for Divinity students.
Equivalent Course(s): RETH 57900, THEO 57900, HCHR 57900
HIST 57200. Colloquium: Infrastructure in History-Theory, Materiality, and Power. 100 Units.
Dams, sewers, railroads, water pipes, power lines, barbed wire, and garbage dumps: long treated as virtually invisible, the study of infrastructure has exploded in recent years. This colloquium will explore different theoretical and methodological approaches to the history of infrastructure. What are the best methodological tools for studying the history of large technological systems? What is the relationship of infrastructure with capitalism, settler and liberal colonialism, and postcolonial development? How should we theorize and write about nonhuman agency, especially in an age of ecological crisis? While reading and critiquing recent historical classics, we will also venture across interdisciplinary boundaries to examine innovative approaches arising out of science and technology studies, anthropology, urban geography, and the environmental humanities.
Instructor(s): E. Chatterjee Terms Offered: Winter
Prerequisite(s): Open to MA and PhD students only.
Equivalent Course(s): CHSS 57200

HIST 58300. Ottoman Diplomats and Paleography. 100 Units.
This course covers readings in a variety of document types from the fifteenth and sixteenth centuries.
Instructor(s): C. Fleischer Terms Offered: Spring
Prerequisite(s): Two years of modern Turkish and one year of Ottoman Turkish, or equivalent.
Equivalent Course(s): NEHC 40583

HIST 58302. The Ottoman World in the Age of Suleyman the Magnificent. 100 Units.
This seminar/colloquium focuses on the transformation of the Muslim Ottoman principality into an imperial entity—after the conquest of Constantinople in 1453—that laid claim to inheritance of Alexandrine, Roman/Byzantine, Mongol/Chinggisid, and Islamic models of Old World Empire at the dawn of the early modern era. Usually taught as a two-quarter research seminar, this year only the first quarter is offered, with a 15-20 page due at the end. Special attention is paid to the transformation of Ottoman imperialism in the reign of Sultan Süleyman the Lawgiver (1520-1566), who appeared to give the Empire its “classical” form. Topics include: the Mongol legacy; the reformulation of the relationship between political and religious institutions; mysticism and the creation of divine kingship; Muslim-Christian competition (with special reference to Spain and Italy) and the formation of early modernity; the articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The quarter-long colloquium comprises a chronological overview of major themes in Ottoman history, 1300-1600. In addition to papers, students will be required to give an oral presentation on a designated primary or secondary source in the course of the seminar.
Instructor(s): Cornell Fleischer Terms Offered: Autumn
Note(s): Undergraduates must receive consent from the instructor to enroll
Equivalent Course(s): NEHC 30852, ISLM 30852, NEHC 20862, CMES 30852

HIST 58303. Ottoman World/Suleyman II. 100 Units.
This two-quarter seminar focuses on the transformation of the Muslim Ottoman principality into an imperial entity—after the conquest of Constantinople in 1453—that laid claim to inheritance of Alexandrine, Roman/Byzantine, Mongol/Chinggisid, and Islamic models of Old World Empire at the dawn of the early modern era. Special attention is paid to the transformation of Ottoman imperialism in the reign of Sultan Süleyman the Lawgiver (1520-1566), who appeared to give the Empire its “classical” form. Topics include: the Mongol legacy; the reformulation of the relationship between political and religious institutions; mysticism and the creation of divine kingship; Muslim-Christian competition (with special reference to Spain and Italy) and the formation of early modernity; the articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The first quarter comprises a chronological overview of major themes in Ottoman history, 1300-1600); the second quarter is divided between the examination of particular themes in comparative perspective (for example, the dissolution and recreation of religious institutions in Islamdom and Christendom) and student presentations of research for the seminar paper. In addition to seminar papers, students will be required to give an oral presentation on a designated primary or secondary source in the course of the seminar.
Instructor(s): Cornell Fleischer Terms Offered: Winter
Equivalent Course(s): NEHC 30853, CMES 38052

HIST 60000. Colloquium: Latin American Historiography, 19th-21st Century. 100 Units.
Colloquium: Latin American Historiography, 19th-21st Century
Instructor(s): M. Tenorio Terms Offered: Autumn
Prerequisite(s): Open to MA and PhD students only.
Equivalent Course(s): LACS 60000

HIST 62100. Colloquium: Subaltern Studies-Issues and Historiography. 100 Units.
The course will discuss problems of researching and writing histories of “subaltern classes” by focusing on some key ideas and texts produced by scholars related to the South Asian series Subaltern Studies (c. 1980-2000).
Instructor(s): D. Chakrabarty Terms Offered: Spring
Prerequisite(s): Open to MA and PhD students only.
Equivalent Course(s): CCCT 62100, SALC 50200

HIST 62506. Colloquium: Capitalism and Culture. 100 Units.
This colloquium explores capitalism as a problem of both culture and political economy. Studying both classic and new work in the field, it concentrates on the following issues: the commodity as a paradigm for selfhood
and social exchange; market relations as a focus of the contest between freedom and slavery; the relationship among class, work, and inequality; consumer culture; the gender implications of market principles of freedom and virtue; mass culture, individual agency, and advertising; industrialization, deindustrialization, and state formation.

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

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

This course explores major problems and methodological issues in the history of the United States. It provides an overview of the major periods and themes in American history, including the colonial period, the Revolutionary War, the formation of the Constitution, and the development of the nation from the War of 1812 to the Civil War. It also considers the role of slavery, race, gender, and class in shaping the American experience.

Instructor(s): J. Dailey Terms Offered: Autumn
Prerequisite(s): Open to MA and PhD students only.

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

This course continues the study of American history from 1865 to the present. It examines major themes such as economic development, social change, cultural diversity, and political institutions. It also considers the role of the United States in world affairs and the impact of global events on American society.

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

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

This course explores the history of African Americans from Reconstruction to the present. It examines the legacy of slavery, the experiences of freedmen and freedwomen, and the challenges of post-emancipation. It also considers the role of African Americans in shaping the American nation.

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

HIST 63303. Colloquium: The American South, 1865-Present. 100 Units.

This course focuses on the history of the American South from Reconstruction to the present. It examines the impact of Reconstruction on the former Confederacy, the role of race and ethnicity in shaping the region, and the challenges of economic development.

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

HIST 64611. Colloquium: Biopolitics and Political Economy, Historiographical Problems and Opportunities. 100 Units.

How have historians navigated between the traditions of Marx and Foucault? Traditionally, in political economy, capital is "dead labor" and social power is repressive, reducing people to the status of things. On the other hand, for Foucault, the characteristic form of power in modernity-biopower-is generative of life. We will explore these theoretical traditions and their points of overlap and divergence. More so, however, we will study how historians have made use of these approaches in empirical research.

Instructor(s): G. Winant Terms Offered: Winter
Prerequisite(s): Open to MA and PhD students only.

HIST 66801. The Socialist Calculation Debate. 100 Units.

This course examines the so-called 'socialist calculation debate' and its legacy in economic thought. The debate began as a series of responses to the claim of Otto Neurath that socialist societies could abandon the price...
mechanism and embrace the economic principle of "calculation in kind". Critics such as Max Weber and Ludwig von Mises countered that with calculation in kind was impossible, and that rational allocation of resources required the use of market prices. A second round of the debate took place during the 1930s, this time involving Oskar Lange, Abba Lerner, and Friedrich Hayek. We will study the key contributions to the debate, while paying special attention to Neurath's now largely neglected theory of socialist planning. The course concludes with an examination of the climate crisis and the revival of the planning theories.

Instructor(s): Joel Isaac Terms Offered: Autumn
Prerequisite(s): PQ: Some background in Econ and/or Social Theory
Note(s): Instructor consent required.
Equivalent Course(s): SCTH 40129

HIST 66901. John Rawls in Context. 100 Units.
This course examines the early thought of the moral and political philosopher John Rawls. We will trace the development of Rawls's thought from his senior honors thesis at Princeton to the publication of his seminal treatise *A Theory of Justice* in 1971. Course readings will combine primary sources with the now burgeoning historical literature on Rawls's life and thought.
Instructor(s): Joel Isaac Terms Offered: Autumn. Scheduled for Autumn 2021
Prerequisite(s): PQ: Students will have taken some classes in political theory/philosophy
Equivalent Course(s): SCTH 40130

HIST 67603. Public History Practicum I. 100 Units.
In this two quarter course students will engage in the theory and practice of public history in partnership with organizations doing community-oriented work in a variety of areas. In the winter colloquium, we will read and discuss the theory and practice of public history as well as materials relevant to the projects you will pursue in the spring. In the spring practicum, you will work in groups of 3-5 directly with one of the partner organizations. All of the project-based work will be done collaboratively; working with partners means that there will be hard deadlines. Projects and coursework will be designed to be adaptable to current public health conditions. A showcase presentation of the projects is scheduled for the end of the spring quarter, by which time you will have become acquainted with current scholarship on public history and with experience in its actual practice. The final projects will be part of your portfolio and may be listed on your c.v.
Instructor(s): A. Goff Terms Offered: Winter
Prerequisite(s): Consent of instructor is required; email Prof. Goff by 7th week of Aut qtr 2021 (agoff@uchicago.edu) if you are interested in taking the course. Partner organizations and projects will be advertised in advance of that deadline, and an information session will explain the details of the sequence. The winter quarter counts as a History graduate colloquia.
Note(s): Every effort will be made to place students in their first choice of project; contact Prof. Goff for further information. The course is open to PhD students in the Social Sciences, Humanities, and Divinity School at any point in their residency as well as to MA students.
Equivalent Course(s): SOCI 50126, ARTH 47603, ANTH 54610

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

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

HIST 70001. The Departmental Seminar I. 100 Units.
The two-quarter History graduate seminar leads to the completion of the first-year research paper. The autumn quarter focuses on the craft of historical research and the art of critical discussion as students begin work on their individual projects. Students will consider what constitutes a good historical question, examine a wide range of research methods and analytical strategies, and explore how historians articulate the significance of their work. Brief weekly readings and guest sessions with faculty members will encourage students to think and learn beyond their geographical, chronological, and methodological specializations. Assignments will be geared toward laying the groundwork for a successful research paper and will also ask students to experiment with novel questions, sources, and methods. Upon completing the quarter, students should be prepared to begin writing.
Instructor(s): B. Fischer & K. Pomerantz Terms Offered: Autumn
Prerequisite(s): Consent of instructors; first-year History doctoral students only.
HIST 70002. The Departmental Seminar II. 100 Units.
The two-quarter History graduate seminar leads to the completion of the first-year research paper. In the winter quarter, students will write and workshop their first-year research paper in concert with their peers and with an outside faculty adviser, aiming to create work that is important both to their chosen subfield and to at least some scholars beyond it. The seminar discussions will emphasize methods of historical inquiry and argumentation, as well as aspects of writing such as style, revision, and the use of evidence. Students will be especially encouraged to develop their skills as generous and constructive readers of one another's work.
Instructor(s): B. Fischer & K. Pomeranz Terms Offered: Winter
Prerequisite(s): HIST 70001

HIST 90000. Reading and Research: History Grad. 100 Units.
Independent study with history faculty. Graduate students only.
Instructor(s): Arr. Terms Offered: Autumn Spring Summer Winter
Note(s): Select section from Faculty List.

HIST 90600. Oral Fields Preparation: History. 100 Units.
Independent study with history faculty to prepare for the history PhD oral-fields examination.
Instructor(s): Arr. Terms Offered: Autumn Spring Summer Winter
Note(s): Enter section from faculty list.
Committee on International Relations

Chair
- Paul Staniland

Professors
- Michael Albertus, Political Science
- Ralph A. Austen (Emeritus), History
- John W. Boyer, History
- Mark Philip Bradley, History
- Austin Carson, Political Science
- Dipesh Chakrabarty, South Asian Languages and Civilizations, History
- Chiara Cordelli, Political Science
- Terry Clark, Sociology
- Bruce Cumings, History
- Marco Garrido, Sociology
- Adom Getachew, Political Science
- Tom Ginsberg, Law, Political Science
- Andreas Glaeser, Sociology
- Robert Gulotty, Political Science
- Susan Gzesh, Law
- Gary B. Herrigel, Political Science
- James Hevia, History
- Kimberley Kay Hoang, Sociology
- William Howell, Political Science
- Ryan Cecil Jobson, Anthropology
- Benjamin Lessing, Political Science
- Darryl Li, Anthropology
- Charles Lipson (Emeritus), Political Science
- Joseph P. Masco, Anthropology
- John J. Mearsheimer, Political Science
- Monika Nalepa, Political Science
- Robert Pape, Political Science
- Steven Pincus, History
- Jennifer Pitts, Political Science
- Paul Poast, Political Science
- Kenneth Pomeranz, History
- Eric Posner, Law
- James T. Sparrow, History
- Paul Staniland, Political Science
- Susan Stokes, Political Science
- Nathan Tarcov, Political Science, Social Thought
- Rochelle Layla Terman, Political Science
- Jennifer Trinitapoli, Sociology
- Lisa Wedeen, Political Science
- Dali Yang, Political Science
- Dingxin Zhao, Sociology

Assistant Senior Instructional Lecturers
- Matthias Staisch, International Relations

Senior Lecturer
- Michael Reese, International Relations

Lecturer
• Anjali Anand, International Relations
  Director of Career Services and Senior Program Officer
• Shelly Robinson
  Career Preparation & Programming Manager
• Gözde Erdeniz
  Student Affairs Administrator
• E.G. Enbar
  Administrative and Events Program Specialist
• Vanessa Carey
  Business Administrator
• Tekeisha Yelton-Hunter

GENERAL INFORMATION

The MA Program in the Committee on International Relations (CIR) is the nation's oldest and preeminent professional research degree in International Relations. Students enroll in courses across the Social Sciences as well as UChicago's Business, Law, and Public Policy schools. They specialize in two of our five field concentrations: International Security, Conflict Studies and Contentious Politics; International Political Economy and Development; Comparative Studies in Political Institutions and Identity; Human Rights, Environment, and International Law; and Research Methods in the Social Sciences.

CIR students take nine graduate courses and work directly with UChicago faculty on their MA thesis. Students are assisted in their course selections, and offered weekly mentorship for their research, by postdoctoral preceptors and by CIR staff.

CIR is highly selective for admission and offers substantial merit aid.

We offer exceptional career preparation that is tailored to the dozens of distinct career paths our students are pursuing. Our programming includes one-on-one advising on how to prepare a competitive PhD and JD application; internship and fellowship support; fully funded local, national, and international career development treks; and visits by leading alumni who provide mentorship in a variety of fields.

Students interested in combining a CIR M.A. with an M.B.A. can apply to a joint degree program with the University of Chicago Booth School of Business. A dual M.A./M.A. degree with the Harris School of Public Policy and an M.A. /J.D. with the University of Chicago Law School are also available.

PROGRAM REQUIREMENTS AND COURSE WORK

CIR students complete two core seminars, enroll in an MA thesis workshop sequence, and submit a faculty-approved MA thesis.

COURSE WORK

Our core seminars, “International Order and Security” and "International Political Economy” examine the theoretical and methodological approaches that have been broadly influential in the study of International Relations. The seminars feature a mix of foundational and contemporary texts. They furnish a common vocabulary, and core analytical skills, that help students understand how their research commitments have been shaped by past investigators.

In addition, students must successfully complete the introductory seminar Perspectives in International Relations (offered in the Autumn Quarter) and participate in the master's thesis workshop throughout the academic year. Master's workshops are led by CIR preceptors and give students the opportunity to present and discuss their research projects as they develop from proposal to final draft.

Because Perspectives is offered only in the Autumn Quarter, students may not begin the CIR program at any other time of year.

Courses are selected with the guidance of a CIR preceptor. Students register for three graduate classes per quarter, beginning in the Fall and continuing through the Winter and Spring. They take graduate courses in the departments of Anthropology, Economics, History, Political Science, Sociology, the centers for Latin American, Middle Eastern, and South Asian Studies, and professional schools of the University.

THE MASTER'S THESIS

Students write an article-length MA thesis under the supervision of a UChicago faculty member. Their preceptor provides weekly assistance, and serves as the paper’s second reader.

The preceptor organizes and leads an MA thesis workshop in the Winter and Spring.
Both the faculty sponsor and the preceptor provide feedback on the proposal, the first draft, and give a written evaluation for the final submission.

Approximately 40% of CIR students graduate in June, and 60% in August.

**SAMPLE THESIS TOPICS**

Some recent MA paper titles include:

"From Knowledge to Power: The Social Sciences, Propaganda, and America's Rise to Hegemony"

"The Structural Origins of Tax Havens"

"Listening to the People: How Declining Responsiveness Drives Populist Sentiments"

"American White Nationalists: Discourses of the Nation, the State, and Globalization"

"Doing Good Looks Good On You? Evaluating Corporate Social Responsibility and Women's Empowerment at the UN Global Compact"

"Segregation and the Spatial Distribution of Violence in the Northern Ireland Conflict"

"Still Dying to Win: The Coercive Logic of Suicide Attacks against Autocracies"

"Practicing Nationalism in Historical Writing: Japan's Changing Image in Official Chinese Historical Narratives, 1950s to 1990s"

"Mark the Earth with Ruin: Official Memory and Memorialization in Post-Genocide Cambodia and Rwanda"

"Clientelism and Programmatic Politics: The Political Economy of Export Taxes in Argentina"

"An Open Book?: A Look at How Democratic Security-Seekers Signal their Intentions"

"Globalization and the Convergence of Power"

**M.A. WITH SPECIALIZATION**

Students may apply for a second year of study, the M.A. with specialization. This second year requires an additional three quarters of residence during which the student takes an additional nine courses. Students apply for the second year with specialization during their first year in residence.

**JOINT AND DUAL DEGREES**

The joint degree program with the Chicago Booth School of Business is administered through the Division of the Social Sciences. Students pursuing a joint degree must fulfill all the requirements of the CIR degree in addition to the requirements of the respective professional degree, though there are some exceptions. Students enrolled in the dual J.D./M.A. program with the Law School take nine courses in their fourth year of study, three of which are typically law-school courses; the remaining six come from the CIR list of approved courses. Students enrolled in the joint M.B.A./M.A. program take a reduced course load of 14 courses in the Booth School of Business and the full nine courses in CIR. Students interested in the dual M.A./M.A. degree program should contact the Harris School of Public Policy for more information.

**ADMISSION**

CIR applicants must meet the formal requirements of the Graduate Social Sciences Division.

With one exception, applicants are no longer required to submit Graduate Record Examination (GRE) scores. Applicants to the joint CIR and Booth School of Business degree program must submit either GRE or Graduate Management Admission Test (GMAT) scores.

All financial aid is merit-based, and CIR offers tuition scholarships at the time of admission.

Applicants from non-English speaking countries must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Some non-native English speakers are exempt, if they have studied in an English language University. Please contact our Dean of Students Office with any questions: ssd-admissions@uchicago.edu

**HOW TO APPLY**

The Application for Admission and Financial Aid, with instructions and deadlines, is available online at: [https://apply-ssd.uchicago.edu/apply/](https://apply-ssd.uchicago.edu/apply/).

Applicants interested in the dual J.D./M.A. program must apply separately to both the Law School and the Committee on International Relations. Applicants interested in the joint M.B.A./M.A. program must submit their application to The University of Chicago Booth School of Business, which then refers the application to CIR.

Please contact the Harris School of Public Policy regarding the application procedure for the dual M.A./M.A. degree.

For additional information about our program, please contact E.G. Enbar, our Student Affairs Administrator, at 773-702-8312 or egenbar@uchicago.edu.

Please also visit our website, at: [https://cir.uchicago.edu/](https://cir.uchicago.edu/)
FURTHER INFORMATION
Additional program information may be found at the Committee's website, http://cir.uchicago.edu/. You can contact E.G. Enbar, Student Affairs Administrator, at (773) 702-8312 or egenbar@uchicago.edu.

INTERNATIONAL RELATIONS COURSES

INRE 30000. Perspectives on International Relations. 000 Units.
This required, non-credit course is designed to introduce students to the craft of research in International Relations. For the first half of Autumn quarter, the full cohort will meet for lectures on two central themes: (i) the fundamental aspects of conducting research in the social sciences, and, specifically, in International Relations; and (ii) preparation of the MA thesis proposal. Then, the three preceptor student groups will meet for workshops over the latter half of the quarter. The purpose of the workshops is to give each student the opportunity to present his or her proposal draft.
Instructor(s): Paul Staniland Terms Offered: Autumn
Note(s): Open only to CIR students.

INRE 30600. Constructing a Society of Human Rights: A Psychological Framework. 100 Units.
This course is designed to discuss the ways that cultural and social psychology contribute to understandings about human rights conceptually, and how human rights issues emerge from social dynamics. Over the course of the quarter, students will learn about theories on intergroup conflict and prejudice, how an individual’s beliefs emerge from social contexts and shape their relationships with others, how obedience to authority is created and abused, and how social positioning and narratives influence conceptions of self and other. We will also discuss the relevance and impact of psychological study and data on human rights issues.
Equivalent Course(s): HMRT 25220, PBPL 25220, CHDV 25220

INRE 31002. Human Rights: Philosophical Foundations. 100 Units.
In this class we explore the philosophical foundations of human rights, investigating theories of how our shared humanity in the context of an interdependent world gives rise to obligations of justice. We begin by asking what rights are, how they are distinguished from other part of morality, and what role they play in our social and political life. But rights come in many varieties, and we are interested in human rights in particular. In later weeks, we will ask what makes something a human right, and how are human rights different from other kinds of rights. We will consider a number of contemporary philosophers (and one historian) who attempt to answer this question, including James Griffin, Joseph Raz, John Rawls, John Tasioulas, Samuel Moyn, Jiewuh Song, and Martha Nussbaum. Throughout we will be asking questions such as, "What makes something a human right?" "What role does human dignity play in grounding our human rights?" "Are human rights historical?" "What role does the nation and the individual play in our account of human rights?" "When can one nation legitimately intervene in the affairs of another nation?" "How can we respect the demands of justice while also respecting cultural difference?" "How do human rights relate to global inequality and markets?" (A) (I)
Instructor(s): B. Laurence Terms Offered: Autumn
 Equivalent Course(s): PHIL 21002, HMRT 21002, MAPH 42002, HIST 29319, LL SO 21002, HIST 39319, HMRT 31002, PHIL 31002

INRE 31700. Human Rights II: History and Theory. 100 Units.
This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern “human rights” culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.
Instructor(s): TBA Terms Offered: Winter
Equivalent Course(s): LL SO 27100, HMRT 30200, HMRT 20200, CRES 29302, HIST 29302, HIST 39302

INRE 32002. Hacking for Defense. 100 Units.
The innovation toolkit (lean startup, human-centered design, prototyping) was developed to create new value under conditions of intense uncertainty. Typically, courses on innovation focus that effort on new venture creation, but our large institutions–both public and private–wield tremendous influence and power. We believe those organizations should be more responsive to changing conditions and that they deserve commitment from the best and brightest when it comes to the application of innovation. All institutions within the Department of Defense and Intelligence Communities (DoD/IC) are large, complex, and as impactful on society as any that one can identify. They face intense pressure to adapt their missions to changing constituencies, evolving geopolitical demands, technology revolutions, social norms, and complex regulations. This course aims to train students in how to apply the innovation toolkit to such organizations and their challenges.
Equivalent Course(s): PPHA 33830

INRE 32100. Civil-Military Relations and the Politics of Militaries. 100 Units.
How do we define a military? What is a military’s purpose? How have militaries around the world embedded themselves into the social and institutional fabric of the state? How do military leaders act compared to their civilian counterparts when placed in similar political roles? This seminar will help students answer the aforementioned questions by introducing them to the literature on civil-military relations. The general structure of the class readings will focus on two primary themes. The first half of the course will introduce students to
long-standing debates over the role of politicization in military organizations and whether such trends are desirable or not. The latter half of the class will focus on research that analyzes the militarization of politics and how such trends might subvert traditional notions of the military profession. This course is intended for CIR students and all course assignments will be structured around helping students complete the writing of their MA theses. Non-CIR students should contact the instructor directly about taking the class.

Instructor(s): Kevin Weng
Terms Offered: Winter

Note(s): CIR students only.

INRE 33000. Ethics in International Relations. 100 Units.

TBD

Instructor(s): Cabal, Manuel
Terms Offered: Winter

Note(s): Open to undergraduates with instructor consent

INRE 34600. Case Study Methods. 100 Units.

How do social scientists utilize case studies as a method for identifying causal relationships? What are the epistemological assumptions that underlie the use of case studies? How similar or different are these assumptions from those of large-N and other quantitative methodologies? What are some of the limitations of case study research? This seminar will help students address the aforementioned questions by introducing them to ongoing methodological debates within the social sciences surrounding the use of single and comparative case studies. The course is organized according to a "snowball method" of first cementing a baseline understanding of certain individual lessons (e.g. single case selection) before gradually proceeding to larger themes (e.g. comparative case studies) that incorporate and reinforce the lessons learned from previous weeks.

Instructor(s): Kevin Weng
Terms Offered: Spring/Winter

Note(s): CIR students only!

INRE 34700. Academic Presentation in International Relations & Thesis Preparation. 100 Units.

This class will provide instruction in the norms of publicly presenting one's research in front of an academic audience. Using examples drawn from the literature on International Relations and Comparative Politics, students will learn about the typical practices of structuring a research project for academic consumption. Specific topics will include: addressing alternative hypotheses, formulating a literature review, addressing missing data issues and selection bias, formulating an empirical puzzle, tenets of constructive criticism, etc. At certain intervals in the course, students will present their own work-in-progress research to the class body where they will be expected to utilize the lessons from previous sessions.

Instructor(s): K. Weng
Terms Offered: Spring

Note(s): This course is intended for CIR students in the final stages of writing their Master's Thesis. Non-CIR students should contact the instructor if they wish to attend the class.

INRE 34800. Historical Processes of State Formation. 100 Units.

How did states come into being? How do we assess "state-ness" or the "strength" of state institutions? Why did nation-states become the primary actor in the international system instead of alternative forms of political organization such as empires, city-states, or city-leagues? What explains variations in the institutional makeup of states? This course helps students formulate an initial set of answers to the previous set of questions by providing an overview of the state-formation literature. Specifically, the class will cover theories that address how states come into being, organize their societies, extract resources, and structure their political institutions.

Course readings will initially start with an introduction to varying conceptualizations of the state before moving onto a discussion of how to operationalize and measure degrees of "state-ness". The remaining course readings will explore themes surrounding war, colonialism, civil society, taxation, economic development, & (ultimately) state breakdown.

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

INRE 34900. Comparative State Formation. 100 Units.

The course introduces students to the seminal arguments and ideas on the origins and long-term evolution of nation-states around the world. The syllabus is organized around the most salient debates in the literature. For example, wars and state-building, domestic conflict and institutions, integration to world capitalism, the natural resource curse, social resistance, nationalism, etc. Throughout these topics, the readings allow inter-region and within-region comparisons. Students will discuss seminal publications that provide the basis for contemporary debates on state formation, without privileging any particular research approach or community of scholars. The syllabus draws from major publications across the social sciences, especially political science, economics, and sociology. In this way, the course provides an opportunity for graduate and undergraduate students to discuss and collectively dissect arguments based on different theoretical perspectives, cultivating critical thinking skills.

Instructor(s): Cabal, Manuel
Terms Offered: Winter

INRE 34950. Comparative Authoritarianism. 100 Units.

The course introduces students to the most salient debates on the politics of dictatorship, from the classification of authoritarian polities to their origins, institutions, and governance. The syllabus is organized around topics, such as the diversity of authoritarian regimes, parties and assemblies, elections, media, revolutions and counterrevolutions, policy and governance, war, etc. The readings have a special focus on the autocracies of the twentieth century, including pre-war fascism and revolutionary regimes, military juntas, and contemporary 'soft' autocracies. The course focuses on seminal contributions that have set the terms of contemporary debates in political science and political economy, without privileging any particular approach or methodology. The
syllabus includes seminal publications from the twentieth century, as well as names from the contemporary wave of autocracy scholars. The course provides an opportunity for graduate and undergraduate students to discuss and collectively dissect prominent arguments, cultivate the ability to think theoretically about political phenomena, and critically assess social sciences research.

Instructor(s): Cabal, Manuel
Terms Offered: Spring

**INRE 36001. Society, Politics and Security in Israel. 100 Units.**
This graduate course examines Israel’s unique DNA through a thorough examination of its history, society, politics and security challenges. We shall explore these traits as manifested in the defining chapters of Israel’s history, since the early stages of the Zionist driven immigration of Jews to the Holy Land, through the establishment of the Jewish State in 1948, until present time. Students will work with primary sources, diverse theoretical perspectives, and rich historiographical material to better understand the Israeli experience, through domestic, regional and international perspectives. Particular attention will be given to the emergence of the Israeli vibrant society and functioning democracy in the background of continuous conflict and wars. The course will explore topics such as: How Israel reconciles between the imperatives and narratives of democracy and Jewishness, between collective ethos and heterogeneous tribalism, and between protracted security challenges and resilience. We will also discuss the multifaceted aspects of the changing Israeli security doctrine and practice, in light of regional threats and international involvement.

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

Equivalent Course(s): JWSC 28139, PBPL 28139

**INRE 37000. Latin American Political Development. 100 Units.**
The course introduces students to classic and recent theories on the evolution of political institutions in Latin American countries. The syllabus is organized around major topics on comparative politics, such as colonial legacies, trade-led state-building, federalism, party systems, revolutions, industrialization, democratization, and ethnicity and citizenship. Through these topics, the students will learn about the political institutions of a variety of countries in the region from a historical perspective. Students will also be able to compare different theoretical approaches across the social sciences, especially political science, sociology, and economics. The course provides an opportunity for graduate and undergraduate students to discuss and collectively dissect major ideas in comparative politics, cultivate the ability to think theoretically about political phenomena, and critically assess social sciences research.

Instructor(s): Cabal, Manuel
Terms Offered: Winter

**INRE 39650. Transnational Organized Crime: Contemporary Issues. 100 Units.**
TBD

**INRE 39900. What Was Multilateralism? 100 Units.**
TBD
Instructor(s): Staisch, Matthias
Note(s): Open to undergraduates with instructor consent

**INRE 40801. Seminar on the International Politics of Asia. 100 Units.**
This seminar is a graduate-level survey of the contemporary cross-national politics of Asia. It centers the perspectives brought to bear on these issues by the state and society of modern India. The course covers four overarching areas of scholarship: (1) statebuilding and its associated practices of national identity construction; (2) civil-military relations; (3) intrastate conflict and contentious politics including human rights and the rule of law; (4) the political economy of development and environmental sustainability since liberalization; and (5) regional geopolitical and geoeconomic competition. This survey is offered distinctly from, but as a pre-requisite for, participation in CIR’s March 2020 Asian International Relations Seminar in Mumbai and Delhi. The course emphatically welcomes all students with a substantive interest in the region’s politics, regardless of their ability to join us for this subsequent trip.

Instructor(s): Michael Reese, Matthias Staisch
Terms Offered: Winter

**Note(s): Open to CIR students and all others with instructors’ consent**

**INRE 41500. MA Research Methods. 000 Units.**
This in-person course will foster the development of the students’ scholarship through regular interaction with their preceptors. In this course, students will work with preceptors to both synthesize the individualized coursework into a cohesive curriculum and to plan and execute the MA thesis, from choosing research questions, selecting an appropriate research design, elaborating their chosen methodology, conducting research, and writing up their results.

Instructor(s): John Hansen, Michael Albertus, James Evans
Terms Offered: Autumn Spring Winter

**Equivalent Course(s): MACS 41500, CMES 41500, MAPS 41500**

**INRE 42000. Writing about Complex Issues. 100 Units.**
TBD
Instructor(s): Tinti, Peter
Terms Offered: Spring
Note(s): Open to undergraduates with instructor consent

**INRE 43000. Core Seminar: International Order and Security. 100 Units.**
This seminar is a graduate-level survey of international order and security, covering two general areas of scholarship: (1) theories of international order and instability and (2) strategic interaction approaches to
international security. The first half of the seminar is devoted to several current approaches to the problem of international (dis)order. Students will be introduced to the dominant theoretical perspectives -- realism, liberalism, and constructivism -- and their competing approaches to international order at various levels of analysis. The second half of the seminar explores theories of strategic interaction regarding the likelihood of war and the maintenance of peace. The concepts of coercion, deterrence, compellence, and reassurance will be discussed at the "general" strategic level; whereas crisis bargaining will be introduced at the "immediate" tactical level. The ultimate goal of the seminar is to provide students with a solid theoretical foundation for future explorations of academic and policy questions of special interest to them.

Instructor(s): M. Reese
Terms Offered: Autumn, Winter
Note(s): Open only to CIR students

INRE 43100. Core Seminar: Global Governance, Rights, and Norms. 100 Units.
TBD

INRE 43200. Core Seminar: Global Governance, Rights, and Norms. 100 Units.
TBD
Instructor(s): Turco, Linnea
Terms Offered: Winter
Note(s): Open only to CIR students

INRE 43800. Core Seminar: International Political Economy. 100 Units.
This seminar is a graduate-level survey of international political economy (IPE). It addresses three prominent questions: (1) How do governments coordinate to regulate the cross-border flow of goods, services, and capital? In particular, what are the relative merits of relying on decentralized, or market-based institutions, as opposed to centralized, or state-based ones, for doing so? (2) What are the distributional implications of these coordinating devices? Specifically, what kind of cleavages constitute the distributional struggles that characterize today's global economy? (3) Why are the systems of international exchange prone to periodic crisis, and how do governments seek to restore stability, and insure against future volatility? By the end of this part of the core sequence, students will be able to (1) critically evaluate competing (empirical) measurements of the key concepts which constitute theoretical propositions in IPE; and (2) craft a research design that adequately matches a theoretical claim in IPE with relevant empirical data.
Instructor(s): M. Staisch
Terms Offered: Autumn, Winter
Note(s): Open only to CIR students

INRE 43801. Seminar on the International Politics of Asia. 100 Units.
This seminar is a graduate-level survey of the contemporary cross-national politics of Asia. It centers the perspectives brought to bear on these issues by the state and society of modern India. The course covers four overarching areas of scholarship: (1) statebuilding and its associated practices of national identity construction; (2) civil-military relations; (3) intrastate conflict and contentious politics including human rights and the rule of law; (4) the political economy of development and environmental sustainability since liberalization; and (5) regional geopolitical and geoeconomic competition. This survey is offered distinctly from, but as a pre-requisite for, participation in CIR's March 2020 Asian International Relations Seminar in Mumbai and Delhi. The course emphatically welcomes all students with a substantive interest in the region's politics, regardless of their ability to join us for this subsequent trip.
Instructor(s): M. Reese, M. Staisch
Terms Offered: Winter
Note(s): Open only to CIR students

INRE 46500. MA Thesis Workshop. 000 Units.
This required, non-credit course is designed to continue the preceptor-group collaboration established in Autumn's Perspectives (INRE 30000). The purpose of the workshop is to give each student the opportunity to present his or her thesis research as it develops during their first year in the CIR program. Must be taken in each of Winter and Spring quarters.
Terms Offered: Spring

INRE 49700. Reading/Research: International Relations. 100 Units.
This course allows students the opportunity to receive course-credit for their thesis research. It may only be taken once.
Instructor(s): P. Staniland
Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Open only to 1st year CIR students
Department of Political Science

Chair
- William Howell

Professors
- John J. Brehm
- Cathy Cohen
- Michael Dawson
- Andrew Eggers
- Scott Gehlbach, Public Policy
- John Mark Hansen
- Gary Herrigel
- William Howell, Public Policy
- John McCormick
- John J. Mearsheimer
- J. Eric Oliver
- John F. Padgett
- Robert Pape
- Jennifer Pitts, Social Thought
- James Robinson, Public Policy
- Susan Stokes
- Nathan Tarcov, Social Thought
- Lisa Wedeen
- Dali Yang
- Linda Zerilli

Associate Professors
- Michael Albertus
- Chiara Cordelli
- Benjamin Lessing
- Sankar Muthu
- Monika Nalepa
- Paul Poast
- Jon Rogowski
- Paul Staniland

Assistant Professors
- Ruth Bloch Rubin
- Austin Carson
- Adom Getachew
- Robert Gulotty
- Demetra Kasimis
- Matthew Landauer
- Zhaotian Luo
- Andrew McCall
- Molly Offer-Westort
- Patricia Posey
- Anton Strezhnev
- Rochelle Terman
- James Wilson

Emeritus Faculty
- Charles Lipson
- Gerald N. Rosenberg
The Department of Political Science offers a course of study leading to the PhD degree. A departmental faculty committee makes admission decisions based on an assessment of all the material required in the University application: biographical data, statement of interests and goals in graduate school, transcripts of grades, letters of recommendation, Graduate Record Examination scores, and a writing sample. Committee members want to know what applicants find intellectually exciting and why applicants want to study at the University of Chicago.

The department is committed to training doctoral students in political science, broadly conceived. Our department has a long history of defining some of the most enduring empirical and theoretical debates within political science. We further believe that the best work in political science often crosses subfields and disciplines. Our aim is to help students develop and pursue their intellectual interests while grounding them in the various approaches and methodologies that characterize the modern discipline. Program requirements include a mix of research papers, coursework, and exams so that students can achieve these goals as they proceed expeditiously towards the PhD degree.

THE GRADUATE PROGRAM

Students must complete sixteen courses for quality grades by the end of the second year. Twelve of the sixteen courses must be courses taught by Department faculty, which includes visiting and associate members. In the first year, students should plan on completing a total of nine courses for quality grades. In the second year, students should plan on completing at least seven courses for quality grades. PLSC 50000 Dissertation Proposal Seminar is required of third year students and does not count as one of the sixteen required courses.

The Department strongly recommends that all graduate students acquire the skill set necessary for successful progress as producers of research within the first two years of coursework. The notion of a skill set will vary with the specific research interests of the students. Students are expected to discuss with their advisors the skill set they will need, and together they will agree on a program of study. The normal expectation for first-year quantitatively-oriented graduate students will include courses on matrix algebra, programming, linear models, and causal identification. Such students also regularly take courses in social choice and game theory. For those students who intend to pursue political theory and qualitative research, the skill set is less established but may entail language training, ethnography training, interpretive methods, archival research, or other methodological courses.

The Department currently offers comprehensive exams in six fields: Theory, American Politics, Comparative Politics, International Relations, Quantitative Methods, and Formal Theory.

Students are required to take and pass a comprehensive exam in the main field by the beginning of the third year. Course prerequisites for comprehensive exams typically include either a field seminar that is offered no less than once every other year or a sequence or collection of courses that are offered over two years. All fields provide the materials students should master in order to be considered “certified” in that area. The Department offers exams during the month of September each year. Some students—such as those entering the program with prior graduate work in political science or who complete the necessary prerequisites for an exam in their first year of study—may take the exam after the first year. Students are also required to meet a course distribution requirement for the secondary subfield by the end of the second year. Courses and criteria for meeting the requirement will be determined by each subfield.

The MA thesis offers an early opportunity for students to undertake a substantial work of independent research and advances a number of objectives, some substantive, others more procedural. The MA thesis can offer an opportunity to launch dissertation research, to secure a publication in a professional journal, to test the
viability of an idea or topic that might possibly lead to a dissertation, or to conduct work in an area students know will not be part of the dissertation but that they would like to investigate more deeply than is possible in coursework. The MA thesis gives students the experience of independent research at a manageable scale, before developing a full-fledged dissertation topic. The thesis also can help students to gain a sense of how the germ of an idea becomes an article-length piece of writing (through literature review, the IRB process, operationalization of a question, elaboration of a distinctive argument in relation to existing literature, etc.).

Students are encouraged to begin thinking about their MA paper in the context of their courses, and to consider seminar papers as bases for an MA paper. Students also may choose to enroll in PLSC 40100 Thesis Preparation with their main thesis advisor. Students may take up to two units of Thesis Preparation to count toward the sixteen required courses. The final draft of the MA paper is due no later than May 15 of the second year, though in consultation with advisors students may choose to submit the MA well in advance of this deadline.

Students who have prior graduate work may use as many as five graduate courses completed at other universities to count towards fulfillment of the department's course requirement. Graduate courses previously completed within our department will count on a one-to-one basis towards the fulfillment of the department's course requirement. Students may not use an MA thesis written elsewhere as a substitute for the MA thesis here. The only exception is MA theses written at the University of Chicago, where one of the faculty advisors is in the Department. Students may use a prior MA thesis as the basis for the MA paper with the consent of faculty advisors, following the above deadlines.

Mentored practical pedagogical experience is a program requirement. To satisfy the requirement, students can serve as teaching assistants in undergraduate lecture courses and in the department’s methodology sequence. Advanced graduate students, selected as Grodzins Prize Lecturers, offer their own undergraduate courses. There are also opportunities to serve as teaching interns and instructors in the College’s undergraduate core curriculum and as preceptors who assist the undergraduate majors with the writing of BA papers.

After completing courses and exams, students turn to the PhD dissertation. The first step is a dissertation proposal that briefly outlines the research question, significance, argument, and method of the dissertation. PLSC 50000 The Dissertation Proposal Seminar, required in the winter quarter of the third year, is a weekly seminar devoted solely to the presentation and collective discussion of several drafts of each student’s dissertation proposal. The proposal must be approved by a committee of three faculty who agree to supervise the dissertation research and present the proposal for departmental approval. The deadline for this approval is the end of Autumn Quarter of the fourth year.

Although advanced graduate research and writing is often a solitary enterprise, students in the department also typically continue to participate in one or more workshops, which are mainly devoted to students’ presentation of research in progress for discussion and constructive criticism. Political science students participate in workshops devoted to American Politics, Comparative Politics, East Asia, Political Economy, Political Psychology, Political Theory, and International Politics, to name just a few. There are many other interdisciplinary workshops throughout the University ranging from Law and Economics, to Gender and Sexuality, to Russian Studies, all of which are open to political science students.

Upon receiving final approval of the dissertation by the members of the dissertation committee, the candidate gives a formal presentation based on the dissertation. Following the presentation, which is open to the public, the candidate is questioned by an examining committee of at least three faculty members.

For more information about current faculty, students, requirements, and courses, consult the department webpage at http://political-science.uchicago.edu/.

**INFORMATION ON HOW TO APPLY**

The application process for admission and financial aid for all Social Sciences graduate programs is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines, and department specific information is available online at: https://apply-ssd.uchicago.edu/apply/.

Questions pertaining to admissions and aid should be directed to ssd-admissions@uchicago.edu or (773) 702-8415.

**POLITICAL SCIENCE COURSES FOR 2021-22**

**PLSC 30102. Introduction to Causal Inference. 100 Units.**

This course is designed for graduate students and advanced undergraduate students from the social sciences, education, public health science, public policy, social service administration, and statistics who are involved in quantitative research and are interested in studying causality. The goal of this course is to equip students with basic knowledge of and analytic skills in causal inference. Topics for the course will include the potential outcomes framework for causal inference; experimental and observational studies; identification assumptions for causal parameters; potential pitfalls of using ANCOVA to estimate a causal effect; propensity score based methods including matching, stratification, inverse-probability-of-treatment-weighting (IPTW), marginal mean weighting through stratification (MMWS), and doubly robust estimation; the instrumental variable (IV) method;
regression discontinuity design (RDD) including sharp RDD and fuzzy RDD; difference in difference (DID) and generalized DID methods for cross-section and panel data, and fixed effects model. Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite. This course is a prerequisite for "Advanced Topics in Causal Inference" and "Mediation, moderation, and spillover effects."
Instructor(s): G. Hong Terms Offered: This course is not offered in 2021-22.
Prerequisite(s): Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005
Note(s): CHDV Distribution: M; M This course will not be offered in the academic year 2021-22.
Equivalent Course(s): PBHS 43201, SOCI 30315, CHDV 30102, STAT 31900, MACS 51000
PLSC 30301. American Politics Field Seminar I. 100 Units.
A survey of some of the main themes, topics and approaches in the study of American politics and government.
Instructor(s): R. Bloch Rubin, J. Rogowski Terms Offered: Autumn
PLSC 30401. American Politics Field Seminar II. 100 Units.
A survey of some of the main themes, topics and approaches in the study of American politics and government.
Instructor(s): C. Cohen, J. Rogowski Terms Offered: Winter
PLSC 30500. Introduction to Quantitative Social Science. 100 Units.
This is the first course in the quantitative methods sequence in political science. Students will build skills to execute and evaluate key research designs for causal and descriptive research. The course also lays the necessary foundation for future coursework in quantitative methods.
Instructor(s): A. Eggers, M. Offer-Westort Terms Offered: Autumn
PLSC 30521. Sociology of urban planning: cities, territories, environments. 100 Units.
This course provides a high-intensity introduction to the sociology of urban planning practice under modern capitalism. Building upon urban sociology, planning theory and history as well as urban social science and environmental studies, we explore the emergence, development and continual transformation of urban planning in relation to changing configurations of capitalist urbanization, modern state power, sociopolitical insurgency and environmental crisis. Following an initial exploration of divergent conceptualizations of "planning” and “urbanization,” we investigate the changing sites and targets of planning; struggles regarding the instruments, goals and constituencies of planning; the contradictory connections between planning and diverse configurations of power in modern society (including class, race, gender and sexuality); and the possibility that new forms of planning might help produce more socially just and environmentally sane forms of urbanization in the future.
Instructor(s): N. Brenner Terms Offered: Winter
Equivalent Course(s): ARCH 20521, CHST 20521, PBPL 20521, SOCI 30521, SOCI 20521, PLSC 20521, GECO 20521, ENST 20521, PPHA 30521
PLSC 30600. Causal Inference. 100 Units.
This is the third course in quantitative methods in the Political Science PhD program. The course is an introduction to the theory and practice of causal inference from quantitative data. It will cover the potential outcomes framework, the design and analysis of experiments, matching, weighting, regression adjustment, differences-in-differences, instrumental variables, regression discontinuity designs and more. Students will examine and implement these approaches through a variety of examples from across the social sciences. The course will use the R programming language for statistical computing.
Instructor(s): A. Strezhnev Terms Offered: Spring
PLSC 30700. Introduction to Linear Models. 100 Units.
This course will provide an introduction to the linear model, the dominant form of statistical inference in the social sciences. The goals of the course are to teach students the statistical methods needed to pursue independent large-n research projects and to develop the skills necessary to pursue further methods training in the social sciences. Part I of the course reviews the simple linear model (as seen in STAT 22000 or its equivalent) with attention to the theory of statistical inference and the derivation of estimators. Basic calculus and linear algebra will be introduced. Part II extends the linear model to the multivariate case. Emphasis will be placed on model selection and specification. Part III examines the consequences of data that is "poorly behaved" and how to cope with the problem. Depending on time, Part IV will introduce special topics like systems of simultaneous equations, logit and probit models, time-series methods, etc. Little prior knowledge of math or statistics is expected, but students are expected to work hard to develop the tools introduced in class.
Instructor(s): R. Gulotty, J. Hansen Terms Offered: Winter
PLSC 30901. Game Theory I. 100 Units.
This course introduces students to games of complete information through solving problem sets. We will cover the concepts of dominant strategies, rationalizable strategies, Nash equilibrium, subgame perfection, backward induction, and imperfect information. The course will be centered around several applications of game theory to politics: electoral competition, agenda control, lobbying, voting in legislatures and coalition games.
Instructor(s): S. Gehlbach Terms Offered: Autumn
Equivalent Course(s): PLSC 29102
PLSC 31000. Game Theory II. 100 Units.
This course introduces students to games of incomplete information and several advanced topics through solving problem sets. We will cover the concepts of Bayes Nash equilibrium, perfect Bayesian equilibrium, and the
basics of mechanism design and information design. In terms of applications, the course will extend the topics examined in the prerequisite, PLSC 30901. Game Theory I to allow for incomplete information, with a focus on the competing challenges of moral hazard and adverse selection in those settings.

Instructor(s): Z. Luo
Prerequisite(s): PLSC 30901 or equivalent and consent of instructor. Undergraduates by consent only.
Equivalent Course(s): PLSC 29103

PLSC 31510. Introduction to Text as Data for Social Science. 100 Units.

Social scientists increasingly use large quantities of text-based data to address problems in industry and academy. This course provides students with an overview of popular techniques for collecting, processing, and analyzing text data from a social science perspective. We will first learn how to collect text data from a variety of sources, including application programming interfaces (APIs) and web-scraping. The second portion of the class provides an overview of popular methods to analyze text data, including sentiment analysis, topic models, supervised classification, and word embeddings. The course is applied in nature. While many of the techniques we discuss have their origins in computer science or statistics, this is not a CS or statistics course. Ultimately, the goal is to introduce students to modern techniques for computational text analysis and help them apply these methods to their own research.

Instructor(s): R. Terman
Prerequisite(s): Students should have at least one class in statistics and/or quantitative methods before taking this course. We will also assume basic familiarity with the R programming language.
Equivalent Course(s): PLSC 21510

PLSC 31719. Xenophon's Education of Cyrus. 100 Units.

This seminar is intended as an introductory reading of one of the classic treatments of political leadership, Xenophon's The Education of Cyrus. Themes will include the qualities and motives of a successful leader or ruler, especially in acquiring and expanding rule, relations between rulers and ruled, Xenophon's portrayals of Cyrus and other characters in the book, the relation between political and military leadership and more broadly between politics and war, the tension between empire and freedom, Cyrus's bi-cultural education and multinational rule, the roles of morality, religion, and love in politics, and differences between constitutional or legitimate and tyrannical or despotic rule. We will consider Xenophon’s art of writing and the literary character of the book. Open to undergraduates with instructor consent.

Instructor(s): Nathan Tarcov
Prerequisite(s): Open to undergraduates with instructor consent.
Equivalent Course(s): SCTH 31719, FNDL 25103

PLSC 31915. Aristotle’s Politics. 100 Units.

In this course we will read together Aristotle’s Politics, along with some of the important secondary literature on that work. We will supplement our reading with short excerpts from other Aristotelian texts, including the Rhetoric, the Nicomachean Ethics, the Topics, and the History of Animals. We will pay particularly close attention to the less studied, “empirical” books of the Politics (IV-VI) as of central importance for understanding Aristotle's political philosophy and his broader political project.

Instructor(s): M. Landauer
Terms Offered: Spring
Equivalent Course(s): PLSC 21915

PLSC 32100. Machiavelli’s Discourses on Livy. 100 Units.

This course is devoted to reading Machiavelli’s Discourses on Livy supplemented by substantial selections from Livy’s history of Rome. Themes include princes, peoples, and elites; republics and principalities; pagan and Christian religion and morality; war and empire; founding and reform; virtue, corruption, liberty, and fortune; ancient history and modern experience; reading and writing; and theory and practice.

Instructor(s): Nathan Tarcov
Prerequisite(s): Familiarity with Machiavelli’s, Prince.
Equivalent Course(s): FNDL 29300, PLSC 20800, SCTH 31710

PLSC 32736. Economics, Politics and African Societies. 100 Units.

This course has two objectives. First, we will try to convince ourselves that the lenses through which economics and political science have tried to explain "African” “development” are charged with presuppositions that have limited our ability to grasp the logic of those societies. There is nothing specific to those disciplines in that regard, they are part of a given cultural and historical context. In doing that, this course is also about the rich diversity of the societies lumped in the term Africa. Second, we will try to undo the learnings weaved through that lens, but at the same time engage with a fertile ground for research, with a focus on generating new research ideas that carry less, we hope, the heavy veil of our assumptions. It is open to Masters students but it is primarily aimed at PhD students who want to know about Africa and can imagine themselves doing research there. We hope that it will help them identify new and interesting questions. The Masters students will be examined by an exam. The PhD students will have to write a short research proposal on some question on Africa and the last two lectures will be devoted to presentations. - This course is previously PPHA 37235 - African Development.

Instructor(s): Robinson, J; Sanchez de la Sierra
Terms Offered: Spring
Equivalent Course(s): ECON 35585, PPHA 32736
PLSC 32740. Order and Violence. 100 Units.
Most countries in the world have been independent for about 50 years. Some are peaceful and have prospered, while some remain poor, war-torn, or both. What explains why some countries have succeeded while others remain poor, violent, and unequal? Moreover, fifty years on, a lot of smart people are genuinely surprised that these countries' leaders have not been able to make more progress in implementing good policies. If there are good examples to follow, why haven't more countries followed these examples into peace and prosperity? Finally, we see poverty and violence despite 50 years of outside intervention. Shouldn't foreign aid, democracy promotion, peacekeeping, and maybe even military intervention have promoted order and growth? If not why not, and what should we do about it as citizens? This class is going to try to demystify what's going on. There are good explanations for violence and disorder. There are some good reasons leaders don't make headway, bureaucrats seem slothful, and programs get perverted. The idea is to talk about the political, economic, and natural logics that lead to function and dysfunction.
Instructor(s): Blattman, C Terms Offered: Autumn
Equivalent Course(s): PPHA 32740

PLSC 33300. Interpretive Methods in the Social Sciences. 100 Units.
This course is designed to provide students with an introduction to interpretive methods in the social sciences. Students will learn to "read" texts and images while also becoming familiar with contemporary thinking about interpretation, narrative, ethnography, and social construction. Among the methods we shall explore are: semiotics, hermeneutics, ordinary language theory, and discourse analysis.
Instructor(s): L. Wedeen Terms Offered: Spring
Equivalent Course(s): CCCT 33300

PLSC 33615. Reconstructing Democracy: Tocqueville and Du Bois. 100 Units.
Over the last few years, ideas of democratic crisis and democratic breakdown have been pervasive in public and scholarly discussion. This course examines two classical texts on American Democracy-Tocqueville's Democracy in America and Du Bois Black Reconstruction. We will think through central puzzles of democratic politics-from majoritarianism to the role of racial identity and imperial expansion guided by Tocqueville and Du Bois.
Instructor(s): A. Getachew Terms Offered: Autumn
Equivalent Course(s): CCCT 23615, CCCT 33615, PLSC 23615

PLSC 33917. Anticolonial Political Thought. 100 Units.
This course examines three canonical figures in history of anticolonial thought-Gandhi, Fanon and C.L.R James to reconstruct their political visions of decolonization and independence. Along with each of these thinkers, we will explore key secondary sources that illuminate key interpretive debates.
Instructor(s): A. Getachew Terms Offered: Autumn
Equivalent Course(s): PLSC 23917

PLSC 35205. Racial Justice and Injustice. 100 Units.
The course will explore moral and political problems of racial justice and injustice. Topics may include antidiscrimination theory, the fair political representation of racial minorities, reparations for racial injustice, racial segregation, the use of racial preferences in various practices of selection, and the evaluation of practices of law enforcement and punishment. We will use reflections on particular problems such as these to inquire about the uses of racial concepts in political theory; the connections between racial justice and ostensibly more general conceptions of justice; and the connections between racial equality and other egalitarian ideals.
Instructor(s): J. Wilson Terms Offered: Winter
Equivalent Course(s): PLSC 25205, LLSO 25205, CRES 25205

PLSC 35705. Radical Enlightenments. 100 Units.
An examination of some of the roots of radical critical theory in the writings of a variety of European eighteenth-century thinkers on topics such as despotism, prejudice, oligarchic interests, slavery, empire, sex/gender equality, private/public goods, state power, and revolution/reform.
Instructor(s): S. Muthu Terms Offered: Spring

PLSC 35807. Plato's Symposium. 100 Units.
The seminar is devoted to close readings and extended discussions of Plato's Symposium. We will explore the views on Eros presented in the various speeches comprising the dialogue, among them: love's relationship to physical beauty and human desire; its potential for prompting heroic action and forging moral education; its significance for the soul and place in the cosmos. We will also analyze the literary aspects of the work (plot, action, allegory); the dialogue's historical setting (democratic Athens beset by domestic conspiracies and engaged in an apocalyptic war); its implications for political philosophy; and the function of a symposium in classical Athens. We will devote several sessions at the end of term to major interpretations of the dialogue.
Instructor(s): D. Kasimis, J. McCormick Terms Offered: Winter
Equivalent Course(s): PLSC 25807, FNDL 25002

PLSC 36100. Civil War. 100 Units.
Civil war is the dominant form of political violence in the contemporary world. This graduate seminar will introduce students to cutting edge scholarly work and to the task of carrying out research on internal conflict. We will study the origins, dynamics, and termination of civil wars, as well as international interventions, post-conflict legacies, and policy responses to war. A variety of research approaches will be explored, including
PLSC 35602. American National Security Strategy. 100 Units.
This course surveys contemporary National Security Strategy around the world, focusing on the most urgent and important issues of the U.S. national security agenda. The purpose of the course is to help students better understand how the U.S. formulates national security strategy, key debates over how the U.S. should handle contemporary challenges, and provide important conceptual frameworks that will enable students to grapple with the security challenges of the decade ahead. The course covers recent changes in American grand strategy, nuclear policy, and the use of conventional forces in contemporary conflicts.
Instructor(s): R. Pape Terms Offered: Spring
Equivalent Course(s): LLSO 27815, PLSC 27815
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Instructor(s): R. Pape Terms Offered: Spring
Equivalent Course(s): LLSO 27815, PLSC 27815
PLSC 39501. International Political Economy. 100 Units.
This graduate seminar focuses on the prevailing theoretical and empirical research programs in international political economy (IPE). The course will introduce a variety of frontier research problems that animate current work in the field as well as provide experience evaluating empirical research. We will discuss relations between international markets and politics: mass politics, domestic political institutions, and international politics. A central goal of the course is to generate ideas for student research, including papers and dissertation topics. Instructor(s): R. Gulotty Terms Offered: Spring

PLSC 40000. Readings: Political Science. 100 Units.
This is a general reading and research course for independent study.

PLSC 40100. Thesis Preparation: Polsci. 100 Units.
This is an independent study course related to master’s paper or dissertation research.

PLSC 40244. Climate change, history and Social Theory. 100 Units.
This course considers some of the major approaches to climate change and society that have been elaborated by contemporary social and environmental theorists. Key topics include the legacies of environmental thought in classical social theory; the histories and geographies of environmental crises under capitalism; the conceptualization of “nature” in relation to societal dynamics; the role of capitalism and fossil capital in the production of “metabolic rifts”; questions of periodization and associated debates on the “Anthropocene,” the “Capitalocene” and the “Plantationocene”; the interplay between urbanization and climate emergencies; the (geo)politics of decarbonization; insurgent struggles for climate justice; and possible post-carbon futures. Instructor(s): N. Brenner, F. Albritton Jonsson Terms Offered: Autumn
Prerequisite(s): Some previous work in classical and/or contemporary social theory, preferably at the graduate level
Equivalent Course(s): HIST 43204, SOCI 40244, CHSS 43204, CCCT 40244

PLSC 40510. Political Violence in America Today. 100 Units.
Political violence is rising in America, but there is great confusion about why. The purpose of this graduate seminar is to help understand our current situation by studying literature that bears on a number of crucial questions: How do violent mass movements evolve? How does the political violence America has experienced in 2020 and 2021 differ from past periods of heightened right-wing political violence in the 1970s and 1990s and heightened racial tensions in the 1960s? What are the impact of structural factors such as changing American national identity and the evolution of social capital in American society on contemporary political violence? What roles does technology and media play is spreading dissent and organizing protests? The main requirements for this seminar are to participate actively in weekly class discussion and write a 20 page exploratory research paper.
Instructor(s): R. Pape Terms Offered: Spring

PLSC 40600. Seminar on IR Theory. 100 Units.
This course is a PhD-level introductory survey of the major scholarly traditions in the field of International Relations. It provides an introduction to the central theoretical approaches including realism, liberalism, and constructivism and their variants. The course also exposes students to more recent non-paradigmatic research programs, reflections on the field’s development over time, and the recurring “meta-debates” which underlie many of the differences in applied areas. Seminar discussion will identify and criticize the central arguments advanced by different scholars in order to assess the relative merits of different theoretical perspectives. The course is designed to help students prepare for the Department’s IR general exam: assigned and suggested readings are a starting point for building a reading list; the course offers practice with answering exam questions; students will exercise modes of critical analysis during seminar critical to passing the exam.
Instructor(s): A. Carson Terms Offered: Autumn

PLSC 40610. Seminar on International Security Affairs. 100 Units.
This course introduces students to a selection of the principal literature that forms the foundation of contemporary international security affairs. One set of topics focus on traditional war-related topics, including the causes of war, sources of military effectiveness, and civilian victimization in war. A second set of topics focuses on pre-war and short-of-war issues, including coercive threats, arms racing under the security dilemma, the nuclear revolution thesis, and grey zone or covert uses of force. A third set of topics focuses on ideas, individuals, and institutions, including security-related international organizations, norms, and leader-level dynamics. Each week, our purpose will be to critically assess the strengths and limits of the central arguments of the readings, on their own terms.
Instructor(s): R. Pape Terms Offered: Autumn

PLSC 40815. New Directions in Formal Theory. 100 Units.
In this graduate seminar we will survey recent journal articles that develop formal (mathematical) theories of politics. The range of topics and tools we touch on will be broad. Topics include models of institutions, groups, and behavior, and will span American politics, comparative politics, and international relations. Tools include game theory, network analysis, simulation, axiomatic choice theory, and optimization theory. Our focus will be on what these models are theoretically doing: What they do and do not capture, what makes one mathematical approach more compelling than another, and what we can ultimately learn from a highly
Inequality and Redistribution. 100 Units.  
Inequality is a defining issue of our time. Why are some societies more unequal than others, and why are some more proactive in tackling inequality through policies of redistribution? This graduate seminar will introduce students to the scholarly literature on inequality redistribution, focusing primarily on recent work. We will study the causes and consequences of inequality and redistribution, focusing both on the institutions that shape incentives for governments to implement redistribution, as well as the mechanisms, actors, and international conditions that can erode government incentives or capabilities to redistribute. The emphasis of the course will be twofold: rigorously examining the inferences we can draw from existing work, and designing research that can contribute to a better understanding of the fundamental questions regarding redistributive policies.  
Instructor(s): M. Albertus Terms Offered: Autumn

Political Economy I: Formal Models of Domestic Politics. 100 Units.  
This course provides an overview of formal models of domestic politics—that is, the theory of domestic politics as formalized using the language of game theory. Building on Professor Gehlbach’s textbook of the same name, the course covers nine classes of models: electoral competition under certainty and uncertainty, special interest politics, veto players, delegation, coalitions, political agency, nondemocracy, and regime change. The material assumes prior coursework in game theory and proficiency in differential and integral calculus.  
Instructor(s): Gehlbach, S Terms Offered: Winter

Political Regimes and Transitions. 100 Units.  
Despite a shift toward democracy in much of the world, many states have remained solidly autocratic while others are plagued by political instability. This graduate seminar will introduce students to fundamental questions in the study of political regimes: What distinguishes democracy from dictatorship? How does the functioning of democratic institutions affect democratic survival? Why are some dictatorships more stable than others, and what role do institutions such as legislatures, parties, and elections play in their stability? What political and economic factors explain regime transitions, and why do transitions tend to cluster both spatially and temporally? The course will examine how these questions are addressed in current scholarship, with an emphasis on enabling students to design research projects that contribute to our understanding of how political regimes function, persist, and change.  
Instructor(s): M. Albertus Terms Offered: Autumn

Approaches to the History of Political Thought. 100 Units.  
This course will examine some of the most influential recent statements of method in the history of political thought, alongside work by the same authors that may (or may not) put those methods or approaches into practice. We will read works by Quentin Skinner, Reinhart Koselleck, J.GA. Pocock, Leo Strauss, Sheldon Wolin, Michel Foucault, and David Scott among others, with some emphasis on writings about Hobbes and questions of sovereignty and the state. (E)  
Instructor(s): J. Pitts Terms Offered: Spring

Seminar in Chinese Politics. 100 Units.  
This is a research-oriented seminar for graduate students interested in exploring current research on China and in conducting their own research. Our emphasis will be on the changing nature of the Chinese Party-state, and the relations between state and economy and between state and society as the Chinese society, economy and the level of technology have undergone dramatic changes in recent decades. Throughout the course we’ll also pay attention to the course, dynamics, and challenges of making reform. Though the readings are on China, we are to consider China’s development comparatively and in view of recent developments in political science.  
Instructor(s): D. Yang Terms Offered: Winter

Law and Empire. 100 Units.  
This course will consider the entangled histories of international law and European imperialism from the early modern period to the present. Some of the earliest texts of modern international law were written to grapple with questions about the justifiability of European imperial and commercial practices. Later arguments that that states are equal and independent under international law were used both to justify and to obscure imperial relations as well as to criticize it, as, arguably, were human rights arguments in the twentieth century. We will read authors including Vitoria, Montesquieu, Vattel, Bentham, Mill, Du Bois, and Mohammed Bedjaoui as well as recent writings on the history of empire and international law.  
Instructor(s): J. Pitts Terms Offered: Spring

Equivalent Course(s): PLSC 22805, CCCT 42805, CCCT 22805, SCTH 42805
PLSC 43301. Democracy and Equality. 100 Units.
Democracy has often been celebrated (and often criticized) for expressing some kind of equality among citizens. This course will investigate a series of questions prompted by this supposed relationship between democracy and equality. Is democracy an important part of a just society? What institutions and practices does democracy require? Is equality a meaningful or important political ideal? If so, what kind of equality? Does democracy require some kind of equality, or vice-versa? The course will begin by studying classical arguments for democracy by Jean-Jacques Rousseau and John Stuart Mill, and then focus on contemporary approaches to these questions. The course will conclude with some treatment of current democratic controversies, potentially including issues of race and representation; the fair design of elections; the role of wealth in political processes; and the role of judicial review. The course aims to deepen participants' understanding of these and related issues, and to develop our abilities to engage in argument about moral and political life. This course is part of the College Course Cluster program, Inequality.
Instructor(s): J. Wilson Terms Offered: Winter
Equivalent Course(s): LLSO 29705, PLSC 23313

PLSC 43701. Constructivism. 100 Units.
This seminar traces the development of the constructivist program in international relations in order to better understand its elements, assumptions, and methods, and apply those to current issues. We start by uncovering the roots of constructivism in sociology and philosophy and examine structuration theory, the English School, world systems theory, regime theory, and sociological institutionalism. The second part of this course focuses on the constructivist agenda in international relations, its boundaries and its critics. In the last part of the course we examine current research in international relations that draws on constructivist methods, including work on the role of norms, epistemic communities, transnational civil society, and the origins of the state.
Instructor(s): R. Terman Terms Offered: Winter

PLSC 43711. Plato's Laws. 100 Units.
In this course we will read together Plato's Laws, along with some of the important secondary literature on the dialogue. Since the Laws is a dialogue about nearly everything, the topics we will cover will vary accordingly: political institutions, moral psychology, the uses and abuses of drinking parties, atheism, political legitimacy and friendship, persuasion and force, and much more.
Instructor(s): M. Landauer Terms Offered: Winter
Equivalent Course(s): PLSC 23711

PLSC 45505. Agriculture, Environment and Political Economy. 100 Units.
This course will look at the industrialization of Agriculture both as an historical phenomenon and as a contemporary problem in the debate about climate change. Literatures on peasants and economic development, anti-monopoly and cooperatives, food regimes, economic planning, shifts in employment and the changing relations between rural and urban economic life will be surveyed. In general, the aim will be to explore the extent to which agricultural development, particularly in advanced political economies, has been shaped by political economic struggles and changing clusters of ideas about employment, food, the environment and democracy.
Instructor(s): G. Herrigel Terms Offered: Winter
Equivalent Course(s): PLSC 23711

PLSC 45605. Political Theories of the Corporation. 100 Units.
This course will survey political ideas about the corporation in Europe, the US and Japan. The first part of the course will explore historical debates about the relationship between the corporation and democracy, while the second part will be devoted to a range of contemporary debates on the democratization of the corporation itself and to problems of monopoly in contemporary democratic order.
Instructor(s): G. Herrigel Terms Offered: Spring
Equivalent Course(s): SOCI 40246

PLSC 45710. Race and Capitalism. 100 Units.
This course will address issues of race and capitalism.
Instructor(s): M. Dawson Terms Offered: Winter
Equivalent Course(s): CRES 45700

PLSC 45804. Feminists Read the Greeks. 100 Units.
Since the 1970s, thinkers writing on gender, sex, and sexuality have staged a series of generative, critical, and sometimes controversial encounters with ancient Greek thought, politics, and culture. As one classicist puts it, feminist theory has "gone a long way… toward inscribing classical Greek philosophy at the origins of some of the most tenacious assumptions about sexual difference in the Western tradition." This course explores the ways that the texts and practices of ancient Greece, if not the idea of "the Greeks," have provided theoretical and symbolic resources for feminists and others to think critically about gender (and sexuality) as a conceptual and political category. What sorts of interpretive and historical assumptions govern these engagements? To what extent might the trajectories of gender studies, feminism, and classics be intertwined? Was there a concept of "gender" in ancient Greece? Of sexuality? Is it fair to say, as many have, that classical Greek ideas about gender and the sexual body are wholly opposed to those of the moderns? What other oppositions could this habit of thought be working to keep in place? Sample reading list: Sophocles' Antigone, Plato's Republic, Foucault's The Use of Pleasure, Ann Carson's Oresteia, Judith Butler's Antigone's Claim.
Instructor(s): D. Kasimis Terms Offered: Winter
Equivalent Course(s): GNSE 45804, CCCT 45804, KNOW 25804, PLSC 25804, GNSE 25804, CCCT 25804

PLSC 46401. Co-evolution of States and Markets. 100 Units.
This course will focus on the emergence of alternative forms of organization control (e.g., centralized bureaucracy, multiple hierarchies, elite networks, and clientage) in different social structural contexts (e.g., the interaction of kinship, class, nation states, markets and heterodox mobilization). Themes will be illustrated in numerous cross-cultural contexts.
Instructor(s): J. Padgett Terms Offered: Winter
Equivalent Course(s): SOCI 40232

PLSC 46600. Political Economy of Development. 100 Units.
This course is intended as an introduction for Ph.D. students to the research literature in the political economy of development. Its purpose is to give students both a sense of the frontier research topics and a good command of how social science methodological tools are used in the area.
Instructor(s): Blattman, C; Robinson, J Terms Offered: Spring
Prerequisite(s): Harris PhD or instructor permission required
Equivalent Course(s): PPHA 41120, ECON 35570

PLSC 48001. Field Seminar in Comparative Politics I. 100 Units.
This seminar broadly surveys the study of comparative politics in contemporary political science.
Instructor(s): S. Stokes Terms Offered: Winter

PLSC 48101. Field Seminar in Comparative Politics II. 100 Units.
This seminar broadly surveys the study of comparative politics in contemporary political science.
Instructor(s): A. Eggers Terms Offered: Spring

PLSC 48401. Quantitative Security. 100 Units.
Since Quincy Wright's A Study of War, scholars of war and security have collected and analyzed data. This course guides students through an intellectual history of the quantitative study of war. The course begins with Wright, moves to the founding of the Correlates of War project in the late 1960s, and then explores the proliferation of quantitative conflict studies in the 1990s and 2000s. The course ends by considering the recent focus on experimental and quasi-experimental analysis. Throughout the course, students will be introduced to the empirical methods used to study conflict and the data issues facing quantitative conflict scholars. For students with limited training in quantitative methods, this course will serve as a useful introduction to such methods. For students with extensive experience with quantitative methods, this course will deepen their understanding of when and how to apply these methods.
Instructor(s): P. Poast Terms Offered: Winter
Equivalent Course(s): PPHA 39830

PLSC 48700. Crime, Conflict and the State. 100 Units.
Scholars of civil war emphasize the importance, and perhaps primacy, of criminal profits for insurgencies, especially in the post-cold war era. But theories of civil war generally rest on an assumption that insurgents aim to replace state power. This seminar approaches the issue from the other end of the spectrum: armed conflict between states and "purely" criminal groups—particularly drug cartels. Cartel-state conflict poses a fundamental puzzle: Why attack the state if you seek neither to topple nor secede from it? After a brief survey of the literature on civil war and organized crime, we will study recent work on criminal conflict, particularly in Latin America. We also consider the related topics of prison-based criminal networks and paramilitaries, and explore how crime and political insurgency interact in places like West Africa and Afghanistan. Throughout, we evaluate the concepts, questions and designs underpinning current research.
Instructor(s): B. Lessing Terms Offered: Autumn
Equivalent Course(s): PPHA 37105, LACS 48700

PLSC 49100. On Violence. 100 Units.
This seminar begins by covering major theorists of and debates about violence. Among the authors we shall read are Arendt, Fanon, Sartre, Benjamin, Foucault, Mbembe, Zizek, and Butler. We shall then explore a few ethnographies that explore issues related to violence in theoretically motivated, grounded research, including works by Masco, Scheper-Hughes, Siegel, and Taussig. The aims of the course are to combine political theory and comparative politics concerns with theoretically-motivated work in anthropology and literary studies. Considering the relationship between overt coercion and systemic violence, attending to genres of writing about violence, and focusing on the everyday lived experiences of violence, the course grapples with questions of race, class, gender, mediation, representation, and political power. The course will also reflect on the cathartic pleasures, ethical conundrums, and anti-political dimensions of violence. Students will participate avidly in class discussions and write one seminar paper OR take a final take-home exam.
Instructor(s): L. Wedeen Terms Offered: Autumn
Equivalent Course(s): CCCT 49100, ANTH 52515

PLSC 50000. Dissertation Proposal Seminar. 100 Units.
A weekly seminar devoted to the presentation and collective discussion of several drafts of each student's dissertation proposal.
Instructor(s): Staff Terms Offered: Winter
PLSC 50901. Qualitative Methods and Research Design. 100 Units.
This course examines small-N research designs and methods for engaging in qualitative research. We will discuss concept formation, case selection, comparative case studies, process-tracing, combinations with other methods, and the virtues and limitations of different approaches to theory development and causal inference. We will then consider some of the tools that are often associated with qualitative research, including ethnography, interviews, archival work, and historiography. Because other courses in the department and university cover some of these methods in greater depth, this class will particularly emphasize their relationship to research design.
Instructor(s): A. Carson, P. Staniland Terms Offered: Autumn

PLSC 51900. Feminist Philosophy. 100 Units.
The course is an introduction to the major varieties of philosophical feminism. After studying some key historical texts in the Western tradition (Wollstonecraft, Rousseau, J. S. Mill), we examine four types of contemporary philosophical feminism: Liberal Feminism (Susan Moller Okin, Martha Nussbaum), Radical Feminism (Catharine MacKinnon, Andrea Dworkin), Difference Feminism (Carol Gilligan, Annette Baier, Nel Noddings), and Postmodern “Queer” Gender Theory (Judith Butler, Michael Warner), and recent writing on trans feminism. After studying each of these approaches, we will focus on political and ethical problems of contemporary international feminism, asking how well each of the approaches addresses these problems. (A)
Instructor(s): M. Nussbaum Terms Offered: Spring
Prerequisite(s): Undergraduates may enroll only with the permission of the instructor. Only junior or senior philosophy concentrators are eligible, and you will need a letter of recommendation from a faculty member in the Philosophy department who has taught you.
Note(s): This course meets the CS Committee distribution requirement for Divinity students.
Equivalent Course(s): PHIL 21901, GNSE 39600, GNSE 29600, HMRT 31900, PHIL 31900

PLSC 53025. Philosophy of Animal Rights. 100 Units.
A close study of some recent philosophical classics about animal ethics and animal rights, including Christine Korsgaard’s Fellow Creatures, Sue Donaldson and Will Kymlicka’s Zoopolis, and a manuscript of my own, Justice for Animals, that is due at the end of 2021. We will also read some of the recent work by scientists such as Frans De Waal, Mark Bekoff, and Victoria Braithwaite on animal cognition.
Instructor(s): M. Nussbaum Terms Offered: Autumn
Prerequisite(s): An undergraduate major in philosophy or some equivalent solid philosophy preparation. Ph.D. students in Philosophy and Political Theory may enroll without permission.
Note(s): This course meets the CS Committee distribution requirement for Divinity students. Admission by permission of the instructor. Permission must be sought in writing at least ten days before the beginning of Law School classes, Monday, September 20. The class will be offered on the Law School calendar.
Equivalent Course(s): PHIL 53025, RETH 53025

PLSC 53101. Seminar: 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). An emphasis in this course will be the methodologies and research agendas utilized by scholars in this field.
Instructor(s): M. Dawson Terms Offered: Spring

PLSC 53300. Seminar on Nuclear Weapons and International Politics. 100 Units.
The aim of this course is to examine how nuclear weapons have affected the conduct of international relations. Special attention will be paid to subjects like: 1) nuclear deterrence, 2) the causes of nuclear proliferation, 3) the consequences of nuclear proliferation, 4) strategies for employing nuclear weapons, 4) the role of nuclear weapons in the Cold War, 5) how nuclear weapons will affect relations among the great powers in the emerging multipolar world, and 6) whether there has been a “nuclear revolution.”
Instructor(s): J. Mearsheimer Terms Offered: Spring

PLSC 57200. Network Analysis. 100 Units.
This seminar explores the sociological utility of the network as a unit of analysis. How do the patterns of social ties in which individuals are embedded differentially affect their ability to cope with crises, their decisions to move or change jobs, their eagerness to adopt new attitudes and behaviors? The seminar group will consider (a) how the network differs from other units of analysis, (b) structural properties of networks, consequences of flows (or content) in network ties, and (c) dynamics of those ties.
Instructor(s): J. Padgett Terms Offered: Winter
Equivalent Course(s): SOCI 50096

PLSC 59903. Modern Indian Political and Legal Thought. 100 Units.
India has made important contributions to political and legal thought, most of which are too little-known in the West. These contributions draw on ancient traditions, Hindu and Buddhist, but transform them, often radically, to fit the needs of an anti-imperial nation aspiring to inclusiveness and equality. We will study the thought of Rabindranath Tagore (Nationalism, The Religion of Man, selected literary works); Mohandas Gandhi
(Hind Swaraj (Indian Self-Rule), Autobiography, and selected speeches); B. R. Ambedkar, the chief architect of the Indian Constitution (The Annihilation of Caste, The Buddha and his Dhamma, and selected speeches and interventions in the Constituent Assembly); and, most recently, Amartya Sen, whose The Idea of Justice is rooted, as he describes, both in ancient Indian traditions and in the thought of Tagore.
Instructor(s): M. Nussbaum Terms Offered: Winter
Note(s): This course meets the CS Committee distribution requirement for Divinity students. Students not from Law or Philosophy need instructor’s permission. Undergraduates are not eligible.
Equivalent Course(s): PHIL 59903, RETH 59903
Department of Psychology

Chair
- David A. Gallo

Professors
- Edward S. Awh
- Jean Decety
- David A. Gallo
- Susan Goldin-Meadow
- Leslie M. Kay
- Boaz Keysar
- Katherine D. Kinzler
- Susan Cohen Levine
- Daniel Margoliash, Organismal Biology and Anatomy
- Howard C. Nusbaum
- Brian Prendergast
- Steven K. Shevell
- Richard Shweder, Human Development
- Edward K. Vogel
- Amanda Woodward

Associate Professors
- Marc G. Berman
- Sarah London
- Greg J. Norman
- Alex Shaw

Assistant Professors
- Wilma A. Bainbridge
- Akram Bakkour
- Monica Rosenberg
- Jai Yu

Emeritus Faculty
- R. Darrell Bock
- Abraham Bookstein, Humanities Division
- Norman M. Bradburn
- Robert A. Butler, Surgery
- Mihaly Csikszentmihalyi
- Eugene T. Gendlin
- William Goldstein
- Eric P. Hamp, Linguistics
- Philip W. Jackson, Education
- Jerre Levy
- Frederick F. Lighthall, Education
- John A. Lucy, Comparative Human Development
- Martha McClintock
- David McNeill
- Joel M. Pokorny, Ophthalmology and Visual Science
- Allan Rechtschaffen, Psychiatry
- Vivianne Smith, Ophthalmology and Visual Science
- Nancy Lou Stein

Department website: http://psychology.uchicago.edu
Originally founded as the Laboratory of Psychology in 1893, the Department of Psychology has been for a century a leading center of scholarship, research and teaching in psychology and related fields. Among its distinguished faculty and students have been James Rowland Angell, John Dewey, George Herbert Mead, John B. Watson, the founder of behaviorism, L. L. Thurstone, a pioneer in psychological measurement, Karl Lashley, Klüver and Bucy, Kleitman, discoverer of REM sleep, Frank Beach, founder of behavioral endocrinology, W. C. Ailee who viewed biology as a social phenomenon, and Roger Sperry, Nobel Prize winner for his work in cerebral lateralization. The present Department of Psychology is conscious of its distinguished intellectual forebears and continues to reflect its heritage in its commitment to research, the scope of its inquiry, and the diversity of its programs of graduate study.

The Department of Psychology is organized into specialized programs that reflect the contemporary state of the discipline and the wide-ranging interests of its own faculty. The areas of concentration are cognition, developmental psychology, integrative neuroscience, and social psychology. Consistent with the multidisciplinary traditions of the University of Chicago, many faculty members serve on more than one of the department's programs. Faculty and students participate in courses, colloquia, workshops and joint research ventures with scholars in other departments. These include biology, computer science, education, human development, linguistics, neuroscience, philosophy, and others, as well as the University's professional schools of business, public policy, law, medicine, and social service administration.

Doctoral study in the University of Chicago's Department of Psychology typically spans five years and includes a common curriculum of eight courses with other requirements set by the student's area of specialization. In addition, each student will complete a trial research project under the guidance of a faculty advisor or advisors, and complete a dissertation. Students are evaluated yearly to determine progress. Advisors are a critical component of students' experience in the doctoral program, providing guidance and collaboration in conducting research and academic advising.

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**DEGREES**

Programs of graduate study offered by the department lead to the PhD degree at the University of Chicago. The Department of Psychology does not offer courses of study leading to the degree of Master of Arts (MA). However, students admitted to doctoral study may take the MA degree as an optional step in the doctoral program. Similarly, a student admitted who must leave the program, for whatever reason, may apply for a terminal MA degree, providing the student has met the program requirements of the particular program of the Department of Psychology.

**PSYCHOLOGY LINGUISTICS JOINT PHD PROGRAM**

Students in the Department of Linguistics in the Division of the Humanities who wish to work toward a joint PhD in Psychology's Cognition Program and in Linguistics must be admitted to the Department of Psychology through the Division of the Social Sciences.

**PSYCHOLOGY-BUSINESS JOINT PHD PROGRAM**

The Joint Program in Psychology and Business was established in 2009, and is overseen jointly by the Behavioral Science dissertation area (https://www.chicagobooth.edu/phd/dissertation-areas/behavioral-science/) at Chicago Booth and the Department of Psychology. The aim of this program is to connect the large number of social, cognitive, and organizational psychologists at Chicago Booth and within the Department of Psychology. To qualify for the joint program, a student must be admitted into either the Psychology or the Business graduate program. PhD students in Psychology or Business who want to take the Joint Degree will need an adviser in both schools. The adviser from the program the student was initially admitted into will be a primary adviser and the one from the other program, the secondary adviser. Normally this would be done, after arrival, during the first year of studies. Once the student and the faculty member agree on the advising relationship, the student applies for Joint status. The application is then reviewed by the faculty in the program that the student wants to join.

**ADMISSION**

Students are admitted by application to the Department of Psychology to pursue courses of doctoral study that are formulated by the individual programs. Candidates for admission are expected to have some background in psychology as well as mathematics and statistics.

The application process for admission and financial aid for the Psychology graduate program is administered through the Dean of Students Office in the Division of the Social Sciences. The application for admission, with instructions, deadlines and department-specific information, is available online at: http://apply-ssd.uchicago.edu/apply/.

**GENERAL REQUIREMENTS FOR DOCTORAL STUDENTS**

All doctoral students in the Department of Psychology must complete the common graduate curriculum. In addition, each student must complete the course requirements specified by one of the department's specialized
training and research programs. In exceptional cases, a student may design an individual sequence of courses. This sequence must be approved by the curriculum and student affairs committee before the student undertakes it. Completion of these course requirements is a prerequisite for Ph.D. candidacy.

Practical pedagogical experience is a program requirement in the doctoral program. Students in the Department of Psychology will be required to complete five mentored teaching experiences (MTEs), with the possibility of additional teaching experiences for those students seeking advanced pedagogical training. These experiences may include being a Course TA, a Course Intern (for College Core courses), and/or a Mentored Instructor of a stand-alone course (when applicable).

COMMON GRADUATE CURRICULUM

The common curriculum consists of eight courses. Other requirements for graduate students will be set by the student’s area of specialization.

Proseminar

One-quarter course in which faculty members whose primary affiliation is the Department of Psychology give a summary of their ongoing research and students write a research proposal, to be submitted for an NSF graduate fellowship if the student is eligible for this funding. Professional development topics are also covered.

Statistics Requirement: Three courses passed with a grade of B or better

| Course   | Title                          | Grade
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<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications (or BUSF 41000 or equivalent approved by the Graduate Curriculum Committee. More advanced courses, for which these courses are prerequisites, also fulfill this requirement.)</td>
<td>100</td>
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<tr>
<td>PSYC 37300</td>
<td>Experimental Design and Statistical Modeling I</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 37900</td>
<td>Experimental Design and Statistical Modeling II</td>
<td>100</td>
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TRIAL RESEARCH SEMINAR

All graduate students are required to take the trial research seminar in the spring of the first year. The purpose of this seminar is to help students formulate and complete their trial research projects.

BREADTH REQUIREMENT

Students are required to take a minimum of three doctoral level courses in Psychology, extending across different areas of psychological science. These courses should be chosen in consultation with the student’s advisor and program area. These courses must be passed with a grade of B or better.

DEPARTMENT OF PSYCHOLOGY RESEARCH REQUIREMENTS

TRIAL RESEARCH PROJECT

Each student will complete a trial research project under the guidance of a faculty advisor or advisors by the end of the spring quarter of the second year.

At the start of the project, each student must form a trial research committee, composed of three faculty members. Typically, the chair of the committee is the student’s primary research advisor. The chair of the committee must be a faculty or emeritus faculty member in the Psychology Department. At least one other member of the committee must be a faculty, emeritus faculty or affiliated faculty member in the Psychology Department. The third member of the committee may be from outside of the Psychology Department, provided that the chair of the trial research committee gives his or her approval.

By the end of autumn quarter of the second year, the student’s trial research committee should meet to approve the proposed trial research project. At a minimum, this meeting consists of a student presentation of the proposed work and discussion of the plan with the committee. Essential to this approval is the committee’s decision that the project can feasibly be completed by the end of the second year.

By the end of the 7th week of spring quarter, students must submit their written trial research paper to their committee, in preparation for the trial research defense meeting. By the end of spring quarter, students should defend their trial research project at a meeting with their trial research committee, which will also assess the depth and breadth of students’ knowledge of their research problem.

Successful completion of the trial research project is a prerequisite for PhD candidacy.

DISSERTATION

To begin the dissertation process, a student must form a three-member dissertation committee consisting of a chairperson and two other faculty members. Typically, the chair is the student’s primary research advisor. The chair of the dissertation committee must be a faculty or emeritus faculty member in the Psychology Department. At least one other member of the committee must be a faculty, emeritus faculty or affiliated faculty member in the Psychology Department. The third member of the committee must be from the university of Chicago, but may be from outside of the Psychology Department, provided that the chair of the dissertation committee gives his or her approval.
Once a dissertation committee exists, the student must formulate an independent research project to be carried out under the committee’s guidance. The student will then prepare a written dissertation proposal and submit it to his or her committee. When the student's advisor agrees, the student may schedule an oral defense of the proposal.

To be admitted to PhD candidacy, a student must have successfully completed: (a) the Common Graduate Curriculum (including the statistics and breadth requirement); (b) the course requirements specified by a program or an individual course of study approved by the Curriculum Committee; (c) a trial research project; (d) approval of the dissertation proposal by all members of the student's dissertation committee following the oral defense.

The completed thesis must be submitted to all three committee members. When the student’s advisor agrees, the student may schedule an oral defense of the dissertation. The oral exam is administered by four members of the University community: the three members of the dissertation committee and an outside reader. The outside reader may be a faculty member at the University of Chicago, or a scientist at another institution. The outside reader must be approved by the thesis advisor. If, after the oral defense, all committee members approve the thesis, the student has met the Psychology Department's requirements for the PhD degree.

The completed dissertation must be formatted and submitted to the dissertation office by Friday of 7th week of the quarter in which the student plans to graduate. It is recommended that the oral defense be held no later than the sixth week of the quarter in order to ensure meeting the dissertation office deadline. For information about formatting the dissertation and submission deadlines, please visit the dissertation office’s website (https://www.lib.uchicago.edu/research/scholar/phd/).

**AREAS OF SPECIALIZATION**

The Department of Psychology is organized into four areas of specialization: Cognition, Developmental Psychology, Integrative Neuroscience, and Social Psychology.

**COGNITION PROGRAM**

The goal of the doctoral program in Cognitive Psychology is to train graduate students to be well-rounded researchers and scholars. Our unique approach fosters integrative thinking that crosses disciplinary boundaries, and focuses on research questions that have both theoretical and practical significance. Faculty, students, and post docs collaborate on projects spanning a variety of cognitive domains, such as human memory, language and communication, perception, attention and action, and conflict resolution and negotiation. Not only do we focus on fundamentally cognitive questions, but we also situate these questions within a broader context, including the biological bases and the social manifestations of cognitive phenomena. Our integrative approach allows graduate students to benefit from the university as a whole, by interacting with faculty from the Biological Sciences, the Humanities and the Social Sciences.

**Curriculum**

There are three elements in the graduate curriculum of the Cognition Program.

1. Departmental curriculum. Students must complete the departmental core graduate curriculum.

2. Basic courses. Three basic courses. The following list includes possible courses, including those that are not offered every year. The purpose of this requirement is to develop a deeper understanding of the theories and methods used to scientifically study cognition, and how these approaches are central to many areas of psychological inquiry. Pre-approved courses are:
   - PSYC 31200 Systems Neuroscience
   - PSYC 37400 Human Memory
   - PSYC 38655 Environmental Neuroscience
   - PSYC 40107 Behavioral Neuroscience
   - PSYC 42350 Advanced Topics in Human Neuroimaging
   - PSYC 42570 Integrating the Real World into Perception and Memory
   - PSYC 42950 Memory and Decision Making
   - PSYC 43200 Seminar in Language Development
   - PSYC 43600 Processes of Judgement and Decision Making

   Students may also propose other courses, based on course offerings in a given year. Such student-proposed courses should be approved by the cognition area chair prior to taking them.
3. Advanced courses and seminars. Students are strongly encouraged to participate in advanced courses and seminars, particularly in their area of interest.

**THE DEVELOPMENTAL PSYCHOLOGY PROGRAM**

The Developmental Program provides a rich environment for scientific inquiry, mentorship, and training. Our faculty pursue a wide range of topics that span cognitive, emotional and social development. In cognitive development, our work focuses on infants' and children's mathematical, spatial, and language development along with interventions to improve educational outcomes. In terms of social and emotional development, we examine infants' and children's affective, intentional, and moral understanding. Other research examines how interacting with their environment affects children's cognition and social behavior, and how their bodies can shape learning and thinking. Not only do our faculty, post-docs, and students investigate multiple exciting questions with behavioral methods, but they also supplement this approach with other methods including behavioral economics, gestural analyses, functional MRI, eye tracking, EEG/ERPs, and computational models. Moreover, the faculty interact with faculty from other disciplines, bringing rich interdisciplinary expertise to bear on their research questions. The faculty are also involved with the Science of Learning Center (https://scienceoflearning.uchicago.edu/), Center for Gesture Sign and Language (https://gslcenter.uchicago.edu), and the Committee on Education (https://coe.uchicago.edu). These diverse perspectives and methodologies provide a comprehensive picture of how the mind works and is shaped throughout development.

**Curriculum**

1. General course: PSYC 40500 Advanced Seminar in Developmental Psychology is required of all students in the program. A prerequisite for this course is that the student has already taken a survey course in developmental psychology.

2. An advanced course in three of four areas of Developmental Psychology. Certain seminars may also fulfill these requirements. Below are a few examples of courses that will fulfill these requirements. This is not a comprehensive list as course offerings change from year to year. Students may petition the developmental area chair to count courses not included on this list. Topics in Developmental Psychology along with an additional paper may, under special circumstances, be used towards one course satisfying this requirement, with permission of the developmental area chair.
   a) Cognitive/Intellectual Development:
      - PSYC 42550 Topics in Cognitive Development; PSYC 33600 Development in Infancy; PSYC 42040 Seminar: Mathematical Development; PSYC 43690 Topics in Action, Representation, and Gesture
   b) Biological Development:
      - PSYC 31700 Developmental Biopsychology; PSYC 46662 Genes and Behavior; PSYC 44450 Developmental Social Neuroscience.
   c) Language/Communicative Development:
      - PSYC 43200 Seminar in Language Development; PSYC 38960 The Development of Communicative Competence; PSYC 43680 Topics in Language and Gesture
   d) Social/Emotional Development:
      - PSYC 41115 Topics in Social Cognitive Development; PSYC 43650 The Development of Social Cognition; PSYC 34500 Developmental and Neuroscience Perspectives on Social Cognition

3. Students are expected to take advanced courses and seminars, particularly in their area of interest, and to attend the weekly meeting of Topics in Developmental Psychology.

4. In fall of third year, students will present their trial research findings in the developmental brown bag seminar.

5. In their fourth year, students write a theoretical review of research relevant to their dissertation.

**INTEGRATIVE NEUROSCIENCE**

The notion that 100 billion neurons give rise to human behavior proved daunting up through the 20th Century because neuroscientists were limited by existing technologies to studying the properties of single neurons or small groups of neurons. Characterizing simple neural circuits has led to an understanding of a variety of sensory processes, such as the initial steps in vision, and motor processes, such as the generation of locomotion patterns. However, unraveling the neural substrates of more complex behaviors, such as the ability to pay attention to relevant events in its surroundings or the ability to understand the likely events going through the mind of another, remains one of the major challenges for the neurosciences in the twenty-first century. In contrast to simple behaviors, these complex behaviors depend on interactions within a network of different brain structures. Studying the neural bases of complex behaviors, thus, requires an integrative neuroscience approach.

The Integrative Neuroscience graduate program at the University of Chicago is designed to provide the training and research opportunities for the next generation of behavioral, cognitive, and social neuroscientists.
Behavioral, cognitive, and social neuroscience represent three complementary and partially overlapping aspects of this integrative neuroscience of mind and behavior. Behavioral neuroscience places an emphasis on the biological mechanisms underlying basic behavioral processes; cognitive neuroscience places an emphasis on the biological mechanisms underlying cognition, with a specific focus on the neural substrates of mental processes and their behavioral manifestations; and social neuroscience places an emphasis on the biological mechanisms underlying social processes and behavior, including the ability to perceive and communicate mental states including the beliefs and desires of others and to form and maintain interpersonal and group relationships. The University of Chicago is optimally positioned to meet this challenge because its unique academic structure facilitates interactions across disciplinary perspectives.

Curriculum

Students must complete the departmental core graduate curriculum.

As part of this curriculum and with one additional course, IN students complete:

**TWO PSYCHOLOGY DEPARTMENT BREADTH COURSES**

IN students will take two advanced courses within the Department of Psychology.

**TWO OF THREE CORE NEUROSCIENCE COURSES**

- CPNS 30000 Cellular Neurobiology
- CPNS 30107 Behavioral Neuroscience
- CPNS 30116 Survey of Systems Neuroscience

It is suggested that most students take at least Cellular and Behavioral, but we understand that needs depend on research focus.

IN students are encouraged to take additional advanced courses. The program offers the following advanced courses. All of these courses will not be offered every year.

- PSYC 32750 Advanced Topics in Chronobiology
- PSYC 34133 Neuroscience of Seeing
- PSYC 36655 Advanced Topics in Epigenetics of the Brain
- PSYC 37250 Foundations of Neuroscience: Historical Perspective
- PSYC 37400 Human Memory
- PSYC 41210 Psychophysiology: Methods, Concepts, and Applications
- PSYC 42350 Advanced Topics in Human Neuroimaging
- PSYC 42650 Working Memory
- PSYC 43130 Stress and the Social Brain
- PSYC 43780 Basics of conducting EEG and ERP research
- PSYC 34810 Neuroeconomics
- PSYC 46050 Principles of Data Science and Engineering for Laboratory Research

**THE SOCIAL PSYCHOLOGY PROGRAM**

The general philosophy of the curriculum is to provide students with the requisite knowledge and skills to excel in mainstream, academic social psychology. In addition to Departmental requirements, graduate students in the University of Chicago Social Psychology Program must fulfill the following course requirements:

1. **General Courses:**
   a. PSYC 40600 Advanced Seminar in Social Psychology: Introductory course in experimental social psychology. This course will also fulfill part of the core course requirements of the common graduate curriculum.

2. **Topics in Experimental Social Psychology:** An ongoing seminar taught collectively by the Core Faculty each quarter. Required of Social Area Students in Years 1-3. Please note: This course is neither required of Joint students nor is it available to them.

3. **An advanced course or seminar in at least two of the following Areas of Emphasis:**
   - Self
   - Social Cognition
   - Social and Cognitive Neuroscience
   - Decision Making
   - Attitudes and Affect
   - Stereotyping and Prejudice
   - Communication and Language Processes
• Interpersonal Relations and Group Processes
• Political Psychology
• Cultural Psychology

4. PSYC 45200 Advanced Methods In Experimental Social Psychology plus two additional courses in advanced methods and statistics.

5. Finally, students are expected to take advanced courses and seminars in their area of interest.

PSYCHOLOGY COURSES

PSYC 30401. Psycholinguistics: Language Processing. 100 Units.
This is an advanced introduction to the field of psycholinguistics. We will do an in-depth overview of both the empirical findings and the methodologies used on various topics in language comprehension/production, including areas of speech perception, lexical processing, syntactic parsing, and semantic/pragmatic processing. Models at both the computational and the mechanistic levels will also be examined.
Instructor(s): Ming Xiang Terms Offered: Autumn
Equivalent Course(s): LING 30401

PSYC 31600. Biopsychology of Sex Differences. 100 Units.
This course will explore the biological basis of mammalian sex differences and reproductive behaviors. We will consider a variety of species, including humans. We will address the physiological, hormonal, ecological and social basis of sex differences. To get the most from this course, students should have some background in biology, preferably from taking an introductory course in biology or biological psychology.
Instructor(s): Mateo, J. Terms Offered: Autumn
Note(s): Grad Distribution requirements: 1
Equivalent Course(s): EVOL 36900, CHDV 30901, GNSE 30901

PSYC 32750. Advanced Topics in Chronobiology. 100 Units.
This seminar will explore the mechanisms by which circadian clocks influence the development and adult functioning of the brain to generate adaptive changes in behavior. In addition to being immersed in theoretical aspects of chronobiology, students will be trained in critical reading of primary research literature, the construction of testable hypotheses, and designing experiments to test these hypotheses. In addition to participating in weekly discussions, course members will survey the literature to determine how circadian issues affect how research is conducted across disciplines.
Instructor(s): B. Prendergast Terms Offered: Spring
Prerequisite(s): Students should have taken or currently be taking PSYC 21750.

PSYC 33000. Cultural Psychology. 100 Units.
There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.
Instructor(s): R. Shweder Terms Offered: Autumn
Prerequisite(s): Undergraduates must be in third or fourth year.
Note(s): CHDV Distribution: B, C
Equivalent Course(s): GNSE 21001, CRES 21100, CHDV 21000, ANTH 35110, ANTH 24320, EDSO 21100, PSYC 23000, CHDV 31000, AMER 33000, GNSE 31000

PSYC 33165. Multidisciplinary Perspectives on Morality. 100 Units.
The past decade saw an explosion of empirical research in the study of morality. Among the most exciting and novel findings and theories, evolutionary biologists and comparative psychologists have shown that moral cognition has evolved to facilitate cooperation and smooth social interactions, and that certain components of morality are present in non-human animals. Developmental psychologists came up with ingenious paradigms, demonstrating that the elements that underpin morality are in place much earlier than we thought, and clearly in place before children turn two. Social neuroscientists have begun to map brain circuits implicated in moral decision-making and identify the contribution of neuropetides to moral sensitivity. Changes in the balance of brain chemistry, or in connectivity between regions can cause changes in moral behavior. The lesson from all this new knowledge is clear: human moral behavior cannot be separated from human biology, its development, and past evolutionary history. As our understanding of the human brain improves, society at large, and justice and the law in particular, are and will be increasingly challenged. Discoveries in neuroscience will soon impact our legal system in ways that hopefully lead to a more cost-effective, humane and flexible system than we have today. The intent of this class is to provide an overview of the current research on the morality, and examine this topic from a range of relevant interdisciplinary perspectives.
Instructor(s): J. Decety Terms Offered: Winter
Equivalent Course(s): PSYC 23165, KNOW 33165
PSYC 33200. Introduction to Language Acquisition. 100 Units.
This course addresses the major issues involved in first-language acquisition. We deal with the child's production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).
Instructor(s): S. Goldin-Meadow Terms Offered: Winter
Equivalent Course(s): LING 21600, LING 31600, EDSO 23200, CHDV 31600, PSYC 23200, CHDV 23900

PSYC 33660. Methods in Gesture and Sign Language Research. 100 Units.
In this course we will explore methods of research used in the disciplines of linguistics and psychology to investigate sign language and gesture. We will choose a set of canonical topics from the gesture and sign literature such as pointing, use of the body in quotation, and the use of non-manuals, in order to understand the value of various effective methods in current use and the types of research questions they are best equipped to handle.
Instructor(s): S. Goldin-Meadow, D. Brentari Terms Offered: Autumn
Equivalent Course(s): CHDV 23360, LING 33360, CHDV 33360, PSYC 23360, LING 23360

PSYC 33820. Data Analysis & Statistics. 100 Units.
This course is designed for graduate students and advanced undergraduate students and aims to provide a strong foundation in the statistical and data analyses commonly used in the behavioral and social sciences. Topics include logistic regression, statistical inference, chi-square, analysis of variance, and repeated measures models. In addition, this course also place greater emphasis on developing practical skills, including the ability to conduct common analyses using statistical software. You will learn how to build models to investigate your data, formulate hypothesis tests as comparisons between statistical models and critically evaluate model assumptions.
The goal of the course is for students to be able to define and use descriptive and inferential statistics to analyze and interpret statistical findings.
Instructor(s): Peishan Fan Terms Offered: Autumn
Equivalent Course(s): MAPS 31701

PSYC 33821. Data Science. 100 Units.
This course is a graduate-level methods class that aims to train you to solve real-world statistical problems. The goal of the course is for students to be able to choose an appropriate statistical method to solve a given problem of data analysis and communicate your results clearly and succinctly. There will be an extensive hands-on experience of analysis of real data through practical classes.
Instructor(s): Peishan Fan Terms Offered: Winter
Equivalent Course(s): MAPS 31702

PSYC 33920. Language, Culture and Development. 100 Units.
This course is designed to be an interdisciplinary class that explores research in early cognitive development within the field of language, culture and the self. We will discuss a variety of topics in cognitive development, as well as important questions concerning language and culture. This course will touch upon research across development to document early biases in human reasoning that might persist through the lifespan, and will emphasize how we can use basic science research to inform educational goals and make positive contributions to addressing issues related to language and culture.
Instructor(s): Peishan Fan Terms Offered: Winter
Prerequisite(s): Open only for graduate students and 4th year undergraduates. Undergraduates must have instructor consent.
Equivalent Course(s): CHDV 34710, MAPS 34700, EDSO 34700

PSYC 34133. Neuroscience of Seeing. 100 Units.
This course focuses on the neural basis of vision, in the context of the following two questions: 1. How does the brain transform visual stimuli into neuronal responses? 2. How does the brain use visual information to guide behavior? The course covers signal transformation throughout the visual pathway, from retina to thalamus to cortex, and includes biophysical, anatomical, and computational studies of the visual system, psychophysics, and quantitative models of visual processing. This course is designed as an advanced neuroscience course for undergraduate and graduate students. The students are expected to have a general background in neurophysiology and neuroanatomy.
Instructor(s): W. Wei, J. Maunsell, M. Sherman, S. Shevell Terms Offered: Autumn
Prerequisite(s): NSCI 20111 or BIOS 24110 or consent of instructor
Equivalent Course(s): BIOS 24133, NSCI 22400, NURB 34133, CPNS 34133, PSYC 24133

PSYC 34810. Neuroeconomics. 100 Units.
In this seminar, we will review recent research spanning across the fields of neuroscience, psychology, and economics that inform our understanding of how the brain makes decisions. We will focus on the neural processes that give rise to choice behavior in different contexts. Topics include decisions that are based on learned rewards and punishments, decisions under risk and uncertainty, social preferences, and strategies in games.
Instructor(s): A. Bakkour Terms Offered: Spring
Prerequisite(s): courses in neuroscience, psychology and/or behavioral economics
Note(s): Undergraduates with consent of instructor.

PSYC 35201. Communication in humans and non-humans. 100 Units.
This seminar will compare communication in humans and non-humans. Topics to be covered include the reliance
of communication on more general cognitive processes, the learnability of communicative systems, referential
intent, honest signaling, and deception. These issues will be explored through readings that cover recent work at
the intersection of human and animal communication.
Instructor(s): J. Mateo Terms Offered: Winter
Equivalent Course(s): CHDV 35201

PSYC 36210-36211. Mathematical Methods for Biological Sciences I-II.

PSYC 36210. 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 to implement the models using Python in the Jupyter notebook platform.
Instructor(s): D. Kondrashov Terms Offered: Autumn. L.
Prerequisite(s): BIOS 20151 or BIOS 20152 or equivalent quantitative experience by consent of instructor, and
three courses of a Biological Sciences Fundamentals Sequence or consent of the instructor.
Equivalent Course(s): BIOS 26210, CPNS 31000

PSYC 36211. Mathematical Methods for Biological Sciences II. 100 Units.
This course is a continuation of BIOS 26210. The topics start with optimization problems, such as nonlinear
least squares fitting, principal component analysis and sequence alignment. Stochastic models are
introduced, such as Markov chains, birth-death processes, and diffusion processes, with applications
including hidden Markov models, tumor population modeling, and networks of chemical reactions. In
computer labs, students learn optimization methods and stochastic algorithms, e.g., Markov Chain, Monte
Carlo, and Gillespie algorithm. Students complete an independent project on a topic of their interest.
Instructor(s): D. Kondrashov Terms Offered: Winter. L.
Prerequisite(s): BIOS 26210 or equivalent.
Equivalent Course(s): CPNS 31100, BIOS 26211

PSYC 37300-37900. Experimental Design I-II.

Experimental Design I-II

PSYC 37300. Experimental Design and Statistical Modeling I. 100 Units.
This course covers topics in research design and analysis. Students will learn the intuitions behind basic
statistical models, and learn how to apply them to programming analyses for real psychological data.
We will also touch on methods becoming increasingly important in the field, such as machine learning,
permutation testing, and data simulation. The class will also discuss the broader landscape of psychology
research, including the shift to online experiments, open science, and the replication crisis.
Instructor(s): W. Bainbridge Terms Offered: Winter

PSYC 37900. Experimental Design and Statistical Modeling II. 100 Units.
In this course you will learn concepts of Bayesian Data Analysis that builds off of Experimental Design
and Statistical Modeling I. The course will require knowledge of the R statistical programming language.
The relationship between frequentist approaches and Bayesian approaches will be discussed. The course
will cover topics such as causal modeling, generalized linear models, markov chain monte carlo, multilevel
models (i.e., varying/random intercepts and slopes), and multivariate analysis. The course will be taught
from a regression framework. The course will examine both experimental and observational designs and
how one can potentially glean causal inferences from observational data.
Instructor(s): M. Berman Terms Offered: Spring
Prerequisite(s): PSYC 37300.
Note(s): This a required course for Psychology PhD students.

PSYC 37950. 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, 1
Equivalent Course(s): BIOS 29265, ECON 14810, CHDV 37950, PSYC 27950, CHDV 27950
PSYC 38320. Mechanisms of Motivated Cognition. 100 Units.
How do goals, desires, and needs shape how we perceive and respond to the physical and social world? This seminar examines the myriad of ways motivation influences human cognition, highlighting research from cognitive neuroscience and social psychology. We will explore how motivated cognition gives rise to biases in perception, memory, and decision-making, as well as self-evaluation, person perception, and group dynamics. The class will provide the necessary background for students who wish to take an interdisciplinary approach to study motivation-cognition interactions.
Instructor(s): Y.C. Leong Terms Offered: Spring

PSYC 38960. The Development of Communicative Competence. 100 Units.
This course examines the emergence of communicative skills in humans. We will focus on how children glean information about language structure and language use from their home environments. We will also discuss the proposed cognitive and evolutionary roots of communicative behaviors, with a focus on current gaps in our knowledge and possible pathways forward. The course will consider these issues from multiple perspectives including linguistics, psychology, and linguistic anthropology. We will also briefly cover a range of methods associated with these different areas of study. It is expected that, by the end of the course, you should be able to think and write critically about how human communication and human language are intertwined in both adults and children.
Instructor(s): M. Casillas Terms Offered: Spring
Note(s): UG: B, C, M; Grad: 5
Equivalent Course(s): LING 38951, EDSO 38950, CHDV 38950

PSYC 40107. Behavioral Neuroscience. 100 Units.
This course provides an introduction to neuroethology, examining brain activity relative to behaviors and organisms evaluated from an adaptive and evolutionary perspective. It starts with a brief introduction to classical ethology, and then develops a series of example animal model systems. Both invertebrate and vertebrate models are considered although there is a bias towards the latter. Many of these are "champion" species. There is a heavier demand for reading original data papers than typical in introductory graduate level courses. An integral part of the course is a series of assignments where you develop grant proposals describing novel science experiments in the animal models, thereby challenging your knowledge of the material and teaching aspects of scientific writing. In recent years there has been more computational material presented. The course is not available to undergraduates without prior approval of the instructor.
Instructor(s): D. Margoliash Terms Offered: Spring
Note(s): The course is not available to undergraduates without prior approval of the instructor.
Equivalent Course(s): CPNS 30107, NURB 30107

PSYC 40301. Topics in Psychology. 100 Units.
Current research in psychology.
Instructor(s): K. Kinzler Terms Offered: Autumn Spring Winter
Note(s): Registration by consent only.

PSYC 40450-40451-40452. Topics in Cognition I-II-III.
Broadly speaking, this workshop will address fundamental topics in cognitive psychology such as attention, memory, learning, problem solving, and language. One unique aspect of this workshop is that we will not only explore topics central to the study of cognition, but we will also explore how the study of cognitive psychology can be used to enhance human potential and performance in a variety of contexts. These contexts range from an exploration of optimal teaching practices to enhance the acquisition of mathematical knowledge in the classroom, to issues regarding how individuals communicate best to foster the optimal exchange of information in, for instance, medical settings, to the optimal strategies older adults can use to help stave off the deleterious effects of aging on cognitive functioning and the performance of everyday activities.
PSYC 40450. Topics in Cognition I. 100 Units.
Discussion of current research in psychology.
Instructor(s): M. Rosenberg Terms Offered: Autumn
PSYC 40451. Topics in Cognition II. 100 Units.
Discussion of current research in psychology.
Instructor(s): M. Rosenberg Terms Offered: Winter
PSYC 40452. Topics in Cognition III. 100 Units.
Discussion of current research in psychology.
Instructor(s): M. Rosenberg Terms Offered: Spring

PSYC 40460. Computation and the Identification of Cultural Patterns. 100 Units.
Culture is increasingly becoming digital, making it more and more necessary for those in both academia and industry to use computational strategies to effectively identify, understand, and (in the case of industry) capitalize on emerging cultural patterns. In this course, students will explore interdisciplinary approaches for defining and mobilizing the concept of "culture" in their computational analyses, drawing on relevant literature from the fields of Anthropology, Psychology and Sociology. Additionally, they will receive hands-on experience applying computational approaches to identify and analyze a wide range of cultural patterns using the Python
programming language. For instance, students will learn to identify emerging social movements using social media data, predict the next fashion trends, and even decipher ancient symbols using archaeological databases. Instructor(s): Jonathan Clindaniel Terms Offered: Autumn
Prerequisite(s): No previous coding experience required. A Python boot camp will be held at the beginning of the quarter to teach the coding skills necessary to succeed in the course. Open to Advanced Undergraduates with Instructor Permission.
Equivalent Course(s): CHDV 40404, MACS 40400, MAPS 40401

PSYC 40710. Early Childhood: Human Capital 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. Our substantive foci will be on early childhood poverty, the role of parenting and the home environment in shaping children’s development, and the evidence base for intervention in early childhood for economically disadvantaged children. The course will cover evidence from neuroscience, psychology, economics, sociology, and public policy as it bears on these questions. In particular, 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 discuss 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): Kalil, A Terms Offered: Winter
Equivalent Course(s): CHDV 40770, PPHA 40700

PSYC 40851-40852-40853. Topics in Developmental Psychology I-II-III.
Brown-bag discussion of current research in psychology.

PSYC 40851. Topics in Developmental Psychology I. 100 Units.
Brown-bag discussion of current research in psychology.
Instructor(s): A. Shaw Terms Offered: Autumn

PSYC 40852. Topics in Developmental Psychology II. 100 Units.
Brown-bag discussion of current research in psychology.
Instructor(s): K. Kinzler Terms Offered: Winter

PSYC 40853. Topics in Developmental Psychology III. 100 Units.
Brown-bag discussion of current research in psychology.
Instructor(s): TBD Terms Offered: Spring

PSYC 41400. Evolutionary Cognitive Psychology. 100 Units.

PSYC 41450. Evolutionary Psychology. 100 Units.
This course explores human social behavior from the perspective of a new discipline evolutionary psychology. In this course we will read and discuss articles in which evolutionary theory has been applied to different aspects of human behavior and social life such as: developmental sex differences, cooperation and altruism, competition and aggression, physical attractiveness and mating strategies, incest avoidance and marriage, sexual coercion, parenting and child abuse, language and cognition, and psychological and personality disorders.
Instructor(s): D. Maestriperi Terms Offered: Winter
Prerequisite(s): Undergraduates must have permission of instructor.
Note(s): CHDV Distributions: A; 1
Equivalent Course(s): CHDV 41451, CHDV 27850

PSYC 42100. Trial Research Seminar. 100 Units.
PSYC 42100 is required of first-year Psychology graduate students The purpose of this seminar is to assist students in formulating their trial research project.
Instructor(s): J. Yu Terms Offered: Spring

PSYC 42350. Advanced Topics in Human Neuroimaging. 100 Units.
This course will discuss advanced topics in human neuroimaging, reviewing recent papers using state-of-the-art methods, including multi-voxel pattern analysis, Big Data, connectivity analyses, and inter-subject correlations. We will discuss how these new methods fit into the current landscape of human neuroscience and support new theoretical ideas, and also conduct tutorials so students can use these methods in their own analyses.
Instructor(s): W. Bainbridge, M. Rosenberg Terms Offered: Spring
Prerequisite(s): The course will be geared towards PhD students, but open to MAPSS students who receive instructor permission to enroll.

PSYC 42550. Topics in Cognitive Development. 100 Units.
In the first years of life, children’s cognition undergoes dramatic qualitative and quantitative change. For nearly a century, experimental psychologists have sought to understand the nature and causes of these developmental changes. This course surveys classic and current approaches to the study of cognitive development in infants and children.
Instructor(s): S. Levine, A. Shaw Terms Offered: Spring

**PSYC 43130. Stress and the Social Brain. 100 Units.**
This course explores the topic of social stress and its influence on behavior and neurobiology. The course will provide in-depth coverage of the psychophysiology of the stress response and how it is modulated across social contexts. The material in the course will be presented in a seminar-style format. The primary goal of the course is to provide students with a high-level understanding of the complexities associated with contemporary stress research from the perspective of social neuroscience and psychophysiology.

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

**PSYC 43200. Seminar in Language Development. 100 Units.**
Advanced undergraduates and MAPSS students should register for PSYC 33200. Psychology graduate students should register for PSYC 43200. 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 41601

**PSYC 44000. Moral Psychology and the Anthropology of Morality. 100 Units.**
Three types of questions about morality can be distinguished: (1) philosophical, (2) psychological, and (3) epidemiological. The philosophical question asks, whether and in what sense (if any) "goodness" or "rightness" are real or objective properties that particular actions possess in varying degrees. The psychological question asks, what are the mental states and processes associated with the human classification of actions as moral or immoral, ethical or unethical. The epidemiological question asks, what is the actual distribution of moral judgments across time (developmental time and historical time) and across space (for example, across cultures). In this seminar we will read classic and contemporary philosophical, psychological, and anthropological texts that address those questions.

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

Prerequisite(s): Advanced undergraduates may enroll with permission of instructor

Note(s): CHDV Distribution: B, C; 3

Equivalent Course(s): CHDV 45601

**PSYC 45300. When Cultures Collide: The Multicultural Challenge in Liberal Democracies. 100 Units.**
Coming to terms with diversity in an increasingly multicultural world has become one of the most pressing public policy projects for liberal democracies in the early 21st century. One way to come to terms with diversity is to try to understand the scope and limits of toleration for variety at different national sites where immigration from foreign lands has complicated the cultural landscape. This seminar examines a series of legal and moral questions about the proper response to norm conflict between mainstream populations and cultural minority groups (including old and new immigrants), with special reference to court cases that have arisen in the recent history of the United States.

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

Equivalent Course(s): KNOW 45699, GNSE 45600, CHDV 45699, HMRT 35600, ANTH 45600

**PSYC 46050. Principles of Data Science and Engineering for Laboratory Research. 100 Units.**
The quantity of data gathered from laboratory experiments is constantly increasing. This course will explore the latest concepts, techniques and best-practice to create efficient data analysis pipelines. We will focus on the python ecosystem. By the end of the course, you are expected to be able to apply appropriate tools to streamline your own data analysis.

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

Prerequisite(s): Familiarity with coding in python.

Equivalent Course(s): CPNS 36050, NURB 36050

**PSYC 47001-47002. Language in Culture I-II.**
This two-quarter course presents the major issues in linguistics of anthropological interest. These courses must be taken in sequence.

**PSYC 47001. Language In Culture I. 100 Units.**
The first quarter of the two-quarter Language in Culture sequence introduces a number of analytic concepts developed out of the study of "language" and its limits. We begin with the study of "interaction order" in its multifunctional complexity, teasing out its constitution through the real-time unfolding of indexical (pragmatic) and reflexive (metapragmatic) signs/functions as coherent "text." We use this attention to the dialectics of indexicality and its various implications to investigate various problematics in the philosophy of language (reference, performativity), linguistics (poetics, grammatical sense, variation, register), and sociocultural anthropology (racialization, relativity, subjectivity/identity, temporality, institutionality).

Instructor(s): Constantine Nakassis Terms Offered: Autumn. Autumn 2021

Prerequisite(s): Consent of instructor for Undergrads

Note(s): CHDV Distribution: 5*

Equivalent Course(s): CHDV 37201, ANTH 37201, LING 31100
PSYC 47002. Language in Culture II. 100 Units.
This is the second part of a two-quarter sequence on the role of language in social life. Building on the first quarter's focus on the interaction order, this quarter explores how ideologies regiment and reflexively mediate between discursive/expressive practices of the interaction order and the wider organization of social life. How are people's ideas about ways of speaking and modes of expression shaped by their social positions and values? And how do their ideas shape interaction and vice versa? How is difference, in language and in social life, made - and unmade? How and why are some differences persuasive as the basis for action, while other differences are ignored or erased? The course proposes that ideologies are neither true nor false, they are positioned and partial visions of the world, relying on comparison and perspective; they exploit differences in expressive features - linguistic and otherwise - to construct convincing images of people, spaces and activities in sociopolitical processes.
Instructor(s): Susan Gal Terms Offered: Winter. Winter 2022
Prerequisite(s): Language in Culture-1
Note(s): CHDV Distribution: 5*
Equivalent Course(s): CHDV 37202, ANTH 37202, LING 31200

PSYC 47500. Survey Questionnaire Design. 100 Units.
The questionnaire has played a critical role in gathering data used to assist in making public policy, evaluating social programs, and testing theories about social behavior (among other uses). This course offers a systematic way to construct and evaluate questionnaires. We will learn to think about survey questions from the perspective of the respondent and in terms of cognitive and social tasks that underlie responding. We will examine the impact of questions on data quality and will review past and recent methodological research on questionnaire development. The course will help students to tell the difference between better and worse types of survey questions, find and evaluate existing questions on different topics, and construct and test questionnaires for their own needs. Prerequisites: Graduate standing (no undergraduate standing). Students enrolled in this class are expected to have completed at least one course on research methods. Some background in psychology is helpful, but it is not required.
Instructor(s): Bautista, R Terms Offered: Spring
Equivalent Course(s): PPHA 41800, SSAD 57500

PSYC 48000. Proseminar in Psychology. 100 Units.
Required of first-year Department of Psychology graduate students. Department of Psychology faculty members present and discuss their research. This introduces new students to the range of research areas in the department.
Instructor(s): K. Kinzler Terms Offered: Autumn

PSYC 48001-48002-48003. Mind and Biology Proseminar I-II-III.
Seminar series at the Institute for Mind and Biology meets three to four times per quarter. Sign up for three quarters; receive credit at the end of Spring Quarter.

PSYC 48001. Mind and Biology Proseminar I. 000 Units.
Students receive credit in spring quarter after attending 3 quarters of seminars.
Instructor(s): E. Vogel Terms Offered: Autumn

PSYC 48002. Mind and Biology Proseminar 2. 000 Units.
Seminar series at the Institute for Mind and Biology meets three to four times per quarter. Sign up for three quarters; receive credit at the end of Spring Quarter.
Instructor(s): E. Vogel Terms Offered: Winter

PSYC 48003. Mind and Biology Proseminar 3. 100 Units.
Seminar series at the Institute for Mind and Biology meets three to four times per quarter. Sign up for three quarters; receive credit at the end of Spring Quarter.
Instructor(s): E. Vogel Terms Offered: Spring

PSYC 49700. Readings: Psychology. 100 Units.

PSYC 49800. Research: Psychology. 300.00 Units.

PSYC 70000. Advanced Study: Psychology. 300.00 Units.
Advanced Study: Psychology
THE JOHN U. NEF COMMITTEE ON SOCIAL THOUGHT

Department Website: http://socialthought.uchicago.edu
Chair
• Robert Pippin

Professors
• Lorraine Daston
• Wendy Doniger
• Joel Isaac
• Hans Joas
• Gabriel Lear
• Jonathan Lear
• Jonathan Levy
• Jean Luc Marion
• Heinrich Meier
• Glenn W. Most
• David Nirenberg
• Thomas Pavel
• Mark Payne
• Robert B. Pippin
• Jennifer Pitts
• Andrei Pop
• Haun Saussy
• Laura Slatkin
• Nathan Tarcov
• Rosanna Warren
• David Wellbery

Emeriti
• Wendy Doniger
• Leon Kass
• Joel Kraemer
• Ralph Lerner
• James M. Redfield
• David Tracy

ABOUT THE COMMITTEE

The John U. Nef Committee on Social Thought was established as a degree granting body in 1941 by the historian John U. Nef (1899-1988), with the assistance of the economist Frank Knight, the anthropologist Robert Redfield, and Robert M. Hutchins, then President of the University. The Committee is a group of diverse scholars sharing a common concern for the unity of the human sciences. Their premises were that the serious study of any academic topic, or of any philosophical or literary work, is best prepared for by a wide and deep acquaintance with the fundamental issues presupposed in all such studies, that students should learn about these issues by acquainting themselves with a select number of classic ancient and modern texts in an interdisciplinary atmosphere, and should only then concentrate on a specific dissertation topic. It accepts qualified graduate students seeking to pursue their particular studies within this broader context, and aims both to teach precision of scholarship and to foster awareness of the permanent questions at the origin of all learned inquiry.

The primary themes of the Committee’s intellectual life have continued to be literature, religion, philosophy, politics, history, art and society. The Committee differs from the normal department in that it has no specific subject matter and is organized neither in terms of a single intellectual discipline nor around any specific interdisciplinary focus. It exists to bring together scholars in a variety of fields sharing a concern with basic and trans-disciplinary issues, and to enable them to work in close intellectual association with other like-minded graduate students seeking to pursue their particular studies in this broader context. Inevitably, the faculty of the Committee does not encompass within itself the full range of intellectual disciplines necessary for these studies, and the fields represented by the faculty have changed substantially during the Committee’s history. Students apply to work with
the faculty who are here at any particular time and, where appropriate, with other faculty at the University of Chicago. Although it offers a variety of courses, seminars, and tutorials, it does not require specific courses. Rather, students, with the advice of Committee faculty, discover the points at which study in established disciplines can shape and strengthen their research, and they often work closely with members of other departments. Through its several lecture and seminar series, the Committee also seeks to draw on the intellectual world beyond the University.

AREAS OF STUDY

Work with the Committee is not limited as to subject matter. Any serious program of study, based on the Fundamentals Examination, culminating in a scholarly doctoral dissertation, and requiring a framework wider than that of a specialized department, may be appropriate. In practice, however, the Committee is unwilling to accept a student for whom it is unable to provide competent guidance in some special field of interest, either from its own ranks or with the help of other members of the University. For additional information about the Social Thought program, please contact com-soc-tht@uchicago.edu.

ABOUT THE PROGRAM

Please note that the most up-to-date information about the Social Thought PhD program is always available on the website (https://socialthought.uchicago.edu/content/graduate-program/). In summary, students admitted to the Committee work toward the Ph.D. There are three principal requirements for this degree: The Fundamentals Examination, the Foreign language examination, and the Dissertation.

Study for the fundamental exam centers on twelve to fifteen books, selected by the student in consultation with the faculty. Each student is free to draw from the widest range of works of imaginative literature, religious thought, philosophy, history, political thought, and social theory and ranging in date from classical times to the twentieth century. Non-Western books may also be included. Study of these fundamental works is intended to help students relate their specialized concerns to the broad themes of the Committee’s intellectual life. Some of the student’s books will be studied first in formal courses offered by faculty, though books may also be prepared through reading courses, tutorials, or independent study. Preparation for the fundamentals examination generally occupies the first two or three years of a student's program, together with appropriate philological, statistical, and other disciplinary training.

After successful completion of the fundamentals examination, the student writes a dissertation under faculty supervision on an important topic using appropriately specialized skills. A Committee on Social Thought dissertation is expected to combine exact scholarship with broad cultural understanding and literary merit. In lieu of an oral defense, the student will present a public lecture on an aspect of their research of general interest to the scholarly community.

In order to graduate, students are also required to complete the departmental teaching requirement, the details of which are worked out between students and their faculty mentors. For the most current information on teaching requirements, please refer to the department’s program pages (https://socialthought.uchicago.edu/content/program-timeline/).

ADMISSION

Students in the Committee have unusual scope for independent study, which means that successful work in Social Thought requires mature judgment and considerable individual initiative. Naturally, the Committee wishes to be reasonably confident of an entering student’s ability to make the most of the opportunities the Committee offers and to complete the program of study.

Hence, we request that the personal statement required by the University application should take the form of a letter to the Committee which addresses the following questions: What intellectual interests, concerns, and aspirations lead you to undertake further study and why do you want to pursue them with the Committee? What kind of work do you propose to do here? How has your education to date prepared you? If possible, include your intentions for the Fundamentals requirement, further language study, and dissertation research. In addition, you should include a sample of no more than 5,000 words, excluding footnotes or bibliography, of your best academic work preferably relevant to the kind of work you propose to do at the Committee. You may also include a short sample of fiction or poetry. Should we consider the evidence submitted to be insufficient, we may ask you to supplement.

HOW TO APPLY

The application process for admission and financial aid for all Social Sciences graduate programs is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: https://apply-ssd.uchicago.edu/apply/. Questions pertaining to the admissions process, financial aid, and/or your individual application should be directed to ssd-admissions@uchicago.edu or (773) 702-8415.

Applicants may be required to take the Graduate Record Examination, if required by the Social Sciences Division or the program, in that year. International applicants must meet English language requirements set by the school, also outlined in the application for that year. The requirements can be met through a waiver, the
Test of English as a Foreign Language (TOEFL) or the International English Language Testing System. Refer to the SSD Application Materials instructions for details. (https://socialsciences.uchicago.edu/admissions/application-materials/)(Added link)

Prospective applicants may also contact the Social Thought Student Assistant with questions about the program and/or for assistance coordinating a visit: cststudentassistant@gmail.com. (cststudentassistant@gmail.com)

COURSES

Refer to course page (http://graduateannouncements.uchicago.edu/graduate/committeeonsocialthought/#courseinventory)s above for an historical list of courses taught by Committee faculty. For the most recent and detailed courses schedules and descriptions for the current academic year, please visit S (https://socialthought.uchicago.edu/content/courses/social Thought Current Course (https://socialthought.uchicago.edu/content/current-courses-0)/. (https://socialthought.uchicago.edu/content/courses/)

RECENT DISSERTATIONS

As a partial guide, and to suggest the variety of possible programs, there follows a list of titles of some of the dissertations accepted by the Committee since 1994:

- An Ethics of Transition through Translation: Germany and China, 1898-1933
- Nietzsche's Argument for the Philosophical Life: An Interpretation of Beyond Good and Evil
- Heidegger's Polemos: From Being to Politics
- Nature's Artistry: Goethe's Science and Die Wahrsprechwissenschaften
- Nietzsche's Schopenhauer: The Peak of Modernity and the Problem of Affirmation
- Feminism and Liberalism: The Problem of Equality
- A Hesitant Dionysos: Nietzsche and the Revelry of Intuition
- Conrad's Case Against Thinking
- Reading the Republic as Plato's Own Apology
- Cartesian Theodicy: Descartes Quest for Certitude
- Plato's Gorgias and the Power of Speech and Reason in Politics
- World Government and the Tension between Reason and Faith in
- Dante Alighieri's Monarchia
- A House Divided: The Tragedy of Agamemnon
- Eros and Ambition in Greek Political Thought
- Natural Ends and the Savage Pattern: The Unity of Rousseau's Thought
- Revisited
- A Sense of Place. Reading Rousseau: The Idea of Natural Freedom
- Churchill's Military Histories: A Rhetorical Study
- A Nation of Agents: The Making of the American Social Character
- The Problem of Religion in Spinoza's Tractatus Theologico Politicus
- A Great Arrangement of Mankind: Edmund Burke's Principles and Practice of Statesmanship
- The Dance of the Muses
- Tocqueville Unveiled: A Historian and his Sources in L Ancien Régime et la Révolution
- The Search for Biological Causes of Mental Illness
- War, Politics, and Writing in Machiavelli's Art of War
- Plato's Laws on the Roots and Foundation of the Family
- The Philosophy of Friendship: Aristotle and the Classical Tradition on Friendship and Self Love
- Regions of Sorrow: Spaces of Anxiety and Messianic Tome in Hannah Arendt and W.H. Auden
- Converting the Saints: An Investigation of Religious Conflict using a Study of Protestant Missionary
- Methods in an Early 20th Century Engagement with Mormonism
- The Significance of Art in Kant's Critique of Judgment
- Historicism and the History of the Avant Garde
- Human Freedom in the Philosophy of Pierre Gassendi
- Taking Her Seriously: Penelope and the Plot of Homer's Odyssey
- Karna in the Mahabharata
- Nietzsche's Problem of Socrates and Plato's Political Psychology
- Tocqueville's *New Political Science: A Critical Assessment of Montesquieu's Vision of a Liberal Modernity*
- Magnanimity and Modernity: Self Love in the Scottish Enlightenment
- Hegel's Conscience: Radical Subjectivity and Rational Institutions
- Religious Zeal, Political Faction and the Corruption of Morals: Adam Smith and the Limits of Enlightenment
- This Distracted Globe: Hamlet and the Misgivings of Early Modern Memory
- Teaching the Contemplative Life: The Psychagogical Role of the Language of Theoria in Plato and Aristotle
- The Allegory of the Island: Solitude, Isolation, and Individualism in the Writings of Jean Jacques Rousseau
- The Convergence of Homer's *Odyssey* and *Joyce's Ulysses*
- The Curiosity of the Idle Reader: Self Consciousness in Renaissance Epic
- Bacon on Virtue: The Moral Philosophy of Nature's Conqueror
- Picturing the Path: The Visual Rhetoric of Barabudur
- Collecting Objects/Excluding People: Chinese Subjects and the American Art Discourse 1870-1900
- From Religionskrieg to Religionsgespräch: The Theological Path of Boden’s Colloquium Heptaplomeres
- The Problem of Autonomy in the Thought of Montaigne
- The Virtue of the Soul and the Limits of Human Wisdom: The Search for SÔPHROSUNÊ in Plato's *Charmides*
- Nietzsche’s “Fantastic Commentary”: On the Problem of Self-Knowledge
- Erotic Uncertainty: Towards a Poetic Psychology of Literary Creativity
- Cruelty: On the Limits of Humanity
- Hamletian Romanticism: Social Critique and Literary Performance from Wordsworth to Trollope
- Acquiring “Feelings that do not Err”: Moral Deliberation and the Sympathetic Point of View in the Ethics of Dai Zhen
- The Contest of Regimes and the Problem of Justice: Political Lessons from Aristotle's *Politics*
- Socrates and the Second Person: The Craft of Platonic Dialogue
- In the Grip of the Future: The Tragic Experience of Time
- Thucydides on the Political Soul: Pericles, Love of Glory, and Freedom
- The Uses of Boredom
- Two Loves, Two Cities: *Intellectus* and *Voluntas* in Augustine's *Political Thought*
- Power and Goodness: Leibniz, Locke and Modern Philosophy
- Soren Kierkegaard and the Very Idea of Advance Beyond Socrates
- Between City and Empire: Political Ambition and Political Form in Plutarch's *Parallel Lives*
- Gluttony and Philosophical Moderation in Plato's *Republic*
- Plato's Immoralists and their Attachment to Justice: A Look at Thrasymachus and Callicles
- The Great Law of Change: Edmund Burke, Thomas Paine, and the Meaning of the Past in a Democratic Age
- Devil's Advocate: Politics and Morality in the Work of Carl Schmitt
- Relation without Relation: Emily Dickinson – Maurice Blanchot
- Perfecting Adam: The Perils of Innocence in the Modern Novel
- Stubborn Against the Fact: Literary Ideals, Philosophy and Criticism
- One Man Show: Poiesis and Genesis in the *Iliad* and *Odyssey*
- Political Theology in Eric Voegelin's Philosophy of History
- The Ancient Quarrel Unsettled: Plato and the Erotics of Tragic Poetry
- Heroic Action and Erotic Desire in Sidney, Spenser, and Shakespeare
- Dostoevsky and Suicide: A Study of the Major Characters
The Aesthetics of Ambivalence - Pirandello, Schopenhauer, and the Transformation of the European Social Imaginary
Desire and Democracy - Spinoza and the Politics of Affect
The Multiplicity of Scripture - The Confluence of Textual Traditions in the Making of the Antwerp Polyglot Bible (1568-1573)
Intelligence Incarnate: The Logic of Recognition in Hegel's Phenomenology of Spirit
King Lear and its Folktale Analogues
Can There be Philosopher-Kings in a Liberal Polity? A Reinterpretation and Reappropriation of the Ideal Theory in Plato's Republic
Intelligence Incarnate: The Logic of Recognition in Hegel's Phenomenology of Spirit
King Lear and its Folktale Analogues
Can There be Philosopher-Kings in a Liberal Polity? A Reinterpretation and Reappropriation of the Ideal Theory in Plato's Republic
Towards an Ethical Literature: Character Narration and Extended Subjectivity in the work of Robert Musil
Modes of Valuation in Early Greek Poetry
God in the Years of Fury: Theodicy and Anti-Theodicy in the Holocaust Writings of Rabbi Kalonymus Kalman Shapira
Rousseau's Natural Man: Emile and Politics
Existence and Temporality in Spinoza
Explorations in Elegiac Space: Schiller, Nietzsche, Rilke
Language, Necessity, and Human Nature in Thucydides' History
Speculation and Civilization in the Social Philosophy of Alfred North Whitehead
Caught between City, Empire, and Religion: Alfarabi's Concept of the Umma
Elizabeth Anscombe's Wittgensteinian Third Way in Philosophy of Mind: A Thomist Critique
Different Therapies: David Foster Wallace's Philosophical Fiction
Freedom, Feeling and Character: The Unity of Reason and Sensibility in Kant's Practical Philosophy
Paul Claudel's "Cinq Grandes Odes:" A Translation and Commentary
Political Freedom Between Arendt and Foucault
Technocratic Evolution: Experimental Naturalism and American Biopolitics around 1900
Kierkegaard on Decision and Married Love

SOCIAL THOUGHT COURSES

SCTH 30105. Introduction to Spinoza’s Ethics. 100 Units.
As we read this work we will be concerned with its place in history of philosophy and we shall engage with some of its contemporary readers.
Terms Offered: Not offered in 21-22.
Equivalent Course(s): PHIL 37202, PHIL 27202

SCTH 30925. The Humanities as a Way of Knowing. 100 Units.
Despite intertwined histories and many shared practices, the contemporary humanities and sciences stand in relationships of contrast and opposition to one another. The perceived fissure between the "Two Cultures" has been deepened by the fact that the bulk of all history and philosophy of science has been devoted to the natural sciences. This seminar addresses the history and epistemology of what in the nineteenth century came to be called the "sciences" and the "humanities" since the Renaissance from an integrated perspective. The historical sources will focus on shared practices in, among others, philology, natural history, astronomy, and history. The philosophical source will develop an epistemology of the humanities: how humanists know what they know.
Instructor(s): Lorraine Daston
Terms Offered: Not offered 21-22.
Equivalent Course(s): PHIL 20925, CLAS 37316, CHSS 30925, HIST 29517, HIST 39517, KNOW 40303, PHIL 30925

SCTH 30927. Knowledge as a Platter: Comparative Perspectives on Knowledge Texts in the Ancient World. 100 Units.
In various ancient cultures, sages created the new ways of systematizing what was known in fields as diverse as medicine, politics, sex, dreams, and mathematics. These texts did more than present what was known; they exemplified what it means to know - and also why reflective, systematic knowledge should be valued more highly than the knowledge gained from common sense or experience. Drawing on texts from Ancient India, Greece, Rome, and the Near East, this course will explore these early templates for the highest form of knowledge and compare their ways of creating fields of inquiry: the first disciplines. Texts include the Arthashastra, the Hippocratic corpus, Deuteronomy, the Kama Sutra, and Aristotle's Parva naturalia.
Terms Offered: Not offered in 21-22.
Prerequisite(s): Lorraine Daston
Equivalent Course(s): KNOW 31415, SALC 30927, CHSS 30927, HREL 30927
SCOTH 30928. Thinking the Present through the Past: Classic Works of History since 1750. 100 Units.
As proudly empirical as the sciences, as interpretive as the humanities, and as analytical as the social sciences, history as the pursuit of knowledge about the past resists classification. Because all history is written through the lens of the present, most works of history cease to be read after a generation, especially during the modern period, as the pace of change accelerated. In this seminar we will read some of the exceptions, including works by Kant, Tocqueville, Michelet, cCessaire, Huizinga, Lovejoy, and Frances Yates, to understand how powerful vision of the past can transcend its own present.
Instructor(s): Lorraine Daston
Terms Offered: Not offered in 21-22.
Prerequisite(s): Permission of instructor.
Equivalent Course(s): CHSS 30928, KNOW 30928, HIST 45002

SCOTH 30929. The Strange World of Francis Bacon. 100 Units.
Francis Bacon (1561-1626) was a statesman, natural philosopher, essayist, and one of the most original thinkers of a spectacularly original age. Hailed as a visionary of modern science, reviled for his politics, praised for his prose style, admired for his legal reasoning, and skewered as a naive empiricist, Bacon eludes modern categories. This seminar will look at his thought in the round. Texts include The Great Instauration, the New Organon, the Essays, and New Atlantis.
Instructor(s): Lorraine Daston
Note(s): Instructor’s consent required.
Equivalent Course(s): HIST 45003, CHSS 30929

SCOTH 30961. The Values of Attention. 100 Units.
Attention confers value - aesthetic, moral, epistemic, and now monetary value - upon whatever it singles out from the stream of experience. This seminar explores the long history of the theories and practices of attention in philosophy, religion, science, psychology, and the arts. Guiding questions include what objects are deemed worthy of attention and why, extreme states of attention such as religious contemplation or scientific observation, the schooling of attention through practices such as reading and web-surfing, theories of how attention works, and pathologies of attention.
Instructor(s): Lorraine Daston
Terms Offered: Spring. Course will be taught in Spring 2022.
Prerequisite(s): Reading knowledge of at least one other language besides English; students who wish to enroll in the seminar should contact the instructor directly by email.
Note(s): Note: This course will be offered MW during the first 5 weeks of SQ 2022
Equivalent Course(s): CHSS 30961, HIST 45004

SCOTH 31210. The Iliad. 100 Units.
In this course we will read the Iliad in translation, supplemented by selections from the Odyssey and other texts from the archaic period, including the Epic Cycle fragments and the Hesiodic Catalogue of Women. We will also make some turns toward recent Iliadic ventures in English: not least Christopher Logue’s War Music and Alice Oswald’s Memorial. “The poem of force” according to Simone Weil, the Iliad is also the poem of marriage, homosociality/the “Mannerbund”, and exchange. Among our concerns will be: the poetics of traditionality; the political economy of epic; the Iliad’s construction of social order; the uses of reciprocity; gender in the Homeric poems. Although no knowledge of Greek is required for this course, there will be assignment options for those who wish to do reading in Greek.
Instructor(s): Laura Slatkin
Terms Offered: Spring. Not offered 21-22.
Prerequisite(s): Requirements: Weekly readings; response paper for each class meeting; final paper.
Equivalent Course(s): CLAS 44300, FNDL 21214

SCOTH 31221. Antigone. 100 Units.
Antigone: Heroine or harridan? Political dissident or family loyalist? Harbinger of the free subject or captive of archaic gender norms? Speaking truth to power or preserving traditional privilege? Sophocles’ Antigone has been good to think with since its first production in the fifth century BCE. From ancient commentators through Hegel to contemporary gender theorists like Judith Butler, readers have grappled with what Butler calls “Antigone’s Claim.” The play’s exploration of gender, kinship, citizenship, law, resistance to authority, family vs. the state, and religion (among other issues) has proved especially compelling for modern thought. We will supplement our reading of the play with modern commentary grounded in literary interpretation and cultural poetics, as well as philosophy and political theory. We will end by considering three modern re-imaginings of Antigone: Jean Anouilh’s Antigone, Athol Fugard’s The Island, and Tanya Barfield’s Medallion. Although no knowledge of Greek is required for this course, there will be assignment options for those who wish to do reading in Greek.
Requirements: weekly readings and posting on Canvas; class presentation; final paper.
Instructor(s): Laura Slatkin
Terms Offered: Spring
Equivalent Course(s): CLAS 44300, FNDL 21214

SCOTH 31222. Oedipus Tyrannus: Thinking in and with Tragedy. 100 Units.
Oedipus: exemplary sovereign or outlier? Savior of the city or its destroyer? Epistemophile or -phobe? Upholder or suspender of the laws (including the laws of kinship)? Sophocles’ Oedipus Tyrannos has been good to think with since its first production of the fifth century BCE. As a meditation on kingship as well as kinship, the play offers a complex Oedipus, if not, perhaps, an Oedipus complex. Sophocles’ meditation on the polis, law, family, knowledge, the structure of mind, desire, and the disease in and of state has proved especially rich for
philosophers, psychoanalysts, and theater artists: the play also famously provides the core example for Aristotle's mediation on tragedy in the Poetics. We will explore the OT as tragedy, as resource, as example and exception. Although no knowledge of Greek is required for this course, there will be assignment options for those who wish to do reading in Greek.

Instructor(s): Laura Slatkin  Terms Offered: Spring. Not offered 21-22.
Equivalent Course(s): GREK 24714, GREK 34717, CMLT 31222, FNDL 21222

SCTH 31223. Homer's Odyssey: Estrangement and Homecoming 100 Units.
One of the two foundational epics of so-called Western Culture, the Odyssey features a wily hero whose journeys are extraordinary and whose longing for home is unbounded. The Odyssey offers a complex meditation on brotherhood, bestiality, sexuality, kinship, and power; it is the great epic of cross-cultural encounter, in all its seductive and violent aspects, as well as the great poem of marriage. An adventure in nostos (homecoming), the Odyssey shows us the pleasures and dangers of voyaging among strangers. Constantly exploring the boundaries between the civilized and the savage, the poem offers as well a political critique of many ancient institutions, not least the family patriarchy, hospitality customs, and the band-of-brothers so central to epic ideology. And as a masterwork of narrative art, the Odyssey asks us to consider the relation of fiction to "truth." We will explore these and other matters in the Odyssey, and may make a concluding foray into contemporary re-workings of Odyssean themes and characters.
Instructor(s): Laura Slatkin  Terms Offered: Taught Spring 21.
Equivalent Course(s): CLAS 33616, FNDL 21223

SCTH 31224. Aeschylus' Oresteia: Drama and Democracy. 100 Units.
The Oresteia: Aeschylus's prizewinning trilogy explores (among other things) the fortunes of the house of Atreus, the making of the polis, matters of state, gender trouble, questions of kinship, revenge and its impasses, institutions of justice. Ancient Greek theater in the early-mid 5th c. BCE both maps and reckons with the constitutive tensions in the polis between residual (but still influential) aristocratic norms and practices and the newly dominant (but still developing democratic ethos and ideals - its practices institutionalized in the assembly, the magistracies, and the courts. Aeschylus's Oresteia both represents and contributes to that debate (in antiquity and in current scholarship). This trilogy helps us understand crucial aspects of the society that produced it but also invites us to reflect on the ways ancient literature informs how we think about ourselves and our predicaments now - political, familial, existential. And the Oresteia further invites us to think about the uses and possibilities of theater, then and now. We will supplement our reading of the play with commentary grounded in literary interpretation and cultural poetics, as well as philosophy and political theory. Although no knowledge of Greek is required for this course, there will be assignment options for those who wish to do reading in Greek.
Instructor(s): Laura Slatkin  Terms Offered: Not offered in 21-22.
Equivalent Course(s): CLAS 31617

SCTH 31614. The Return of Homer: The Iliad and Odyssey in Contemporary English Language Fiction and Poetry. 100 Units.
The course will examine the extraordinary flowering of English language novels and poems based on the Homeric epics in the past quarter century. We will ask how different contemporary poets and prose writers have interpreted Homer's works and try to understand the appeal of this ancient poetry for modern authors, readers, and publishers. The reading will include such works as Margaret Atwood, The Penelopiad; Byrne Fone, War Stories: A Novel of the Trojan War; Christopher Logue, An Account of Homer's Iliad; David Malouf, Ransom; Zachary Mason, The Lost Books of the Odyssey; Madeline Miller, The Sone of Achilles; Alice Oswald, Memorial: A Version of Homer's Iliad; Lisa Peterson, An Iliad; Kate Quinn, et al., A Song of War; and Derek Walcott, Omeros. English translations of such foreign-language works as Alessandro Baricco's An Iliad and Ismail Kadare's The Fijile on H. may also be considered if students wish.
Instructor(s): Glenn Most  Terms Offered: Not offered in 21-22.
Equivalent Course(s): CLAS 31617

SCTH 31710. Machiavelli's Discourses on Livy. 100 Units.
This course is devoted to reading Machiavelli's Discourses on Livy supplemented by substantial selections from Livy's history of Rome. Themes include princes, peoples, and elites; republics and principalities; pagan and Christian religion and morality; war and empire; founding and reform; virtue, corruption, liberty, and fortune; ancient history and modern experience; reading and writing; and theory and practice.
Instructor(s): Nathan Tarcov  Terms Offered: Winter. Course scheduled for Winter 2022.
Prerequisite(s): Familiarity with Machiavelli's, Prince.
Equivalent Course(s): FNDL 29300, PLSC 20800, PLSC 32100

SCTH 31719. Xenophon's Education of Cyrus. 100 Units.
This seminar is intended as an introductory reading of one of the classic treatments of political leadership, Xenophon's The Education of Cyrus. Themes will include the qualities and motives of a successful leader or ruler, especially in acquiring and expanding rule, relations between rulers and ruled, Xenophon's portrayals of Cyrus and other characters in the book, the relation between political and military leadership and more broadly between politics and war, the tension between empire and freedom, Cyrus's bi-cultural education and multinational rule, the roles of morality, religion, and love in politics, and differences between constitutional or
legitimate and tyrannical or despotic rule. We will consider Xenophon’s art of writing and the literary character of the book. Open to undergraduates with instructor consent.
Instructor(s): Nathan Tarcov Terms Offered: Autumn
Prerequisite(s): Open to undergraduates with instructor consent.
Equivalent Course(s): FNDL 25103, PLSC 31719

SCTH 31931. Plato’s Representation of Socrates. 100 Units.
This course is intended for students who have already read a fair amount of Plato (usually in English), and are still wondering what to make of it. Readings will include the 7th Letter and particular dialogues to be chosen in consultation with the class as we go along. Topics will include the relevant 4th c. context, also the representation of 5th c. society, also Plato’s biography, the Academy, Plato’s competitors, the origins and development of the dialogue form, others which may turn up in discussion. The Bollingen Complete Works of Plato has been ordered through the Seminary Coop.
Instructor(s): James Redfield Terms Offered: Not offered 21-22.
Equivalent Course(s): CLAS 31919

SCTH 31932. Social and Political Conflict in Classical Greece. 100 Units.
The course will focus on five topics: The Athenian Empire, The Revolt of Mytilene, Revolutions at Athens, The Fall of Dionysius the Younger at Syracuse, and Revolution at Sparta. Required readings will be from primary sources: selections (read in English) from Thucydides, Xenophon, Lysias, Aristotle and Plutarch.
Instructor(s): James Redfield Terms Offered: Autumn. Course will be taught Autumn 2021
Note(s): Open to undergrads with Instructor consent.

SCTH 32403. Frege’s Foundations of Arithmetic as Philosophy and Literature. 100 Units.
One peculiarity of current English-language philosophy is that its founding text is a nineteenth-century German effort to reform mathematics. Gottlob Frege’s Grundlagen der Arithmetik (1884) was ignored in its day, before the discovery of Russell’s Paradox round 1900 seemed to make its mathematics otiose. But its impact on logic, metaphysics, philosophical method and style have made the book a classic, though a fragmentary one. This course aims to regain the unity of this dense but short work, reading for argument and intention, texture and style, in the original and J.L. Austin’s fine English translation.
Instructor(s): Andrei Pop Terms Offered: Not offered 21-22.

SCTH 32802. Risk and Uncertainty in Modern Social Thought. 100 Units.
This course will explore the intertwined histories of risk and uncertainty in modern social thought. Existing scholarship on risk tends to focus on the history of the quantification of risk: the rise of probability theory and statistics is central to these accounts of the emergence of the ideas of risk. In modern economic and social thought, however, the challenge of managing unquantifiable risk - what is often called ‘true’ or ‘radical’ uncertainty - has become ever more central. 20th-century thinkers such as Joseph Schumpeter, Frank Knight, Frank Ramsey, and John Maynard Keynes grappled with the problem of uncertainty and its relation to theories of decision-making prominent in economic theory. We will read key works of these prophets of uncertainty, and consider their relations to the recent conjuring away of the problem of uncertainty in the form of subjective expected utility theory. We will also examine the connections between the concept of uncertainty and the understanding of modern capitalism.
Instructor(s): Joel Isaac
Equivalent Course(s): HIST 39416

SCTH 32803. Moral Economy. 100 Units.
Moral Economy has become a byword for democratic opposition to capitalism. The term was coined by the historian E.P. Thompson, who used it to describe the social rights to which working people appealed during food riots in eighteenth-century England. Since Thompson, the concept of moral economy has become ubiquitous in the social sciences: it is invoked by anthropologists, political theorists, economists, and historians to cover a bewildering array of phenomena. In this course, we will explore both the history and the normative content of the idea of moral economy. We will ask whether it successfully accounts for the mass political phenomena is often used to explain: riots, revolution, collective risk-management, and practical notions of rights and social justice. Readings will include works by William Godwin, Anton Merger, E.P. Thompson, James C. Scott, Michael Sandel, and Samuel Bowles.
Instructor(s): Joel Isaac
Equivalent Course(s): CLAS 31919

SCTH 33819. Narratology of Tears: Goethe, Sterne, and the Sentimental Novel. 100 Units.
This seminar will, with a certain intensity of focus, examine two masterpieces of the ‘sentimental’ mode: Laurence Sterne’s A Sentimental Journey Through France and Italy (1768) and Goethe’s Die Leiden des jungen Werther (1774). Since these novels are both generically self-reflective and, each in its own way, boldly experimental, they are well-suited for an analysis oriented toward the theory of narrative. Comparisons will be drawn to passages in Samuel Richardson’s Clarissa, or The History of a Young Lady (1747-8) and Rousseau’s Julie, ou La nouvelle Heloise (1761). We will also take a forward look at Pierre Choderlos de Laclos’ Liaisons dangereuses (1782), which may be considered the destruction of the form. In addition to fundamental contributions to narratology, works by Roland Barthes (Fragments of a Lover’s Discourse), Albrecht Koschorke (Körperströme und Schriftverkehr. Mediologie des 18. Jahrhunderts), and James Chandler (An Archeology of Sympathy. The Sentimental Mode in Literature and Cinema) will be important points of reference. As always, Schiller’s Über naive und sentimentalische Dichtung will prove indispensable.
SCTH 34601. How to Think about Literature: the Main Notions. 100 Units.
In literary studies new trends and theories rarely supersede older ones. While in physics and biology Aristotle has long been obsolete, literary scholars still find his Poetics to be a source of important insights. And yet literary studies are not resistant to change. Over time, they have experienced a genuine historical growth in thinking. Perhaps one can best describe the discipline of literature as a stable field of recurring issues that generate innovative thinking. This course will introduce graduate students to the main notion of the field. Its aim is to identify an object of study that is integral, yet flexible enough to allow for comparisons between its manifestations in various national traditions.
Equivalent Course(s): CMLT 46000

SCTH 35000. Winckelmann: Enlightenment Art Historian and Philosopher. 100 Units.
We approach the first great modern art historian through reading his classic early and mature writings and through the art and criticism of his time (and at the end, our own). Reading-intensive, with a field trip to the Art Institute. Please help - many questions.
Instructor(s): Andrei Pop
Equivalent Course(s): GRMN 25015, CLAS 35014, KNOW 35000, ARTH 35115, ARTH 25115, GRMN 35015

SCTH 35001. Theatricality in Modern Art from 1700 to the Present. 100 Units.
We examine the dramatic dimension of art in the modern era broadly speaking, paying attention to recurring themes like the Aristotelian theory of action, the Diderotian theory of acting, and the linguistic theory of speech acts, as well as to momentous historical events like the French Revolution, the rediscovery of antiquity, and the advent of photography and motion pictures. Paradigms that have been influential in one or another discipline like Michael Fried’s theory of theatricality (in art history), Heinrich Kleist’s theory of puppets (in German literature and theatre theory) and Friedrich Nietzsche’s theory of tragedy (in music and philosophy) and will also be scrutinized.
Instructor(s): Andrei Pop
Equivalent Course(s): ARTH 35001, TAPS 35001

SCTH 35003. Symbolism between Universality and Solipsism. 100 Units.
Symbolism in Western European literature and visual arts is usually seen as a triumph of the psychological, the navel-gazing, in the words of James Ensor, the “Moi universel”. But it is as much a dogged search for objective grounds of expression and intelligibility amidst a sea of subjectivity: from Van Gogh’s letters and Mallarme’s poems to the new logical symbolism of Frege and the stream of consciousness of William James, the epoch saw an unprecedented effort to rationalize the private, the incommunicable, experience itself. This is a broad revisionist look at a transitional but key era in intellectual history, featuring some new material from the instructor’s own work in progress.
Instructor(s): Andrei Pop Terms Offered: Not offered 21-22.
Equivalent Course(s): ARTH 35003, ARTH 25003

SCTH 35004. Goya and Manet. 100 Units.
Edouard Manet (1832-1883) is often regarded as the first modernist artist, but his practice was deeply rooted in the copying and emulation of Renaissance and Baroque painters, particularly Spaniards. Indeed, many of his subjects, and some of his techniques, from the use of firm outline to muted opaque tones with minimal modeling, are conspicuous in Francisco Goya (1746-1828), a Spanish court painter and moralist whose paintings and prints were received in the late nineteenth century, and in the twentieth, as prefiguring both modernist form and various crises of artistic meaning. This seminar proposes a binocular focus on the two artists, in their individual historical contexts and in dialogue, in order to understand the tension between tradition and innovation in modern art.
Instructor(s): Andrei Pop Terms Offered: Not offered in 21-22.
Equivalent Course(s): ARTH 34720, ARTH 24720

SCTH 35006. Can We Be Sure of God’s Existence? Anselm’s Proslogion. 100 Units.
The prelate and philosopher Anselm of Canterbury is famous among other things for the brief PROSLOGION, whose even briefer logical argument for the existence of God has been ridiculed for centuries as bad metaphysics. But its twentieth-century reappraisal, together with the text’s eloquent prayer form and Anselm’s appealing statement of his rational method of “faith seeking understanding” (fides quaerens intellectum) suggest it deserves our attention. We will read and reread the original (in Latin, if desired), as well as important philosophical discussions of it.
Instructor(s): Andrei Pop
Equivalent Course(s): FNDL 25006

SCTH 35008. Changing Worlds: J.G. Ballard’s Apocalyptic Quartet. 100 Units.
Between 1961 and 1966, the English novelist and short story writer J.G. Ballard produced four novels (THE WIND FROM NOWHERE, THE DROWNED WORLD, THE BURNING WORLD, and THE CRYSTAL WORLD) that depict, poetically and concretely, global changes to the earth and its human inhabitants, n particular their imaginations. The relation of these lyrical apocalypses to science fiction, visual art, ecology and the philosophy of
time, as well as their awkward coordination into a cycle, will concern us. We will conclude the course by reading Anna Kavan’s 1967 ICE, which in a way complements and completes Ballard’s cycle.

Instructor(s): Andrei Pop
Equivalent Course(s): ENGL 35008, FNDL 25008

SCTH 35009. Platonic Aesthetics. 100 Units.
The anachronism of the course title constitutes our program: to what extent can Plato’s thinking about artworks, images, poets in the polis, beauty, the visual world, the senses, subjectivity and criticism be viewed coherently as an aesthetic theory? Does his style and dramatic mode of writing interact significantly with these views? How have they been received, and to what extent are they right?

Instructor(s): Andrei Pop
Equivalent Course(s): FNDL 29005, ARTH 35009, CLAS 38020

SCTH 35011. Symbol & Allegory. 100 Units.
A familiar account of modernism in the arts sees a turn from Baroque conventions of allegory (abstract ideas clothed in fragmentary arbitrary pictorial or linguistic signs) to a revolutionary romantic combination of image and content in the symbol, which had a late flowering in the Symbolist movement around 1900. Whether the development is celebrated (Coleridge, New Criticism) or deplored (Benjamin, Paul de Man), few question this historical and explanatory schema, investigate its application outside poetry, or ask what role allegory has played in the art of the ostensibly anti-allegorical nineteenth and twentieth centuries. In this course, we will consider neoclassical, romantic, and modern views of allegory, symbolism, and meaning in art.

Instructor(s): Andrei Pop
Terms Offered: Winter. Course scheduled for Winter 2022
Note(s): Open to undergraduates with instructor consent.
Equivalent Course(s): ARTH 34731, CMLT 35011

SCTH 35012. Caricature. 100 Units.
Though usually traced to Renaissance experiments with drawing deformed heads, caricature as a mode of parody, humor and invective has various roots, in ancient comedy, ancient modern physiognomy and psychology, the literature and (pseudo)science of social types, and above all in the rise of a public sphere of newspaper readers and broadsheet buyers avid for the ridiculing of public figures, beloved or otherwise. We approach caricature broadly, considering its inverse relation with a neoclassical aesthetics of the ideal body, its theorization around historically significant moments like 1848 and 1939, its relation to technological developments like the newspaper comic and the animated cartoon, and most recently, the viral meme.

Instructor(s): Andrei Pop
Terms Offered: Spring. Course scheduled for Spring 2022

SCTH 35706. The Different Senses of Being. 100 Units.
Aristotle states that “being is said in many ways,” we shall seek to understand this statement and to study the history of its interpretations. Among the modern authors we shall discuss are Franz Brentano, Martin Heidegger, Ernst Tugendhat, Charles Kahn, Aryeh Kosman, G.E.L. Owen, Stephen Menn, David Charles.

Instructor(s): Irad Kimhi
Terms Offered: Autumn. Course scheduled for Autumn 2021
Prerequisite(s): Open to undergrads with instructor consent.
Equivalent Course(s): PHIL 35707

SCTH 35708. Wittgenstein: Early and Late. 100 Units.
The course is devoted to the unity and the disunity in the evolution of Wittgenstein’s philosophy. We shall question the prevalent view that the later radically breaks with the earlier. In accord with Wittgenstein’s own advice we shall study the PHILOSOPHICAL INVESTIGATIONS in light of the TRACTATUS, and the TRACTATUS from the perspective of the PHILOSOPHICAL INVESTIGATIONS. We shall also look at some of Wittgenstein’s writing from the thirties (e.g., The Big Typescript).

Instructor(s): Irad Kimhi
Equivalent Course(s): PHIL 35708

SCTH 35709. Anxiety and Nothingness. 100 Units.
Anxiety is discussed in modern philosophy as a mood which by contrast to fear is not directed to an object and thus reveals the “nothing” which dominates our engagement with beings. The class will be devoted to the modern philosophical discourse on “anxiety” and “nothing. Among the texts that we shall study are: Kierkegaard’s THE CONCEPT OF ANXIETY, Heidegger’s INTRODUCTION TO METAPHYSICS, and Sartre’s BEING AND NOTHINGNESS. We shall also compare the philosophical concern with anxiety/nothing with the discussion of anxiety in psychoanalysis, especially in Lacan’s Seminar ANXIETY (i.e., Seminar 10).

Instructor(s): Irad Kimhi
Equivalent Course(s): PHIL 35709

SCTH 35710. The Essence of Human Freedom. 100 Units.
The essence of freedom, Heidegger claims, is originally not connected with the will or even with the causality of human willing. Human freedom, therefore, cannot be construed as autonomy. We shall read Heidegger’s seminar “The Essence of Human Freedom” and his essay “On the Essence of Ground” in which these ideas are developed.

Instructor(s): I. Kimhi
Prerequisite(s): Open to undergraduates with instructor consent.
Equivalent Course(s): PHIL 35710
SCTH 35902. Virgil, The Aeneid. 100 Units.
A close literary analysis of one of the most celebrated works of European literature. While the text, in its many dimensions, will offer more than adequate material for classroom analysis and discussion, attention will also be directed to the extraordinary reception of this epic, from Virgil's times to ours.
Instructor(s): G. Most
Equivalent Course(s): ENGL 35902, CMLT 35902, CLAS 44512

SCTH 35991. Sophocles, The Women of Trachis. 100 Units.
A close literary and philological analysis of one of the most remarkable and perplexing of all Greek tragedies. While this has traditionally been one of the most neglected of Sophocles' tragedies, it is a drama of extraordinary force and beauty and the issues that it explores - husband and wife, parents and child, sexual violence, myth and temporality, divinity and humanity, suffering and transcendence - are ones that are both of permanent interest and of particular relevance to our present concerns. The poetic text, in its many dimensions, will offer more than adequate material for classroom analysis and discussion, but some attention will also be directed to the reception of this play.
Instructor(s): Glenn Most
Terms Offered: Not offered in 21-22.
Prerequisite(s): PQ: A reading knowledge of ancient Greek or the consent of the instructor; open to graduate students and, with the consent of the instructor, to undergraduates.
Equivalent Course(s): GREK 41220, GNSE 35991

SCTH 35992. Aristophanes, The Frogs. 100 Units.
Aristophanes' comedy The Frogs is perhaps the most profound - and it is certainly by far the funniest - meditation on the meaning and significance of tragedy to have reached us from ancient Greece. Staged shortly after the deaths of Sophocles and Euripides, and during the last years before the catastrophic conclusion of the Peloponnesian War, Aristophanes' brilliantly comic play asks what kinds of tragedy are most and least beneficial to the city and indeed whether the city can survive at all without tragedy. His answer is of continuing interest for our own reflections on the question of the survival of our studies, and of our society, in today's world.
Instructor(s): Glenn Most
Terms Offered: Spring Winter
Prerequisite(s): PQ: Knowledge of Ancient Greek or consent of instructor. Open to undergraduates with instructor consent.
Equivalent Course(s): GREK 44721

SCTH 36002. Elizabeth Bishop and Robert Lowell. 100 Units.
An intensive study of these two poets, whose work differs radically, but whose friendship nourished some of the most enduring and original poetry of the American 20th century. Close attention to the poems, in the light of recent biographical work and new editions.
Instructor(s): Rosanna Warren
Terms Offered: Not offered in 21-22.
Equivalent Course(s): ENGL 36222

SCTH 36003. 20th Century French Poets in Translation. 100 Units.
An examination of four poets who shaped the possibilities of the art in the 20th century: Apollinaire, Max Jacob, Rene Char, and Francis Ponge. We will read the poems in translating with reference to the French originals.
Instructor(s): Rosanna Warren
Equivalent Course(s): ENGL 36012, SCTR 36012, FREN 26019, CMLT 36012, FREN 36019

SCTH 36014. T.S. Eliot. 100 Units.
With the major new edition of Eliot's poems by Jim McCue and Christopher Ricks, the new volumes of Eliot's letters, and two separate new editions of Eliot's complete prose, we are in a position to rethink the meanings and force of Eliot's life work. The class will be devoted to careful reading of his poems, essays, plays, and correspondence, with attention to his literary, cultural, and political contexts.
Instructor(s): Rosanna Warren
Terms Offered: Spring. Course will be taught spring 2021
Equivalent Course(s): ENGL 26614, FNDL 26614, ENGL 34850

SCTH 36015. The New Criticism. 100 Units.
An examination of primary works of The New Criticism, British and American. We will consider the theoretical variety and different critical practices of these loosely allied critics, who were often not allies at all. Authors to be studied: I.A. Richards, T.S. Eliot, F.R. Leavis, Kenneth Burke, John Crowe Ransom, Cleanth Brooks, Robert Penn Warren, W.K. Wimsatt, Yvor Winters, R. P. Blackmur, William Empson.
Equivalent Course(s): CMLT 36015, ENGL 43250
SCTH 36016. Robert Frost and Wallace Stevens. 100 Units.
Robert Frost and Wallace Stevens, two giants of American poetry in the 20th century, both spiritual sons of Emerson, opened divergent paths for the art and competed fiercely with each other. By studying them side by side, we will explore the modern struggle to take account of experience, reality, and imagination in language. Stevens: "Your trouble, Robert, is that you write poems about - things." Frost: "Your trouble, Wallace, is that you write poems about - bric a brac." (Exchange in 1940).
Instructor(s): Rosanna Warren Terms Offered: Autumn. Course to be taught Autumn 2019
Prerequisite(s): Open to graduates and undergraduates.
Equivalent Course(s): FNDL 26017

SCTH 36017. Literary Biography. 100 Units.
Literary Biography: A Workshop. We will study four major literary biographies: Elizabeth Gaskell’s The Life of Charlotte Brontë (1857), Lytton Strachey’s Eminent Victorians (1918), Walter Jackson Bate’s John Keats (1964), and Hermione Lee’s Virginia Woolf (1996). While analyzing the arts of literary biography, students will compose a biographical sketch of their own (20 pages), using primary materials from the Special Collections in the Regenstein Library and elsewhere, as appropriate. The course combines literary criticism and creative writing.
Instructor(s): Rosanna Warren Terms Offered: Autumn. Course will be taught Autumn 2021.
Equivalent Course(s): ENGL 36077, ENGL 26017

SCTH 36018. Poetry and Trauma: Hayden, Lowell, Plath. 100 Units.
We will read the poems of three 20th century American poets, Robert Hayden, Robert Lowell, and Sylvia Plath, with an eye to the historical and psychological wounds suffered by the poets and the transformation of wounds into art. By close attention to both text and context, we will try to feel our way into the mysteries of poetic creation and human resilience.
Instructor(s): Rosanna Warren Terms Offered: Winter
Equivalent Course(s): ENGL 36018, ENGL 26018

SCTH 36065. Classification as World-Making. 100 Units.
To classify,” write Geoffrey Bowker and Susan Star, “is human.” There can be no doubt that classification sits at the heart of almost any form of knowledge production-arguably even thought itself. But what diversity hides under such atruism? This course will explore a set of exemplary fields in order to track genealogies and discontinuities in classificatory. We will begin with two philosophers, Aristotle and Kant, who stand as respective avatars of ancient and modern categorical thought. We will then proceed to sites where classification has flourished: the biological sciences which sought to capture the diversity of the living world; the social sciences— notably anthropology—which challenged the universality of Western cultural categories; and statistics or data science, which seek to understand numerical aggregates as categories. We will conclude by reflecting on the present explosion of digital techniques of classification, from social media algorithms to artificial intelligence, which structure more and more of our lives, often without human oversight. In this sense, classification is perhaps nonhuman as well. Moving between history, epistemology, and practice, this course will furnish students with a rich set of classificatory ideas that they can bring to their own research and disciplinary communities. Above all, it will ask students to account for both the construction and effects of categories, which are too often taken to be a neutral substrate of knowledge or conve
Instructor(s): Alexander Campolo Terms Offered: Spring
Equivalent Course(s): KNOW 36065, SOCI 30331, HIPS 26065, CHSS 36065, DIGS 20019, DIGS 30019

SCTH 36710. Eccentric Moder. 100 Units.
Instructor(s): Rosanna Warren Terms Offered: Autumn
Prerequisite(s): Open to advanced undergraduates.
Equivalent Course(s): ENGL 26710, ENGL 26018

SCTH 37000. Aesthetics of French Classicism. 100 Units.
Though "aesthetic“ philosophy first developed as an autonomous field in the mid-eighteenth century, it has important roots in earlier eighteenth- and seventeenth-century debates concerning literature and the arts. In the wake of Cartesian rationalism, could reasoned method be reconciled with non-rational creativity, or decorous order with the unruly "sublime"? Just what kind of “truth” was revealed by poetry or painting? We will consider the relation between literature and other media (including music, opera, and the visual arts) and gauge the impact of French classical criticism on the broader European scene. Readings will include works by Descartes, Pascal, Boileau, Molière, La Fontaine, Félibien, Du Bos, Addison, Hutcheson, Vico, Montesquieu.
Instructor(s): L. Norman Terms Offered: Spring
Prerequisite(s): Undergrads admitted with permission of instructor.
Note(s): Course will be conducted in French; students not taking course for French credit may do written work and class presentations in English.
Equivalent Course(s): CMLT 38600, REMS 37000, FREN 37000, ARTH 48301

SCTH 37016. Goethe’s Novels II: Die Wahlverwandtschaften. 100 Units.
After considering Goethe’s Werther and Wilhelm Meisters Lehrjahre in the first phase of this three-part seminar, we turn to Goethe’s "most beautiful book" (as he put it): Die Wahlverwandtschaften of 1809. The remarkable
feature of Goethe's novelistic production is that each of his four novels develops a distinct formal or generic conception. In the case of Elective Affinities, we have what the philosopher-aesthetician Karl Ferdinand Solger referred to as a "tragic novel" and what others have called a "novel of society." Other terms suggest themselves, for example: "experimental novel" (in view of the fact that it is a scientific experiment from which the novel draws its leading metaphorical model). The seminar will consider the question of genre along with other, related issues: the place of science/knowledge in the novel, the novel in its historical context, the novel's mode of citation and signification. Major contributions to the criticism of the novel (from Solger to Kittler) will be discussed as we develop a close reading of the novel across the ten weeks of the quarter. The written requirement for the seminar is a suite of bi-weekly "response papers." The seminar will include a special one-day roundtable on Walter Benjamin's essay on Die Wahlverwandtschaften with the participation of guest scholars.

Instructor(s): D. Wellbery Terms Offered: Autumn Equivalent Course(s): GRMN 37016

SCTH 37106. Race and Religion: Judaism, Christianity, and Islam. 100 Units.

What does race have to do with religion? This course will explore how racial concepts - ideas about the transmission of characteristics through blood and lineage - emerged in Judaism, Christianity, and Islam, often in response to episodes of large-scale conversion. The word "race" was itself first applied to humans in response to one of these episodes: the mass conversions of Jews and Muslims to Christianity in late medieval Spain. We will study this and other episodes, beginning with early Christianity and early Islam, and concluding with conversions to Islam in South Asia, and of enslaved Africans and native peoples to Christianity in the New World, in order to ask how these episodes of conversion influenced the mapping of culture (religion) onto reproduction (nature, biology). Did they effect the racialization of religion? and what influence did these mappings have on racial concepts in modernity?

Instructor(s): David Nirenberg Terms Offered: Winter. Course to be taught Winter 2020 Prerequisite(s): Undergrads by consent of instructor.

Equivalent Course(s): ISLM 37106, HIST 42102, HIJD 37106, HCHR 37106

SCTH 37501. Psychoanalysis and Philosophy. 100 Units.

An introduction to psychoanalytic thinking and its philosophical significance. A question that will concern us throughout the course is: What do we need to know about the workings of the human psyche-in particular, the Freudian unconscious-to understand what it would be for a human to live well? Readings from Plato, Aristotle, Freud, Bion, Betty Joseph, Paul Gray, Lacan, Lear, Loewald, Edna O'Shaughnessy, and others.

Equivalent Course(s): PHIL 38209, PHIL 28210, FNDL 28210, HIPS 28101

SCTH 37621. Philosophical Aesthetics: Heidegger and Adorno. 100 Units.

Two major positions in German philosophical aesthetics of the 20th century will be considered in detail: 1) the ontological-hermeneutic theory advanced by Martin Heidegger; 2) the dialectical-critical theory developed by Theodor W. Adorno. Primary readings will be Heidegger's Origin of the Work of Art and selections from Adorno's Aesthetic Theory. In addition, selected shorter pieces by the two authors will be studied, with a special emphasis on their work on lyric poetry. The seminar will also consider contributions by Georg Simmel, Walter Benjamin, Helmut Plessner, Arnold Gehlen, Georg Lukács. The course seeks to develop an understanding of the conceptual foundation of each of the two philosophical positions. Particular topics to be considered: a) the nature of artistic presentation (Darstellung); b) the nature of artistic truth; c) the historical character of art; d) the political significance of art; e) the relation of art to philosophy.

Instructor(s): David Wellbery Terms Offered: Spring Note(s): Undergrads must receive consent.

Equivalent Course(s): GRMN 37621, SCTH 27621, CMLT 27621, CMLT 37621, GRMN 27621

SCTH 38003. Hegel's Phenomenology of Spirit. 100 Units.

Our goal in this course will be to read through and understand the most important chapters of Hegel's revolutionary book. Main topics will include Hegel's new conception of philosophy and philosophical methodology, his agreements and disagreements with Kant, the nature of self-consciousness and human mindedness in general, individuality and sociality, and the relation between philosophy and history. (V)

Instructor(s): Robert Pippin Terms Offered: Winter Prerequisite(s): Undergraduates should have some background in philosophy; a knowledge of Kant would be especially helpful.

Equivalent Course(s): FNDL 23410, PHIL 28202, PHIL 38202, CHSS 38003

SCTH 38006. Philosophical Fiction: Proust's In Search of Lost Time. 100 Units.

We will discuss all seven volumes of Proust's magisterial novel, IN SEARCH OF LOST TIME (1913-1927). The novel is well known for its treatment of a large number of philosophical issues: including self-identity over time, the nature of memory, social competition and snobbery, the nature of love, both romantic and familial, the role of fantasy in human life, the nature and prevalence of jealousy, the nature and value of art, the chief characteristics of bourgeois society, and the nature of lived temporality. Our interest will be not only in these issues but also in what could be meant by the notion of a novelistic "treatment" of the issues, and how such a treatment might bear on philosophy as traditionally understood. We shall use the Modern Library boxed set of seven volumes for the English translation, and for those students with French, we will use the Folio Collection paperbacks of the seven volumes. (I)

Instructor(s): Robert Pippin and Joshua Landy Terms Offered: Spring. Course will be taught spring 2019
Prerequisite(s): In order to be able to do so in a ten week quarter, student must announce their intention to register for the course before the end of the Spring quarter 2018, and pledge to have read the entire novel before the March 2019 beginning of the seminar. (They can do so by emailing Robert Pippin at rbp1@uchicago.edu)
Equivalent Course(s): PHIL 38006, PHIL 28006, FNDL 28006

SCTH 38112. 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.
Instructor(s): J. Conant, R. Pippin Terms Offered: Spring
Equivalent Course(s): PHIL 20208, PHIL 30208, CMST 37205, CMST 27205

SCTH 38113. Hermeneutics of the Image. 100 Units.
What does it mean to "read" an image? To achieve an understanding of its "meaning"? This is not an easy question since images don't directly offer propositional content, which is the usual habitat of meaning. In this seminar, we will approach this question by considering first some foundational contributions to hermeneutics (Gadamer, Hirsch) and to the theory of pictorial meaning (Wollheim). We will then dig into the tradition of pictorial interpretation as it unfolds starting with Winckelmann and Diderot and extending to the present day (Fried, Clark). Freidian hermeneutics (Freud, Adrian Stokes), iconology (Panofsky), and phenomenology (Merleau-Ponty, Heidegger) will also be considered. In each case, we will endeavor to test the claims and interpretive findings through close examination of the images involved. The emphasis will be on the tradition of European painting and sculpture, but the tools acquired in the seminar should also be applicable in other fields.
Instructor(s): David Wellbery Terms Offered: Winter
Prerequisite(s): For advanced undergrads, consent of instructor required.
Equivalent Course(s): ARTH 25213, ARTH 35213, GRMN 35213, GRMN 25213

SCTH 38115. Contemplative Cinema and Poetic Thinking. 100 Units.
A close study of four films by Robert Bresson, two by Yasujiro Ozu, and two by Terence Malick. The main question to be investigated: how might cinematic tone, pacing, editing, and framing suggest philosophical issues that cannot be effectively raised and discussed in the normal discursive forms of philosophy.
Instructor(s): R. Pippin Terms Offered: Spring
Note(s): Open to graduates and undergraduates.
Equivalent Course(s): PHIL 38115, PHIL 28115

SCTH 38230. 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): Robert 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 26103, FREN 36103, FNDL 26100

SCTH 38250. Don Quixote. 100 Units.
The course will provide a close reading of Cervantes' "Don Quijote" and discuss its links with Renaissance art and Early Modern narrative genres. On the one hand, "Don Quijote" can be viewed in terms of prose fiction, from the ancient Greek romances to the medieval books of knights errant and the Renaissance pastoral novels. On the other hand, "Don Quijote" exhibits a desire for Italy through the utilization of Renaissance art. Beneath the dusty roads of La Mancha and within Don Quijote's chivalric fantasies, the careful reader will come to appreciate glimpses of images with Italian designs.
Instructor(s): Frederick de Armas Terms Offered: Spring
Note(s): Taught in English. Students seeking Spanish credit will read the text in the original and use Spanish for the course assignments.
Equivalent Course(s): SPAN 24202, FNDL 21221, CMLT 28101, CMLT 38101, SPAN 34202

SCTH 39117. Burke's Politics. 100 Units.
A broad but intensive examination of Edmund Burke's principles and political practice as exhibited in his writings and parliamentary speeches.
Equivalent Course(s): FNDL 29117

SCTH 39123. Reading Sir Francis Bacon. 100 Units.
TBD
Terms Offered: R. Lerner
Equivalent Course(s): FNDL 26706

SCTH 39127. The Political Thought of James Madison. 100 Units.
A close examination of the philosophic underpinnings of Madison's political thought.
SCTH 39128. Political Essays from the "Encyclopedie" 100 Units.
A window into the project of the radical enlightenment as exemplified by selected political essays in Diderot and d'Alembert's Encyclopedie.
Equivalent Course(s): FNDL 29127

SCTH 39130. Montesquieu's Persian Letters. 100 Units.
A close reading of a challenging critique of social and political thought.
Instructor(s): Ralph Lerner Terms Offered: Not offered 21-22.
Equivalent Course(s): FNDL 29218

SCTH 39131. Tyranny Ancient and Modern. 100 Units.
This class will test an hypothesis - that the appearance of Machiavelli’s Prince marks a watershed in the history of tyranny. It will have as its focus Machiavelli’s claim in the eleventh chapter of The Prince that “only” ecclesiastical principalities “are secure and prosperous.” It will explore what Machiavelli learned from his study of what came to be called priestcraft, and it will examine what his subsequent admirers did with what he learned. The reading will include work by Alfarabi and those among his successors whose account of the relationship between philosophy and religion influenced Machiavelli as well as selections from the writings of Mario Vargas Llosa, Herodotus, Plato, Xenophon, Tacitus, Suetonius, Savonarola, Sir Francis Bacon, David Hume, and Jean-Jacques Rousseau, among others.
Instructor(s): Ralph Lerner and Paul Rahe Terms Offered: Spring. Course will be taught spring 2019 & co-taught with Paul Rahe.
Prerequisite(s): This course will be co-taught with Paul Rahe.
Equivalent Course(s): FNDL 29130

SCTH 39132. Philosophical Fables: Bacon’s New Atlantis & Descartes’ Discourse On Method OD. 100 Units.
A philosophical and literary study of two works fundamental to understanding the character and development of modern life.
Instructor(s): Ralph Lerner and Stuart Warner Terms Offered: Autumn. Course to be taught autumn 2019
Prerequisite(s): Open to undergrads.
Equivalent Course(s): FNDL 29132

SCTH 39133. Benjamin Franklin and The Arts of Persuasion. 100 Units.
An examination of Franklin’s lifelong attempts to persuade people to change their behavior without appearing to do so.
Instructor(s): Ralph Lerner Terms Offered: Autumn. Course will be taught in Autumn 2020
Prerequisite(s): Open to undergrads.
Equivalent Course(s): FNDL 29133

SCTH 39134. Abraham Lincoln: The Politics of an Old Whig. 100 Units.
An examination of the principles and modes of argument that informed Lincoln’s practice as a politician.
Instructor(s): Ralph Lerner Terms Offered: Winter. This course will be taught winter 2021
Equivalent Course(s): FNDL 29134

SCCTH 39601. H.P. Lovecraft and Cosmic Horror. 100 Units.
This class will analyze the recent spike in critical attention to the work of H.P. Lovecraft. We will read a representative selection of Lovecraft’s fiction, focusing on the works of cosmic horror, along with Lovecraft’s own theoretical writings. In addition, we will read a range of contemporary critical engagements with this work - ecological, ontological, and social-theoretical.
Instructor(s): Mark Payne
Equivalent Course(s): FNDL 29601

SCTH 39821. Goethe’s Faust: Myth and Modernity. 100 Units.
In this seminar we shall undertake an intensive study of Johann Wolfgang von Goethe’s Faust, with close textual study of the entirety of Part I and Act 5 of Part II. We will begin by casting a brief look at the earliest versions of the Faust myth, the so-called Faust Chapbook of 1587 and Christopher Marlowe’s Dr. Faustus composed 1589-92, premiered 1592), and we will have an eye on later versions such as those of Paul Valéry and Thomas Mann. Some consideration will be devoted to the question of modern “myth” and the Faust myth will be compared to that of Don Juan in particular. Our major task, however, will be to develop a close reading and interpretation of Goethe’s text, which ranks as one of the supreme achievements of the European literary tradition. The interpretive issues at the center of our inquiry will include: a) the theory of (modern) tragedy; b) desire and subjectivity; c) Faust in relation to post-Kantian philosophy; d) the theme of time and the “moment.” In addition to major works of scholarship, we shall touch on interpretations of the play by Schelling and Kierkegaard. Command of German will be helpful, but students may also refer to an English translation. (Recommended English version: Faust I & II, translated by Stuart Atkins, introduction by David E. Wellbery, Princeton Classics, 2014. Recommended German version: Faust I und II, hrsg. Albrecht Schönle, 2 vols. Text + commentary. Deutscher Klassiker Verlag 2017.)
Instructor(s): David Wellbery Terms Offered: Winter
Equivalent Course(s): CMLT 39821, GRMN 39821
SCTH 40122. Self-Interest After Adam Smith. 100 Units.
This course examines the afterlife of Adam Smith's notorious defense of self-interest. Famously, Smith argued that, under what he called the system of natural liberty, the general welfare could best be served by letting individuals pursue their private interests. The precise meaning of Smith's account of the efficacy of commercial society was fiercely contested in the time he published *The Wealth of Nations*. During the nineteenth century and into the twentieth, the Smithian concept of self-interest was first conscripted into harsh, Malthusian views of market discipline, and then into neoclassical economics as an axiom of the theory of economic equilibrium. More recently, historians and political theorists have recovered a much richer picture of the place of self-interest in Smith's thought. Can the historical Smith erase the caricature to which we have become accustomed? Is the concept of self-interest now as central to political thought as it once was. These are the kinds of questions we will pose as we work our way through texts by Smith, Paine, Burke, Stigler, Hirschman, and others.
Instructor(s): Joel Isaac Terms Offered: Winter, course will be taught winter 2019
Prerequisite(s): Grad seminar, open to undergrads by consent.
Equivalent Course(s): HIST 49405

SCTH 40125. Histories of Liberalism. 100 Units.
What was liberalism? This question is today often posed in the past tense. A number of recent books take as their premise the claim that the liberal tradition is now in need of a eulogy, or a decent burial, or a dogged defense, or radical reconstruction. Its high tide seems, in any case, to have passed. In this course, we will read several of these contemporary retrospectives. Among the questions we shall consider are: what do we make of these competing accounts of the nature and development of liberalism? To what extent has being a "liberal" involved constructing for oneself a "liberal tradition"? How new is this sense of the crisis of liberalism? What value has the concept of liberalism for historians and political theorists?
Instructor(s): Joel Isaac Terms Offered: Spring. Course will be taught spring 2020.
Prerequisite(s): Open to Upper-level Undergrads by consent only.
Equivalent Course(s): HIST 49407

SCTH 40126. Economic Theory and the Theory of the State. 100 Units.
Modern economics was built on the assumption that, in a perfectly competitive economy, the price system will allocate resources to their highest-valued uses. Yet, at the same moment that the neoclassical theory of competitive equilibrium took shape, it was recognized that benefits and costs of productive activity and of consumption were often not priced in the market. These 'external economies', as they came to be called, posed a profound challenge to the new economic theory. Economists came to ask how and why they emerged, and what could be done about them. Was the coercive power of the state necessary to force those who benefited from external economies to include them in their production or consumption functions? Or could common-law adjudication take care of the problem? The problem of externalities has now drawn economists into the study of law, interest groups, ideology, and the theory of the state. In this course, we will track the conceptual history of externalities from the writings of Henry Sidgwick and J.S. Mill to work of Mancur Olson and Douglass North.
Instructor(s): Joel Isaac Terms Offered: Spring. Course will be taught spring 2021
Prerequisite(s): Open to Undergrads by consent of instructor

SCTH 40127. Max Weber's Economic Ethics. 100 Units.
In this course we will read Max Weber's key works on the origins of capitalism and the role of ethics in shaping economic behavior. Recent scholarship has transformed our image of Weber: he is no longer the 'founder' of the professional discipline of 'sociology,' nor the prophet of rationalization and the administered society. Rather, he was a practitioner of political economy whose main project, during the last two decades of his life, was to provide a systematic account of modern capitalism under the auspices of a new field of study he called 'social economics.' The key texts for this course are *ECONOMY AND SOCIETY*, THE PROTESTANT WORK ETHIC AND THE SPIRIT OF CAPITALISM, and the GENERAL ECONOMIC HISTORY. We will also review aspects of the recent scholarship on Weber.
Instructor(s): Joel Isaac Terms Offered: TBD. Course may be taught 21-22, quarter TBD.
Prerequisite(s): By consent of instructor

SCTH 40128. Raison d'Etat and Modern Liberalism. 100 Units.
In this course we will examine the classical view of the contrast between raison d'état and natural rights, as given canonical expression by Friedrich Meinecke, and then proceed to assess a series of works that have called into question this binary view of the making of modern political thought. Among the authors discussed are Leo Strauss, Reinhart Koselleck, Michel Foucault, and Albert Hirschman.
Terms Offered: Spring
Prerequisite(s): Instructor Consent required
Equivalent Course(s): HIST 39417

SCTH 40129. The Socialist Calculation Debate. 100 Units.
This course examines the so-called 'socialist calculation debate' and its legacy in economic thought. The debate began as a series of responses to the claim of Otto Neurath that socialist societies could abandon the price mechanism and embrace the economic principle of 'calculation in kind'. Critics such as Max Weber and Ludwig von Mises countered that with calculation in kind was impossible, and that rational allocation of resources required the use of market prices. A second round of the debate took place during the 1930s, this time involving Oskar Lange, Abba Lerner, and Friedrich Hayek. We will study the key contributions to the debate, while paying...
special attention to Neurath’s now largely neglected theory of socialist planning. The course concludes with an examination of the climate crisis and the revival of the planning theories.

Instructor(s): Joel Isaac Terms Offered: Autumn
Prerequisite(s): PQ: Some background in Econ and/or Social Theory
Note(s): Instructor consent required.
Equivalent Course(s): HIST 66801

SCTH 40130. John Rawls in Context. 100 Units.
This course examines the early thought of the moral and political philosopher John Rawls. We will trace the development of Rawls’s thought from his senior honors thesis at Princeton to the publication of his seminal treatise A Theory of Justice in 1971. Course readings will combine primary sources with the now burgeoning historical literature on Rawls's life and thought.

Instructor(s): Joel Isaac Terms Offered: Autumn. Scheduled for Autumn 2021
Prerequisite(s): PQ: Students will have taken some classes in political theory/philosophy
Equivalent Course(s): HIST 66901
SCTH 40204. A Proto-History of Race? Judaism, Christianity, and Islam in Spain and North Africa (1200-1600) 100 Units.
This course focuses on phenomena of mass conversion and the emergence of ideologies of lineage and purity of blood in the western Mediterranean, more specifically, the Iberian Peninsula and the Maghreb. The rivalry between Islam and Christianity (with Judaism a frequent go-between) in this region produced many distinctive cultural formations. Among these formations were ideas about the limits of conversion that may be compared to modern concepts of race. The word "race" was itself first applied to humans in Iberia during this period, to designate Christians descended from Muslims or Jews, and similar concepts emerged in Islamic North Africa. We will explore these ideas in the Christian Iberian kingdoms, with frequent excursions into Almoravid, Almohad, Marinid and Nasrid Islamic polities. Our goal will be to produce a Mediterranean archaeology of some of the concepts with which Christian and Muslim colonizers encountered the New World and sub-Saharan Africa in the sixteenth century.

Instructor(s): David Nirenberg Terms Offered: Spring
Note(s): This course counts as a history graduate colloquium.
Equivalent Course(s): ISLM 40204, HIJD 40204, SPAN 40204, CRES 40204, HCHR 40204, HIST 60904

SCTH 40308. Political Theologies of Slavery and Freedom in the Atlantic World. 100 Units.
This seminar examines the interdisciplinary form of knowledge known as “political theology” in the context of Atlantic slavery. The course will trace two major developments. First, we will explore how Christian metaphysics facilitated colonialism and slavery, focusing on the emergence of race as a theological (rather than a biological) concept and on the self-fulfilling providentialism that structured fantasies of Euro-Christian world dominance. Second, we will explore how indigenous and African cosmologies and Christianities informed enslaved resistance and abolitionism. Our readings will range from works of political theology (Augustine, Calvin, Hobbes) to early American writings (Las Casas, Ligon, Jefferson) to Black Atlantic anti-slavery texts (Wheatley, Walker, Turner). We’ll consider the explorer George Best’s rewriting of the biblical Curse of Ham, Francis Bacon’s claim that Europe’s superior technology evidenced its Chosen status, and the ideology of “hereditary heathenism” that forestalled early efforts to convert slaves to Christianity. Likewise, we’ll consider the role of obeah in the Haitian Revolution, the competing attitudes toward Christian slave revolt found in fiction by Douglass and Stowe, and the continued contestation of what W. E. B. Du Bois called “the new religion of whiteness.” Secondary authors may include Charles Taylor, Talal Asad, Max Weber, Colin Kidd, Rebecca Goetz, Jared Hickman, Katharine Gerbner, Jorge Cañizares-Esguerra, and J. Cameron Carter

Instructor(s): Alex Mazzaferro Terms Offered: Spring
Equivalent Course(s): KNOW 40308, CRES 30308, CHSS 40308

SCTH 41219. Interpretation: Theory and Practice. 100 Units.
This seminar will be conducted on two tracks. On the one hand, we will study major contributions to hermeneutic theory (including positions that understand themselves as anti-hermeneutic). Contributions to be considered include works by Friedrich Schleiermacher, Wilhelm Dilthey, Martin Heidegger, Hans-Georg Gadamer, Paul Ricoeur, E.D. Hirsch, Manfred Frank, Roland Barthes, Stanley Cavell, and Jacques Derrida. At the same time, the seminar will include a practical component in which we will collectively develop interpretations of works by Heinrich von Kleist, Johann Peter Hebel, Franz Kafka, Friedrich Nietzsche, Charles Baudelaire, Guillaume Apollinaire, Emily Dickinson, and Herman Melville. English translations of the assigned readings will be provided. (This course is restricted to students in Ph.D. programs.)

Instructor(s): David Wellbery Terms Offered: Autumn
Equivalent Course(s): CMLT 41219, GRMN 41219, FREN 41219, ENGL 41219

SCTH 41250. Hegel: Phenomenology of Spirit. 100 Units.
A study of Hegel’s Phenomenology. Reading in German or English, discussion in English. Please use Suhrkamp or Meiner editions, or the Miller translation from Oxford UP.

Instructor(s): Florian Klinger Terms Offered: Winter
Equivalent Course(s): GRMN 41250
SCTH 41604. Kierkegaard's Concluding Unscientific Postscript by Johannes Climacus. 100 Units.
This seminar will engage in a close reading of Concluding Unscientific Postscript. The aim will be to develop an understanding of topics such as: living in clichés without realizing it, subjectivity and objectivity, ethics, eternal happiness, guilt, humor, irony and different manners of being religious. We shall also consider the meaning of Kierkegaard’s pseudonymous authorship. This will be a seminar that requires active participation. Would all students please come to the first session having read up to page 43 of the Alastair Hannay translation (Cambridge Texts in the History of Philosophy).
Instructor(s): Jonathan Lear Terms Offered: Autumn. Course will be taught Autumn 2020 and is by consent of instructor.
Prerequisite(s): Students should read up to page 43 of the Alastair Hannay translation (Cambridge Texts in the History of Philosophy).
Note(s): Registration by permission of Instructor.
Equivalent Course(s): PHIL 50119

SCTH 41607. Virtues of the Intellect: Aristotle’s Nicomachean Ethics VI and Heidegger’s Comment. 100 Units.
This seminar will do a careful reading and investigation of Heidegger’s interpretation of Aristotle on the intellectual virtues, in particular phonesis and sophia. We shall consider how the intellectual virtues differ from the ethical virtues. We shall do a careful reading of Heidegger’s discussion of this material in his book Plato’s Sophist and we shall compare it closely with Aristotle’s own discussion in Book 6 of the Nicomachean Ethics.
Equivalent Course(s): PHIL 51714

SCTH 42420. Approaches to the History of Political Thought. 100 Units.
This course will consider the entangled histories of international law and European imperialism from the early modern period to the present. Some of the earliest texts of modern international law were written to grapple with questions about the justifiability of European imperial and commercial practices. Later arguments that that states are equal and independent under international law were used both to justify and to obscure imperial relations as well as to criticize it, as, arguably, were human rights arguments in the twentieth century. We will read authors including Vitoria, Montesquieu, Vattel, Bentham, Mill, Du Bois, and Mohammed Bedjaoui as well as recent writings on the history of empire and international law.
Instructor(s): J. Pitts Terms Offered: Spring
Equivalent Course(s): PLSC 42420, CCCT 42420

SCTH 42805. Law and Empire. 100 Units.
Translation is one of the central mechanisms of literary creativity across the world. This course will offer opportunities to think through both the theory and practice of this art form and means of cultural transmission, focusing on the problems of translation of and by poets in a variety of languages: it will emphasize precisely the genre most easily “lost in translation,” as the truism goes. Topics to be discussed will include semantic and grammatical interference, loss and gain, the production of difference, pidgin, translationese, bilingualism, self-translation, code-switching, translation as metaphor, foreignization vs. nativization, and distinct histories of translation. Alongside seminar sessions for discussion of readings, workshop sessions patterned on Creative Writing pedagogy will offer students a chance to try their hands at a range of tactics of translation. We also hope to invite a few poets and translators to engage in dialogues about the art (these visits conditioned on funding that we are currently seeking). The course therefore engages with such fields as linguistics, literary study, creative writing, psychology, and anthropology. Its thematic and methodological implications reach across the humanities and social sciences.
Instructor(s): Jennifer Scappettone, Haun Saussy Terms Offered: Winter
Equivalent Course(s): RLLT 42918, CMLT 42918, CRWR 42918, MAPH 42918, ENGL 42918

SCTH 44500. Bayle In Translation. 100 Units.
This course will focus on the political and religious thought of one of the major figures of the Enlightenment, Pierre Bayle. We will study Various Thoughts on the Occasion of a Comet (1683) and selected articles from his Historical and Critical Dictionary (1697, 1702).
Instructor(s): Ralph Lerner Terms Offered: Not offered 21-22.
Equivalent Course(s): FNDL 24505

SCTH 44917. Studies in Dramatic Structure: Goethe and Schiller. 100 Units.
Drama, as theoreticians from Aristotle to Hegel forcefully argued, views the world through the lens of action. But how exactly does action make the world intelligible? In this course we shall consider this question through the close analysis of two (very different) historical plays: Goethe’s Egmont and Schiller’s Maria Stuart. Since both these plays rely on historical sources, we shall have the opportunity to view dramatic structure against the background of historical events (both factual and mythic). Schiller’s theoretical work, centrally his review
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of Egmont, and Goethe’s essays on Shakespeare will provide important analytical reference points, but our discussions will also draw on theoretical work on drama from Hegel to Juliane Vogel. This course provides a unique opportunity for the close study of dramatic structure.
Instructor(s): David Wellbery Terms Offered: Spring
Equivalent Course(s): GRMN 36805

SCTH 46011. The Poetry and Prose of Thomas Hardy. 100 Units.
A Victorian and a Modernist, a rare master of the arts of fiction and poetry, Thomas Hardy outraged Victorian proprieties and helped to make 20th century literature in English possible. Close reading of four novels and selected early middle, and late poems by Hardy, with attention to the contexts of Victorian and Modern literary culture and society.
Note(s): For graduate students and advanced undergraduates.
Equivalent Course(s): FNDL 26011, ENGL 23708, ENGL 43708

SCTH 47219. The Romantic Book. 100 Units.
In his Gespräch über den Roman, Friedrich Schlegel declared programmatically: "Ein Roman ist ein romantisches Buch." The convoluted relationship between Roman and romantisch will give us the point of departure for the seminar - but is the third term, Buch, so obvious? We will thus also attempt to offer some definitions of what a book is in the period around 1800. To that end, we will consider works that reflect on Romantic scenarios of manuscript and book production (Schreibszenen) and collecting, as well as evolving forms of literary mixed media around 1800, such as the illustrated book and the Taschenbuch. Our readings will include works by F. Schlegel, A. W. Schlegel, Wackenroder and Tieck, Novalis, E. T.A. Hoffmann, Arnim and Brentano, the Grimms, Runge; and scholarly works by Kittler, Campe, Piper, Spohr, and others. The seminar will make use of the holdings of the Rare Book Collection and other area resources; and it will introduce students to working with material texts. Good reading knowledge of German required.
Instructor(s): Catriona MacLeod Terms Offered: Spring
Prerequisite(s): Good reading knowledge of German required.
Equivalent Course(s): ARTH 47219, GRMN 47219

SCTH 49800. Reading Course: Non Soc Th. 100 Units.
Independent reading course for non-Social Thought graduate students, which are supervised by Social Thought faculty.
Terms Offered: Autumn Spring Summer Winter. Recurring every quarter
Prerequisite(s): Consent required.
Note(s): Open only to non-Social Thought Graduate students. Enter section from faculty list on web.

SCTH 49900. Reading Course: Soc Th. 100 Units.
Independent study/reading course for Social Thought students only.
Terms Offered: Autumn Spring Summer Winter. Recurring every quarter going forward
Prerequisite(s): Open to Social Thought graduate students only. Enter section from faculty list on the web.

SCTH 50211. Between Theology and Sociology: Ernest Troeltsch, H. Richard Niebuhr, Paul Tillich. 100 Units.
In the history of the scientific study of religion we find intense processes of mutual exchange between sociology and theology. They go far beyond a mere use of the other discipline as a source of information about society or religion. This course deals with three of the most important figures in this intellectual history: Ernest Troeltsch, whose epochal achievements have become overshadowed by the writings of his friend and rival Max Weber; H. Richard Niebuhr, the often neglected younger brother of the famous Reinhold, who, after having written a dissertation on Troeltsch, developed his crucial contributions on American religion and the tensions between “Christ and Culture”; and Paul Tillich who connected German and American intellectual traditions and became one of the most influential theologians ever including his role as inspiration for the lifework of the sociologist Robert Bellah.
Instructor(s): Hans Joas Terms Offered: Autumn. Not offered 21-22.
Equivalent Course(s): THEO 50211, SOCI 50107

SCTH 50212. Expressivism/Historicism/Hermeneutics. 100 Units.
Since the second half of the 18th Century and in opposition to utilitarian or moral forms of rationalism mostly German thinkers developed an understanding a human action as expression (names “expressivism” by Charles Taylor). This became the basis both for a specific understanding of language, texts, and symbols in general (“hermeneutics”) and of human history (“historicism”). In this class, crucial texts from this tradition will be read and discussed: from Herder, Kleist, and Schleiermacher via Dilthey and Troeltsch to Gadamer and the present.
Instructor(s): Hans Joas Terms Offered: Autumn. Not offered in 21-22.
Equivalent Course(s): SOCI 50113

SCTH 50213. Historical Sociology of Religion - After Max Weber and Emile Durkheim. 100 Units.
In the writings of the European classics of sociology the universal history of religion was absolutely crucial. Strangely, and although the reputation of Max Weber and Emile Durkheim has constantly grown over time, this area of their interests later became marginal in the discipline. After briefly suggesting a possible explanation of this phenomenon, this class will deal with the exceptions, scholars who have contributed significantly to the sociological study of the history of religion (H. Richard Niebuhr, Will Herberg, Werner Stark, David Martin
Marcel Gauchet, Robert Bellah, Jose Casanova). Additional scholars and my own writings in this area can be included if there is an interest in tracing a tradition that should have received new attention after the end of the intellectual hegemony of the secularization thesis.

Instructor(s): Hans Joas Terms Offered: Spring. May be taught Winter 2021 or Spring 2022.
Equivalent Course(s): SOCI 50124, AASR 50213

SCTH 50300. Heidegger’s Concept of Metaphysics. 100 Units.
The two basic texts of the course will be Heidegger’s 1929-30 lecture course, “Fundamental Concepts of Metaphysics,” and his 1935 course (published in 1953), “Introduction to Metaphysics.” Both texts amount to a radical critique of all Western metaphysics, and an equally radical proposal for a new beginning, another sort of “first philosophy.” He wants to claim that the finitude of all a priori reflection, when properly appreciated, can inaugurate a proper interrogation of the fundamental question in philosophy: the meaning of being. To familiarize ourselves with Heidegger’s overall project, we will begin by reading selections from his 1927 Marburg lectures, “The Basic Problems of Phenomenology. The course is designed for graduate students in philosophy and related disciplines, but some undergraduates with a sufficient background in the history of philosophy will be admitted.

Note(s): Undergrads by permission of the instructor
Equivalent Course(s): PHIL 54806

SCTH 50301. Heidegger’s Critique of German Idealism. 100 Units.
The texts we will read: Heidegger’s 1929 book, KANT AND THE PROBLEM OF METAPHYSICS, his 1935 course, published as the book WHAT IS A THING, the critique of Hegel published in 1957, IDENTITY AND DIFFERENCE, and the 1942/43 lectures published as HEGEL’S CONCEPT OF EXPERIENCE. We will conclude with a discussion of Heidegger’s 1936 lectures, SCHELING’S TREATISE ON THE ESSENCE OF HUMAN FREEDOM. The topic of the course: finitude.

Instructor(s): Robert Pippin Terms Offered: Spring. Course will be taught spring 2021
Prerequisite(s): Students who have taken the winter quarter seminar on Heidegger will be given priority, but that is not a necessary condition of admission to the seminar.
Equivalent Course(s): PHIL 51702

SCTH 50400. Logic, Truth, and Pictures. 100 Units.
The course aims at the logic of pictures, but because it is controversial whether such a topic exists, or should exist at all (some arguing that pictures are alogical, others that they require a logic sui generis), the course will be less a primer in “visual logic” or “logic of artifacts” than a preliminary investigation of what sets pictures apart from and how they are like other modes of thinking. Resemblance, reference, and fiction will be recurring topics; we begin with questions about the nature and peculiarity of pictures and move on to the prospects of arguing about and through pictures, concluding with the questions of their relation to truth. We will actually look at pictures besides talking about them. We will also ask what kind of objects beside conventional two-dimensional images and sculptures might usefully be called pictures. Reading will include classics (Plato, Gombrich), as well as some of the instructor’s own work in progress, based on the ideas of Gottlob Frege.

Terms Offered: Not offered 21-22.
Equivalent Course(s): ARTH 50400

SCTH 51114. Acting and Thinking. 100 Units.
An action, according to Aristotle, can be a logical conclusion of thinking. We shall try to understand this claim by reading book 7 of Nicomachean Ethics (we shall discuss Aristotle on practical syllogism, the weakness of the will, the difference between practical and theoretical). We shall proceed to consider the place of these ideas in Kant’s First and Second Critique. We shall look at commentaries on the relevant texts by E. Anscombe, J. Dancy, S. Engstrom, J. McDowell, A.W. Price, S. Rodl, and others.

Instructor(s): I. Kimhi Terms Offered: Not offered 21-22.
Equivalent Course(s): PHIL 51303

SCTH 51411. Freedom and Love in Psychoanalysis (and Life) 100 Units.
This seminar will take up the idea -- developed after Freud, but influenced by him -- that freedom and love are fundamental values in psychoanalysis. And they are fundamental values of psychoanalysis because they are constitutive of flourishing human life. We shall read carefully articles by Hans Loewald, Paul Gray and Heinz Kohut (as well as articles by Lear and Levinson) that try to show how freedom and love show up in the details of human life, often hidden as such, and how psychoanalytic treatment facilitates their development. We shall concentrate on theory and technique: giving clinical vignettes that give concrete realization to these ideals. Students should have previous acquaintance with the writings of Freud as well as Plato’s Symposium. The seminar is open to graduate students in Philosophy and Social Thought as well as to undergraduate majors in Philosophy and Fundamentals. All others require permission of the instructors.

Instructor(s): J. Lear and L. Levinson (Yale), Visiting Kohut Professor in the Committee on Social Thought.
Equivalent Course(s): PHIL 51411

SCTH 51415. Envy, Gratitude, Depression and Evasions: The "Contemporary Kleinians" 100 Units.
In this seminar we shall consider contemporary psychoanalytic thinking on fundamental aspects of human being: envy and gratitude, the capacity to learn from experience, mourning and depression, Oedipal struggles, the structure of the I, the superego and other forms of defense. We shall also consider relevant clinical concepts
such as projective identification, splitting, internal objects, the paranoid-schizoid position, the depressive position, and attacks on linking. The seminar will focus on a group of psychoanalytic thinkers who have come to be known as the Contemporary Kleinians. Their work develops the traditions of thinking that flow from the works of Sigmund Freud and Melanie Klein - and we shall consider their writings as well when appropriate. Readings from Betty Joseph, Edna O’Shaughnessy, Willrid Bion, Hanna Segal, Elizabeth Spillius, John Steiner, Ronald Britton, Michael Feldman, Irma Bremen Pick and others.

Instructor(s): Kay Long and Jonathan Lear Terms Offered: Spring. Course to be taught Spring quarter 2021.
Note(s): By permission of instructors.
Equivalent Course(s): PHIL 51416

SCTH 51720. Plato and Aristotle on Craft and Wisdom. 100 Units.
Plato and Aristotle both made extensive appeal to craft knowledge as a model for theorizing practical and political wisdom. In this seminar we will examine their conceptions of craft and its relation to wisdom. Readings will likely come from Plato’s Ion, Gorgias, Republic, and Statesman and Aristotle’s Nicomachean Ethics and Metaphysics. (IV)
Instructor(s): G. Richardson-Lear Terms Offered: Autumn
Equivalent Course(s): PHIL 51715

SCTH 51721. Topics in Aristotle: Nicomachean Ethics. 100 Units.
A close reading of the Nicomachean Ethics, with particular emphasis on his theory of moral virtue, moral education. (I) (IV)
Instructor(s): G. Richardson Lear Terms Offered: Autumn
Equivalent Course(s): PHIL 51721

SCTH 53501. Special Topics in Philosophy of Mind: Imagination. 100 Units.
What is imagination, and what functions does our power of imagination have in our lives? The seminar will approach these general questions via more specific ones such as the following. What are the relations between imagining, perceiving, remembering, and dreaming? Does our capacity for imagination play a role in enabling us to perceive? Does imagining something involve forming a mental image or picture of that thing? If not, how should we conceive of the objects of imagination? What is the nature of our engagement with what we imagine, and how does this engagement explain our ability to feel emotions such as fear, pity, and sympathy for imaginary beings? What is the role of imagination or fantasy in structuring our understanding of ourselves and our relations to other persons? Is there such a thing as the virtuous state of the power of imagination? Readings will be drawn from various classic discussions of imagination - e.g., Aristotle, Hume, Kant, Freud, Wittgenstein, Sartre - and from some contemporary sources. (III)
Instructor(s): M. Boyle; J. Lear
Equivalent Course(s): PHIL 53501

SCTH 55391. Plato on Beauty and Truth. 100 Units.
Plato thinks that beautiful speech is truthful and that truthful speech is, in some way, beautiful. Why does he think this and why does he think it important? Readings will include portions of the Republic, Sophist, and Phaedrus so as to understand the beauty of philosophical dialectic by contrast with the false beauties of (some) poetry and rhetoric. (IV)
Instructor(s): G. Lear
Equivalent text(s): PHIL 55391, PHIL 45391

SCTH 55392. Aristotle’s Politics. 100 Units.
A close reading of this important work of ethical and political theory. Among the topics we will discuss: the relation between the individual and the political community; the relation between private associations and the public, political community; civic virtue; the role of the political community in moral development; slaves and other marginal members of the political community; and the possibility of virtue and happiness in degenerate regimes. (IV)
Instructor(s): G. Lear Terms Offered: Spring
Equivalent Course(s): PHIL 55911

SCTH 55509. Kierkegaard, Ethical Themes. 100 Units.
A careful reading of Concluding Scientific Postscript in the context of which we shall consider such topics as truthfulness, living in the midst of illusion, subjectivity, ethical commitment, irony and humor. In relation to these topics we shall also read contemporary authors such as Cora Diamond, Alasdair MacIntyre, Bernard Williams and myself. (I) (V)
Instructor(s): J. Lear
Equivalent Course(s): PHIL 54102

SCTH 55510. Mourning and Melancholia. 100 Units.
What is it to live well -- or poorly -- with death? Why is mourning thought of as psychic health? This seminar will read closely Freud’s classic papers, "Mourning and Melancholia" and "On Transience". We shall also read other Freudian texts on death, murder and loss -- such as Totem and Taboo, Group Psychology and the Analysis of the Ego -- and consider how all these phenomena contribute to the development of the human mind. We shall read other psychoanalysts such as Hans Loewald on separation and mourning. And we shall read other thinkers such as Heidegger on being-towards-death, Rilke on transience, Cora Diamond on loss and other authors.
SCTH 55511. Readings from Freud. 100 Units.
This seminar will engage in a close reading of several works by Freud. The aim will be to gain an understanding of the human soul as it is disclosed in psychoanalytic practice. We shall read case histories as well as theoretical works, and ask how theoretical insight arises out of the details of life and speaking. We shall examine the literary forms of Freud’s writing. And we shall also inquire into the ethical significance of Freud’s work. This will be a small seminar that requires active participation.
Instructor(s): J. Lear
Prerequisite(s): Registration by permission of instructor.
Equivalent Course(s): PHIL 55512

SCTH 55512. Essential Concepts of Psychoanalysis. 100 Units.
This seminar will introduce some of the central concepts of psychoanalysis: Mourning and Melancholia, Repetition and Remembering, Transference, Neurosis, the Unconscious, Identification, Psychodynamic, Eros, Envy, Gratitude, Splitting, Death. The central theme will be how these concepts shed light on human flourishing and the characteristic ways we fail to flourish. Readings from Plato, Aristotle, Freud, Loewald, Lacan, Melanie Klein, Betty Joseph, Hanna Segal and others.
Instructor(s): Jonathan Lear Terms Offered: Spring. Course scheduled to be taught Spring 2022
Prerequisite(s): Consent required.

SCTH 55603. Being and Creation. 100 Units.
The distinction between essence and existence was introduced as part of metaphysical doctrine of creation in Islamic theology. This doctrine cannot be found among the ancient philosophers but became central to the Scholastics. In the seminar we shall read works by Avicenna, Averroes, and Thomas Aquinas. We shall compare Descartes’ and Spinoza’s receptions of the creation doctrine. I will propose that central concepts of contemporary philosophy such states of affairs or facts and notions of the mind and of the world that go with them can be traced to the doctrine of creation.
Instructor(s): Irad Kimhi
Equivalent Course(s): PHIL 51114

SCTH 55604. Metaphysics: Substance, Subject, Freedom. 100 Units.
A graduate seminar devoted to the dual notions of ‘substance’ and ‘subject’ which are associated respectively with the ideas of nature and of freedom. We shall look at some of the transformations that the concept of ‘ousia’ undergoes through the history of philosophy from Aristotle to Kant and German idealism.
Instructor(s): Irad Kimhi
Equivalent Course(s): PHIL 55604

SCTH 55605. The Life and Acts of a Being that Says ‘I’. 100 Units.
The being we will study in this course is a subject of thinking/judging and therefore in a sense, all things (Aristotle, De Anima), at the same time she is a determinable substance whose determinations include moods, sensations, feelings, intentions, actions. We shall explore the apparent tension between these two descriptions of our being - as a subject-being and as a substance-being - and search for an understanding that resolves it. Readings include sections from: Aristotle, Kant, Hegel. Sartre, Heidegger, Wittgenstein.
Instructor(s): Irad Kimhi
Equivalent Course(s): PHIL 55605

SCTH 55606. The Concept of Anxiety. 100 Units.
Anxiety is discussed in modern philosophy as a mood or feeling which reveals ‘nothing’. The class will be devoted to the modern philosophical discourse on ‘anxiety’ and ‘nothing’. Among the texts that we shall study are: Kierkegaard’s ‘The concept of Anxiety’, Heidegger’s ‘Introduction to Metaphysics’, and Sartre’s ‘Being and Nothingness’. We shall also compare the philosophical concern with anxiety/nothing with the discussion of anxiety in psychoanalysis, especially in Lacan’s Seminar ‘Anxiety’ i.e., seminar 10.
Instructor(s): Irad Kimhi Terms Offered: Not offered 21-22.
Equivalent Course(s): PHIL 55606

SCTH 55701. The Ethics and Poetics of Mimesis. 100 Units.
In this seminar we will examine the concept of mimesis as a way of thinking about poetry and the arts and also as a way of thinking about human life more generally. Our focus will be Plato’s Republic and Aristotle’s Poetics, though we will consider relevant passages from other dialogues and treatises. What should we make of the fact that Socrates figures both the unjust person and the philosopher-ruler as a mimetic artist? In what way is his critique of mimesis ontological, psychological, and political? Are there differing explanations of the influence of mimetic speech, sound, and sights? Why do Plato and Aristotle believe that poetic mimesis is a necessary element of moral education? How does Aristotle’s different, more dynamic account of poetic mimesis reflect a different understanding of the nature poetry and its place in human life? If time permits, we will briefly consider Epictetus’s idea that we should think of ourselves as actors playing a role in the cosmic drama. (IV)
Instructor(s): J. Lear; G. Richardson Lear Terms Offered: Autumn
Prerequisite(s): Preference will be given to PhD students. MA students require permission of the instructor.
Equivalent Course(s): PHIL 55701
**SCTH 59900. Dissertation Research: Soc Th. 100 Units.**  
Dissertation research.  
Terms Offered: Autumn Spring Summer Winter. Recurring every quarter going forward  
Prerequisite(s): Admission to Candidacy or Consent of Instructor. Enter section from faculty list on the web.

**SCTH 70000. Advanced Study: Social Thought. 300.00 Units.**  
Advanced Study: Social Thought

**SCTH 75005. Thesis Proposal Workshop. 100 Units.**  
Required course for 3rd year Social Thought students to learn about thesis/proposal writing which is a roadmap for dissertation writing.  
Instructor(s): Andrei Pop  
Terms Offered: Winter. Course will be offered in either Winter or Spring 2022.  
Scheduled for winter tentatively.
Department of Sociology

Chair

- Andreas Glaeser

Professors

- Andrew Abbott
- Luc Anselin
- Neil Brenner
- Kathleen A. Cagney, Health Studies
- Terry N. Clark
- Elisabeth S. Clemens
- James A. Evans
- Andreas Glaeser
- Julian Go
- Karin Knorr Cetina, Anthropology
- John Levi Martin
- Stephen W. Raudenbush
- Ross M. Stolzenberg
- Linda Waite
- Kazuo Yamaguchi
- Dingxin Zhao

Associate Professors

- Joyce Bell
- Kimberly Hoang
- Omar M. McRoberts
- Kristen Schult
- Jenny Trinitapoli
- Geoffrey Wodtke

Assistant Professors

- Rene Flores
- Marco Garrido
- Robert Vargas

Visiting Professor

- Hans Joas, Social Thought

Emeritus Faculty

- Ed Laumann
- William L. Parish
- Richard Taub

Associated Instructional Professor

- Sharon Hicks-Bartlett

Senior Lecturer

- Chad Broughton

Associated Faculty

- Eman Abdelhadi
- Luis Bettencourt
- Ronald S. Burt, Business
- Eve L. Ewing
- Angela Garcia, School of Social Service Administration
• Gary Herrigel, Political Science
• Guanglei Hong, Comparative Human Development
• Nicole Marwell, School of Social Service Administration
• Reuben Miller
• John Padgett, Political Science
• Amanda Sharkey, Organizations and Markets

OVERVIEW

The Department of Sociology, established in 1893 by Albion Small and Charles A. Henderson, has been centrally involved in the history and development of the discipline in the United States. The traditions of the Chicago School were built by pioneers such as W. I. Thomas, Robert E. Park, Ernest W. Burgess, and William F. Ogburn. It is a tradition based on the interaction of sociological theory with systematic observation and the analysis of empirical data; it is interdisciplinary, drawing on theory and research from other fields in the social sciences and the humanities; it is a tradition which seeks to fuse together concern with the persistent issues of social theory and attention to the pressing social and policy problems of modern society.

Continuous developments in social research have marked the department’s work in recent years. The department has pursued a balance in effort between individual scholarship and the development of group research approaches. Faculty members have been engaged in the development of systematic techniques of data collection and in the statistical and mathematical analysis of social data. Field studies and participant observation have been refined and extended. There has been an increased attention to macrosociology, to historical sociology, and to comparative studies. The staff is engaged in individual and large scale group projects which permit graduate students to engage in research almost from the beginning of their graduate careers. The student develops an apprenticeship relation with faculty members in which the student assumes increasing amounts of independence as he or she matures.

RESEARCH

The study of sociology at the University of Chicago is greatly enhanced by the presence of numerous research enterprises engaged in specialized research. Students often work in these centers pursuing collection and study of data with faculty and other center researchers. Students have the opportunity for experience in the following research enterprises: the Ogburn-Stouffer Center for the Study of Social Organizations; the Population Research Center; the Committee on Demographic Training; NORC Research Centers; the Center for the Study of Gender and Sexuality; the Center for the Study of Race, Culture, and Politics; the Chicago Center for Contemporary Theory; the University of Chicago Urban Network; the Center for Health Administration Studies; the Rational Choice Program; and the Center on Demography and Economics of Aging. These provide an opportunity either for field work by which the student brings new primary data into existence or for the treatment of existing statistical and other data. The city of Chicago provides opportunities for a variety of field investigations, and the department also encourages cross national and foreign studies.

The Social Sciences has a strong tradition of comparative and international research, with area studies centers focused on East Asia, South Asia, the Middle East, Latin America, and Eastern Europe and Russia. In addition, graduate students may benefit from activities at the University of Chicago centers in Paris and Beijing as well as the deep roster of language training opportunities available on campus. There are equally diverse training opportunities and infrastructure to support quantitative research including the Survey Laboratory, the training program in Demography, course offerings in Statistics and a number of professional schools as well as a growing interdisciplinary community in computational research methods.

ADMISSION

The Department of Sociology offers a program of studies leading to the Ph.D. degree. It does not have a master’s degree program (students interested in a one-year master’s program should consider the Divisional Master of Arts Program in the Social Sciences or MAPSS). Students ordinarily earn a master’s degree as part of the Ph.D. program upon successful completion of the first year of coursework and the preliminary examination. The department welcomes students who have done their undergraduate work in other social sciences and in fields such as mathematics, biological sciences, and the humanities. The department also encourages students who have had work experience, governmental or military service, or community and business experience to apply.

All applicants for admission are required to submit Graduate Record Examination (GRE) General Test scores. Foreign students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A writing sample is required for all applications.

The application process for admission and financial aid for all Social Sciences graduate programs is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines, and department specific information is available online at https://apply-ssd.uchicago.edu/apply/.
Questions pertaining to admissions and aid should be directed to ssd-admissions@uchicago.edu or (773) 702-8415. Most materials in support of the application can be uploaded through the application.

For additional information about the Sociology program, please see http://sociology.uchicago.edu/ or call (773) 702-8677.

THE DEGREE OF DOCTOR OF PHILOSOPHY

The doctoral program is designed to be completed in five to seven years of study by a student entering with a bachelor’s degree. Satisfactory completion of the first phase of the Ph.D. program also fulfills the program requirements for the M.A. degree.

COMMON CORE COURSE REQUIREMENTS

To complete the requirements for the M.A. and Ph.D. degrees, students are required to complete a set of required courses for credit in the first phase of the program. These include SOCI 30002 Principles of Sociological Research, and SOCI 30003 History of Social Theory. First-year students are required to register for SOCI 60020 1st-Year Proseminar Research Questions and Design, a non-credit colloquium, in Autumn, Winter, and Spring. Also required is SOCI 30006 Second-Year Writing Seminar and SOCI 30008 Third-Year Dissertation Proposal Seminar.

STATISTICS REQUIREMENT

Students seeking the doctorate are also required to complete SOCI 30004 Statistical Methods of Research and SOCI 30005 Statistical Methods of Research-II during the first year. The department approves alternative sequences during the first year for students with strong preparation in statistics or mathematics. All students, however, are to take two courses in statistics in the first year of study.

M.A. EXAMINATIONS

First-year Ph.D. students are required to take a total of five sociology (SOCI) courses designated as “exam courses” among their nine graded courses; designated exam courses will vary from year to year. The courses are divided into ten topic areas. Students are required to take SOCI 30003 History of Social Theory as their first exam course. For the remaining four courses, students select ONE course each from four additional subject areas. Students are not allowed to count multiple courses from the same subject area or to substitute in courses that are not on the list of designated exam courses for their cohort year.

THE QUALIFYING PAPER

The qualifying paper should represent an original piece of scholarship or theoretical analysis and must be written in a format appropriate for submission to a professional publication. Note that the requirement is “publishable,” not “published,” although many recent papers have been presented at professional conferences and eventually published. The paper is prepared under the direct supervision and approval of a faculty member and may be written or revised in connection with one or more regular courses. Students entering with M.A. papers may petition to submit an supervised revision to meet the qualifying paper requirement.

SPECIAL FIELD REQUIREMENT

Ph.D. students are required to demonstrate competence in two special fields of sociological inquiry. The Special Field Requirement is to be met during the third year of graduate study. Students must pass the M.A. Examinations at the Ph.D. level before meeting the Special Field Requirement. This requirement may be met in three ways: by examination, with a review essay, or through a specified sequence of methods courses. Both the examination and review essay options are prepared on an individual basis, overseen by two faculty readers, in the fields of sociology in which the student wishes to develop research competence; one should be related to the subject of the subsequent Ph.D. dissertation. Special Fields cover both theoretical and substantive materials as well as the methods required for effective research. Preparation takes the form of specialized courses and seminars, supplemented by independent study and reading. For either an exam or essay, the student must first construct a bibliography to be approved by both faculty readers; readers must also agree in advance to either the examination or review essay format. The fields most commonly taken are urban sociology, organizational analysis, sociology of gender, sociology of education, culture/STS/knowledge, sociology of health and medicine, economic sociology, political sociology, stratification, social movements/change, and sociology of religion. One of the two special field requirements may be met with a sequence of courses. Three types of special fields in methodology are recognized: (1) social statistics, (2) survey research methods, and (3) qualitative methods.

DISSERTATION

The student prepares a research plan under the guidance of a designated faculty committee. The plan is subject to review by the faculty committee organized by each student to determine whether the project is feasible and to assist in the development of research. Upon approval of the dissertation proposal (by the first quarter of the fifth year of study) and completion of the other requirements listed above, the department recommends that the Division of the Social Sciences formally admit the student to candidacy for the Ph.D. degree. When the dissertation is completed, an oral examination is held on the dissertation and the field to which it is related.
MENTORED TEACHING EXPERIENCES

Students are required to complete four mentored teaching experiences (MTEs) during their time in the program. MTEs are intended to help students form working relationships with faculty, to build students’ skills with public speaking and presentation, and to develop students’ capacity to teach a method or area of sociological inquiry effectively. Students will work with their advisers in Year 1 to develop an individualized teaching plan that details their goals for developing pedagogical experience in a particular area, such as sociological theory or statistical methods. The Graduate Administrator and the Director of Graduate Studies will be responsible for matching students with MTE positions. Students typically begin teaching in Year 2, though students who enter the program with an M.A. may be able to begin teaching in Year 1. Students are expected to complete three mentored teaching experiences by spring Year 3. The fourth teaching experience must be completed prior to scheduling a dissertation defense.

GRADUATE WORKSHOPS

Students in sociology are invited to participate in the program of Graduate Workshops in the Humanities and Social Sciences, a series of interdepartmental discussion groups that bring faculty and advanced graduate students together to discuss their current work. At the workshops, Chicago faculty and students or invited guests present portions of books or other projects in which they are currently engaged. Workshops in which students and faculty in the department participate include those addressed to the following topics: City, Society, and Space; Computational Social Science; Demography; East Asia: Politics, Economy, and Society; Education, Gender and Sexuality; History, Philosophy, and Sociology of Science; Money, Markets, and Consumption; Reproduction of Race and Racial Ideology; Semiotics: Culture in Context; and Social Theory and Evidence.

SOCIOLOGY COURSES

SOCI 30002. Principles of Sociological Research. 100 Units.
Explores how theoretical questions and different types of evidence inform decisions about methodological approach and research design. This course is required for first year Sociology PhD students.
Instructor(s): R. Vargas Terms Offered: Winter
Prerequisite(s): Open only to 1st year Sociology PhD students

SOCI 30003. History of Social Theory. 100 Units.
This course is an introduction to sociological theory. It will cover Marx, Weber, Durkheim, Simmel, Mead, Dewey, the Chicago School, Bourdieu, and possibly others.
Instructor(s): J. Martin Terms Offered: Spring
Prerequisite(s): Open only to 1st-year Sociology PhD students

SOCI 30004. 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): R. Stolzenberg Terms Offered: Winter
Prerequisite(s): Priority registration for Ugrad Sociology majors and Sociology PhD students. No prior instruction in statistical analysis is required. Others by consent of instructor.
Note(s): Students are expected to attend two lectures and one lab per week. Required of students who are majoring in Sociology
Equivalent Course(s): SOCI 20004

SOCI 30005. Statistical Methods of Research-II. 100 Units.
Social scientists regularly ask questions that can be answered with quantitative data from a population-based sample. For example, how much more income do college graduates earn compared to those who do not attend college? Do men and women with similar levels of training and who work in similar jobs earn different incomes? Why do children who grow up in different family or neighborhood environments perform differently in school? To what extent do individuals from different socioeconomic backgrounds hold different types of political attitudes and engage in different types of political behavior? This course explores statistical methods that can be used to answer these and many other questions of interest to social scientists. The main objectives are to provide students with a firm understanding of linear regression and generalized linear models and with the technical skills to implement these methods in practice.
Instructor(s): G. Wodtke Terms Offered: Spring
Prerequisite(s): SOCI 30004

SOCI 30006. Second-Year Writing Seminar. 100 Units.
Doctoral students in Sociology are required to take this seminar in their second year as they develop their Qualifying Paper (a full draft, at minimum, must be turned in to the department by June 11). In addition to providing a framework for these individual writing projects, the seminar will address norms of professional publishing, including professional peer review, as well as strategies for argumentation and analysis.
Instructor(s): E. Clemens Terms Offered: Spring
Prerequisite(s): Sociology PhD students only
SOCI 30008. Third-Year Dissertation Proposal Seminar. 100 Units.
This course is required for all Sociology PhD students. Most students take this course in their 3rd year, though it may be possible to take the course in year 4. The course intensively workshops dissertation projects, and students are expected to produce a defensible proposal by the end.
Instructor(s): J. Go Terms Offered: Winter
Prerequisite(s): Restricted to Sociology third year PhD students only; all others with consent of instructor.

SOCI 30102. 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): D. Zhao, C. Lee Terms Offered: Winter
Equivalent Course(s): SOCI 20102

SOCI 30103. Social Stratification. 100 Units.
Social stratification is the unequal distribution of the goods that members of a society value - earnings, income, authority, political power, status, prestige etc. This course introduces various sociological perspectives about stratification. We look at major patterns of inequality throughout human history, how they vary across countries, how they are formed and maintained, how they come to be seen as legitimate and desirable, and how they affect the lives of individuals within a society. The readings incorporate classical theoretical statements, contemporary debates, and recent empirical evidence. The information and ideas discussed in this course are critical for students who will go on in sociology and extremely useful for students who want to be informed about current social, economic, and political issues.
Instructor(s): R. Stolzenberg Terms Offered: Spring
Equivalent Course(s): SOCI 20103, KNOW 30103

SOCI 30104. Urban Structure and Process. 100 Units.
This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.
Instructor(s): M. Garrido Terms Offered: Spring. Not Offered in 2021/22
Equivalent Course(s): GEOG 22700, ENST 20104, SOSC 25100, ARCH 20104, GEOG 32700, CHST 20104, CRES 20104, SOCI 20104
Equivalent Course(s): GEOG 22700, ENST 20104, SOSC 25100, ARCH 20104, GEOG 32700, CHST 20104, CRES 20104, SOCI 20104

SOCI 30106. Political Sociology. 100 Units.
Political sociology explores how social processes shape outcomes within formal political institutions as well as the politics that occur in the family, civic associations, social networks, and social movements. This course surveys the emergence of the most historically significant forms of political ordering (particularly nation-states and empires); explores the patterns of participation, mobilization, and policy feedback’s within nation-states, both democratic and non-democratic; and considers how transnational politics and globalization may reorder political relations.
Instructor(s): E. Clemens Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in the social sciences
Equivalent Course(s): ENST 23500, SOCI 20106, PBPL 23600

SOCI 30116. 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 30116, SOCI 20116, LLSO 20116, PBPL 27900, GEOG 30116, GEOG 20116, HMRT 20116

SOCI 30120. 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): GEOG 30120, GEOG 20120, PBPL 24800, SOCI 20120

SOCI 30125. 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 20125

SOCI 30157. Mathematical Models. 100 Units.
This course examines mathematical models and related analyses of social action, emphasizing a rational-choice perspective. About half the lectures focus on models of collective action, power, and exchange as developed by Coleman, Bonacich, Marsden, and Yamaguchi. Then the course examines models of choice over the life course, including rational and social choice models of marriage, births, friendship networks, occupations, and divorce. Both behavioral and analytical models are surveyed.
Instructor(s): K. Yamaguchi
Terms Offered: Winter
Equivalent Course(s): SOCI 20157

SOCI 30179. Labor Force and Employment. 100 Units.
This course introduces key concepts, methods, and sources of information for understanding the structure of work and the organization of workers in the United States and other industrialized nations. We survey social science approaches to answering key questions about work and employment, including: What is the labor force? What determines the supply of workers? How is work organized into jobs, occupations, careers, and industries? What, if anything, happened to unions? How much money do workers earn and why? What is the effect of work on health? How do workers and employers find each other? Who is unemployed? What are the employment effects of race, gender, ethnicity, and religion?
Instructor(s): R. Stolzenberg
Terms Offered: Spring
Equivalent Course(s): SOCI 20179

SOCI 30192. 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. Cancelled
Equivalent Course(s): SOCI 20192, EDSO 20192, EDSO 30192

SOCI 30224. Topics in Sociology of Culture. 100 Units.
This class surveys the historical bases and current extension of core readings in the sociology of culture. These works will be investigated not only in their own terms, but their position in central issues revolving around the independence (or lack of same) of cultural production communities; the omnivore/unibrow question; the role of culture in larger (and smaller) political and social environments; the use of hierarchical as opposed to non-hierarchical models of social structure; and the location of meaning.
Instructor(s): T. Clark
Terms Offered: Spring

SOCI 30233. Race in Contemporary American Society. 100 Units.
This survey course in the sociology of race offers a socio-historical investigation of race in American society. We will examine issues of race, ethnic and immigrant settlement in the United States. Also, we shall explore the classic and contemporary literature on race and inter-group dynamics. Our investigative tools will include an analysis of primary and secondary sources, multimedia materials, photographic images, and journaling. While our survey will be broad, we will treat Chicago and its environs as a case study to comprehend the racial, ethnic, and political challenges in the growth and development of a city.
Instructor(s): S. Hicks-Bartlett
Terms Offered: Autumn Spring. Autumn quarter offered at the Undergraduate level only and Spring offerd at the Graduate level only
Equivalent Course(s): MAPS 30233, SOCI 20233, CRES 20233

SOCI 30252. Urban Innovation: Cultural Place Making and Scenescapes. 100 Units.
Activists from Balzac, Jane Jacobs, and others today seek to change the world using the arts. Ignored by most social science theories, these new cultural initiatives and policies are increasing globally. Urban planning and architecture policies, walking and parades, posters and demonstrations, new coffee shops and storefront churches reinforce selective development of specific cities and neighborhoods. These transform our everyday social environments into new types of scenes. They factor into crucial decisions, about where to work, to open a business, to found a political activist group, to live, what political causes to support, and more. The course reviews new case studies and comparative analyses from China to Chicago to Poland that detail these processes. Students are encouraged to explore one type of project.
Instructor(s): T. Clark
Terms Offered: Spring
Equivalent Course(s): SOCI 20252, ARCH 20252, ENST 20252
SOCI 30253. Introduction to Spatial Data Science. 100 Units.
Spatial data science consists of a collection of concepts and methods drawn from both statistics and computer science that deal with accessing, manipulating, visualizing, exploring and reasoning about geographical data. The course introduces the types of spatial data relevant in social science inquiry and reviews a range of methods to explore these data. Topics covered include formal spatial data structures, geovisualization and visual analytics, rate smoothing, spatial autocorrelation, cluster detection and spatial data mining. An important aspect of the course is to learn and apply open source software tools, including R and GeoDa.
Instructor(s): L. Anselin Terms Offered: Autumn
Prerequisite(s): STAT 22000 (or equivalent), familiarity with GIS is helpful, but not necessary
Equivalent Course(s): SOCI 20253, MACS 54000, GEOG 30500, ENST 20510, GEOG 20500

SOCI 30264. Wealth. 100 Units.
Wealth is the value of a person’s accumulated possessions and financial assets. Wealth is more difficult for social researchers to measure than earnings and income, and wealthy people are notoriously uncooperative with efforts to study them and their assets. Further, wealth data conveys less information than income data about the lives of the middle- and lower-classes – who tend to have little or no wealth at all. However, information about wealth gives fundamentally important insight into the values, attitudes, behavior, consumption patterns, social standing, political power, health, happiness and yet more characteristics of individuals and population subgroups. This course considers the causes and consequences of wealth accumulation for individuals, the social groups to which they belong, and the societies in which they dwell.
Instructor(s): R. Stolzenberg Terms Offered: Winter
Equivalent Course(s): SOCI 20264

SOCI 30283. Introduction to GIS and Spatial Analysis. 100 Units.
This course provides an introduction and overview of how spatial thinking is translated into specific methods to handle geographical information and the statistical analysis of such information. This is not a course to learn a specific GIS software program, but the goal is to learn how to think about spatial aspects of research questions, as they pertain to how the data are collected, organized and transformed, and how these spatial aspects affect statistical methods. The focus is on research questions relevant in the social sciences, which inspires the selection of the particular methods that are covered. Examples include spatial data integration (spatial join), transformations between different spatial scales (overlay), the computation of “spatial” variables (distance, buffer, shortest path), geovisualization, visual analytics, and the assessment of spatial autocorrelation (the lack of independence among spatial variables). The methods will be illustrated by means of open source software such as QGIS and R.
Instructor(s): M. Kolak Terms Offered: Spring Summer 2021-22
Equivalent Course(s): ENST 28702, GEOG 38702, GEOG 28702, ARCH 28702, SOCI 20283

SOCI 30315. Introduction to Causal Inference. 100 Units.
This course is designed for graduate students and advanced undergraduate students from the social sciences, education, public health science, public policy, social service administration, and statistics who are involved in quantitative research and are interested in studying causality. The goal of this course is to equip students with basic knowledge of and analytic skills in causal inference. Topics for the course will include the potential outcomes framework for causal inference; experimental and observational studies; identification assumptions for causal parameters; potential pitfalls of using ANCOVA to estimate a causal effect; propensity score based methods including matching, stratification, inverse-probability-of-treatment-weighting (IPTW), marginal mean weighting through stratification (MMWS), and doubly robust estimation; the instrumental variable (IV) method; regression discontinuity design (RDD) including sharp RDD and fuzzy RDD; difference in difference (DID) and generalized DID methods for cross-section and panel data, and fixed effects model. Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite. This course is a prerequisite for “Advanced Topics in Causal Inference” and “Mediation, moderation, and spillover effects.”
Instructor(s): G. Hong Terms Offered: This course is not offered in 2021-22
Prerequisite(s): Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005
Note(s): CHDV Distribution: M; M This course will not be offered in the academic year 2021-22
Equivalent Course(s): PBHS 43201, CHDV 30102, STAT 31900, MACS 51000, PLC 30102

SOCI 30508. Working with Found Data: Library/Internet Research. 100 Units.
This course is an introduction to the methods involved in “research with found data”: that is, found material like manuscripts, books, journals, newspapers, ephemera, and government and institutional documents. (Such materials can be found both in print and on the Internet.) The course covers the essentials of project design, bibliography, location, access, critical reading, source evaluation, knowledge categorization and assembly, and records maintenance. The course is a methodological practicum organized around student projects. The texts are Thomas Mann’s Oxford Guide to Library Research and Andrew Abbott’s Digital Paper.
Instructor(s): A. Abbott Terms Offered: Autumn Winter. Autumn quarter graduate level restricted to Sociology PhD students, Winter quarter restricted to MAPSS students only
Equivalent Course(s): SOCI 20508
SOCI 30521. Sociology of urban planning: cities, territories, environments. 100 Units.
This course provides a high-intensity introduction to the sociology of urban planning practice under modern capitalism. Building upon urban sociology, planning theory and history as well as urban social science and environmental studies, we explore the emergence, development and continual transformation of urban planning in relation to changing configurations of capitalist urbanization, modern state power, sociopolitical insurgency and environmental crisis. Following an initial exploration of divergent conceptualizations of “planning” and “urbanization,” we investigate the changing sites and targets of planning; struggles regarding the instruments, goals and constituencies of planning; the contradictory connections between planning and diverse configurations of power in modern society (including class, race, gender and sexuality); and the possibility that new forms of planning might help produce more socially just and environmentally sane forms of urbanization in the future. Instructor(s): N. Brenner Terms Offered: Winter Equivalent Course(s): ARCH 20521, CHST 20521, PBPL 20521, SOCI 20521, PLSC 20521, PLSC 30521, GEOG 20521, ENST 20521, PPFA 30521

SOCI 30544. Democratic Backsliding. 100 Units.
What does a sociological approach to study of democracy look like? How is it different from the dominant approaches in political science and political theory? The course takes up this question. We will consider relevant theories and examine several cases of democracy, particularly in the Global South. Instructor(s): M. Garrido Terms Offered: Autumn Equivalent Course(s): SOCI 20544

SOCI 40103. Event History Analysis. 100 Units.
An introduction to the methods of event history analysis will be given. The methods allow for the analysis of duration data. Non-parametric methods and parametric regression models are available to investigate the influence of covariates on the duration until a certain even occurs. Applications of these methods will be discussed i.e., duration until marriage, social mobility processes organizational mortality, firm tenure, etc. Instructor(s): K. Yamaguchi Terms Offered: Spring

SOCI 40112. Ethnographic Methods. 100 Units.
This course explores the epistemological and practical questions raised by ethnography as a method — focusing on the relationships between theory and data, and between researcher and researched. Discussions are based on close readings of ethnographic texts, supplemented by occasional theoretical essays on ethnographic practices. Students also conduct original field research, share and critique each other’s field notes on a weekly basis, and produce analytical papers based on their ethnographies. Instructor(s): O. McRoberts Terms Offered: Winter Note(s): Graduate students only

SOCI 40133. Computational Content Analysis. 100 Units.
A vast expanse of information about what people do, know, think, and feel lies embedded in text, and more of the contemporary social world lives natively within electronic text than ever before. These textual traces range from collective activity on the web, social media, instant messaging and automatically transcribed YouTube videos to online transactions, medical records, digitized libraries and government intelligence. This supply of text has elicited demand for natural language processing and machine learning tools to filter, search, and translate text into valuable data. The course will survey and practically apply many of the most exciting computational approaches to text analysis, highlighting both supervised methods that extend old theories to new data and unsupervised techniques that discover hidden regularities worth theorizing. These will be examined and evaluated on their own merits, and relative to the validity and reliability concerns of classical content analysis, the interpretive concerns of qualitative content analysis, and the interactional concerns of conversation analysis. We will also consider how these approaches can be adapted to content beyond text, including audio, images, and video. We will simultaneously review recent research that uses these approaches to develop social insight by exploring (a) collective attention and reasoning through the content of communication; (b) social relationships through the process of communication; and (c) social state. Instructor(s): James Evans Terms Offered: Winter Equivalent Course(s): CHDV 30510, MACS 60000

SOCI 40164. Involved Interviewing: Strategies for Interviewing Hard to Penetrate Communities and Populations. 100 Units.
Imagine that you must interview someone who hails from a background unlike your own; perhaps you need to interview an incarcerated youth, or gather a life history from an ill person. Maybe your task is to conduct fieldwork inside a community that challenges your comfort level. How do we get others to talk to us? How do we get out of our own way and limited training to become fully and comfortably engaged in people and the communities in which they reside? This in-depth investigation into interviewing begins with an assumption that the researcher as interviewer is an integral part of the research process. We turn a critical eye on the interviewer’s role in getting others to talk and learn strategies that encourage fertile interviews regardless of the situational context. Weekly reading assignments facilitate students’ exploration of what the interview literature can teach us about involved interviewing. Additionally, we critically assess our role as interviewer and what that requires from us. Students participate in evaluating interview scenarios that are designed to explore our assumptions, sharpen our interviewing skills and troubleshoot sticky situations. We investigate a diversity of settings and populations as training ground for leading effective interviews. The final project includes: 1) a plan...
that demonstrates knowledge of how to design an effective interviewing strategy for unique field settings; 2) instructor's feedback on students' personal journals on the role of.
Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Winter
Prerequisite(s): Ugrad level restricted to 3rd and 4th year Sociology Majors ONLY
Equivalent Course(s): SOCI 20547, MAPS 40164

SOCI 40177. Coding & Analyzing Qualitative Data: Using Open-Source Computer Asst. Qualitative Data Analysis. 100 Units.
This is a graduate-level course in coding and analyzing qualitative data (e.g., interview transcripts, oral histories, focus groups, letters, and diaries, etc). In this hands-on-course students learn how to organize and manage text-based data in preparation for analysis and final report writing of small scale research projects. Students use their own laptop computers to access one of two free, open-source software programs available for Windows, Mac, and Linux operating systems. While students with extant interview data can use it for this course, those without existing data will be provided text to code and analyze. This course does not cover commercial CAQDAS, such as AtlasTi, NVivo, The Ethnograph or Hypertext.
Instructor(s): S. Hicks-Bartlett Terms Offered: Spring Winter
Prerequisite(s): Ugrad level restricted to 3rd and 4th year Sociology Majors ONLY
Equivalent Course(s): SOCI 20548, MAPS 40177

SOCI 40202. Advanced Topics in Causal Inference. 100 Units.
This course provides an in-depth discussion of selected topics in causal inference that are beyond what are covered in the introduction to causal inference course. The course is intended for graduate students and advanced undergraduate students who have taken the intro course and want to extend their knowledge in causal inference. Topics include (1) alternative matching methods, randomization inference for testing hypothesis and sensitivity analysis; (2) marginal structural models and structural nested models for time-varying treatment; (3) Rubin Causal Model (RCM) and Heckman's scientific model of causality; (4) latent class treatment variable; (5) measurement error in the covariates; (6) the M-estimation for the standard error of the treatment effect for the use of IPW; (7) the local average treatment effect (LATE) and its problems, sensitivity analysis to examine the impact of plausible departure from the IV assumptions, and identification issues of multiple IVs for multiple/one treatments; (8) Multi-level data for treatment evaluation for multilevel experimental designs and observational designs, and split-over effect; (9) Nonignorable missingness and informative censoring issues.
Instructor(s): G. Hong Terms Offered: Spring. Not being offered in 2021/2022
Prerequisite(s): Intermediate Statistics such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 3000S and Introduction to causal inference or their equivalent are prerequisites.
Note(s): CHDV Distribution: M*
Equivalent Course(s): MACS 52000, CHDV 40102

SOCI 40233. Sociology of Immigration. 100 Units.
This graduate seminar seeks to cover the main topics in this vast field. Topics include: determinants of migration, immigrant assimilation, transnationalism, immigration and race, immigration policies, immigration attitudes and public opinion, and illegality. We will also devote some time to immigrant-receiving contexts outside of the U.S. especially Western Europe. The purpose of the class is to encourage graduate students to develop their own immigration research projects. We will pay special attention to research design and methodological issues.
Instructor(s): R. Flores Terms Offered: Autumn

SOCI 40241. Global Social Theory. 100 Units.
Traditional social theory operates from a series of assumptions; e.g. that modernity originated in something called "Europe" and then spread to the rest of the world, that social relations are contained by nation-states, that social theories seeking to apprehend those social relations can best be developed through reference to European societies, and that such social theories represent universal principles, laws or forms applicable across different societies. This is in part due to social theory's historical emergence in the context of modern empire and its related historical positionality as a body of thought embedding the concerns of metropolitan elites. This seminar further explores these assumptions and explores writers and schools of thought that challenge them. The texts we will study all register critiques of social theory's biases and imperial inheritances while offering the possibility of alternative social theories, concepts, epistemologies and approaches. Readings include various forms of anticolonial thought, Postcolonial Theory/Decolonial Thought, the tradition of Black Marxism/Black Radicalism/Caribbean social thought, "Southern Theory" and a spate of recent sociological works dealing with these same themes.
Instructor(s): J. Go Terms Offered: Winter. Cancelled

SOCI 40243. Race and Urban Science. 100 Units.
This course provides an overview of how race has been a fundamental principle of urban research in Chicago and other cities from the 20th century through today. Through a focus on research on Chicago, students will learn how the legacies of scientific racism in urban research continue to shape the field and urban policy to this day. The course will also introduce students to several anti-racist and social justice oriented urban research paradigms.
Instructor(s): R. Vargas Terms Offered: Winter. Course has been Cancelled
SOCI 40244. Climate change, history and Social Theory. 100 Units.
This course considers some of the major approaches to climate change and society that have been elaborated by contemporary social and environmental theorists. Key topics include the legacies of environmental thought in classical social theory; the histories and geographies of environmental crises under capitalism; the conceptualization of "nature" in relation to societal dynamics; the role of capitalism and fossil capital in the production of "metabolic rifts"; questions of periodization and associated debates on the "Anthropocene," the "Capitalocene" and the "Plantationocene"; the interplay between urbanization and climate emergencies; the (geo)politics of decarbonization; insurgent struggles for climate justice; and possible post-carbon futures.
Instructor(s): N. Brenner, F. Albritton Jonsson Terms Offered: Autumn
Prerequisite(s): Some previous course work in classical and/or contemporary social theory, preferably at the graduate level
Equivalent Course(s): HIST 43204, PLSC 40244, CHSS 43204, CCCT 40244

SOCI 40247. Policing and Social Control. 100 Units.
This course covers advanced theory and research on modern policing, both present and past. Aimed at upper-level undergraduates and graduate students, the course explores among other things: the historical origins and development of policing, the entanglements of policing with racialization and other axes of social difference, the role of police in social control and social reproduction, the relationship between crime, policing, and punitive institutions, how policing is shaped by transnational and imperial relations, and critical theories of police power. The focus is mainly on policing in the US, however, as the course will show, understanding policing in the US also requires a global perspective. We will accordingly bring in discussions of policing in some European countries and colonial and postcolonial contexts.
Instructor(s): J. Go Terms Offered: Winter
Prerequisite(s): Consent of Instructor

SOCI 40248. Social Network Analysis. 100 Units.
This course introduces students to concepts and techniques of Social Network Analysis ("SNA"). Social Network Analysis is a theoretical approach and a set of methods to study the structure of relationships among entities (e.g., people, organizations, ideas, words, etc.). Students will learn concepts and tools to identify network nodes, groups, and structures in different types of networks. Specifically, the class will focus on a number of social network concepts, such as social capital, homophily, contagion, etc., and on how to operationalize them using network measures, such as centrality, structural holes, and others.
Instructor(s): Sabrina Nardin Terms Offered: Autumn
Equivalent Course(s): MACS 40101

SOCI 50092. Sem: Religion and Politics. 100 Units.
In this seminar we will consider meanings of religion and politics, and examine their interactions from a comparative perspective. After digesting alternative theoretical understandings of the relationship between religion, states, and political processes, we will turn to empirical accounts that illuminate historical and local issues at points around the globe. Among other phenomena, students will explore patterns of secularization, religious nationalism, fundamentalisms, and policy-oriented religious social movements.
Instructor(s): O. McRoberts Terms Offered: Winter

SOCI 50106. Sem: The Social Process. 100 Units.
This course sets forth a general analysis of the social process, based on the exposition of a processual theoretical system. It begins with desiderata for the theory, then proceeds through the topics of orders, events, locality, lineage, stability, and entity processes to the usual micro and macro analyses of social life.
Instructor(s): A. Abbott Terms Offered: Winter
Prerequisite(s): Open to undergrads by special permission from the instructor

SOCI 50112. Sem: Health and Society. 100 Units.
A long and healthy life is a widely sought after human goal. But not everyone has equal chances of achieving this goal. This course focuses on the role played by society in differential access to physical, psychological, cognitive health and well-being. We will discuss the role of parental characteristics and childhood circumstances in later-life health, differences in health and well-being for men and women, for racial and ethnic groups, by characteristics of our neighborhoods and communities, and by regions or countries. Each class meeting we will read and discuss three or four journal articles or sections of a book, with class participants presenting each reading, summarizing it, and then critiquing it. The class will then discuss. We will add to and subtract from the readings to match the interests of participants on each topic; the syllabus will list readings as a starting point for this process.
Instructor(s): L. Waite Terms Offered: Autumn
Prerequisite(s): Some Social Science background
Equivalent Course(s): CHDV 40112

SOCI 50120. Sem: Ethnography-1. 100 Units.
In this two-quarter seminar practicum, students will gain first-hand experience in theoretically grounded and critically reflexive ethnographic research methods. This first quarter provides an overview of the key issues in the epistemology, practice, ethics, and the politics of participant observation. Through weekly readings and discussion students will be exposed to a variety of different techniques, traditions, and modalities for analyzing the everyday experiences and cultural contours of social life. This will include grounded theory, intuitive
theorizing, the extended case method, abductive analysis, phenomenology, and processual sociology, among others. Through a series of preliminary field work exercises, students will learn how to propose a research question, formulate an empirical puzzle, determine the rationale for using ethnographic or interview methods, develop effective interview questions, write field notes, code observational and interview data, and satisfy human subjects review boards.

Instructor(s): K. Schilt Terms Offered: Winter
Prerequisite(s): Open only to Sociology PhD students 2nd year and up; all others with consent of instructors. Students are required to register for both the Winter and Spring quarters.

**SOCI 50121. Sem: Ethnography-2. 100 Units.**
In this two-quarter seminar practicum, students will gain first-hand experience in theoretically grounded and critically reflexive ethnographic research methods. This second quarter will provide students with a "hands-on" experience in the practical tasks, rules, and tricks of the trade in ethnographic research. Students will carry out an original research project requiring them to gain access, recruit respondents, build rapport, and collect and analyze data. As projects develop, students will learn how to use their intimate and embodied engagements in the field to generate rigorous theoretical contributions. We will discuss the range of "styles" of writing ethnographic research papers, as well as the varied ways that authors discuss, problematize, and "use" their positionality while in the field, as well as how they write up analyses and present their work to academic and public audiences.

Instructor(s): K. Hoang Terms Offered: Spring
Prerequisite(s): PQ SOCI 50120; Open only to Sociology PhD students 2nd year and up; all others with consent of instructors

**SOCI 50128. Sem: Critical Race Theory. 100 Units.**
This is a readings course designed to be an introduction to Critical Race Theory (CRT). CRT is a school of thought that seeks to understand the relationship between race and the law, which grew out of the legal academy. Since its inception in the 1970s, the tenets of Critical Race Theory have gone on to inform theory and empirical research in many disciplines. In this course we will read several of the founding texts of CRT. We will then move into reading the kinds of race-based critical theory that sociologists have developed. On a rotating basis in different quarters we will be reading such authors as: Derrick Bell, Kimberly Crenshaw, Cheryl Harris, Richard Delgado, Mari Matsuda, Patricia Williams, W.E.B. Du Bois, Eduardo Bonilla Silva, Joe Feagin, Ian Haney Lopez, and Patricia Hill Collins, among others.

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

**SOCI 50129. Sem: Sociology of Democracy. 100 Units.**
What does a sociological approach to study of democracy look like? How is it different from the dominant approaches in political science and political theory? The course takes up this question. We will consider relevant theories and examine several cases of democracy, particularly in the Global South.

Instructor(s): M. Garrido Terms Offered: Autumn. Cancelled

**SOCI 60020. 1st-Year Proseminar Research Questions and Design. 000 Units.**
A required, non-credit colloquium for first-year doctoral students in Sociology. The Colloquium addresses how to generate research questions and design projects through the current work of department faculty.

Instructor(s): J. Bell Terms Offered: Autumn
Prerequisite(s): 1st-year Sociology PhD students only
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LIBERAL AND PROFESSIONAL STUDIES

Since the University's founding in 1890, the University of Chicago Graham School of Continuing Liberal and Professional Studies has served as the center of innovative lifelong learning at the University of Chicago. Connecting people around the world to the University of Chicago's distinct educational tradition, the Graham School offers a diverse collection of courses, certificates, and degree programs primarily at the University of Chicago's Gleacher Center in downtown Chicago. The Graham School is dedicated to curating and disseminating the University's rich content for a broader set of learners in ever more innovative ways, helping the University engage civically, globally, and with the latest innovations in teaching and learning.

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**Master of Arts in Teaching**

The University of Chicago’s Urban Teacher Education Program (UChicago UTEP) is a two-year Master of Arts in Teaching (MAT) degree program with post-graduation supports. There are two certification pathways, Elementary (Grades 1-6) and Middle Grades (5-8).

The two pathways meet Illinois’s licensure structure and standards for teaching: (1) all core-subjects in self-contained elementary grades 1-6; and (2) specific core subjects in departmentalized middle grades 5-8.

- Program type: Masters degree program
- Program structure, requirements, (https://utep.uchicago.edu/our-program/) and application (https://apply-graham.uchicago.edu/utep/)
- Location: Hyde Park Campus and Chicago Public Schools
- Full-time during the first and second years
- Time to completion: 2 years

Admission Criteria:

- Online application (including three letters of recommendation)
- Official transcripts
- The TAP, SAT, ACT, and GRE exam are NOT required for admission.
- If the application meets the criteria, students will be invited to an in-person interview during the winter quarter.

Minimum g.p.a. for satisfactory academic progress: 3.0

Ideal candidate are those whose college transcript(s) reflects that they have met the Illinois State General Education standards with excellence. All requirements listed below must be met prior to UChicago UTEP admission:

**Elementary (Grades 1-6)**

- 1 Science Courses (in any of the following areas: life science, physical/chemistry, earth science, space science)
- 2 Social Science Courses (in any of the following areas: history, geography, civics, & government)

**Middle Grades (Grades 5-8)**

Candidates can be endorsed in any or all of the following subject areas. (Please note that some content courses taken as a UTEP student can help fulfill endorsement requirements).

- Science (5 courses in any of the following areas: life science, physical/chemistry, earth science, space science)
- Social Science (5 courses in any of the following areas: history, geography, civics & government)
- Mathematics (4 courses in any of the following areas: college-level math, number sense, geometry, probability & statistics, calculus)
- English/Language Arts (4 courses in any of the following areas: reading, writing, literature, communication)

**Foundations curriculum (Year One):**

**Autumn**
- UTEP 60910 Foundations of Educations II: Human Development & Learning
- UTEP 35510 Mathematics Content for Teaching I
- UTEP 51000 Reading Content for Teaching I
- UTEP 43200 Mathematics Methods

**Winter**
- UTEP 60910 Foundations of Educations II: Human Development & Learning
  UTEP 52000 Reading Content for Teaching II
- UTEP 35511 Mathematics Content for Teaching II (Geometry)
- UTEP 43400 Math Methods II

**Spring**
• UTEP 60920 Foundations of Education III: Philosophy of Education
• UTEP 55000 Reading & Writing Methods
• UTEP 35512 Mathematics Content for Teaching III

Residency curriculum (Year Two):

Summer
• UTEP 33001 Differentiation
• UTEP 35590 Science Content for Teaching II
• UTEP 35514 Science Content for Middle Grades Teaching III

Autumn
• UTEP 47000 Practicum I: Instruction & edTPA
• UTEP 48000 Teaching & Learning I: Building & Managing a Classroom Community
• UTEP 37100 Foundations of Bilingual and ESL Education

Winter
• UTEP 47100 Practicum II: Using Formative Data to Improve Teaching
• UTEP 48100 Teaching and Learning II: Reading and Writing across the Content Areas
• UTEP 35543 Social Studies Content for Teaching

Spring
• UTEP 60920 Foundations of Education III: Philosophy of Education
• UTEP 47200 Practicum 3: Unit Assessment
• UTEP 48200 Teaching and Learning 3: Integrated Classroom Management
• UTEP 37200 Methods and Materials for Teaching ESL

Urban Teacher Education Courses

UTEF 30000. Fund Aspects of Teaching. 100 Units.
TBD

UTEF 30200. Intro to Mathematics Concepts and Pedagogy. 100 Units.
This course will provide residents with skills, knowledge and understanding for how to observe and understand how children approach mathematics and how to use that data to design high-leverage instructional practices using appropriate instructional tools. Particular attention will be paid to constructing a supportive mathematics classroom that fosters the Standards for Mathematical Practice, and meets the needs of diverse learners, as well as developing professional skills necessary to strengthen resident’s communication and collaboration with fellow mathematics teachers, administrators, and with parents and families.

UTEF 30500. Elements of Literacy Instruction-III. 100 Units.
This course will provide opportunities for residents to explore the impact of urban environments on the local culture, language, and the ability of students to read and write. Residents will also have opportunities to delve into research and theory related to understanding how learning environments support individual motivation to read and write particularly in content area subjects.

UTEF 30600. Number Theory. 100 Units.
TBD

UTEF 31000. Professional Teaching Seminar-I and Practicum. 100 Units.
The second year of the program, called Residency, is when student teaching will occur at school sites selected by the program. The residency/student teaching is comprised of a year-long experience consisting of two half-year placements (residents are in schools four days/week from September through January, and then again in a different school placement from January through June) in two urban schools-where they progressively assume all teaching responsibilities. The half day Residency Seminar that accompanies student teaching ensures integration between academic coursework and the residency, and provides ongoing professional development in pedagogy. Candidates concentrate on four domains of professional practice: planning, preparation, and assessment; instructional delivery; classroom environment and learning community; and professional responsibilities. They reflect on their classroom practice through video analysis, review of student work, lesson study, journal sharing, and group debriefing. They also continue their work in working with second-language learners special-needs students. Finally, the residency and seminar will integrate fine arts and health related activities into work with children as well as with the cohort. Over the course of the residency, candidates and clinical instructors follow a continuum that begins with observation, and quickly moves into co-planning lessons, co-teaching, and eventually independent teaching. This increasing responsibility begins with several week and two-week long full classroom takeovers in content areas early in the year, and culminates with a full classroom takeover of all content areas toward the end of the residency year.
UTEP 31300. Elements of Science Instr. 100 Units.
This course explores the methodologies of instructional delivery and planning for grades 5-8. There will be a focus on meeting the needs of learners in urban classrooms and focusing on methodologies that are constructed as a means to develop the capacities defined by curriculum and demonstrated through assessment. Topics will include the connection of learning theory to instructional delivery; standards-based instruction; instructional planning techniques; creating an equitable learning community in the science classroom; and methods for teaching for proficiency in scientific inquiry and scientific content.

UTEP 31400. Elements of Social Study Instruction. 100 Units.
This course guides middle grades interns in becoming familiar with materials available for inquiry-based social science instruction. Interns also learn about promoting a classroom environment in which students' ideas about global, US, Illinois, and Chicago history are central to understanding broader social studies topics, including economics, geography, etc. Interns are required to observe and teach social science lessons throughout the course. A key emphasis in this course is highlighting opportunities for the integration of social science instruction with other content areas.

UTEP 31900. Transitions to Teaching. 100 Units.
TBD

UTEP 32011. Professional Secondary Teaching Seminar I and Practicum. 100 Units.
TBD

UTEP 32013. Professional Secondary Teaching Seminar III. 100 Units.
TBD

UTEP 32014. Biology Capstone II: Science in Context. 100 Units.
TBD

UTEP 32015. Secondary Education II: Science Curriculum and Assessment. 100 Units.
TBD

UTEP 32016. Secondary Education II: Math Curriculum and Assessment. 100 Units.
TBD

UTEP 33002. Differentiation. 100 Units.
This course examines the current best practices with students facing learning obstacles because of cognitive and emotional handicaps, as well as those with exceptionalities (i.e. gifted and talented). Interns explore ways of modifying their instruction to meet these children’s needs and are introduced to the legislation that governs the education of children in these groups so that they can serve as effective advocate.

UTEP 34003. Critical Analysis of Teaching in Urban Schools I. 100 Units.
This course sequence enables residents to explore issues of teacher identity and educational equity as well as the ways in which race, class, and culture affect both teachers and students. Students consider the instructional implications of identity and equity related issues on lesson design, curriculum, assessment, classroom management, and working with children and their families.

UTEP 35501-35502-35503. 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.

UTEP 35501. Foundations for Education: Schools and Communities. 100 Units.
TBD
Terms Offered: Autumn
Equivalent Course(s): SOSC 25501

UTEP 35502. 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

UTEP 35503. Foundations of Education: Teaching and Learning in Urban Schools. 100 Units.
TBD
Equivalent Course(s): SOSC 25503

UTEP 35505. Foundations for Education I: The Social Aspects and History’s of Chicago and Chicago Schools. 100 Units.
The first year of UTEP is called the Foundations Year. In each Quarter of Foundations Year, Elementary interns work 20 hours at a University of Chicago Charter School, developing their initial skills in literacy and
adolescent literacy development and research-based, successful literacy practices with adolescents. Approaches to literacy typically used with student populations in schools in Chicago. Particular focus is paid to literacy acquisition, with particular attention paid to those frameworks used in the local context and those experienced in fields that take them within and outside of Chicago and into affluent public and private schools to enhance their educational experiences. Each quarter has a series of different learning foci, drawing from the concurrent courses in which they are enrolled. The practicum is intentionally designed to align with the additional courses interns are required to take in each quarter of Foundations Year.

UTEP 35506. Foundations of Education: Philosophy of Education. 100 Units.
In this course, interns survey philosophies of education, including John Dewey, Paulo Friere, and others who have arguably left the deepest mark on the field of education studies. This course also includes a look at Dewey’s contemporary counterparts and critics. Interns also engage in an in-depth study of contemporary philosophies around culturally relevant pedagogy and multicultural education, especially as it pertains to the context of Chicago Public Schools. Interns explore the influence of philosophy on teaching and learning, especially as it pertains to curriculum. For the final assignment, candidates conduct a case study of a teaching pedagogy and revise their own education philosophy in light of course readings and discussions.

UTEP 35507. Foundation of Education II: Philosophy of Education. 100 Units.
In this course, interns survey philosophies of education, including John Dewey, Paulo Friere, and others who have arguably left the deepest mark on the field of education studies. This course also includes a look at Dewey’s contemporary counterparts and critics. Interns also engage in an in-depth study of contemporary philosophies around culturally relevant pedagogy and multicultural education, especially as it pertains to the context of Chicago Public Schools. Interns explore the influence of philosophy on teaching and learning, especially as it pertains to curriculum. For the final assignment, candidates conduct a case study of a teaching pedagogy and revise their own education philosophy in light of course readings and discussions.

UTEP 35510. Mathematics Content for Teaching I. 100 Units.
This course gives interns a deeper understanding of the foundations of elementary mathematics. Topics include problem solving, fractions, percentages, addition, subtraction, multiplication, and division, algebra, and foundational geometry. Interns are introduced to the aforementioned topics through a problem-based approach to mathematics instruction, as endorsed by the National Council of Teachers of Mathematics.

UTEP 35511. Mathematics Content for Teaching II (Geometry) 100 Units.
This course is designed to support the teaching of probability and statistics in elementary and middle schools. Several popular games (such as lotteries, roulette, craps, and poker) will be considered both from a theoretical point of view and by means of very simple computer simulation. We will also use foundational statistical concepts to begin to understand and analyze various student learning data that teachers are responsible for.

UTEP 35512. Mathematics Content for Teaching III. 100 Units.
The final content course in this Foundations sequence, this course will build on the work in the previous two content courses, and provide middle grades interns with a deeper understanding of the content and pedagogical content of calculus, including, but not limited to, exponential and logarithmic functions, defining and evaluating derivatives.

UTEP 35513. Science Content for Teaching I. 100 Units.
Interns will familiarize themselves with key topics in science instruction in Life science from the lenses of school teaching and learning. Topics to be addressed include genetics, reproduction, molecular and cellular biology, ecology and ecosystems. In addition to delving into key topics, the course will emphasize contributions of diverse scientists.

UTEP 35514. Science Content for Middle Grades Teaching III. 100 Units.
Interns will familiarize themselves with key topics in science instruction in Earth and Space Science from the lenses of school teaching and learning. Topics to be addressed include the earth and the universe. In addition to delving into key topics, the course will emphasize contributions of diverse scientists.

UTEP 35515. Science Content for Teaching III. 100 Units.
Interns will familiarize themselves with key topics in science instruction such as Life science, earth and space science, physical science from the lenses of school teaching and learning. In addition to delving into key topics, the course will emphasize contributions of diverse scientists.

UTEP 35518. Middle Grades Reading Content. 100 Units.
In this foundational content course, interns will explore current theories of literacy/reading and their current practices, as well as their historical roots. Interns will analyze the strengths and weaknesses of the frameworks for literacy acquisition, with particular attention paid to those frameworks used in the local context and those approaches to literacy typically used with student populations in schools in Chicago. Particular focus is paid to adolescent literacy development and research-based, successful literacy practices with adolescents.
UTEP 35520. Internship/Foundations Practicum I. 100 Units.

The first year of UTEP is called the Foundations Year. In each Quarter of Foundations Year, Elementary interns work 20 hours at a University of Chicago Charter School, developing their initial skills in literacy and mathematics instruction through tutoring individual students. Interns are required to tutor 2-3 (assigned) children at the University of Chicago Charter Schools to help them begin to see firsthand how children approach literacy and mathematics learning, develop academic instructional vocabulary, engage in observation and reflection of lessons, and design learning activities. These tutoring experiences are designed by UTEP staff to be both supportive learning environments for children and interns and are carefully monitored by UTEP’s literacy and math instructors. As part of this practicum, UTEP interns must complete quarterly observation hours in the classrooms of the students they observe, with particular attention to literacy instruction (guided reading and interactive read aloud practices). They will also be engaged in required various (whole group/cohort) field experiences that take them within and outside of Chicago and into affluent public and private settings to enhance their educational experiences. Each quarter has a series of different learning foci, drawing from the concurrent courses in which they are enrolled. The practicum is intentionally designed to align with the additional courses interns are required to take in each quarter of Foundations Year.

UTEP 35521. Internship Foundations Practicum II. 100 Units.

As part of this practicum, UTEP interns must complete quarterly observation hours in the classrooms of the students they observe, with particular attention to literacy instruction (guided reading and interactive read aloud practices). They will also be engaged in required various (whole group/cohort) field experiences that take them within and outside of Chicago and into affluent public and private settings to enhance their educational experiences. Each quarter has a series of different learning foci, drawing from the concurrent courses in which they are enrolled. The practicum is intentionally designed to align with the additional courses interns are required to take in each quarter of Foundations Year.

UTEP 35531. Residency and Seminar II. 100 Units.

The second year of the program, called Residency, is when student teaching will occur at school sites selected by the program. The residency/student teaching is comprised of a year-long experience consisting of two half-year placements (residents are in schools four days/week from September through January, and then again in a different school placement from January through June) in two urban schools—where they progressively assume all teaching responsibilities. The half day Residency Seminar that accompanies student teaching ensures integration between academic coursework and the residency, and provides ongoing professional development in pedagogy. Candidates concentrate on four domains of professional practice: planning, preparation, and assessment; instructional delivery; classroom environment and learning community; and professional responsibilities. They reflect on their classroom practice through video analysis, review of student work, lesson study, journal sharing, and group debriefing. They also continue their work in working with second-language learners special-needs students. Finally, the residency and seminar will integrate fine arts and health related activities into work with children as well as with the cohort. The course supports the “tutoring strand” of the Foundations Year Internship Practicum (course 35520).

UTEP 35540. Elementary Reading Methods I. 100 Units.

In this sequence, candidates explore ways in which children engage literacy-related tasks and work with elements in a balanced literacy approach to instruction. Candidates are introduced to a variety of instructional and assessment strategies related to literacy, and the Urban Education Institute’s STEP Literacy Assessment®. A major emphasis of this course is helping candidates use classroom data to support instructional decisions. This course supports the “tutoring strand” of the Foundations Year Internship Practicum (course 35520).

UTEP 35541. Elementary Reading Methods II. 100 Units.

In this sequence, interns continue to explore ways in which children engage literacy-related tasks and work with elements in a balanced literacy approach to instruction. Sessions include an experiential activity for modeling
purposes and videos of practice, which are shared and analyzed. Other emphases include children's literature and current best practice in adapting a balanced literacy approach to meet the needs of special-education students. This course supports the "tutoring strand" of the Foundations Year Internship Practicum (course 35521).

**UTEP 35542. Elementary Writing Methods. 100 Units.**
In this course, interns explore ways in which writing instruction fit into a balanced literacy approach to instruction. Candidates are introduced to a variety of instructional and assessment strategies related to literacy, specifically the Lucy Calkins writers workshop approach that is foundational in Chicago Public Schools K-8 classrooms. Sessions include an experiential activity for modeling purposes and videos of practice, which are shared and analyzed. This course supports the "tutoring strand" of the Foundations Year Internship Practicum (course 35522).

**UTEP 35543. Social Studies Content for Teaching. 100 Units.**
Interns will familiarize themselves with key topics in social studies instruction including local and US history, geography, civics and government, local and national, and international economics from the lenses of school teaching and learning. In addition to delving into key topics, students will analyze topics from a critical lens using the works of individuals such as Howard Zinn and Joel Spring.

**UTEP 35590. Science Content for Teaching II. 100 Units.**
Interns will familiarize themselves with key topics in science instruction in Earth and Space Science from the lenses of school teaching and learning. Topics to be addressed include the earth and the universe. In addition to delving into key topics, the course will emphasize contributions of diverse scientists.

**UTEP 35615. Teaching and Learning 2: Unit Design and Assessment. 100 Units.**
Candidates explore the development of curriculum from the perspectives of the advancement of knowledge in the discipline itself; educational reform measures; local, state, and national standards; equity of social and economic opportunity; instructional materials development; and classroom instruction. The course also addresses the theory and practice of assessment, both as a tool to evaluate student learning and an instrument for teaching, standards-based grading; summative assessment and accountability measures; equity and bias issues in assessment and problem-posing; development of quality classroom assessment tasks; formative assessment methods, such as problem-posing, questioning, analysis of student work, identifying and addressing misconceptions, and self-assessment strategies; and reporting progress to students, parents, and leadership. The course includes a curriculum-evaluation conversation, which provides the opportunity to study and evaluate current instructional materials.

**UTEP 35715. Teaching and Learning 3: Language and Linguistic Diversity. 100 Units.**
This course will provide opportunities for residents to explore ways in which diversity influences adolescent literacy development as well as the relationship between first-and second-language acquisition and literacy development.

**UTEP 36623. Social Studies Methods. 100 Units.**
This course guides elementary school (grades 1-6) interns in becoming familiar with materials available for inquiry-based social studies instruction. Interns also learn about promoting a classroom environment in which students' ideas about global, US, Illinois, and Chicago history are central to understanding broader social studies topics, including economics, geography, etc. Interns are required to observe and teach social studies lessons throughout the course. A key emphasis in this course is highlighting opportunities for the integration of social studies instruction with other content areas.

**UTEP 36625. Science Methods. 100 Units.**
This course guides elementary grades (1-6) interns in interpreting relevant key scientific research findings, adapting them for instruction, and becoming familiar with materials available for inquiry-based science instruction. Candidates also learn about promoting a classroom environment in which students' ideas about the natural and physical world are central, and how to make inquiry and discussion key vehicles for science learning. Students are required to observe and teach science lessons throughout the course.

**UTEP 37100. Foundations of Bilingual and ESL Education. 100 Units.**
This course studies the historical and legislative foundations of bilingual and ESL education, the types of bilingual programs, their advantages and the principles of bilingual education. Additionally, this course will also study the conceptual, linguistic, sociological, and political foundations of bilingual and ESL education.

**UTEP 37200. Methods and Materials for Teaching ESL. 100 Units.**
This course will give an overview of the underlying principles, characteristics, and applicability of various methods for teaching English as a second language (ESL). It will explore the historical and current trend of instructional approaches, methods, and techniques. This course will also explore methods and techniques for teaching specific language skill areas, and look at current issues in language teaching, including language assessment, standards.

**UTEP 37300. Cross Cultural Studies for Teaching Linguistically and Culturally Diverse Students. 100 Units.**
This course studies cultural diversity in classrooms in the United States and how theories of ethnicity, acculturation and intercultural communication impact the classroom. Students will explore their own
background and ethnicity to gain the knowledge and dispositions to address the instructional needs of ELLs. This course will help teachers create classrooms that promote equity and an appreciation for diversity.

**UTEP 37400. Assessment of Bilingual Students. 100 Units.**
This course studies the different ways to accurately assess students in Bilingual and ESL programs in academic content and English Language proficiency. This course will also critically review the different modifications and accommodations given to language minority students when given standardized tests, identify different assessment techniques, and consider the relationships between English Language proficiency, academic achievement, and the socio-cultural dimensions of testing and assessment.

**UTEP 37500. Teaching Literacy to Linguistically and Culturally Diverse Students. 100 Units.**
This course focuses on the methods of teaching bilingual education, bilingualism and bi-literacy. Different bilingual programs, and dual language programs, their characteristics are explored as are their implications for the school, home and community. Language and literacy instruction and assessment in bilingual and dual language programs are also explored. In this course the applications of language teaching styles, materials, assessment and the use of technology in bilingual education settings are studied and analyzed.

**UTEP 37600. Linguistics. 100 Units.**
This course provides an introduction to language as a system, first and second language acquisition processes, implications for teaching English language learners taking into account the four language domains - listening, speaking, reading, and writing, and implications for teaching content-specific language (math, science, social studies).

**UTEP 39902. Middle Grades ELA Methods. 100 Units.**
This course will provide residents with skills, knowledge and understanding related to ways in which middle school students engage in literacy-related tasks and work with elements in a balanced literacy approach to instruction. Residents will also explore a variety of research-based reading and writing strategies to assist middle school students with comprehension, decoding, fluency, and vocabulary. The course will also focus on meeting the literacy needs of a diverse student population.

**UTEP 42000. Reading Practicum I. 100 Units.**
In this sequence, candidates explore ways in which children engage literacy-related tasks and work with elements in a balanced literacy approach to instruction. Candidates are introduced to a variety of instructional and assessment strategies related to literacy, and the Urban Education Institute’s STEP Literacy Assessment®. A major emphasis of this course is helping candidates use classroom data to support instructional decisions. This course supports the “tutoring strand” of the Foundations Year Internship Practicum.

**UTEP 42100. Reading Practicum II. 100 Units.**
In this sequence, interns continue to explore ways in which children engage literacy-related tasks and work with elements in a balanced literacy approach to instruction. Sessions include an experiential activity for modeling purposes and videos of practice, which are shared and analyzed. Other emphases include children’s literature and current best practice in adapting a balanced literacy approach to meet the needs of special-education students.

**UTEP 43000. Math Practicum I. 100 Units.**
The work of this course has two purposes. It allows UChicago UTEP interns to engage one-on-one with elementary and middle grade students who may be struggling in math and provides the students the support they need to continue making progress in their classrooms. The topics and readings in this course will also provide UChicago UTEP interns with a foundation in math content knowledge and exposure to assessments which will be built upon in Math Methods during Residency Year.

**UTEP 43100. Mathematics Practicum II. 100 Units.**
The work in this course shifts to support interns as they complete work tutoring students one-on-one and in small groups, and begin their immersion in their homebase classrooms, where they will observe mathematics instruction in small groups and whole class contexts.

**UTEP 43200. Mathematics Methods. 100 Units.**
This course will provide residents with skills, knowledge and understanding for how to observe and understand how children in grades K-8 approach mathematics and how to use that data to design high-leverage instructional practices using appropriate instructional tools. Particular attention will be paid to constructing a supportive mathematics classroom that fosters the Standards for Mathematical Practice, and meets the needs of diverse learners, as well as developing professional skills necessary to strengthen resident’s communication and collaboration with fellow mathematics teachers, administrators, and with parents and families.
UTEP 43400. Math Methods II. 100 Units.
This course explores mathematics instruction in elementary and middle school. Class sessions include the examination of the intern's own school mathematics experiences, engagement in and analysis of mathematical problem solving, demonstrations of instructions practices, discussions of readings, and other mathematical activities. Interns will have opportunities to apply what they learn in the course to their practical experiences in schools through tutoring and homebase.

UTEP 47000. Practicum I: Instruction & edTPA. 100 Units.
Candidates concentrate on four domains of professional practice: planning, preparation, and assessment; instructional delivery; classroom environment and learning community; and professional responsibilities. They reflect on their classroom practice through video analysis, review of student work, lesson study, journal sharing, and group debriefing.

UTEP 47100. Practicum II: Using Formative Data to Improve Teaching. 100 Units.
This course provides an introduction to theoretical and practical applications of data-driven decision making to improve classroom instruction and learning. Students will apply the components and organization of an effective curriculum utilizing the backward design process. Students will apply generally accepted data-based decision procedures for generating, analyzing, and interpreting educational data. The course will outline procedures for designing or selecting, administering, scoring, and interpreting a variety of formal and informal assessment measures for use in schools.

UTEP 47200. Practicum 3: Unit Assessment. 100 Units.
Candidates explore the development of curriculum from the perspectives of the advancement of knowledge in the discipline itself; educational reform measures; local, state, and national standards; equity of social and economic opportunity; instructional materials development; and classroom instruction. The course also addresses the theory and practice of assessment, both as a tool to evaluate student learning and an instrument for teaching, standards-based grading; summative assessment and accountability measures; equity and bias issues in assessment and problem-posing; development of quality classroom assessment tasks; formative assessment methods, such as problem-posing, questioning, analysis of student work, identifying and addressing misconceptions, and self-assessment strategies; and reporting progress to students, parents, and leadership. The course includes a curriculum-evaluation conversation, which provides the opportunity to study and evaluate current instructional materials.

UTEP 48000. Teaching & Learning I: Building & Managing a Classroom Community. 100 Units.
This course presents best practices in classroom and behavior management for the general education classroom. Practices include organizing time, materials, and classroom space, managing individual and large group student behaviors, transitions, lab activities, and other arrangements for classrooms. Basic federal and state laws as they pertain to the legal procedures for all teachers, including teachers of students with disabilities and ESL students, will be presented.

UTEP 48100. Teaching and Learning II: Reading and Writing across the Content Areas. 100 Units.
This course will provide opportunities for residents to explore the impact of urban environments on the local culture, language, and the ability of students to read and write. Residents will also have opportunities to delve into research and theory related to understanding how learning environments support individual motivation to read and write particularly in content area subjects.

UTEP 48200. Teaching and Learning 3: Integrated Classroom Management. 100 Units.
The half day Residency Seminar that accompanies student teaching ensures integration between academic coursework and the residency, and provides ongoing professional development in pedagogy.

UTEP 50000. Independent Study I. 100 Units.
The selection, investigation and writing of a research topic under the personal supervision of a member of the UTEP staff, in one of the following areas: social justice and education or urban education.

UTEP 50100. Independent Study II. 100 Units.
The selection, investigation and writing of a research topic under the personal supervision of a member of the UTEP staff, in one of the following areas: elementary education or middle school education.

UTEP 50200. Independent Study III. 100 Units.
The selection, investigation and writing of a research topic under the personal supervision of a member of the UTEP staff, in one of the following areas: curriculum, assessment, or classroom management in elementary and middle schools.

UTEP 50300. Independent Study 4. 100 Units.
The selection, investigation and writing of a research topic under the personal supervision of a member of the UTEP staff, in one of the following areas: educational technology or children's literature.

UTEP 51000. Reading Content for Teaching I. 100 Units.
Candidates explore ways in which children acquire and develop literacy, including the linguistic and reading theory that supports the teaching of elementary-aged students. Candidates are introduced to a variety of instructional strategies and literacy assessments, including the Urban Education Institute’s STEP Literacy Assessment.®.
UTEP 52000. Reading Content for Teaching II. 100 Units.
Building on the work of Reading Content I, interns continue to explore ways in which children engage literacy-related tasks and work with elements in a balanced literacy approach to instruction. Sessions include an experiential activity for modeling purposes and videos of practice, which are shared and analyzed. Other emphases include children’s literature and current best practice in adapting a balanced literacy approach to meet the needs of special-education.

UTEP 55000. Reading & Writing Methods. 100 Units.
In this course, interns explore ways in which integrated reading and writing instruction fit into a balanced literacy approach to instruction. Candidates are introduced to a variety of instructional and assessment strategies related to literacy, specifically the Lucy Calkins writing workshop approach that is foundational in Chicago Public Schools K-8 classrooms, as well as a continuum of reading practices (interactive read-aloud, shared reading, guided reading, and literature circles) to support readers across their development. Sessions include experiential activities for modeling purposes and videos of practice, which are shared and analyzed.

UTEP 60000. Integrated Practicum I. 100 Units.
Interns are required to tutor small groups of students at the UCCS schools and neighborhood schools throughout the quarter.
Instructor(s): Tinishia Legaux-Washington, Janet Granados Terms Offered: Autumn
Prerequisite(s): UTEP Students Only

UTEP 60100. Integrated Practicum II. 100 Units.
Interns are required to tutor small groups of students at the UCCS schools and neighborhood schools throughout the quarter.
Instructor(s): Tinishia Legaux-Washington, Janet Granados, Dr. Kay Fujiyoshi Terms Offered: Winter
Prerequisite(s): UTEP Students Only

UTEP 60200. Integrated Practicum III. 100 Units.
As part of this practicum, UTEP interns must complete quarterly observation hours in the classrooms of the students they observe, with attention to literacy (guided reading and interactive read aloud practices) and math instruction. Each quarter has a series of different learning foci, drawing from the concurrent courses in which they are enrolled.
Instructor(s): Tinishia Legaux-Washington, Janet Granados Terms Offered: Spring
Prerequisite(s): UTEP Students Only

UTEP 60300. Residency Practicum I. 100 Units.
Residents are placed in a semester-log student teaching placement. Residents are required to meet the requirements and expectations set by UTEP and ISBE during the placement.
Instructor(s): Sheri Roedel, Julie Furigay Terms Offered: Autumn
Prerequisite(s): UTEP Students Only

UTEP 60400. Residency Practicum II. 100 Units.
Residents are placed in a semester-long student teaching placement. Residents are required to meet the requirements and expectations set by UTEP and ISBE during the placement.
Instructor(s): Sheri Roedel, Julie Furigay Terms Offered: Winter
Prerequisite(s): UTEP

UTEP 60500. Residency Practicum III. 100 Units.
Residents are placed in a semester-long student teaching placement. Residents are required to meet the requirements and expectations set by UTEP and ISBE during the placement.
Instructor(s): Sheri Roedel, Julie Furigay Terms Offered: Spring
Prerequisite(s): UTEP Students Only

UTEP 60600. Teaching and Learning IV: Instruction & edTPA. 100 Units.
Candidates concentrate on four domains of professional practice: planning, preparation, and assessment; instructional delivery; classroom environment and learning community; and professional responsibilities. They reflect on their classroom practice through video analysis, review of student work, lesson study, journal sharing, and group debriefing.
Instructor(s): Sheri Roedel, Julie Furigay Terms Offered: Autumn
Prerequisite(s): UTEP Students Only

UTEP 60700. Teaching and Learning V: Using Formative Data to Improve Teaching. 100 Units.
This course is an introduction to theoretical and practical applications of data-driven decision making to improve classroom instruction and learning. Students will apply the components and organization of an effective curriculum utilizing the backward design process. Students will apply generally accepted data-based decision procedures for generating, analyzing, and interpreting educational data. The course will outline procedures for designing or selecting administering, scoring, and interpreting a variety of formal and informal assessment measures for use in schools.
Instructor(s): Sheri Roedel, Julie Furigay Terms Offered: Winter
Prerequisite(s): UTEP Students Only
UTEP 60800. Teaching and Learning VI: Unit Assessment. 100 Units.
Candidates explore the development of curriculum from the perspectives of the advancement of knowledge in the discipline itself; educational reform measures; local, state, and national standards; equity of social and economic opportunity; instructional materials development; and classroom instruction. The course also addresses the theory and practice of assessment, both as a tool to evaluate student learning and an instrument for teaching, standards-based grading; summative assessment and accountability measures; equity and bias issues in assessment and problem-posing, development of quality classroom assessment tasks, formative assessment methods, such as problem-posing questioning, analysis of student work, identifying and addressing misconceptions, and self-assessment strategies; and reporting progress to students, parents, and leadership. The course includes a curriculum-evaluation conversation, which provides the opportunity to study and evaluate current instructional materials.
Instructor(s): Sheri Roedel, Julie Furigay Terms Offered: Spring
Prerequisite(s): UTEP Students Only

UTEP 60900. Foundations of Education I: The Social Aspects and History of Chicago and Chicago Schools. 100 Units.
In this introductory/foundational Social Science course students study the history, political economy, and public policy that influence the sociology of urban space in which they will ultimately teach. Using historical, economic, political science, and social science lenses, this course focuses on developing a deeper understanding of the forces that shape communities and schools that impact learning. This course will help candidates better understand their work in Chicago schools and simultaneously illuminate issues that still dominate the national education landscape. The culminating project for this course is a systemic analysis of a Chicago neighborhood that summarizes the impact of historical, geographical and political influences over time. This course also includes a weekly practicum that involves interns working with pre-selected community-based organizations.
Instructor(s): Dr. Kay Fujiiyoshi Terms Offered: Autumn
Prerequisite(s): UTEP Students Only

UTEP 60910. Foundations of Education II: Human Development & Learning. 100 Units.
This course explores the prominent theories of child development and learning. This course engages students to consider how growing up in an urban community impacts children’s cognitive and psychosocial development and the role that schools and teachers can play in expanding students’ opportunities and wellbeing. Simultaneously, this class includes focuses on the impact of trauma on child development as well as identity formation, and the multiple systems that impact human development. The culminating project of the course is to develop a community responsive, trauma sensitive school model and to present a self-study that pushes candidates to explore their identity formation based on markers such as race, class, gender, sexual orientation, religion, and ability. This course also includes a weekly practicum that involves interns working with pre-selected community-based organization.
Instructor(s): Dr. Kay Fujiiyoshi Terms Offered: Winter
Prerequisite(s): UTEP Student Only

UTEP 60920. Foundations of Education III: Philosophy of Education. 100 Units.
In this course, interns survey philosophies of education, including John Dewey, Paulo Friere, and others who have arguably left the deepest mark on the field of education studies. This course also includes a look at Dewey’s contemporary counterparts and critics. Interns also engage in an in-depth study of contemporary philosophies around culturally relevant pedagogy and multicultural education, especially as it pertains to the context of Chicago Public Schools. Interns explore the influence of philosophy on teaching and learning, especially as it pertains to curriculum. Interns will also be engaged in various (whole group/cohort) field experiences that take them within and outside of Chicago and into affluent public and private settings to enhance their educational experiences.
Instructor(s): Dr. Kay Fujiiyoshi Terms Offered: Spring
Prerequisite(s): UTEP Students Only

UTEP 60930. Foundation Seminary Practicum I. 100 Units.
Interns will work with community-based organizations (CBO) throughout the quarter to apply concepts learned during the Foundations of Seminar course.
Terms Offered: Autumn

UTEP 60940. Foundations Seminar Practicum II. 100 Units.
Interns will work with community-based organizations (CBO) throughout the quarter to apply concepts learned during the Foundations of Seminar course.
Instructor(s): Kay Fujiiyoshi Terms Offered: Winter
Prerequisite(s): UTEP Students Only

UTEP 60950. Foundations Seminar Practicum III. 100 Units.
As part of our fieldwork strand this quarter, we will be visiting various neighborhood, charter, and private schools as a cohort. We will practice being careful observers of schools and classrooms, school culture, administration and leadership styles, teachers and teaching styles, students and learning styles, and curriculum in practice. Simultaneously, we will also practice building dialogic relationships with school community members and continue to engage in a process of self-reflection and awareness
Instructor(s): Kay Fujiiyoshi Terms Offered: Spring
Master of Arts in Teaching

Prerequisite(s): UTEP Students Only
Taking seriously UChicago’s commitment to University Extension, the Master of Liberal Arts (MLA) program is a part-time degree program making available the university’s world-renowned resources to intellectually curious adults who otherwise cannot commit to full-time study. The MLA’s flexible course schedule and downtown Chicago campus make it ideal for adults with busy professional lives. Through reading, writing, and lively classroom discussions, MLA students study the works of great thinkers—in the Humanities, Social Sciences, Biological Sciences, and Physical Sciences—and begin the process of becoming thought leaders in their own spheres. In small seminars, all led by award-winning tenured UChicago faculty, students wrestle with great ideas and sharpen their critical and synthetic thinking skills.

- Program type: masters degree program
- Courses (https://grahamschool.uchicago.edu/credit/master-liberal-arts/current-courses/)
- Program structure, requirements, and application (https://grahamschool.uchicago.edu/academic-programs/masters-degrees/master-liberal-arts/curriculum/)
- Location: Gleacher Center (https://grahamschool.uchicago.edu/maps/)
- Structure: part-time, full-time / weekday evenings and Saturday mornings
- Time to completion: 1-5 years
- Minimum g.p.a. for satisfactory academic progress: 3.0
- Concentration available- Ethics and Leadership

Admission criteria:

- One transcript from each prior academic institution
- Writing sample
- Candidate statement
- Resume
- Two letters of recommendation

Course requirements:

- 1 course in Humanities
- 1 course in the Social Sciences
- 1 course in the Biological Sciences
- 1 course in the Physical Sciences
- 1 non-Western elective
- 3 free electives
- Completion of the MLA thesis/special project

M A S T E R  O F  L I B E R A L  A R T S  C O U R S E S

MLAP 30600. Socsic-1: Meaning And Motive. 100 Units.
This course fulfills the Social Science requirement. The “social sciences” encompass a broad array of academic fields, from econometrics and political economy on one end, to personality psychology and behavioral science on the other. This course emphasizes detailed study of some formative works dealing with the organization of human societies, both simple (with respect to scale and technology) and complex; the patterning of cultures and culture as an instrument of continuous human creativity; and the adaptation of persons and personalities to life in ordered communities. The function of religion as a means of social integration and as an organizing principle for disparate cultural meanings and values forms one focus of work in the course. A second deals both with “materialist” and “idealist” approaches to the study of culture and society and with the issues of consciousness in human mental life and the motivation for action. Reading includes works by Emile Durkheim, Karl Marx, Max Weber, Sigmund Freud, and Claude Lévi-Strauss. In addition, there will be readings that represent the perspectives of women and of authors whose cultural traditions lie outside Western civilization. The aim of the course is to provide an integrated conception of the relationships between culture, society, and the person. In disciplinary terms, these concepts correspond to the academic fields of anthropology, sociology, and personality psychology; this course seeks a broadly integrative view of the human sciences.
Instructor(s): A. Stanley Terms Offered: Winter

MLAP 30605. Perspectives on Modernity: Adam Smith, Karl Marx, and Max Weber. 100 Units.
The course will delve into the ideas of Adam Smith, Karl Marx, and Max Weber - three foundational thinkers in the social sciences. Their ideas have helped us define the modern predicament, and shape how we think about inequality, freedom, and work. Through their writings, we will trace the co-emergence of capitalism and a distinctly modern social and cognitive order. The course aims to demonstrate the historicity of various modern attitudes towards work, economy, and society, historicize the lived experience of modernity, and recover the
MLAP 30610. The Current Crisis of American Democracy. 100 Units.

Our democracy is in crisis, as manifest in unprecedented levels of inequality, abysmal levels of trust in government, political polarization, the traction of anti-democratic movements to overturn or restrict the vote. How did we get here? (And how we get out?) We will begin by consulting the work of economists Piketty, Milanovic, and Stiglitz, looking at the fallout from globalization and the rise of inequality worldwide and in the United States. Then we will turn to work by sociologists and political scientists Levitsky and Ziblatt, Hochschild, Cramer, Wuthnow, McVeigh and Estep, and Putnam. We will read both historical and ethnographic accounts - investigating the lives of the "left behind," estranged, and resentful; tracing the decay of democratic norms and growth of white nationalisms; and considering the possibility of a more civic community. You will be asked to read a book a week over the course of our ten weeks together. These are public-facing books by big thinkers. They're long but accessible. You will be responsible for reading enough of the book (I'll recommend chapters) to engage in a spirited discussion with your classmates. The aim of the course is to create a space for deliberating about politics civilly.

Instructor(s): Marco Garrido
Note(s): MLA Students Only; This course fulfills the Social Sciences requirement, or counts toward the concentration in Ethics and Leadership

MLAP 31200. Darwinian Medicine. 100 Units.

Human beings, like other living organisms, are products of evolution and natural selection. Disease is a major factor in evolution; individuals who are relatively resistant to disease are the ones who survive and reproduce, and who transmit their genes to the next generation. Throughout most of human history, nutritional deficiencies and infectious diseases were probably the major cause of infant and childhood mortality and thus were important factors in natural selection in humans. Culture has greatly altered the human environment, providing us with new but sometimes toxic foods, exposing us to new infectious diseases, and creating other conditions for which our evolutionary heritage has poorly prepared us. We will examine the evolutionary principles and genetic mechanisms that inform our understanding of disease and will discuss the interplay between biological and cultural factors in the etiology of disease.

Instructor(s): R. Perlman

MLAP 31205. Resolving the Environmental Crisis. 100 Units.

Humans have evolved unique capabilities for transforming their environment rather than adapting to it; in doing so we pass along the costs of improving their circumstances to the environment and future generations. This pattern has accelerated enormously during the past 200 years. It is now profoundly important to come to terms with our species' impact on all aspects of our environment, and the implications for our own health, welfare, security, and pleasure in life. How can we improve our social and civil institutions so as to resolve our environmental crisis? How should societies now attempting to join the industrial world proceed with their development? This course will consider these and related issues, and examine approaches to address them. This course fulfills the Biological Sciences Requirement.

Instructor(s): T. Steck
Terms Offered: Spring

MLAP 31210. Human Origins: From Early Primate Beginnings to Evolutionary Medicine. 100 Units.

Human beings are members of the order Primates, a distinctive group of mammals that originated around 80 million years ago. Within the primate evolutionary tree, the branch leading to the human species split from the sister lineage leading to our closest biological relatives, the chimpanzees, approximately 8 million years ago. Even under modern living conditions in industrialized societies, this extensive evolutionary history remains highly relevant, particularly for human medicine. The course is designed to provide an introduction to evolutionary processes among as primates in general, to the evolution of our own species in particular, and to the special features that emerged during emergence of the human lineage. Both living primates and their fossil relatives will be considered within an overall framework that allows confident interpretation of human evolution. Evidence from anatomy, physiology, behavior, chromosomes and molecular biology will be reviewed in an accessible manner, with appropriate attention to key theoretical issues. A key aim of the course, particularly through individual presentations by class participants, is to provide training in reading, interpreting and synthesizing scientific literature on selected themes. This course fulfills the Biological Sciences Requirement.

MLAP 31215. The Neurobiology of Everyday Life and its Dilemmas. 100 Units.

This course will explore the nervous system, how the nervous system produces behavior, how we use our brain every day, and how neuroscience can explain the common problems afflicting people today. We will study functional human neuroanatomy and neuronal communication, and then use this information to understand how we perceive the outside world, move our bodies voluntarily, stay alive, and play well with others. Special attention will be paid to the application of neurobiology to ethical issues.

Instructor(s): Peggy Mason
Terms Offered: Winter
Note(s): MLA Students only; this course fulfills the Biological Science requirement.
MLAP 31400. The Renaissance as an Age of Discovery. 100 Units.
The idea of the course is explore a group of texts dealing with discovery, magic, scientific investigation, overseas exploration, the New World on the Western shore of the Atlantic—all of this focused on the excitement of newness in the age of the Renaissance. The texts are from tragedy, comedy, non-fictional prose, philosophical prose, and lyric poetry, enabling us to study ways in which we can talk and write creatively and analytically about different kinds of literary genres.
Instructor(s): D. Bevington Terms Offered: Autumn
MLAP 31700. The New Cosmology. 100 Units.
Discoveries made and ideas put forth over the past 25 years have profoundly changed our view of the universe and our place within it. More discoveries and ideas are likely to come over the next 15 years. After thoroughly developing the Big Bang framework, this course will turn to the ideas that are central to the New Cosmology, the successor to the Big Bang theory. At the heart of the New Cosmology are the deep connections between the inner space of elementary particles and the outer space of cosmology. Inspired by those connections, the course will focus on dark matter, dark energy, the destiny of the universe, the origin of (ordinary) matter, cosmic inflations, and the multiverse. This course fulfills the Physical Sciences Requirement.
MLAP 31750. Matter, Energy, Space and Time: the Rules that Govern the Physical World. 100 Units.
This course will explore the nature of science, the basic laws that govern the physical world, and how we discovered them, from Democritus and atoms to Einstein and quantum mechanics. The instructor will be smiling if the student takes away from the course what science is and isn’t, why it is important, a basic understanding of the fundamental laws of physics and how they have created the physical world around us, and the deep mysteries ahead.
Instructor(s): Michael Turner Terms Offered: Winter
Note(s): MLA Students only; this course fulfills the Physical Science requirement.
MLAP 31850. Twentieth Century American 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, Cooper, 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. This course fulfills the Humanities Requirement.
MLAP 32150. Enhancing the Dimensions of Life. 100 Units.
This Course Fulfills an Elective Requirement. This course seeks to explore the question of “enhancing life” from three interrelated perspectives: basic goods, the moral good, and ideas about the transcendent good. Under each perspective on life we will engage (1) a synthetic text about the relation of forms of knowledge aimed at understanding the dynamics of human and non-human life, (2) a classic text about the relation of human life to what is good, and (3) a contemporary text that presents a constructive proposal about the meaning and orientation human life. Readings will include E.O Wilson’s The Social Conquest of Earth, Plato’s Symposium; Martha Nussbaum’s Creating Capabilities; Aristotle’s Nicomachean Ethics; and Nietzsche’s On the Genealogy of Morals, among several others. The aim of the course is to engage a fundamental aspiration of human existence, that is, the meaning and orientation of enhancing our lives.
MLAP 32227. US & Global Frameworks. 100 Units.
TBD
MLAP 32330. Lyric Poetry and Critical Thinking. 100 Units.
This course is based on the premise that poetry used to be at the center of humanistic curricula for a reason. Studying poetry, in addition to its many other pleasures and benefits, is a powerfully effective way to improve the fundamental skills that work in the humanities both requires and develops. Learning to give an adequate account of what a lyric poem is actually saying, on the surface of its text, is a difficult but highly rewarding exercise, one that develops a high degree of critical alertness in reading. Learning to articulate a plausible claim about a poem, and to support that claim with evidence found in the poem’s text, sharpens and enhances the skills of argumentative writing and persuasive speaking in a way that few other exercises do. Readings will include lyric poems, mostly originally in English with a few in translation, together with some essays by poets and critics. Coursework will include presentations, online discussion, and a set of graduated writing assignments aimed at learning how to do explication and practical criticism of poems.
MLAP 32350. Who’s Afraid of the Big Bad Poet? 100 Units.
Sad, but true. Many folks who enjoy reading fiction, drama, and memoirs feel considerably less comfortable with poetry. Our course will address this anxiety head on. Through close-textual analyses and strategic contextual sorting, we will examine and experience why poetry has provided pleasure to peoples throughout human history. Our close-reading will engage traditional Forms-ballad, sonnet, villanelle, lyric, epic. Contextually we will explore cultures as disparate as Homeric Greece, ancient Tamil and Tang and Popul Vuh and Hebrew civilizations, and Native American and modernist works from the U.S. Our course will also foreground student writing, by way of two analytic papers, one poem of each person’s crafting, and individual tutorials.
Instructor(s): William Veeder Terms Offered: Summer
Note(s): MLA Students Only; This course fulfills the Humanities requirement
MLAP 33001. The Problem of Evil: From Job to the Present. 100 Units.
If God exists, whence comes evil; and if God does not exist, whence comes good?” (Boethius). This course will consider the theological problem of evil, starting with the Book of Job. We will next investigate the problem from the perspectives of St. Augustine and St. Thomas Aquinas, for whom evil was the major, stumbling block in the proof of God’s existence. At issue will be the question of whether the view of evil initiated by Augustine as the “privation of good” represents an adequate explanation of evil. This pursuit will lead into the problem of theodicy: can—or should—God’s ways be justified to human beings? We will look at theodicy in selections from the works of Hume, Bayle, Voltaire, Leibniz, and Kant. We will then study several fictional treatments of the problem of evil, including Dostoyevsky’s The Brothers Karamazov, Melville’s Billy Budd, and the Coen Brothers’ movie No Country for Old Men, based on the novel by Cormac McCarthy.
Instructor(s): S. Meredith Terms Offered: Autumn
Note(s): MLA Students Only. This course elective requirement and counts toward the Ethics and Leadership concentration and certificate.

MLAP 33002. Reading Freud: Problems in Psychoanalytic Theory. 100 Units.
This course focuses on the Freud that has been important to work in philosophy, gender and sexuality studies, and literary and cultural studies engaged with those traditions. One thing this means is that we will be reading Freud less for his positions or theories than for his engagement with a set of interlocking problems that have been important for work in those fields over the last 30-40 years. Topics of particular concern will be the relations among psychoanalytic symptoms, the unconscious, and representation; the enigma of sexuality; Freud’s development of a radical account of desire and the drives; and Freud’s revisionary account of ethics.
Instructor(s): M. Miller Terms Offered: Winter

MLAP 33004. Foundations of Humanistic Inquiry. 100 Units.
This course offers an introduction to advanced study in the Humanities across a range of fields, including poetry, philosophy, fiction, and film. We will have three main goals. The first is to develop analytical skills common to the Humanities as well as those specific to each of our four fields, as we explore lyric poetry’s density of meaning, the subtle conceptual distinctions on which philosophy depends, narrative form and point of view in short fiction, and the roles of the camera and editing in film. Our second goal will be to move from the exercise of those skills in the give and take of conversation to their deployment in writing. Rather than one long term paper, the course requires three short papers, each of which will focus on a different field and its modes of analysis. To add focus to this wide disciplinary range, each of our texts will examine questions of ethics and identity. Our third goal will be to expand our ways of thinking about those central humanistic topics, as they take shape in relation to the different demands and opportunities of our four fields.
Instructor(s): Mark Miller Terms Offered: Autumn
Note(s): MLA Students Only. The course fulfills the Humanities requirement.

MLAP 33005. Introduction to Political Philosophy. 100 Units.
MLAP 33200. Models Of Universe. 100 Units.
This course fulfills the Physical Science requirement Many of the activities we honor and cherish in our culture—such as art, literature, music, philosophy, sports, and religion—struggle with the question, “What is our place in the universe?” Our attempts to answer this question have always been influenced by our perception of the answer to another question, “What is the universe?” The size, shape, center, nature, and origin of the universe are some of humanity’s oldest and deepest questions. The readings and lectures of this course will trace the development of our view of the universe starting with the Earth-centered cosmology of Aristotle through the Sun-centered universe in the Copernican revolution, to the modern big bang theory, and recent speculations about a quantum origin of the universe. The course focuses on the ideas as well as the people who shaped our view of the universe. The readings and lectures will not require mathematics or physics, only a curiosity about the universe. Readings include: Edward W. Kolb’s Blind Watchers of the Sky, Craig Hogan’s The Little Book of the Big Bang, Alan Guth’s The Inflationary Universe, and Stephen Hawking’s A Brief History of Time.
Instructor(s): E. Kolb Terms Offered: Spring

MLAP 33302. From Madness to Mental Health. 100 Units.
In this seminar, we will critically engage and discuss historical and contemporary texts on the topic of “mental health.” Whereas early research, practice, and literature tended to characterize people as mad, insane, or crazy, more recent works have adopted the philosophy and language of mental health, well-being, and recovery. Still stigma on mental health remains pervasive, and portrayals in popular culture often dramatize mental illness and the potential dangers that people with mental illness pose to the public good. In this course, we will endeavor to define what is meant by “mental illness” and “mental health,” how these definitions are historically, socially, and culturally situated, and how different understandings shape both private and public responses. Course materials will draw from a wide range of disciplines, including psychiatry, psychology, sociology, anthropology, law, public health, and social work, as well as portrayals in popular culture and the narratives of people living with and affected by mental illness. This course fulfills an Elective Requirement.

MLAP 33350. The Normal and the Pathological: Sickness, Care, and Wellbeing Across Cultures. 100 Units.
Taking its title from an important text by historian and philosopher of medicine Georges Canguilhem, this class considers how sickness, care, and wellbeing have been differently understood and embodied over time and between different cultural settings. Drawing on perspectives from anthropology, sociology, history, and the humanities, we will read a range of classic and contemporary texts to consider three broad themes: individual
and social experiences of sickness and disability; systems of intervention, healing, and care; and population-level determinants of health and wellbeing. More broadly, students will be introduced to a number of significant conceptual perspectives across the social sciences, such as hermeneutics, phenomenology, biopower, disability theory, and actor-network theory. Students will complete brief weekly reading responses and one final paper.

Instructor(s): Eugene Raikhel
Note(s): MLA Students Only. This course fulfills the Non-Western Requirement.

MLAP 33360. COVID-19: the Social Sciences of Health and Medicine. 100 Units.
The perspectives, methods, and concepts of the social sciences of health and medicine are vital in shaping how we understand and concretely respond to pandemics and public health emergencies. This course draws primarily on perspectives from the anthropology, sociology, and history of medicine and health to examine a range of questions raised by the ongoing COVID-19 pandemic. Readings, lectures, and discussions will draw upon key and foundational texts, comparative and historical case studies, and contemporary analyses of COVID-19. Broad topics covered will include: structural health inequalities and disparities; the phenomenology of symptoms and illness experience; social norms of interaction, solidarity, and isolation; disease stigma and racism; governance and the politics of public health interventions; the provision of medical care under conditions of crisis; modeling, prediction, and trust in expertise.

Instructor(s): Eugene Raikhel Terms Offered: Summer. This course will run Weds, 7/15 - 9/9
Note(s): MLA Students Only; This course fulfills the Social Science requirement.

MLAP 33450. Philosophy and Literature in the 18th Century: Inquiries into the Principles of Ethics. 100 Units.
What are the principles on which our ethical commitments are based? This course examines one of the many directions this perennial question might lead, into an 18th-century debate that continues to resonate today: is ethics based in feelings—in 18th-century terminology, ”sentiments”—or in reason? We will explore key arguments for both positions through a close reading of David Hume’s 1751 Enquiry Concerning the Principles of Morals and Immanuel Kant’s 1785 Groundwork of the Metaphysics of Morals. A central goal of the course will be to understand the conceptual challenges posed by such a question through an appreciation of the works of two of the greatest philosophers in the Western tradition. Another central goal will be to think somewhat to the side of such a question, by asking how the intersection of ethics, sentiments, and reason gets complicated yet further by the social, economic, and political conditions that shape people’s investments in them. To this end, and in order to preserve a historical focus relevant to that of our philosophical texts, we will also read some literature of the 18th and 19th centuries that pushes us towards richer understandings of the sociopolitical life of ethics, William Blake’s 1789 collection of poetry and visual art Songs of Innocence and of Experience and three short stories by Herman Melville, ”Bartleby the Scrivener” (1853), ”Benito Cereno” (1855), and ”Billy Budd, Sailor” (1888-91). This course fulfills an Elective Requirement.

MLAP 33501. The Ethnographic Tradition. 100 Units.
This class will introduce students to the practice of ethnographic field work, or participant observation research. Students will read works on the practice of ethnography and actual ethnographic studies to acquire exposure to a variety of theoretical approaches, empirical topics, and debates. Students will also conduct several weeks of ethnographic research, produce field notes, and write a short final paper based on their research. Each week we will discuss the field notes, which students will have exchanged before each session. The class should appeal to students interested in both the social sciences and the humanities, in part because it concerns the study of and reflection upon the human condition in live situations, and in part because the main theoretical approaches to the practice are rooted in deeper philosophical traditions. So, while becoming familiar with ethnographic theory students will be introduced to philosophical strains such as semiotics, existentialism, pragmatism, and phenomenology.

Instructor(s): Omar McRoberts Terms Offered: Autumn
Note(s): MLA Students Only. This class fulfills the Social Science requirement.

MLAP 34001. Some Versions of the Apocalypse. 100 Units.
This course fulfills the elective requirement. The end of the world is one of the most durable of mankind’s obsessions. From prophetic texts of the ancient world to today’s fascination with zombie plagues, environmental disaster, and nuclear winter, the genre of apocalypse has proven an extraordinarily fertile way to give expression to religious, moral, political, and economic beliefs and anxieties. In this course we will explore what is both fearful and alluring about catastrophe on an unimaginable scale, as we read and view some paradigmatic apocalyptic works across a wide historical range. The course will focus on close attention to the aesthetics of individual works, locating those works in their historical contexts, and the theoretical analysis of the texts motivating concerns.

MLAP 34201. Gods, Heroes and Seekers in Ancient Greek Literature. 100 Units.
MLAP 34203. The Ancient Greeks on Community, Justice, and Happiness. 100 Units.
What qualities make a life worth living and a life story worth retelling and celebrating? Is there a highest human good? If so, do we reach it through heroic action, through wisdom, or both? Is heroism a problem? Is wisdom a solution? Does the pursuit of individual excellence make us better at living together in communities, or worse? Can we learn something about how to live by telling poetic stories and asking philosophical questions? Why did the hero Achilles quarrel with King Agamemnon and refuse to fight in the Trojan War? What made him put aside his anger in the end? Why did Plato’s Socrates regard Homer the poet with reverence, yet banish Homer’s poems from his ideal city? We will spend ten weeks engaged with these and related questions while closely reading
two central, vital, and exuberant masterworks of ancient Greek thought and literature: Homer’s Odyssey and Plato’s Republic. Instead of reading the two works in sequence, we will bring them into conversation with each other by discussing both at each meeting, starting with the first book of the Odyssey and the first book of the Republic.

MLAP 34204. Aristotle and Homer: Ethics, Happiness, and Homecoming. 100 Units.
Can a hero catch a break? Yes, but it takes time. Often described as the first adventure novel of the Western world, Homer’s epic poem The Odyssey recounts the story of the hero Odysseus, driven off course on his return home from Troy. Odysseus’ escapades and the struggles of his wife, Penelope, and son, Telemachus, are aided at every turn by the goddess Athena, patroness of strategic thinking and practical wisdom. In Nicomachian Ethics, Aristotle gives the first systematic attempt at answering the question of how to achieve what Greek culture called “happiness” (eudaimonia), the excellence of a fully realized human life, through practical wisdom and ethical virtue. We will read these two inexhaustibly rich texts side by side, focusing on questions of ethics, leadership, and happiness on the journey home.
Instructor(s): David Wray
Note(s): MLA Students Only. This class fulfills the Humanities requirement, or counts toward the concentration in Ethics and Leadership.

MLAP 34205. Epics, Nations, Races, Worlds. 100 Units.
The project of nation building, of bringing a national identity into existence, is often regarded as a defining aspiration of many ancient and modern epic poems. Yet one of the many surprising things about Homer and his successors is how little nationalism their texts embody, in the sense of dehumanizing or “othering” those who do not share the ethnocultural identity whose heroes and great deeds their poems celebrate and memorialize. This course will examine some of the epics of Homer, Virgil, and Derek Walcott, as well as some works of history and philosophy, and draw out the ways in which compassion and connection manifest across lines of identity.
Instructor(s): David Wray Terms Offered: Winter
Note(s): MLA Students Only; this course fulfills the Humanities requirement.

MLAP 34210. Greek Drama at the Movies. 100 Units.
Western theater, as an art form and a cultural institution, traces its origin back to the Greek tragedies and comedies produced two and a half millennia ago by poets and citizen choruses competing for prizes in an annual festival at Athens in honor of the god Dionysus. And in our own time, filmmakers continue to take the ancient Greek mythological dramas of Aeschylus, Sophocles, Euripides, and Aristophanes as models, intertexts, points of reference, springboards of inspiration, and models for adaptation and innovation. In this course we will study ten of the most powerful classical Greek performance texts as we view and discuss a set of film adaptations spanning more than fifty years of cinema history and ranging from “faithful” attempts to recreate Athenian performance conventions in masks and gowns, to imagined “historical” recreations in the sword and sandal genre, to European new wave and postmodern deconstructions, and to transcultural reworkings that represent the tragic chorus as a gospel choir or Athenian soldiers as gang members fighting on the streets of Chicago.
Instructor(s): David Wray
Note(s): MLA Students Only; this course satisfies an elective requirement, or counts toward the Literary Studies concentration

MLAP 34606. Liberal Arts for Business Lead. 100 Units.
The 21st century will perhaps be remembered one day as the age of humanistic approaches to business. An increasing number of studies show that classic management education (with its focus on quantitative analysis, and functional and technical skills) is no longer sufficient for the complexities of our 21st-century global world. In the real world that business leaders face today, human-created problems from conflict and terrorism to inequality and climate change impact their businesses and require new forms of leading and managing. Even core business questions such as understanding who your customers are or how to get employees to work more efficiently require increasingly creative and supple approaches that go beyond numbers and maths and take into account the full range of human behavior, values and emotions. Thinkers and scholars in the Humanities have reflected for centuries on what it means to be human. Drawing on this deep and broad scholarship (and on a range of Liberal Arts disciplines from the Humanities and qualitative Social Sciences, from philosophy and history to poetry and music), this course provides key perspectives on how the Liberal Arts can bring value to business in several classic areas: Leadership development, Organizational Behavior and Management, Advertising and Marketing, and Strategy.

MLAP 34703. Colonial Fictions: Adventures, Exoticisms, East, West. 100 Units.
The Age of Empire has bequeathed us a wealth of literary texts, among them adventures tales, such as Rider Haggard’s King Solomon’s Mines, as well as more serious novels about colonial encounters and life in the colonies, such as E.M. Forster’s A Passage to India. At the same time, colonialism introduced the novel as a new literary genre to many literatures in Asia. This course will examine what Empire was in the case of British India and the Dutch East Indies (today’s Indonesia) by reading English and Dutch novels together with the work of Asian writers. This will help us develop an idea of how literature was both collusive with and critical of colonialism, how different cultures wrote about their contact with each other, and how the writing of that era has shaped our modern world. This course fulfills the Non-Western Elective Requirement.
Instructor(s): S. Ebeling Terms Offered: Autumn
MLAP 34704. Understanding World Poetry. 100 Units.
Reading poetry is for everyone! This course is an introduction to the study of poetry, providing both the technical knowledge and tools useful for appreciating poetry, as well as an overview of the history of world poetry. We will read and discuss some of the finest and most memorable poems ever written. These will include examples of classical, medieval and modern European poetry in Latin, Greek, English, French, German, Spanish, Italian, Russian and Czech, by some of the most famous European poets (such as Horace, Petrarch, Spenser, Goethe, Schiller, Coleridge, Pushkin, Baudelaire, Rilke, García de la Vega, and Mácha), but also examples from non-European languages such as Chinese, Japanese, Sanskrit and Tamil. The temporal range will be from ancient Indian poems composed about 1500 BCE to poems about the civil war in Sri Lanka written in 2015.
Instructor(s): Sascha Ebeling Terms Offered: Autumn
Note(s): MLA Students Only. This course fulfills the Non-Western elective requirement.

MLAP 34850. The Moral Arc of America: Justice, Morals, and Power in U.S. History. 100 Units.
This course examines pivotal issues and moments in U.S. history, where morals, justice and power took on heightened urgency, becoming focal points of public debate. With an eye to present-day concerns, the course will explore race and slavery; bodily autonomy; freedom of speech and assembly; and the market as a model in a democracy. We will study both the voices of actors in the past and influential historical writing, examining contending views, resolutions reached or not reached, tracing the play of debate in a range of sources, including speeches, stories, political debates, and legal cases.
Instructor(s): Amy Dru Stanley
Note(s): MLA Students Only; this course fulfills an elective requirement and can count towards the Ethics and Leadership concentration

MLAP 34860. Human Rights and the Meaning of Work. 100 Units.
This interdisciplinary course explores work -- free and unfree -- and the experience of working people from the vantage point of human rights. With an eye to current debates about equity, the course examines public policy, history, mass culture, and law. It will focus on workplaces ranging from cotton fields to auto plants to Amazon warehouses, on landmark legal cases, and authors ranging from Adam Smith and Karl Marx to John Maynard Keynes and Milton Friedman. Key topics include industrialization and de-industrialization, globalization, slavery and emancipation, corporate capitalism, workplace democracy, gender difference, undocumented labor, the role of government and labor unions.
Instructor(s): Amy Dru Stanley
Note(s): MLA Students Only; the course satisfies an elective requirement, or counts toward the Ethics and Leadership concentration

MLAP 35102. The Politics of Taste. 100 Units.
Instructor(s): L. Rothfield Terms Offered: Winter

MLAP 35104. Cultural Heritage and Cultural Diplomacy. 100 Units.

MLAP 35105. Imagining the City. 100 Units.
The rise of the modern city makes possible new modes of experience, new kinds of people, and new kinds of stories. To appreciate these novelities, we will start by looking at sociologist Georg Simmel’s “The Metropolis and Mental Life.” Then we will explore how writers and filmmakers have tried to capture this experience of city life in different genres (the detective story, romantic comedy, modernist poetry, realism), and from different social perspectives. Texts and films may include Dr. Jekyll and Mr. Hyde; The Big Sleep; Do the Right Thing; Manhattan; “The Waste Land”; “Sonny Blues”; Blade Runner; and Lost in Translation.
Instructor(s): Lawrence Rothfield. Terms Offered: Autumn
Note(s): MLA Students Only. This course fulfills an elective requirement.

MLAP 35106. Heritage: Law, Ethics, Policy. 100 Units.
What is worthy of preservation, and why? What kinds of relationship to the past, to memory and forgetting, are at stake in defining heritage? What are the different ways of categorizing the kinds of heritage, and what distinct problems of preservation do these different kinds of heritage present? What ethical principles can help guide the way we deal with heritage controversies? Should the government be involved in heritage protection, and if so, why? What tools of government action -- criminalization, incentivization, regulation, etc. -- have been used to preserve heritage in various situations, and with what consequences? We will take up these questions through a series of case studies ranging from the Elgin Marbles debate to the confrontations over confederate monuments to the designation of a “whistling language” and the struggle over whether tribes or scientists should have control of the body of an ancient Native American.

MLAP 35107. The Florentine Renaissance. 100 Units.
This course offers an introduction to the intellectual, social, and political transformations that are reflected in the astounding explosion of artistic creativity that occurred in Florence in the years 1400-1540.
Instructor(s): Lawrence Rothfield
Note(s): MLA Students Only; this course fulfills and elective requirement

MLAP 36000. History of Ethics. 100 Units.
The topic of this course is the question, “How should I live?” This question is here stated in the singular. But as Aristotle observed, the human being is by nature a social animal. For creatures such as us, the singular question cannot be cleanly separated from one in the plural: “How should we live together?” We approach this
interlocking pair of questions through examination of a long and rich tradition of philosophical reflection upon them—a tradition initiated by the ancient Greeks, transformed in the Enlightenment, and put under pressure by skeptics and critics of the 19th and 20th centuries. Readings include Plato, Aristotle, the Stoics, Hume, Kant, Wollstonecraft, Sidgwick, Nietzsche and Anscombe. Topics include happiness, purpose, virtue, fortitude, rights, obligations, sympathy, integrity and oppression.

Instructor(s): Jason Bridges
Terms Offered: Spring
Note(s): MLA Students Only. This course fulfills an elective requirement, or can count towards the concentration in Ethics and Leadership.

MLAP 36200. Philosophy of Political Ethics. 100 Units.
Human beings, as Aristotle observed, are political animals. Not only do we live in increasingly complex societies, but we are also equipped to ask moral and ethical questions of ourselves and our government. For millennia, humans have debated the nature of justice, obligations of citizenship, and the tensions between individual and collective rights. This course will probe these and similar questions by grappling with some of the seminal texts that have sought to answer how we should live together.

Instructor(s): Jason Bridges
Terms Offered: Spring
Note(s): MLA Students Only. This course fulfills an elective requirement, or counts toward the Ethics and Leadership concentration.

MLAP 39900. MLA Thesis / Special Project. 100 Units.
MLA Paper project course.
Instructor(s): TBD
Terms Offered: Summer, Autumn, Winter, Spring

MLAP 39901. Thesis Extension. 000 Units.

MLAP 45801. Hinduism: Sources and Contexts. 100 Units.

MLAP 45802. The Ramayana in Indian History. 100 Units.
The great Hindu Epic, the Ramayana, tells the story of prince Rama’s recovery of his wife, Sita, when she had been abducted by the demon Ravana and kept for many years on the island of Lanka. First recorded in Sanskrit before the beginning of the Common Era, it was retold in many languages over many centuries and was used by different groups with different agendas, especially after Rama came to be regarded as an incarnation of the god Vishnu. Rama’s brutal repudiation of Sita was disputed by women in their retellings; and the demon Ravana was used to represent various demonized enemies, Tamils (by Hindi-speakers) and Hindi-speakers (by Tamils).

MLAP 45950. Pursuits of Happiness in Chinese Cinema. 100 Units.
This course will offer an in-depth introduction to Chinese cinema from the 1930s to the present. We will explore a variety of films and genres, situating them in their historical and social contexts, analyzing their forms and techniques, and investigating how they appropriate and adapt elements from other national cinemas as well as from other media such as theater and photography. The premise for this course is that movies entertain, move, and mobilize audiences by presenting explicit or implicit visions of happiness, or of how to be happy and lead a meaningful life. Such visions are, of course, historically specific, and they may be at work even in unhappy or bleak films that do not seem to offer any promise of redemption. Through the lens of cinema, this class will offer an opportunity to learn about the desires and aspirations underlying the social and political upheavals of twentieth- and twenty-first-century China.

MLAP 45960. Historical Perspectives on Chinese Culture. 100 Units.
Do the past fifty years of China’s development represent the "rise" of a new entity or a "return" to a state of central importance? In order to answer the question, this course addresses development of the Chinese state, society, and culture from its earliest existence to the present. The view through time provides an introduction to Chinese culture, its distinctive characteristics, evolution and history. Each week’s readings center on a question of broad historic significance for further class discussion. No background in Chinese studies is required. This course fulfills the Non-Western Requirement.

MLAP 45970. India in Film: Imaginations of a Decolonial Nation. 100 Units.
Among all film producing countries in the world, India successfully resisted Hollywood’s hegemony. Some Hollywood blockbusters made their way to theaters in big Indian cities; some were adapted into Indian languages. Mostly, however, audiences remained loyal to Indian fare. What was the India that was depicted on-screen? To what extent was India produced by these filmic imaginations? To be sure, there was no monolithic India represented in film. Over the course of the quarter, we will focus on some important films to chart the idea of India they constructed and held up for critique. Most of our films will be selected from the immediate post-independence decades, i.e. the 1950s and 1960s, regarded as the classical period of Indian cinema. Our films will include popular as well as art films. Our goal will be to understand the relationship between films and emergent ideas of nationhood, modernity, and citizenship in a decolonial world.

Instructor(s): Rochona Majumdar
Terms Offered: Spring
Note(s): MLA Students Only. This course fulfills the non-Western elective requirement.

MLAP 46000. Ulysses. 100 Units.
James Joyce’s Ulysses is often referred to as one of the greatest novels in English literature. The breadth of humor, depth of character, musical prose, and streams of consciousness have captivated readers whether they know how Homer’s Odyssey or not. This course combines close attention to the text of Ulysses with readings and occasional
brief lectures designed to give a sense of some of the critical approaches available for interpreting Joyce's novel, ranging from psychoanalysis to anthropology to cultural studies. The primary goal is to provide a supportive analytical framework within which the group can develop a feeling of familiarity and pleasure in encountering and interpreting this complex novel.
Instructor(s): L. Ruddick Terms Offered: Autumn

**MLAP 46202. Religious Law, Secular Law, and Sexual Deviation in Ancient India. 100 Units.**
This course will compare these three important texts in order, first, to understand the social norms for religion and sexuality in ancient India (in The Laws of Manu); and then to discover how two widely accepted scientific texts (the Kamasutra, on pleasure, and the Arthasastra, on politics) challenged those norms.
Instructor(s): W. Doniger Terms Offered: Winter

**MLAP 46300. Africa and the World: Ancient to Early Modern Times. 100 Units.**
This class introduces students to ancient, medieval, and early modern African states and societies. The first half of the course focuses on ancient Egypt, empires of West Africa, the maritime worlds of the Swahili Coast, the pastoral peoples of Great Zimbabwe, and the highlands of Ethiopia. The second half of the course investigates Africa in the era of the trans-Atlantic slave trade. We will study the history of slavery in Africa and also consider the transformations on the continent wrought by the demand in the Americas for enslaved peoples from Africa.
Instructor(s): Emily Osborn
Note(s): MLA Students Only; the course fulfills the non-western elective requirement

**MLAP 49900. Independent Study. 100 Units.**
With the prior approval of the MLA Program Office, students may enroll in this course to pursue an independent study under the guidance of a faculty member. Contact the Program Office with any questions.
Instructor(s): TBD Terms Offered: Autumn Spring Summer Winter
Note(s): Need MLA director approval to register.
The Master of Science in Biomedical Informatics (https://grahamschool.uchicago.edu/mscbmi/) (MScBMI) program offers students the opportunity to become experts in this interdisciplinary field that includes technology, healthcare and informatics. More specifically, biomedical informatics studies and pursues the effective uses of biomedical data, information, and knowledge for scientific inquiry, problem solving and decision making, motivated by efforts to improve human health. Students will learn key skills necessary for understanding, designing, and managing health information technology systems and projects. The curriculum includes core content in clinical and research informatics; ethical, legal, and social issues; data analysis; and leadership concepts specific to biomedical informatics. Students may also focus their elective courses on a specific field of study by selecting a program concentration: Bioinformatics, Clinical Informatics, Population Health Informatics or Healthcare Delivery Science. As a culminating experience, students put into practice the knowledge and skills they learned during their coursework through a Capstone project. The Capstone experience provides students the opportunity to develop and implement a biomedical informatics solution with an industry or University partner or within their workplace. The MScBMI is a program for working adults offered on weekday evenings and on Saturdays. Students attend either part-time or full-time and are taught by University of Chicago faculty and industry professionals.

Program type: Masters degree program

- Courses (https://grahamschool.uchicago.edu/academic-programs/masters-degrees/biomedical-informatics/curriculum/)
- Program structure, requirements, (https://grahamschool.uchicago.edu/academic-programs/masters-degrees/biomedical-informatics/curriculum/) and application (https://grahamschool.uchicago.edu/academic-programs/masters-degrees/biomedical-informatics/apply/)
- Location: 455 N. Cityfront Plaza Drive
- Part-time or full-time / weekday evenings and Saturdays
- Time to completion: 1 to 5 years

Minimum G.P.A. for satisfactory academic progress: 3.0

Admission criteria:

Applicants are required to hold a Bachelor’s degree. To be considered for admission, applicants must submit:

- Completed online application
- $75 application fee (non-refundable)
- Official transcript from each prior academic institution attended
- Candidate statement
- Current resume or CV
- Three letters of recommendation

Admitted students are required to pay a $250 acceptance fee.

Applicants who attended an international college or university may also need to:

- Satisfy English language proficiency requirement
- Provide course by course evaluation

MScBMI students must complete 1200 units, comprising of 12 courses, which must include

- 5 core courses
- 4 elective courses
- 3 capstone courses

MScBMI students are eligible to earn one of the following concentrations, please consult program academic adviser for details

- Clinical Informatics
- Bioinformatics
- Healthcare Delivery Science
- Population Health Informatics

Each of the following five core courses:
• MSBI 31100 Introduction to Biomedical Informatics
• MSBI 31200 Leadership and Management for Informaticians
• MSBI 31300 Concepts in Computer Programming
• MSBI 31500 Ethics and Policy Questions: Genomics, Health Care, and Big Data
• MSBI 31800 Introduction to Applied Data Analysis

Electives courses (select four from the following):
• MSBI 31600 Advanced Concepts in Computer Programming
• MSBI 32000 Intermediate Applied Data Analysis
• MSBI 32100 HIT Integration, Interoperability Standards
• MSBI 32200 Big and Little Data in Healthcare
• MSBI 32300 Decision Support Systems & Health Care
• MSBI 32400 Introduction to Bioinformatics
• MSBI 32500 Advanced Bioinformatics: Genome Analysis
• MSBI 32600 Geographic Information Systems and Health Information
• MSBI 32800 Healthcare Innovation and Entrepreneurship
• MSBI 32900 Evaluation Methods in Health Informatics
• MSBI 33100 Population Health Informatics
• MSBI 33200 Machine Learning for Biomedical Informatics
• MSBI 33400 Topics in Healthcare Delivery Science

Each of the following three Capstone courses:
• MSBI 39901 Capstone Project Proposal
• MSBI 39902 Capstone Project Implementation
• MSBI 39903 Capstone Project Writing and Presentation

Note: Students enrolled in the Pritzker School of Medicine are permitted to apply to the MSBI program, but they must take time off from medical studies in order to complete the program. They may, with special permission, complete the MSBI 39903: Capstone Project Writing and Presentation course after returning to PSM and the course will be applied to MSBI degree requirements.

MASTER OF SCIENCE IN BIOMEDICAL INFORMATICS COURSES

MSBI 30100. Introduction to Biostatistics Prerequisite. 000 Units.
This is an intensive course designed for students who have little to no background in statistics. It is also intended to be a refresher course for those who may have some statistical background and may or may not have recently been engaged in statistics related work or activities. The course will focus on understanding the concepts and will include a reasonable level of theory and applications and will strive for balance between these two. The objective of the course is to bring all students to the same level of statistical understanding and to ensure that they have the ability to apply these concepts using real data.

MSBI 30200. Overview of Clinical Care Systems Prerequisite. 000 Units.
MScBMI students need to have a good understanding of how big clinical settings work. This workshop is for non-clinicians to gain understanding of basic workflow, systems, and terminology of hospitals.

MSBI 31100. Introduction to Biomedical Informatics. 100 Units.
This course will cover the fundamentals of informatics as it applies to health care and research. Specific topics will include: radiology, imaging, and nursing informatics; using clinical data for research; overview of bioinformatics; coding in clinical care and billing; terminologies and ontology mapping; security and privacy including HIPAA and HITECH; mobile health and telemedicine; human-computer interaction; decision support; meaningful use; quality reporting; the Affordable Care Act; and clinical laboratory informatics.

MSBI 31200. Leadership and Management for Informaticians. 100 Units.
This course is an intensive exploration of the conceptual and practical facets of leadership with the aim of preparing students to succeed in managerial roles. Over the ten-week quarter, we will draw on leading scholarship in the management sciences to help us define the nature of and limits to a learning organization, and how this understanding can be best applied to the biomedical informatics industry. The themes and topics include emotional intelligence, creative team management, technological disruption, organizational network analysis, negotiations, and the ethics of leadership. In the tradition of graduate education at the University of Chicago, we will approach these topics dialectically through critical readings and discussion. Each class session will also involve extensive team work on case study analysis and in-class simulations.
MSBI 31300. Concepts in Computer Programming. 100 Units.
This course will provide an introductory and intermediate level overview of computer science and programming for students who are not working in technology-based professions. Students will learn concepts in computer programming and how programming language works, as well as theories behind information system design and management. Specific topics include: Python programming language; fundamental data structure; algorithm design; basic project management of development projects.

MSBI 31500. Ethics and Policy Questions: Genomics, Health Care, and Big Data. 100 Units.
This course will provide students with an understanding of critical ethical, legal and social issues related to biomedical informatics, with an emphasis on policies in the US. Specific topics include: balancing privacy and discovery in the context of big data analysis; data stewardship; human genomic data; implications of future innovation for privacy and ethics; and guarding against misuse of data.

MSBI 31600. Advanced Concepts in Computer Programming. 100 Units.
This course will introduce students to advanced concepts in computer programming through real-world "end-to-end" case studies. Additionally, this course will provide a comprehensive introduction to the domain of biomedical informatics from a computer programming perspective and will also provide implementation examples that are representative of problems that practitioners in the medical field have to solve. During the course, students will learn how biomedical informaticists access and process healthcare and medical data. Topics will include: common IT methods and tools, important numerical algorithms, commercial products as well as open-source tools and libraries.

MSBI 31800. Introduction to Applied Data Analysis. 100 Units.
This course will introduce students to the concepts of research design, working with healthcare data, managing secondary data sets, and basic data analysis including descriptive statistics and measures of association. The course will outline methods for identifying appropriate datasets and using tools to analyze data, evaluate hypotheses, and interpret results. The goal is to help students learn how to describe, present, summarize, and organize data effectively in biomedicine.

MSBI 32000. Intermediate Applied Data Analysis. 100 Units.
This course will enable students to focus on applying informatics methods to real-world scenarios. The course will be customized for students wanting to pursue research or clinical informatics projects. In the research group, we will use a case-study based approach to identify appropriate datasets, use analytic tools to analyze data, evaluating hypotheses, and interpret results. In the clinical group, we will focus on the methods of diagnosing issues within current or proposed clinical systems, using informatics to address issues, and evaluate the results.

MSBI 32100. HIT Integration, Interoperability Standards. 100 Units.
This course will provide students with an understanding of healthcare information technology (HIT) standards and interoperability. Lessons will include: a review of key standards such as IHE initiative, HL7, DICOM, CCOW, and others; the role of non-medical standards (HTTP, XML, etc.) in biomedical informatics; policy issues related to data exchange between institutions; use of service oriented architecture (SOA); enterprise business integration; and HIPAA policies and standards.

MSBI 32200. Big and Little Data in Healthcare. 100 Units.
This course will allow students to explore the concept of big data and the analytic and clinical challenges it presents. Lessons will cover the challenges in capturing, storing, searching, sharing and analyzing big data, including sources such as electronic health records, clinical notes, medical imaging data, genetic data, pharmacy data, and administrative data (ICD-9 codes and billing data). Current advances in data science, information extraction and predictive modeling will also be examined.

MSBI 32300. Decision Support Systems & Health Care. 100 Units.
This course will give students an overview of computer-assisted management information and decision systems used in health organizations. Topics will include: the analysis and design of databases for decision-making; data and information flow and reporting; security, privacy and confidentiality in using decision support systems; and best practices for change management in decision support systems.

MSBI 32400. Introduction to Bioinformatics. 100 Units.
This course will provide students with an introduction to the tools and applications of bioinformatics. Examples will focus on genetic and genomic technologies including basic Illumina molecular biology; utilities for DNA sequencing; and knowledge extraction engines.

MSBI 32500. Advanced Bioinformatics: Genome Analysis. 100 Units.
This course will follow on from the Introduction to Bioinformatics and will include advanced topics such as: Linux and high-performance computing; genomic data visualization; R programming in bioinformatics; and RNA sequencing data analysis.

MSBI 32600. Geographic Information Systems and Health Information. 100 Units.
Increasingly, health care professionals are integrating data and data analysis techniques into the formulation of strategies, approaches, and frameworks for addressing complex health issues. Among the various data analysis tools being used in the health care and public policy fields Geographic Information Systems (GIS) are unique in their ability to tie health data to a geographic location. This makes a GIS much more than mapping software; by providing users with a suite of tools for manipulating, analyzing, and visualizing data in a spatial way a GIS
can reveal relationships, trends and patterns that would not be apparent in other data analysis applications. GIS analysis methods can be used across disciplines to answer the kinds of complex multi-dimensional questions frequently found in the health care field. In this class, students will learn about fundamental GIS concepts while building the basic skills necessary to integrate a GIS into a decision-making process. Concepts presented in lecture will be put into practice through hands-on laboratory exercises utilizing QGIS, a cross-platform free and open-source desktop geographic information system. Additionally, the course will incorporate cases studies into laboratory exercises to ground GIS analysis techniques in real world learning scenarios.

**MSBI 32800. Healthcare Innovation and Entrepreneurship. 100 Units.**
This interdisciplinary course will provide the fundamental knowledge for healthcare innovation and entrepreneurship. The course will start with healthcare problem identification, innovative solution design, and eventually pitching the business concept to potential investors. Guest speakers from various schools will provide real-world perspectives and practical knowledge from different angles. Students will be divided into groups and work on either a quality improvement project or a business proposal throughout the 10-week course. There will be a final project presentation at the end of the course. Students are encouraged to later submit the project to annual UChicago app challenge or new venture challenge if applicable.

**MSBI 32900. Evaluation Methods in Health Informatics. 100 Units.**
Everyday thousands of lines of print are dedicated to the promise of Chat-bots, AI Doctors, Robot Surgeons, Image Recognition, Self-driving Cars, and other disruptive technologies. The science of biomedical informatics evaluates the interface of humans and information resources or technologies to ask the question: We can do it, but are we better for it? Each week we will discuss the spectrum of evidence generated on emerging technology through the lens of popular culture, news and articles, primary research, and fundamental research methodologies. Specifically, each week we will review an emerging disruptive technology or information resource in healthcare through the frame of the week's Friedman chapter, a student-selected primary research paper, and a popular news topic.

**MSBI 33100. Population Health Informatics. 100 Units.**
As health and healthcare digitizes, the potential to better monitor, target and respond to the needs of populations increases. However, the exponential growth in health information technologies, and associated consumer products, has created an informatics skills gap for even veteran population health professionals. This course provides both a hands-on introduction and conceptual foundation for public health informatics. Students will work with open source surveillance data sets, apply standard terminologies and vocabularies, while furthering their understanding of the intersection of public health practice and informatics. This course will prove valuable for any student tasked with evaluating new data sets for monitoring the health of populations.

**MSBI 33200. Machine Learning for Biomedical Informatics. 100 Units.**
This introductory course will present an overview of the basics concepts, techniques and algorithms used in Machine Learning. By taking this course students will be introduced to the basic ideas and intuition behind modern Machine Learning techniques. Students taking this course should be able to program in Python in order to complete the assignments required.

**MSBI 33400. Topics in Healthcare Delivery Science. 100 Units.**
This course provides an overview of core healthcare delivery science subject matter including definitions of HDS components, program planning and evaluation, pre-implementation, implementation, post-implementation sustainability, and more. The objectives are for students to gain a deeper understanding of needs and risk assessment, intervention design and development, particularly using user-centered methods, and implementation of interventions into healthcare delivery systems, using cutting-edge conceptual frameworks and methods.

Terms Offered: Spring
Prerequisite(s): “Limited to MScBMI students, or with permission. Contact mscbmi@uchicago.edu for permission”.

**MSBI 38100. Independent Study. 100 Units.**
TBD

**MSBI 38200. Advanced Research. 000 Units.**
TBD
Terms Offered: Autumn

**MSBI 39901. Capstone Project Proposal. 100 Units.**
As a culminating experience, students will put into practice the knowledge and skills they learned during their coursework through a Capstone Project. Students will have the opportunity to develop and implement a biomedical informatics project with an industry or University partner or in their workplace. Students will complete this project over the course of three quarters in the program. The Capstone Project Proposal course will focus on planning the project and developing the proposal.

**MSBI 39902. Capstone Project Implementation. 100 Units.**
As a culminating experience, students will put into practice the knowledge and skills they learned during their coursework through a Capstone Project. Students will have the opportunity to develop and implement a biomedical informatics project with an industry or University partner or in their workplace. Students will
complete this project over the course of three quarters in the program. The Capstone Project Implementation course will focus on implementing the developed project.

**MSBI 39903. Capstone Project Writing and Presentation. 100 Units.**
As a culminating experience, students will put into practice the knowledge and skills they learned during their coursework through a Capstone Project. Students will have the opportunity to develop and implement a biomedical informatics project with an industry or University partner or in their workplace. Students will complete this project over the course of three quarters in the program. The Capstone Project Writing and Presentation course will focus on creating the project write-up and presenting the capstone results to the MScBMI community.
Master of Science in Threat Response Management

Master of Science in Threat and Response Management (MScTRM) students will develop the analytical, theoretical, and practical tools necessary to take on leadership roles across the evolving field of emergency management. Our interdisciplinary curriculum draws from fundamental subject areas such as crisis communications, national security, environmental security, cyber risk management, and other industry-relevant topic areas. As a culminating experience, students put into practice the knowledge and skills they learned during their coursework through a Capstone project. The Capstone experience provides students the opportunity to develop and implement an emergency management solution with an industry or University partner or within their workplace. The two-year executive format attracts a diverse cohort of students across sectors and years of experience to work closely with industry practitioners and subject matter experts to develop the skills necessary to build adaptive, prepared, and sustainable communities.

- Program type: Master’s degree program
- Courses (https://grahamschool.uchicago.edu/academic-programs/masters-degrees/threat-response-management/curriculum/)
- Location: 455 N. Cityfront Plaza Drive
- Part-time / executive format classes meet for three extended weekends each quarter: Autumn, Winter, Spring
- Time to completion: 2 years

Minimum g.p.a. for satisfactory academic progress: 3.0

Admission Criteria:

Applicants are required to hold a Bachelor’s degree. To be considered for admission, applicants must submit:

- Completed online application
- $75 application fee (non-refundable)[CR1]
- Official transcript from each prior academic institution attended
- Candidate statement
- Current resume or CV
- Three letters of recommendation

Admitted students are required to pay a $250 acceptance fee (non refundable).

Curriculum requirements:

MScTRM students must complete 1200 units, comprising 12 courses, which must include:

- 6 core courses
- 3 elective courses
- 3 capstone courses[CR2]

Each of the following six core courses:

- MSTR 31110 TRM Introductions: An Evolving Threat Landscape
- MSTR 31111 Intelligence Driven Decision Making
- MSTR 31112 Bureaucracy, Politics & Ethics in a Digital Age
- MSTR 31113 Threat and Response Planning & Communication
- MSTR 31114 Threat and Response Leadership Case Studies (Crisis)
- MSTR 31115 VUCA Risks: Infectious Disease

Three of the following elective courses:

- MSTR 32201 Public Health Surveillance and Investigation
- MSTR 32202 Modeling and Simulation for Policy Analysis and Design
- MSTR 32203 Critical Infrastructure Protection and Key Resources
- MSTR 32205 Radiation, Chemical, and Biohazard Countermeasures - Essentials for Community Survival
- MSTR 32206 Cyber Awareness
M.S. in Threat and Response Management Courses

MSTR 30001. Introduction to Statistics and Research Methods Bootcamp. 000 Units.
The Statistics and Research Methods Bootcamp will provide a foundation for the use of statistics in data analysis and offer students an introduction to quantitative and qualitative methods in support of program coursework and the completion of a Capstone project. Topics covered include: formulating a research question, identifying data sources, engaging in a literature review, acquiring IRB approval, understanding statistics in context, developing research projects, and analyzing and interpreting quantitative and qualitative data.
Instructor(s): Nick Havey
Terms Offered: Autumn
Note(s): Pre-quarter bootcamp for current MScTRM students.

MSTR 31110. TRM Introductions: An Evolving Threat Landscape. 100 Units.
This course is designed to introduce key concepts, awareness, and critical thinking around a consistently evolving threat landscape. It will provide historical and contemporary case studies pertaining to three major areas that are key to national and global security: environmental, national security, and cyber-based challenges. The course will focus on class interaction and dialogue on understanding historical threats, the evolution of them, and how the understanding of a changing threat environment will enable students to apply critical thinking, analysis, and heightened awareness to develop and apply potential strategic mitigation solutions. Students will have the opportunity to interact with subject matter expert guest speakers who are current or former U.S. government practitioners. Given that class will be conducted in a remote environment, online content (articles, streaming video, podcasts, social media) will be routinely included; students will also be regularly asked to self-identify relevant content for discussion and presentation. There will be an emphasis on real-world application such as developing high level policy positions and tabletop exercises.
Instructor(s): Nate Snyder
Terms Offered: Autumn

MSTR 31111. Intelligence Driven Decision Making. 100 Units.
Incomplete data, mission information, or rapidly changing scenarios requires a pragmatic approach to reach an optimal solution. This course will introduce students to a decision process usable in any scenario. Students will learn to identify, gather, and process available information for use in a set yet flexible process to identify and reduce risk, protect people and property, and maintain optimal business operations.
Instructor(s): Dan William
Terms Offered: Autumn

MSTR 31112. Bureaucracy, Politics & Ethics in a Digital Age. 100 Units.
This course is designed to introduce students to the functioning of U.S. bureaucracy, particularly in the context of real life political and ethical dilemmas students are likely to face in a rapidly changing world. Through analytic frameworks, case studies, presentations, and class exercises, students will learn about the wide range of bureaucratic stakeholders, how bureaucracies are held accountable, and how to influence bureaucratic outcomes. Course topics will include changes in national security bureaucratic structures and policy following the attacks of September 11, 2001, data privacy, whistleblowers, ethical dilemmas in artificial intelligence policy, and bureaucratic responses to technological threats.
Instructor(s): Nadine Farouq
Terms Offered: Winter

MSTR 31113. Threat and Response Planning & Communication. 100 Units.
This course is designed to introduce students to threat response planning, management, and crisis communications, using real-world examples to analyze the most effective strategies for effective crisis response. The class will assess and analyze recent crisis responses, and then apply the knowledge learned from those case studies to develop and execute crisis response plans during tabletop exercises. Students will have the opportunity to interact with subject matter expert guest speakers with expertise in effective crisis response and communications, as well as gain tangible communications skills to prepare for engagement in a diverse media landscape.
Instructor(s): Peter Boogaard
Terms Offered: Winter

MSTR 31114. Threat and Response Leadership Case Studies (Crisis) 100 Units.
How will I lead and how will I serve? These questions have, undoubtedly, crossed the minds of our students, but have our students made the necessary personal investment to intentionally shape and execute on their own leadership vision? Tomorrow’s leaders will require the tools and the space to refine their leadership philosophy while understanding the impact of leadership at all levels. They need to know what it looks like to really show up, what it means to lead from the heart and how empathy, inclusion, and trust enable long-term success. This
course is designed to accelerate the process of living into one’s leadership philosophy by learning from others’ experiences and applying those lessons to one’s own unique environment. Through a series of speakers, practical exercises, and meaningful peer-to-peer conversations, students will come away from this course prepared to embrace an uncertain future by tapping into their purpose for serving as well as their own capacity and potential for impact. Course topics will include frameworks and tools for defining leadership, case studies on what leaders may face, and deep dives into how leaders show up.

Instructor(s): Matthew Angelo
Terms Offered: Spring

MSTR 31115. VUCA Risks: Infectious Disease. 100 Units.
The world is more at risk than ever before for life-changing pandemics, as aptly demonstrated by the COVID pandemic. The purpose of this course is two-fold: to enable MSTRM graduates to recognize and manage communicable disease threats and develop management skills for chaotic environments.
Instructor(s): Rebecca Wurtz
Terms Offered: Spring

MSTR 32220. Introduction to Cyber Risk. 100 Units.
Managing cyber risk requires avoiding the mistakes of the past, understanding how to navigate within a layered security environment, and an appreciation of when best practices are likely to fail. This course develops a firm understanding of cybersecurity concepts and recent history through case studies of cyberattacks and responses. Students will develop an appreciation for how the U.S. government’s approach to cybersecurity has changed over time. Students will apply analytical tools to the policy problems created by that system, such as how the current system leads to gaps between the Federal and state governments, government and the private sector, and various nations. Given the ever-evolving nature of cyber risk, this course will examine how these policies are playing out against current attacks highlighted in unclassified sources.
Instructor(s): Phil Stupak
Terms Offered: Autumn

MSTR 32221. Energy, Policy & Critical Infrastructure. 100 Units.
Energy is a perennial policy issue and political concern for cities, states/provinces and countries around the world. Motivated by the challenges of energy security, economic prosperity and environmental sustainability, politicians and the public are seeking a lower carbon energy future fueled by cleaner, more efficient energy technologies. Changes in energy resources and their attendant critical infrastructures bring changes in economic, political and social power and the energy transition currently sweeping the globe brings with it the disruptive forces that are unsettling vested economic interests, extant political alliances and individual and institutional habits. This course will examine the current energy transition through the multiple lenses of economic prosperity, political stability, and critical infrastructure. The course will provide the student a thorough understanding of the various dimensions of the energy-socio-political dynamic as well as the skills necessary to critically evaluate domestic and international policy debates surrounding our energy technology choices and the critical infrastructure networks the form around our energy choices.
Instructor(s): Griffin Thompson
Terms Offered: Autumn

MSTR 32222. Global Threats & Policy. 100 Units.
This course is designed to introduce students to the global threats that impact the national security of the United States. The course will explore the origins of the threats and how these threats impact national security policy development and implementation for the United States. The course will provide an in-depth discussion of the origins and threats posed by Russia, China, emerging regional threats like Iran and North Korea and other non-State Actors. Themes that we expect to be prominent include national security, cyber security, economic policy, climate change, global conflict, terrorism, and military operations.
Instructor(s): Frank Taylor
Terms Offered: Autumn

MSTR 32223. Cyber Risk Assessments. 100 Units.
TBD
Terms Offered: Winter

MSTR 32224. Emerging Threat Vectors. 100 Units.
TBD
Terms Offered: Winter

MSTR 32225. Intelligence & Analysis. 100 Units.
TBD
Instructor(s): Paul Delacourt
Terms Offered: Spring

MSTR 32226. Cyber Threat Vectors. 100 Units.
TBD
Terms Offered: Spring

MSTR 32227. US & Global Frameworks. 100 Units.
TBD
Terms Offered: Spring

MSTR 32228. Crisis Management, Organizational Continuity, and Resilience: Perspectives from the Public and Priv. 100 Units.
This course teaches students key principles of Business Continuity, Contingency, Resilience, and Sustainability (CCRS) and how to develop CCRS strategies using battle-tested frameworks and data-driven methodologies.
In addition, the course helps students understand commonalities and contrasts of the private sector and public sector in aspects of crisis and risk management - this perspective prepares students to transition from one sector to another. The course will review noteworthy events of the past that created significant challenges for key industry verticals, participants, and service providers. The instructor will bring use-cases from both the public and private sector and will create discussion forums about what happened, what worked, what did not work according to plan, lessons learned and expectations for preparedness (operational, tactical, and strategic). Naturally, there are many factors that every organization must consider in planning for localized and systemic crises and threats, this course will consider both general and specialized issues associated with various verticals of critical infrastructure and assets, such as: organizations, people, operations, systems, and delivery of services and products. In particular, reviewing systemic implications of highly complex interconnected and interdependent systems under crisis.

Instructor(s): Medy Agami Terms Offered: Spring

MSTR 33301. Capstone Project: Proposal. 100 Units.
In this course, students will develop and present a research proposal for their capstone research. Students will develop their research topic and question, literature review, introduction, and methodology, while also developing research writing and presentation skills.

MSTR 33302. Capstone Project: Research and implementation. 100 Units.
This course supports students throughout the research and implementation stage of their capstone projects, including IRB compliance, and data collection and analysis. Students will also continue to develop research, writing, and presentation skills.
Instructor(s): Millie Rey Terms Offered: Winter

MSTR 33303. Capstone Project: Writing and Presentation. 100 Units.
In this course, students will write and present their final capstone project reports. They will learn to communicate research professionally and effectively, both in writing and to an audience.
Instructor(s): Mildred Rey Terms Offered: Spring
GRADUATE STUDENT AT LARGE AND
RETURNING SCHOLAR PROGRAMS

Graduate Students-at-Large enables eligible students to take undergraduate and graduate courses, at the College, Graduate Divisions and Professional Schools (except Pritzker Medical School) for grades and credit. Students receive a transcript from the University of Chicago, which creates a transferable record of study. GSAL students take courses alongside College and Graduate Students at the University of Chicago and experience the unique University of Chicago academic culture.

Graduate Students-at-Large Business enables eligible students to take courses in the Chicago Booth School of Business. Students take Booth courses for grades and credit. It is a unique opportunity to experience Chicago Booth faculty and students, build your network, create a transferable record of study, enhance your application to Booth or other MBA programs. Students are encouraged to attend Chicago Booth admissions events and to contact Booth admissions staff for information about applying to the Evening, Weekend and Full-Time MBA programs.

Returning Scholars are students who audit classes for no credit.

Returning Scholars Business are students who audit classes at the Chicago Booth School of Business for no credit.

- Program type: graduate-level non-degree programs
- Courses (https://grahamschool.uchicago.edu/credit/graduate-student-at-large/business/registration/)
- Program structure, requirements, and application (https://grahamschool.uchicago.edu/credit/graduate-student-at-large/business/)
- Location: Hyde Park Campus (https://visit.uchicago.edu/) and Gleacher Center (https://grahamschool.uchicago.edu/maps/)
- Courses taken: part-time, full-time / weekday evenings and Saturday mornings
NON-CREDIT PROGRAMS

BUSINESS ANALYTICS

THE ONLINE BUSINESS ANALYTICS CERTIFICATE IS DESIGNED TO IMPROVE EVIDENCE-BASED DECISION-MAKING SKILLS OF BUSINESS PROFESSIONALS. THE CERTIFICATE ALSO EQUIPS THESE PROFESSIONALS WITH THE ABILITY TO MANAGE ANALYTICS TEAMS AND ACT AS TRANSLATORS BETWEEN BUSINESS AND TECHNICAL PEOPLE.

Admission Criteria:

- Completed online application
- $40 application fee (non-refundable)
- Personal Statement
- Current resume or CV

Non-credit certificate programs do not provide a GPA. Certificate courses are graded on an A-F and P/F scale. Students must earn at minimum a passing grade (P) or (C-) to pass a course. Students who earn a D+, D, D-, or F in a course will not pass.

Curriculum requirements:

- 4 Required Courses

NOTE: The Business Analytics certificate is currently undergoing curricular revisions and requirements may change before or during the 2018/2019 academic year. Updated curricular information can always be found here: https://grahamschool.uchicago.edu/academic-programs/professional-development/business-analytics/curriculum

Courses required for completion of the certificate: (requirements for 2018-19 admits):

- BUAN18100: Exploring Data to Evaluate Business Practices: Databases and Reporting
- BUAN18200: Exploring Data to Evaluate Business Practices: Exploratory Data Analysis and Visualization
- BUAN19100: Data Analysis for Evidence Based Decision Making
- BUAN19200: Data Mining for Evidence Based Decision Making

CLINICAL TRIALS MANAGEMENT AND REGULATORY COMPLIANCE

This comprehensive certificate program provides rigorous clinical research training across the entire clinical trials process, from the perspective of the clinical study site as well as that of the sponsor or monitor. The broad curriculum covers ICH good clinical practice guidelines, regulatory requirements and compliance, detecting fraud and misconduct, and statistics for clinical research. Students will build the skills and knowledge to initiate clinical research studies, apply monitoring methods, and write documents and reports, while understanding and abiding by FDA regulations and International Conference on Harmonization (ICH) guidelines.

Admission criteria:

- Completed online application
- $40 application fee (non-refundable)
- Personal Statement
- Current resume or CV

Non-credit certificate programs do not provide a GPA. Certificate courses are graded on an A-F and P/F scale. Students must earn at minimum a passing grade (P) or (C-) to pass a course. Students who earn a D+, D, D-, or F in a course will not pass.

Curriculum requirements:

- 6 courses in total: 5 required courses and 1 elective

Updated curricular information can be found here: https://grahamschool.uchicago.edu/academic-programs/professional-development/clinical-trials/curriculum

Courses required for completion of the degree: (requirements for 2018-19 admits)

Required courses (5):

- CLIN11100: Good Clinical Practices
- CLIN11200: The Drug Development Process
• CLIN11300: Statistical Concepts for Clinical Research
• CLIN11400: Fundamentals of Site Management
• CLIN11500: Fundamentals of Clinical Monitoring

Elective courses (select 1):
• CLIN10100: Introduction to Clinical Research: Conception to Protocol Development
• CLIN21100: Fraud and Misconduct
• CLIN21200: Project Management and Leadership in the Healthcare Industry

DIGITAL MARKETING AND INTEGRATED COMMUNICATIONS

The Digital Marketing and Integrated Communications certificate is designed for professionals who want to launch their marketing career or refresh it with new skills. The courses in the certificate provide essential training within a range of marketing disciplines including digital marketing, social media, advertising, marketing planning, brand development, market research, and public relations. Professionals in the program engage in thinking and practices rooted in marketing results.

Criteria for admission into program:
• Completed online application
• $40 application fee (non-refundable)
• Personal Statement
• Current resume or CV

Non-credit certificate programs do not provide a GPA. Certificate courses are graded on an A-F and P/F scale. Students must earn at minimum a passing grade (P) or (C-) to pass a course. Students who earn a D+, D, D-, or F in a course will not pass.

Curriculum requirements:

Updated curricular information can be found here: https://grahamschool.uchicago.edu/academic-programs/professional-development/digital-marketing/curriculum

Courses required for completion of the degree: (requirements for 2018-19 admits)

Required Courses (4):
• IMKT11100: Successful Marketing: Basics to New Directions
• IMKT11200: Branding for Competitive Advantage
• IMKT11300: Managing Integrated Marketing Communications
• IMKT11400: Marketing Experience, Analytics, and Optimization

Elective courses (2):
• IMKT21100: Digital Shopper Marketing
• IMKT21200: Consumer Research Design and Analysis
• IMKT21400: Search Engine Marketing
• IMKT21500: Web Analytics for Marketing Professionals
• IMKT21600: Public Relations
• IMKT21700: Designing a Social Media Strategy
• IMKT21800: Consumer Behavior
• IMKT21900: Content Marketing

EDITING

The Editing certificate program offers a focused sequence of courses designed to prepare individuals to enter the publishing industry and to help current editing professionals build skills and knowledge for career advancement. In addition to core courses focused on manuscript editing, students have the opportunity to learn about the emerging technologies and marketing tools that dramatically affect publishing professionals today.

Criteria for admission into program:
• Completed online application
• $40 application fee (non-refundable)
• Personal Statement
• Current resume or CV
Non-Credit Programs

Non-credit certificate programs do not provide a GPA. Certificate courses are graded on an A-F and P/F scale. Students must earn at minimum a passing grade (P) or (C-) to pass a course. Students who earn a D+, D, D-, or F in a course will not pass.

Curriculum requirements:
5 courses in total: 4 required courses and 1 elective

Updated curricular information can be found here: https://grahamschool.uchicago.edu/academic-programs/professional-development/editing/curriculum

Courses required for completion of the degree: (requirements for 2018-19 admits)

Required courses (4):
- EDIT11100: Basic Manuscript Editing
- EDIT11200: Intermediate Manuscript Editing
- EDIT11300: Advanced Manuscript Editing
- EDIT11400: Editing Electronically

Elective courses (1):
- EDIT11100: Basic Manuscript Editing
- EDIT11200: Intermediate Manuscript Editing
- EDIT11300: Advanced Manuscript Editing
- EDIT11400: Editing Electronically

FINANCIAL DECISION MAKING

The Financial Decision Making Certificate is designed for professionals who want to launch a career in finance, refocus on business management basics, or prepare for a top-ranked MBA program. The program offers foundational skill development in business accounting and finance, and the rigorous coursework builds core knowledge and understanding to enhance job effectiveness and for career advancement.

Criteria for admission into program:
- Completed online application
- $40 application fee (non-refundable)
- Personal Statement
- Current resume or CV

Non-credit certificate programs do not provide a GPA. Certificate courses are graded on an A-F and P/F scale. Students must earn at minimum a passing grade (P) or (C-) to pass a course. Students who earn a D+, D, D-, or F in a course will not pass.

Curriculum requirements:
5 courses in total: 3 required courses and 2 electives

Updated curricular information can be found here: https://grahamschool.uchicago.edu/academic-programs/professional-development/financial-decision-making/curriculum

Courses required for completion of the degree: (requirements for 2018-19 admits)

Required courses (3):
- FIND11100: Financial Accounting
- FIND11200: Corporate Finance
- FIND21100: Principles of Economics

Electives (select 2):
- FIND21200: Managerial Analysis: Tools for Better Decisions
- FIND21300: Securities and Portfolios
- FIND21500: Behavioral Economics

MEDICAL WRITING AND EDITING

The Medical Writing and Editing certificate program is designed to teach students the fundamentals and best practices of crisp, clear, and sophisticated medical writing and editing. The comprehensive curriculum
ensures students are trained in the industry standard *AMA Manual of Style*. Coursework includes accessing medical research, using appropriate terminology, and designing and presenting data visualizations.

Application criteria:

- Completed online application
- $40 application fee (non-refundable)
- Personal Statement
- Current resume or CV

Non-credit certificate programs do not provide a GPA. Certificate courses are graded on an A-F and P/F scale. Students must earn at minimum a passing grade (P) or (C-) to pass a course. Students who earn a D+, D, D-, or F in a course will not pass.

Curriculum requirements:

6 courses in total: 5 required courses and 1 elective

Updated curricular information can be found here: https://grahamschool.uchicago.edu/academic-programs/professional-development/medical-writing-and-editing/curriculum (https://grahamschool.uchicago.edu/academic-programs/professional-development/medical-writing-and-editing/curriculum/)

Courses required for completion of the degree: (requirements for 2018-19 admits)

Required courses (5):

- MEWE30100: Medical Copyediting
- MEWE30200: Fundamentals of Substantive Editing and Publication Ethics
- MEWE30300: Fundamentals of Writing and Research
- MEWE30400: Preparing Tables, Graphs, and Figures
- MEWE30500: Understanding and Reporting Biostatistics

Electives (select 1):

- MEWE40100: MEDLINE and Beyond: Medical Research Databases
- MEWE40300: Freelancing for Medical Writers and Editors
- MEWE40400: Regulatory Writing

**ESSENTIALS OF PROJECT MANAGEMENT**

This program covers the essential managerial and technical aspects of modern project management. Additionally, it gives professionals direct experience using appropriate tools and techniques to successfully execute a project. By the end of this program, students will have a mastery of the basic theory and practice of project management. Included will be exposure to many of the “soft skills” inherent in successful project execution, such as communication, interpersonal relationships, and problem-solving.

Admission criteria:

The Essentials of Project Management program does not require admission. Interested students may directly register for classes.

Non-credit certificate programs do not provide a GPA. Certificate courses are graded on an A-F and P/F scale. Students must earn at minimum a passing grade (P) or (C-) to pass a course. Students who earn a D+, D, D-, or F in a course will not pass.

Curriculum requirements:

1 or 2 courses in total: either 1 online course or two in-person courses

Updated curricular information can be found here: https://grahamschool.uchicago.edu/academic-programs/professional-development/project-management/essentials/curriculum (https://grahamschool.uchicago.edu/academic-programs/professional-development/project-management/essentials/curriculum/)

Courses required for completion of the degree: (requirements for 2018-19 admits)

Required courses:

- PMGT17101: Essentials of Project Management (online)

OR:

- PMGT11101: Idea to Completion (in-person)
- PMGT11102: Making Projects Work (in-person)
PROJECT MANAGEMENT STRATEGY

The Project Management Strategy certificate is designed for professionals who want to develop their understanding of the strategic, leadership, human resources, and operational aspects of project management. Completion of the Project Management Strategy certificate will provide the project manager or team member with the knowledge and insight to successfully meet and embrace the challenges inherent in successful project completion. This is an intermediate program for people who have completed the Essentials of Project Management certificate or who have real-time experience working on or leading a project team.

Admission criteria:

- Completed online application
- $40 application fee (non-refundable)
- Personal Statement
- Current resume or CV

Non-credit certificate programs do not provide a GPA. Certificate courses are graded on an A-F and P/F scale. Students must earn at minimum a passing grade (P) or (C-) to pass a course. Students who earn a D+, D, D-, or F in a course will not pass.

Curriculum requirements:

5 courses in total: 3 required courses and 2 electives

NOTE: The Project Management Strategy certificate is currently undergoing curricular revisions and requirements may change before or during the 2018/2019 academic year.

Updated curricular information can always be found here: https://grahamschool.uchicago.edu/academic-programs/professional-development/project-management/strategy/curriculum

NOTE: Students with project management experience can bypass "Idea to Completion" and then only need to complete 4 courses in total.

Courses required for completion of the degree: (requirements for 2018-19 admits)

REQUIRED:

- PMGT17101: Essentials of Project Management (online)
- PMGT11101: Idea to Completion (in-person)
- PMGT11102: Making Projects Work (in-person)

AND choice of:

- PMGT21102: Assessment and Recovery of Troubled Projects OR
- PMGT21105: Managing Project Resources: Budgets, Estimates, and Performance

Elective courses:

- PMGT11201: Introduction to Agile for Project Managers
- PMGT11202: Managing the Radical Shift to Agile
- PMGT21102: Assessment and Recovery of Troubled Projects
- PMGT21105: Managing Project Resources: Budgets, Estimates, and Performance
- PMGT21106: Negotiation and Dispute Resolution for Project Managers
- PMGT31106: Design Thinking for Project Managers

ADVANCED PROJECT MANAGEMENT

The purpose of the Advanced Project Management certificate program is to provide the experienced project practitioner with a forum for examining leading-edge concepts, best practices, and approaches to issues that will directly affect job performance and organizational success. Our Advanced Project Management courses are designed for participants with several years of project management experience. This certificate offers an opportunity for very experienced project managers to interact with their peers to learn and work with professionals who have similar levels of responsibility.

This program lets you take advantage of your experience while earning continuing education credits (PDUs) in a meaningful way. Benefits include:

- Interaction with peers in advanced courses – sharing similar levels of experiences.
- In-depth study of topics directly pertinent to organizational success.
- All participants earn PDUs from the Project Management Institute.
• Meet continuing educational requirements with courses that will hold your interest while expanding your knowledge base.
• Freedom to choose the courses that are the most important to you professionally.
• Students must have 3-5 years of progressive project management experience, and may take courses without enrolling in the program.

VISUAL ARTS
The Visual Arts Certificate Program (https://grahamschool.uchicago.edu/academic-programs/professional-development/visual-arts/) was created to help emerging and mid-career artists access practical information and resources that allow them to enhance the success of their current artists practice. A partnership between the Hyde Park Art Center and the University of Chicago Graham School, the program brings together studio learning and professional development across five courses. We aim to foster a sense of artistic community, and to offer artists a positive space to engage in critical dialogue with others working in the arts.

• Program type: certificate

• Courses and course schedules (https://grahamschool.uchicago.edu/courses/?sku=&field_quarter_value=All&field_year_value[value]=&field_program_tags_tid=41&field_course_tags_tid=All&field_professional_development_t_tid=All&field_personal_enrichment_tags_tid_1=All&field_last_name_inst_value=

• Program structure, location of courses, requirements, (https://grahamschool.uchicago.edu/academic-programs/professional-development/visual-arts/curriculum/) and application (https://grahamschool.uchicago.edu/academic-programs/professional-development/visual-arts/apply/)

• Part-time
• Time to completion: up to 3 years
The Basic Program of Liberal Education for Adults offers a rigorous, noncredit liberal arts curriculum that draws on the strong Socratic tradition at the University of Chicago and covers the foundations of modern Western political and social thought. Read, explore, and engage with these important texts in a dedicated community of learners, led by experienced instructors. There are no tests, papers, or grades; you will instead discover, disagree, and discuss these works just as students in the College at the University of Chicago do, with the benefit of additional years of insight and experience to add to the conversation.

Participants earn a certificate upon completion of the entire four-year curriculum (12 quarters), as well as some of the privileges of University of Chicago alumni.

- Program type: certificate
- Courses (https://grahamschool.uchicago.edu/courses/?sku=&field_quarter_value=All&field_year_value[value]=[year]=&field_program_tags_tid=7&field_course_tags_tid=All&field_professional_development_t_tid=All&field_personal_enrichment_tags_tid_1=All&field_last_name_inst_value)
- Program structure, requirements, (https://grahamschool.uchicago.edu/academic-programs/liberal-arts/basic-program/curriculum/) and application (https://grahamschool.uchicago.edu/academic-programs/liberal-arts/basic-program/register/)
- Location: Gleacher Center (https://grahamschool.uchicago.edu/maps/) and Hyde Park (https://visit.uchicago.edu/)
- Part-time / weekday mornings and evenings at Gleacher; Saturday mornings in Hyde Park
- Time to completion: 4 years

Courses:

- Basic Program Year 1: Autumn, Winter, Spring quarters
- Basic Program Year 2: Autumn, Winter, Spring quarters
- Basic Program Year 3: Autumn, Winter, Spring quarters
- Basic Program Year 4: Autumn, Winter, Spring quarters

https://grahamschool.uchicago.edu/academic-programs/liberal-arts/basic-program
The University of Chicago Booth School of Business

Founded in 1898, the University of Chicago Booth School of Business (http://www.chicagobooth.edu) is the second-oldest business school in the United States and one of the most distinguished. The school’s programs consistently rank highly in surveys, and the school has a strong reputation for innovation in both research and teaching. For example, Chicago Booth faculty (http://www.chicagobooth.edu/faculty/directory/) have made significant contributions in the areas of finance, the economics of regulation, and decision making. For more than a century, Chicago Booth has been known as an innovator in business education and a creator of ideas.

In autumn 2004 Chicago Booth opened its Hyde Park Center. Named the Charles M. Harper Center in 2007, this facility brought together all of Chicago Booth’s previously existing Hyde Park campus buildings into one 415,000-square-foot space. Located at 5807 South Woodlawn Avenue, Harper Center was designed around how teachers want to teach and how students want to learn. With the opening of Harper Center, Chicago Booth could lay claim to the best business school facilities in the world. Chicago Booth is the only business school with permanent campuses on three continents. Built in 1994, Gleacher Center, off Michigan Avenue in downtown Chicago, provides state-of-the-art executive education and conference facilities and is home to the school’s part-time MBA programs. In London, Woolgate Exchange is the home of the school’s Executive MBA Program Europe. In Hong Kong, the Cyberport, located in a bustling metropolis with excellent communications and transportation, is the location for the Executive MBA Program Asia.

The University of Chicago Booth School of Business offers six programs of study leading to a degree: four leading to an MBA (the Full-Time MBA Program, the Evening MBA Program, the Weekend MBA Program, and the Executive MBA Program), one leading to an IMBA (the International MBA Program), and the PhD Program.

The Full-Time MBA Program

The MBA curriculum is designed to prepare students for significant careers in management. It encompasses both the basic disciplines that underlie management and the operational areas specific to business. The courses are designed to provide understanding of the components of managerial decision making while furnishing perspective on the role of business as an economic, political, and social institution.

The MBA experience is not restricted to the classroom at Chicago Booth. Although Booth is not a case study institution, a substantial percentage of the total course work, depending on the student’s choice of classes, will consist of various kinds of cases and applied analyses as well as several opportunities to participate in experiential courses which provide hands-on learning with actual business challenges. Because of the school’s location in one of the world’s major commercial centers, students meet business, economic, labor, and political leaders at the numerous lecture and seminar series held on campus and through alumni and friends in Chicago’s business community.

Freedom of choice is a way of life at Chicago Booth. Professors are free to use the teaching method they believe to be most effective; students are free to choose the courses (https://intranet.chicagobooth.edu/pub/coursesearch/coursesearch/) and professors (http://www.chicagobooth.edu/faculty/directory/) from whom they can best learn. In addition, students are encouraged to make use of the resources of the entire university and take advantage of the critical and intellectual diversity that thrives on the campus. The Chicago Booth MBA is characterized by a willingness to experiment, to judge people by their performances rather than their origins, to judge ideas by their consequences rather than their antecedents.

Chicago Booth’s Leadership Effectiveness and Development Program (http://www.chicagobooth.edu/programs/full-time/academics/lead/) (LEAD) was founded in 1989 as one of the first experiential leadership programs at a major business schools. Held during autumn quarter and lead by second-year student facilitators, the program provides a common educational experience within a curriculum that has always offered exceptional flexibility. This required, noncredit course for full-time program students is designed to enhance self-awareness and interpersonal effectiveness through a varied and highly interactive curriculum. Through these experiences, students will enhance their mastery of three of the most important aspects of leadership: building relationships, inspiring others, and influencing outcomes. Other class activities in autumn quarter revolve around the 10 student cohorts assigned during LEAD that help build a sense of community, instill the value of teamwork, and acquaint students with the school.

The school admits persons with a wide variety of backgrounds. The normal prerequisite is a four-year bachelor’s degree, or equivalent, from an accredited institution. Students who do not have a bachelor’s degree may apply to the school for special eligibility. Those interested in consideration for special eligibility must receive approval before an application is submitted and should, therefore, write to the director of admissions for further information.

Requests for an application and other inquiries should be addressed to the Office of Admissions and Financial Aid, The University of Chicago Booth School of Business, 5807 South Woodlawn Avenue, Chicago,
The Joint Degree Programs

Chicago Booth participates in joint degree programs with several other schools and divisions of the University: the Law School; School of Social Service Administration; Pritzker School of Medicine; Irving B. Harris Graduate School of Public Policy; Department of Computer Science; East European/Russian, Middle Eastern, South Asian, and Latin American area study centers; and Committee on International Relations. These programs allow the student to pursue combined programs of study. For more information on the joint MBA/AM programs in international relations or Middle Eastern, East Asian, East European/Russian, Latin American, and South Asian studies, contact the Committee on Joint MBA/AM Programs, The University of Chicago Booth School of Business, 5807 South Woodlawn Avenue, Chicago, Illinois 60637. For all other joint programs, write to the director of admissions of Chicago Booth and the dean of students of the appropriate school.

The Part-Time MBA Programs

The Evening MBA Program

The University of Chicago pioneered the concept of part-time MBA study for men and women employed in management and the professions. Even though the school’s Evening MBA Program is more than fifty years old, it is still unique in the field of management education because it is identical in every important way to the full-time program. Entrance requirements and degree requirements are the same for both programs, and courses are taught by the same faculty.

While the academic aspects of the full-time and part-time programs are the same, their logistics are quite different. Evening MBA classes meet on weeknights in the school’s convenient downtown location at Gleacher Center, 450 North Cityfront Plaza Drive, along the north bank of the Chicago River between Michigan Avenue and Columbus Drive. Approximately 1,600 students from a diverse background of job functions and industries are currently engaged in part-time study in the program. Many of the students come from Chicago area banks and financial institutions; heavy industry, consulting, advertising, and the entrepreneurial and nonprofit sectors also are well represented. Job titles of current students range from new management trainees to senior executive officers.

Evening MBA students are required to complete Leadership Exploration and Development. This program is initiated during Launch, an orientation program, and continues throughout the program of study.

Classes are available in all four academic quarters. Students completing two courses per quarter will fulfill the program requirements in two-and-one-half years, although the average graduation time is approximately three years. All MBA candidates are allowed a maximum of five years to complete the degree program.

Admissions information is available online (http://www.chicagobooth.edu/programs/evening/admissions/).

The Weekend MBA Program

Many managers often find it convenient to take their classes on Saturdays due to travel schedules or the location of their offices far from Chicago. To meet the needs of individuals and their companies, Booth provides an additional avenue of continuing education in its Weekend MBA Program. Students take courses on Saturday mornings and Saturday afternoons at the convenient downtown Gleacher Center and thereby can complete the MBA program in as little as two-and-one-half years. Some students fly in from across the country and around the globe, with over 70 percent of weekend students living outside of Illinois. The Weekend MBA Program follows in the Chicago Booth tradition of offering all MBA candidates the same academic program, same faculty, and same degree as the full-time and evening MBA programs.

Weekend MBA students are required to complete Leadership Exploration and Development. This program is initiated during Launch, an orientation program, and continues throughout the program of study.

Classes are available in all four academic quarters. Students completing two courses per quarter will fulfill the program requirements in two-and-one-half years, although the average graduation time is approximately three years. All MBA candidates are allowed a maximum of five years to complete the degree program.

Admissions information is available online (http://www.chicagobooth.edu/programs/weekend/admissions/).

The Executive MBA Program

The Executive MBA Program is a part-time MBA program designed to prepare experienced executives to be more effective general managers.

Each year, approximately 90 students are admitted to each location of study in this intensive, twenty-month program. The Executive MBA Program curriculum emphasizes the value of learning in groups and sharing experiences. Students will participate primarily at one of our three international locations: downtown Chicago (Gleacher Center); London (One Bartholomew Close); or Hong Kong (the The Hong Kong Jockey Club University of Chicago Academic Complex); students will have an opportunity to study at each campus over their
program of study in international cohorts. These international cohorts are composed of an equal mix of students from all three campuses and convene for week-long sessions in Chicago, London and Hong Kong.

Although the format is different, the Executive MBA Program, like all of Chicago Booth's MBA programs, is based on the Chicago approach to business education. This approach emphasizes an understanding of the fundamental forces in the economy, in organizations, and in individuals, and also in applying this understanding to analyze and produce creative, imaginative solutions to real world problems.

Executive MBA students are required to complete Leadership Exploration and Development. This program is initiated during Launch, an orientation program, and continues throughout the program of study.

Courses in the Executive MBA program are taught by full-time members of the faculty. Most courses are cohorted but students are offered elective courses in finance, marketing, strategy, and entrepreneurship for students interested in deepening their knowledge in areas of particular relevance to their careers.

For further information about the program, contact:

Admissions Office of the Executive MBA Program North America
The University of Chicago Booth School of Business
450 North Cityfront Plaza Drive
Chicago, Illinois 60611
phone: 312.464.8750
email: xp@ChicagoBooth.edu

Admissions Office of the Executive MBA Program Europe
The University of Chicago Booth School of Business
One Bartholomew Close
Barts Square
London EC1A 7BL United Kingdom
Phone: +44.(0)20.7070.2200
email: europe.inquiries@ChicagoBooth.edu

Admissions Office of the Executive MBA Program Asia
The University of Chicago Booth School of Business
The Hong Kong Jockey Club University of Chicago Academic Complex
The University of Chicago Francis and Rose Yuen Campus in Hong Kong
168 Victoria Road,
Mount Davis, Hong Kong
Phone: +852.2533.9500
email: asia.inquiries@ChicagoBooth.edu

THE PhD PROGRAM

The PhD Program is an integral part of Chicago Booth. The school began the first PhD program in business in the United States in 1920 and awarded its first PhD degree in 1922. Since then, more than eight hundred degrees have been granted.

The program leading to the degree of doctor of philosophy is designed for students of outstanding ability who desire advanced studies in preparation for careers in university teaching and research. The number of students admitted to the program each year is small and, within the framework of the general requirements described below, programs of study are designed to fit individual interests. Students with a variety of backgrounds are admitted to the program; undergraduates with strong academic backgrounds (e.g., economics, mathematics, psychology, sociology) and strong research interests are encouraged to apply.

Information about the program and application materials are available online (http://www.chicagobooth.edu/programs/phd/).

BOOTH BOOK FEE

Cases, articles, and simulations are delivered electronically through Canvas, faculty course webpages, or hard-copy in class. Students enrolled in a Booth course will incur a $25 per course fee, assessed via their tuition bill. Students may be required to purchase a text book in addition to this expense.
THE DIVINITY SCHOOL

PROGRAMS OF STUDY

The Divinity School offers programs of study leading to the degrees of Master of Arts (M.A.), Master of Arts in Religious Studies (A.M.R.S.), Doctor of Philosophy (Ph.D.), and Master of Divinity (M.Div.).

The M.A. program is a two-year foundational program in the academic study of religion for students who wish to acquire the requisite skills to develop a research agenda for doctoral study, or to establish a basis for a career in such related fields as education, publishing, government service, nonprofit work, etc.

The M.A. in Religious Studies (A.M.R.S.) is a concentrated program in the study of religion for those in other professions (e.g., law, medicine, business, journalism, the arts) or those who seek greater knowledge of and sophistication in the study of religion. The degree may be pursued in one year, or over a period of three years, taking one or two courses per quarter, allowing students to balance study with existing professional commitments.

The Ph.D. program is a rigorous program of advanced study and research that prepares students for a lifetime of field-defining scholarship, intellectual leadership, and teaching in the academic study of religion.

The M.Div. program is an intensive cohort-based three-year course of study that prepares students for public religious leadership both in traditional ministerial professions and in new and emerging forms of ministry.

Additional information can be found in the Divinity School Announcements and website. (https://divinity.uchicago.edu/)
The Law School

The Law School offers a three-year program of professional instruction leading to the degree of Doctor of Law (J.D.). It is designed to prepare students for the practice of law in any American jurisdiction. A bachelor’s degree from an approved college is usually a prerequisite to admission. Applicants have the option of submitting the Law School Admission Test (LSAT), Graduate Record Examination (GRE), or Graduate Management Admission Test (GMAT) as part of the Law School’s pilot program... Each entering class is limited to approximately 190 students. A student in good standing at an approved American law school who has completed at least one year of law study or a graduate of an approved foreign law school whose studies have been primarily in the common law may apply for admission with advanced standing. Please review the Law School website for any updated information: https://www.law.uchicago.edu/application-requirements.

The school offers advanced studies leading to the degrees of Master of Laws (LL.M.), Master of Legal Studies (M.L.S.), Doctor of Jurisprudence (J.S.D.), Master of Comparative Law (M.Comp.L.), and Doctor of Comparative Law (D.Comp.L.). The Law School also offers opportunities for students to earn degrees jointly with other parts of the University, including an accelerated joint J.D./M.B.A. program enabling students to receive both degrees in just three years.

What sets Chicago apart from other law schools is its unabashed enthusiasm for the life of the mind and its conviction that ideas matter and are worth discussing. We value legal education and training, not only as preparation for legal careers, but for their own sakes as well. Legal study at Chicago is a passionate venture that begins in the classroom, where the faculty engage their students in a rigorous Socratic dialogue. Chicago's unique first year required course, Elements of the Law, introduces students to the law as an interdisciplinary field and gives them the tools to continue the interdisciplinary inquiry throughout their legal education.

Chicago remains committed to legal education as an education for generalists, although students with particular interests will find it possible to study topics in depth through advanced and more specialized courses.

Emphasizing the acquisition of broad and basic knowledge of law, an understanding of the functioning of the legal system, and the development of analytic abilities of the highest order, a Chicago legal education prepares students for any professional role they might choose: legal practice or legal education, entrepreneurial ventures, international private or public law practice, corporate practice, government service, alternative dispute resolution including arbitration and mediation, or work with nonprofit organizations. Graduates do many things in their careers, and they all take with them the analytic skills emphasized during their years at the Law School.

In addition to a wide array of courses and seminars, second and third year students may participate in a number of clinical programs, including the Prosecution and Defense Clinic, the Housing Initiative Clinic, the Criminal and Juvenile Justice Project Clinic, the Civil Rights and Police Accountability Clinic, the Institute for Justice Clinic on Entrepreneurship, the Exoneration Project Clinic, the International Human Rights Clinic, the Jenner & Block Supreme Court and Appellate Clinic, the Employment Law Clinic, the Federal Criminal Justice Clinic, the Innovation Clinic, the Kirkland & Ellis Corporate Lab Clinic, the Immigrants’ Rights Clinic, and the Abrams Environmental Law Clinic. In these programs, students engage in supervised practice, including the representation of clients in court.

A significant portion of the faculty specialize in disciplines other than law, such as economics, history, sociology, and political science. The curriculum devotes substantial attention to relevant aspects of economics, legal history, comparative law, psychiatry, statistics, and other social science methodology. In addition to the student-edited University of Chicago Law Review, Legal Forum, and the Chicago Journal of International Law, the school has three scholarly journals: the Supreme Court Review, the Journal of Law and Economics, and the Journal of Legal Studies. The Law School is also home to the Center for Comparative Constitutionalism, the Coase-Sandor Institute for Law and Economics, the Center for Studies in Criminal Justice, the Center on Law and Finance, and the Legal History Program.

Detailed information on admission, programs, faculty, and facilities is contained in the Announcements of the Law School, available online. (https://registrar.uchicago.edu/registration/course-catalogs/)
Pritzker School of Molecular Engineering

pme.uchicago.edu (http://pme.uchicago.edu/)

Dean

• Matthew Tirrell

Deputy Deans

• David Awschalom, Deputy Dean for Space, Infrastructure, and Facilities
• Andrew Ferguson, Deputy Dean of Equity, Diversity, and Inclusion
• Jeffrey Hubbell, Deputy Dean for Development
• Paul Nealey, Deputy Dean for Education and Outreach
• Melody Swartz, Deputy Dean for Faculty Affairs

Senior Associate Deans

• Rovana Popoff, Senior Associate Dean for Education and Strategy
• Joshua Berg, Senior Associate Dean for Administration and Operations

Dean of Students

• David Taylor

Professors

• David Awschalom (http://ime.uchicago.edu/awschalomlab/people/david.awschalom/)
• Junhong Chen (https://pme.uchicago.edu/group/junhong-chen-research-group/)
• Andrew Cleland (http://ime.uchicago.edu/andrew_cleland/)
• Aashish Clerk (https://ime.uchicago.edu/aashish_clerk/)
• Juan de Pablo (http://ime.uchicago.edu/de_pablo_lab/people/juan_de_pablo/)
• Laura Gagliardi (https://pme.uchicago.edu/faculty/laura-gagliardi/)
• Giulia Galli (https://ime.uchicago.edu/galli_group/people/giulia_galli/)
• Margaret Gardel (http://squishycell.uchicago.edu/)
• Monisha Ghosh (https://pme.uchicago.edu/faculty/monisha-ghosh/)
• Supratik Guha (http://ime.uchicago.edu/rogueguha/people/supratik_guha/)
• Jeffrey Hubbell (http://ime.uchicago.edu/hubbell_lab/people/jeffrey_hubbell/)
• Liang Jiang (https://pme.uchicago.edu/group/jiang-group/)
• Nancy Kawalek (http://ime.uchicago.edu/nancy_kawalek/)
• Cathryn Nagler (https://naglerlab.uchicago.edu/)
• Paul Nealey (http://ime.uchicago.edu/nealey_lab/people/paul_nealey/)
• Jiwoong Park (https://ime.uchicago.edu/jiwoong_park/)
• Rama Ranganathan (https://ime.uchicago.edu/rama_ranganathan/)
• Stuart Rowan (https://ime.uchicago.edu/rowan_group/people/stuart_rowan/)
• Melody Swartz (https://ime.uchicago.edu/swartz_group/people/melody_swartz/)
• Dmitri Talapin (https://ime.uchicago.edu/faculty/dmitri-v-talapin/)
• Matthew Tirrell (http://ime.uchicago.edu/tirrell_lab/people/matthew_tirrell/)

Associate Professors

• Aaron Esser-Kahn (https://ime.uchicago.edu/esser_kahn_group/people/aaron_esser_kahn/)
• Andrew Ferguson (https://ime.uchicago.edu/andrew_ferguson/)
• David Schuster (http://schusterlab.uchicago.edu/)
• Jonathan Simon (https://pme.uchicago.edu/faculty/jonathan-simon/)
• Savas Tay (https://ime.uchicago.edu/savas_tay/)

Assistant Professors

• Chibueze Amanchukwu (https://amanchukwu.uchicago.edu/)
• Hannes Bernien (https://ime.uchicago.edu/bernien_lab/hannes_bernien/)
Huanhuan Joyce Chen (https://chen.uchicago.edu/)
Nicolas Chevrier (https://ime.uchicago.edu/chevrier_group/people/nicolas_chevrier/)
Alexander High (https://ime.uchicago.edu/alex_high/)
Jun Huang (http://ime.uchicago.edu/huang_group/people/jun_huang/)
Chong Liu (https://ime.uchicago.edu/liu_group/people/chong_liu/)
Peter Maurer (https://ime.uchicago.edu/maurer_group/peter_maurer/)
Juan Mendoza (https://ime.uchicago.edu/juan_mendoza/)
Mark Mimee (https://voices.uchicago.edu/mimeelab/)
Shrayesh Patel (https://ime.uchicago.edu/patel_group/people/shrayesh_patel/)
Samantha Riesenfeld (https://pme.uchicago.edu/faculty/samantha-riesenfeld/)
Allison Squires (https://pme.uchicago.edu/group/squires-group/)
Sihong Wang (https://ime.uchicago.edu/wang_group/sihong_wang/)
Joshua Weinstein (https://wlab.bio/)
Shuolong Yang (https://ime.uchicago.edu/shuolong_yang/)
Tian Zhong (https://ime.uchicago.edu/tian_zhong/)

The Pritzker School of Molecular Engineering advances the mission of translating advances in basic physics, chemistry, biology, and computation into new tools to address important societal problems and to create a research and teaching environment that enhances and transmits these capabilities to future generations. The School affirms a commitment to equity, diversity, respect, and inclusion, and aims for broad representation, accountability, and participation among our faculty, other academic appointees, research and administrative staff, and students across age, gender, race, nationality, ethnicity, socioeconomic status, sexual orientation, ability and disability, religion, belief, and backgrounds.

The Pritzker School of Molecular Engineering (PME) is at the forefront of an emerging field. This exciting venture prepares students to combine problem-solving skills with broad expertise in the fundamental sciences to build useful systems from the molecular level up. The PME’s approach to engineering research and education emphasizes analytical and disciplinary integration, rather than the traditional separation of engineering disciplines. As a result, students from diverse scientific backgrounds may collaborate on research projects that involve the incorporation of synthetic molecular building blocks, including electronic, optical, mechanical, chemical, and biological components, into functional systems that will impact technologies from advanced medical therapies to quantum computing.

Established in 2011 by the University of Chicago, in partnership with Argonne National Laboratory (http://www.anl.gov/), the PME brings together a growing team of world-class researchers from diverse science and engineering disciplines who take a hands-on approach to mentoring students and cultivating relationships with industrial and academic partners - resulting in exciting discoveries, new technologies, and innovative solutions.

PME researchers conduct much of their work at the William Eckhardt Research Center, one of the largest and most modern accessible nanofabrication facilities in the Midwest, which includes cutting-edge clean rooms, molecular imaging facilities, biomolecular research labs, and a wet-lab for nanofabrication and other materials work. Additionally, Argonne National Laboratory brings important resources to the endeavor, including the Advanced Photon Source (http://www.aps.anl.gov/), the Argonne Leadership Computing Facility (http://www.alcf.anl.gov/) and the Center for Nanoscale Materials (http://nano.anl.gov/).

ADMISSION TO GRADUATE PROGRAMS

The Pritzker School of Molecular Engineering welcomes students with diverse academic backgrounds, including all fields of physical, biological and computational sciences, who possess the motivation and background to transcend disciplinary boundaries and pursue research in a bold, problem-focused way. Applicants to the Doctor of Philosophy and Master of Science programs should have a bachelor’s degree in a STEM field and fulfill the English-language requirements of the University of Chicago (required for non-native English speakers only). Please visit the PME’s Ph.D. program (https://pme.uchicago.edu/phd-program/phd-program-how-apply/) and Master’s program (https://pme.uchicago.edu/master-s-program/application-requirements-deadlines/) websites for the application requirements and more information on how to apply.

DOCTOR OF PHILOSOPHY DEGREE REQUIREMENTS

The PME Doctor of Philosophy (Ph.D.) degree requirements summarized below are articulated fully on the PME website (https://pme.uchicago.edu/phd-program/phd-degree-requirements/). In addition, the PME adopts the residency requirement of the University of Chicago as a part of the degree requirements.

Course Requirements

Graduate students entering the PME Ph.D. program are expected to fulfill a set of course requirements including three thematic core courses, four in-depth courses in the research field of choice, and two broad elective courses for a total of nine courses.
1. **Thematic Core Courses (3)** in the student’s area of expertise.

- **Immu-Engineering:**
  - a. MENG 33100 Biological Materials
  - b. MENG 33200 Principles of Immunology
  - c. **Choose one of the following:**
    - MENG 33110 Stem Cell Biology, Regeneration, and Disease Modeling
    - MENG 33130 Proteomics and Genomics in Biomolecular Engineering

- **Materials Systems for Sustainability and Health:**
  - a. MENG 31100 Math Methods in Molecular Engineering
  - b. **Choose two of the following:**
    - MENG 31200 Thermodynamics and Statistical Mechanics
    - MENG 31300 Transport Phenomena
    - MENG 35100 Introduction to Polymer Science or MENG 35200 Solids, Materials, Surfaces

- **Quantum Engineering:**
  - a. MENG 31400 Advanced Quantum Engineering
  - b. PHYS 34100 Graduate Quantum Mechanics-1
  - c. PHYS 34200 Graduate Quantum Mechanics-2

2. **In-depth Courses (4)** give students specialized knowledge in the research field of their choice and include any graduate-level PME or fellow STEM courses. In consultation with their primary research and/or academic advisor(s), students select courses that will best satisfy their personal needs and program requirements.

3. **Broad Electives (2)** serve to help students develop skills in leadership, communication, technology development, and product design. Such courses are often offered in other divisions such as public policy, business, or the humanities. Broad electives can also be used to acquire or renew basic understanding in STEM subject areas.

4. First-year students are required to register for and attend MENG 40100 Research Themes in Molecular Engineering I and MENG 40200 Research Themes in Molecular Engineering II, which introduce grand challenges and fundamental science and engineering concepts in the three PME themes -- Immuno-Engineering, Materials Systems for Sustainability and Health, and Quantum Engineering -- from a general interest perspective.

5. First-year students are required to register for and attend MENG 40000 First Year Seminar for an overview of the types of competencies and non-academic knowledge associated with successful research.

**Advisor Match Process**

All PME Ph.D. students participate in the research group matching process in which they are expected to secure a primary research advisor who will guide them through the course of their doctoral research. As a highly interdisciplinary environment, there are many opportunities to work with multiple faculty members within the PME (https://pme.uchicago.edu/people/faculty-directory/) and/or with faculty in other partner divisions (https://pme.uchicago.edu/about/partners/) at the University of Chicago and Argonne National Laboratory.

**Candidacy**

During their second year of study, PME Ph.D. students pursue candidacy for the Ph.D. To establish candidacy, PME Ph.D. students must successfully complete all core courses and all in-depth courses. In addition, students are required to develop a research proposal and give an oral presentation of their written proposal to a faculty review committee for approval.

**Dissertation Thesis**

All students in the PME Ph.D. program are required to prepare, submit, and defend an original dissertation thesis project; organize the logistics of the thesis defense; and submit a final copy of the dissertation to the Dissertation Office site. Detailed instructions and guidelines on how to meet the requirements for University of Chicago dissertations are available in the University’s student manual (https://studentmanual.uchicago.edu/dissertation_requirements/), in the University-Wide Requirements for the PhD Dissertation (https://www.lib.uchicago.edu/documents/447/booklet2011.pdf), and on the Dissertation Office website (https://www.lib.uchicago.edu/research/scholar/phd/).

**Teaching Requirements**

The PME requires that all Ph.D. students engage in meaningful teaching experiences. Most students will satisfy this requirement by serving as Teaching Assistants. Students can also propose a meaningful teaching equivalent to be approved by the Deputy Dean for Education and Outreach and the Dean of Students; proposed equivalents must have clearly articulated pedagogical learning goals and objectives.
• Students entering the doctoral program after 2017 must either complete two quarters as a Teaching Assistant, or one quarter as a Teaching Assistant and two approved equivalents.

• Students entering the doctoral program in 2017, 2016, 2015, and 2014 must either complete two quarters as a Teaching Assistant, or one quarter as a Teaching Assistant and one approved equivalent.

Teaching assignments are determined based on department need, although some consideration may be given to student preferences.

Academic Policies

The PME provides full financial support to all Ph.D. students throughout their graduate study at the PME as long as they remain in good standing. Individuals not continuing in their Ph.D. program of study may be awarded a terminal Master’s degree. Such students must have registered full time in the division for a minimum of three quarters and have completed nine courses at the 30000-level or above in STEM departments with grades of C or better (at least two must be research courses with an approved faculty member). In addition, these students may, at the discretion of the Deputy Dean for Education and Outreach, be required to submit a paper on their research.

MASTER OF SCIENCE DEGREE REQUIREMENTS

The Master of Science in Molecular Engineering (MSME) program is a course-work focused professional Master’s degree. Students enrolled in the MSME program will choose a particular coursework track that engages their academic interests to follow through degree completion. These tracks are: (i) Computational Materials Modelling or (ii) Polymer Science and Engineering.

Students will meet the MSME degree requirements upon successfully passing 10 courses (as specified below) with quality letter grades (see University grading policy (https://registrar.uchicago.edu/records/grading/) for details). Full-time students will typically complete this degree within one academic year. We welcome part-time students to our program and expect that they complete their degree requirements within two academic years.

Coursework Requirements for the Computational Materials Modelling Track (https://pme.uchicago.edu/master-s-program/computational-materials-modeling/)

• Core Graduate Courses (2)
  1. MENG 31100 Math Methods for Molecular Engineering
  2. MENG 31200 Thermodynamics and Statistical Mechanics

• Domain Depth Course (1)
  1. Choose one of the following:
     • MENG 33100 Biological Materials
     • MENG 35120 Polymer Physics
     • MENG 36600 Electronic and Quantum Materials for Technology
     • MENG 31300 Transport Phenomena
     • MENG 31400 Advanced Quantum Engineering

• Methods Core Courses (3)
  1. MENG 35500 Classical Molecular and Materials Modeling
  2. MENG 35510 Quantum Molecular and Materials Modeling
  3. Choose one of the following:
     • MENG 21200 Principles of Engineering Analysis II
     • MATH 21100 Basic Numerical Analysis
     • STAT 24300 / STAT 30750 Numerical Linear Algebra

• Methods Depth Courses (2)
  • A variety of Methods Depth Courses are available for you to develop your computational skills. Consult with an academic advisor regarding course selection, and visit the MSME website (https://pme.uchicago.edu/master-s-program/curriculum-overview/) for course listing details.

• Industrial Core Course (1)
  1. Choose one of the following:
     • MENG 35620 Applied Artificial Intelligence for Materials Science and Engineering
     • MENG 35610 Applied Scientific Computing in Molecular Engineering
     • MENG 35630 Design, Processing, and Scale-Up of Advanced Materials
• Humanities and Business Course (1)
  • A variety of Humanities and Business courses are available for you to broaden your MSME education. Consult with an academic advisor regarding course selection and visit the MSME website (https://pme.uchicago.edu/master-s-program/curriculum-overview/) for course listing details.

Coursework Requirements for the Polymer Science and Engineering Track (https://pme.uchicago.edu/master-s-program/polymer-science-and-engineering/)

• Core Graduate Courses (3)
  1. MENG 31100 Math Methods in Molecular Engineering
  2. MENG 31200 Thermodynamics and Statistical Mechanics
     Undergraduate Molecular Engineering Thermodynamics (MENG 21400) available by petition as a possible substitution for students entering without strong thermodynamics background.
  3. MENG 31300 Transport Phenomena
     Undergraduate Molecular Transport Phenomena I (MENG 21500) available by petition as a possible substitution for students entering without strong transport background.

• Domain Depth Courses (4)
  1. MENG 35100 Introduction to Polymer Science
  2. MENG 35110 Polymer Synthesis
  3. MENG 35120 Polymer Physics
  4. MENG 35130 Soft Matter Characterization Laboratory

• Applications Electives Courses (2)
  • A variety of Applications Electives Courses are available for you to develop your understanding of polymer science and engineering as applied to a technological area of interest. Consult with an academic advisor regarding course selection, and visit the MSME website (https://pme.uchicago.edu/master-s-program/curriculum-overview/) for course listing details.

• Humanities and Business Course (1)
  • A variety of Humanities and Business courses are available for you to broaden your MSME education. Consult with an academic advisor regarding course selection and visit the MSME website (https://pme.uchicago.edu/master-s-program/curriculum-overview/) for course listing details.

MOLECULAR ENGINEERING COURSES

MENG 30000. 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
Note(s): May not be counted toward PME doctoral requirements
Equivalent Course(s): MENG 20000

MENG 31100. Math Methods in Molecular Engineering. 100 Units.
This course will provide an overview of the general mathematical framework required for the further study of the basic theories (e.g., thermodynamics, statistical mechanics, transport) of molecular engineering. The content of this course mainly includes differential equations, statistics, complex analysis and integral transforms, which will be illustrated in the context of common problems in diffusion, heat conduction, particle transfer, and chemical reactions. This course will lay the mathematical foundations for further study in other thematic core courses for the Materials Systems area, as well as in future research activities.
Instructor(s): Sihong Wang Terms Offered: Autumn
Prerequisite(s): Required Math Courses in the Core, Algebra, Calculus, Physics

MENG 31200. Thermodynamics and Statistical Mechanics. 100 Units.
This course will present an overview of thermodynamics and statistical mechanics in the context of molecular engineering applications. Such applications will include prediction of the thermophysical properties of multicomponent gases, solids and liquids, prediction of adsorption processes on surfaces or interfaces, and molecular-level descriptions of synthetic and biological macromolecules in solution. Throughout the course, emphasis will be placed on connecting molecular structure and interactions to measurable macroscopic properties.
Instructor(s): Juan de Pablo, Allison Squires Terms Offered: Autumn
Prerequisite(s): MENG 21400 or CHEM 26100-26200 or PHYS 27900 or equivalent, or the consent of the instructor
MENG 31300. Transport Phenomena. 100 Units.
This course covers essential aspects of molecular transport processes, including fluid dynamics, mass transport and diffusion processes, and energy and heat transport processes. It also discusses the coupling that arises between momentum, mass and energy transport processes.
Instructor(s): Jay Schieber Terms Offered: Winter

MENG 31400. Advanced Quantum Engineering. 100 Units.
Quantum mechanics underlies many areas of modern engineering, including materials science, photonics, electronics, metrology, and information processing. This course explores both the fundamental physics of quantum systems as well as the tools utilized to engineer and control them. Topics to be discussed may include eigenvalues and eigenstates, harmonic oscillators, operators, symmetries, spin, angular momentum, perturbation theory, and time evolution. We will also explore examples of engineered quantum systems. The course will assume that students have prior exposure to quantum mechanics at the intermediate undergraduate level.
Instructor(s): Tian Zhong Terms Offered: Autumn
Prerequisite(s): Equivalent to CHEM 26100 or PHYS 23400-23500

MENG 32200. Cellular Engineering. 100 Units.
Cellular engineering is a field that studies cell and molecule structure-function relationships. It is the development and application of engineering approaches and technologies to biological molecules and cells. This course provides a bridge between engineers and biologists that quantitatively study cells and molecules and develop future clinical applications. Topics include fundamental cell and molecular biology; immunology and biomaterials, signaling and receptors; prions and neurodegeneration; and their interactions; nanotechnology; gene regulation; membrane transport; cellular and molecular imaging; single-cell genomics and proteomics; genetic and protein engineering; and drug delivery and gene delivery.
Instructor(s): Jun Huang Terms Offered: Winter
Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence Equivalent Course(s): BIOS 21508, MENG 22200, MOMN 34310

MENG 32300. Quantitative Systems Biology. 100 Units.
This course aims to provide students with knowledge on the use of modern methods for the analysis, manipulation, and modeling of complex biological systems, and to introduce them to some of the most important applications in quantitative and systems biology. We will first survey theoretical concepts and tools for analysis and modeling of biological systems like biomolecules, gene networks, single cells, and multicellular systems. Concepts from information theory, biochemical networks, control theory, and linear systems will be introduced. Mathematical modeling of biological interactions will be discussed. We will then survey quantitative experimental methods currently used in systems biology. These methods include single cell genomic, transcriptomic, and proteomic analysis techniques, in vivo and in vitro quantitative analysis of cellular and molecular interactions, single molecule methods, live cell imaging, high throughput microfluidic analysis, and gene editing. Finally, we will focus on case studies where the quantitative systems approach made a significant difference in the understanding of fundamental phenomena like signaling, immunity, development, and diseases like infection, autoimmunity, and cancer.
Instructor(s): Savas Tay Terms Offered: Autumn
Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence Equivalent Course(s): MENG 22300

MENG 33100. Biological Materials. 100 Units.
In this course, students will gain an understanding of the science and application of biomaterials, a field that utilizes fundamental principles of materials science with cell biology for applications in therapeutics and diagnostics. The course will introduce the basic classes of biomaterials, considering metals used in medicine, ceramics and biological inorganic materials such as hydroxyapatite, and polymers used in medicine. The basis of protein adsorption modulating biological interactions with these materials will be elaborated. Examples to be covered in the course will include polymers used in drug delivery, polymers used in protein therapeutics, polymers used in degradable biomaterial implants, polymers used in biodiagnostics, and hybrid and polymeric nanomaterials used as bioactives and bioactive carriers. An emphasis in the course will be placed on bioactive materials development. Students will be assessed through in-class discussions, take-home assignments and exams, and an end-of-term project on a topic of the student’s choice.
Instructor(s): Jeffrey Hubbell, Mustafa Guler Terms Offered: Autumn
Prerequisite(s): BIOS 20186 and BIOS 20187, or BIOS 20234 and BIOS 20235
Note(s): This course does not meet the requirements for the Biological Sciences major.
Equivalent Course(s): BIOS 29328, MENG 23100

MENG 33110. Stem Cell Biology, Regeneration, and Disease Modeling. 100 Units.
In this course, students will gain an understanding of the science and application of tissue engineering, a field that seeks to develop technologies for restoring lost function in diseased or damaged tissues and organs. The course will first introduce the underlying cellular and molecular components and processes relevant to tissue engineering: extracellular matrices, cell/matrix interactions such as adhesion and migration, growth factor biology, stem cell biology, inflammation, and innate immunity. The course will then discuss current approaches for engineering a variety of tissues, including bone and musculoskeletal tissues, vascular tissues, skin, nerve, and
pancreas. Students will be assessed through in-class discussions, take-home assignments and exams, and an end-of-term project on a topic of the student’s choice.
Instructor(s): Jeffrey Hubbell Terms Offered: Winter
Prerequisite(s): BIOS 20186 or BIOS 20234
Equivalent Course(s): MPMM 34300, BIOS 21507, MENG 23110

MENG 33120. The Structural Basis of Biomolecular Engineering. 100 Units.
In this highly practical course, students will learn different approaches to interrogate the structure-function relationship of proteins. Essential skills in identifying related protein sequences, performing multiple sequence alignments, and visualizing and interpreting conservation in the context of available structures will be acquired. The most basic method of biomolecular engineering is based on rationale design which uses such knowledge of sequence and structure to predict or explore changes in function in a low throughput manner. Advanced methods that employ evolutionary platforms, such as phage-, ribosome-, and yeast display, will also be introduced for screening large libraries of biomolecules to find variants with a specific function of interest. Additional biomolecular engineering topics to be covered may include computational tools to model and design proteins, protein fusions, enzymatic or chemical modifications to change function, and pharmacokinetics. Students will be assessed through in-class discussion, take-home assignments, exams, and an end-of-term project chosen by the student with approval from the instructor(s).
Instructor(s): Juan Mendoza Terms Offered: Spring
Prerequisite(s): BIOS 20200
Equivalent Course(s): MENG 23120

MENG 33130. Proteomics and Genomics in Biomolecular Engineering. 100 Units.
Modern genomic and proteomic technologies are transforming the analysis and engineering of biological systems. One part of the course will introduce the molecular biology of genomics, including how and why next-generation sequencing is used to measure DNA, RNA, and epigenetic patterns. In addition to experimental tools, it will cover key computational concepts for transforming raw genomic data into biologically meaningful data, as well as the application of those results to analyze biological systems. Specific topics will vary but will include single-cell RNA-sequencing and its analysis in different settings. The other part of the course will focus on technologies that enable the identification of proteins and their dysregulation in disease. Examples include mass spectrometry techniques to determine the exact number of proteins in cells, as well as techniques that identify the types and locations of post-translational protein modifications, such as histone methylation, that are frequently associated with diseases such as cancer. Additionally, the course will review methods to discover protein-protein interactions using computational and experimental screening methods. Student assessments will be made through in-class discussion, take-home assignments, exams, and an end-of-term project chosen by the student with approval from the instructor(s).
Instructor(s): Juan Mendoza, Samantha Riesenfeld Terms Offered: Autumn
Prerequisite(s): BIOS 20200 or equivalent, and experience with data analysis and computation in R or Python (e.g., MENG 26030, BIOS 20151/20152, STAT/CMSC 11800, or STAT 22000).
Equivalent Course(s): MENG 23130

MENG 33140. Biodiagnostics and Biosensors. 100 Units.
This course focuses on the biological and chemical interactions that are important for the diagnosis of diseases and the design of new assays. The principles and mechanisms of molecular diagnostics and biosensors, as well as their applications in disease diagnosis, will be discussed. Bioanalytical methods including electrochemical, optical, chemical separation, and spectroscopic will be described. Surface functionalization and biomolecular interactions will be presented for the development of protein and DNA based biosensor applications. The goals for the course are to introduce the fundamental mechanisms of bioanalytical methods/tools, examples of specific methods for diagnostic purposes, and analytical methods necessary for developing new precision medicine tools.
Instructor(s): Mustafa Guler Terms Offered: Spring
Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence
Equivalent Course(s): BIOS 28700, MENG 22140

MENG 33150. Nanomedicine. 100 Units.
This course focuses on the applications of nanotechnology in medicine. The chemical, physical and biological features of the nanomaterials will be discussed for applications in medicine. A survey of concepts in therapeutic drug delivery methods, diagnostic imaging agents and cell-materials interactions will be discussed.
Instructor(s): Mustafa Guler Terms Offered: Winter
Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence.
Equivalent Course(s): BIOS 28410, MENG 23150

MENG 33200. Principles of Immunology. 100 Units.
In this course students will gain a comprehensive understanding of the essential principles of immunology. The course will introduce the concept of innate immunity and pattern recognition and how antigen is processed for presentation to the immune system. We will examine how antigen presentation links innate and adaptive immunity. We will then discuss the two arms of adaptive immunity (humoral and cellular) in detail from their development to effector stages. In the last section of the course we will discuss some key aspects of immune system function including immunological memory and vaccination, immunological tolerance and its failure (autoimmunity/allergy), and mucosal immunology and the microbiome. Students will present primary articles
related to the topics discussed in class in a weekly discussion section. The course will be graded on class participation, quizzes, a midterm, and a final essay-based exam.

Instructor(s): Cathryn Nagler Terms Offered: Autumn
Prerequisite(s): BIOS 25256, and BIOS 20186 or BIOS 20234 (or equivalent undergraduate coursework with the permission of the instructor)
Equivalent Course(s): MENG 23200

MENG 33210. Fundamentals and Applications of the Human Microbiota. 100 Units.
The science of immunology was born at the end of the 19th century as a discipline focused on the body’s defenses against infection. The following 120+ years has led to the discovery of a myriad of cellular and molecular players in immunity, placing the immune system alongside the most complex systems such as Earth’s global climate and the human brain. The functions and malfunctions of the immune system have been implicated in virtually all human diseases. It is thought that cracking the complexity of the immune system will help manipulate and engineer it against some of the most vexing diseases of our times such as AIDS and cancer. To tackle this complexity, immunology in the 21st century - similar to much of the biological sciences - is growing closer to mathematics and data sciences, physics, chemistry and engineering. A central challenge is to use the wealth of large datasets generated by modern day measurement tools in biology to create knowledge, and ultimately predictive models of how the immune system works and can be manipulated. The goal of this course is to introduce motivated students to the quantitative approaches and reasoning applied to fundamental questions in immunology.

Instructor(s): Nicolas Chevrier Terms Offered: Spring
Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence. Knowledge of R is recommended but not required. Courses in immunology and microbiology are an advantage but not required (e.g., BIOS 25256 Immunobiology; BIOS 25206 Fundamentals of Bacterial Physiology).
Equivalent Course(s): MENG 23300, BIOS 26403, IMMU 34800

MENG 33310. Immunogenomics I. 100 Units.
The goal of this laboratory course is to provide students with an original and hands-on research experience in the fields of immunogenoengineering and synthetic immunology, whereby new molecules will be designed and tested by students in the lab to probe or control immune processes. Specifically, students will study how newly discovered cancer vaccines work. The course will cover wet lab techniques to manipulate and analyze DNA, proteins, and cells, including next-generation sequencing, genome editing, cellular imaging, and nanobodies. In addition, computational tools will be used for processing and analyzing the data generated by students during class. The outcome of students’ research during this class will help decipher the inner workings of successful anti-tumor vaccines, which is important to inform future cancer immunotherapies

Instructor(s): Nicolas Chevrier Terms Offered: Spring
Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence. Prior molecular and cellular biology wet lab work experience is an advantage but not required.
Equivalent Course(s): MENG 23310

MENG 33320. Immunogenomics II: Data Science in Systems Immunology. 100 Units.
This course presents essential concepts in genomic data science and trains students to apply the concepts in immunological contexts. The course encourages students to think independently about genomic analyses. Students will gain an understanding of how to use basic statistics, linear algebra, and computation to explore, analyze, and interpret published RNA-sequencing data (bulk and single-cell) and immune-cell receptor
sequencing data. Student performance will be assessed through in-class discussions, take-home assignments and exams, and an end-of-term final project of the student's choice.

Instructor(s): Samantha Riesenfeld, Joshua Weinstein
Terms Offered: Spring
Prerequisite(s): Basic programming skills in R or Python, including control structures, data loading and saving, creating basic plots, and working with data frames. Basic molecular biology, including the central dogma.
Note(s): This course is required for, but not limited to, the Computational and Systems Immunology PhD track in Immunology.
Equivalent Course(s): MENG 23330, IMMU 48900

MENG 33500. Synthetic Biology. 100 Units.
The objective of this course is to provide an overview of the fundamentals of synthetic biology by exploration of published and primary literature. Synthetic biology is an interdisciplinary area that involves the application of engineering principles to biology. It aims at the (re-)design and fabrication of biological components and systems that do not already exist in the natural world. Our goal in the course will be to examine how to apply design principles to biological systems. This will require understanding how biological systems operate, what design principles are successful in biology, and a survey of current approaches in the field to tackle these challenges.

Topics will include genetic manipulation, pathway engineering, protein design, cellular engineering, and tools for information input and output in biological systems.
Instructor(s): Aaron Esser-Kahn
Terms Offered: Spring
Prerequisite(s): Completion of the first two quarters of a Biological Sciences Fundamentals Sequence. MENG 26102, BIOS 20236, and BIOS 20200 are recommended but not required.
Equivalent Course(s): MENG 23500

MENG 33510. Microfluidics and Its Applications. 100 Units.
Precision control of fluids at the micrometer scale (hence microfluidics) provides unprecedented capabilities in manipulation and analysis of cells and proteins. Moreover, fluids and particles behave in fundamentally different ways when confined to small dimensions, making microfluidics an interesting topic of basic research. This course aims to provide students with theoretical knowledge and practical skills on the use of microfluidics for the manipulation and analysis of physical, chemical, and biological systems. We will first survey theoretical concepts regarding microfluidics. We will then focus on design considerations and fabrication methods for multi-layer microfluidic chips using PDMS soft-lithography. We will learn how to fabricate, multiplex, and control PDMS membrane valves and integrate them into high-throughput analytical systems. We will survey recent developments in microfluidics and its scientific and industrial applications. Biological systems analysis in cell sorting, culture, cell signaling, single molecule detection, digital nucleic acid and protein quantification, and biosensing are some of the applications we will cover. This course will have a laboratory component where students will design, fabricate, and use microfluidic devices and therefore acquire hands-on skills in microfluidic engineering.
Instructor(s): Savas Tay
Terms Offered: Spring
Prerequisite(s): MATH 13300 (or higher), or MATH 13200 (or higher) plus BIOS 20151 or BIOS 20152 or BIOS 20236
Equivalent Course(s): MENG 23510

MENG 35100. Introduction to Polymer Science. 100 Units.
This course introduces the basics of polymer materials and their behavior and properties. The course will cover a general overview to polymers, basic terminology and definitions, their classification, and their applications. The mechanistic and kinetic behavior of the major classes of polymerization reactions (step-growth, chain addition, and "living" polymerizations) will be introduced with respect to control over polymer structure/architecture, size, and properties. The course will also discuss polymer properties, polymer thermodynamics, and basic structure-property relationships that provide polymers with their unique characteristics compared to small molecules. Techniques for characterizing the chemical and physical properties of polymer solutions will be introduced, including osmometry, viscometry, and gel permeation chromatography.
Instructor(s): Paul Nealey
Terms Offered: Autumn
Prerequisite(s): MENG 21400 (or MENG 26201) or CHEM 26200
Equivalent Course(s): MENG 25100

MENG 35110. Polymer Synthesis. 100 Units.
This course introduces the most important polymerization reactions, focusing on their reaction mechanisms and kinetic aspects. Topics include free radical and ionic chain polymerization, step-growth polymerization, ring-opening, insertion, controlled living polymerization, crosslinking, copolymerization, and chemical modification of preformed polymers.
Instructor(s): Stuart Rowan
Terms Offered: Winter
Prerequisite(s): CHEM 22000 and CHEM 22100
Equivalent Course(s): CHEM 39100, MENG 25110

MENG 35120. Polymer Physics. 100 Units.
This course is an advanced introduction to polymer physics taught at a level suitable for senior undergraduates and graduate students in STEM fields. Topics that will be covered include the statistics and conformations of linear chain molecules; polymer brushes; thermodynamics and dynamics of polymers, polymer blends and
polymer solutions; phase equilibria; networks, gels, and rubber elasticity; linear viscoelasticity; and thermal and mechanical properties.

Instructor(s): Paul Nealey
Terms Offered: Spring
Prerequisite(s): MENG 22500
Equivalent Course(s): MENG 25120

MENG 35130. Soft Matter Characterization Laboratory. 100 Units.
The goal of this course is to train students in the fundamental experimental approaches to polymer and soft materials characterization. The course will cover both the theory and practice of techniques focused on three themes: molar mass determination (size exclusion chromatography, laser light scattering, NMR spectroscopy); morphology and structure (x-ray scattering, electron microscopy, atomic force microscopy); and thermomechanical properties (calorimetry, thermogravimetry, dynamic mechanical analysis, rheometry, tensile testing). Contextual application of these characterization techniques to modern research problems will be introduced. Through this course, students will develop foundational experimental skills necessary for addressing research challenges in modern polymer and soft materials science and engineering.

Instructor(s): Philip Griffin
Terms Offered: Winter
Prerequisite(s): MENG 25100
Equivalent Course(s): MENG 25130 MENG 35130

MENG 35200. Solids, Materials, Surfaces. 100 Units.
This course is an introduction to modern materials chemistry. It covers basic chemistry and physics of condensed systems, such as solids, polymers, and nanomaterials. The electronic structure of metals, semiconductors and magnetically ordered phases will be discussed. We will review optical and electronic properties of different classes of materials using examples of hard and soft condensed matter systems and drawing structure-property relationships for conventional solids, polymers, and nanomaterials. Finally, the course will cover the fundamentals of surface science and material synthesis, applying modern understanding of nucleation and growth phenomena.

Instructor(s): D. Talapin
Terms Offered: Autumn
Prerequisite(s): CHEM 26100, CHEM 26200, and CHEM 26300, or equivalent
Equivalent Course(s): CHEM 39000

MENG 35210. Complex Fluids and Non-Newtonian Flows. 100 Units.

Instructor(s): Eric Shaqfeh
Terms Offered: Autumn
Prerequisite(s): Low Reynolds number hydrodynamics or consent of instructor.

MENG 35300. Molecular Science and Engineering of Water. 100 Units.
This course will cover the properties of the water molecule, hydrogen bonding, clusters, supercritical water, condensed phases, solutions, confined and interfacial water, clathrates, and nucleation. In addition, methods of water purification, water splitting and fuel cells, water in atmospheric and climate science, and water in biology, health and medicine will be discussed.

Instructor(s): Chong Liu
Terms Offered: Autumn
Prerequisite(s): MENG 21400 or CHEM 26200 or PHYS 27900 (or concurrent)
Equivalent Course(s): MENG 25300

MENG 35310. Energy Storage and Conversion Devices. 100 Units.
Course Description: Addressing the challenges of a sustainable energy future requires a foundational knowledge of current and emerging energy conversion and storage technologies. Energy conversion devices such as solar cells, wind turbines, and fuel cells to energy storage systems such as lithium-ion batteries and redox-flow batteries will be covered. Devices related to thermal energy harvesting and management will be introduced as well. Applying basic principles of chemistry, thermodynamics, and transport phenomena, this course will provide a deep understanding of the operational mechanisms, resources, and material properties of each device and the synergies between them.

Instructor(s): Chibueze Amanchukwu
Terms Offered: Spring
Prerequisite(s): MENG 21400 (or CHEM 26200 or PHYS 27900) AND MENG 21500
Equivalent Course(s): MENG 25310

MENG 35320. Electrochemical Principles and Methods. 100 Units.
This course will cover topics related to basic electrochemical principles, methodologies, and systems. In particular, students will be given an overview of fundamental concepts related to electrochemical potential, electric double layer, electrode kinetics, and mass transport processes. In addition, the application of key electrochemical experimental methods will be covered. A few examples include cyclic voltammetry, AC impedance spectroscopy, and the rotating disk electrode. Throughout the course, students will apply basics principles of thermodynamics, kinetics, and transport phenomena. Lastly, a brief overview of traditional
electrochemical systems and emerging technologies related to energy storage and conversion (e.g., lithium-ion batteries, flow batteries, and fuel cells) and bioelectronics applications will be discussed.
Instructor(s): Shrayesh Patel Terms Offered: Spring
Prerequisite(s): MENG 26102 and MENG 26201
Equivalent Course(s): MENG 25320

MENG 35330. Materials and Characterization Tools to Address Challenges in Energy and Water. 100 Units.
The development of new materials, as well as understanding the materials’ structure and dynamics, are at the heart of addressing the challenges in energy and water technologies. This course will introduce students to the design and development of advanced functional materials that enable energy and water related technologies. The importance of all classes of materials spanning metals, alloys, ceramics, polymers, glasses, and their combinations as composite materials will be covered. To understand material properties and function, students will learn about essential characterization tools including microscopy, spectroscopy and mechanical testing techniques. In addition, the course will convey the importance of advanced characterization tools available at X-ray and neutron facilities that are essential in revealing unique physical properties.
Instructor(s): Junhong Chen Terms Offered: Spring
Prerequisite(s): MENG 21400 (or CHEM 26200 or PHYS 27900)
Equivalent Course(s): MENG 25330

MENG 35500. Classical Molecular and Materials Modeling. 100 Units.
This course will introduce students to the methods of molecular modeling. The topics covered will include an introduction to the origin of molecular forces, a brief introduction to statistical mechanics and ensemble methods, and an introduction to molecular dynamics 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. Students will also establish expertise in scientific programming in Python 3.
Instructor(s): Andrew Ferguson Terms Offered: Winter
Prerequisite(s): MENG 21400 or CHEM 26200 or PHYS 27900, AND MATH 20100 or PHYS 22100. MENG 21300, or prior course work or research experience with elementary programming, is strongly recommended.
Equivalent Course(s): MENG 25500

MENG 35510. Quantum Molecular and Materials Modeling. 100 Units.
Quantum mechanical methods, including quantum chemistry, density functional theory (DFT), and many body perturbation theory, for simulating the properties of molecules and materials will be explored in this course. Numerical algorithms and techniques will be introduced that allow for solution of approximate forms of the Schroedinger and Boltzmann Equations that model structural and transport properties of molecules and materials. The coupling of DFT with molecular dynamics will be detailed for determining finite temperature properties. Coupling of DFT with spin Hamiltonians to study dynamical spin correlations in materials will also be described. Examples of the application of quantum mechanical methods to materials for energy conversion and quantum information technologies will be provided.
Instructor(s): Giulia Galli Terms Offered: Spring
Prerequisite(s): PHYS 23400 or CHEM 26100 or instructor consent
Equivalent Course(s): CHEM 36800, CHEM 26800, MENG 25510

MENG 35610. Applied Scientific Computing in Molecular Engineering. 100 Units.
This course provides hands-on practical training in scientific computing with a focus on applications to molecular engineering. The first third of the course will provide training in core programming concepts, including a broad introduction to Python programming and use of key scientific libraries. The second third of the course will cover advanced programming topics in CPU and GPU parallel programming and quantum computing, exploring their use through practical examples drawn from a range of scientific and engineering disciplines. The final portion of the class will engage particular applications in computational molecular engineering, including electronic structure calculations of molecules and materials, highlighting the use of modern computing platforms to enable modeling of complex phenomena at unprecedented scales. Students will develop proficiency in making effective use of the diverse landscape of programming models, open-source tools, and computing architectures for high performance computing. Hands-on immersive praxis, mostly using electronic notebooks, will introduce students to the efficient use of several computational resources such as pre-exascale and quantum computers, with the goal of providing them with the confidence and expertise to independently use these tools.
Instructor(s): Marco Govoni Terms Offered: Winter
Prerequisite(s): Prior programming experience and familiarity with Linux/bash are useful but not required. Prior coursework in quantum mechanics is useful but not required.
Equivalent Course(s): MENG 25610

MENG 35620. Applied Artificial Intelligence for Materials Science and Engineering. 100 Units.
Machine learning and other artificial intelligence tools are quickly becoming commonplace in the computational design of materials. This course is intended to introduce the concepts and practical skills needed to employ machine learning techniques across many areas of computational materials science. The course will cover topics including the management of materials data, the creation of surrogate models for costly computations, building predictive models for material properties without known physical models, and using AI to enhance characterization tools. The content of the course will focus both on the theoretical underpinnings of these
technologies, as well as the practical skills needed for successful use of AI in an applied setting. Particular application areas include machine learning tools for atomistic simulations, convolutional neural networks for materials image analysis, Bayesian techniques for material property estimation, and generative methods for molecular design.

Instructor(s): Logan Ward Terms Offered: Winter
Prerequisite(s): Familiarity in object-oriented programming in Python is preferred. Prior coursework or experience in machine learning is recommended but not required.
Equivalent Course(s): MENG 25620

MENG 35630. Design, Processing, and Scale-Up of Advanced Materials. 100 Units.
The course will cover the scientific background needed to design and optimize advanced materials for scalable synthesis. We will introduce the physics-based understanding needed to simulate the non-equilibrium conditions resulting from dealing with complex systems. The course will use in situ measurement data for validation and acceleration of simulations, which will allow students to experiment and build the conceptual connections to the background theories and simulations. In particular, we will cover examples of scalable material synthesis, such as gas-phase combustion synthesis of lithium ion battery materials, atomic layer deposition (ALD) for porous membranes and coatings, Taylor Vortex Reactors (TVR) for the synthesis of industrial catalysts, and additive manufacturing of metals using laser sintering and microfluidic continuous flow reactors for the synthesis of organic crystals for pharmaceutical applications. Data generated using sensors, imaging cameras, spectroscopic probes, and Argonne APS measurements will be combined with machine-learning approaches for decision making, process optimization and steering of synthesis conditions. This course will include optional hands-on sessions at the Argonne National Laboratory’s Materials Engineering and Research Facility, and allow the students to leverage the Manufacturing Data and Machine Learning (MDML) platform and Argonne Leadership Computing Facility (ALCF) supercomputing environment for physics-based simulations.
Instructor(s): Santanu Chaudhuri Terms Offered: Spring
Prerequisite(s): MENG 21400 or CHEM 26200 or PHYS 27900, MENG 24200, and MENG 24400 or CHEM 26300. Some background in a programming language like C, C++ or python, databases, and ability to launch computing jobs in Linux environment is preferred.
Equivalent Course(s): MENG 25630

MENG 36400. Quantum Computation. 100 Units.
This course provides an introduction to the fundamentals of quantum information to students who have not had training in quantum computing or quantum information theory. Some knowledge of linear algebra is expected, including matrix multiplication, matrix inversion, and eigenvector-eigenvalue problems. Students will learn how to carry out calculations and gain a fundamental grasp of topics that will include some or all of: entanglement, teleportation, quantum algorithms, cryptography, and error correction.
Instructor(s): Andrew Cleland Terms Offered: Winter
Prerequisite(s): MATH 19620 or PHYS 22100 or equivalent
Equivalent Course(s): MENG 26400

MENG 36500. Foundations of Quantum Optics. 100 Units.
Quantum optics seeks to illuminate the fundamental quantum mechanics of the interaction of light and matter. These principles can form the basis for quantum technologies in areas such as cryptography, computation, and metrology. This course provides a foundation in the fundamental principles and applications of quantum optics. Topics to be discussed may include Fermi’s Golden Rule, interaction of two-level atoms and light, spontaneous emission, Rabi oscillations, classical and non-classical photon statistics, beam splitters, atom cavity interaction, vacuum-Rabi splitting, coherence, entanglement, and teleportation. The course will assume that students are comfortable with single-particle quantum mechanics at the level of a typical introductory graduate-level course.
Instructor(s): Alex High Terms Offered: Autumn
Prerequisite(s): PHYS 22400-23500 strongly recommended but not required
Equivalent Course(s): MENG 26500

MENG 36600. Electronic and Quantum Materials for Technology. 100 Units.
This is a one-quarter introductory course on the science and engineering of electronic and quantum materials. The intended audience is upper-level undergraduate students and first-year graduate students in Molecular Engineering and other related fields, including Chemistry and Physics. We will learn the basics of electrical and optical properties of electronic materials, including semiconductors, metals, and insulators starting from a simple band picture, and will discuss how these materials enable modern electronic and optoelectronic devices and circuitry. We will also explore the modern synthesis techniques for these materials and the effects of reduced dimensions and emergent quantum properties. No comprehensive exposure to quantum mechanics, thermodynamics, or advanced mathematical skills will be assumed, even though working knowledge of these topics will be helpful.
Instructor(s): Jiwoong Park Terms Offered: Spring
Prerequisite(s): CHEM 26200 or PHYS 23500 or instructor consent
Equivalent Course(s): MENG 26600, CHEM 39300

MENG 36620. Physics of Solid State Semiconductor Devices. 100 Units.
This course covers the fundamental concepts needed to understand nanoelectronic solid state semiconductor devices. After an overview of the basic properties of semiconductors and electronic transport in semiconductors,
we will explore the device physics behind some of the major semiconductor devices that have changed our lives. These include the p-n junction diode, the metal-oxide-semiconductor transistor (MOSFET), the photovoltaics cell (solar cell), the semiconductor light emitting diode (LED) and injection laser, dynamic random access memory (DRAM), and Flash memory. These devices collectively form the backbone behind all computing, communications, and sensing systems used today.

Instructor(s): Supratik Guha Terms Offered: Autumn
Prerequisite(s): MENG 21300 (or PHYS 23500 or CHEM 26100) or PHYS 22700 or PHYS 23600
Equivalent Course(s): MENG 26620

MENG 36630. Introduction to Nanofabrication. 100 Units.
This course will cover the fundamentals of nanofabrication from a practical viewpoint and will be useful for students planning to pursue research involving semiconductor processing technology, as well as broader topics such as microelectromechanical systems (MEMS), quantum devices, optoelectronics, and microfluidics. This course will cover the theory and practice of lithographic patterning; physical and chemical vapor deposition; reactive plasma etching; wet chemical processing; characterization techniques; and other special topics related to state-of-the-art processes used in the research and development of nanoscale devices. A solid grounding in introductory chemistry and physics is expected.
Instructor(s): Peter Duda Terms Offered: Winter
Prerequisite(s): PHYS 13300 and CHEM 10200, or equivalent
Equivalent Course(s): MENG 26630

MENG 37100. Implementation of Quantum Information Processors. 100 Units.
This course emphasizes the experimental aspects of quantum information focusing on implementations rather than algorithms. Several candidates for quantum information systems will be discussed including ion traps, neutral atoms, superconducting circuits, semiconducting quantum dots, and linear optics. Students will develop an appreciation for the basic physics of these systems, and their relative merits in a variety of quantum information applications.
Instructor(s): Hannes Bernien Terms Offered: Winter
Prerequisite(s): MENG 31400 or PHYS 34100 or instructor consent

MENG 37200. Quantum Dissipation and Quantum Measurement. 100 Units.
This course introduces the basic tools and concepts used to describe dissipative quantum systems, where a closed quantum system (described by a Hamiltonian) interacts with a dissipative environment. We will also discuss the basic theory of weak continuous quantum measurements and basic quantum limits to measurement. Applications to quantum optics and quantum information processing will be stressed. Topics to be discussed may include quantum master equations, stochastic wavefunction evolution (i.e. quantum trajectories), quantum noise, quantum Langevin equations, and path integral approaches. The course will assume that students are comfortable with single-particle quantum mechanics at the level of a typical introductory graduate-level course.
Instructor(s): Aashish Clerk Terms Offered: Spring
Prerequisite(s): MENG 31400 or PHYS 34100 or instructor consent

MENG 37300. Experimental Techniques and Advanced Instrumentation. 100 Units.
This course aims to provide students with a knowledge of state-of-the-art experimental measurement techniques and laboratory instrumentation for applications in broad scientific research environments, as well as industrial and general engineering practice. Topics include atomic-scale structural and imaging methods, electronic transport in low dimensional materials, magnetic and optical characterization of materials. Basic concepts in electronic measurement such as lock-in amplifiers, spectrum and network analysis, noise reduction techniques, cryogenics, thermometry, vacuum technology, as well as statistical analysis and fitting of data will also be discussed.
Instructor(s): David Awschalom Terms Offered: Spring
Equivalent Course(s): MENG 27300

MENG 37400. Advanced Quantum Information and Computation. 100 Units.
This course covers the foundations of quantum theory, quantum communication, quantum metrology, quantum computation, quantum error correction, and topological quantum computation.
Instructor(s): Liang Jiang Terms Offered: Winter
Prerequisite(s): MENG 31400 or PHYS 34100 or instructor consent

MENG 37500. Quantum Measurements and Metrology. 100 Units.
This course provides an introduction into the concepts and applications of quantum measurements and quantum metrology. We will derive the formal basis of quantum measurements, quantify the information that can be extracted through a measurement and discuss the impact of entanglement. This course will also give a comprehensive overview of different quantum sensing modalities and their technical applications in timekeeping, sensing, imaging and testing of fundamental physics.
Instructor(s): Peter Maurer Terms Offered: Autumn
Prerequisite(s): MENG 31400 or PHYS 34100 or instructor consent

MENG 40100. Grand Challenges in Molecular Engineering I. 000 Units.
A survey of the research themes in Molecular Engineering for first-year graduate students.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Required for all first-year Molecular Engineering graduate students.

**MENG 40200. Grand Challenges in Molecular Engineering II. 000 Units.**
A survey of the research themes in Molecular Engineering for first-year graduate students.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): Required for all first-year Molecular Engineering graduate students.

**MENG 49700. Research: Related Departments, Institutes, and Industries. 300.00 Units.**
For students requiring course registration for internships or similar professional training opportunities. Students must speak to their PI and receive approval from the Dean of Students before they may be enrolled.
Instructor(s): STAFF Terms Offered: Autumn Spring Summer Winter

**MENG 49900. Research: Molecular Engineering. 300.00 Units.**
Molecular engineering research
Instructor(s): Faculty Terms Offered: Autumn Spring Summer Winter
Note(s): Please select desired number of units when registering

**MENG 70000. Advanced Study: Molecular Engineering. 300.00 Units.**
Advanced Study: Molecular Engineering

**MENG 75000. Advanced Research. 300.00 Units.**
TBD
Terms Offered: Autumn
The Irving B. Harris Graduate School of Public Policy Studies

The Harris School of Public Policy is known for its policy-relevant research and for preparing talented individuals to become leaders and agents of social change. One of six professional schools, Harris is part of a world-class intellectual community and continues the University’s tradition of scholarship intended to address real-world problems. Established in 1988, Harris emerged from the interdisciplinary Committee on Public Policy Studies. Influential founding supporters include educational sociologist James Coleman, urban sociologist William Julius Wilson, and the 2000 Nobel laureate economist James Heckman.

Degree Offerings & Programming

An exciting and challenging place to learn, Harris' model of public policy training reflects the University of Chicago's tradition of research and teaching — meticulous scholarship, open inquiry, and cross-disciplinary, critical thinking. Faculty come from diverse academic backgrounds and lend their individual expertise to a collaborative curriculum. Students come ready and willing to work and prepare for leadership in public policy. Alumni around the world apply their Chicago Harris training to a multitude of public policy issues, making an impact in whatever arena they choose to work.

The rigorous curriculum stresses the development of analytical tools, which form the basis of the program's approach to understanding the nature of social problems and the impact of public policy. Harris students become conscientious consumers of social science research and are able to evaluate information and make informed policy choices.

However, classroom training is only part of the equation. Harris provides opportunities for students to apply the critical skills that they learn in the classroom to real-world situations. Through a mentor program, internships, Policy Labs and other practica, Harris students are able to enrich their education, network with community leaders, and lend their growing public policy expertise to local, national, and international organizations. The School fosters a spirit of cooperation between students, public policy professionals, faculty, and others to address societal concerns and is constantly seeking new partnership opportunities.

Harris Degree Programs

- Master of Public Policy (http://harris.uchicago.edu/degrees/masters-degree/MPP/) (MPP), A two-year program for students interested in gaining a thorough training in analytical skills.
- Master of Science in Computational Analysis and Public Policy (https://capp.uchicago.edu/) (MSCAPP), A two-year program offered with the Computer Science Department for students interested in the design, implementation, and rigorous analysis of data-driven policies.
- Master of Arts in Public Policy (http://harris.uchicago.edu/degrees/masters-degree/one-year-am/) (AM), A one-year program for students already possessing another graduate degree or in conjunction with another University graduate program.
- Master of Arts in Public Policy with Certificate in Research Methods (http://harris.uchicago.edu/degrees/masters-degree/macrm/) (MACRM), A 15-month program designed to prepare students for top-tier Ph.D. programs in economics and political science as well as other social sciences, policy, and business.
- Master of Arts in International Development and Policy (https://harris.uchicago.edu/academics/programs-degrees/degrees/ma-international-development-and-policy-maidp/) (MAIDP), A one-year program that provides an introduction to policy design and analysis with particular emphasis on international development and policy. It applies evidence-based analytical approaches, cutting-edge tools, and practical policy innovation to address the world's most pressing problems.
- Master of Arts in International Development and Policy (https://harris.uchicago.edu/academics/programs-degrees/degrees/ma-international-development-and-policy-maidp/) (MAIDP), A one-year program that provides an introduction to policy design and analysis with particular emphasis on international development and policy. It applies evidence-based analytical approaches, cutting-edge tools, and practical policy innovation to address the world's most pressing problems.
- Double Executive Master’s in Health Policy with the London School of Economics (https://harris.uchicago.edu/academics/programs-degrees/degrees/double-executive-masters-health-policy-london-school-economics/) (AM/MSc), A two-year program designed for professionals working in the healthcare and health policy fields, participants earn an MA in Public Policy from Harris and a MSc in Health Economics and Policy from the London School of Economics.
- Evening Master’s Program @ 1871 (https://harris.uchicago.edu/academics/programs-degrees/degrees/evening-masters-program-1871-part-time-ma/) (AM), A four academic quarter, 15-month, part-time degree program designed to help mid-career professionals lead their organizations through complex policy challenges and drive social impact.
- Doctor of Philosophy (PhD) (http://harris.uchicago.edu/degrees/phd/), a doctoral degree for students seeking research-related careers in academia or elsewhere.

Joint Degree Programs with other University of Chicago Schools

Students can earn two University of Chicago graduate degrees in an accelerated time frame.
• Center for Middle Eastern Studies (http://harris.uchicago.edu/degrees/joint-degree/middle-eastern-studies/) (MPP/AM), a three year program combining public policy with modern Middle Eastern languages, history, and civilization.

• Divinity School (http://harris.uchicago.edu/degrees/joint-degree/divinity-school/) (MPP/MDiv), a four year program combining public policy with issues related to public and urban ministry.

• Chicago Booth School of Business (http://harris.uchicago.edu/degrees/joint-degree/booth-school-of-business/) (MPP/MBA), a three year program combining studies in public policy and business administration.

• Law School (http://harris.uchicago.edu/degrees/joint-degree/law-school/) (MPP/ID), a four year program combining studies in law and public policy.

• School of Social Service Administration (http://harris.uchicago.edu/degrees/joint-degree/school-of-social-service-administration/) (MPP/AM), a three year program. Study broad social policy and issues that influence the social work profession.

• Master of Arts in Public Policy and International Relations (http://harris.uchicago.edu/degrees/masters-degree/am-ma-cir/) (AM/MA), A two-year program offered with the Committee for International Relations for students interested in combining public policy training with a focus on international relations.

Programs for University of Chicago College Students

• The AB/MPP in Public Policy Studies Program (http://collegecatalog.uchicago.edu/jointdegreeppha/) with the College, a five-year program that offers students an opportunity to begin their professional training in public policy while still in the College, leading to the award of a four-year undergraduate degree in their declared major and a two-year master of public policy (MPP) degree after five years of studies at the University of Chicago.

• The AB/MS in Computational Analysis and Public Policy Program (http://collegecatalog.uchicago.edu/jointdegreepphams/) (BA/MSCAPP) with the College, a five-year program offered by The Harris School of Public Policy in conjunction with the Department of Computer Science, offers students an opportunity to begin their professional training in the growing field of civic technology and data science in public policy while still in the College, leading to the award of a four-year undergraduate degree in their declared major and a two-year master of science degree in computational analysis and public policy (MSCAPP) after five years of study at the University of Chicago.

• Harris Scholars Program, (AB, plus MPP or MSCAPP) (http://harris.uchicago.edu/chicagoharrisscholars/), allows University of Chicago College students to apply for admission to the MPP or MSCAPP programs during their fourth year of study and defer enrollment for two years while obtaining quality experience in the labor market.
The Crown Family School of Social Work, Policy, and Practice

MISSION

The Crown Family School of Social Work, Policy, and Practice is dedicated to working toward a more just and humane society through research, teaching, and service to the community. As one of the oldest and most highly regarded graduate schools of social work, the Crown Family School prepares professionals to handle society's most difficult problems by developing new knowledge, promoting a deeper understanding of the causes and human costs of social inequities, and building bridges between rigorous research and the practice of helping individuals, families, and communities to achieve a better quality of life.

PROFESSIONAL PURPOSE

In January 2021, the School received a $75 million gift from James and Paula Crown and the Crown family—the largest ever in support of a school of social work. In recognition of this significant gift, the School, known as the School of Social Service Administration, was renamed the Crown Family School of Social Work, Policy, and Practice. The gift will expand financial support to students, accelerate faculty hiring and research initiatives, and deepen our ambitious community-engaged research, especially our work on Chicago’s South Side.

Founded in 1908, the Crown Family School of Social Work, Policy, and Practice is regarded as one of the world’s foremost schools of social work, ranking anywhere from first to third in reputational surveys. Through a combination of research, teaching, and practice, the Crown Family School has shaped the field for more than 100 years.

The School’s first leaders advanced a vision of social work as a real discipline, reimagining and revolutionizing the social work profession and social work education. They created a School that embodied the University’s core mission of civic engagement, striving to enact social reform and make enduring impact through rigorous research. The School conducted the first empirical investigations of social welfare problems and solutions; established the first, and still leading, scholarly journal for the profession (Social Service Review); offered the first university-based graduate professional degrees in social work; and established the world’s first PhD program in social work and social welfare (celebrating its centennial in 2020). Today, scholars conduct research on public policies, human service organizations, social programs, and social work practice, studying such topics as child welfare, urban education, criminal justice disparities, homelessness, health care, policing, youth violence prevention, urban politics, low-wage employment, immigration, child and family policy, and substance use and abuse.

In July 2019, the Crown Family School became the academic home of UChicago’s Urban Education Institute (UEI). Through four integrated units, UEI conducts rigorous research (UChicago Consortium), trains educators (UChicago UTEP), operates school campuses (UChicago Charter), and provides research-based learning tools (UChicago UTEP). The Crown Family School and UEI share a commitment to integrating research, education, and professional practice, with direct impact on communities, families, and individuals. Their history of significant collaborations includes work in education policy research, engaging students to improve K-12 public schooling, and translating research to practice as evidenced by the To&Through Project, a partnership between the Crown Family School’s Network for College Success and UEI.

The Crown Family School offers two Master’s Degree Programs: Social Work, Social Policy, and Social Administration (SW), a two-year full-time program, and Social Sector Leadership and Nonprofit Management (SSL), a one-year full-time program. Both offer an integrated approach that prepares students to be a force of positive change in people’s lives, but each program is distinctive. The Master of Arts Program has been accredited by the Council on Social Work Education and its predecessor organizations since 1919. The Crown Family School was reaccredited through June 2028. Our AM degree is equivalent to an MSW, but with a broader interdisciplinary social work practice, with direct impact on communities, families, and individuals. Their history of significant collaborations includes work in education policy research, engaging students to improve K-12 public schooling, and translating research to practice as evidenced by the To&Through Project, a partnership between the Crown Family School’s Network for College Success and UEI.

The Crown Family School offers two Master’s Degree Programs: Social Work, Social Policy, and Social Administration (SW), a two-year full-time program, and Social Sector Leadership and Nonprofit Management (SSL), a one-year full-time program. Both offer an integrated approach that prepares students to be a force of positive change in people’s lives, but each program is distinctive. The Master of Arts Program has been accredited by the Council on Social Work Education and its predecessor organizations since 1919. The Crown Family School was reaccredited through June 2028. Our AM degree is equivalent to an MSW, but with a broader educational and experiential foundation that combines direct social work practice with policy development, interdisciplinary research and social science theory. The School also offers a combined AB/AM degree for University of Chicago undergraduate students in The College, Advanced Standing, Evening, and Part-time programs, and joint degree programs (AM/MBA, AM/MDiv, AM/MPP) for the Social Work, Social Policy, and Social Administration AM; a Part-time option for Social Sector Leadership; a dual AM SW/SSL program; a PhD program, and a PhD/AM program.

The Crown Family School also offers a minor, Inequality, Social Problems, and Change, exclusively for students in the College. The minor, which is open to all majors, examines the underlying causes and consequences of—and innovative solutions to—society’s most pressing social problems. The minor places particular weight on understanding social issues that disproportionately affect marginalized and disadvantaged populations. It also helps students understand the ways in which social markers influence mass incarceration, immigration policy, access to health care, political power and participation, and physical and mental health.

Since 1920, our Doctoral Program has provided training for those interested in pursuing an academic career in social work and social welfare. The Crown Family School’s doctoral graduates are leaders in the field...
of social work and social welfare scholarship. The program is designed to deepen students' mastery of both social science theory and research methods so that students are prepared to contribute to scholarly knowledge in innovative ways. The program accommodates students who are interested in developing and evaluating practice methods and interventions as well as those interested in understanding social problems and accompanying institutional and political responses. The diverse theoretical approaches of the Crown Family School's faculty make it uniquely positioned to support an interdisciplinary course of study.

In 2020, to honor the legacy of Professor Allison Davis, the Crown Family School and the Division of the Social Sciences announced a call for applications from doctoral students for the 2020-21 Allison Davis Research Awards. Davis studied systems of stratification and segregation between and within racial and ethnic groups in the United States. He documented the effects of social stratification and segregation on family life, language use, educational attainment, and the development of personality and character of children and adolescents in American minority groups. He also aimed at discovering social policies and practices that promised to promote the healthy development of all children and youth. Six awards of up to $10,000 were given to students who are conducting research related to the ones Davis studied throughout his life.

VALUES

The Crown Family School's educational program is informed by the values of the social work profession. As such, we prepare professionals who are committed to improving the lives of vulnerable and diverse populations and promoting social and economic justice locally, nationally, and globally. Social work values ensure that service is driven by a humanistic perspective that values difference and asks us to consider the impact of our ideas and our work on the well-being of our clients, of our colleagues, of our agencies, and on society as a whole. Our values require that we treat others with dignity and respect and make human rights and social justice central to our work. As a School, the Crown Family School strives to be an exemplar of social work education, committed to fostering an inclusive, engaging, and rigorous educational experience, welcoming to all.

Our values require that we behave ethically in both our personal and professional lives. Our ethical precepts encompass such matters as treating our clients with dignity, honoring human diversity and differences, never exploiting clients for our own interests, and always acting in the best interest of clients. This is accomplished through human relationships, honoring the value of integrity, and giving graduates the competence to achieve professional goals of the highest quality. Similar precepts govern our relationships with other professionals. We recognize our responsibilities to the organizations for which we work, but we also have the obligation to question policies and practices in the workplace that may not be aligned with the best interests of our clients. We value scientific inquiry and the use of scientific evidence, as well as the development and implementation of evidence-based policy and practice. Finally, our values require continued professional growth and development through lifelong learning.

PROGRAM CONTEXT

UNIVERSITY OF CHICAGO

Since its founding, the University's mission has been expressed in its motto, Crescat scientia; vita excolatur, "Let knowledge grow from more to more; and so be human life enriched." The University is committed to the development of new knowledge, both for its own sake and for the common good. The link of its mission to the mission and purpose of the Crown Family School is clear. As social problems become more complex, interconnected, and sprawling, the Crown Family School is building upon its distinctive interdisciplinary and applied traditions to generate more robust knowledge and to educate the most talented social work leaders, thereby achieving even greater social benefit, both locally and globally.

The Crown Family School's first dean, Edith Abbott, said in 1920 when it became a full-fledged professional school, that “only in a university, and only in a great university, could a school of social work get the educational facilities that advanced professional students must have if they were to become the efficient public servants of democracy.” Robert Zimmer, the University’s 13th president, shares her sentiment and stated during his address during the 487th convocation, “The University of Chicago, from its very inception, has been driven by a singular focus on inquiry... with a firm belief in the value of open, rigorous, and intense inquiry and a common understanding that this must be the defining feature of this university. Everything about the University of Chicago that we recognize as distinctive flows from this commitment.”

The Mies van der Rohe-designed building that is home to the University of Chicago’s Crown Family School of Social Work, Policy and Practice was dedicated in honor of Edith Abbott, PhD 1905 on March 17, 2021 and is now named Edith Abbott Hall.

CITY OF CHICAGO

As a great American city, Chicago and its surroundings provide a superb context for learning in the field. It is one of the nation’s most diverse cities—a kaleidoscope of social and cultural traditions and populations. Chicago experiences all of the significant problems of the modern metropolis: poverty, violence, crime,
dysfunctional schools, inadequate health services, drug use, family breakdown, social exclusion, and community
disruption. Our students are able to witness, learn from, and contribute to this complex of activity.

Chicago has notably been at the forefront of pioneering movements in social work, community organizing,
women’s rights, urban planning and architecture, labor organizing, and African American politics. Building
on this tradition, recent initiatives such as the University of Chicago Urban Labs, including its Health Lab;
the Network for College Success; the Employment Instability, Family Well-being, and Social Policy Network
(EINet); the STI and HIV Intervention Network (SHINE); CalYouth; the Smart Decarceration Project; the
Chicago Center for HIV Elimination; and the Chicago Center for Youth Violence Prevention (one of six national
Academic Centers of Excellence funded by the Centers for Disease Control and Prevention)—all led or co-led
by Crown Family School faculty—yield both knowledge for the field at-large and tangible benefit to the citizens
of Chicago, as well as offer opportunities to expand the University’s partnership with the City of Chicago. Our ever-
deepening partnerships with the neighbors in our community serve to enhance the quality of life and economic
development of Chicago’s South Side, as well as the City of Chicago more broadly and beyond to the national
and international levels. With this, the Crown Family School plays a very visible role in materially advancing
the University’s larger purpose to “enrich human lives.”

To further advance our community commitment, the Crown Family School added an Assistant Dean
of Civic Engagement to lead new initiatives and deepen relationships with community partners. These
mutually-beneficial partnerships are designed to enrich the academic experiences of our students and expand
opportunities for research, while including and responding to the voices and needs of our community neighbors.

In fall of 2018, the Crown Family School partnered with other campus entities when the University hosts
the annual Clinton Global Initiative University. The summit welcomed more than 1,000 undergraduates and
graduate students from around the world, subject matter experts, and other public figures, who addressed
urgent social, economic, and environmental issues. At the conclusion of the summit, attendees participated in a
“day of action” to support a project in an adjacent neighborhood.

The Crown Family School launched Civic Treks, a new partnership with the Institute of Politics, which gives
students an inside look at how Chicago works through discussions and meetings with civic leaders. Treks focus
on pressing social issues, including educational inequality, police accountability, community organizing, and
urban segregation, and gentrification. With the Booth School of Business, the Crown Family School has launched
a partnership that expands social entrepreneurship programming for Crown Family School students. Through
co-hosted extracurricular workshops on social entrepreneurship, combined with existing courses, students are
working to develop innovative solutions to social, economic, and environmental challenges. Crown Family
School students also have the opportunity to compete for venture capital funding to put their ideas into action.

Through another partnership, the Crown Family School and UChicago’s Office of Civic Engagement now is
offering a Certificate in Nonprofit Management. This two-year program is geared to early to mid-stage nonprofit
professionals working in or focused on Chicago’s South Side. It equips participants with the hands-on skills and
theoretical knowledge needed to manage effective organizations. Students take workshops at the Community
Programs Accelerator and complete a nonprofit management course taught by a Crown Family School professor.

The Crown Family School has been a chief architect in developing other University urban efforts, including
the Mansueto Institute for Urban Innovation, which draws on the strengths of the University of Chicago, as
well as the Crown Family School’s approach in applying multiple lenses to complex social problems. As a hub
focused on the possibilities of urbanization, the Institute will accelerate urban scholarship through seed funding
for such issues as health care, youth development, and violence reduction research—a areas where the Crown
Family School plays a major role. And as home to urban scholars trained in a dozen different disciplines, the
Crown Family School also is vital to UChicago Urban, a newly launched University commitment that strives to
understand urban issues and create positive impact on urban life.

THE GLOBAL CONTEXT

As social problems become more globally interconnected, the Crown Family School implemented a strategic
international social welfare program agenda. Our program integrates cross-national and comparative content
into our curriculum, including study-abroad and internship placement opportunities for students, lectures
by international scholars visiting Chicago, and scholarly and student exchanges in partnership with peer
institutions. One outgrowth of our growing visibility on the global stage is an acceleration of our international
student enrollment.

With support from the University’s Provost’s Office, the Crown Family School has expanded its faculty
ranks, bringing in faculty with explicit expertise in global and international social welfare. Our first of several
faculty hires in this emerging domain joined us in July 2012; since then, the Crown Family School has hired
additional faculty members, allowing the School to forge a defining role in the globalization of social welfare
concerns and problems. Our faculty examine social welfare policy and practice across Asia, Central/Latin
America, the former Soviet Union, and Africa, which also complements work in Europe. The Crown Family
School faculty also serve on the Steering Committee of the University’s Center in Delhi, the University’s Beijing
Governance Committee, and the international advisory board of the Indian Journal of Social Work. We are
completing our seventh year of a concentration in international social work, which builds out field experiences
in India, China, and Hong Kong, and through the University’s Human Rights program. In addition, this year, we welcomed a second cohort of students to the global social policy and practice certificate.

We run an annual, intensive, one-month study-abroad program on urban poverty and community practice for our master’s students in collaboration with the Tata Institute of Social Sciences (TISS) in Mumbai, India, the oldest established school of social work in that country. This program combines classroom instruction, field experience (pairing the Crown Family School with TISS students in a small set of community placements), seminar discussion, and informal engagement with students and faculty from both schools. The program includes a reciprocal exchange in Chicago, in which TISS students engage in a parallel program to the one in India, strengthening comparative learning across institutions and countries and building meaningful peer relationships. This work has also begun to generate research collaboration among faculty at both institutions.

In China, the Crown Family School has established a relationship with colleagues at Peking University (PKU), the home to mainland China’s oldest and most well-established social work program. We have hosted PKU faculty at Chicago on two separate occasions and have visited PKU to share insights and orientations to social work curriculum and field education as well as to explore common research interests. We are also partnering with PKU as part of the China Collaborative, an effort jointly sponsored by the Council of Social Work Education in the United States, China Association of Social Work Educators in China, and the International Association of Schools of Social Work to foster the advancement of social work education and the professionalization of social work in China during a time of rapid development. In addition to co-organizing with PKU two workshops in Beijing, the Crown Family School hosted, in fall 2014, a delegation of faculty from some of China’s leading social work programs, introducing them to a week-long immersion in the Crown Family School’s robust educational fieldwork-classroom integration.

We established, in 2013, an intensive Institute in China in partnership with Hong Kong Polytechnic University (PolyU) that focuses on responses to social exclusion in Hong Kong, mainland China, and the United States. The annual program allows students from the Crown Family School and PolyU to learn from and gain perspectives from each other. The intensive institutes have included local site visits in Hong Kong and Mainland China, where students have examined local social welfare issues facing migrants, asylum seekers, and tenant farmers, including housing shortages, health inequality, and economic development policies. As with the TISS program, this exchange is designed to maximize interaction and learning between students from Hong Kong, China, the U.S., and elsewhere, through a range of formal curricular, field-oriented, and informal interactions, and to leverage the comparative perspective such an exchange might provide to think critically about social work practice and social welfare.

The Crown Family School, with our counterparts at Peking University, co-sponsored and hosted a series of scholarly seminars and strategic planning workshops with support from the University of Chicago’s recently established Beijing Center. Over the past few years, the Crown Family School hosted a series of symposia and workshops, in collaboration with colleagues at Peking University, the Tata Institute of Social Sciences, and Seoul National University, focused on the challenges of globalization and urbanization. These symposia explored international perspectives on social policy and urban problems, bringing together scholars from China, the United States, India, and South Korea to explore knowledge about, policy responses to, and enduring questions focused on urbanization and globalization across particular substantive themes—education, health, children and youth, and poverty and development—as they are playing out across these four national contexts. The symposia provided a foundation for collaborative research exploring the theme of inequality and social exclusion and how it is generated, reproduced, and responded to cross-nationally in the context of globalization. An edited volume based on this work, Social Exclusion in Cross-National Perspective: Actors, Actions, and Impacts from Above and Below, is now available from Oxford University Press.

Further galvanizing our efforts is the Tripartite Collaboration for Advancing Social Work in China, launched in 2016, which establishes an endowed joint social work educational exchange program in partnership with PKU and Hong Kong Polytechnic University. Working together, the three universities seek to promote the development of graduate social work education and research in China; facilitate international collaborative graduate education and research among the participating universities; and improve the quality of social work education in China, promoting a rigorously professionalized, effective, and ethical social work workforce and service system. In 2017, the Collaboration launched the Enduring Foundation project, an on-the-ground effort to address the needs of migrant families affected by rapid urbanization. This community-based project seeks to promote the positive development and mental health of rural children and adolescents through parenting training workshops, mentoring programs, and community programs. In addition to these developing relationships, the presence of the University of Chicago’s Beijing and Paris Centers and the recent opening of the University’s Centers in Delhi and Hong Kong offer exciting opportunities for cross-national exchanges, seminars, and conferences, including hosting students and scholars from China, India, the United States, and other countries for varying periods of time.

In February 2021, the Crown Family School announced a $25 million gift from the Kiphart Family Foundation that will establish the Susan and Richard Kiphart Center for Global Health and Social Development, led in partnership with the Biological Sciences Division. The Kiphart Center will serve as the University’s gateway in bringing together teams from around the University and partner communities to address social
determinants of health and improve infrastructure to promote community health and well-being around the
world.

**GUIDING PRINCIPLES OF THE CROWN FAMILY SCHOOL MASTER’S CURRICULUM**

The Crown Family School’s curriculum promotes social justice through its commitment to pluralism, rigorous inquiry, engaged interdisciplinary scholarship, integrative practice, critical thinking, and informed action. These curricular commitments prepare students to understand the complex contexts and power structures that maintain and reproduce inequality and injustice, and to take action to promote individual, social, and structural change.

1. Social Justice

The Crown Family School supports students to analyze the social, historical, political, economic, and organizational factors that reinforce inequity and injustice. Students and faculty consider their own and others’ positionality within those structures, with an appreciation of how identities and affiliations may intersect to compound or mitigate privilege and oppression. We work to increase access, opportunity, and agency in order to dismantle systems of oppression and to help meet the basic needs of diverse individuals, families, and communities with compassion and humaneness.

2. Intellectual Pluralism

Intellectual pluralism is at the heart of the Crown Family School’s teaching. The curriculum reflects the intellectual diversity of our faculty, who come from an array of academic disciplines and professions and represent a variety of political perspectives. This pluralism allows our students and faculty to appreciate multiple ways of knowing, to be critical of what counts as knowledge and research, and to be more inclusive of perspectives that have not traditionally been centered in social work curricula. Our intellectual pluralism also encourages ongoing interrogation of the concept of social justice, which is central to the mission of social work. It also provides us with the tools and flexibility to engage effectively with a broad range of individuals, communities, and social institutions.

3. Engaged Scholarship and Teaching

Crown Family School faculty are committed to promoting social justice and social equality through engaged scholarship and education. Scholarship at the Crown Family School emerges from interactive engagement with practitioners, policy makers, and communities. Crown Family School faculty members actively integrate their research into curricula and teaching. Students are educated to identify and analyze the causes, consequences of, and approaches to ameliorating human suffering and social injustice.

4. Integrative Practice

Our curriculum is built on the assumption that all social workers need to understand and act to mobilize change with and within individuals, families, communities, organizations, public institutions, and political and economic systems. Drawing upon and integrating field and classroom experiences, students will develop skills to practice across multiple levels. In addition, students are trained to use integrative frameworks that move beyond the micro-macro dichotomy.

5. Critical Thinking

Students learn to effectively question, assess, evaluate, and respond to assumptions, claims, and values, including those from social science and social work research. Students learn to consider a range of perspectives; carefully assess their assumptions, validity, and implications; and become skilled and insightful evaluators of their own thinking. This process includes reflection on how one’s own affiliations and identities may lead to blind spots and biases. Students learn to integrate a critical sensibility into practice so as to make meaningful contributions to the profession, the client base, and to the analysis and resolution of social problems.

6. Theory to Action

Students prepare for positions of leadership and to be stewards of change while working in dynamic sociopolitical and fiscal contexts in hundreds of vetted field placements throughout Chicago and its surrounding communities. Chicago has a rich history of social reform, social service innovation, and community organizing that gives context and continuity to students’ field experiences. The field model provides opportunity for students to engage in coursework and field work concurrently, challenging students to assess, understand and address the extraordinary range of needs that bring people into contact with nonprofit, public and private agencies. Simultaneously, students learn from the tremendous strength, resilience, and knowledge held by the individuals and communities they serve. Students are encouraged to identify practice questions that lead to analysis, research, and new approaches toward ameliorating social exclusion through community-engaged fieldwork.

While we strive to create conditions that will largely negate the need for a social work profession, we realize that social service programs and organizations serve vital safety net functions and can aid in societal transformations toward equity and social justice. Crown Family School faculty recognize that individuals, families, and communities are rarely helped by mediocre interventions and programs. Similarily, society is rarely
served by poorly conducted research or poorly crafted social policies. Therefore, the Crown Family School strives towards excellence in our practice, teaching, and scholarship.

GOALS OF THE SCHOOL

Carrying out the Crown Family School’s mission to enrich human life through scholarship, education, and service dedicated toward advancing a more socially just and humane society, we tackle the most intractable and costly of social problems by developing rigorous knowledge and rigorously trained professionals, as well as by leading and informing the field in ways that advance our society and the concerns of those who are most vulnerable. In keeping with its mission, the School’s goals are:

- To educate competent and effective professionals able to apply clinical, analytical, and organizational knowledge and skills to solve social problems and relieve the distress of vulnerable individuals through ethical practice in a rapidly changing global environment. This requires a learning environment that models respect for diversity and lifelong learners who can think critically about the world around them.
- To produce scholarship that enhances our understanding of the nature and sources of problems of individuals, families, communities, and society and of effective means of preventing and intervening with those problems.
- And to use the School’s resources to advance social justice and to serve its immediate community and the field of social welfare through the translation of knowledge into action. We aim to provide leadership both institutionally and through the efforts of individual faculty.

Graduates of the Crown Family School should be able:

- To understand that the foundation of effective service lies in a grasp of the environment. Individual distress occurs in a social context involving the interaction of biological, psychological, familial, economic, community, and cultural factors.
- To understand that theories supported by empirical evidence serve as conceptual frameworks for examining individual distress, organizational functioning, community contexts, and social policies. These theories are drawn from multiple disciplines and become the foundation for a coherent framework from which to respond to human needs and promote social justice.
- To think critically and challenge the underlying assumptions, core values, conceptual frameworks, and evidence on which our professional knowledge is based.
- To engage in competent, ethical, and effective social work, clinical practice, or social administration.
- And to become effective leaders in the fields of social work and social welfare.
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